



Department  
for Education

# Free school application form 2014

**Mainstream and 16 to 19** (updated August  
2014)

**TBAP 16-19 ACADEMIC AP ACADEMY**

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## Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about 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. There is a separate (downloadable) Word form for this.

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

**Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [mainstream.fsapplications@education.gsi.gov.uk](mailto:mainstream.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; 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, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that 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 as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

**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

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> ?		
2. Have you established a company limited by guarantee?		
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details		
<b>Section B:</b> Outline of the school		
<b>Section C:</b> Education vision		
<b>Section D:</b> Education plan		
<b>Section E:</b> Evidence of need		
<b>Section F:</b> Capacity and capability		
<b>Section G:</b> Budget planning and affordability		
<b>Section H:</b> Premises		
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?		
5. Have you fully completed the budget plans?		
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

<p><b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk?</a> (See guidance for dates and deadlines).</p>		
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>		

*\*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*

<b>Section I of your application</b>		
<p><b>11.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>		

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

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

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

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

**Signed:**

**Position: Chair of company (please delete as appropriate)**

**Print name:** ██████████



**Date: 7<sup>th</sup> October 2014**

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

Please tick to confirm that you have included  
all the items in the checklist.

## **Section A: Applicant details**

Please complete the Excel application form.

## **Section B: Outline of the school**

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	83219
Name of proposed school:	TBAP 16-19 Academic AP Academy
Is this a route one application or a route two application?	Route 2
Name of lead applicant:  Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	The Bridge AP Academy, Finlay Street, Fulham, SW6 6HB
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	n/a
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	n/a
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	TBAP Multi Academy Trust
Company address:	The Bridge AP Academy, Finlay Street, Fulham, SW6 6HB
Company registration number:	8425513
Date when company was incorporated:	01 March 2013
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	Cllr Elizabeth Campbell - member appointed Director
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	5
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	TBAP Mult Academy Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
--	--

How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
--	-----

If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.	<Redacted>
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Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	None
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If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	
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Have you received help and support from the New Schools Network (NSN)?	Some help
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
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If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:	
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SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Hammersmith and Fulham
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Proposed opening year:	2016
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Age Range:	16-19
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Other (please specify below)
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	NA 16-19 application
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	16- 19 AP and Special
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	50
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	Post 16 provision: 50
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Please say which year groups the school will have in first year and the PAN for each	Year 12
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Date proposed school will reach expected capacity in all year groups:	2017
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Mixture
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	11-15
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**Use of freedoms**

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	No
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	
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## Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section C1

The TBAP (Tri-Borough Alternative Provision) 16-19 Academic Alternative Provision Academy will be a school with an academic curriculum to meet the needs of learners who would otherwise be unlikely or unable to achieve their full academic potential and gain access to Higher Education. These learners have previously suffered a disrupted or troubled educational experience, but have shown at Key Stage 3 and Key Stage 4 that they possess the ability, desire and capability to progress to university if the right teaching, support and educational context is made available to them. The TBAP 16-19 Academic AP Academy will transform lives by providing a pathway to a university education for learners who otherwise would not have been presented with this opportunity.

The identified cohort would consist of learners who undertake Key Stage 4 in a range of non-mainstream, alternative provision (AP) settings including: 11-16 AP Academies, Pupil Referral Units and independent special schools in Central and West London. The TBAP 16-19 Academic AP Academy will provide a relevant alternative to the mainstream Sixth Form and Further Education offer focusing on providing equality of access to education and improving social mobility for this key group of learners.

The DfE's 'Destinations of Key Stage 4 and Key Stage 5 students, 2011/12' shows a clear disparity in access to university for this cohort:

- More than 86% of students from maintained schools go on to KS5, and 53% then proceed to university.
- More than 60% of learners from AP go onto KS5, but fewer than 5% then proceed to university.

The TBAP 16-19 Academic AP Academy will offer the International Baccalaureate Diploma Programme. This is an academically challenging and balanced programme of education that prepares students aged 16 to 19+ for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. Our curriculum offer will provide an alternative to the courses currently available at local colleges without the requirement to go to a mainstream school Sixth Form; an educational context within which these learners previously had negative experiences.



*'Learners enter with histories of failure in the school system. Some had virtually dropped out of education. They are enabled to transform their attitudes to learning and show outstanding achievement.'*

**TBAP Bridge AP Academy Ofsted Report 2013**

The TBAP16-19 Academic AP Academy will be situated in the London borough of Hammersmith & Fulham and the cohort will be drawn from three boroughs where TBAP currently has 11-16 AP Academies (Hammersmith & Fulham, Royal Borough of Kensington & Chelsea and Westminster) and also from the neighbouring boroughs of Brent, Ealing, Hounslow, Richmond-upon-Thames and Wandsworth. The TBAP 16-19 Academic AP Academy will create a pathway for *any* learner who is able to demonstrate academic ability, desire and potential from across this significant proportion of London boroughs.

### **Why is the TBAP Trust seeking to establish the TBAP 16-19 Academic Alternative Provision Academy?**

The TBAP 16-19 AP Academy is a strategic response to a number of inter-related factors within Central and West London. In national terms, the drive to improve the outcomes for learners educated outside the mainstream is aimed at improving individual life chances. This drive to raise standards has, at its core, the recognition that all learners have a right to succeed academically and have access to a challenging and ultimately rewarding educational experience.

The requirement to raise the participation age (RPA - ensuring learners are successfully retained in education or training) has been an important factor in initiating the TBAP 16-19 AP Academy. A high proportion of this cohort of learners does not currently have a placement providing them with sufficient support to be successful. Equally, the requirements of the 2014 Education Act with regard to a cogent and accessible Local Offer for learners with Special Educational Needs (and the interim arrangements for S139a) have meant that the Local Authorities in the Tri-Borough area have been involved from inception in the TBAP 16-19 AP Academy project (see Section E).

In the context of the sub-regional picture in Central/West London, the actions taken by TBAP within the Tri-Borough area and the other local authorities has resulted in a growing cohort of learners succeeding academically at levels that previously would have been thought unlikely. These learners are succeeding in Alternative Provision due to the level of 'wrap-around' support offered to them as well as the tailoring of the curriculum and the quality of the extended curriculum. It is important to recognise

that this group of learners includes those who are on either the edge of care or entering the criminal justice system and the secure estate.

The TBAP Trust has played a key role in raising standards of education and improving the outcomes for learners in Alternative Provision. In terms of the organisation's experience, professional network (see Section D for partner organisations who will support the innovative curriculum delivery), and geographical location the TBAP Trust is ideally positioned to create and manage a 16-19 Academic AP Academy. The Trust wishes to continue supporting and providing an outstanding academic education to learners from a wide variety of AP providers across the sub-regional area.

There are however, a number of factors against Year 11 AP learners being successful in post-16 education and which our proposal mitigates:

- **Factor 1:** Learners who have CAT scores in the region of 90-115 and gain the equivalent of 5 Grade D's or C's (or equivalent) at GCSE, despite a disrupted education are not recognised by 'mainstream' educators. Entry to an academic 'A'-Level course is determined by 5 GCSEs at Grade B or above rather than the potential indicated by the progress individuals will have made during Key Stage 4.

TBAP 16-19 Academic AP Academy will allow learners to sustain an educational trajectory which may otherwise have been disrupted by having to move educational setting or move away from an academic route at the end of Key Stage 4.

- **Factor 2:** Learners move from a nurturing and highly supportive environment to one less orientated towards their needs and personal experiences.

TBAP's evidence based model provides a much higher standard of bespoke care, personalised support and mentoring matching the changing needs of individuals and families.

- **Factor 3:** Existing post-16 providers do not sufficiently recognise the previous experience, different learning styles and individual qualities of Year 11 learners transitioning from AP.

TBAP proposes to use the freedom to innovate in order to improve outcomes at Key Stage 5 through the introduction of the International Baccalaureate into a small AP Academy setting providing innovation and real choice for this cohort of vulnerable learners.

## **Proposed Outcomes for Learners**

The curriculum offer at the TBAP 16-19 Academic AP Academy will be instrumental in ensuring the delivery of outcomes which are counterfactual to those currently experienced by learners leaving Alternative Provision. This means that:

- 15% of the AP cohort in the sub-regional area (25 Year 11 leavers from AP settings) will annually access an academic offer at Key Stage 5 through the TBAP 16-19 Academic AP Academy.
- At least 85% (21 of the cohort will be retained to the point of completion of Key Stage 5 at 18-19+. This is higher than the current figure given for A-level programmes nationally and reflects the TBAP destinations and learner retention rates at Key Stage 4.
- 100% of retained learners will have access to a university course at the end of Key Stage 5.

TBAP's aim through the 16-19 Academic AP Academy is to at least double the percentage of this cohort of vulnerable learners entering university from 5% to 10% plus.

### **Ability to deliver the vision; capacity and track record in delivering high quality education**

TBAP is a well-established multi-academy trust. It is a leading provider of Alternative Provision within London, and has a national reputation for providing high impact education to learners who are subject to social and educational exclusion. The organisation's commitment to high quality education for *all* learners is recognised in the most recent Ofsted Inspection (May 2013) where the Bridge AP Academy was rated as 'Outstanding in all areas'. Of the other three secondary Academies in the Trust, Challenge Partners judge one to be 'Outstanding' and one as 'Good' having previously been 'requiring improvement' prior to TBAP involvement. The Trust has experience of working both across phase and between phases. Our primary, Courtyard AP Academy, was also judged to be 'Outstanding in all areas'. The trajectory of Academy improvement within the Trust illustrates the group's ability to deliver school improvement strategies and capacity to improve school effectiveness. The Trust also acts as a DfE-brokered academy sponsor to Octagon AP Academy in Haringey.

TBAP has the required infrastructure and experience to manage the inception, development and long term delivery of a new Academic AP Academy. The critical factors for ensuring consistent high quality education for learners who will go on roll at the TBAP16-19 Academic AP Academy are already in place:

- Clear priorities which relentlessly focus on 'narrowing the gap' for learners.

- Delivering outstanding academic, social and emotional learning which enables learners to become successful and thoughtful lifelong learners who are respectful of alternative viewpoints and ideas.
- Ensuring safe and stimulating learning environments across all of the Trust's Academies, and using robust systems of behaviour and pastoral support to deliver effective well-being for all.
- Building and supporting the capacity to raise standards of care, support and learning by developing and sharing the skills, knowledge and experience of all staff.

Ofsted has recognised the ability to translate those priorities into concrete achievements for learners:

*'The quality of teaching is excellent. Teachers have the highest expectations and work extremely effectively with other staff in the academy, such as the mentors, learning support staff and therapists.'*

*'Learners enter with histories of failure in the school system. Some had virtually dropped out of education. They are enabled to transform their attitudes to learning and show outstanding achievement.'*

**TBAP Bridge AP Academy Ofsted Report 2013**

Evidence of the Trust's ability to deliver effective school to school (S2S) improvement and improved learner outcomes through high quality learning and teaching include the sustained improvement in performance at the Bridge AP Academy (Table 1) and the rapid improvement in outcomes at Beachcroft AP Academy (Table 2). Objective external evaluation of performance (Table 3) has confirmed that the TBAP Trust has the capacity and methodology to deliver outstanding education for vulnerable learners at all Key Stages (Table 3).

