



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

**THE EDDIE DAVIES EDUCATIONAL TRUST SCHOOL
(BOLTON)**

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Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
6. 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	<input type="checkbox"/>	<input type="checkbox"/>

<p>7. 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: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 9 Sept 2013 and 12 noon on 13 Sept 2013; ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>8. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application		
<p>9. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the 'How to Apply' 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 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:

██████████

Print name:

██████████

Date:

12/09/13

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 see the attached Excel application form.

Section B: Outline of the school

Please see the attached Excel application form.

Section C: Education vision

Introduction

The Eddie Davies Educational Trust School Bolton (The School), will be a co-educational sports-led Free School aimed at 16 – 19 year old learners from across the Metropolitan Borough of Bolton: any learner from Bolton or authorities adjoining West Bolton who is seeking an alternative to a traditional Sixth Form curriculum will be eligible to apply for a place. As an expansion of an existing educational provision, the School is planned to open in September 2014.

This submission builds on work undertaken by the Eddie Davies Educational Trust in a previous round and more clearly addresses administrative capacity issues, funding alignment and student progress measures by concentrating solely on the initial Free School at Bolton. It is supported by Bolton Wanderers Football Club, which is already working with vulnerable young people in the Bolton area through the Bolton Wanderers Institute of Sport (**BWIOS**), and Bolton Arena which provides additional sports and education facilities to current programmes. It is proposed that we use this significant experience and expertise in working with local schools and for local young people in order to expand and develop our existing programmes into a full 16-19 Free School provision for up to 400 students per annum.

The Eddie Davies Educational Trust School Vision

'Well-being for everyone depends on two things: one is the goal and end of actions being laid down rightly, the other is finding the actions that lead to that end.'

[Aristotle, Politics, Passage 23]

We believe in cultivating in our students the life-long ability to take the right course of action in any particular situation, supported by a continuing interest in learning and self-

development. Initially, we help our students re-consider, refine and re-define their own goals, standards, and values. Then, through the discipline of a demanding sports-led curriculum and their own reflective & collective thinking, we help them develop:-

Understanding: the ability to assess and summarise a situation within its particular context;

Judgement: having summarised a situation and its context, the ability then to judge the right thing to do;

Technique: the ability, experience and expertise to make the right plan, and then to execute it successfully.

As well as securing necessary formal qualifications to move forwards in life, our students develop a deep understanding as to how to set appropriate goals for themselves, and how to plan to deliver, and then to execute, a strategy. They also acquire the ability confidently and correctly to re-assess a plan in a fast-changing environment, and to react properly thereafter to both obstacles, success, and the occasional failure.

We offer an absorbing and satisfying approach to personal learning and improvement, with our framework programmes tailored by our teachers and trainers to each participant's specific needs and goals. Our learning programmes develop participants' Social and Mental abilities, using Physical and Technical activities to deliver traditionally difficult concepts such as strategic & reflective thinking; problem identification & solving; professionalism & judgement. The combination of a sports-led teaching curriculum and a concentration on personal development through 'all-round professionalism' has proved particularly beneficial to young people otherwise disengaged from, and discouraged by, standard education provision and societal norms.

Our aim is to improve performance through learning and training. We believe all individuals can and should take personal responsibility for their own development and progress, and also recognise active, lifelong learning as a personal norm. Ultimately our students are better qualified, both academically and psychologically, to advance into further education, further training or initial employment; and to address with greater dexterity all the wider challenges of adult life.

Our key words are improvement, discipline, self-knowledge, commitment, balance, professionalism and judgement. However, with a strong foundation in high level sport and education, our teachers and trainers know from personal experience that respect, humour and enjoyment remain critical to success when under most pressure.

Free School Proposal

Our existing, full-time education team has developed and refined a successful sports-led curriculum offer in Bolton that presently provides an alternative pathway, mainly for 14-19 students at risk of exclusion and NEETS (not in employment, education or training), into Level 1, 2 and 3 vocational courses. The successful outcomes and qualifications gained by students who would otherwise have struggled to achieve minimum levels of attainment demonstrate the suitability and success of the overriding education vision, and teacher/trainer delivery. Many disadvantaged young people have been able to progress into further education and employment with our support, thus equivalently reducing the number of those defined as NEETS in the Borough.

In the Bolton area, students access 16-19 provision from a limited range of providers including colleges, schools and academies - although this often means considerable travel. Choice will be further reduced when a local secondary school closes its 6th Form provision from September 2013. Bolton mirrors the national picture with lower levels of post 16 participation at age 17 than at age 16. There were 881 young people identified in the NEET category in 2012, of whom 506 were 16-18 year olds NEETS and 321 were unaccounted for. The recent statistics are not encouraging:-

- The percentage of 16 year olds in Bolton who achieve 5 or more good GCSE passes including English and Maths is below the national average, particularly for those living in the more deprived areas of the Borough;
- In August 2012 Bolton had a worklessness rate of 17.1%, which was an increase of 2.3 percentage points from the previous year;
- In August 2012 the largest group of workless people in Bolton were those on sickness benefits, who made up 10.2% of the total working age population;
- In some Wards of the Borough worklessness is as high as 51%.

The Raising of Participation Age (RPA) will lead to a further and continuing increase in the demand for local education places, and we believe the School will make a positive and significant contribution to the options available to the less advantaged young people in the Bolton area. Our Proposal aligns with continuing efforts across the Borough, as set out in the Council-led '*Bolton Vision 2012-2015*' economic growth strategy to increase local skill levels & qualifications and to reduce overall worklessness.

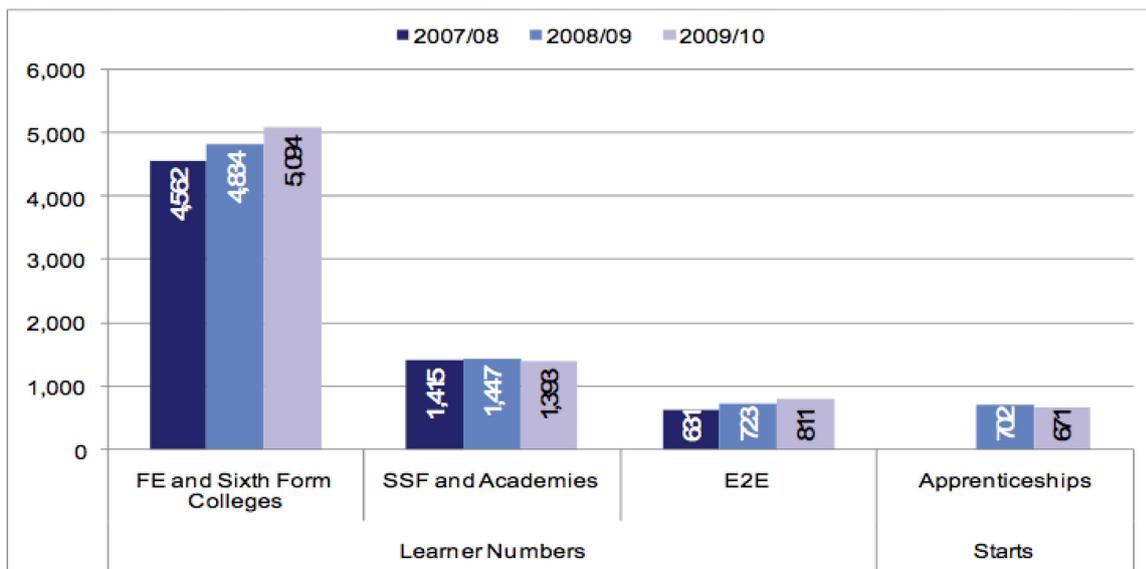
Demand Rationale Behind Our Application

BWIOS has seen increasing and unsatisfiable local demand for its current education programmes over the past three years, delivered in conjunction with Bolton College, and we believe this demonstrates a proven requirement for the sports-led curriculum we are proposing. There is a high level of teenage NEETS in the Bolton area which, together with the additional future impact of RPA, provides a widening pool of students seeking alternative provision courses. Furthermore, the number of students seeking to access education in Further Education and college-type settings is also increasing, evidenced by a decline in those staying on at schools and academies in Bolton. Data analysis shows:-

- Over the past three years, participation of Bolton residents aged 16-19 has increased by 11.7% in further education and sixth form colleges, and decreased by 1.6% in school Sixth Forms and Academies;
- In 2010/12, 57.7% of FE and Sixth Form College learners were disadvantaged, and 6.3% of learners in school sixth forms and academies were eligible for Free School Meals (FSM);
- In Bolton, 17-year old participation in learning is lower than for 16-year olds, despite in recent years the number of 17-year olds in learning having increased faster than the number of 16-year olds.

Figure 1 clearly identifies the rising numbers of students within Further Education and Sixth Form College provision in the Borough.

Figure 1: Bolton resident learners aged 16-19



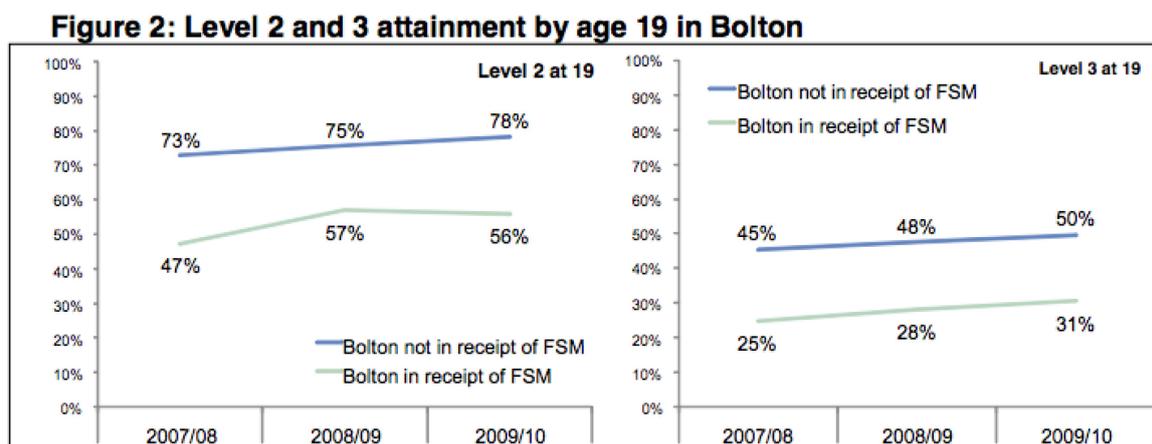
Source: ILR (F05 and L05), School Census (S04) and NAS Apprenticeships MI Report, Quarter 2 2010/11.

In the Horwich and Blackrod Ward, where our School will be sited, there is only one community school offering Sixth Form provision. A school in the neighbouring ward of Westhoughton is due to close its Sixth Form provision from September 2013. There is therefore a strong case for further education provision in the immediate locality, particularly to support and engage less advantaged young people.

Closing the Gap

Our curriculum will continue to offer well defined and logical learning routes through Level 2 into Level 3 qualifications, with targets for progress at above the national average (developed further in the Education Plan below).

Based on DfE statistics to 2011 at Figure 2 below, attainment at Level 2 and Level 3 by age 19 in Bolton has improved in recent years, but still remains below regional and national averages. If we look at the numbers of disadvantaged students across Bolton (as measured by FSM) the gap is even wider.



However, our current success rate with this grouping of students is considerably higher. For example, we have one student presently attending from a private Alternative Provider who had been out of school for two years and even the programmes offered by the private provider (funded by the Local Authority) were not engaging him. He came to us on one of our Level 2 BTEC programmes and has since stayed for two years with 100% attendance. He is now completing a Level 3 qualification.

As described above, our output track record and the high quality of the current vocational provision offered means that all our existing programmes are subject to high and unsatisfiable demand. Our driver in applying for Free School status is to be able to offer access to a wider number of 16-19 students from the local area, in a formal curriculum setting that then provides a range of recognised qualifications and ultimately further routes into Higher Education and/or initial employment.

We are involved in several educational partnership projects with other local providers where we jointly offer exciting and innovative opportunities to enable students to progress through further education and into higher education, training and employment. For example, we have a partnership with the University of Bolton that will offer a co-branded degree, offering students the opportunity to follow foundation modules under a wider range of pathways into higher education.

Free School status will provide us with a stronger presence in the local education-provision market, and the regularised funding will allow us to take a longer-term view of ongoing investment and funding. Our current BWIOS will have evolved as a Free School into a fully-fledged 'junior institution' with a long term, sustainable business plan. We believe our 'Free School Package' will encourage a more diverse range of young people – and their parents - to enter into a vocational programme underpinned by the skills, knowledge and content of a balanced, vibrant and innovative curriculum, that is appropriate both to Higher Education course entry and initial employment opportunities in our local area. RPA will continue to increase demand for places and support our provision of compelling alternative pathways for local young people who would not necessarily wish to continue with a more mainstream offer in school Sixth Forms or FE colleges.

Demand/Output Evidence from Recent & Current BWIOS Programmes.

Operating from sports and education facilities at the Reebok Stadium, Bolton Wanderers Football Academy and Bolton Arena, BWOIS has provided alternative pathways for a range of students referred to us either by schools, local colleges or the Connexions Service over recent years and the demand for provision has now grown beyond our developed capacity of 120 student places. Previous cohorts have consisted of:-

- A variety of pre16 learners at risk of exclusion;
- Excluded and poorly attending students;
- Young people categorised as NEETS, some in their early twenties;
- Students attending from a local Pupil Referral Unit.

Up-take of recent courses has increased significantly over the last 2 years and we have been particularly successful at providing courses to young people from that sector of the community not in education, employment or training (NEET).

Participation figures for 2011-2012 and 2012-2013 are shown below:-

Course	Number of students 2012-13	Number of students 2011-12
BTEC Level 3	27	Not run
BTEC Level 2	22	14
Pre – 16 programme	21	16
NEET	41	16
Total Roll	111	46

Analysis of progression statistics for those students shows:-

- Of those that have attended the initial programmes and Level 1 BTEC modules, 43% have stayed with us to study Level 2 or Level 3;
- A further 23% have gone on to FE College;
- 10% have returned to school;
- Of the remaining quarter, 14% are in employment (including two in the army and two self-employed);
- The further activities of the remaining 10% are either unknown at this time or have not responded to recent information requests.

These initially vulnerable young people were all at risk of exclusion from previous establishments and/or not likely to stay in education or find initial employment. We believe that the 90%+ demonstrable improvement in our students' long-term prospects (and avoidance of the NEET categorisation) underscores a significant and compelling case for the formalisation of the BWIOS programmes into a full Free School operation, providing a proven alternative 16-19 curriculum in the local area.

Current applications for places on the 2013-14 courses are shown below and continue the strong upward trend in demand. The projected numbers were assessed in early 2013 for budgeting and operational purposes. The expected student recruitment estimate is the number of committed students as at 5th September 2013 for courses commencing on 16th September 2013.

	Course	Initial projected numbers 2013-14	Expected student recruitment 2013-14
Local Courses (on-site)	<u>BTEC Level 3 (New 2013/14)</u> Diploma in Sports Development Coaching and Fitness	20	42
	<u>BTEC Level 3 (2012-14)</u> Diploma in Sports Development Coaching and Fitness	20	23
	<u>BTEC Level 2</u> Diploma in Sport	11	18
	<u>BTEC Level 2</u> Certificate/Diploma in Sport (Pre-16s/schools)	28	34
	<u>BTEC Level 1</u> Sport & Active Leisure (NEETs)	15	15
	<u>Harper Green</u> BTEC Level 1	10	12
	<u>Canon Slade</u> Level 3 Extended Diploma in Sport	14	16
BWFC Academy	<u>BTEC Level 2 & 3</u> Subsidiary Diploma in Sport (Scholars & Schoolboys)	16	26
Local Courses (off-site)	Ashton College NVQ Certificate in Activity Leadership (Level 3)	20	28
	Ashton College NVQ Diploma in Sports Development (Level 2)	20	24
	Bolton College NVQ Certificate in Activity Leadership (Level 3)	20	34
	Bolton College NVQ Diploma in Sports Development (Level 2)	20	30

We believe the expected student numbers for 2013-14 – 302 students, compared with an initial projection of 214 - show the continuing high level of demand for all the courses and programmes, and the long-term sustainability of our School Vision. For the avoidance of any concern, additional operating budgets, levels of support staff and other infrastructure has been put in place based on the expected student numbers for 2013-14 to ensure full and proper delivery.

Professionalism and School Ethos

In line with the School Vision, demanding personal and collective standards will be set and maintained by the students themselves, supported by the School's ethos, staff and infrastructure. Our innovative curriculum will feature lessons through which various elements of the concept of 'Professionalism' are interwoven. We believe we are amongst the very first schools in the world to use this concept as a founding principle. Professionalism will permeate the whole School community from the Principal through to support staff and students and will provide the sub-text for all the School's activities.

