



Department
for Education

Application form to set up a mainstream free school

Published: June 2018

Insert the name of your free school(s) below using BLOCK CAPITALS

**BOA TECHNICAL (NOW KNOWN AS BOA STAGE &
SCREEN PRODUCTION)**

Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?	
Section A – tell us who you are and your chosen school (Excel, do convert this file into a PDF)	<input checked="" type="checkbox"/>
Section B – evidence of need for a new school in the area	<input checked="" type="checkbox"/>
Section C – vision	<input checked="" type="checkbox"/>
Section D – engagement with parents and the local community	<input checked="" type="checkbox"/>
Section E – education plan	<input checked="" type="checkbox"/>
Section F – capacity and capability	<input checked="" type="checkbox"/>
Section G – financial viability (including the financial template where appropriate)	<input checked="" type="checkbox"/>
Section H – the proposed site (Excel, do convert this file into a PDF)	<input checked="" type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input checked="" type="checkbox"/>
4. Have you fully completed the appropriate financial template where necessary?	<input checked="" type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>
6. Re-applications only: Have you changed your application in response to the written feedback you received?	<input type="checkbox"/>

Task to complete	Yes
<p>7. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gov.uk before the advertised deadline? Please send sections A, B and H as a separate attachment in Excel format. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. If the application is larger than 9 megabytes, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	<input type="checkbox"/>
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as ‘Recorded Signed for’ to the address below? Free Schools Applications Team, Department for Education, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input type="checkbox"/>

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – [school name] with:</p> <ul style="list-style-type: none"> • a copy of Section A1 (tab 1 of the Excel template); • copies of the Section I: suitability and declarations form and passport sized photo 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 lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to due.diligence@education.gov.uk before the advertised deadline? 	<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 all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

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

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

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

Position: Member of company and BOA Group Chair

Print name: [REDACTED]

Date: 1st November 2018

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

B1 – Evidence of basic need

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Birmingham City Council supports the need for this niche innovative school in the centre of the city. They are particularly interested in the opportunities it offers to both SEND and disadvantaged students within the region.

There is currently a lack of exciting vocational provision within a sector which offers so many job opportunities such as those offered within the ‘Stage and Screen’ industry in the Midlands.

If we are successful in opening BOA Stage and Screen a number of high profile theatre and global/national screen industry leaders will be our partners.(BOA was indeed founded by Maverick TV part of All3media group. BBC sit on our board with Channel 4 keen to partner the new venture.)

Based on our experience with the existing BOA school we would expect the catchment area profile for students to BOA Stage & Screen Production, to see around two thirds of our intake coming from the wider West Midlands region and one third from within the Birmingham catchment zone¹.

As a result we have extended our analysis of basic need requirements for year 12 places to the entire West Midlands area and have analysed all of the available West Midlands Regional Area Reviews (i.e. Birmingham & Solihull,² The Black Country³, Coventry & Warwickshire⁴, Worcestershire & the Marches⁵ and Stoke & Staffordshire⁶) as well as the Sufficiency Requirements Needs Reviews for the city Birmingham and the three local areas which supply the next largest proportion of BOA students i.e. Coventry, Wolverhampton and Worcestershire..

Mainstream Sufficiency Reviews

With a population of just over a million, the Census of 2011 recorded Birmingham as having a significantly younger population profile than the national average, as well as an ethnically diverse population. Birmingham has seen a substantial increase in the number of births between 2001-2011 and projections by the ONS suggest that this increase will continue. Current forecasts suggest that in approximately 20,000 additional school places will be required at primary and secondary levels to cope with this increase in the next few years and that this which will have implications for year 12 and year 13 student numbers in the 2020s.

In fact the Birmingham area annual birth data⁷ from 2000-2011 suggests the numbers reaching sixth form age will continuously increase from 14,536 in 2018 to 16,179 in 2022 and ultimately peak at 17,784 in 2028. Recent studies suggest that

¹ See spreadsheet BOA 2018 Students by Catchment Area

² DfE Birmingham & Solihull Area Review Nov 2016

³ DfE The Black Country Area Review Jan 2017

⁴ DfE Coventry & Warwickshire Area Review Jan 2017

⁵ DfE Marches & Worcestershire Area Review Nov 2016

⁶ DfE Stoke & Staffordshire Area Review Nov 2016

⁷ Office For National Statistics data

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

these 16-18 numbers will further increase due to families moving into the area to and through individuals travelling into the region – perhaps as much as by up to 372 pupils over a three-year period⁸. In addition, the recently adopted Birmingham Development Plan 2031 now expects the City's population to grow by an additional 150,000 people by 2031 and estimates that over 50,000 new homes will be need to be built by that time.

This growth will, obviously, have implications for sixth form/college provision in the local area. There is also a growing expectation that there will be a number of large new housing developments coming into place in Birmingham between now and 2020⁹. We believe that these considerations have not yet been factored into Birmingham Education Department calculations on requirements for sixth form places.