Tables 1

<b>Bridge AP Academy Key Stage 4 Performance</b>	<b>at least 1 GCSE</b>		<b>at least 5 GCSE's</b>		<b>at least 1 GCSE's A-C</b>		<b>at least 5 GCSE's A-C</b>		<b>Accreditation</b>		<b>APS</b>
	no	%	no	%	no	%	no	%	no	%	
2009-10	35	87	16	37	9	21	1	2.3	46	83	112.8
2010-11	37	90	11	27	14	34	1	2.4	41	77	119.5
2011-12	36	97	13	35	14	38	0	0	36	97	118.7
2012-13	45	91	18	37	18	37	0	0	48	98	107.7
2013-14	28	100	16	57	22	79	1	4	28	100	183
<b>National</b>		<b>81%</b>		<b>24.40%</b>				<b>5.40%</b>			<b>95.2</b>

Table 2

Beachcroft AP Academy Key Stage 4 Performance	at least 1 GCSE		at least 5 GCSE's		at least 1 GCSE's A-C		at least 5 GCSE's A-C		Accreditation		APS
	no	%	no	%	no	%	no	%	no	%	
2009-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35.5
2010-11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	20	91	2	10	5	23	0	0	20	91	n/a
2012-13	22	88	7	25	12	48	3	12	24	96	96.8
2013-14	8	88.9	4	44.4	3	33.3	1	11.1	8	88.8	98.4
<b>National</b>		<b>81%</b>		<b>24.40%</b>				<b>5.40%</b>			<b>95.2</b>

Table 3

<b>AP Academy</b>	<b>Review type</b>	<b>Date</b>	<b>Outcome</b>	<b>Next Review Date:</b>
Bridge AP Academy	Challenge Partners	October 2013	Outstanding in all areas	26/01/15 – 28/01/15
	Ofsted	June 2013	Outstanding in all areas	
Courtyard AP Academy	Challenge Partners	Sept 2014	Outstanding in all areas	
	Ofsted	June 2012	Good in all areas with Outstanding Behaviour and Safety	
Beachcroft AP Academy	Challenge Partners	Feb 2014	Good with Outstanding School improvement Strategies	11/03/15 – 13/03/15
	Ofsted	June 2013	Good in all areas	
Latimer AP Academy	Challenge Partners	March 2014	Outstanding in all areas	28/01/15 – 30/01/15
	Ofsted	July 2013	Good in all areas	
<b>SPONSORED Academies</b>				
Octagon AP Academy	Challenge Partners	n/a	n/a	29/11/14 – 26/11/14
	Ofsted	June 2013	Special Measures	

## Section D: Education plan – part 1

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 2016, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>		25	25	25	25	25	25	25
<b>Year 13</b>			25	25	25	25	25	25
<b>Totals</b>		25	50	50	50	50	50	50



## Section D: Education plan – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
		We are delivering the IB Diploma, please see below for explanation of the choice option regarding mandatory and voluntary subjects	
English Language and literature	3	Mandatory	Plus additional mentor led afterschool group
Mathematical studies	3	Mandatory	Plus additional mentor led afterschool group
Spanish	2.15	Voluntary	Plus additional resources via TBAP online our VLE
Native language other than English	2.15	Voluntary	Plus additional resources via TBAP online our VLE
Psychology	3	Voluntary	Plus additional resources via TBAP online our VLE
Information Technology in global society	3	Voluntary	Plus additional resources via TBAP online our VLE
Chemistry	3	Voluntary	Plus additional resources via TBAP online our VLE
Physics	3	Voluntary	Plus additional resources via TBAP online our VLE
Biology	3	Voluntary	Plus additional resources via TBAP online our VLE

Environmental Systems	2.15	Voluntary	Plus additional resources via TBAP online or VLE
Visual Arts	3	Voluntary	Plus additional afterschool studio time
Theatre	3	Voluntary	Plus additional afterschool studio time
Theory of Knowledge	1.5	Mandatory	
Creative Action Service	1.5	Mandatory	
Extended Essay	2	Mandatory	Plus additional mentor led afterschool group on research skills
Enrichment visits and speakers	1.5	Mandatory	

## Section D1:

### The Curriculum Plan: Overview

#### Curriculum Innovation

The TBAP curriculum structure contains four distinct, yet linked elements:

1. The **Academic Curriculum** - delivered through the International Baccalaureate.
2. A consistent, high-quality, **multi-disciplinary delivery mentoring programme** woven within the curriculum. Integral to the programme will be the partnership with **InfoUniversity** who will provide personalised professional mentors and out of hours support.
3. A structured '**Resilience Curriculum**' developing personal effectiveness. This curriculum provides the skills and attitudes necessary both to complete Key Stage 5 studies and to successfully access Higher Education.
4. Support for **Special Educational Needs**, using a range of therapeutic interventions.

#### Delivering the Curriculum

The TBAP Trust has a core of experienced staff, able to deliver the four aspects of the curriculum as well as train and develop new colleagues in the TBAP approach as the school evolves. The team includes:

- A teaching team of which a significant proportion have the experience of teaching at Key Stage 5 (80%) and three of which have taught and led the International Baccalaureate Diploma previously.
- Specialist teachers in English, Mathematics, Science, the Humanities, Arts and Modern Foreign Languages.
- Specialist mentors, mentoring team leaders, and psychological support specialists.
- School leaders and managers who are experienced not only in school improvement processes, but also in delivering school to school (S2S) support.

There is a strong infrastructure team within the TBAP Trust who are able to provide the necessary infrastructure to ensure the delivery of the curriculum with regard to:

- Information technology.
- Examinations.
- Monitoring and data analysis.

## The Academic Curriculum

### The International Baccalaureate: Rationale

There is a clear congruence between the aims and outcomes of the TBAP Trust and that of the International Baccalaureate:

- *“The International Baccalaureate aims to develop inquiring, knowledgeable and caring learners....*
- *To this end the organization works with schools... to develop challenging programmes of international education and rigorous assessment.*
- *These programmes encourage learners across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. “*

The IB Diploma Programme (DP) is both academically challenging and balanced as a programme of education. Importantly it has been designed to address not only the intellectual but also the social, emotional and physical well-being of learners.

There are also a number of key indicators that the International Baccalaureate is able to equip learners with the skills needed to successfully complete University education (all data Higher Education Statistics Agency 2011):

- *‘Entrants holding IB qualifications were less likely to leave their institution in the following year, without gaining an award than entrants holding other types of qualifications].*
- *A level entrants were more likely than IB entrants to leave without an award in all subject areas except for Languages and Architecture, building & planning.*
- *IB qualifiers outperformed A level & equivalent qualifiers in all subject areas except for Mass communications & documentation (6.6% for IB compared with 9.4% for A level & equivalent). The most noticeable differences in attainment were in Physical sciences (31.2% for IB compared with 20.2% for A level & equivalent) and Social studies (22.0% for IB compared with 11.5% for A level & equivalent).’*

Learners are referred into Alternative Provision (AP) having experienced significant disruption in their education. They can often make extraordinary progress in AP, but they are unlikely to achieve the same outcomes as similarly able learners in mainstream. There are clear issues for these learners: the jump from GCSE grade C to A' level is often challenging, as is a dramatic change in both educational context and expectations. Following an IB programme will mitigate this through providing a framework and approach to learning which is more familiar and is attuned to their learning style.

That the International Baccalaureate is the right curriculum framework choice for the learners is also evidenced by the views of leading Universities and influencers.

Other views on the benefits of the International Baccalaureate;

- Michael Gove, Previous Education Secretary, IB fosters ‘a revival of the art of deep thought.’
- David Willets (Previous Universities Minister) ‘more learners should be sitting the IB, it’s got the advantage that it is more broadly based than A levels.’
- Sir Michael Rake (chairman of BT) 2009. ‘A-levels are no longer the gold standard and should be scrapped in favour of the IB.’
- [REDACTED]

[REDACTED] explained that when it came to tutors making decisions on borderline applicants, learners taking the IB stood a better chance than their A-level counterparts “because the IB differentiates better than A-level; if we are hesitating about making an offer at all, we would be more likely to make an offer to an IB student than an A-level student.

A 24 point score (the lowest pass score for IB, and the minimum expected from a TBAP Academy learner) in 2014 would have secured entry to do the following courses:

- Civil Engineering at Coventry,
- History at Portsmouth,
- Law at Warwick,
- History of Art at UEA,
- Physics at Keele or
- Economics at East London.

### **Congruence between the IB Learner Profile and TBAP core values**

The Learner profile of the International Baccalaureate (*italics*) matches to, and will form the basis of, the expectations that TBAP Trust has for those learners who join the Academic AP Academy.

***Inquirers***                    *They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love will be sustained throughout their lives.*

TBAP demonstrates through its learner rates of progress an ability to infuse learners with a love for learning. Our staff constantly support learners to develop skills in both independent and collaborative learning.

***Knowledgeable***            *They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge*

*and develop understanding across a broad and balanced range of disciplines.*

The aim of the TBAP 16-19 Academic Alternative Provision Academy is to produce learners who are conceptual thinkers, able to understand and apply knowledge across a wide range of academic disciplines. By exposing learners to a wider curriculum than is traditional, we allow learners to discover new strengths and preferences that they may not have encountered during their academic journey to date.

**Thinkers**            *They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.*

TBAP has an excellent track record in teaching previously disengaged learners how to analyse, respond to, and take responsibility for the world around them. We see the extension into a sixth form as a continuation of this work, producing learners who can use their thinking skills not only for academic achievement but to engage with their world in a reasoned and ethical manner.

**Communicators**    *They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They take responsibility for their own actions and the consequences that accompany them.*

Communication lies at the heart of everything TBAP stands for. We encourage our learners to find and use their voice, and to listen and respond to the voices of others in collaborative and supportive ways. TBAP, unusually for Alternative Provision, provides modern foreign language teaching across all key stages. Many of our learners, and our staff, speak second, and sometimes third, home languages.

**Principled**            *They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.*

TBAP seeks to help learners develop a sense their rights and responsibilities as members of their AP Academy, local and global communities. This includes valuable community partners such as the Metropolitan Police, Fulham and Chelsea Football Clubs, the Lyric Theatre and LEAP - Confronting Conflict.

**Open-minded**      *They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.*

As an organisation which operates across the centre of one of the most cosmopolitan cities in the world, the TBAP community reflects and celebrates cultural and social diversity in modern Britain. Respect and understanding for others, and their differences, form a central tenet of the TBAP ethos.

**Caring**              *They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.*

**Risk -Takers**      *They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.*

The pastoral and extra-curricular opportunities that will become part of the TBAP 16-19 Academic Alternative Provision Academy curriculum will support learners to greatly extend their experiences, whilst developing skills in collaboration, resilience and independent thinking. The TBAP Trust will benefit from its partnership with Latitude, and already has experience of learning abroad in France and in Japan.

**Balanced**            *They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.*

The curriculum offer of the TBAP 16-19 Academic AP Academy will provide learners with opportunities for academic, physical and emotional growth, recognising that all three aspects are needed in balance for a healthy and fulfilling life.

**Reflective**            *They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.*

The curriculum offered by the TBAP 16-19 Academic AP Academy demands that

learners reflect upon their progress and achievement. By developing reflective skills, we hope to produce young adults who can critically assess their strengths and weaknesses taking responsibility for their own development, and progress through life successfully.



## **The International Baccalaureate: the offer in an Alternative Provision context**

### **The Academic Subject Offer**

The IB has six subject groups, of which no more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours).

**Group 1:** English language, literature

**Group 2:** Home language or Spanish ab initio\*

**Group 3:** Psychology, information technology in a global society

**Group 4:** Chemistry, Physics, Biology, or Environmental systems

**Group 5:** Mathematical studies, Mathematics

**Group 6:** Visual arts, Theatre

Each learner will choose one subject from each of subject groups 1 to 5, ensuring breadth of knowledge and understanding in their best language, the social sciences, the experimental sciences and mathematics. They will be able to choose an arts subject from group 6, or a second subject from groups 1 to 5.

\* There are three levels of study that can be taken with regards to a second language. The first one, 'ab initio', is for learners starting from scratch. Where a learner has a home language other than English this can be studied as part of the IB.

Each of the subjects is assessed through a combination of assessment tasks and written exams. They are marked out of 7 with an additional 3 marks for the Theory of Knowledge and the extended essay. The combined maximum score is 42. In terms of comparators between the International Baccalaureate and 'A' Level:

- 24 marks equivalent to 1 'B' and 2 'C' Grades at 'A' level
- 45 marks equivalent to 6 Grade 'A' s at A' level

The expected outcome for learners in the TBAP 16-19 Academic AP Academy is a mark score 24 or above. This will ensure entry on to a broad range of degree courses at a number of universities in the UK.

### **Compulsory Elements**

The academic subject offer is supported by three further elements: Theory of Knowledge, the Extended Essay and Creativity, Action, Service.

Theory of Knowledge (TOK) is central to the International Baccalaureate and forms part of the core requirement which must be passed in order to gain the IB diploma. It is embedded throughout the curriculum and is delivered in two sessions per week by a specific teacher. The course develops the critical thinking skills required to tackle tertiary education and is assessed through a 1,400 word essay and an oral presentation.

The extended essay is a 4,000 word piece on a topic of a student's choice. It is a rigorous, research-based academic essay which is intended to be completed in the period from February of Yr12 to October of Year 13. All learners will be allocated a subject-specific supervisor to support and guide them during the process.

Creativity, Action, Service (CAS) is fundamental part of the IB programme. The three aspects of the programme are defined as:

- *'Creativity is interpreted broadly to include a wide range of activities that involve creative thinking. Creativity provides learners with the opportunity to explore their own sense of original thinking and expression.'*
- *Action is focussed on getting involved in physical exertion that contributes to a healthy lifestyle. The aim of Action is to promote lifelong healthy habits related to physical well-being.*
- *Service requires learners to understand their capacity to make a meaningful contribution to their community and society. Through Service, learners develop and apply personal and social skills in real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability for their actions.'*

Learners are required to log 50 hours for each section of the CAS requirement over two years, to give a total of 150 hours. The log requires learners to reflect on their progress and learning throughout the programme and as such, supports the broader aims of the school with respect to developing self-aware life-long learners.

The CAS element will be guided by each learner's mentor (see Mentoring, below) who will guide them in mapping out and logging their CAS experiences. Learners will be encouraged to access a wide range of experiences, provided within TBAP and via external agencies, to develop their CAS portfolio and these will be provided through the 'Resilience' element of the curriculum offer and includes volunteering, service overseas and creative/aesthetic opportunities.