We expect to have full approval and accreditation for an International Baccalaureate Career Certificate (IBCC) in Professional Sport course in September 2015. The IBCC will then be available as an IB award to schools on a national and global basis. Our focus on professionalism forms a key part of the IBCC approval, and confirms international recognition and accreditation for what is a wholly different approach to education delivery for 16-19 students.

Our focus on developing professionalism in young people has received positive feedback and involvement from employers who support us with advice and initial job opportunities. These partnering employers recognise that our students are, or will be better equipped immediately to make a business contribution through their stronger character and commitment, as well as work-relevant skills and qualifications.

At present we have had a less than 10% participation from female students across all our courses. Our output success with our female students has been no less than with equivalent male students and it is one of our immediate goals to refine our programmes and courses in such a way as to improve dramatically the level of female involvement.

Sport

Sport will be absolutely central to the School, its students & staff, and its activities & success. Currently, only 22% of post 16 students take part in 2 hours or more of curriculum time PE and Sport across the UK. This has been evidenced in the UK by the more recent introduction of the 'Sky Sports for Living Programme', a partnership between Sky Sports and The Youth Sports Trust established in 2003. This programme has run in over 2600 schools and involved 45,000 11-16 Year old students.

The results of the 'Sky Sports for Living Programme' UK based programme which encourages Sports mentors and young people to embrace participation in learning through sport has shown how this improves behaviours, motivates and inspires, improves life skills and increases attainment through participation in sport. A key indicator for our current project is the aspiration of 72% of students to continue on to

Sixth Form or College. The School will provide an alternative Post 16 provision that builds on the success it has already achieved through the work of the BWIOS.

Current Sky Programme Results Show Increased aspirations & attainment:

- 72% of participating students said they were more likely to go to Sixth Form or college.
- 48% of participating students said they were inspired to go on to mentor a young person following participation.

Sky Sports Living for Sport students performed:

- 14% higher than the national average in English where before they were in line with the national average.
- 4% higher than the national average in Maths where before they were in line with the national average.

Research taken from independent findings from Chrysalis Research, 2012.

Students at the School will participate in at least 10 hours a week (with linked learning mapped across the full range of curriculum subjects). Sport is central to the curriculum because we:-

- Believe in the power of sport to change lives;
- Have unrivalled expertise in delivering high quality sport programmes;
- Have extensive access to a range of high quality sports facilities and coaching, with an identifiable, aspirational pathway to elite/professional level;
- Believe in the power of sport to create a sense of collective identity;
- Believe that students who have otherwise struggled in traditional educational environments can still succeed - learning transferable skills, behaviours and techniques through committed sports participation.

The School Year and the School Day

It has been well documented that long school holidays may impact detrimentally on the attainment of students from lower socio-economic communities, limiting their opportunities to access educational activities and experiences. KIPP Charter Schools were introduced in the United States of America in 1994 with a specific target of improving educational achievement in low attaining and socio-economically deprived communities. One of the core operational differences in a KIPP school is a considerably longer school working day and working week (regular attendances on Saturdays) and shorter holiday breaks. The purpose is simply to give students more time learning, with a considerably increased commitment to personal learning success as a pre-requisite.

Our School will have a core year of 40 weeks - with an optional 6 weeks designed to supplement learning and life chances, provided through current community providers.

The optional weeks will be used as follows:-

- 1 week devoted to experiencing Higher Education (End of October);
- 2 weeks of supplementary summer school (August);
- 1 week of residential sports experiences through our partner schools (Spring);
and
- 2 weeks gaining work experience (January).

Likewise the School day will be extended. The School will reflect the current trend for preparing young people with a work ethic and therefore the School day will reflect a working day with high expectations of students' punctuality and attendance. Breakfast will be available for staff and students from 07.30 and students will be expected to have registered by swiping through an automated system by 09.00. The teaching day will end at 16.00 followed by a range of optional activities and sports events (until 17.00). 08.00-09.00 each day will be a sporting activity

Personalised Pathways & Attainment

The School will be open access and specifically welcoming to young people who are unlikely to find education or training elsewhere, perhaps having previously struggled within the traditional secondary education environment. All students will be expected to strive towards personal excellence and maximisation of potential; the School's stated goal for all students is, on leaving, to secure full-time employment or Higher Education positions. We know from our current experience that such goals are not achieved in a blame or excuse culture: students will be expected to fully 'buy in' to the School's very positive and demanding ethos.

The School will aim to ensure all students leave after 2 years with meaningful and relevant qualifications and high levels of confidence and self-esteem. The formal qualifications offered will consist of a combination of the following:

- GCSE Maths and English A-C achievement or applied learning (mandatory);
- BTEC Sport Studies;
- Effective Behaviour for Work (EB4W);
- International Baccalaureate Career Certificate;
- BTEC Business Studies/Retail;
- A range of optional accredited awards.

Students will navigate different curricular pathways depending on their entry level and developing abilities. Students entering with less than 4 GCSE's and without Maths and English GCSE will embark on a BTEC Level 2 programme with Maths and English

GCSE. Teaching and learning will be tailored to individual learners and based on highly personalised programmes that are developed through a rigorous assessment of need. Sports participation will be used to support and review the learning journey.

Academic Benefits

We will offer an academically-oriented broad curriculum that provides a foundation for success in higher education and the world of work, as well as opening other opportunities, supported by a highly respected partners – International Baccalaureate, University of Bolton, Warburton's, Barclays, Nike, and Eon - all of whom have a strong community mission aligned with the vision.

Removing Barriers to Learning and Ensuring Success

The School will identify and overcome individuals' actual or potential barriers to learning. We will do this by having clear and high expectations about standards of work, commitment and conduct required from each student, and ensuring that the student absolutely understands his or her personal obligations to his or her self, student colleagues, and the School & staff.

Mentoring and Support

To assist each student in overcoming any barriers to learning and to assist progress whenever required, each student will have a mentor. Mentoring will take the form of regular, short meetings for discussion, comment, advice and feedback. Mentoring sessions will be built formally into the School week or over lunch. Each student will engage actively with his or her mentor in weekly target setting and review.

Preparation for Work and HE

The School's primary objective is to ensure that each student is properly equipped on leaving to enter into full time employment or Higher Education. To achieve this objective, we will:-

- Deliver through the curriculum high quality vocational qualifications, such as the IBCC and Effective Behaviours for Work;
- Focus the additional learning weeks on induction & experience in the workplace, and also on further University education options in the UK and the US;
- Be more self-disciplined than most FE colleges in order to instil professional standards, self-confidence and self-esteem;
- Have key partnerships with businesses and organisations that will actively support the 'into work' agenda by offering mentoring, staff time and work experience opportunities.

Business Partnerships

We already have several high profile business partners with whom our relationships are genuinely reciprocal. The Business Partners have given us advice and guidance on our methodologies, outcomes & curricula, and together we have forged a route into initial employment for many of our existing students. We intend to build on the success of our Partnership approach through:-

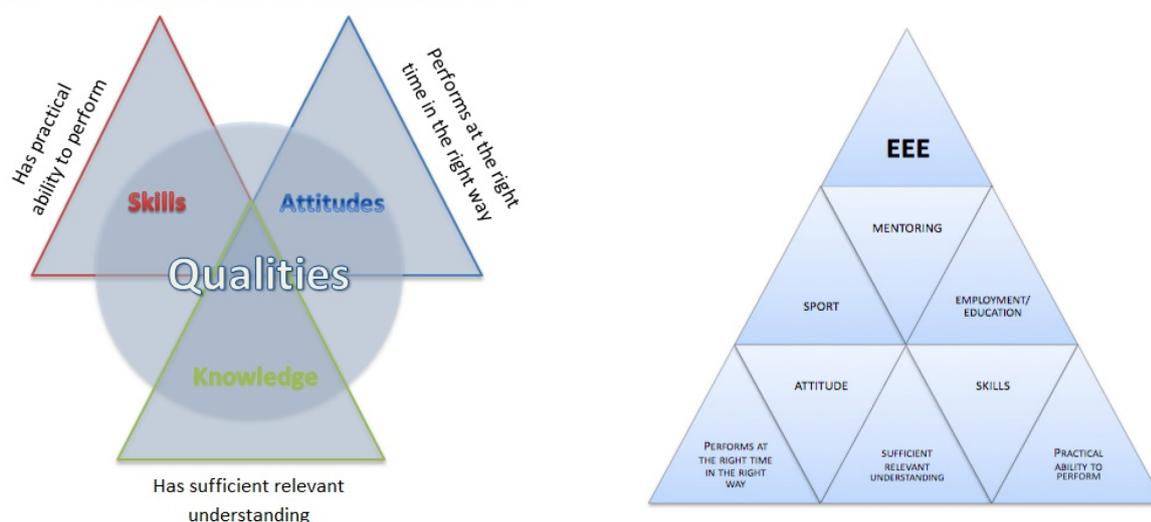
- Further opportunities for work experience;
- More provision of work-based mentors;
- More corporate leaders delivering inspirational key note lectures;
- Additional provision of high quality academic and sports resources; and
- An ongoing search for, and open engagement with, potential new Business Partners.

Effective Education for Employment (EEE) & Urban Mentoring

Our EEE mentoring programme, linked directly to the Effective Behaviours for Work (EB4W) qualification, has been developed & accredited by Edexcel, and is the result of a global research project carried out in 2008. The project led to the creation of a bespoke set of educational qualifications that are aimed at developing skill-sets relevant to the 21st century, and particularly the modern work environment. The overlapping qualities sought after in a modern employee, recognising that mere knowledge is not now enough to guarantee success, and the relationship to the EEE engagement pyramid, are illustrated below.

Fig 2 – Urban Mentoring Scheme Incorporated into EEE

Fig 1 – 21st Century Employee (effective Education Employment 2007 – Edexcel)



The School will use professional athletes from a variety of sports as role models and facilitators of learning. Examples include Ray Lewis (NFL), Stuart Stokes (GB

Athletics), Luol Deng (NBA) and Paul Wood (RLC) who have all already supported our ongoing urban mentoring programmes.

Our longer-term objective is for the School to become a centre of excellence for teacher training based on the sports professional concept. We would also like to respond to students' efforts and commitment through the availability of a bespoke teacher training programme whereby students that have completed a full roster of relevant qualifications can then also follow a Continuous Professional Development programme as practitioners or assessors within our wider Eddie Davies Educational Trust programmes. Our primary education Partner, the University of Bolton, offers a number of complementary courses for Teaching Assistant through to Levels 5 and 6 diplomas in Lifelong Learning and degrees for undergraduate and postgraduate teacher training. We will develop these pathways within our three to five year development plan.

Developmental Benefits

We believe that all young people have the opportunity and innate ability to succeed. Access to relevant and well-supported educational courses and programmes that then lead to real employment opportunities or Further Education, are however paramount.

Our School will develop young people into responsive, responsible, flexible learners with a sense of their own value.

- Character education will be integrated into all aspects of School life to support students to become not just 'carriers of knowledge', but emerging adults fully equipped to cope with the challenges of life;
- Tutors will facilitate dedicated, considered and sustaining supportive pastoral care for those with Special Educational Needs;
- Excellent careers support and advice will be tailored to each student throughout their School career, benefiting from the links with employers and experience in supporting employability;
- Extra-curricular activities as an integral and required part of the School's ethos will challenge, develop and broaden students' experiences outside the classroom.

The pastoral support and student services will build on the formal and informal resources already available to our students and will be designed to help minimise or remove any barriers to learning arising within or beyond the School day.

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 making a case to open in 2014, please add a column at the beginning.

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12		200	200	200	200	200	200	200
Year 13			200	200	200	200	200	200
Totals		200	400	400	400	400	400	400

Section D: Education plan – part 2

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.

Colour = 1260 or 1080 Core + M&E + 560 Hours Options over 2 years	Hours per week	Mandatory/ Voluntary	Students must choose 1 Major and subsidiary Diploma and from a range of optional courses	Commissioned Subjects or Core From 2015
Extended Dip Sport or F.Deg. 1080 GLH	13.5	M	Optional Advanced Core Pathway 1080 GLH	IBCC/IBD Bolton Uni.
L3 Dip Sport or Business 720 G	9	M	Optional Main Core Pathway	IBCC
90 Credit Diploma 540 G	6.75	M	Optional Subsidiary Pathway	IBCC
Subsidiary Dip S/B 360 GLH	4.5	M	Optional Subsidiary Pathway	IBCC
L3 Cert Business 180 GLH	1.5	M	Business for Ext Dip Sport Option	IBCC
Maths 120 GLH	1.5	M	A-C attainment, Key Skills and Applied Learning	
English 120 GLH	1.5	M	A-C attainment, Key Skills and Applied Learning	
Option 1-3 320 GLH	1.5-4	V	A range of accredited courses including Humanities, Science, MFL, Creative Technologies	Bolton College Local Schools Other Providers
Option 4-5 240 GLH	1.5	V	A range of accredited courses including Volunteering and Music	Bolton College Local Schools Other Providers
Additional Sport/Activity	9	V	Pre-mooring session and Wednesday pm	Coaching Awards

Sections D1, D2, D3 and D4

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

D2 – Pupil performance: your strategies for measuring pupil performance effectively and setting challenging targets

D3 - Staffing: a staffing structure that will deliver the planned curriculum within the expected income levels

If your school is religiously designated, has a faith ethos, or a particularly distinctive educational philosophy and worldview, you must also complete:

D4 – Inclusivity: evidence that the needs of all children are fully provided for within the curriculum

D1 Curriculum

We intend that our curriculum will continue to provide progression for students from a variety of previous schools and lead to employment, further training or Higher Education for each and every student.

The School will offer a curriculum based on 2 Core Specialisms only; Sport and Business. Students will major in Sport and have a subsidiary Business Diploma qualification. All students will take Maths and English, either to achieve A-C, or as key skills and applied learning. The curriculum will also include a range of options for additional subjects including music, performing arts, sciences, humanities, and foreign languages for example. The use of Freedoms to appoint staff on alternative terms and conditions allows the appointment of more PTE staff. This is achieved by the longer contracted weekly hours (35.5) and the division of a FTE post, as required, into 5 part-time posts of 7 hours weekly. These appointments will also allow the offer of a wider range of optional accredited awards and enrichment subjects and is explained in D3 below and the accompanying spreadsheet.

Core staff therefore will be required to teach either the Sport or Business Diplomas. Maths and English staff will be appointed that are able to support elements of the core subject delivery. Likewise the Business staff will provide some support to the teaching of English and Maths at all levels. The compact nature of the core specialisms enables the staffing model in these subjects to build in exact proportion to the student numbers. For the optional and enrichment courses 1 FTE post will be utilised to provide 5, PTE posts of 0.2 enabling subject teacher recruitment for 7 hours per week.

A student may choose Sport as an Extended Diploma with Business at Certificate Level, for example, and will require 1260 Guided Learning Hours (GLH) across 2 years. Alternatively a student may choose a 720 GLH Level 3 Diploma in Sport and a 540 GLH 90 Credit Diploma in Business to achieve 1260 GLH across 2 years. The addition of 240 GLH mandatory Maths and English and 560 GLH subject options, for example,

will provide a rich and varied curriculum offer for the student. Students with severe difficulties at Maths and English will receive additional teaching and a reduction in options from the 560 GLH accordingly.

The majority of students will complete the equivalent of 1 Diploma Course per year in addition to optional courses. This is to ensure students leaving after 1 year, for whatever reason, will have had every opportunity to achieve an accredited award whilst at the School. Progression and achievement for all is fundamental to the School's ethos.

Retention is a key factor for the School and we will not be satisfied to see students under achieving. The aim is to make each year at the School stimulating and rewarding with students supported and encouraged to achieve the goals agreed in their individual learning programmes. Year 2 of the course of study will extend and augment the achievements of Year 1 and provide progression opportunities to further training, Higher Education or training. From 2015, the second year of operation post opening, the bulk of employer engagement and work related experiences and placements will be focused on Year 13 students to encourage all Year 12 students to remain at the School to benefit from the progression pathways and opportunities for employer and university led engagement.

It is the intention of the School to become an accredited IB school offering the International Baccalaureate Careers Certificate (IBCC), which our students will follow. This is a new qualification with the flexibility for students to study and gain work related diplomas whilst gaining an IB qualification. We have already submitted an application to the International Baccalaureate and have outline approval for our programme. The syllabus on offer will form solid grounding for knowledge, skills and understanding and will dovetail into the BTEC programmes that we will offer. During the period of IB candidacy as the Certificate course is ratified, the School will deliver both the established BTEC awards and through partnership with Broadgreen International School, an accredited IB school, begin delivery of the IBCC as appropriate. In due course the school will offer a full IB curriculum pathway. We achieve this by utilising the Academy Freedoms to create a number of PTE posts that maximises teaching time and reduces non contact time thus providing a range of core and enrichment subjects. This is fully explored in the staffing and finance sections below.