Given the earliest BOA S&S will open is likely to be 2022 or 2023 it wqill be well established in time for the peak need of Post 16 provision in the city.

The Coventry Sufficiency Review¹⁰ notes that Total number of births has been increasing since 2005 (3,871) to 2011 (4,801) when it subsequently flattened out (4,731 in 2012 and 4,495 in 2013). The 2011 peak cohort will be reaching year 12 in 2027 but demand will remain high at least until 2030. The annual population increase in 2012- 2013 in Coventry was estimated to be amongst the highest in the UK. Coventry's population is now at its largest size since the mid-1970s.

The main factors causing population growth in Coventry were international migration and the number of births in the city. The city is ethnically diverse, with some 33% of Coventry's inhabitants coming from ethnic minority communities compared to 20% for England as a whole.

Coventry is ranked 121st out of 139 UK areas on Gross Disposable Household Income (GDHI) and the End Child Poverty campaign estimates that in 2013 29% of Coventry's children were living in relative poverty (in low income households). It is estimated that 21,200 children living in Coventry come from households that have an annual income less than 60% of the national average. (Over 10% of BOA students come from the Coventry area.)

The Worcestershire Mainstream Sufficiency Review May 2018 indicated that after several years of growth, they were now expecting the birth rate of children in Worcestershire to stabilize. However, the report also noted that:

⁸ See page 10 of the Birmingham City Council's Mainstream Primary and Secondary Education Sufficiency Requirements Report 2016

⁹ Birmingham Development Plan 2031

¹⁰ Coventry Area Childcare Sufficiency Assessment 2016

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

“In 2017, we saw the number of pupils in Secondary Schools begin to increase after several years of lower numbers. This is anticipated to continue, which also coincides with an increase anticipated due to housing growth.”

This is likely to see the sixth form entry cohort increase from 2,013 in 2017 to 2,454 in 2021. However, using historical birth rate data for the area suggests that the number of year 12 entries will continue to increase after right up until 2030 - irrespective of the expected increase due to new housing developments. A significant proportion of these post-16 students will be expected to migrate into the other local areas – especially central Birmingham. (Around 8% of BOA students are from the Worcestershire area.)

Page 5 of the 2016 Wolverhampton Sufficiency review¹¹ projected an increase in post 16 demographic from 2018/19 and an anticipated growth of 18% between 2017/18 and 2021/22. The review went on to note that:

“Given the above secondary pressures there is also a need to consider how this will impact on the post 16 landscape and the capacity of the City to respond to the City Council’s skills agenda. “.

The Review also went on to observe that

“Recent central government initiatives including raising the participation age, the introduction of Post-16 Study Programmes and apprenticeship delivery require extensive partnership and collaboration in order to be successful.”

Regional Area Reviews

The Birmingham and Solihull Regional Area Review covers the 2 local authorities of Birmingham and Solihull, with a total population of about 1.32 million people. Birmingham and Solihull is an urban area with a diverse population. Nearly half of 16 and 17 year olds are from black and minority ethnic backgrounds and it is important to ensure that their needs also continue to be fully served.

The Birmingham and Solihull RAR report had indicated in 2016 that there was not an immediate need to increase the number of sixth form places available because of an anticipated a decline in 16-18 numbers over the past few years and also over the next year or so. However, in common with the Birmingham Sufficiency Analysis, the report also recognised that there will be a significant recovery in this cohort towards the end of this decade and then subsequently a substantial increase into the early 2020s and beyond – reaching peak numbers in 2028. The earliest year the new BOA Stage & Screen Production free school is likely to begin taking in its’ first intake of students is 2022.

This view of a slightly declining post-16 numbers followed by a substantial increase in the 2020s was shared by most of the other West Midlands Regional Areas Reviews:

¹¹ Wolverhampton Secondary School sufficiency strategy April 2016 – page 3

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

- In the Black Country, the number of young people aged 16 to 18 has been declining and this will continue until 2019, after which it rises significantly to 2030.
- In Coventry and Warwickshire, the numbers of young people aged 16 to 18 has also been declining and this trajectory continues until 2019 where the numbers start to rise significantly to 2030
- The number of young people in The Marches and Worcestershire area is declining in the medium-term, with a projected low point of 39,617 in 2019. In the longer-term to 2030, it rises to over 44,000
- In Stoke-on-Trent and Staffordshire, the number of young people aged 16 to 18 is declining, in the medium-term, with a projected low point of 34,809 in 2019. In the longer-term to 2030, it rises to over 44,000.

The Birmingham and Solihull RAR Report also concluded that local colleges should offer more vocational/STEM qualifications (plus increase their involvement with 16 to 18 and adult apprenticeships) as future demand for them is likely to outstrip supply.

The report also indicated that there was a need for significantly higher levels of provision for post-16 at levels 2 and 3 (either in the classroom or in the workplace) – especially given the anticipated future growth in the number of young people and the fact that performance of schools at year 11/KS4 in Birmingham was below the national average. This conclusion was also supported by the Reports assertion that since only 5% of future jobs are likely to require level 1 or below qualifications, increasing local residents skills levels will be critical to ensure that rising demand for higher level workplace skills is met.