### **Structure of the school day**

All learners will have 26 periods of taught time each week comprising 9 periods of three standard level subjects, 15 periods of higher-level subjects and 2 periods of Theory of Knowledge.

Learners will also have 2 scheduled CAS periods per week. We envisage that all learners will be engaged in CAS sessions at the same time every week, offering the widest possible set of CAS experiences. In addition, learners will have a weekly meeting with either a personally assigned tutor for the extended essay, or with their academic mentor.

The extended day allows for two 1 hour preparation sessions, which may include mentored sessions as well as independent study. It is recommended by the International Baccalaureate Organisation that learners complete approximately 15 hours of independent study per week. It is envisaged that personalised study, comprising of both individual study at school, and an additional 5 hours in learners own time, will be guided by tasks and resources on the TBAP Trust's Virtual Learning Environment (VLE). TBAP teaching staff will provide through the VLE, highly individualised tasks and resources.

## Indicative Timetable – Individual Learner

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Period 1 9.30-10.15</b>	Chemistry (Higher level)	Spanish <i>ab initio</i> (Standard level)	Psychology (Higher level)	Mathematics (Standard level)	Spanish <i>ab initio</i> (Standard level)
<b>Period 2 10.15 – 11.00</b>	Chemistry (Higher level)	Mathematics (Standard level)	Psychology (Higher level)	Tutorial – extended essay tutor (English)	Chemistry (Higher level)
<b>Break</b>					
<b>Period 3 11.15 – 12.00</b>	Language and literature (Higher level)	Psychology (Higher level)	Mathematics (Standard level)	Language and literature (Higher level)	Visual Arts (Standard level)
<b>Period 4 12.00 – 12.45</b>	Spanish <i>ab initio</i> (Standard level)	Visual Arts (Standard level)	Theory of knowledge	Language and literature (Higher level)	Visual Arts (Standard level)
<b>Lunch</b>					
<b>Period 5 13.35 – 14.20</b>	Chemistry (Higher level)	Psychology (Higher level)	Enrichment afternoon – outside speakers/ agencies	CAS Hour – peer mentoring at BAPA site	Theory of knowledge
<b>Period 6 14.20 – 15.05</b>	Chemistry (Higher level)	Psychology (Higher level)		CAS Hour – peer mentoring at BAPA site	Mentoring session
<b>Meet tutor – tea and toast</b>					
<b>Prep 1 15.30-16.30</b>	Private study	Mentor-led maths study group	Studio time	Private study	Mentor-led session on research skills
<b>Prep 2 16.30-18.00</b>	Private study	Private study	Studio time	Private study	Private study

## **The Mentoring Programme**

It is evident that the importance of academic, psychological and social support for both learners and parents cannot be underestimated. The TBAP Trust has an experienced team of Academic Mentors, psychotherapists, and teachers who will support the development of the TBAP 16-19 Academic AP Academy. They will pass on the Trust's extensive knowledge base and effective practice in working with learners with complex needs.

Learners will work in small groups of 4 or 5 with their own mentor and learning space. This means that there will be somewhere they can work 8am to 6pm, supported and away from the potentially chaotic home environment. They will be given access to mentor support and structured study sessions, as well as individual study slots, split across two one-hour periods.

The TBAP 16-19 Academic AP Academy will recruit recent graduates in many of the core diploma subjects to provide mentor support providing learners with additional expertise. The structure of the study slots provides a framework for learner accountability and a foundation for good study habits, which may not have been developed previously by learners at this point in their academic lives.

All Academic Mentors will be trained to deliver the TBAP Trust programme of support and interventions which:

- Tackle underachievement.
- Ensure that all learners realise their full potential.
- Establish routine delivery of successful outcomes in academic study
- Enable all learners to experience on – going success.
- Provide learners with additional bespoke guidance and support.
- Underpin academic delivery and intervention.
- Build confidence, motivation and aspirations.
- Ensure engagement in school life
- Further improve relationships between the school, the learner and parent/ carers by focusing attention on achievement and learning support.

## **Delivery of the programme**

Each learner will have an individual education plan which brings together their academic mentoring, pastoral support, subject learning areas and external agencies.

Academic Mentors will be the key contact for each learner. They will provide forensic analysis of performance data which will be shared with learners and their families at an initial interview and will be reviewed and updated frequently. Attendance, behaviour, achievement, SEN interventions, external educational experiences/ opportunities and performance against targets will be reviewed. Academic Mentors will also ensure that evidence of incremental improvement is identified, shared, celebrated and rewarded. Critically they will target-set at key points in the study cycle as a means of measuring progress and establishing a programme of 'common topics' to be addressed at each meeting. The mentor will also support the sourcing of independent study resource materials for learners which can then be accessed through the Virtual Learning Environment and subject intervention.

Academic Mentors will:

- Have overall responsibility for individual learning plans
- Ensure that each learner engages in the Creativity, Action, Service (CAS) elements of the International Baccalaureate and that appropriate records are made of activity
- Ensure that each learner engages in Resilience Curriculum activities which support their personal development. This includes the IntoUniversity and Lattitude partnership activity and that appropriate records are made of any activity.
- Follow the published Academic Mentoring (AM) cycle.
- Introduce themselves to families and encourage appropriate engagement.
- Research and prepare materials for individual learners' needs.
- Liaise with subject departments to gain specialist input where required.
- Guide the mentee through their academic work and study towards exams.
- Provide opportunities for the mentee to discuss school-related issues such as subjects studied, revision needs, homework patterns and subject choices.
- Provide an appropriately challenging role model.
- Provide a 'concerned' adult to refer to.

### **Working in partnership with families**

The Academic Mentor will work to ensure that families are engaged in the education programme of the learners. For a number of parents this will be the first time a member of the family has been on a pathway towards university entrance. Others may well have experienced an interrupted education, be from an isolated community or be unaware of the pressures and demands that their child will be under as part of the academic programme.

It is part of the mentor role to ensure information is accessible, that parents feel welcomed into the AP Academy and that their views and contributions are sought

and encouraged. Parents/carers are kept informed about their child via contact phone calls, letters home regarding progress, provision and IEP's. They are encouraged to keep in contact with the individual AP Academy via email, telephone calls and/or meetings. Where appropriate the Academic Mentors will work with external agencies and support groups to provide workshops, events and activities to help parents support their children.

### **Therapeutic support to learners and their families**

The TBAP 16-19 Academic AP Academy will provide Therapeutic Services to all learners on roll, and provide support to their families. This is an extension of the successful multi-disciplinary delivery model utilised throughout the TBAP Trust which actively engages Health (including Mental Health) and Care Services. It is envisioned that a significant proportion of the learners (20% or more) will be subject to Education, Health and Care plans from 2015 onwards due to their level of identified special educational needs (for example Emotional, Social & Behavioural Difficulties, Autistic Spectrum Disorders)

The designated therapists will provide specialist one-to-one and group sessions to learners at the AP Academy, making sure that there is a contained therapeutic environment and that all involved professionals understand the process and outcomes of the therapeutic sessions. This process will ensure that learning gains are consolidated and that the key personal development and resilience targets are met. These outcomes will also be mapped against the Learner Profile of the International Baccalaureate.

TBAP therapists; specialists in art, music, relational and play therapy are supported by a Team Leader who will have responsibility for implementing the family support work and multi-family parents' group which will be critical to helping each family work alongside their child.

### **The 'Resilience Curriculum'**

The TBAP Trust has extensive experience in delivering meaningful, focused, enrichment programmes. This history of successful partnership and connectivity to supportive organisations means that the TBAP 16-19 Academic AP Academy will be able to provide wide-ranging and relevant experience for learners that will inform their personal development and give them skills to access to university placements. The programme that will be delivered will consist of:

- The Duke of Edinburgh Award Scheme at levels Bronze to Gold dependant on previous experience.

- Volunteering, including through partnership with Lattitude (see below).
- Independent living and meal preparation courses.
- Physical education/Sport Health and Well-being activity through the TBAP Trust Physical Education Team.
- Personal Enrichment/SMSC equivalence, and access to the Arts.
- Providing timely and accurate Careers Information, Advice and Guidance as well as CEIAG and routes into employment and different vocational experiences.
- Linkage to individual universities including Goldsmith's College (TBAP Trust's partner in Initial Teacher Training) and St. Mary's College.
- Creating a realistic pathway through university to employment through partner organisations including Brightside London and 'The Brokerage City Link' all of who are concerned with putting talented yet disadvantaged learners through university and into sustainable employment.

### **Partnerships: the University Entrance Dimension**

The TBAP 16-19 Academic AP Academy will work with **Into**University who will provide specialist, extended support to all the learners in the AP Academy as they prepare for university entrance.

**Into**University is an educational charity that provides local learning centres that are accessible to TBAP Trust learners in Hammersmith, Brent, North Kensington and Haringey. These are centres where learners are inspired to achieve. At each local centre **Into**University offers an innovative programme that supports learners from disadvantaged backgrounds to attain either a university place or another chosen aspiration.

The programme that will be followed by learners at the Academy will be the FOCUS programme. This is a series of workshops supporting learners which cover topics such as:

- Leadership
- Communication
- Education Choices
- Introduction to University Life
- Independent Learning
- Writing Personal Statements
- Support with Personal Statements
- Transition to University

In addition to the FOCUS workshops **Into**University (IU) will also run programmes and opportunities that are designed to complement the workshop content:

- The Buddy programme



- Learners work over two days with **IntoUniversity** staff and trained university learners to develop subject knowledge and to learn more about university life – the programme includes a university visit.
- Business in FOCUS
  - A team of 12 -16 business volunteers work with between 15-20 learners on a one-day challenge designed to promote skills in leadership, teamwork and managing under pressure.
- Leadership in FOCUS
  - A three-day programme which teaches leadership skills and raises aspiration, self-esteem and motivation.
- Day of University Life
  - A structured visit to a university to give learners a real flavour of university life, not only by experiencing the university environment, but also by taking part in informative activities. Learners visit one of our partner universities and have the opportunity to receive a guided tour of the campus and meet/interview current learners on what it is like to be a university student. They will also receive information regarding student finance and accommodation and university admissions.

Learners at the AP Academy will also take part in the following activities that run at the IntoUniversity at the Centre nearest their home after school and during the school holidays as required:

- Academic Support after school support with **IntoUniversity** staff and trained undergraduate volunteers.
- Mentoring IU learners are paired with university learners and meet fortnightly to work on activities linked to their future, social and academic development.
- Holiday FOCUS - career-themed weeks run in partnership with London universities.

### **Partnership: the International Dimension**

The TBAP 16-19 Academic AP Academy will work with Lattitude who are committed to providing a bespoke programme to support the personal development of the AP Academy learners.

Lattitude is a partner provider for the UK DFID funded International Citizen Service programme which provides funded opportunities for learners from the UK to develop their skills by working in teams alongside local volunteers on projects which provide sustainable outcomes for communities in developing countries throughout the world. Lattitude has supported 500 learners on ICS projects in Ghana, South Africa and Malawi since 2013

All Lattitude programmes have three key elements:

- Engage: assess, select, train, support fundraising, prepare, set objectives.

- Develop: orientation & training; in-country placement; live and work in the community; confirm personal objectives; review learning and development.
- Empower: post placement plan; reflection; action planning.

The programme will provide enrichment opportunity for learners in both Year 12 and Yr13 to support learning and understanding of international dimension of the International Baccalaureate including other cultures, language, and citizenship. Activity will be based around team volunteering\_around a project within a Lattitude community programme.

Key characteristics will be:

- A bespoke programme designed in partnership with TBAP and the learners.
- Cohort size: 8 to 12 learners in each of 2 groups annually group plus supervision
- A minimum 3 weeks in country.
- Whole programme duration 2 to 3 terms (to cover engage, develop, empower).
- Structured support and supervision throughout the programme (UK and in-country).
- Support if required for arranging flights, visas, insurance, clearance, passports.

Programme / country options

- Poland: education and community outreach.
- Ghana: sport in development; livelihoods, health.
- South Africa: livelihoods; conservation.
- Canada: outdoor camp experience: leadership and skills development; French speaking if required.
- Ecuador: community project; Spanish language skills.

This is an indicative not exhaustive list as Lattitude is developing programmes all the time.

### **Special Educational Needs**

The cohort of learners entering the TBAP 16-19 Academic AP Academy will, by definition of their previous educational experience and levels of support, have previously identified Special Educational Needs. A significant percentage of that cohort will have been in receipt of a Statement of Educational Need and have been/or will have to transfer onto an Education, Health and Care Plan. The AP Academy itself forms part of the Local Authorities 'Local Offer' under the Special Educational Needs and Disability Guidance of the 2014 Education Act. With regard

to the 2010 Act requirements for a young person with a Statement of Educational Need the Academic AP Academy will fulfil the requirements of Section 139a.