Syllabus

The curriculum that will be offered is the key mechanism by which we will achieve the vision of the School. The academic taught year will consist of 27 mandatory hours across 40 weeks, providing 2160 GLH per 2 years. Core subjects will be Sport & Business. These will be offered as Major and Subsidiary BTEC Diplomas. The total

GLH applied to these combined major and subsidiary courses will be 1260, 1080 or 900 GLH depending upon Diploma options selected by students. The remaining hours are spread across 240 mandatory hours of Maths and English and a minimum of 560 GLH for optional accredited awards and enrichment that may include a range of Foundation, Key Skills, GCSE, AS/A2 awards, and additional Maths and English tuition dependent upon student demand or needs. In addition, 10 hours per week of sport and activities will be offered pre school and on Wednesday afternoons.

In the curriculum, there will be a combination of subject content (learning subject knowledge and understanding about the world) with subject process (learning how the subject investigates the world and thus develops subject knowledge and understanding and learning to practise this) using specific learning and teaching strategies so that students can gain high grades while also becoming self-aware through a bespoke mentoring programme that compliments the learning – as described within the vision itself.

Students will inevitably enter the School in Year 12 at very different levels of preparedness. Depending on prior achievement we may admit students to the vocational courses at Level 1 or 2, within a conventional BTEC pathway. Students will follow the same timetable, curriculum framework and those accredited vocational aspects as appropriate to each student as part of their individual learning programmes devised with their learning mentors.

This will allow the flexibility to teach all students in the same subject to the appropriate level and we aim to give each student the support they need to achieve their maximum potential. Our framework will ensure all students receive the academic foundation required to support successful entry to many career pathways. It also aligns to the Bolton Partnership Vision to increase L2 and L3 qualifications by age 19 in the local area.

Progression is also central to our vision. We will do all we possibly can to ensure students will leave our school with an internationally recognised qualification. Even if students eventually decide that university is not for them, we believe that having a firm foundation, based on core disciplinary subjects and what are sometimes termed “facilitating subjects”, will open doors to a wide variety of further pathways.

Our mentoring programme will “wrap around” every aspect of the School’s work with students, providing a unique means of supporting them as they grow personally as well as academically. The mentoring programme will be designed to enable students to develop the characteristics and qualities they need to succeed in all walks of adult life. These include a sense of identity and purpose; self-knowledge and self-reflection; responsibility; honesty; self-reliance; reliability; generosity, and self-discipline.

Extracurricular opportunities will be an integral part of achieving the School's mission, complementing the curricular offering. This will form an important component of character education developed through our professionalism ethos.

The School will begin with Breakfast at 7.30 and have an extended school day, running from 0800 to 1700 common time. This will allow students to engage in optional organised sports activities every morning and complete their academic studies and enrichment options later in the morning and during the afternoon.

The organised sports activities will play a huge part in creating a team culture throughout the school. Consistently working in a team environment will aid in the development of the students' interpersonal skills, while constantly training and working in a structured sporting environment will develop wider transferable skills and attributes. These sessions will be based around developing the core fundamentals of success such as:

- Dedication
- Motivation
- Decision making
- Critical thinking
- Time management

We currently provide a comprehensive range of educational programmes that combine elite sports coaching with high quality academic studies. Our goal is to offer not only the very best in sport coaching but to provide a unique learning experience where students gain a recognised qualification.

Our planning is based on experience of providing similar vocational programmes for students already on our current education programmes, and our experience of seeing significant levels of personal progress in students who may previously have been school refusers.

The curriculum and course elements will be carefully selected in order to focus on personal and academic progression. Coupled with a personal programme and the experience we bring of elite coaching and leadership training, students will benefit from a range of progression routes into university or employment.

Our curriculum has been designed to accommodate the needs and demands of different types of students. Programmes are challenging but achievable, ensuring that each learner completes a course of study with increased confidence, technical ability and most importantly an internationally recognised qualification. We have a partnership with the University of Bolton to offer Foundation Degree modules for appropriate students where accelerated pathways will provide more challenges. In addition,

partners at the Bolton Wanderers Football Club; a local gym owned by [REDACTED]; the Bolton Arena; and businesses such as Warburton's, all provide us with access to personal coaches and mentors that model aspiration and success through academic achievement as well as sporting excellence.

The taught School week will comprise of 27 hours per week and 4 hours for activities. Teaching time per subject will reflect the need to maintain a broad and balanced curriculum. Time allocation will be made in particular for English and Maths reflecting the importance of these subjects for all students and the development of vital basic skills and applied learning.

Extended Day

Students in Years 12 and 13 will experience an extended school week equivalent to 27 hours of learning and 4 hours activities. This extended curriculum time allows for students to gain up to two Diploma qualifications within the IBCC framework and undertake a range of additional enrichment or award bearing courses, as illustrated in D1 above.

The basic distribution of hours over a two year period, subject to Diploma Level and permutations, are illustrated below:

Subject	Year 12	Year 13	Total
Maths	60 Hours	60 Hours	120 Hours
English	60 Hours	60 Hours	120 Hours
Sport Diploma	360 Hours	360 Hours	720 Hours
Business Diploma	180 Hours	180 Hours	360 Hours
BTEC Certificate	90 Hours	90 Hours	180 Hours
Optional Accredited Awards	280 Hours	280 Hours	560 Hours
Pastoral	50 Hours	50 Hours	100 Hours

Courses offered from a menu of Sport and Business options may include for example:

Course	Level	Guided Learning Hours
Edexcel BTEC (Foundation Learning) in Sport and Active Leisure	1	196
Edexcel BTEC Certificate In Sport (VW960)	2	360
Edexcel BTEC Certificate in Sport (VW 966)	3	180
Edexcel BTEC Diploma in Sport (VW967)	3	720
Edexcel Extended Diploma in Development Coaching and Fitness (VW 969)	3	1080 over 2 years
Business Studies	2	480
Retail & events Management	2	480
AS Levels	3	180
GCE A2	3	360
IBCC	3	1080 over 2 years

As we already provide these courses on our current BWIOS education programmes, we have approval and accreditation from the examining body for these and several other courses at Levels 1, 2 and 3. As suggested above these are the courses that fit into the IBCC framework and provide students with vocational qualifications and an IBCC on “graduation”.

The School Day

For 2014-15 the School will have 27 hours core teaching per week. Wednesday afternoons will be sport fixtures and other activities supported by coaches and training staff from the BWIOS. Some students may take this time for other leisure pursuits, further study, volunteering, work related activities or employment opportunities. The week will comprise of 6 hours of teaching each day on Monday, Tuesday and Thursday, and 4 & 5 Hours teaching on Wednesday and Friday respectively.

A Typical Week's Programme

Schematic Time Table						
This will be a 2 week timetable which will require alternate sessions to accommodate the designated hours, Study Periods and rolling breaks Times will flex to accommodate group sizes, Diploma and IBCC Levels						
Year 12	Monday	Tuesday	Wednesday	Thursday	Friday	
07.30-08.00	breakfast	breakfast	breakfast	breakfast	breakfast	
8.00-9.00	Optional Sport Activities	Optional Sport Activities	Optional Sport Activities	Optional Sport Activities	Optional Sport Activities	Sport Diploma and IBCC
9.00-10.30	Maths & English Applied Learning	Diploma	Maths & English Applied Learning	Diploma	Diploma	Business Studies
10.30-10.45	break	break	break	break	break	Options/Enrichment
10.45-11.45	Diploma	Diploma	Diploma	Diploma	Diploma	Optional Sport & Activities or WRE
11.45-12.45	Diploma	Diploma	Diploma	Diploma	Diploma	
12.45-13.45	lunch	lunch	lunch	lunch	lunch	
13.45-14.45	Diploma	Diploma	Sport & Activities	Diploma	Diploma	
14.45-15.00	Options GCSE/AS/Awards	Options GCSE/AS/Awards		Options GCSE/AS/Awards	Options IAG	
15.00-16.00						
16.00-17.00						
Year 13	Monday	Tuesday	Wednesday	Thursday	Friday	
07.30-08.00	breakfast	breakfast	breakfast	breakfast	breakfast	
8.00-9.00	Optional Sport Activities	Optional Sport Activities	Optional Sport Activities	Optional Sport Activities	Optional Sport Activities	Sport Diploma and IBCC
9.00-10.30	Diploma	Maths & English Applied Learning	Diploma	Diploma	Maths & English Applied Learning	Business Studies
10.30-10.45	break	break	break	break	break	Options/Enrichment
10.45-11.45	Diploma	Diploma	Diploma	Diploma	Diploma	Optional Sport & Activities or WRE
11.45-12.45	Diploma	Diploma	Diploma	Diploma	Diploma	
12.45-13.45	lunch	lunch	lunch	lunch	lunch	
13.45-14.45	Diploma	Diploma	Sports & Activities	Diploma	Diploma	
14.45-15.00	Options GCSE/AS/Awards	Options GCSE/AS/Awards		Options GCSE/AS/Awards	Options IAG	
15.00-16.00						
16.00-17.00						

The mandatory Maths and English sessions form part of our approach to individual learning, the identification of need, and the requirement for all students to continue with Maths and English even where a student has already achieved GCSE at A-C. For students who have entered the School with a lower level of functional Maths and English, specific intervention will be planned and followed up in a one-to-one or small group sessions. Additional hours will be provided for these students with a concomitant reduction in the available hours for other optional courses of study. Students that have already achieved at GCSE will undertake applied courses of study to broaden their understanding and use of these subjects in study skills, investigative and collaborative learning, vocational and work related activities.

Other students who may have English as an Additional Language will also receive specific support at this point in the week, in addition to the strategies that teachers will adopt in the classroom settings.

D2 Pupil Performance

As a 16-19 Free School we do not intend to admit students solely on the basis of achieving a required level of grades at GCSE, but rather to align courses of study and the level of entry to a Diploma or other accredited course to the student's attainment

level at the time of entry. We intend to offer admittance to level 1, 2 and 3 Diplomas and other accredited awards in line with the demography of student applicants; and in order to fulfil the School's vision of providing new pathways for Bolton students that inspires and excites them to learn.

The DfE chart below illustrates some of the low levels of attainment at GCSE outside of the independent sector of schools in Bolton, and the varied results in A-C at English and Maths. It is key to the rationale for an alternative provision at Post 16 to stem the low levels of motivation and aspiration that follows underachievement in schools for some students and blights their onward progression to Further Education, training or employment.

▲ School name	School type	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving the English Baccalaureate	% achieving grades A*-C in English and maths GCSEs
		English	Maths	2012	2011	2010	2009		
England - all schools		NA	NA	59.4%	59.0%	53.5%	49.8%	18.4%	60.0%
England - state funded schools only		68.0%	68.7%	58.8%	58.2%	55.2%	50.7%	16.2%	59.3%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)									
<input type="checkbox"/> Al Jamiah Al Islamiyyah	Other Independent School	NP	NP	28%	75%	54%	71%	0%	44%
<input type="checkbox"/> Bolton Islamic Girls School	Other Independent School	No KS4 data available for this school							
<input type="checkbox"/> Bolton Muslim Girls School	Voluntary Aided School	79%	91%	69%	81%	85%	79%	48%	69%
<input type="checkbox"/> Bolton St Catherine's Academy	Academy Sponsor Led	50%	57%	45%	42%	36%	NA	0%	45%
<input type="checkbox"/> Bolton School Boys' Division	Other Independent School	NP	NP	99%	98%	0%	0%	88%	99%
<input type="checkbox"/> Bolton School Girls' Division	Other Independent School	NP	NP	97%	98%	97%	97%	91%	97%
<input type="checkbox"/> Canon Slade CofE School	Voluntary Aided School	85%	92%	86%	87%	87%	87%	25%	87%
<input type="checkbox"/> Essa Academy	Academy Sponsor Led	54%	81%	50%	56%	52%	37%	12%	50%
<input type="checkbox"/> Harper Green School	Community School	48%	61%	43%	42%	45%	40%	5%	44%
<input type="checkbox"/> Kearsley Academy	Academy Sponsor Led	43%	48%	31%	51%	NA	NA	0%	31%
<input type="checkbox"/> Kimbolton School	Other Independent School	NP	NP	90%	98%	50%	98%	80%	91%
<input type="checkbox"/> Ladybridge High School	Community School	70%	65%	60%	49%	46%	32%	13%	60%
<input type="checkbox"/> Little Lever School	Community School	67%	66%	61%	62%	41%	38%	2%	61%
<input type="checkbox"/> Lord's Independent School	Other Independent School	NP	NP	25%	55%	54%	64%	0%	33%
<input type="checkbox"/> Madrasatul Imam Muhammad Zakariya	Other Independent School	NP	NP	62%	52%	41%	71%	0%	62%
<input type="checkbox"/> Mount St Joseph: Business and Enterprise College	Voluntary Aided School	83%	79%	71%	64%	44%	40%	2%	71%
<input type="checkbox"/> Rivington and Blackrod High School	Voluntary Controlled School	81%	61%	67%	57%	57%	55%	6%	68%
<input type="checkbox"/> St James's Church of England High School	Voluntary Aided School	52%	79%	61%	77%	69%	67%	18%	62%

DFE Results data last updated on 13 Mar 2013

Student Progression

At the School each student will have an individual learning plan (ILP) agreed in the first 6 weeks of entry to the School, whether a student with a statement of need or a Gifted and Talented student. The ILP will have clear progression and agreed attainment targets for the end of Year 12. On completion of Year 12 each student will be expected to have:

1. Continued a course of study for Maths and English and made agreed progress at:
 - a. Key Skills or
 - b. Attainment at GCSE A-C or
 - c. Applied Learning or
 - d. Additional Accredited Courses in Functional or Applied Learning
2. Attained a Pass, Merit or Distinction in at least 1 Diploma Subject
3. Attained a Pass in further accredited awards selected from the optional GCSE, AS exams or from other awarding bodies such as the Royal College of Music, NCFE, etc
4. Undertaken an accredited scheme of volunteering or recognised achievement such as the Duke of Edinburgh Award Scheme or a sport's association coaching award scheme.

On completion of Year 13 100% of students will be expected to have:

1. English and Maths A-C or additional qualification
2. Attained a Pass, Merit or Distinction in 2 Diploma Subjects
3. Attained a Pass in further accredited awards; GCSE, AS exams, the Royal College of Music, NCFE, the Duke of Edinburgh Award Scheme etc
4. Gained progression to employment, further training or continuing education in college or university

It is the intention of the School to show attainment targets that improve upon the current Bolton norms. As illustrated below, Bolton students attending Independent Schools achieve substantially better levels of attainment than their peers attending state maintained 16-18 provision. The School will have a target of Average Point Score per Entry (including equivalences) of 215 or better within the first year of operation.

▲ School/College name	% of KS5 students achieving 3 or more A levels at A*-E (including equivalences)	% of KS5 students achieving 2 or more A levels at A*-E (including equivalences)	% of KS5 students achieving at least 1 A level at A*-E (including equivalences)	Average point score per student (including equivalences)	Average point score per entry (including equivalences)
England - all schools and colleges	82.5%	93.6%	99.9%	733.3	212.8
England - state funded schools and colleges	81.3%	93.1%	99.9%	714.5	209.3
Schools/colleges (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)					
<input type="checkbox"/> Al Jamiah Al Islamiyyah	No KS5 data available for this school				
<input type="checkbox"/> Bolton College	66%	78%	100%	550.7	198.0
<input type="checkbox"/> Bolton St Catherine's Academy	37%	83%	100%	454.6	165.4
<input type="checkbox"/> Bolton School Boys' Division	97%	100%	100%	995.9	235.6
<input type="checkbox"/> Bolton School Girls' Division	99%	100%	100%	1013.2	245.7
<input type="checkbox"/> Bolton Sixth Form College	87%	97%	100%	664.3	198.9
<input type="checkbox"/> Canon Slade CofE School	98%	100%	100%	1011.1	222.4
<input type="checkbox"/> Kearsley Academy	NE	NE	NE	NE	NE
<input type="checkbox"/> Kimbolton School	99%	100%	100%	873.8	249.3
<input type="checkbox"/> Lord's Independent School	No KS5 data available for this school				
<input type="checkbox"/> Madrasatul Imam Muhammad Zakariya	SUPP	SUPP	SUPP	SUPP	SUPP
<input type="checkbox"/> Rivington and Blackrod High School	78%	95%	100%	651.5	199.6
<input type="checkbox"/> Thornleigh Salesian College	91%	98%	100%	710.2	202.9
<input type="checkbox"/> Turton High School Media Arts College	96%	99%	100%	812.8	209.6
<input type="checkbox"/> Westhoughton High School	67%	96%	100%	556.2	186.0

DFE Results data last updated on 13 Mar 2013

Maths & English

There is now a national requirement for all young people that have not achieved Maths and English at GCSE A-C to continue receiving teaching support towards attainment. Other key drivers for the school and students include:

- Ofsted outstanding criteria: “develop and apply a wide range of skills to great effect, including reading, writing and mathematical skills across the curriculum”
- Confederation of British Industry’s research (Education and skills survey, 2012) “employers want to see more done to strengthen Literacy (50%) and Numeracy (45%)”
- Avoiding under-achievement due to restricted access to the rest of the curriculum
- Avoid behaviour issues that can arise as the disconnect between a student’s conceptual understanding and ability to comprehend and socially communicate in a learning environment increases through a lack of language skills.