In addition we believe that the 2013 Act of Parliament which raised the participation age (RPA) for students to continue in education or training until they are 18 will also increase the numbers of less academic students who may be interested in learning providers (such as BOA Stage & Screen Production) who offer a more vocationally orientated option. We also believe that this increase will include a disproportionate number of those NEET, Disadvantaged and SEND students who, to-date, have not been well-served by the current academic based post-16 options.

Our intention is that the technical vocational courses offered by BOA Stage & Screen Production will provide an alternative to more typical educational pathways and will help to fill the gaps in provision for young people at risk of becoming NEETS. Based on our previous BOA school experience our approach to education & training will also provide an attractive option for many disadvantaged and SEN students. BOA has outstanding outcomes for SEND and disadvantaged students.

The West Midlands region has the second highest proportion of NEETS in English regions, whilst Birmingham not only suffers from very high levels of but is also ranked the 6th most deprived authority in England. These pockets of deprivation are most heavily clustered around the city centre. These areas have a high proportion of the

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

least advantaged socio-economic groups in England and significantly higher percentages of semi-skilled and unskilled workers than the national average.

We need to increase the number of vocationally orientated, non-mainstream educational & vocational training courses available to young people in these groups as they move out of KS4. The 150 new year 12 places made available each year by the BOA Stage & Screen Production school will offer a much needed alternative provision both in central Birmingham and across the wider West Midlands region.

We aim to provide a unique and exciting offer which will give students access to the stage and screen creative industries which are vast and offer many different employment opportunities. As well as offering a well rounded education BOA Stage and Screen offers students a stepping stone into apprenticeships, the world of work or higher education. The provision will cater for those less academically inclined as well as those intending to progress to undergraduate students.

BOA itself is also massively oversubscribed each year – with over 2,000 applications this year for our PAN of 325 post 16 places and PAN of 150 at KS4. This led to 144 appeals in July 2018 - despite actual offers being higher at 400 & 190 places respectively.

The need for a BOA Stage & Screen Production academy is also based on the existence of an expanding range of national, regional and local factors unfilled work opportunities. 1 in 6 jobs being in the creative industries. The region has almost 40 theatres & live performance venues (including the prestigious Symphony Hall, the Birmingham Rep, the Barclaycard Arena and the Hippodrome) as well as a range of events & arts venues and production studios (such as the National Exhibition Centre (NEC) and the BBC studios in the Mailbox centre) all of which need technical “production & events” staff.

Technical production skills, in particular, are in short supply with some 82% of organisations contacted citing a lack of applicants with the required skills and 78% a lack of applicants with the required work experience - with anecdotal evidence (e.g. Birmingham Rep) suggesting that some organisations have had roles in their facilities / production team that have been vacant for two years because they cannot find the people with the right skills to fill them on a permanent basis.¹²

There are also a considerable range of full-time film/theatre job opportunities outside the West Midlands – with around 1,000 theatres nationally and over 200 in the London area alone - plus a wide range of production studios, event venues and college & university performance sites. Locally based self-employed technical venue specialists can also consider taking on short-term/contract work in other areas of the country (which is typical in the sector) – with London even becoming a daily commute option once the HS2 link reaches Birmingham in the mid-2020s.

¹² West Midlands Creative Alliance Consortia “T Skills” Local Enterprise Partnership Report 2014

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

In addition there has been considerable recent expansion in other performance venues – such as cruise ships, hotel complexes, “outdoor” concerts arenas (including football stadiums) and with touring companies. There are also plans by local film producer Stephen Knight (creator of Peaky Blinders) and international film production company Paramount Studios to build six new Film Studio facilities as part of a new “Mercian” production complex to be based at the NEC.

We aim to support the employability and productivity of job seekers within the regional context. A Win-Win for the film, television and theatre industry but also for the wider economy and labour market. There is a well-known skills gap in this sector and we have the support of the local industries and city council to identify and nurture the next generation of talent from diverse backgrounds within the region and build capacity in the production sector.

BOA has been incredibly successful with SEND students who will not meet the academic entrance requirements of most mainstream schools and particularly the “outstanding” FE colleges in the region. Whilst some of our SEND students have eventually progressed to degree/Diploma level (at Falmouth University, Birmingham City University, Northern School of Contemporary Dance, Bruford College, Bird College) others have gone on to work either for BOA, our partners (e.g. Motion House) and other organisations (e.g. Butlins Entertainment).

BOA Stage & Screen Production academy will be part of the emerging BOA MAT - our multi-academy trust (MAT). All of the schools in the MAT and the BOA theatres are located within a close geographic proximity which means that BOA Stage & Screen Production academy will be able share expertise, teaching staff and/or other resources (such as back office services, management, IT and other support staff / facilities.) to produce economies of scale. These other schools in the BOA MAT would also act as ‘feeder’ schools for the 16-19 free school - as the original BOA is a 14-19 school and BOA Digital will be a 11-19 school. As a smaller specialist school with a niche curriculum we will rely on significant levels of support from our partner organisations both to help to attract students and also to provide teaching support for some of the specialist aspects of our courses as well high quality work experience.