The Executive Headteacher has overall responsibility for Special Educational Needs provision within TBAP Trust and, in the case of the TBAP 16-19 Academic AP Academy, will be supported by the Director of Access and Inclusion who will be responsible for SEN within the Academy as the named SENCo. A named Trustee of the Board, [REDACTED] will have oversight of specific issues with regards to Special Educational Needs within the Academy.

### **Delivering key elements of Special Educational Needs**

The TBAP Trust is fully committed to inclusion and all Learners are offered help, advice and support if they have 'Special Educational Needs' (SEN). That is, if they have a learning difficulty or disability that makes it harder for them to learn than most learners of the same age. This difficulty may affect performance and development in the following areas: academic, emotional, social, mental health, cognitive or physical.

The TBAP Trust and its Board are committed to ensuring full entitlement and access for all Learners to high quality education so that they can reach their full potential and enhance their self-esteem and equal opportunities for all Learners. They will guarantee that the curriculum is suitably differentiated to meet the needs of all Learners. All teachers and support staff in the TBAP 16-19 Academic AP Academy will be trained on the importance of providing for those Learners who have Special Educational Needs;

### **Arrangements for Co-ordinating Provision**

The Director of Access and Inclusion undertakes the SENCo role and is responsible for:

- The effective and efficient deployment of the learning support team.
- The day to day operation of the individual school's SEN policy.
- Liaising with and advising colleagues on matters pertaining to SEN.
- Coordinating provision for Learners with Special Educational Needs including those subject to a EHC plan or Section 139a.
- Maintaining the Academy's record of need.
- Overseeing the Individual Education Plans and organising and leading Annual Review meetings and writing Annual Review documents for those subject to a EHC plan or Section 139a.
- Organising Testing for Access, maintaining records and informing key staff of results.

- Liaising with parents/carers of children with SEN.
- Managing work with external agencies including the Educational Psychology Service.
- Delivering SEN-related CPD.

### **Admission and induction arrangements**

There is an effective induction process within the TBAP Trust which will be the starting point of the Learner journey into the TBAP 16-19 Academic AP Academy. Learners will complete the Suffolk reading test and take CAT (17+) if required. Learners from outside the Trust schools will take the Special Needs Assessment Profiles (SNAP) assessment and the Pupil's Attitude to Self and School (PASS) assessment. This information enables us to identify areas of concern from the individual and from the parent/carer.

Data will be then passed to the Academic Mentors for development into Individual Education Plans for learners who have previously been at School Action Plus (SA+) or had a Statement of SEN or EHC plan. The Academic Mentor will ensure appropriate resources and transitional arrangements are in place so that learners' difficulties are minimised at the point of entry. These arrangements include making provision for learners with identified social, emotional, mental health and behavioural difficulties who are at their most vulnerable during times of change.

### **Curriculum Access and Literacy**

Learners who undertake the International Baccalaureate programme at the TBAP 16-19 Academic AP Academy will have a requirement to access higher level and more complex text at increased volumes. We are aware from our own experience, and research from the National Literacy Trust confirms, that a higher percentage of vulnerable learners have issues with literacy. Should a young person have a significant gap between their chronological age, their reading age and their CAT performance then they will be then supported with their Literacy requirements 1:1 or in small groups by designated staff.

## **Section D2**

### **Quality Improvement: Overview**

The TBAP Trust has robust and well established policies and procedures for assessment, data collection and managing pupil performance. These have been developed with particular regard to managing the effective delivery of education to young people who present challenging behaviours and other barriers to achieving their full potential. The Trust has both the flexibility and capacity to extend its delivery to post-16 learners. The collection and storage of assessment data is managed using the management information system SIMS.net and analysis and reporting is carried out using the Assessment Manager application. There is a named Data Manager responsible for assessment and performance data.

A set of interlinked processes provide support and challenge around individual pupil and whole group performance. This is delivered and monitored by middle leaders – the subject leaders and the lead learning support professionals. These processes are described in the ‘TBAP Diamond’. The processes within the TBAP 16-19 Academic AP Academy will mirror the mature processes already successfully utilised throughout the rest of the Trust, as described above. Three key processes feed into and inform the strategic management cycle. These are:

- **Subject Level Improvement** (department led).
- **Pupil Level Improvement** (mentor led).
- **Learning and Teaching Improvement** (management led).

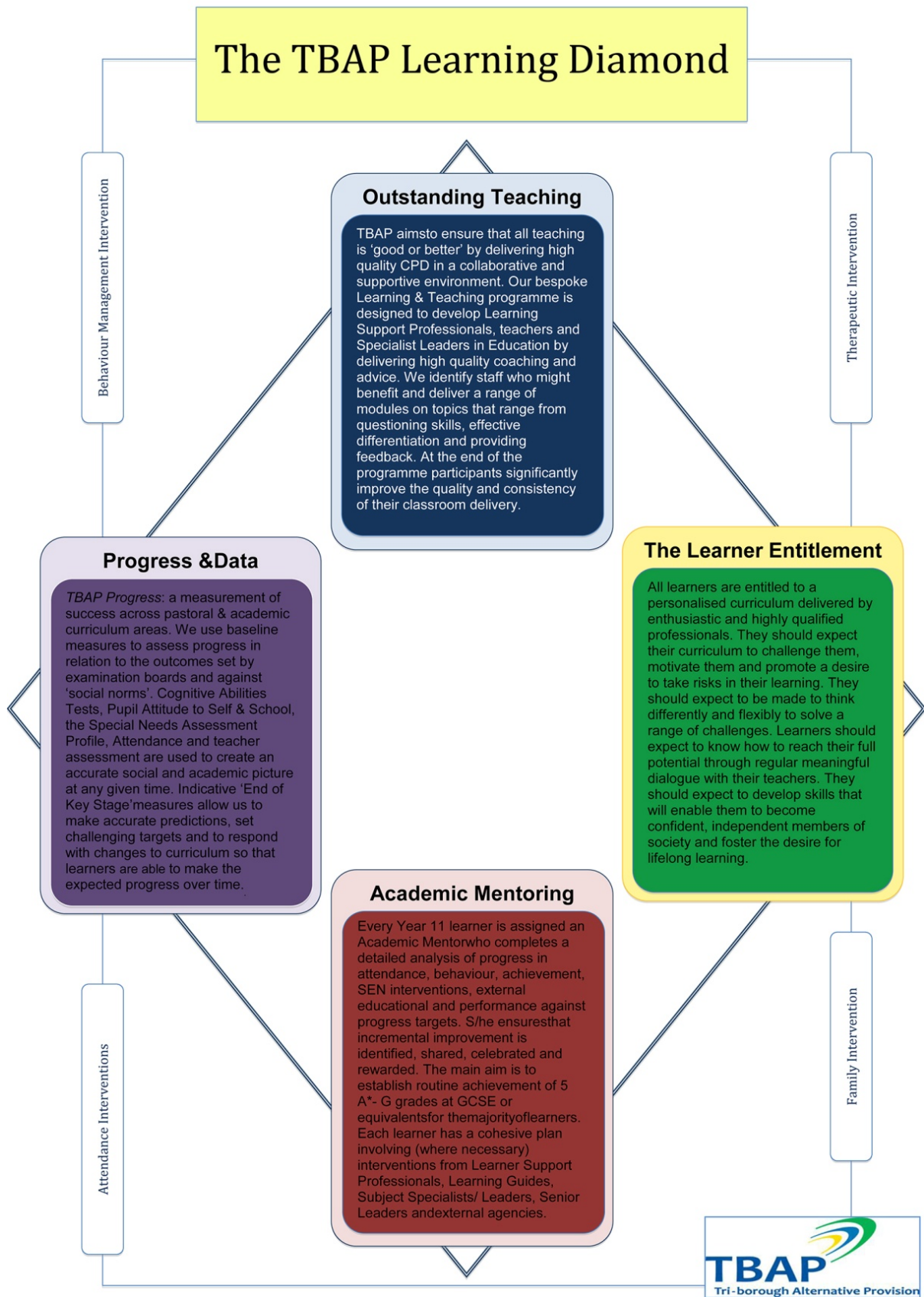
Through the use of these three processes performance targets for individual learners’ subject areas can be set, resulting in improved outcomes for learners and a full engagement in the International Baccalaureate curriculum.

### **Organisation and Management of improvement processes**

The data and actions taken from the improvement level processes are fed back into the regular patterns of meetings for the teams that comprise the TBAP Trust. These are designed to ensure that at all levels:

- Overall communication is high.
- Self-evaluation is robust, rigorous and continuous.
- Objectives and targets for improvement are clear.
- Courses, materials and assessment are coherent and coordinated.
- Common problems are identified and explored.

In the case of the improvement processes these actions and data form part of the Self Evaluation and Development Planning cycle which is managed by the Executive Headteacher and monitored by the TBAP Trust Board of Directors. It is important to note that *all* of the TBAP Academies follow the same school improvement processes.



## Subject Level Improvement Process

Target Setting and Expected Progress			
Set challenging targets	Targets should be aspirational and be aimed at delivering sufficient marks in academic subjects to deliver University entrance.	Regularly review targets to ensure sufficient challenge	6 x Termly
Progress over time	All students should make progress against their subject level targets – actual against planned outcomes.	Identify learners who are not making sufficient progress. Interventions at each data drop to target learner under-achievement	6 x Termly
Data Collection and Accuracy			
Data completion	Check data completion for every class in each subject area	Identify gaps in the data, manage completion and inform Director of Learning when complete.	6 x Termly
Data triangulation	RAG, Progress & ABL data should be reviewed to ensure that changes are reflected across all data. Does performance match in every area?  (Good performance in RAG and ABL should be mirrored in progress towards target grades as should any underperformance)	Compare progress against ABL and RAG for every class. Meet with staff and challenge teacher assessments where data does not match  2. Review data accuracy and lock mark sheets	6 x Termly
Data Analysis			

Data review task 1	<p>At the most basic level how many learners are above target, on target and below target? What are the numbers/percentages and how do they compare to the last data drop?</p> <p>(If there have been interventions since the last data drop, does the data reflect this?)</p>	<ol style="list-style-type: none"> <li>Analyse data, calculate figures and complete the Raising Standards Data Sheets (RSDS) as required</li> <li>Publish RSDS in shared location</li> </ol>	Every 2 terms
Data review task 2	<p>How have the groups (LAC, SEN, EAL, Girls, Boys, FSM) changed since the last data drop?</p> <p>(If there have been interventions since the last data drop, does the data reflect this?)</p>	<ol style="list-style-type: none"> <li>Review performance of identified groups and update RSDS</li> <li>Publish RSDS in shared location</li> </ol>	Every 2 terms
Data review task 3	<p>How have the individual/group achievement grades changed since the last data drop?</p> <p>(Which children are on target to? Which individual learners are not making expected progress?)</p>	<ol style="list-style-type: none"> <li>Complete performance calculations in RSDS and identify changes</li> <li>Publish RSDS in shared location</li> <li>Publish Summary Progress</li> </ol>	Every 2 terms
Data review task 4	<p>Have you identified any learners of particular concern where there are large movements in the performance data? What does the say about the curriculum offer?</p>	<ol style="list-style-type: none"> <li>Create group and individual lists of children for interventions. Identify required work and set deadlines for delivery and review.</li> </ol>	Every 2 terms with Senior Leader



	(If there have been interventions since the last data drop, does the data reflect this?)		
<b>Intervention Planning – Key Actions</b>			
1. Review learner attendance by subject and map against progress	2. See Analysis 4 above. Review resource opportunities in Huddle, V2L and the wider Trust	3. Set targets for individuals, groups & department teams. Publish the whole Academy plan	4. Prepare learners, parent/carers & staff for delivery

### **Learner Level Improvement Process**

The Learner Level Improvement process sits alongside, and connects with, the activity of the subject leaders in monitoring and improving the delivery of the curriculum. In addition to the delivery of Academic Mentoring for an identified group of learners the Lead Mentor will maintain an overview of pupil progress. They will:

- Provide guidance and support for academic mentors to ensure Learners make rapid and sustained progress against the targets in their Education Plan.
- Analyse learner data and support academic mentors when setting targets for learners.
- Monitor meeting records and scrutinise targets set by academic mentors in SIMS.net.
- Analyse reports from the academic mentors with regard to the progress of their assigned guided learning group.
- Review individual programmes regularly to provide additional data, information and interventions.
- Liaise with subject leaders to oversee programmes of study, the VLE, enrichment opportunities and external interventions (the 'Resilience Curriculum').

### **Recording outcomes**

The Academic Mentor is responsible for recording the content discussed and any planned outcomes following each meeting in the Academic Mentor cycle. The record is kept using 5 key questions in the Academic Mentoring Record (below). This record is uploaded as an SEN provision in SIMS.net using the Academic Mentor heading.