Attainment on entry to the school will form the base criteria for each student’s ILP; clearly students will have very different needs. We will liaise where possible with the students’ former schools to obtain background data that may inform the raw attainment data of a student’s achievements at Key Stage 4, in particular any Statements of Need or evidence of prior learning support at School Action or School Action Plus.

Personalisation Strategy on the Spectrum of Needs

While effective differentiation for all students will be the bedrock of teaching and learning in all classes, the School will meet the needs of each student, from those who are at varying stages of English language acquisition to those who have Special Educational Needs or Disabilities, to those who may be regarded as highly able (Gifted and Talented). We will use a variety of strategies to understand our students’ prior achievement, through baseline assessment on entry and ongoing measurement of progress that is student centred and informs the delivery of teaching in the classroom and at an individual level. Our programme is aimed particularly at students at risk of underachievement in other contexts and we have a robust culture of support and teaching for all students that is described elsewhere in this document.

Assessment will be an integral part of teaching and learning, and lies at the heart of promoting students’ learning. The School will focus on robust use of appropriate data to increase the rate of progress for students. Staff will have regular training and opportunity for peer moderation in the use of data across the course range to ensure consistency in formative approaches. We recognise the expertise in applying formative judgments in different contexts and will seek to build on our team approach in understanding and recognising student progress. The key areas of focus for the School

in establishing a fast track to excellent outcomes for students are Assessment and Literacy.

We will use an appropriate software package to record and analyse individual and group data.

Aims

- To use assessment data to raise the expectations of students, course tutors and parents in order to achieve the highest possible standards for each student.
- To ensure that assessment contributes to accurate record keeping which is used to monitor progress and identify student's strengths and weaknesses.
- To set challenging course targets for all students to raise expectations and support student progress.
- To ensure that assessment is central to planning, delivering and reviewing the curriculum so that student's needs are met accurately.
- To use assessment information to inform students, parents/carers, course tutors and managers, senior leadership team and all other interested stakeholders who have a shared interest in progress.
- To involve students in their learning, by giving regular verbal and written feedback so that all students know and understand where they are in their learning, where they are going and know how to fill the gaps.
- To involve students in their learning by providing regular opportunities for self and peer assessment within lessons.

Actions

At a Whole School Level

Course results from assessments and assignments will be used to update the student tracking system. All of this data will be held electronically and will be used to develop a student 'profile' as they progress from Y12 to Y13.

This information is then used to:

- Share assessment information with students, parents/carers and all other interested stakeholders at the start of the Spring and Summer terms and at the end of each of the academic year
- Strengthen whole School and course tutor knowledge of progress and prior attainment
- Analyse the performance of different groups of students (e.g. gifted and talented, SEN and gender)
- Identify those who are at risk of underachieving and plan provision for additional support and intervention programmes to help these students.
- Measure the impact of additional support and intervention programmes on progress
- Provide quality information to support cohort transfers

- Set targets for every student

At a Course Level

Curriculum targets will be used to support planning, teaching and learning and assessment for learning on a day-to-day (formative) basis by ensuring:

- Appropriate grouping of students to support differentiation in planning
- Tutors' planning is explicitly linked to curricular targets for different groups and individuals
- Tutors plan for and use day-to-day assessment strategies (questioning, observing, discussing, analysing work, checking understanding) to gather information on student progress against learning objectives and curricular targets
- Tutors annotate planning in the light of ongoing assessment
- Tutors use the information they gain to identify next steps in learning and inform future planning so that they can move student's learning towards and beyond the learning objective and curricular target
- Tutors provide students with oral and written feedback regularly as well as opportunities to assess themselves, individually or with a partner, to identify success against the learning objective/course target and next steps
- Tutors plan time for students to respond to oral and written feedback and to discuss the improvements made

At a Student Level

Assessment data from summative tests and day-to-day (formative) course assessment strategies will ensure that:

- Students have high expectations of themselves and know that learning is important and enjoyable and that everyone can improve
- Students have the opportunity to receive additional support to help them reach their potential
- Students understand the purpose and aims of the work they are engaged in
- Students recognise their achievements and understand the steps they need to take in order to make further progress, both within lessons and as part of their work towards curricular targets
- Students are involved in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment
- Students are engaged in creating success criteria for lesson objectives and curricular targets
- Students use success criteria to support self-assessment and peer-assessment and are able to evaluate their own and others' work
- Students are regularly given time to respond to written and verbal feedback in order to improve their work

Feedback

We will use critical feedback to show students what they do well, the standards they have attained and enable them to understand what they must do to improve and to make progress.

The process of providing written feedback will also guide tutors in the process of planning and differentiating work for groups of learners and individual learners.

- We will focus the feedback on the learning objective and related success criteria
- We will aim to close the gap
 - Students should know what they should be trying to achieve, how they currently compare with this target and know how to achieve this standard
 - We will provide the student with specific improvement suggestions
 - We will provide an opportunity for the student to make the suggested improvement
- We will create a learning and teaching environment at the School where tutors will:
 - Promote a classroom ethos that values the student's views
 - Involve the students at all stages in their learning
 - Gather information about progress by using a variety of assessment techniques to suit the students and the nature of the learning e.g. observation, discussion, questioning, analysis, marking, self/peer assessment, testing
 - Find out what students already know before starting a new course section and make links between prior learning and the new learning
 - Frame clear learning objectives
 - Share learning objectives and the criteria for successful learning; explain, model or engage students in conversation about what will make good quality work
 - Enable the students to know what they are learning, why they are learning it and how it fits into the 'big picture' of the course
 - Differentiate and adjust planning and teaching in response to students' learning needs
 - Help students understand how they learn effectively
 - Recognise that mistakes are an important part of learning and an opportunity to take learning further
 - Plan for and ask questions in all parts of a lesson
 - Develop peer and self-assessment
 - Use effective marking and feedback
 - Use the potential of all assessment opportunities, including tests, to move the student's learning forward
 - Develop a planning/recording system that allows tutors to note classes/groups/individuals that are not meeting learning objectives
 - Use analysis of course tests, optional tests and other assessments to identify strengths and areas of weakness and make a difference to their planning
 - Ensure that records are useful for and used to adjust next steps, short, medium and long term plans and to pass onto subsequent tutors

Attendance and Punctuality

We regard it as essential to the well being of both the student and the School that attendance data is kept and acted upon. Punctuality and attendance is a key life skill and essential to future employers that set high expectations around this for each employee. We are aware that there is:

- Evidence to show that there is a correlation between attendance and achievement; students with an attendance record of over 95% are a third more likely to achieve 5 A* -C grades at GCSE than a student with 90% attendance at Key Stage 4
- At a personal level, the ability to maintain the self-discipline required for attendance and punctuality is a transferable skill required by young people within their academic career and future role as a citizen and employee

We will measure our success by the number of students motivated to attend school regularly, and on time, and:

- Overall absence to be no higher than 4.0% compared to the national average of 5.7%
- Persistent absence to be no higher than 3.0% compared to the national average of 6.8%
- 95% punctual arrival at school (allowing for transport delays)
- 100% of students arrive at lessons on time

Behaviour Management

Our Behaviour Management System (BMS) is based around 7 key elements that will be adopted as the core to managing behaviour in our School. The BMS will be a model of best practice and will underpin the School environment as intended in our vision and ethos.

The key elements of the system are:

1. Professional Values: Promote professional values of dedication, motivation, decision-making, critical thinking and time management
2. Rights & Responsibilities: Clearly define the School's expectations with regards to Rights & Responsibilities
3. Learners' Agreement: Every student will sign a Learners' Agreement (personally owned and kept) that builds in our expectations as a School
4. Celebrate Achievement: Achievements at all levels will be celebrated, for the individual, groups, class and school, with agreed rewards
5. Behavioural Policies: We will run a Behavioural Policy that is constantly updated with the involvement of the students to keep it fit for purpose and perceived to be fair for everyone
6. Incidence Management: We will operate clear guidelines for consistent Incidence Management, which will be made known to all students
7. Personal Learner Guide: We will develop a new PLG based on successful

delivery of such a system in previous projects. The PLG system of pastoral support ensures that all our students enjoy one-to-one mentoring by vetted non-teaching school staff, mentoring adults from community, industry and other professionals

Each of these 7 elements will be clearly defined and communicated to the students. A couple of examples are shown below.

Rights & Responsibilities

All members of the School community have the right to:

- Feel safe from physical or verbal threat or attack
- Be able to work and learn without other people making it difficult
- Be treated with fairness and respect at all times

The School community has the responsibility to:

- Help all individuals to get the best out of the School
- To be aware and understand the rules of the School
- Impose fair consequences on students who significantly or consistently break these rules

Learners' Agreement

- Arrive on time and be punctual to all sessions.
- Be ready to learn
- Participate in all sessions
- Do the work that is set and let others do theirs
- Treat all others with fairness and respect
- Report all incidents of bullying, vandalism, homophobia or racism
- Act sensibly and in ways that do not endanger myself or others
- Respect the room, equipment and other parts of the building
- Respect other groups in the community and be a positive role model
- Take responsibility for my own behaviour and learning
- Follow instructions
- Take support from staff if feeling angry or upset
- Support others who may be having a difficult day
- No swearing at any time
- Hand in mobile phones, iPods, etc. at the start of the day
- Do not smoke in the building or bring in or use alcohol/drugs on the premises
- Obey Health and Safety rules

A good monitoring system is essential to maintain good behaviour.

- It will enable the School to assess each learner's progress and achievements
- We will be able to capture patterns of behaviour and influences

- It should build awareness in the learner and their family/carers
- Contribute to evidence of change in behaviour so this can be celebrated

Following assessment, a new student will be placed in one of three levels of behaviour, from 1 to 3 as shown below. The 'Individual Learning Plan' for most of the students will include a 'Behaviour Support Plan' outlining a strategy to progress behaviour to level 1.

Managing Behaviour

Level	Description	Managed by
1	<ul style="list-style-type: none"> • No incidents in the classroom • No incidents at other times • A successful learner • Self-motivated 	Managed in Class room <ul style="list-style-type: none"> • Praise and rewards for positive behaviour • Certificates • Telephone call home- Postcards • Acknowledgement of learning & progress
2	<ul style="list-style-type: none"> • Classroom disruption • Incidents between class • No risk to others • Settles when told 	Managed in Class room <ul style="list-style-type: none"> • A look, point, signal, joke, any other strategy • Positive behaviour strategies • First reminder • Final reminder • Behaviour recorded on monitoring card
3	<ul style="list-style-type: none"> • Refusing to work • Refusing to co-operate • Constant disturbance in class • Verbal abuse to people on site • Significant safety risk • Careless, reckless or aggressive behaviour 	Elevated to manager level <ul style="list-style-type: none"> • First incident sent out of session for discussion with support worker and put on monitoring card • Decision sheet to Pricipal

Managing Attendance

Many students attending the school will have had poor attendance records in their mainstream setting, sometimes stretching back over a number of years. In order to demonstrate the importance of high levels of attendance to staff and students, a number of strategic and operational strategies will be put in place to both support and

monitor attendance. The Director of Sport will have overall responsibility as Attendance Manager and Family Liaison Lead and will be fully proactive in managing attendance on a daily basis.

- Director of Sport to lead on all issues relating to attendance and behaviour
- Appointment of a family liaison officer
- Termly reports from the Principal to the Student Progress and Welfare Committee of the Governing Body
- Investment in software to track student attendance

Operational:

- Daily electronic registration at 09.00
- Text and email follow up by administrative staff to parents/carers and students.
- 'Return to School' interviews following unexplained absence
- Parent / carer interviews initiated by persistent or regular patterns of absence

Exclusions & Suspensions

Procedures will be adopted that are consistent with best practice in 16-19 provisions locally. We are aware of the new arrangements on exclusions that came into force in September 2012.

Overview

An independent review panel will adjudicate on appeals, and where requested by a parent, a Special Educational Needs (SEN) expert will need to be appointed by the Local Authority or the Trust to advise the independent review panel.

Where a student or parent alleges discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they will also be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

Key Responsibilities

Principal

The Principal's powers to exclude remain unchanged but there will be new statutory guidance on the use of these powers.

The Governing body

The Governing body will perform the key role of determining whether an excluded student should be reinstated. This will involve reviewing the decision of the Principal and considering the outcome of any independent review panel hearing.

Where requested by a parent, the Trust will arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.

Panel members will be trained in how to perform their role. The Trust will also appoint a SEN expert to advise the panel, where requested by a parent.

D3 Staffing Structure

The new funding arrangements as discussed in Section G require an innovative approach to curriculum delivery and staff models for 16-19 Free schools to ensure both a breadth of curriculum offer, a focus on specialist skills and the ability to deliver successful learning outcomes for those students that have failed to achieve A-C in English and Maths at GCSE. In addition, the unknown variable of students arriving with statements of educational need will also require a flexible delivery model.

We have adopted the freedoms to alter the conventional teaching day and weekly delivery model so as to provide flexible options that include activity time for Post 16 students and the greatest degree of curriculum flexibility in terms of subject offer. In addition, we have looked at the standard terms and conditions for teachers and found them to be deficient in terms of providing a progressive teaching model within school and one that encourages a poor work life balance as frequently presented in pay negotiations by the teachers' representatives. These decisions are informed by our current experience of providing outstanding delivery at L1-L3 courses through the BWIOS. Teachers have successfully been recruited, over the past 4 years, on alternate terms and conditions and salaries. QTS and non QTS applications are high and we have already received enquiries for the Free School posts.

The exciting curriculum offer illustrated in the Education Plan D1, is based on 2 core specialisms and a raft of optional courses that may attract additional qualifications and awards. To achieve this offer we need a wider provision of teaching skills and personnel than might typically be recruited within the funding envelope available. In addition, the unknown variable of each new annual intake of students represents 50% of the school roll. If a higher than local average number require SEN or A-C support this could lead to an imbalance of teaching resource requirements ahead of any in year budget adjustments that may be made. The staffing model therefore needs to be robust enough to ameliorate this without any detrimental effect on the quality of teaching and learning.

We have addressed this challenge by reviewing the staff terms and conditions (T&Cs) that we intend to offer and discussing with teachers from a variety of phases and locations, in an informal manner, their reaction to the following proposed School T&Cs.

Rationale Behind the T&Cs

- An average private sector employee working year of 46 Weeks @ 37 Hours =1702 Hours
- Proposed Annual EDET Contracts are for 1420 hours

- Teaching load @27X40 weeks =1080 Hours
- Teachers' Weekly hours assuming 12 weeks paid annual leave; 1420/40 =35.5 Hours per week of which 24% (8.5 hours) is non contact time

To improve work/life balance for staff outside of School times, no work will be required to be completed outside the School. All administrative tasks and assessment will take place during the school week and, in line with those innovations led by the UTC T&Cs, teachers will experience a normal working week with no additional workload, whilst retaining their longer holidays with the advantage of weekends and evenings free from the reported over burden of school based work.

The curriculum is explained in detail above, but a synopsis is shown below in simplistic 1 year format. In practice the timetable will extend across a 2 week organisational model and some Core Major Elements may receive intense teaching in year 1 to enable greater enrichment and work based experiences to be undertaken in year 2. The flexible staffing model enables this. The students will study Sport as a major subject and Business as the subsidiary core subject. In addition, there are 560 (7 hours per week) additional learning hours over the 2 years of study that enable enrichment and additional accredited awards to be undertaken.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Breakfast & Professional Sports				
GCSE or Applied Maths & English	A-C Priority				
Sport & Bus	Core & Sub Diplomas				
Sport & Bus	Core & Sub Diplomas				
Break					
Sport & Bus	Core & Sub Diplomas				
Sport & Bus	Core & Sub Diplomas				
Lunch					
GCSE, AS, Music, Hums	Enrichment	Enrichment	Sport & Activities	Enrichment	Enrichment
Science, Vol. DoE	Enrichment	Enrichment	Sport & Activities	Enrichment	

Staff recruitment has also been considered to encourage non QTS skill sector support applicants for some subject areas; to provide a wide raft of enrichment activities and to encourage application from the large number of QTS non-teaching members of the community to re-enter the profession. A project undertaken at Redborne School in Ampthill, Bedfordshire, found large numbers of teachers with shortage subjects such as Maths, English, Sciences and MFL, particularly female teachers, that took time out to raise a family and had not returned to teaching. Whilst not keen to return to full time teaching they were interested in flexible teaching hours on a part time basis, particularly in Post 16. There are 404,600 fully trained teachers under the age of 60 are no longer teaching in England and Wales.