All of our partner organisations are well-established leaders in their field.

Please tick to confirm that you have provided evidence as annexes:



B2 – Need for good school places

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

Targeted areas and pockets of low standards.

BOA Stage & Screen Production school will be located in central Birmingham which is in an area with a “pocket of low standards” when compared with local authority area in which it sits.

This ‘pocket of low standards’ is particularly prevalent in colleges based around the city centre which cater for over 10,000 16-19 year old students. All these institutions are failing their students and are rated either ‘requiring improvement’ or ‘inadequate’ by Ofsted. With Birmingham Metropolitan College, (geographically across the road from BOA) it has been issued a red warning over it’s curriculum ‘not being fit for purpose’, it is £16million in debt to the ESFA, and has been rated ‘inadequate and requires improvement’ in it’s last 3 Ofsted inspections.

The offer of outstanding vocational quality provision at Post 16 in the City Centre and surrounding area is almost none existent. BMet, Bournville, South & City, Solihull and Cadbury College all failed to make the list of the apprenticeship register. BOA Stage and Screen offers Birmingham the opportunity for highly creative outstanding education to support this young diverse city.

The 2016 Birmingham and Solihull Area Review covered the 2 local authorities of Birmingham and Solihull, with a total population of about 1.32 million people. Birmingham and Solihull is an urban area with a diverse population. Nearly half of 16 and 17 year olds are from black and minority ethnic backgrounds and it is important to ensure that their needs continue to be fully served.

Whilst, the overall performance of schools at year 11 (key stage 4) within Solihull is above the national average, with regard to attainment of 5 A*-Cs including English and maths in Birmingham performance at key stage 4 with regard to attainment of 5 A*-Cs including English and maths is below the national average. These GCSE results, coupled with future growth in the number of young people, reinforce the need for significant provision for post-16 at level 2 and 3 (either based in the classroom or in the workplace).

Published data on the progression of young people to higher education across Birmingham and Solihull by the age of 19, show that there is a disparity in the progression rates between the 2 local authority areas. Participation data published by HEFCE in 2012 for the 2005 to 2006 to 2010 to 2011 academic years and shows that Solihull is in the upper quintile of progression, with more than 40.7% of students accessing HE by age 19. The Birmingham City progression rate is in the 27.7 to 31.3% range, compared to an overall West Midlands average of 32.2 to 32.5% and a Solihull rate of >39.3%. Neighbouring areas to the west, such as Dudley, Sandwell and Walsall are the areas with the lowest rates of participation in the region. – page 20

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

“There is a need to develop improved progression routes to higher level technical skills to support the expected change in demand over the next decade and beyond” (page 23)

The Birmingham & Solihull SAR notes that there are currently 66 funded schools with sixth forms in the review area, including 19 local authority maintained and 47 academies. This includes 3 free schools, a studio school and 2 university technical colleges. Most school pupils in the age range 16 to 18 are enrolled on A level courses. At the time of the area review, 70% of the Birmingham City schools were graded by Ofsted as good or outstanding and 8 were in special measures in the city. (page 17)

The colleges in Birmingham and Solihull provide a broad offer in terms of both subject and level across the area and in sectors that match well with the skills needs identified by the LEP and local authorities. The general further education colleges are large providers of technical education, but Bournville College and BMet also have significant A level offers. While the 3 sixth-form colleges concentrate on A levels for 16 to 18 year olds, they have also broadened their offer to include a wide range of BTECs and blended learning opportunities to their students. Joseph Chamberlain Sixth Form College also has a significant contract to deliver provision for adults.

Of the 7 colleges taking part in the review, 2 are inadequate, 2 RI, 2 good and one outstanding. Three of the colleges have significant deficits and are subject to financial notices of concern. This has to be resolved in reducing offers and large staff redundancies. One college reducing staff numbers by 400.

The colleges have distinct recruitment areas and there is little significant duplication in their offer with a significant number of courses provided in areas such as:

- advanced manufacturing
- construction
- health and social care
- science
- digital and creative
- business administration
- building and construction.

However, areas of the A level curriculum with low numbers at these colleges include music, dance and drama (page 18). Nor is there any indication that they offer any significant number of courses in the technical and production skills required for theatre, film, TV, video, online and new platforms.

Need for Better and More Innovative Schools for Disadvantaged Groups

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

In addition, the new BOA Stage & Screen Production school is also located in an area which is in a pocket of low standards where disadvantaged pupils are being particularly poorly served by local schools and where a new specialist, niche, free school could raise standards and improve opportunities for these pupils.