## Providing Feedback to teachers and other professionals

It is vitally important that staff members are kept up to date on the progress of learners. Feedback to colleagues follows a set format:

1. Introduction/highlights - introduce the learner and 'where they are' in terms of their IB programme.
2. Attendance - including lesson attendance.
3. Progress - current performance / predicted grades / targets in all elements of the programme (academic subjects/wider curriculum/IAG activity).
4. WWW/EBI - What has worked well with the learner (strategies) / what is there still to improve on? What has held them back from making progress? (e.g. behaviour / lack of focus / no support with their SEN / lack of resources ).
5. Next Steps - what still needs to be done for the learner to reach their potential. What concrete actions will be taken by individual staff members?

The evidence that this approach to planning and target setting for young people is effective is found in the pupil performance data (See Section C1) and also in the impressive retention data for young people at the Bridge AP Academy. The figures for Learners starting in Year 10 and then completing Key Stage 4 in July two years later are:

Academic Year	Retention rate	Cohort Size
2010-2012	95%	42/44
2011- 2013	95%	41/43
2012-2014	96%	27/28

In each year the learners who were unable to complete through the Bridge AP Academy itself (a maximum of two in any year) successfully completed their learning via notschool.net and undertook meaningful programmes of education.

## **Assessing and improving the Quality and consistency of Teaching and Learning**

Within the TBAP Trust, classroom teachers, subject leaders and members of the Leadership Team monitor learners' work. Book Looks and Work Scrutiny take place in terms two, four and six. The quality of learners' work is evaluated using agreed criteria and targets are set to enable teams to improve the consistency of delivery and outcomes.

### **Work sampling**

In common with the rest of the Trust, Work Scrutiny will take place three times per year, carried out by middle level leaders and senior managers to ensure a high quality of learning within the AP Academy. The sample structure is:

#### Overview sample

- Body of work from first date of entry to the Academy (evidence of sustained work).
- Variety of learning & teaching styles evidenced.
- Outcomes linked to curriculum objectives (SOWs).
- Overview shared with learners in books or online.

#### Progression Sample

- In line with medium term planning outcomes.
- Within year progression evident.

#### Virtual Learning Environment integration Sample

- Evidence of work in eLockers.
- Evidence of work in network area.
- Evidence of work in learner galleries.

#### Assessment & Data Sample

- Extent of marking and marking consistency within teaching group.
- Extent of marking and marking consistency within department .
- Diagnostic comments inform the learner how to move forward.
- Evidence of learning shared with the learners.
- Evidence of learner led assessment.

#### Literacy Sample

- Planned support for literacy in line with planning.
- Record of non-written tasks.

## SEN Sample

- Consideration of individual learner need linked to prior assessment.

The outcomes of the scrutiny process feed into the pupil level improvement and subject level processes as well as informing the annual cycle of teacher observation which is undertaken as part of the appraisal process. The frequency and length of observation is determined by specific circumstance and need.

## **The teaching and learning improvement programme**

### Aims:

- To provide a structured support framework for teaching staff in order to develop the quality of learning and teaching across TBAP.
- To develop the coaching abilities of our outstanding practitioners.
- To provide a sustainable and transferable programme.
- Consistent use of medium and short term planning.
- A detailed understanding of data and using data in 'real time'.
- Middle leaders using laser sharp RAG data and differentiation to inform planning.
- All teachers consistently delivering high quality education through sharing success criteria, levelling, formative assessment, challenging lessons and high expectations of all students.

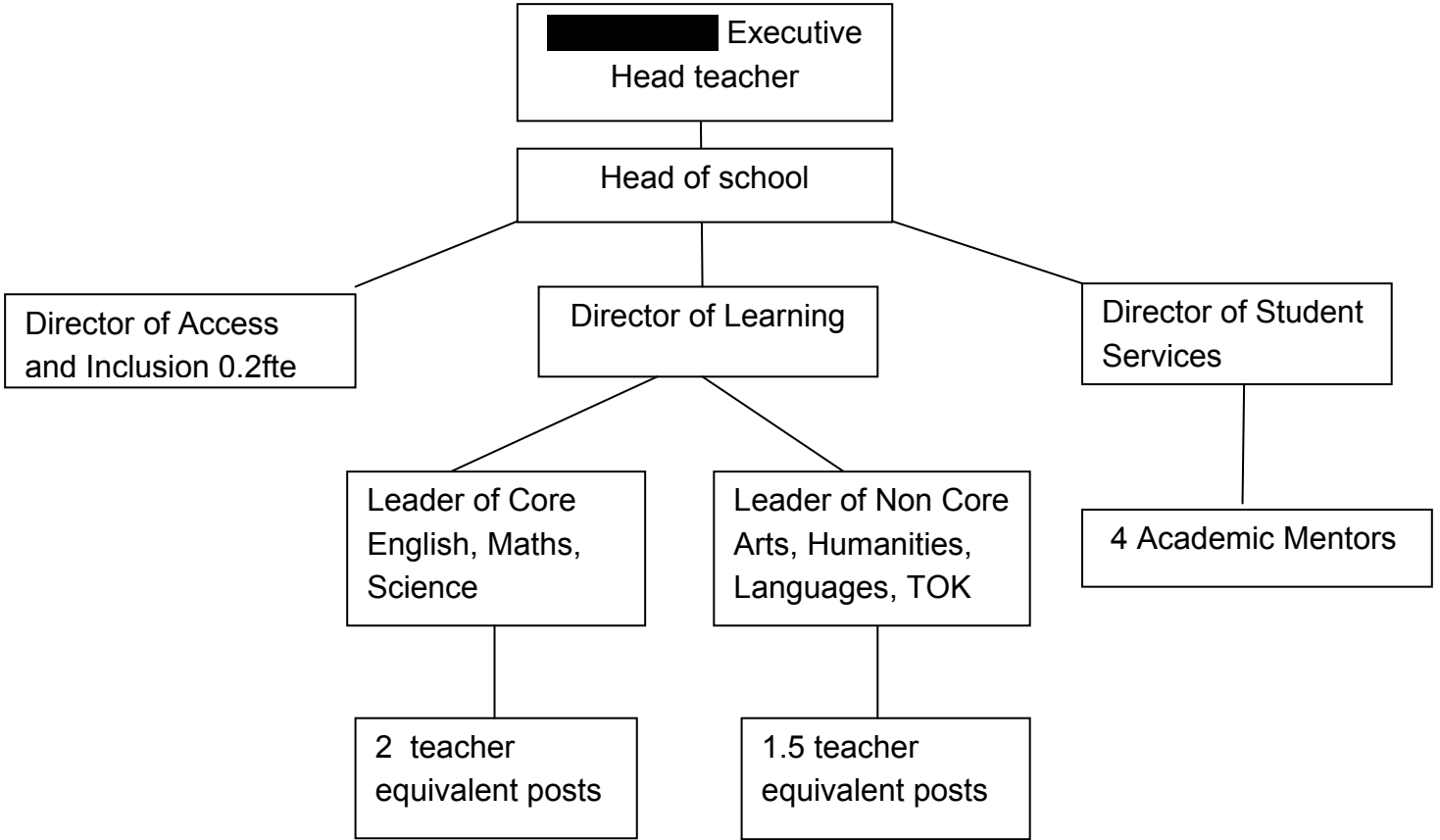
### **Structure**

The TBAP Learning and Teaching Programme provides a framework to develop the standard of learning and teaching across the Trust. The programme is based on the Olevi Collaborative Model and takes many of the key aspects from the Improving Teacher Programme delivered by Challenge Partners.

The programme has been designed to not only increase the capacity of individuals to perform better and teach consistently good or better lessons, but also to increase the capacity of outstanding teachers to coach and mentor others. Evidence of its effectiveness lays in the evaluation outcomes for learning and teaching in the Bridge AP Academy culminating in the 2013/14 quality cycle.

Year	Outstanding %	Good %	Improvement %	Inadequate %	PASS attitude to teachers	about Academy	Parents - good or outstanding
2009-10	21	61	14	4	79	71	83
2010-11	22	56	19	4	73	70	82
2011-12	32	52	16	0	76	69	86
2012-13	24	71	5	0	76	67	100
2013-14	43	57	0	0	To be completed in Nov 14		

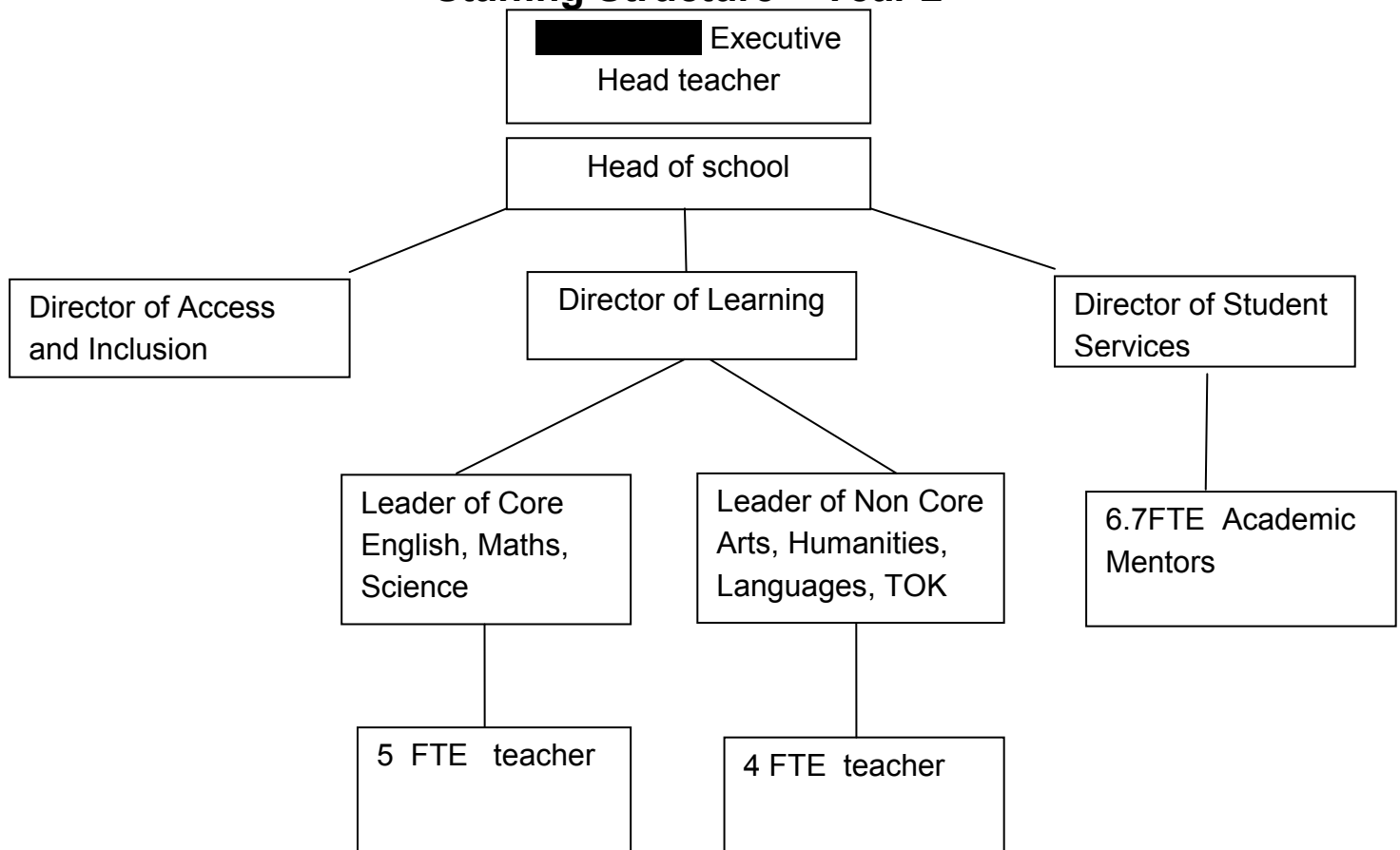
**Section D3 Staffing Structure – Year 1**



## Total Staffing Year 1

- Four SLT of which 1fte is allocated to teaching
- 5 fte teacher, including two Team Leaders
- Four term time only Academic Mentors

### Staffing Structure – Year 2



*Increase of staff in year 2 by 2.7 mentors and 5 fte teacher post.*

**Section D4** (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

## Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). *i.e.*  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e.*  $D = ((B+C)/A) \times 100$ .



	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>	25	15		60%	25		0*	0%
<b>Year 13</b>								
<b>Totals</b>	25	15						

\* Note that our school is taking learners from AP provision and therefore the 2017 cohort are current learners in Year 9. A number of these will be re-integrated back into mainstream. To survey these learners or parents now, would be contrary to our current re-integration interventions and would provide unreliable figures.

## Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section E1



#### Overview

The improved outcomes achieved by TBAP Key Stage 4 Learners in recent years have driven the team to develop the proposal to establish a TBAP 16-19 Academic AP Academy. An increasing number of young people are proving able to access, sustain and succeed at Key Stage 5. This group of learners should not miss out on the opportunity to go to university. This cohort from the Bridge AP Academy have a 'retention in education' rate of 95% at KS4.

*'There is evidence to suggest that the needs of older students are not being met; this problem is likely to become more urgent when the participation age in education and training is raised to 17 this year and to 18 by 2015. While there was initial recognition with the proposals to raise the participation age, that there would necessarily be changes to the way that alternative provision is structured and used by schools, more recent consideration of this area by schools, local authorities and other policy makers appears limited.'*

Alternative Education Provision in London Scoping Report 2013, The Research Base.

#### What will the entrance criteria for the Academy be?



The potential cohort of learners who would attend the TBAP 16-19 Academic AP Academy consists of young people in Year 11 already accessing Alternative Provision across eight boroughs in Central and West London. This includes all young people on roll at Alternative Providers as well as those who are on roll at secondary school but having some, or all, of their programme delivered through Alternative Providers.

TBAP 16-19 Academic AP Academy entry criteria:

- A confirmed Cognitive Ability Test (CAT) score of 90 or greater and/or
- GCSE achievement of 4 Grade 'D' s or equivalence in non-vocational subjects.
- The willingness to take advantage of the high level of mentoring support available to them if needed.
- A passion for learning and a wish to succeed.

The entry criteria have been selected based on previously researched 'A' Level indicators published for CAT (3) testing (GL Assessment) which show that learners with CAT scores of 90 and above are able, with challenge, to achieve the entrance requirements for universities. It should be noted that there is, as yet, no published correlation between CAT and the International Baccalaureate. The table below shows the expected outcomes in four subject areas at the end of Key Stage 4.

Subject	Expected outcome with challenge CAT score 90	Expected outcome with challenge CAT score 100	Expected outcome with challenge CAT score 110
English	C/B	B/C	B
Mathematics	C	B	A
Chemistry	C	C	B
History	B	B	A

In addition, the decision to set the entry requirement at a CAT Mean score of 90 was taken because strong evidence indicates that cognitive ability test results taken earlier in a school career can be improved upon ('Poorer children's educational attainment: how important are attitudes and behaviour?' *Joseph Rowntree Trust, 2010*). The requirement of 4 Grade 'D' results at GCSE, or equivalent, also takes account of the 'starting point' of young people completing Key Stage 4 whose education has been sporadic. These young people will be on a trajectory of accelerated academic performance and will be recovering the 'learning loss', a product of that educational disruption.

### **Who will study at the TBAP 16-19 Alternative Provision Academy?**

In any given year the number of young people leaving the roll of Alternative Provision at aged 16 in the eight London boroughs is in the region of 200.

The figure of 200 consists of:

- 70 learners in the Tri-Borough area who attend the TBAP Academies.
- 30 learners attending the Wandsworth Pupil Referral Unit (Frances Barber).
- 15 learners attending the Ealing Pupil Referral Unit (The Study Centre).
- 20 learners attending the Brent Pupil Referral Unit (Brent Education Tuition Service).
- 20 learners attending the Hounslow Pupil Referral Unit (Woodbridge Park).
- 20 learners in Richmond-upon-Thames where currently there is no Pupil Referral Unit. Young people who are accessing High Needs Block funding are attending Alternative Provision sourced through the local commissioning framework.
- 30 learners (minimum) who, as in Richmond-upon-Thames, are accessing High Needs Block funding and attending Alternative Provision through commissioned placements. These commissioning frameworks are particularly strong in the boroughs of Ealing and Hounslow.

It is important to establish the number of young people who would be able to form the actual cohort for the Academy. Out of the group of 70 Year 11 learners on-roll with the TBAP Trust in 2013-14 there were 32 young people who had mean CAT scores of 90 or over. In that same group of 70 learners, 13 gained 4 GCSEs at Grade 'D' or better and would have been eligible to entry to the TBAP 16-19 Academic Alternative Provision Academy.

These are significant figures which demonstrate that when the necessary level of support is in place almost a fifth of young people from Alternative Provision can meet the requirement to access the academic curriculum, as proposed by the TBAP Trust. In the case of the potential intake from the Alternative Provision network across Central and West London this means that on average 40 young people would have

the required entrance criteria to gain entrance to the TBAP16-19 Academic AP Academy. If half of the group then successfully access university we will be doubling the 'into-university' rate for this group from 5% to 10%.

The overwhelmingly positive response from secondary schools and academies in the local area illustrates that there is a recognised need to provide for this cohort of learners:

*'We are writing to express our support for the proposed TBAP 16-19 Academic AP Free School. We recognise that alternative provision is often lacking at Post-16 and transition opportunities for learners in AP are limited.'*

**Westminster Secondary Schools Improvement Collaborative**

*(body representing all secondary headteachers and principals in Westminster)*

[REDACTED]

[REDACTED]

**What is currently on offer in the West London boroughs for these learners?**

The offer for this cohort of learners post-16 is limited and currently under increasing pressure. To date the progression routes have been either through a vocational study route, apprenticeship, or 'A' levels in either the local Sixth Forms or colleges (a small number of cases - around three in each year in the case of leavers from the TBAP Academy Trust). In West London there is a projected shortfall in quality placements for young people post-16.

In Hammersmith and Fulham ...*'there has been an identified population growth of 1.1% between 2013 and 2015 when the participation age rises to 18 (GLA statistics). Not all of this growth will be expected to be absorbed by maintained schools.'*

Hammersmith and Fulham School Organisation and Investment Strategy 2014

Whilst in the City of Westminster *'The impact of Raising Participation Age (RPA) to 17 in Summer 2013 and to 18 in 2015 will be negligible on 'physical' places for provision.....Currently colleges do have some capacity although schools/academies are over-subscribed. The RPA presents making the curriculum compelling whilst not compulsory'*

Westminster School Organisation and Investment Strategy 2014

There is only one provider of the International Baccalaureate in the state system in Central/West London: Westminster Academy. Westminster Academy has a large, formal Sixth Form which is unlikely to be an adequate placement for young people who have previously had a poor experience in traditional educational settings. Of the potential FE Colleges that can offer a progression route, the picture is a mixture of vocationally orientated study or 'A' Level – no College offers the International Baccalaureate Diploma.

**F E College**

Westminster City College

**Offer**

Vocational qualifications route plus arts and Social Science based A-levels

Kensington and Chelsea College	All qualifications are arts/vocations based. No A levels offered
Ealing, Hammersmith and West London	Vocational qualification route plus a broad range of A-levels
West Thames College	Science A-levels plus vocational qualifications

**What do young people and their families think?**








The young people who will be completing their Key Stage 4 studies in 2016 in the TBAP Trust AP Academies have been consulted, alongside their parent/carer, as part of the Free School submission process. The consultation targeted young people whose CAT scores meet the required entry criteria. The following statement regarding our TBAP 16-19 Academic AP Academy was shared as part of our consultation:-

*“TBAP recognise there is a group of KS4 learners in our alternative provision and other similar provisions who are interested and able to pursue an academic post-16 education. We understand the challenges of our learners’ lives, but we do not feel these things should limit their entitlement to achieve academic excellence. To enable them to fully meet their potential we are proposing a 50 place academic AP Academy free school in West London, which will coach them to develop the study and critical thinking skills necessary for post 16 study. Our TBAP Academic AP Academy will offer the International Baccalaureate Diploma Programme. This is an academically challenging and balanced programme of education that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The TBAP Academic AP Academy will transform lives, by being a pathway to university education for young people who otherwise would not have the opportunity”.*

Of the group that have responded to date (18 families) the responses are:

- 15 young people would like to take up a place at the Academy in September 2016.
- 12 sets of parents would like their child to take up a place in September 2016, one parent felt that it wouldn’t be the right placement, and two were unsure.

The parental responses reflect the issues facing this cohort in terms of securing a progression route which will allow them to achieve their potential and yet require more structure and support:

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- 
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- 
- 
- 

## **Appendix A**

This 'time to travel' map (Appendix A) shows clearly that learners from all of the eight boroughs are within a 45 minute public transport journey time to the TBAP Trust site in Fulham. [REDACTED]

## **Section E2**

The TBAP Trust has an exemplary track record of consultation and engagement with the local community across the three boroughs of Hammersmith & Fulham, Westminster and the Royal Borough of Kensington & Chelsea. The Executive Headteacher has led a number of consultations with a variety of community stakeholders. [REDACTED]. The Bridge Academy team have since consulted with resident groups around Cambridge Grove, W6 with a view to relocation as part of the cancelled BSF project. More recently the team have led extensive consultations with all stakeholders as part of PRU conversions to AP Academy status. The Executive Headteacher and his leadership team are frequently consulted by local, regional, national and international education leaders and professionals on a wide range of subjects.

The Trust actively seeks out ways in which it can further support young people by drawing on the experience of the wider community and individuals within that community. Examples include:

- Individuals and groups contributing to activities such as assemblies, artistic events, specialist outings and clubs.
- Individual community members presenting themselves as positive role models to be emulated.
- Participation in Takeover days.
- Providing positive role models with regard to behaviour.
- Organising activities and events throughout the year to extend and deepen learners' knowledge and skills.
- Supporting school events.
- Local volunteers working in the AP Academies.

In the past year the Trust AP Academies have been involved in significant community outreach activities which include the TBAP performance at the Lyric Theatre, a business enterprise market stall on Portobello Road, charity fundraising by the young people at the Beachcroft AP Academy and working with Fulham Football Club at Craven Cottage.

In the last two years the TBAP Trust has grown and undertaken more and varied activity within the Tri-borough area. It has undertaken consultation at elected

member and whole council level with regard to its work. That the Trust has as a member of the Board both Cllr Elizabeth Campbell (Council Member from the Royal Borough of Kensington & Chelsea) and [REDACTED] illustrates the commitment to local engagement in the Trust's work.

The TBAP Trust also uses a range of channels to communicate with the community, learners, families and other stakeholders. These include an active blog, Twitter feed and website ([www.tbap.org.uk](http://www.tbap.org.uk)). Over the last year there have been over 77,000 visits to the website and there are almost 1200 followers on Twitter for the Trust.

There has been consultation with those elements of the wider education and policy community who will be affected by the TBAP 16-19 Alternative Provision Academy:

- The local schools offering 16-19 academic provision
- The pupil referral units across the five boroughs of Brent, Ealing, Hounslow, Richmond-upon-Thames and Wandsworth
- The eight local authorities

To date responses have only been positive with regards to the proposal for the TBAP 16-19 Academic AP Academy and a consensus that the Academy fulfils an important need within the extended community in Central/West London.

The local authorities who have, to date expressed support for the Academy are:

- Royal Borough of Kensington and Chelsea
- City of Westminster
- Hammersmith and Fulham
- Brent
- Hounslow

So far, a significant number of schools, and school groups, have also expressed their support (see also Section E1) including:

- Westminster Secondary Schools Improvement Collaborative
- Phoenix High School
- Lady Margaret School
- The London Oratory School
- Hammersmith Academy

We are currently in discussion with eight 'Good' or 'Outstanding' KS4 Pupil Referral Units across South/West London and AP within travel distance of the proposed site about how the TBAP 16-19 Academic Academy could be part of their provision map for Year 12 learners.

## Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors 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](#). In doing so please quote your free school application [unique registration number](#).

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.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

### F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	██████████	██████████
██████████	Y	██████████	██████████	██████████	██████████
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██████████	Y	██████████	██████████	██████████	██████████

## F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Delivering post 16 learning	TBAP is part of the headteachers groups in Hammersmith and Fulham, Royal Borough of Kensington & Chelsea, and Westminster as well as links to a number of Teaching Schools and are a member of Challenge Partners. We are using these networks to broker school to school support. If successful will identify a SLE and/or NLE to provide more comprehensive support during the implementation phase and year one.
Delivering the IB Diploma	TBAP is part of the headteachers groups in Hammersmith and Fulham, Royal Borough of Kensington & Chelsea, and Westminster as well as links to a number of Teaching Schools and are a member of Challenge Partners. We are using these networks to broker school to school support from academies such as Westminster Academy who deliver the IB Diploma. If successful will identify a consultant with IB to provide comprehensive support during the implementation phase and year one. Support is also available from IB centre.