The intention of the School is therefore to employ a body of full time staff to teach the core and subsidiary subjects and to then employ 5 PTE teachers per Enrichment Post to provide the required 7 subject hours delivery per week. 4 Enrichment posts therefore equates to 20 enrichment offers that vary according to requirement and uptake. This level of flexibility will also support the unknown variable demand for A-C teaching in Maths and English and SEN support that may be required ahead of any agreed in year budget modifications following those students.

The build up of staff is shown in the table below and is achieved over the first 2 years to steady state. The SLT is compact and commensurate with the size of the School. There will be a Principal supported by 2 Faculty Heads of the core subjects. These posts will provide good training and progression for senior leaders seeking promotion to larger schools. The Director of Business Studies will assume the deputising role required and normal VP responsibilities, whilst the Director of Sport will assume the Pastoral and other responsibilities normally associated with an AP role.

It is intended to recruit as far as possible from the Teach First cohort of new entrants and to provide a vibrant mix of experienced and highly skilled teachers for the students. These staff will be augmented with non QTS staff recruited from the skills sector or seconded on commissioned basis to provide work ready skills and mentoring to the students to help develop their readiness to progress to work, further training or employment.

Post	2014	2015	2016	2017	2018
Principal	1.0	1.0	1.0	1.0	1.0
Dir. Sport	1.0	1.0	1.0	1.0	1.0
Dir Bus	1.0	1.0	1.0	1.0	1.0
Head Maths	1.0	1.0	1.0	1.0	1.0
Head English	1.0	1.0	1.0	1.0	1.0
Sport Teacher	4.0	6.0	6.0	6.0	6.0
Business Teacher	2.0	4.0	4.0	4.0	4.0
Maths Teacher		1.0	1.0	1.0	1.0
English Teacher		1.0	1.0	1.0	1.0
Enrichment Teachers 0.2	5.0	10.0	10.0	10.0	10.0
Enrichment Teachers 0.4		5.0	5.0	5.0	5.0
SENCO	0.5	1.0	1.0	1.0	1.0
Sports Coach 0.3	2.0	4.0	4.0	4.0	4.0
Learning Mentor 0.7	1.0	3.0	3.0	3.0	3.0
Total FTE Teaching Staff	13.8	25.3	25.3	25.3	25.3

Staff Organisation Chart

The School will have a roll of 400, 16-19 year old students when fully developed. Each year group will have 200 students. The student roll for the school is commensurate with that of a key stage cohort in a conventional 11-16 school of 950 students. Therefore although the staffing complement will be less to reflect this, the statutory responsibilities and breadth and scope of regulations and duties remain the same, with the addition of those regulations and responsibilities germane to the independent status the School will enjoy. As a consequence some of the SLT posts carry a wider scope of responsibilities than is normally the case, but offset by the relatively small size of the teaching and learning cohorts.

Staff contracts and terms and conditions of employment will be drawn up to reflect the ethos and work ethic of the School which will follow an organisational model more closely aligned to a business working day than the conventional shortened school day with extended holiday periods. Staff will have common contracts, terms and conditions with the exception that qualified teachers might elect to stay within the teachers' pension scheme, and all other staff will join the local government pension equivalent scheme.



The structure above defines the following organisational issues:

- A member of the Senior Leadership Team will be appointed to oversee all aspects of student induction and the School in general
- Students will be placed in mixed ability vertical tutor groups of around 20, with the aim to create a small group which enables the form tutor to provide a great deal of care and attention to each student

The form tutor will have responsibility for the academic and personal welfare and development of each student and will oversee the development of an Individual Learning Plan (ILP) for each student. The ILP will be discussed by the tutor and student each term, with parents/carers invited to attend when necessary. There will be half-termly target setting and progress reports, produced by the school's MIS system following assessment data provided by staff, and reviewed with students. Students with particular needs will have more frequent access to staff and mentors as required.

Pastoral support for students will include engagement with tutors, learning mentors, peer mentors and ECRB registered employers/parents/volunteers recorded on the School's central register. Transition into the School will be overseen by the Director of Sport, who will also manage all day-to-day links with the feeder/partner schools, to ensure that the School builds on good practices and expectations, to learn about their

KS4 curriculum offer and teaching practice and share it with the School to ensure an excellent student induction experience.

Leadership and Management

The School Trust will establish a governance and staffing model for the School that mirrors best practice as it develops. This may include the provision of a commissioned shared service offer from other Academy Free Schools in the area that includes finance, HR, recruitment, catering and other contracted services which will provide a cost effective model to the School.

The leadership and management of the School is critically important in ensuring that every student is successful in achieving his/her personal targets, both academic and personal. All staff will make sure that everyone in their team clearly understands the Trust's expectations and will ensure that all systems and processes are put in place to achieve this. Leadership will be distributed throughout the school so that everyone knows and understands their role in bringing about maximum student achievement. The Principal will lead and manage the work of the Senior Leadership Team (SLT), the SLT will lead and manage the staff who form their subject, enrichment and pastoral teams. Subject teachers will lead and manage the work of their students and students will assume responsibility to manage their own learning.

The Principal

The Principal will establish a strong strategic direction for the School by leading on the creation and development of the most important systems and processes. He/she will create the ethos and culture of high expectations, which will drive standards forward. The main activities will be:

- Engagement with the Sponsors and the School's Trust & Governors
- Executive responsibility for Safeguarding and Health and Safety issues
- Vision and ethos and strategic planning
- Leadership of the Senior Leadership Team
- School development plan
- Links with strategic partners
- Specialisms
- Government agendas and the school movement
- Staffing
- Publications
- Achievement
- Recruitment
- Running the School as an effective business

Senior Leadership Team

The SLT, led by the Principal, will consist of:

- Director of Business, providing exemplary strategic leadership, curriculum development and outstanding pedagogic practice
- Director of Sport, Organisation & Culture, responsible for achievement & standards, student inclusion & transition, student development, health & well being
- Financial Controller including responsibility for Operational Management, HR and Shared Services

All members of the SLT will contribute to the overall leadership and management of the School, to develop an ethos and culture of high expectations, which will drive standards forward. Each member of the SLT will have specific areas of responsibility. The identified areas of responsibility given below are not restrictive, and more areas of responsibility will be allocated as the School develops.

Director of Business

This role will oversee all matters related to improving the standards of teaching and learning experiences and liaison with the sponsors to develop a School noted for its exceptional standards in the specialisms and the successful pathways of the School graduates. The holder of this post will ensure the School develops excellence in the delivery of the learning at the core of the School offer and engages with outstanding employer representatives from industry and commerce to create the School curriculum as an internationally renowned establishment for vocational education, training and local collaboration. Main activities will be:

- Outstanding student attainment in Business Diploma
- Teaching and learning
- Student achievement Maths & English A-C
- Deputising for the school Principal as required
- Safeguarding
- Employer engagement – a key element requiring dedicated focus
- Work experience
- Child protection
- Reporting + on-line reporting
- Achievement
- Oversight of timetable

- AFL and differentiation
- Teaching standards
- Gifted and Talented
- Research + Innovation
- Coordinate links with College for CPD
- CPD
- Performance Management
- PGCE / ITT/ DTP/ NQT/Staff Induction
- Line Management Directors of Employer Engagement & Specialisms

Director of Sport, Organisation & Culture

The Director of Sport will ensure the curriculum is both challenging and rewarding for each student and that through regular monitoring and mentoring activities each student has an ILP which reflects their current stage of progression and appropriate pathways within the award bearing subjects available. This role will also ensure the direct link between pastoral care and academic performance. Main activities will be:

- Outstanding student attainment in Sports Diploma
- Liaison with all feeder and partner schools
- Inclusion
- Induction for Year 12 and other new students
- Project based curriculum
- Progress/attainment + Data
- Assessment of Thematic Learning effectiveness
- Development and integration of Individual Learning Programmes with the VLE
- Personal Learning & Thinking Skills
- Transition 14-19 and graduation
- Pastoral systems
- SEN
- Behaviour
- Attendance

Financial Controller

The Financial Controller will be a member of the SLT and directly responsible for the operational activities of the School on a day-to-day basis. The main activities will be:

- Shared Services including facilities management
- Finance (planning and management)
- HR

- Support staff
- Income generation
- Use of premises
- Line manager for administrative staff and technicians

Line Management

The Directors of Faculty will have line management responsibilities for Heads of Faculty, related teaching and support staff and pastoral team leaders. The School Financial Controller will line and performance manage a number of identified support staff and will co-ordinate the School's overall Performance Management Review system to ensure those that work across a range of teams are well supported, but not "over-managed"; this could include teaching as well as non-teaching staff.

The School will value contributions from all team members and achieve and maintain appropriate recognition for high quality staff development (e.g. Vocational and M Level course with sponsors, Investors in People). Furthermore, the School will expect all staff to fully involve themselves in appropriate training and development in order to maximise the experience for students. As such all staff, whatever their level, will be seen as leaders modelling the ethos and standards of the school.

The senior team will annually review specific responsibilities to best match experience and skills with the need for individual development. Consequently the responsibilities above should be expected to change over time to ensure full team development and support.

Developing the Staff Structure

The Trust has considerable experience of delivering BTECs in Sport and Business, and is commissioned to provide teaching to over 150 students this current year. As a consequence the Trust has a highly experienced and motivated team made up of qualified teachers with professional sports experience, and access to sector skills specialists from Bolton Wanderers Football Club and Warburtons. We use mentors from world class companies such as Barclays, Nike and EOn to support students and this will continue. This varied access to highly credible organisations and individuals underpins the value of Professionalism for the students and plays a critical part in our success to date. Consequently the Trust is confident in its ability to recruit outstanding staff to deliver the curriculum envisaged and to have the capacity to deliver sport activities before and after the School day, and also during the Wednesday and weekend activity sessions.

Once a Principal is identified there is further potential to explore with our education partner, the University of Bolton, the formalising of accredited CPD for teachers in the

School and also in partner schools and feeder schools. CPD will be an important element of attracting and retaining staff and will be needs led, determined by the senior leadership of the School responding to development priorities and improving outcomes.

The Principal, with the Directors will establish a strong strategic direction for the School by leading on the creation and development of the most important systems and processes. They will create the ethos and culture of high expectations, which will drive standards forward.

In addition, the Principal is concerned to see rapid establishment of high standards with the increase in student numbers in Year 2 and will initially assume line management responsibilities as appropriate to ensure these priority areas of the School's strategic development plan are at the heart of the agenda.

The leadership and management of the School is critically important in ensuring that every student is successful in achieving his/her personal targets, both academic and personal, as described in the vision and rationale in Section C. All leaders will make sure that everyone in their team clearly understands the Trust's expectations and will ensure that all staff within their teams will follow all systems and processes put in place to achieve this. Leadership will be distributed throughout the School so that everyone knows and understands their role in bringing about maximum student achievement.

The intention is to recruit staff from a variety of backgrounds that reflect the diverse specialisms required to deliver an excellent vocationally focused education to the young people who attend the school. It is envisaged that there will be a mix of staff including teaching staff and school leaders with pedagogic experience in delivering raised standards and significant improvement in the attainment of 16-19 students. Experienced teachers will be joined by colleagues from a sport, venturing and commercial backgrounds to ensure the work related experiences and mentoring provided to students reflects those experiences and life skills most likely to be required in the workplace, and also to highlight the importance of skills and knowledge within applied learning which is in demand by employers.

- a. Staff contracts and terms and conditions of employment will be drawn up to reflect the ethos and work ethic of the School, which will follow an organisational model more closely aligned to a business working day than the conventional shortened School day with extended holiday periods. Staff will have common contracts, terms and conditions with the exception that qualified teachers may elect to stay within the teachers' pension scheme, and all other staff will join the local government pension equivalent scheme.
- b. A member of the Senior Leadership Team will be appointed to oversee all aspects of student induction to Year 12 and the School in general.

- c. Students in Years 12 may be placed in mixed ability tutor groups of around 20: the aim is to create a small group which enables the tutor to provide a great deal of care and attention to each student.
- d. The tutor will have responsibility for the academic and personal welfare and development of each student and will oversee the development of an ILP for each student. The tutor and student will discuss the ILP each term, with parents invited to attend when necessary. There will be half-termly target setting and progress reports, produced by the School's MIS system following assessment data provided by staff, and reviewed with students as part of the entitlement curriculum and student charter, which will be sent to parents.
- e. Pastoral support for students will include engagement with tutors, cover supervisors, learning mentors, peer mentors and teaching assistants and ECRB registered employers/parents/volunteers recorded on the School's central register.

Operations and Shared Services

Bolton Wanderers Football Club will support the School in managing operational efficiencies. The process of identifying efficiencies and appropriate processes will be ongoing following approval of the proposals. Shared functions such as HR, asset management and site operations are planned with an analysis of how other procedures may be shared. This forms part of our financial planning and we believe delivers efficiencies and cost savings for the School.

Line Management

The School through the SLT will co-ordinate an overall appraisal and review system and ensure those that work across a range of teams are well supported and challenged.

The School will value contributions from all team members and achieve and maintain appropriate recognition for high quality staff development. Furthermore, the School will expect all staff to fully involve themselves in appropriate training and development in order to maximise the experience for students. As such, all staff whatever their responsibility, will be seen as leaders modelling the ethos and standards of the School.

The Leadership team will review specific responsibilities regularly to best match experience and skills with the need for individual development. Consequently the responsibilities above should be expected to change over time to ensure full team development and support.

Accountability and Performance Management

The Board of Trustees will set the Principal's objectives after consultation with a professionally trained external adviser with experience in head teacher performance management.

Objectives for each tutor will be set before or as soon as practicable after the start of each appraisal period. The objectives set for each tutor, will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the tutor's role and level of experience. The appraiser and tutor will seek to agree the objectives but if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each tutor will, if achieved, contribute to the Trust's plans for improving the educational provision and performance.

The School will share with all tutors the standards against which that tutor's performance in that appraisal period will be assessed. All tutors will be assessed against the set of standards contained in the document called "Tutors' Standards" published in July 2011. The Principal will need to consider whether certain tutors should also be assessed against other sets of standards published by the Secretary of State that are relevant to them e.g. with respect to leadership duties and operational responsibility.

D4 Inclusion

Narrowing the Gap in terms of outcomes assessed against a range of criteria such as gender, ethnic group or socio-economic disadvantage will be a priority.

- Our vision is of a School where all gaps are constantly reducing, providing an equitable experience for students, regardless of background, especially in an area where disparities exist between those in high socio-economic brackets and those categorised as disadvantaged.
- The use of data within the School through effective assessment, tracking and monitoring will inform intervention strategies in support of students. Data will inform the SLT, tutors and mentors so as to ensure that students not making expected progress are identified and appropriate teaching and learning support is provided.

Assessment, tracking and intervention for pupils with SEN:

- Regular engagement of all subject teachers and mentors in reviewing individual targets
- Regular involvement of parents, where appropriate, in supporting individual targets
- The adoption of a single unified management information system (MIS) to ensure that data is clearly and simply accessible and trackable between systems and user interfaces

Section E: Evidence of need – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	200	300		150%	200	220		110%
Year 13					190			
Totals								

NB – We expect a 95% retention rate on transition to Year 13.

Section E: Evidence of need – part 2

Overview

We have continued to gather evidence of demand for the School since the DfE interview last April to ensure our increased intake will be filled. This application reflects our belief that our present provision for disadvantaged and school refusers is proving to be very successful and in demand. Linked to the level of support and comments we have received from other school partners, parents and the students themselves, we firmly believe the Metropolitan Borough of Bolton needs a new 16-19 school. Analysing the evidence reveals overwhelming support for the School project from across the community, arising from a number of factors affecting post 16 students, families and the community at large. We are confident that the students presently completing our programmes have the qualifications, skills and attitudes to be successful in the local or national workplace. The proposal aligns to continuing efforts in the Borough under the Bolton Vision 2012-2015 partnership to increase skill levels and qualifications and reduce overall worklessness.

In this next section we give time to outlining each of the following drivers for demand:

- *Student and Parent Demand:* A random survey of over 1286 local students and parents shows more than 95% support our proposal for a new school.
- *Student Choice:* Existing colleges and education providers do not provide a similar programme and many of our past and present students were disengaged with education. A poll of 40 present and past students suggests 100% are in support of widening participation for other 16 year-olds at transition.
- *Business Community Demand:* There is a demand in the business community for the transferable skills and knowledge that is taught across all our education programmes.
- *Future Places Forecast:* in 2011 around 95% of post 16 young people stayed on at school, went into further education, training or employment. With the RPA the demand for places in Bolton will increase.
- *Being Distinctive:* Research locally demonstrates an overwhelming demand for our distinctive emphasis on supported learning and team approach.
- *Local Schools:* Local head teachers recognise the lack of options for students at risk of disengaging with continued learning and the limited physical capacity of existing schools to provide the resources we can.
- *Local Business and Enterprise:* Local businesses want to raise the educational attainment of children and the aspiration of families across the community. The

presence of an outstanding local school for 16-19 students will grow the numbers with L3 qualifications and help develop the economic capacity of the community.