The West Midlands region has the second highest proportion of NEETS of the English regions, whilst Birmingham not only suffers from very high levels of but is also ranked the 6th most deprived authority in England. These pockets of deprivation are most heavily clustered around the city centre. These areas have a high proportion of the least advantaged socio-economic groups in England and significantly higher percentages of semi-skilled and unskilled workers than the national average. We need to improve educational & vocational training facilities for these young people.

The current need for an academy school which can provide vocationally focussed (and often disadvantaged) young people with the skills they need to meet the demands of this part of the creative industries labour market are as follows

- West Midlands region has the second highest proportion of NEETS in England i.e. 15.1% compared with the national average of 11.7%¹³. (Almost half (45%) of NEETS do not hold GCSE-level qualifications and almost a quarter (24%) have never had a job¹⁴).
- Youth Unemployment remains a significant challenge for the City (with 7,712, (9.8%), registered claimants aged 18-24 as at August 2014¹⁵).
- Birmingham suffers from high levels of deprivation, with 40% of the population living in SOAs (Super Output Areas) in the 10% most deprived wards in England, and Birmingham is ranked the 6th most deprived authority in England¹⁶.
- Birmingham is also ranked the third most deprived Core City after Liverpool and Manchester and is ranked the most deprived of all the Greater Birmingham and Solihull LEP authorities as well as the most deprived authority in the West Midlands metropolitan area¹⁷

¹³ House of Commons Library Services Briefing Paper on NEETS September 2016

¹⁴ Institute for Public Policy Research almost “No More NEETS” 2013

¹⁵ Birmingham Education Development Plan 2015-2020 (*BCC EDP Jan 2015, Education and Skills Infrastructure / Planning and Regeneration*)

¹⁶ Indices of Deprivation report 2015, published by the Department for Communities and Local Government

¹⁷ Indices of Deprivation report 2015, published by the Department for Communities and Local Government

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

- The pockets of deprivation are most heavily clustered around the city centre – with Hodge Hill being the most deprived constituency in the City and Sparkbrook, Aston and Washwood Heath being the most deprived wards¹⁸.
- These areas have a high proportion of the least advantaged socio-economic groups in England and significantly higher percentages of semi-skilled and unskilled workers (over 90%) than the national average (around 75%). There is a particular need to improve educational & vocational training facilities for children in these deprived wards.
- Some of these disadvantaged areas have large ethnic concentrations. As a result, many schools tend to be relatively ethnically homogeneous.
- 13.6 % of working age residents in Birmingham ¹⁹ have no qualifications at all (national average is 9%), whilst only 64.7% are qualified to Level 2+ (national average 73.6%) and only 49.4% are qualified to level 3+ (national averages is 56.5%). The qualifications levels of the residents of Birmingham are even lower than this once you factor in that the fact that the Solihull area on its own generally outperforms the national average

In the past British youngsters not on the A-levels–university academic track have been poorly served by our education and training systems, with the evidence pointing to three concerns²⁰

- The substantial minority of young people leaving school without decent qualifications, basic literacy and numeracy, or broader employability skills
- The variable quality of courses and qualifications in the further education and vocational training system
- The weak connections between that system and the changing needs and demands of the labour market (including the declining prevalence of British young people gaining work experience alongside their studies)

Our intention is that the technical vocational courses offered by BOA Stage & Screen Production will provide an alternative to more typical educational pathways and will help to fill the gaps in provision for young people at risk of becoming NEETS. Based on our previous BOA school experience our approach to education & training will also provide an attractive option for many disadvantaged and SEN students. It offers the stepping stone into work, apprenticeships or higher education.