## Section F2

### THE ROLE OF THE TBAP TRUST BOARD AND ITS SUB-COMMITTEES

In accordance with education legislation, principally:

- the Education (School Government) (Terms of Reference) (England) Regulations 2000, as amended by The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, and,
- the School Governance (Procedures) (England) Regulations 2003, as amended by The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007, TBAP Trust Board and its Sub-Committees will:
  - act with integrity, objectivity and honesty in the best interests of the schools
  - be open about their decisions and actions

**The TBAP Trust Board and its Sub-Committees will act strategically by:**

- setting the aims and objectives for the TBAP Trust Board
- setting policies for achieving those aims and objectives
- setting targets by which progress towards those aims and objectives can be measured
- reviewing and monitoring progress in achieving the aims and objectives

In all of the above, the TBAP Trust Board and its Sub-Committees will act in accordance with education law and with the any trust deed relating to the schools, and will consider any advice given by the Executive Head Teacher.

The TBAP Trust Board and its Sub-Committees will act as a "critical friend" to the Executive Head Teacher - offering support, advice, a second opinion and help, and also challenging, asking questions and offering constructive criticism when necessary.

## **The Role of the Executive Head Teacher**

The Executive Head Teacher is a member of The TBAP Trust Board and is a member of all those Sub-Committees as specified in this document. Where the Executive Head Teacher is not a member of the Committee/Sub-Committee, s/he is entitled to attend every Committee/Sub-Committee meeting unless the regulations state otherwise.

The Executive Head Teacher, as the principal manager for the schools, is responsible for the internal organisation, management and control of the schools; for advising The TBAP Trust Board members; and for implementing the strategic framework. Incorporated in the role of advising The TBAP Trust Board are:

- formulating aims and objectives, for adoption, modification or rejection by The TBAP Trust Board
- formulating policies and targets for The TBAP Trust Board to consider adopting
- reporting to The TBAP Trust Board on progress, at least once per year.

## **Delegation of The TBAP Trust Board's Functions**

Decisions about delegation have been taken by the full TBAP Trust Board and that delegation has been considered in the light of:

- the requirement for The TBAP Trust Board to fulfil a largely strategic function within the schools
- the responsibility of the Executive Head Teacher for the internal organisation, management and control of the schools

- the requirement for the Executive Head Teacher to comply with any reasonable direction of the TBAP Trust members in carrying out a function delegated by The TBAP Trust Board.

### **The TBAP Trust Board's Committee Structure and Terms of Reference**

The individual Sub-Committees are responsible for the functions which have been delegated to them by the full TBAP Trust Board. They operate under their own terms of reference and in compliance with existing legislation, including the Education (School Government) (Terms of Reference) (England) Regulations 2000 and the School Governance (Procedures) (England) Regulations 2003, both as amended.

The TBAP Trust Board will review the establishment, terms of reference, constitution and membership of Sub-Committees at least once a year.

### **SUB-COMMITTEE STRUCTURE**

The TBAP Trust Board may choose to set up Sub-Committees in whichever way is agreed will be most appropriate to the schools, taking separate areas of responsibility under separate Sub-Committees, or combining several areas under one Sub-Committee.

### **THE TBAP TRUST BOARD HAVE CHOSEN THE FOLLOWING MODEL**

- 1) Finance , Premises and HR Sub-Committee

### **TERMS OF REFERENCE FOR ALL SUB-COMMITTEES**

**Membership: A minimum of three Members**

<b>Quorum: not less than three Members</b>	
<b>Meetings of Sub-Committees will be held at least three times a year.</b>	
<b>Procedures: Sub-Committees shall follow the procedures required by the School Governance (Procedures)(England) Regulations 2003 as amended</b>	
<b>INDIVIDUAL RESPONSIBILITIES</b>	
<b>Chair's responsibilities:</b>	<b>Clerk's responsibilities</b>
To chair meetings	To convene meetings
To set agenda, with reference to the Sub-Committee's terms of reference, and including matters referred by the Joint Management Committee and the Executive Head Teacher	To send agendas to members at least seven clear days in advance (except when matters require urgent attention, as determined by the chair of the Sub-Committee).
To sign the minutes of the last meeting, when approved by the Sub-Committee	To draw up minutes of the meeting  To keep on file signed copies of the minutes
<b>The responsibilities of the Chair and the Clerk must not be carried out by the same person on any Sub-Committee.</b>	
<b>GENERAL RESPONSIBILITIES OF ALL SUB-COMMITTEES</b>	

- **To act strategically**, in accordance with the Education (School Government) (Terms of Reference) (England) Regulations 2000, as amended by The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007
- **To provide** regular written minutes of meetings to The TBAP Trust Board , identifying decisions taken or action required, and to keep a signed copy of all minutes available for inspection on request.
- **To establish** a list of policies coming within the area of responsibility of the Sub-Committee and monitor, evaluate and review them regularly
- **To review** the effectiveness of the Sub-Committee and recommend variations to the terms of reference.

FINANCE, PREMISES AND HR SUB-COMMITTEE		
MEMBERS	Type of Member /	Voting Rights
	Non-Member	Yes or No
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████

**DELEGATED RESPONSIBILITIES OF THE FINANCE, PREMISES AND HR SUB-COMMITTEE**



1. Monitor and review the TBAP Trust Budget Plan, in line with the priorities identified in the School Development Plan (SDP), School Self Evaluation Form (SEF) or Post Ofsted Action Plan, and present to The TBAP Trust Board for approval
2. Monitor the budget at least once per term and ensure expenditure stays within agreed limits, reporting significant potential variances to The TBAP Trust Board.
3. Identify and approve the allocation of any surplus funds in line with SDP or SEF priorities.
4. Monitor compliance with approved financial procedure and consider action required as a result of internal/external audit report
5. Ensure that an audit of any voluntary school fund is carried out annually if one exists
6. Monitor and ensure the implementation of the Charging and Remissions Policy for non-National Curriculum school activities and review if necessary
7. Approve the School Pay Policy and present it to The TBAP Trust Board for approval.
8. Review and monitor the implementation of the School Pay Policy
9. Observe all statutory and contractual obligations
10. Review the salaries and any discretionary allowances of the Executive Headteacher, and other staff in line with the performance reviews and the School Pay Policy
11. Consider any pay assessment appeals, in accordance with the School Pay Policy
12. Monitor and review relevant aspects of the Equalities Policy
13. Ensure the schools operate within the framework of the Schools Financial Value Standard (SFVS)
14. Provide for The TBAP Trust Board on an annual basis, the evidence to allow the full Board to complete the Statement of Internal Control
15. Prepare on behalf of The TBAP Trust Board, for its approval on an annual basis, the Best Value Statement

#### FINANCE: SCHEME OF DELEGATION TO THE EXECUTIVE HEAD TEACHER

1. To authorise expenditure, in line with the schools' financial policy, within the agreed budget plan
2. To approve any urgent/emergency expenditure not identified in the agreed budget plan to a limit of [REDACTED] in consultation with the Chair of the Finance, premises and HR Sub-Committee and to report said expenditure to the Sub-Committee
3. For any urgent/emergency expenditure [REDACTED] the Executive Head Teacher must have prior approval from the Finance, premises and HR Sub-Committee
4. For any urgent/emergency expenditure [REDACTED] the Executive Head Teacher must have prior approval from the full TBAP Trust Board.
5. To adjust the budget plan (process virements), across budget headings including the allocation of contingency funds, in line with the School Development Plan, subject to the following limits:
  - a) **Up to** [REDACTED]
  - b) **Over** [REDACTED] in consultation with Chair of Finance, Premises and HR Sub-Committee
  - c) **Over** [REDACTED] in consultation with full TBAP Trust Board.

#### FINANCE: INTERNAL SCHEME OF DELEGATION

### Orders for Goods, Works and Services

1. The following members of staff, in addition to the Executive Head Teacher, are authorised to issue (sign) orders for goods, works and services as specified provided the procurement guidance has been followed and quotes have been obtained or tenders issued as required by the procurement policy. :-

Staff	Type of Order
Head of School	All
Tri-borough Business Manager	All
Senior Leadership members Middle Leaders Cost Centre holders	For goods that Curriculum Areas use, subject to there being sufficient provision within the Curriculum Area Cost Centre (Note: Varying financial limits can be set to aid control).

2. All orders over the value of [REDACTED] must also be signed by two senior authorising signatories (i.e. from the Executive Head Teacher, Head of School & Tri-borough Business Manager).
3. All orders must be processed via the Finance Officer using SIMS FMS who shall be responsible for the safe custody and proper use of official orders, maintaining a record of orders and attaching all orders to invoices when they have been paid.

### Payments

4. The following members of staff, in addition to the Executive Head Teacher, are authorised to certify that goods have been received:-
  - a) Head of School
  - b) Tri-borough Business Manager
  - c) Senior Leadership members
  - d) Middle Leaders
  - e) Finance Officer
  - f) Cost Centre holders
5. The following members of staff, in addition to the Executive Head Teacher, are able to authorise payments:-
  - a) Head of School
  - b) Tri-borough Business Manager
  - c) Student Services Manager

Note: The authorising officer shall not be the person who ordered or received the goods.

6. The Finance Officer shall be responsible for ensuring that invoices, vouchers and other records are retained and stored in a secure way for 6 years in line with EFA Financial Regulations.

## **PAY ASSESSMENT DELEGATION TO CHAIR AND EXECUTIVE HEAD TEACHER**

1. The Chair of The TBAP Trust Board in consultation with the Executive Head Teacher undertake pay assessments and issue salary statements in accordance with the Whole School Pay Policy, and including:
  - a) Recommending the award of additional points, allowances or other financial support benefits or payments
  - b) Correcting factual errors in the assessment

## **STAFFING and PERFORMANCE MANAGEMENT**

- Draft and recommend the staffing structure of the school, in line with the SDP and any
- Undertake the recruitment and selection of the Executive Head teacher
- Ensure that all recruitment will be undertaken in accordance with the Safer Recruiting Procedures
- Monitor and review relevant aspects of the **Equality Policy**.
- Monitor and advise on the continuing professional development of staff in line with the educational priorities of the school and the recommendations made by the performance reviewers.
- Implement the **Disciplinary and Grievance Policy and Procedures** adopted by the TBAP Trust.
- Undertake any procedure that comes under the remit of the Board in relation to staff grievance, discipline or dismissal, Sickness Absence Monitoring in accordance with the policies adopted by the TBAP Trust
- Monitor, evaluate and review the **Performance Management Policy** for teaching staff, including (see below)
- The TBAP Trust Chair, and an external advisor appointed by the Board, will carry out the **Executive Headteacher's Performance Review**.

## **STAFFING: SCHEME OF DELEGATION TO THE EXECUTIVE HEAD TEACHER**

- Appointment of all teaching and non teaching staff.

### **PREMISES AND HEALTH AND SAFETY**

- Ensure that the school /s comply with standards for health and safety on school premises
- Receive and consider a report on health and safety, on an annual basis
- Monitor and review the School Accessibility Plan
- Where the school premises are let to other users, monitor and review the School Lettings Policy and Arrangements
- Ensure that maintenance, decoration, and equipment/furniture renewal is planned and budgeted for.
- Audit & Review the use of the school premises, the equipment and resources and ensure they match the requirements of SDP priorities.
- Oversee site management, cleaning and grounds maintenance
- Oversee site security arrangements and practice and review them periodically
- Consider and determine the need for capital works at the school, in line with the school's SDP and the authority's Asset Management Plan priorities, liaising with the LA, as suitable, and making appropriate use of the school's devolved capital budget

### **DELEGATED RESPONSIBILITIES OF THE AUDIT SUB-COMMITTEE**

1. To consider matters relating to internal control and auditors
2. To receive a report from the responsible officer.
3. To monitor the effectiveness of the systems for internal control.
4. Review statement of internal control
5. To receive and review reports from the Responsible Officer / Auditors and make appropriate recommendations to the Finance Committee.
6. Agree and monitor Financial Procedures / Processes
7. Consider reports / recommendations from auditors
8. Monitor audit recommendations are implemented accordingly.
9. Monitor and take responsibility for the Risk Register.

### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
Cllr Elizabeth Campbell	[REDACTED]	[REDACTED]	[REDACTED]	Cllr of RBKC	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As above	Full Time employee of TBAP
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1

	█		█	█	
█	█	█	█	█	1
	█		█	█	

### **F3 (b) Skills gap for governing body**

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Financial management and business acumen	Currently interviewing two potential Directors from Finance and Commercial Business to take up positions on the Trust board in November 2014

#### F4 – A Credible plan for recruiting a high quality principal during pre opening

The TBAP 16-19 Academic AP Academy will be part of the TBAP Multi Academy Trust. All schools within the Trust are led by [REDACTED]. Reporting to him are Heads of School who have their own leadership teams reporting to them. This structure will be put in place if our proposal is approved. The appointment of the Head of School (HoS) would begin 8- 12 months before the opening of the school in September 2016. The timetable for the recruitment and appointment of the HoS would be as follows:

- Advertise HoS position: September 2015
- Selection and Interview: October 2015
- Appointment and start date: January to March 2016
- Recruitment and appointment of Leadership, Teaching and Support staff: February to May 2016

#### **Recruitment policy**

The TBAP Multi Academy Trust has an annually review and Board approved Vetting and Recruitment Policy. The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

#### **INVITING APPLICATIONS**

Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

“The TBAP Trust is committed to safeguarding children and young people. All postholders are subject to a satisfactory enhanced DBS disclosure.”

Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification;
- the school’s child protection policy;
- the school’s recruitment policy (this document);
- the selection procedure for the post;
- an application form.

All prospective applicants must complete, in full, an application form.

#### **SHORT-LISTING AND REFERENCES**

- Short-listing of candidates will be against the person specification for the post
- Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.
- References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.





**RESPONSIBLE TO:** Executive Headteacher

**Leadership Scale :** 20 - 24

**Purpose of the post:**

TBAP AP Academies are responsible for provision and support for learners who have been permanently excluded from school, are temporarily out of school, are at risk of exclusion or have a statement of educational need.

The Head of School will take responsibility for the day to day operation of the academy as directed by the Executive Headteacher. In addition, the Head of School will be a member of the TBAP Executive Leadership Team and will take on some TBAP responsibilities.

The Executive Headteacher will retain strategic, statutory and legal responsibility for the TBAP school and will agree whole school areas of responsibility with the Head of School.

**Main Duties / Responsibilities**

This job description should be read alongside the range of duties and responsibilities of Headteachers as set out in Part IX of the annual Teachers' Pay and Conditions Document Sections 55 to 59

The post holder will be accountable to the Executive Headteacher

The successful candidate will need to agree major objectives with the Executive Headteacher of Tri-borough Alternative Provision (TBAP). These objectives will, however, include:

1. To be accountable to The Executive Headteacher for all aspects of school management.
2. To deputise for the Executive Headteacher as required
3. To be responsible for all aspects of the life of the AP Academy and its place within the community as detailed in the Pay and Conditions Document.
4. Maintaining a suitable and positive ethos within the AP Academy including

the placement, care and support of pupils with a wide range of educational needs, including pupils with challenging behaviour.

5. Maintaining a strong multi-disciplinary central team and strong partnerships with other agencies.
6. Implementing all TBAP systems, policies and procedures
7. Implementing the TBAP and local Improvement Plans.

### **Leadership**

8. In consultation with the Executive Headteacher to review the School Improvement Plan which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
9. To monitor and review the work and organisation of the academy to ensure effective implementation of policy and practice that enables all pupils to maximise achievement and minimise all forms of educational disadvantage.
10. To manage and monitor finance and resources effectively and ensure they are efficiently linked to the priorities of the TBAP Trust.
11. To lead and inspire staff, and to promote the development of teamwork and collective responsibility to enable learners to achieve their full potential.
12. To support and review all policies and manage the effectiveness of their implementation.
13. Establishing strong partnerships with all schools to support learners effectively as their needs are met within an appropriate range of provision.
14. To lead on the implementation of strategies to address challenging behaviour.
15. To ensure that the specialist skills developed are deployed effectively to contribute towards the development provisions to support the full range of curriculum in mainstream schools.

### **Learners**

16. To ensure the highest standards of achievement for all learners with wide-ranging ability and needs through high expectations and curriculums designed to challenge and stimulate.

17. To ensure effective management of learner behaviour throughout the school
18. To ensure the implementation of the SEN Code of Practice and the Disability Discrimination Act to successfully identify and make provision for the specific needs of learners.
19. To support and ensure the provision of a high quality curriculum pathway for all learners by ensuring equality of access and inclusion in the whole curriculum.
20. To promote and celebrate the positive benefits of living within a culturally and ethnically diverse society.

### **Curriculum**

21. To lead, develop and monitor through regular review a high quality curriculum.
22. To deliver TBAP systems of planning, assessment and record keeping which takes account of learners needs and tracks pupil progress.
23. To ensure progression, continuity and delivery of a wide curriculum offer throughout the school
24. To communicate with parents/carers and learners to ensure that individual aims and progress are achieved.

### **Teaching & Learning**

25. To promote and ensure the development of effective classroom practice through the TBAP cycle of quality assurance of monitoring and evaluation of teaching and learning.
26. To address the individual needs of learners including SEN and gifted and talented whilst ensuring this is reflected in planning, assessment and diagnostic marking.
27. To ensure the strategic use of additional adults to maximise learning opportunities.
28. To ensure effective and continuous professional development for staff.

### **Human Resource Management**

29. To oversee the appointment of teaching and non-teaching staff.

30. To ensure all staff have access to suitable advice, education and training appropriate to their professional needs, as identified through performance management and the priorities identified in the TBAP and local Development Plans.
31. To support staff in carrying out their responsibilities effectively through a programme of Performance Management.

### **Ethos**

32. To promote an environment which encompasses social and emotional aspects of learning within a restorative framework, in which all learners and staff are encouraged to be valued and active participants in the teaching and learning process.
33. To create an ethos that challenges and encourages higher achievement for all.
34. To maintain high morale and confidence and set an example of professional standards and leadership.
35. To promote a suitable system of guidance and support for learners, staff and providers including effective liaison with parents / carers and partner agencies.
36. To maintain a high standard of behaviour throughout the provisions, supported by TBAP policies and practices which promote independence, responsible attitudes, self-esteem and positive relationships.

### **Equal Opportunities**

37. To ensure the entitlement of all pupils to a differentiated and culturally relevant curriculum.
38. To provide a culture of mutual respect and understanding.
39. To ensure that the TBAP equal opportunities policy is followed.

### **General Requirements**

40. To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
41. To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour

policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

42. To demonstrate a commitment to the protection and safeguarding of children and young people.

43. You will be required to have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per the TBAP Policy

<b>Person Specification</b>
<b>Qualifications</b>
<ul style="list-style-type: none"><li>• First Degree or equivalent</li><li>• NPQH or currently working towards</li><li>• A further qualification relating to the issues of educating pupils with challenging behaviour is desirable</li></ul>
<b>Experience</b>

- At least 3 years experience in a senior management position in a school, coupled with experience of leading rapid school improvement with measurable outcomes
- Experience of implementing sound financial systems to ensure maximum educational benefit to pupils within a cash limited budget
- Considerable teaching experience in an inner city multi-cultural school
- Experience of the successful development, implementation and review of educational policies relevant to meet the needs of the TBAP Trust
- Extensive experience of managing teams and holding staff to account
- Experience of the development and implementation of appropriate systems for assessment, record keeping and reporting
- Experience of the successful development and implementation of sound behavioural and discipline policies to create a positive ethos for learning
- Experience of working with parents and local community organisations

### **Knowledge and Skills**

- An in depth understanding of the educational issues for pupils who display challenging behaviour and the ability to implement clear strategies to ensure the raising of education and behaviour standards.
- A clear understanding of the leadership qualities needed to move a failing school towards rapid success
- A detailed understanding of statutory legislation in PRU's , AP academies and schools with particular reference to Special Educational Needs and the Code of Practice as well as Child Protection procedures
- Knowledge of the secondary and primary curriculum and how this can be delivered to meet the needs of learners in AP
- A commitment to promoting equal opportunities and inclusion, and an understanding of the links between schooling, behaviour and equality of opportunity.

## F6 (existing providers and any new applicants seeking to open more than one free school)

*Insert text*

### F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

<b>Name</b>	<b>Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)</b>	<b>Other relevant area(s) of expertise</b>	<b>Hours per week</b>	<b>Cost £</b>



Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

## F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
	£0.00	£0.00

**Section F7** (Independent schools)

*Insert text*

**Section F8** (Independent schools)

*Insert text*

## **Section G: Budget planning and affordability**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

### **Sections G1**



### **Section G2**

Insert text

<Redacted>

## **Section H: Premises**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

**SECTION H: LOCATION AND PREMISES**

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	The location we are proposing is on the site of <Redacted>. The Trust is in discussions with <Redacted> on the site through the development of site including making available to the Trust the whole site. Part of the site is currently used by a <Redacted> which the council are proposing to relocate. We will consider other sites in the Tri-Borough areas as long as within easy travel distance of the other TBAP academy sites so we are able effectively utilise existing teachers
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If you have not identified a site yet, please tell us the postcode of a central location in your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	<Redacted>
--	------------

Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	700 m <sup>2</sup>
---	--------------------

Any comments on your calculated building space:	The calculated building space is using the EFA formula provided, however our proposed provision is AP / Special and will potentially require more building space as class sizes are in groups of 5.
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**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
---	------------

In which local authority is the site?	Hammersmith and Fulham
---------------------------------------	------------------------

If the preferred site is near to the boundary with another local authority, please say which:	Westminster
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If the preferred site is near to the boundary with a third local authority, please say which:	Kensington and Chelsea
---	------------------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Wandsworth
--	------------

Please tell us how you found the site:	<Redacted>
--	------------

Please confirm the tenure:	<Redacted>
----------------------------	------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	<Redacted>
--------------------	------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)	Yes
---	-----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
---	-----

What kind of site is it?	Existing building
--------------------------	-------------------

What is the current use?	<Redacted>
--------------------------	------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	It is on the site of <Redacted>and therefore would enable us to utilise the existing facilities <Redacted>.
---	---

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Gross internal floor area: 2252m2 and total site area including playing area is 5,144m2
---	---

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
--	------------

**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------



Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**Third choice site**

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**Fourth choice site**

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

## **Annexes**

**Family and Children's Services**  
Kensington Town Hall Hornton Street London W8 7NX

**Tri-borough Executive Director for Children's Services**  
Andrew Christie



THE ROYAL BOROUGH OF  
**KENSINGTON  
AND CHELSEA**

[Redacted]  
The Bridge AP Academy  
Finlay Street  
SW6 6HB

Date: 08/10/2014

Dear [Redacted]

**Re: TBAP 16-19 Academic AP Academy**

I am writing to confirm the support of The Royal Borough of Kensington & Chelsea and the London Borough of Hammersmith & Fulham to the proposal to create a TBAP 16-19 Academic AP Academy which will open in September 2016, if their application is successful.

We understand the TBAP 16-19 Academic AP Academy is a school in West London offering the International Baccalaureate Diploma Programme to 16-19 year-old young people who have come from alternative provision and/or with special educational needs. Over two years, learners will achieve the IB qualification as well as developing the organisational, study and critical thinking skills necessary to progress into higher education. We would expect that an appropriate London university will work with the service to provide academic advice and support. We see this provision as complementing the 6th Form options available through other providers, and that the AP School will continue to provide the high levels of support and guidance for pupils who will find this aspiration challenging.

We anticipate making 12 referrals of full time equivalent (FTE) places to TBAP 16- 19 Academic AP Academy over the first academic year following the school's opening and a further 12 referrals in the second year.

The most efficient and cost-effective mode of delivery would be to create the new provision as part of the integrated service currently delivered from the same Bridge AP Academy facility. There are undoubted benefits on a single site solution. We understand that this is the current proposal but would ask you to let us know if these plans are subject to change. We understand that the capital costs of the scheme will be subject to a bid to the EFA during Autumn 2015, and further applications for DfE academy funding will be sought for other elements of capital spend in the wider scheme.

The Cabinet Members for Education in both boroughs have indicated their approval to the proposal in principle, and we wish the bid every success.

Yours sincerely,

[Redacted signature block]

Direct Line: 020 7361 3300  
Email: [Redacted]  
Web: [www.rbkc.gov.uk](http://www.rbkc.gov.uk)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] 1. [REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]



- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

## CV template

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

## CV template

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

**CV template**

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

## Self-assessment form for independent schools

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

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at <b>page 28-29</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before</i></p>			

	<i>submitting this form]</i>			
<b>Achievement of pupils at your school</b>	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at <b>page 33-34</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Quality of teaching in your</b>	<i>[Please provide a commentary on the quality of teaching in</i>			

<b>school</b>	<i>your school, with reference to the Ofsted grade descriptors (available at <b>page 37-38</b> of the school inspection handbook <a href="#">here</a>).</i>  <i>please delete this guidance before submitting this form]</i>			
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Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<b>Behaviour and safety of pupils</b>	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at <b>page 41-42</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before</i></p>			

	<i>submitting this form]</i>			
<b>Quality of leadership in, and management of, your school</b>	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at <b>page 47-48</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

<b>Spiritual, Moral, Social and Cultural development of pupils at your school</b>	<i>[Please provide a commentary]</i>			
---	--------------------------------------	--	--	--

<b>Your assessment against Ofsted framework (please provide a commentary)</b>	<b>Your self-assessed Ofsted grade (1-4)</b>	<b>If needed, proposed actions to improve self-assessed rating</b>	<b>FOR INTERNAL USE ONLY- Not for completion</b>	
<b>The extent to which the education provided by your school meets the needs</b>	<i>[Please provide a commentary]</i>			

<b>of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b>				
<b>Any other comments or observations not captured above. Please note, AP schools should state whether they are</b>				

<b>registered and if their existing provision is interwoven with the LA.</b>				
--	--	--	--	--



Department  
for Education

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