Research Activities

BWIOS set up pre-16 tasters and short courses in sport to complement the activities on offer locally for students disengaged with school. The success and demand for these programme led to the development of a range of BTEC courses in sport being offered to young people in Bolton. In carrying out our research into actual demand, we undertook the following activities to capture both the level and nature of demand, and to ensure the widest possible community engagement:

- Public meetings in Bolton at Middlebrook and the Reebok Stadium where 175 residents expressed an interest in attending and 87 in total attended
- Interviews with over 200 local parents and carers
- Creation of a database of students interested in applying to the school¹
- Analysis of current admission challenges and funding for 16-19 places
- Meetings with local head teachers to understand the landscape of 16-19 provision, drivers of existing choice and potential for partnerships and collaboration to assess the need for a school
- Meetings with key figures in education in Bolton, including [REDACTED]
- Meetings with managers of the local sports venues
- Conversations with community stakeholders, including Police, Borough councillors, local business leaders and charities working with children
- Creation and publicising of the School on the Club's Facebook pages outlining the school proposal and including an online poll
- Very good relations with the local media have been established resulting in two articles on the possibility of a Free School in the local press

¹ We have a database that is verifiable and that contains relevant data regarding age of student, postcodes and e-mail addresses.

- A planning consultation for development on the adjacent Middlebrook development site which resulted in discussion and questions on the Free School
- Follow up meetings with individual residents following the consultation events
- A mailshot to 2000 local residents inviting comments on the development
- Meetings with head teachers of Bolton High Schools and the local PRU
- Questionnaires distributed to schools, students and parents
- An article has been included on the Free School in football programmes

This initial round of research in 2012 has led to the development of this proposal.

Activities following the submission of the first application

This year we have met with school leaders, local authority officers, potential students, employers and community groups. Meetings have taken place in community centres, schools and the Reebok stadium during January to May. Prior to January we had 170 parent/student survey returns and have since received an additional 350 positive responses. We have returned to those that previously expressed an interest in attending the school and gained further positive responses following reports in the media that the project had moved to the interview stage. Activities since our previous application include:

1. In January we attended the Bolton Secondary Schools Head Teachers' meeting and presented to 14 school heads our plans and developments.
2. All questions were answered and no heads voiced any major concerns
3. There were notable offers of support from Ladybridge and St Josephs
4. It was also made clear that of the 4 secondary schools within close vicinity of our preferred location, West Houghton is closing its 6th form, St Joseph and Ladybridge do not have 6th forms, and Rivington/Blackrod has a 6th form but with a different specialism and below national average scores for A-Level equivalence student attainment.
5. During March members of the team attended the Pathways Event for Year 9 Bolton West pupils.

Community Demand

There is still an increasing demand being demonstrated for a new 16-19 school. Two public meetings and individual encounters with more than 87 local people revealed considerable interest and support for a new 16-19 school coupled with a particular concern for students in Bolton, where there are significant pockets of social deprivation and low levels of aspiration. The local community welcomes a new school that tackles the deep-seated challenges that limit educational outcomes and social mobility for a number of students who will remain at risk of low achievement even with the RPA.

There are a relatively small number of Bolton wards where social disadvantage and poorer life chances are handed down from generation to generation, which impacts on aspiration, achievement and health. We have case studies and feedback from students that our programmes are having a positive impact in each of these three areas, with our promotion of “professionalism” changing behaviours and attitudes.

The consultation process has generated a growing sense of expectation within the local area. We expect that the relationships that are developed will provide students with the widest possible range of opportunities. The following partner organisations are working with us to meet local needs:

Need	Response	Partner
Low aspirations amongst some families	Provide positive exposure to successful environment, through regular visits to a university campus	University of Bolton
Low aspirations amongst some families	Provide mentors to students from the sports clubs and businesses we partner with	BWFC Warburtons Amir Khan’s Gym
High level of English as an additional language	Provision of additional one-to-one tutors	BWIOS Bolton College
High levels of personal inactivity and low levels of fitness	Creation of a ‘hub’ for students to receive professional sports training.	Bolton Wanderers Institute of Sport Bolton Arena Tennis Academy
More opportunities to develop social skills, and skills for learning, work and further training	Use of local businesses to provide placements and curriculum approach linked to developing professionalism (Emotional Intelligence)	Bolton Whites Hotel Bolton Arena Middlebrook Retail Outlets Warburton’s

Student Demand

We have carried out a number of surveys targeted at potential students since our initial application. We distributed leaflets in the local area to homes and businesses. By September 2013, local students and parents had been handed information outlining our proposal and asked to respond to the following questions:

BWFC Free School Consultation Questionnaire

* 1. Questionnaire (please complete)

Name:

D.O.B

Post code

Email Address:

Contact number

2. I am a: (please tick)

- Student
- Parent/carer with child
- Teacher
- Other

Other (please specify)

3. Do you want to be kept informed about the Free School developments?

- Yes
- No

4. What do you think about Bolton Wanderers starting a Free School?

- I like the idea
- I don't like the idea
- I'm not sure

5. If you are a student, or parent of a student, would you regard the BWFC Free School as a first choice option to study a range of sport qualifications including BTEC, International Baccalaureate and GCSEs

- Yes
- No
- Maybe

Done

Additionally, we have approached the head teachers in 11 of the 17 local secondary schools to ask whether they thought students would be attracted to our offer and whether they would personally support our proposal. These were the 11 local schools without Sixth Forms. We had nine positive responses and were able to visit 6 schools and talk to Year 9 and 10 students. An online poll was also created on the official Bolton Wanderers Facebook page asking whether students would like/dislike the idea. From the results and the range of postcodes, we can see increased interest from surrounding areas of Bolton including Wigan, Preston, Chorley and Manchester.

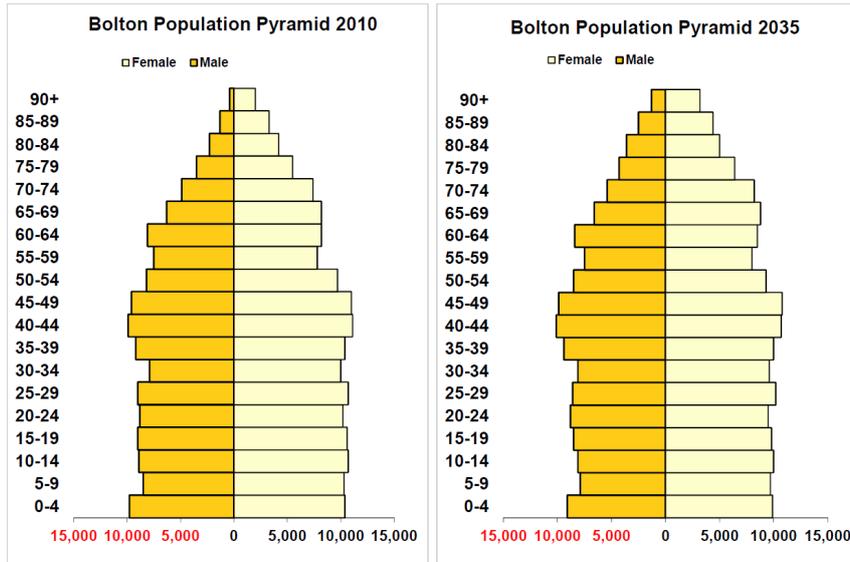
As stated in E1, we have **520** confirmed interests since our initial campaign started in October 2012 and continuing after submission. More than 95% of our interactions with students /parents and carers have taken place face-to-face. We believe that this interaction and the ability to explain and promote our proposal in open question and discussion, has provided high quality, reliable qualitative data and feedback. It has also

begun the process of meaningful longer-term relationships with these students, parents and their present schools. We now have a database of **1286** students, parents and carers who support the proposals with records of all who have expressed a preference for school.²

Analysis of postcodes provided by the respondents indicates catchment from around Bolton, which, coupled with the lack of Sixth Form provision in the local schools and the current migration of students across the border suggests minimal impact on local schools. The following map shows the locations of these students in relation to the proposed site listed in section H:

The population pyramid for Bolton in 2012 and 2035 shows similar numbers of children coming through to 16-19; and little evidence in the drop off in numbers over the next 20 years. The increasing number of students taking up 16+ places in Bolton will be further influenced by the RPA. We believe this shows, as far as possible, continued demand for 16-19 places in the Borough.

² this database is verifiable with records of parents and students, children by age and postcodes.



Local support

Local secondary schools without sixth forms have given significant support to the proposal for an alternative to the “traditional” routes into Post-16 education and training. We have engaged support from Local Authority Officers, and the Council has targets to improve skills, economic prosperity and the number of adults achieving Level 2, 3 and 4 qualifications.

We have met and communicated with a range of local leaders, including City Councillors, County Councillors and locals, to discuss how the new school might best serve the needs of the local community. All of the following organisations and individuals have committed to supporting us:

- [Redacted]
- [Redacted]
- John Walsh (Councillor at Bolton Council)
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- Vernon Kay (TV Personality)
- Amir Khan (Boxer)

[Redacted] Our preferred site adjacent to the well-established Middlebrook Retail Park is subject to a further £100 million investment and already benefits from excellent transport links. This development will deliver over 4,000 new jobs providing fantastic

opportunities to further align our curriculum to the local labour market needs at L2 and L3 qualifications, and L4 in partnership with the University of Bolton. There have been some notable successes in Bolton with a coordinated approach to education:

- Attainment at the Early Years Foundation Stage has increased from 53% in 2007 to 60% in 2011
- The number of young people achieving level 4 and above in English and Maths at the end of KS2 has increased from 72% in 2007/08 to 78% in 2011
- In 2011 almost 85% of our GCSE students achieved 5 or more GCSEs at grades A*-C compared to 51% in 2006
- In 2011 60% of the Borough's students achieved 5 or more GCSEs at A*-C, including English and Maths, compared with 38% in summer 2006
- Over 76% of our young people achieved a level 2 qualification by age 19 in 2009/10 compared with 70.9% in 2007/08. Those achieving a level 3 qualification by age 19 rose from 45.5% to just under 50% in the same period

How we intend to continue to reach out to the wider community

If approved, we will progress the formal consultation in line with the requirements of the Academies and Free School Act 2010 to stakeholders in the following ways:

On-going Marketing and Communication

An essential aspect of the financial sustainability for a 16-19 school is to ensure we market effectively to continually sustain admissions numbers and demonstrate '*First Choice*' preference. We will keep under review the exact arrangements throughout the planning and implementation of the project, but are confident that with the numbers proposed we will maintain quality and be able to broaden our curriculum offer to provide outstanding pathways for post-16 students. The following activities will continue to be completed on an on-going basis:

Local Representatives	We will have invested considerable time and effort over the past year to engage local community members and groups. We are in the process of formalising the involvement of the many community members who wish to work with us through the creation of a series of groups (Governors, Parents and Carers, Community/Business Participation Groups).
Project Manager	We will appoint a part-time experienced locally based project manager. We will also have additional support from the Football Club charged solely with the development of community engagement strategies and programmes. They will be available to follow-up enquiries and questions in person, or to meet with community members when a written response presents a significant barrier to participation and engagement and a face-to-face meeting would be beneficial. This has already happened as part of our informal support gathering.
Public Meetings	These will be planned to follow on from the approval stage. A public meeting will be an important part of our statutory consultation.
Face-to-Face	In the same way that the research for this proposal and determining local demand was carried out by one-to-one interviews and small group meetings, we will continue to plan these types of opportunities.
'Hard to reach' strategies	We recognise that it is typically hard to reach certain sections of the local community with information about schools, due to language barriers or a lack of interest in education. We will develop strategies for these groups, in partnership with existing community organisations who already work with these groups, including the local youth programmes (connecting face-to-face with deprived communities) and groups on local estates. This has meant door-to-door leafleting and canvassing in wards with the lowest uptake of 16+ places in Bolton.
Mailings	The work undertaken so far in soliciting community support for the proposal has included a mailshot to 2000 homes and has enabled the creation of a sizeable database providing direct contact with local families.
Media	Our relationship with local media is strong and has resulted in two articles in the local press.
Consultation document	This document will outline the plans for the School and offer space for local community members to contribute to our plans through a questionnaire or open letter response. The document will be available in

	hard copy and on-line.
Feedback from Consultation	Following the statutory consultation, the Project group will produce a report for ministers containing the views of local groups and individuals and outlining how future developments at the School will take local considerations into account. The content of the report will be disseminated through the channels outlined in this table and will provide the basis of further public meetings and events.
Website – online	We have been using our Football Club website to date. We intend to develop a separate site that includes the school vision and mission, detailed information on school life, FAQs and recent information updates. During post approval stage it will include recruitment opportunities and educational plans, as well as a downloadable prospectus, policies etc. We will also use other partner websites to get our messages publicised (LA, University of Bolton etc). Social Media Marketing: the proposal has already used Facebook and Twitter, and we intend to explore other social networking platforms to engage local students and community members.
Local Press Connections	Relationships between the Football Club and the local press are strong.
Key Spokespersons	When the Principal is appointed we will also use him or her to write pieces and be a spokesperson for the project, as well as the Trustees. It will be important to agree a Public Relations protocol – especially where messages are being sent out in partnership for example – and on occasion with the DfE. Any positive coverage will be kept as evidence of support.
Leaflets & Regular Newsletters	As mentioned we have already used leafleting and regular newsletters. We will make sure that any future communication is comprehensive and inclusive – and is accessible by all parts of the community, as well as being copyrighted and trademarked as appropriate. A more detailed document will be drafted that covers all the previous issues as well as more detail around curriculum; staffing; student experience and voice; site and buildings; admissions; access and transport. This will be used to support the consultation process and on-going communication.
Business Forums	These groups will be supported in running forums for their various networks to assist communication and promotion of the School.

Prospectus	This will become the key piece of communication about the School and would reflect the School brand and ethos; vision; educational strategy and offer; as well as eventually key achievements and successes, approach to SEN, admissions etc. Our students will be part of the prospectus images, and we will have the prospectus available to be part of admissions and marketing in the Bolton area at the most appropriate time.
Stakeholder Engagement	Individual meetings with the Principal for any stakeholder.
Local Events	A number of events to coincide with admissions and statutory consultation will be planned.
Local Governing Body	Trustees will explore the constitution and responsibilities of the governing body. This will be done in good time to appoint a board of governors to assist Trustees in planning, approving policies and fulfilling requisite statutory obligations for the opening of the school.

The school aspires to be a learning hub for the whole community. We understand that a separate but equally critical process will be necessary around any building works, both in terms of interaction about preconstruction/refurbishment with local residents and other stakeholders. The principles attached to this are already being tested through a consultation and planning process for developments at Middlebrook. We hope that with the success of this proposal the facilities can be identified as a fully fledged Free School. The contractor will have a central role in this communication process, and we hope this will produce a positive response and involvement in the School by the local community.

Public Meetings and Consultations

Our consultations and public meetings will follow a particular format to ensure that the overriding message and opportunities for input and dialogue remain consistent and effective. We recognise that there are particular skills and expertise required to plan and deliver effective consultations.

Consultation processes are an extremely important part of confirming demand and need and to gain local community ownership, collaboration and excitement about the possibility of a new Free School opportunity. Our communication through this and other methods is therefore critical. We have already defined materials and methods to be used in a plan that takes us up to the potential time of opening, as well as reporting results in a methodical and clear way that gives statistical evidence to support the

narrative around consultation and how it confirms the case. This will be particularly important when our project gets to the statutory consultation phase.

We are confident that our team have the relevant experience and track record to deliver a successful and fruitful consultation. Our future public meetings will include the following key elements:

- Presentation of the vision and ethos of the School by representatives of the Trustees
- Outline of educational strategy and curriculum – our education team including several of the present teachers and education advisors named in Section F
- Site and premises & travel issues – [REDACTED], [REDACTED]
- Community representation and involvement – [REDACTED], [REDACTED]
- How the School will be funded and governed – representatives of the Trustees supported by specialist advisers where appropriate
- Specific question about whether potential students, parents and community members support the proposals for the Eddie Davies Educational Trust to enter into a Funding Agreement with the Department for Education to run the School

We will provide consultation documentation for those that attend and collect names for a Database of further interested people. Other consultation activities include:

- Further consultation with Bolton MBC LA officers as well as officers from neighbouring councils and local MPs
- Continued consultation with local Principals and Heads – primary and secondary
- Continued consultation with managers of youth schemes and clubs
- Local community groups, including residents and business organisations such as the Chamber of Commerce.
- Local Connexions Service
- Emergency services

Timeline for formal consultation

Should we be successful, we would want to begin planning this process immediately after the proposal has been approved. We understand the factors that are of most interest to potential students and families with regard to statutory consultation around the site, staffing (particularly having a Principal identified) and a clear curriculum offer. Progress towards each of these will inform our timescales for consultation and generation of the key messages.