Wider, Regional, Catchment Area

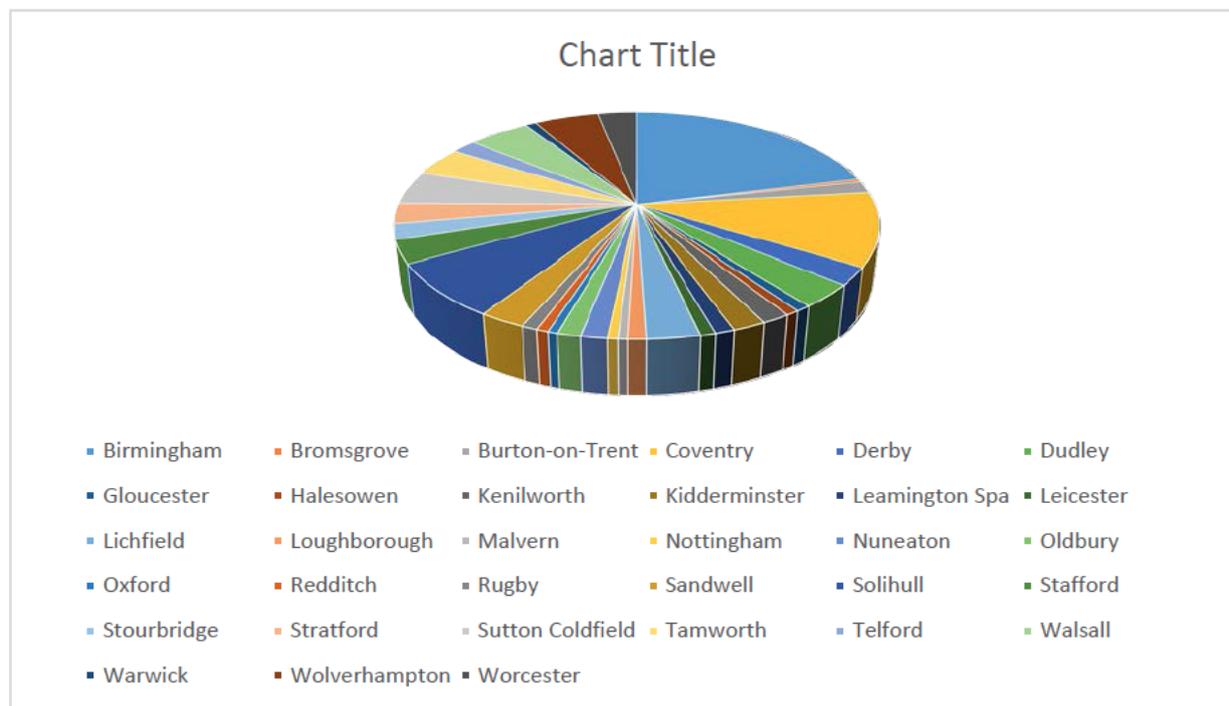
¹⁸ Dec 2015 report on Deprivation in Birmingham: Analysis of Index of Multiple Deprivation - Birmingham City Council ERP Group

¹⁹ 2016 Birmingham and Solihull FE Regional Area Review (RAR)

²⁰ Institute for Public Policy Research almost “No More NEETS” 2013

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

However, based on our previous experience, with the existing BOA school, we would expect the catchment area profile for students to BOA Stage & Screen Production, to see around two thirds of our intake coming from the wider West Midlands region and only one third from within the Birmingham & Solihull catchment zone.



Over 21% of BOA students come from the Birmingham area and almost 8% from Solihull – making this combined region the largest single catchment area for our students (29%). However over 60% of our students come from the wider West Midlands region (with 10% being based in Coventry alone) whilst a further 8% of our students come from outside of the West Midlands (including students who live in Derby, Leicester, Loughborough, Nottingham, Nuneaton, Rugby & Oxford).

As a result we have also extended our analysis of the need for good places for post-16 students to the entire West Midlands area. The BOA “West Midlands” catchment area includes 17 districts which are on the DfE’s Wave 13 list of Local Authority Districts that have been identified as having both the lowest standards and lowest capacity to improve (i.e. 17% of the total number of districts - despite only having 11% of the population of England)

In fact of the 30 districts that make up the West Midlands region 57% are considered as having the lowest standards and the lowest capacity to improve. This means the West Midlands region has almost twice as many poor performing districts when compared to England as a whole (where only one in three districts are considered to

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a 'pocket' of low standards where there is a very strong case for a free school.

be "poor performers") whilst the next poorest performing region is the North West which has only 47% of its districts on the DfE list.

In addition, we also have BOA students who commute from Leicester, Derby & Nottingham – all of which areas are also on the DfE list. This means that BOA currently takes students from a total of 20 of the DfE "targeted" districts. As such not only does the BOA Stage & Screen Production catchment area include almost one fifth of all of the "districts" targeted by the DfE under Wave 13 but the school is also based in the worst performing "education region" in the country in terms of numbers of districts in need of improvement.

Consequently, we believe that not only is the BOA Stage & Screen Production Academy located in a pocket of low standards but that when looked at on the regional basis that represents our student catchment area, it can also be considered to be within a very large number of "targeted zones".

How BOA Stage & Screen Production Will Meet These Needs

BOA Stage & Screen Production will create a centrally located Birmingham school that will develop the skills required by the local and national Creative Industries Sector & meet the social needs outlined above by

- Providing an academy in the catchment area of the most deprived inner city areas of the youngest and most diverse city in the country, Birmingham.
- Working closely with the some of the fastest growing creative organisations in the West Midlands region which are based in the wards surrounding BOA Stage & Screen Production
- Continuing the current success of BOA in attracting students from a very wide range of backgrounds – both from a socio-economic perspective and in relation to ethnicity & faith from across the West Midlands. (This diversity creates an inclusive but outward-looking environment in which students can learn to appreciate social & cultural differences and use this knowledge to better integrate themselves & others into society and the workplace.)
- Aiming to address the issues faced by British young people who choose not to follow the academic route to employment, (including those in the NEET Group) by developing students academically, vocationally, socially and morally so that they leave the academy as independent, co-operative, responsible, creative young people who will be well rounded, resilient and ambitious to both learn and work.
- Providing a unique range of learning experiences and opportunities which will prepare students for future employment in the creative arts sector and/or elsewhere.
- Promoting cultural inclusiveness for young people, which is currently a particular feature of the BOA ethos.
 - This will be enhanced by a wide-ranging and intensive programme of extra-curricular activities which provide students with experiences, skills &

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

friendships that they would never normally expect in the socio-economic environments that they come from.