Summary

Following the considerable research and consultation outlined above, it is our considered opinion that our current proposal meets the demand expressed by students, parents/carers, teachers, community members and local leaders for a new school that can support the community, provide high quality education provision and add capacity in Bolton to meet the requirements of the RPA. We will continue to undertake further consultation beyond the submission of the application, as well as continuing to engage and market to the community.

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.

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)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	30 hrs/week
██████████	Y	██████████	██████████	7.5 hrs/week
██████████	Y	██████████	██████████	4 hrs/week
██████████	Y	██████████	██████████	15 hrs/week
██████████	Y	██████████	██████████	22.5 hrs/week
██████████	Y	██████████	██████████	30 hrs/week
██████████	Y	██████████	██████████	15 hrs/week
██████████	Y	██████████	██████████	10 hrs/week

██████████	Y	██████████	██████████	5 hrs/week
██████████	Y	██████████	██████████	5 hrs/week
██████████	Y	██████████	██████████	5 hrs/week
██████████	Y	██████████	██████████	5 hrs/week
██████████	Y	██████████	██████████	5 hrs/week
██████████	Y	██████████	██████████	5 hrs/week

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.

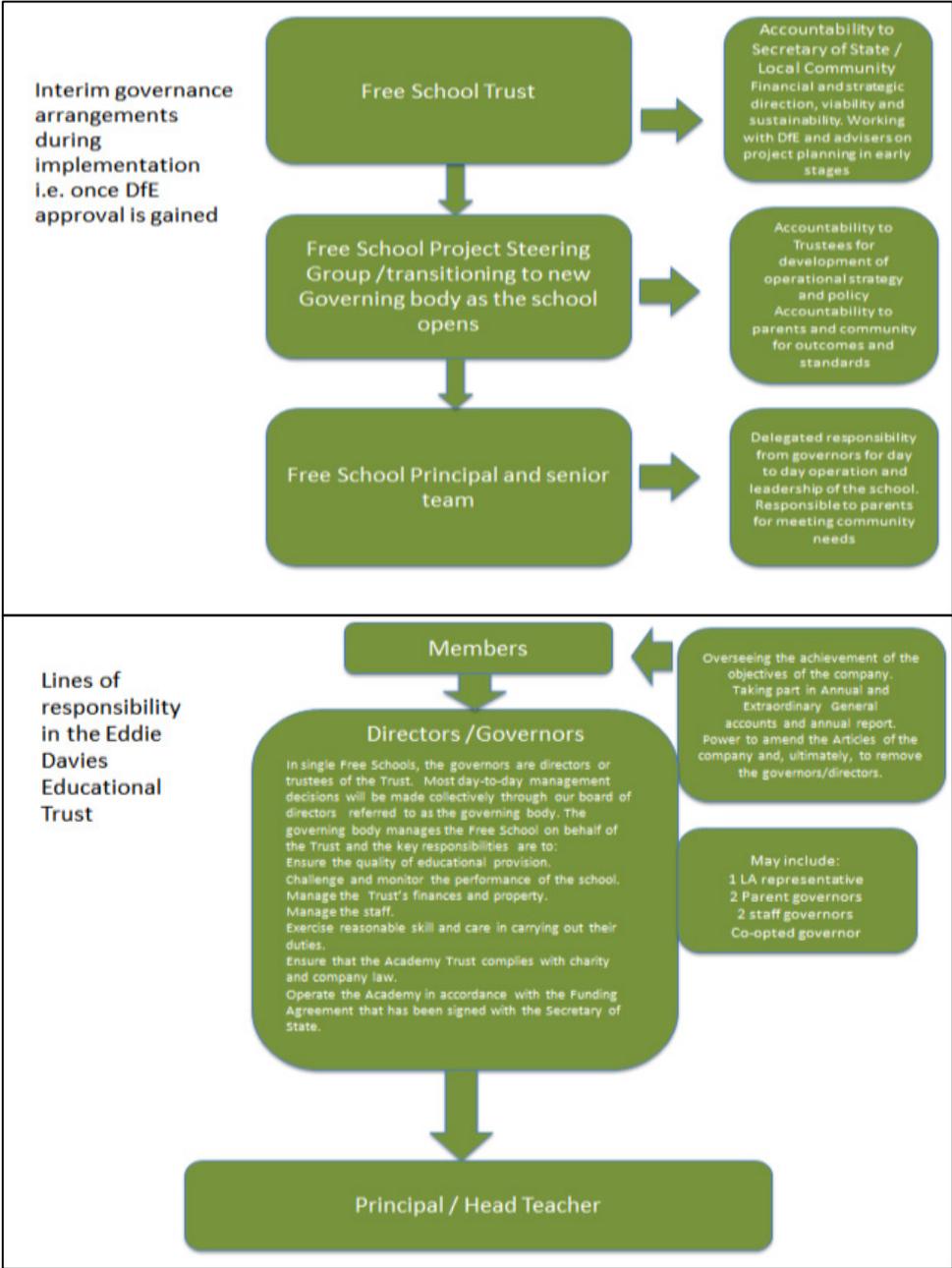
Skills/experience missing	How you plan to fill the gap
SEN officer	Bring in expertise from local authority as part of recruitment.
Raising school improvements and pupil outcomes particularly for Maths	Part-time secondment from local secondary school.
Attendance officer and related programme of student interaction	Bring in support from local authority team or Connexions.
IAG/Careers guidance	Bring in support from local authority team or from local secondary school
Formulation of Statutory policy	Bring in from local authority
Governor training	Approach local authority for training
Managing school finances	Recruit financial controller who has experience of dealing with school finances and reporting to governors.

F2. Accountability and decision making (post opening)

Governance Structure

<Redacted>, as Chairman of the Trust will seek to appoint Directors that can support the school during the first 4 years of opening and drive high standards of performance and attainment. The governing body will operate as a corporate business enterprise ensuring the vision and ethos of the school is reflected in the performance of the teaching staff and the behaviour and attainment of the students.

These diagrams represent our proposed governance structure, including lines of accountability and methods of escalation between members, School governors and the senior leadership team (SLT).



Roles and responsibilities

Members

Members of the Eddie Davies Educational Trust will meet on an annual basis (as a minimum) at our AGM. The agenda of this meeting will include the approval of the annual accounts and Governor appointments or re-appointments, and a review of the overall operation of the Trust. The minutes of AGMs will be recorded.

Governors

Within the Trust our governors are directors or trustees of the school. Most day-to-day management decisions will be made collectively through our board of governors, referred to as the governing body. In addition to the governors highlighted in section F3 of this document, the composition of the governing body will also have at least two parent governors; and no more than a third of governors will be school staff. Any elected governors i.e. parents or staff will be appointed post-opening.

Our governors will administer the School's finances and use income and property solely for the purposes set out in the Articles of Association. Meetings of the governing body will be termly, with sub-committee meetings held prior to the main board meeting, and the overall focus of these meetings will be monitoring and evaluating performance against financial, operational and academic targets:

- Setting strategic priorities and plans
- Monitoring standards and achievement within the School
- Setting appropriate budgets for the School, consistent with the overall budget allocated by the Trust
- Engaging with all stakeholders to improve outcomes
- Supporting and positively challenging practices within the School, through the Principal and SLT
- Under a Schedule of Delegation, governing body sub-committees or the Principal can be allocated specific responsibilities with a requirement to report back to the governing body or Trust on those specific responsibilities. Without a recorded allocation of that responsibility, governors as individuals are not empowered to act on behalf of the group. We will use our schedule of delegation as a basis to escalate decision making from the Principal through to the governing body/directors and if required, members at the AGM.

Policies for the School will set out clear procedures for managing the range of staffing and operational requirements, from health and safety to disciplinary and performance management issues. Methods of escalation will be clearly defined, for example with the powers to initiate disciplinary proceedings against a member of

staff with right of appeal to the governing body and, if necessary an independent arbitrator. Likewise our governors recognise their responsibility to set policies that meet statutory obligations across a whole range of operational areas, including safeguarding and child protection, health and safety and equalities legislation. Strategy and policy will be set by the governors with day-to-day operational leadership and management of these areas delegated to the Principal under the schedule described below.

Principal and Senior Leadership Team

The Principal and the senior leadership team will establish a strong strategic direction for our School by leading on the creation and development of the most important systems and processes. They will create an ethos and culture of high expectations, which will drive standards forward.

The Principal will lead and manage the work of the SLT. All leaders will work to ensure that their staff clearly understand the Trust's expectations and that they follow the systems and processes implemented to achieve this. Leadership will be distributed throughout the School so that everyone understands their role in maximising student achievement.

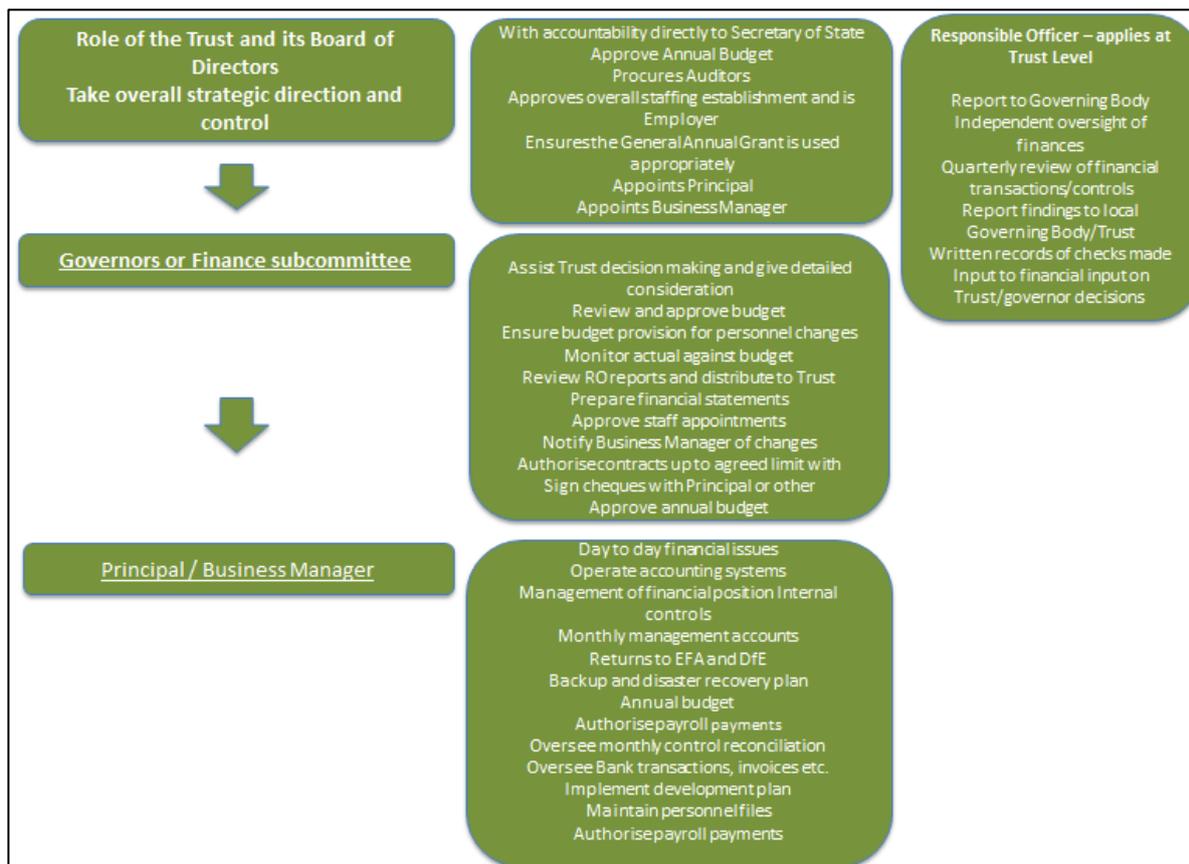
The Trust will also appoint a Responsible Officer (RO) who will report to the governing body and sub committees. The Responsible Officer will be identified as we go forward into implementation and may be a director of the Trust. The RO role is to provide ongoing and independent monitoring of the finances of the trust, so the appointed person will have appropriate qualifications and/or expertise in financial monitoring. The RO will ensure that:

- Financial responsibilities of the Trust are being fulfilled
- Resources are managed in an efficient economic manner
- Robust internal financial controls are being employed
- Financial impact is considered in strategic decisions

Through:

- Agree lists of tasks with the directors
- Check procedures to ensure they are being carried out appropriately
- Conduct quarterly testing and provide a written report to the directors or finance committee of The Trust after each test

This diagram represents the main areas of financial responsibility.



The Schedule of Delegation

The operation of the School will be determined by a schedule of delegation, which is generally accepted as good practice in governance. Our clerk or secretary will be heavily involved in the production of such a schedule, and the instrument will be determined in detail through the implementation phase.

The schedule will include a list of all the main decisions that need to be made, which individual or committee is responsible for each decision, and what the limits on action are. By identifying where key decisions are most effectively taken, the governing body will ensure that both committees and individuals are clear about the full extent of their responsibilities.

Typically, the schedule will also include decisions about: budgets; who can sign contracts and to what level (we understand these are already described in financial regulations produced by the EFA); where admissions decisions are made; who can open a bank account in the institution's name; who makes appointments and sets salaries; tendering procedures; how investment/divestment decisions are made; who manages performance and is responsible for target setting, etc. The schedule will be reviewed regularly to ensure it reflects what really happens.

As part of the schedule, each governing body committee will have formally approved terms of reference. These will set out: its purpose; the specific decisions it will make or advice it must give and to whom; what powers are delegated to it by the governing body; where and how often its work will be reported; the membership of the committee, specified by category; and the quorum. Accountability for the implementation of committee decisions will also be specified.

The Principal's responsibilities for the day-to-day leadership and management of the School will also be laid out and linked to the cycle of management. This will ensure clarity about when and how the Principal and staff will report to governors to describe operational and academic outcomes in the School.

Managing Potential Conflicts of Interest

We understand a conflict of interest is any situation in which a trustee's personal interests, or interests that they owe to another body, may (or may appear to) influence or affect their decision making.

We also feel it is inevitable that conflicts of interest occur from time to time. Such issues will not necessarily centre on the integrity of the Trustee concerned, but the management of any potential to profit from a person's position as Trustee, or for a Trustee to be influenced by conflicting loyalties. These tensions must be managed carefully as even the appearance of a conflict of interest can damage the School's reputation.

Members, governors and trustees will maintain a register of interests that will be regularly updated. We will have a standing item on meeting agendas that will require governors to declare a conflict of interest at the beginning of a meeting. During implementation we will establish a code of conduct for governors that will include:

- Removal of a trustee or governor from the decision making process
- How to manage the conflict of interest once the decision has been made
- How details of discussions and decisions are recorded

The establishment of a responsible officer as mentioned above, will be augmented by contracts with external auditors and legal representatives to provide advice and challenge to Trustees in the management of their duties.

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. 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	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Chair of Governors	██████████	██████████	30hrs/week
██████████	Governor	██████████	██████████	4hrs/week
██████████	Governor	██████████	██████████	3hrs/week
██████████	Governor	██████████	██████████	15hrs/week
██████████	Governor	██████████	██████████	22.5hrs/week
██████████	Governor	██████████	██████████	3hrs/week
██████████	Governor	██████████	██████████	15hrs/week
Representative of Bolton MBC Education	Governor	Education	Not Yet Specified	3hrs/week

department (not yet specified)				
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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.

Skills/experience missing	How you plan to fill the gap
Principal	A number of candidates have already been identified
Governor training	Bring in local authority governance training to ensure all members understand current legislation and requirements, and understand their roles and responsibilities
Child Development/Young people's issues	There is support in this area currently within the project team but we will look to appoint a governor from the staff to cover this skills gap in the board of governors

F4 Recruiting a high quality Principal

Identifying a high quality Principal

Please note that due to the plans for the School to open in September 2014, we have already identified two suitable candidates for the post of Principal (both with considerable senior experience within the International Baccalaureate Organisation). Subject to approval of the School, we will then accelerate the recruitment process to ensure the Principal is in post by early 2014.

We understand that the recruitment of a Principal Designate is arguably the most important task that the governing body undertakes. Consistent, efficient, inspirational and visionary leadership will play a major part in the success of the School, so recruiting an experienced and capable Principal is paramount. We believe that this role provides a fantastic opportunity for an outstanding candidate to help deliver our School vision and benefit the whole community. Below is a summary of the key aspects that we will be looking for in the candidate:

Qualifications

- We are aware that the Principal Designate in a Free School does not have to have the National Professional Qualification for Headship (NPQH). However, in order to ensure that we have the right calibre of Principal to lead the School, we will seek to recruit a candidate that has this qualification, or is in the process of working towards it.

Experience

- A proven track record of successful educational leadership, ideally within a 16-19 environment
- A solid understanding of the International Baccalaureate as this qualification is a fundamental component of the education provision at the School
- Previous experience of working within a sports-focused teaching environment and a strong understanding of its benefit to students
- A proven track record of building partnerships with the local community and local businesses
- Previous experience of teaching disengaged students and young people from disadvantaged backgrounds and success at raising standards of attainment

Personal Characteristics

- An experienced, inspirational leader who provides outward facing leadership that instils confidence, integrity and authority
- The ability to combine effective management skills with strong strategic abilities, demonstrating a capacity for innovative thinking which will enrich the School
- Dynamic, and committed to making a real difference for our learners and the community of Bolton

- A reflective and strategic thinker; emotionally intelligent and resilient
- Committed to ensure that all learning progress and achievement is outstanding

Process of Recruiting the Right Principal

The process for recruiting a high quality principal will be robust and will utilise a variety of recruitment methods. This is imperative as the project implementation timeline will be compromised if we cannot recruit effectively first time round. There may be well-qualified staff working for us who are interested in applying for the position. However, we recognise this is a considerable step up in terms of organisation and accountability and will run an open and transparent process in order to secure the right candidates for our school.

We require a Principal designate in place for a minimum of one term, and preferably longer through negotiation, prior to opening in September 2014. The recruitment process we expect to follow is described below, however this may be subject to change to meet advertising and other deadlines during implementation:

- A 'Meet the Proposer Event' (publicised in the Times Educational Supplement (TES), websites and other vehicles). Applicants would have the opportunity to meet others involved in the project and ask any questions they may have face to face. Recruitment packs would be available at the event
- Advertise in the TES and other relevant education publications. Candidates could obtain packs on-line via the School and other websites
- Consider using recruitment agencies. We would go through a procurement process for this
- Contact leadership development organisations such as Teach First, NCSL, Future Leaders, and New School Networks. This would be especially useful for direct contacts for other senior leaders and teaching staff
- Establish a recruitment panel comprising of our governing body, a representative from the DfE, and other educational experts
- Recruitment packs to include – school background and local context, vision and ethos, educational strategy & pedagogy, data, working and living in Bolton, job description and person spec, how to apply, equality & diversity form
- Shortlisting and interview process will be managed through a point scoring system to ensure equitability
- Conduct 2-day interviews – to include a range of “assessment centre” type activities

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.

Criteria G1 and G2

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. In the box below 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.

a. [Redacted]

[Redacted]

[Redacted]

1. [Redacted]

[Redacted]

G3 Financial resilience to reductions in income

Please add additional lines as required. The boxes will expand as you enter text.



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 also refer to the Excel template.

Introduction

Please note the preferred premises were visited by PFS as part of the January 2013 submission round. These comments expand on the spreadsheet entry if required and are offered as this is indicated to be a major consideration in allowing a positive application for September 2014 opening in this round.

The Premises Strategy for this Free School Expression of Interest has benefitted from two unusual factors. Firstly, many of the elements of the proposed curriculum have been delivered by the proposers in the Bolton locality for the last couple of years as an alternative provision programme. Therefore the facilities required and options available have been investigated and tested in practice prior to this Application coming forward. Secondly, a major development Masterplan including sports and education elements had been under way for more than a year prior to this Free School proposal. An expert development team including, a project manager, architect, cost consultant, structural engineer, M&E engineer and planning consultant has therefore been available to assist on the Free School premises options and assessment.

Due to the very specific sports facilities requirements to deliver the sports-led curriculum, the preferred site naturally falls within the larger sports/education campus development proposals at Bolton Arena and the Reebok Stadium: it is this proposal for which the expert development team has recently submitted a full Masterplan outline planning application – including the principle of potential Free School use – to Bolton Council. The core teaching and ancillary areas for the proposed Free School can, after some refurbishment and modification, be located within an existing envelope and/or adjoining land at Bolton Arena and/or adjoining land within the Reebok Stadium Estate. This approach highlights and delivers on the sports-led education vision at the heart of the curriculum and also offers a good value for money premises solution.

Bolton Council, Bolton Arena Trust, and Burnden Leisure plc all support the principle of the Free School Expression of Interest and preferred site location and approach.

Site Search Process & Criteria

The proposed Education Vision (as set out at Section C) and proposed Education Plan (as set out at Section D) demand easy and regular access to a very specific and potentially expensive combination of sport and educational premises. The provision of appropriate specialist sports facilities, able to withstand the intensive usage required of them for curriculum delivery whilst still being maintainable to a high standard, has been the key driver within a local property/premises search and assessment.

By comparison with the identification of appropriate sports facilities, the provision of classroom and other supporting accommodation and premises is less problematic -although equally important for success.

A preferred core site, with additional necessary facilities potentially available under lease or user agreements, has been identified at Burnden Way, Bolton.

Proposed Site Address

Land & Premises at [REDACTED], [REDACTED], Bolton BL6.

Proposed Site Current Use

The preferred core site/premises currently forms part of the [REDACTED] **Proposed Site Freeholder**

The preferred site freeholder is [REDACTED] has long leasehold interests in other land/premises that are likely to form part of the overall preferred site/ Free School facility.

Proposed Site Brief Description

The preferred site currently falls within the [REDACTED]. The Bolton Arena complex is abutted by an overspill car park site controlled by Burnden Leisure and, directly to the north of Burnden Way sits the Reebok Stadium, owned and controlled by Burnden Leisure.

Collectively, the combined sites described above extend to around 25 hectares. Burnden Leisure, in conjunction with the Bolton Arena Trust, has recently submitted a Masterplan Planning Application with the support, in principle, of Bolton Council, for a major upgrading and extension scheme to the combined sites including new indoor tennis courts and an indoor football training area; a new full size floodlit artificial pitch; improvements to other

pitches and facilities; a future university sports faculty building; and residential/hotel/commercial development scheme.

The preferred core site for the School may utilise available and refurbished space within the Bolton Arena building or Reebok Stadium Estate, together with access to the Bolton Arena sports facilities, and use of further artificial surfaces, grass pitches and training facilities at the nearby Bolton Wanderers Football Academy site at Lostock.

Proposed Site Availability & Tenure

From initial discussions, both Bolton Arena Trust, Burnden Leisure and Bolton Council are prepared to enter into positive discussions and negotiations in order to agree the necessary lease and user agreement structures to deliver the proposed School concept within the above preferred site and allied premises.

Proposed Site Suitability for Supporting Delivery of Educational Vision

It is believed that the preferred site is the best local option to support the delivery of the sports-led educational vision.

Size of Site

The preferred site for the core School facility will sit within a sports and education campus. Areas within the existing [REDACTED] have been assessed for their suitability for modification into education premises to provide classroom and related accommodation, supported by the surrounding sports pitches, facilities and ancillary spaces. The initial assessment has been undertaken by an expert development consultancy team with experience of sport and education projects and we believe the necessary space required for a School of the size we propose can be made available within the scheme. Likewise, similar areas may be available within the [REDACTED] if required. Provision has also been made for new education buildings within the combined sites in the medium term.

Pre-cursor sports/education programmes supported by Burnden Leisure already use certain areas within [REDACTED]; more areas will become available as extension and development of the whole Arena/Stadium site moves forward.

Outdoor Spaces

The preferred site for the core School facility will sit within an active [REDACTED]. The primary criterion for site selection was the availability of indoor and outdoor sports facilities and training areas. With the immediate campus area there are [REDACTED]. With minimal travel the school can access these shared resources providing students with access to international grade sporting facilities.

The preferred site is thus able to provide the demanding outdoor sports facilities requirements of the curriculum.

Distance between Facilities

The preferred site for the core School facility, together with indoor and outdoor sports facilities, training areas and welfare accommodation will sit within the [REDACTED] less than 800 metres from [REDACTED], and a very comfortable 10-minute walk. Pre-cursor sports/education programmes supported by [REDACTED] have demonstrated that equivalent daily curriculum activities are entirely manageable across the various addresses with students responsible for their own travel arrangements (predominantly walking) that can be comfortably accommodated within the proposed curriculum and timetable.

Transport

The preferred School site is well served for private and public transport. It is situated in close proximity to Junction 6 of the M61 Motorway and also the A673 primary route from Bolton town centre to Horwich town centre (within a fifteen minute walk). There is extensive car parking available as required within the adjoining [REDACTED].

The preferred site is also less than 100 metres from Horwich Parkway railway station, which connects central Manchester to Preston via Salford, Bolton, Chorley and Leyland – with further intermediate stations. Regular fast services and local services are available. Several bus routes also serve the preferred site providing around 5/6 buses per hour at busiest times, and there are nearby cycle networks (including traffic-free routes) and bicycle storage facilities available.

The wider Middlebrook Development Masterplan application, which includes the potential provision of a Free School, has been submitted with a detailed new Transport Assessment and Travel Plan. The Travel Plan fully considers transport impact and requirements arising from the proposed School use at the preferred site. We will use this as the basis of a Travel Plan for the proposed School.

Current State of Repair

All the buildings and facilities identified as preferred School site/facilities are less than fifteen years old and have been generally well maintained. However, some refurbishment and/or modification work will be required in the short term, with perhaps some additional new build or further refurbishment/modification to additional accommodation required in the medium term.

Unusual Features

There are no unusual or detrimental features – except one building is a major tennis arena and the other is a football stadium. Siting a proposed School with a sports-led curriculum within an existing sports Arena complex, together with further higher education provision in order to create a sports and education campus closely accords with the successful ‘American sports college’ model.

Natural Light, Ventilation & Air Quality

There are no issues with natural light, ventilation, air quality or other amenity factors that impact detrimentally on the preferred site.

Surrounding Environment

The preferred site is located approximately 8 kilometres to the west of Bolton town centre and approximately 2 kilometres southeast of Horwich town centre. The Middlebrook area forms a major part of Bolton’s M61 Corridor, a strategic area designated in the Council’s Local Plan for employment growth and economic development. Whilst well served with transport infrastructure, the area sits at the edge of Bolton’s and Greater Manchester’s urban development: the preferred site is surrounded by [REDACTED].

The immediate locale is modern, having been precipitated by the construction of the Reebok Stadium and Bolton Arena, together with extensive ancillary development, between 1995 and 2000. The area now includes one of the UK’s foremost retail and leisure parks; office development with occupiers such as [REDACTED]; and new residential development. Longstanding nearby employers include [REDACTED]. You will note from the application above a range of business partners have indicated support either continuing support from the present programme or, as new partners. The range of businesses in the area allows for

expansion of our business partners providing for high quality work related experiences for students.

Planning & Development Constraints

The use of the preferred site for a School accords with local planning policy.

A major Masterplan outline planning application for the [REDACTED] (within which the preferred site is located) has been submitted by [REDACTED]. In summary, the Masterplan application expands the existing community and elite sports facilities at the Arena and proposes:-

- An innovative “double stack” new sports building abutting the [REDACTED], offering tennis courts and other flexible use sports halls (all with 9 metre clearance) at ground floor level together with changing, administration and ancillary accommodation. There will be an EPPP-compliant indoor football pitch (9 metre clearance) at first floor level with viewing lounge and analysis suites. The approximate external dimensions of this building are approximately 45 metres wide, by 90 metres long, and 20 metres high;
- Retention/relocation and upgrading of existing external MUGA, 7-a-side and 5-a-side pitches;
- Retention of running track and spectator facilities, and upgrading works to provide a floodlit football pitch to 3G artificial standards available for intermediate and elite use on a full-time basis;
- Re-organisation of gym and changing areas within [REDACTED] in conjunction with new sports building facilities to meet the needs of differing user groups and more intensive overall usage;
- Re-organisation and relocation of [REDACTED] administration and ancillary accommodation to release those areas perhaps for self-contained free-school/Academy education and welfare facilities or similar occupier, and an additional education/sports faculty building fronting [REDACTED];
- Maintenance and improvement of flexible usage of the [REDACTED] for major competitions and other events in conjunction with the [REDACTED] facilities – whilst maintaining overall provision of community and LTA tennis and other activities;
- New multi-level “entrance & hub” between the rear of the Arena and the new sports building to provide access to the [REDACTED] facilities, and fronting onto [REDACTED]. The central hub will become the heart of the new layout, with the existing footbridge enclosed to give direct and clement access to additional car parking across [REDACTED];
- A phased residential/hotel/commercial/office development of circa 30,000 square metres gross known as the ‘grand arc’, adjacent to the [REDACTED]. The proposal for a School at the preferred site has been included and fully considered in the masterplan planning application. The application is expected to reach Planning Committee in

Autumn 2013 and has received widespread support, including 'in principle' support from Bolton Council.

The Masterplan professional team has assessed the likely School proposal requirements at the preferred site and does not at this stage foresee any development constraints or consents/approvals issues that are likely to delay or preclude initial delivery of the necessary facilities in September 2014.

Previous Uses

The preferred site currently operates as an [REDACTED]. Specific areas within the buildings identified for potential education use are currently used for as administrative offices, ancillary accommodation and lecture theatres/meeting rooms/performance spaces. Other areas may continue in use for sports purposes, but under joint user agreements.

Cost Comparisons in Local Market

Detailed financial discussions and negotiations have not taken place with the controlling parties at the preferred site and allied facilities. 125-year leasehold interests may be problematic due to existing tenure and previous grant funding charges and other agreements within existing buildings, although shorter term, commercially oriented leases and/or agreements are, in principle, acceptable. There is no reason to expect that any capital and annual costs to deliver the necessary premises and facilities will be anything other than reasonable in comparison with other local market options, and the key criterion of accessibility to appropriate standard sports facilities substantially limits alternatives.

Value for Money

Under normal circumstances the capital cost of developing the necessary sports pitches and facilities to deliver the proposed School curriculum would be very high, as is the annual maintenance cost. The primary criterion for the preferred site selection process was accessibility to these very high quality sports facilities mentioned above, at a viable cost. The preferred site, together with supporting facilities nearby, meets this criterion.

Full costings have yet to be undertaken, but the expert development Team believes that the additional core classroom and similar accommodation can be provided properly within the preferred site under lease/user agreements with a refurbishment/modification works

package at demonstrably good value against all usual parameters. We will work closely with EFA in quickly establishing these costs, if the proposal is approved.

That a full development team is already instructed on the wider development Masterplan also offers cost savings and project risk reduction benefits to the proposed free School at this stage, and significantly greater confidence that the proposal is deliverable.

No financial discussions or negotiations have yet taken place, although all the relevant parties have agreed the principle of the proposed School Expression of Interest including the preferred site. No capital funding has yet been identified to deliver the preferred site.

Conclusion

The preferred site and allied premises strategy offers the opportunity to establish a School within a regional sports hub: combining community and elite participation with a sports-oriented education curriculum to create a sports/education campus. Many of the required facilities are available (and are already used by pre-cursor programmes to the proposed School) subject to agreement of User or Leasing Agreements, and this substantially reduces the capital budget requirements and increases the certainty of successful delivery.

The School has benefited substantially from a considerable amount of detailed and expert development work on a now submitted Masterplan planning application within which the preferred site is now included. The concept of a sports/education campus at Middlebrook pre-dated the idea of this School Expression of Interest. However, the proposed sports-led School seems to be a very efficient and effective way to expand and extend existing educational programmes, and widening access and participation across the local community.

This preferred site is a highly deliverable opportunity in a high profile location - with committed land and facilities partners. Whilst further design and costing work and detailed negotiation is required, the expert Development Team believes that all further consents and approvals required to provide the necessary initial facilities and infrastructure to support the proposed curriculum can be secured, and necessary works can be completed, in time for a September 2014 opening.

Annexes

Any annexes you add:

are excluded from the page limit and restricted to CVs for key individuals; and should be submitted as part of your application, i.e. as one Word document.

CVs

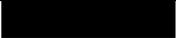
CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number 	[REDACTED]

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

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6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: 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	██████████

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	<p>responsibilities held</p> <ul style="list-style-type: none"> ▪ length of time in position 	
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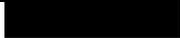
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		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications 	

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

	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: 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	██████████

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"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████

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

	<ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: 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	██████████

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"> name of school/ 	██████████

	<p>organisation</p> <ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value 	N/A

	added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: 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	██████████

CV template	
1.	Name ██████████

2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths 	N/A

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: 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	
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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"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: 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	██████████

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"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification 	N/A

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

	GCSE including English and maths results or, for 16 to 19 , 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.	Optional: 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	██████████

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"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
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	<p>compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
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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"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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5.b	<p>For education only: if you are in a teaching or head of department role in your latest</p>	N/A

	<p>school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
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8.	Reference names(s) and contact details	██████████

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