- The BOA ethos linked with the BOA environment make BOA into a “melting pot” that staff and students alike are proud to be part of.
- Providing young people in Birmingham and the surrounding regions with the opportunity to attend a new specialist high performing school, offering technical, production & management’ vocational skills in the film, TV & theatre sector
- Setting up a school which we believe will be much more attractive to the type of less academically minded young people who might otherwise find themselves in the “Not in Education, Employment or Training” (NEET) category.
- Form part of the regeneration of central Birmingham as it expands and develops around the newly renovated Grand Central Station.
- Continue links with the Birmingham’s Creative Industries in Digbeth to connect local youngsters into this network of creative industries and the employment opportunities that they offer to the most socially and economically disadvantaged wards of central Birmingham.

By 2031, Birmingham aims be an enterprising, innovative, green city that has undergone transformational change²¹. The BOA Group of schools sit within the heart of these areas of regeneration. Much has already been realised with the new Library of Birmingham, Paradise Circus, New Street Station and the City Park. The tram system and HS2 expansion plans will add to the connectivity and increase the career opportunities.

The nearness of Birmingham’s Creative Industries in Digbeth & the City Centre to the most socially and economically disadvantaged wards of central Birmingham provides a clear opportunity for a local new school which can connect local youngsters into this network of creative industries and the employment opportunities that they offer. Indeed, a future in which a centrally located Birmingham school is able to provide the skills required by the local & national Creative Industries Sector is at the heart of this bid. BOA Stage & Screen Production will form part of the regeneration of this area of Birmingham.

Educational Underperformance

The current educational underperformance in the Birmingham area and the wider West Midlands region illustrates the need for a BOA Stage & Screen Production which can improve the quality of current provision. This issue is demonstrated by the following statistics

²¹ The Big City Plan

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

- Performance in secondary schools was reported as inconsistent across the region and Birmingham was singled out as one of the areas not improving as quickly as some of its’ neighbouring West Midlands authorities²².
- The performance of Birmingham’s secondary schools is poor when compared to its primary schools²³
- One in three of the Birmingham secondary schools assessed by Ofsted were underperforming²⁴ – with 15 rated as “requiring improvement” and 11 rated as “inadequate” out of the 82 schools assessed²⁵ (see www.compare-school-performance.service.gov.uk).
- Eight of the eleven schools rated as inadequate in the Birmingham area have, post-16 students and over half of these offer vocational courses
 - Around half of the schools rated as requiring improvement either are, or recently were, also “specialist schools” (mainly science or technology).
 - A much lower proportion of schools rated as either good or outstanding were specialist or vocational schools of this type.

BOA is currently bucking this trend of underachievement in specialist technical / vocational schools as is demonstrated by the following results.

Last years three results are as follows:

GCSE	2015	National (2015)	2016	National (2016)	2017	National (2017)
English	82%	65%	88%	60%	94%	70%
Maths	82%	63%	82%	61%	85%	71%
Science	79%	59%	80%	53%	83%	48%
Post 16	AAA		A*AA		A*A*A	

Our 2018 results are outstanding.

English 4-9 100%

Maths 4-9 88.2%

P8 +0.4

Post 16 AAB (this reflects the new rigorous external exams on the Btec courses).

We have an in-year trend of improvement in both attainment and progress. BOA is currently the top rated 14-19 school in the country. The 2018 GCSE results will place

²² Ofsted West Midlands Regional Report 2013/14

²³ Ofsted Report 2014

²⁴ See www.compare-school-performance.service.gov.uk

²⁵ Individual Ofsted reports 2015

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

BOA in the top 5% of Birmingham secondary schools with only 6 academically selective schools with stronger results.

In 2013, BOA was given an Ofsted rating of “good” with outstanding features and particular praise was given to our sixth form “*The sixth form is good. Students make good progress and benefit from a range of exciting enrichment activities*”.

Young people in the Birmingham area not only need of better performing schools but are also in desperate need of being able to select a high performing technical specialist school providing vocational training. As a result BOA Stage & Screen Production will

- Provide a higher quality alternative to many of the current under-performing local specialist vocational schools and colleges.
- Set up new educational facilities to break the spiral of deprivation in terms of changing aspirations in this deeply deprived area.
- Enhance local young people’s future by providing them with improved employment prospects
- Develop the enduring life skills needed by young people to help them to cope with the demands of the modern post-industrial society.

Need for greater choice & diversity

The current 16-18 provision in Birmingham is as follows

- Sixty-six state funded schools with sixth forms, including 19 local authority maintained and 47 academies.
- This included three free schools, a studio school and 2 university technical colleges –with most school pupils in the age range 16 to 18 are enrolled on “A” level courses.
- The three sixth-form colleges concentrate on A levels for 16 to 18 year olds, but have broadened their offer to include a wide range of BTECs and blended learning opportunities to their students
- Bourneville College and BMet also have significant “A” level offers. But currently RI and Inadequate. BMet also has a red notice on it’s curriculum offer.

The specialist vocational technologies sixth form colleges in Birmingham include:

- Aston University Engineering Academy (currently in RI);
- Dame Elizabeth Cadbury Technology College;
- Hillcrest School (A Specialist Maths and Computing College);
- Selly Park Technology College for Girls;
- Wheelers Lane Technology College;
- Cardinal Wiseman Catholic Technology College;
- Cockshut Hill Technology College (currently in special measures).

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

However, as indicated above, a significant number of these schools/colleges are underperforming and the majority focus on “more general” technical subjects such as applied sciences, business studies whilst the rest provide a very different set of courses from the BOA or the BOA Stage & Screen Production offer (e.g. sports, health & social care).

This situation is broadly similar across the rest of the West Midlands, with the number of technical vocational schools (such as City College Coventry) and University Technology College’s (UTCs) increasing in numbers – albeit from a relatively low level base. However, unlike the proposed BOA Stage & Screen Production none of these schools focus exclusively on specialised vocational training courses (such as BTEC) for technical theatre students.

The number of technical theatre schools has been increasing in other parts of the country. The expansion of these types of courses is part of a recognition in the education sector of the growing relevance and importance of providing young people with a more vocationally relevant technical theatre education. However, none of these new types of schools is in the West Midlands and most of them are targeted at university/FE college level students.

Given the general lack of good quality vocational training available for the “less academic” year 12 and year 13 students in Birmingham and the wider West Midlands area, and the virtual absence of technical vocational courses for the creative sector we believe that there is great need for a more diverse choice. This is particularly so given what we understand to be a skills shortfall/mismatch in this part of the creative sector:

- *“There is a broad range of anecdotal and primary evidence that occupations related to technical, specialised areas of work that run parallel to much of the creative work in the sector are increasingly in demand.”²⁶*
- A shortage of 6,000 vacancies for the extra 30,000 skilled workers that are forecast will be needed in offstage and backstage roles²⁷
- The Live events and theatre industry is increasingly worried sourcing the technical skills it needs for lighting, sound and stage.

This shortfall is partly due to the following factors

- Many backstage jobs “invisible” to young people who might otherwise be interested in employment in the sector.

²⁶ Creative and Cultural Skills in ‘Building a Creative Nation: the Next Decade P31

²⁷ Creative and Cultural Skills in ‘Building a Creative Nation: the Next Decade

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

- There has been a reliance on graduate recruitment but these do not live up to the job or salary expectations of the highly qualified arts and humanities graduate recruits - who then tend to leave the sector.
- The use of technical apprentices to fill back stage roles has only recently been acknowledged.

Innovative Approach Leading To Improved Outcomes

The vocational courses offered by BOA Stage & Screen Production will provide an alternative to the more typical educational pathways and also help to fill the gaps in provision for young people at risk of becoming NEETS. Moreover, because we already work so closely with our business partners we can ensure that the vocational skills gained will be able to match the business (skills gaps) needs.

Our ability to do this has already been demonstrated through the experiences of previous BOA students. As of 27/9/16

- At least 95% of the BOA 2016 cohort were still in education, employment or training.
- This included 53% at university, 17% in vocation courses and 17% in employment.
- The final figure for the 2015 cohort showed that 97% of students were in education, employment or training.

BOA Stage and Screen will provide a progression path for all young people to work in the creative industries of Theatre and Screen. The more ‘academically inclined’ will follow A Levels & Level 3 extended diplomas whilst the more vocationally inclined will have a more vocation option whilst ensuring they are fully equipped to enter the world of work.

Vocational courses not only provide benefits to the young people who go on them but also to the country as a whole. This was demonstrated through recent City & Guilds/CEBR research which estimated that a 10% increase in vocational skills over the next ten years would increase UK GDP by £163 billion by 2025, and that a 10% increase in the number of upper secondary school pupils enrolled in vocational education could lead to a 1.5% reduction in youth unemployment rates in the UK.

BOA Stage & Screen Production will help students to improve their chance of employment and job satisfaction by providing courses that will be innovative and relevant. Our innovative new curriculum will be at the cutting edge of technical and production arts training. It will be designed to meet the needs, aspirations and talent of the individual and enable students of all abilities to be challenged, nurtured and developed.

BOA Stage & Screen will be a regional academy. Given its geographical context and lack of academic qualifications to gain entry, we anticipate a number of students will

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

have a deficit; their literacy and numeracy skills will be below the national expected level. We also imagine they may well have EAL and be in danger of being NEETS if there is no provision. BOA will ensure provision will be in place to support these students beyond first level teaching.

Students who join BOA S&S will do so via an aptitude test in their chosen specialism. It will not be based on academic merit but the ability to demonstrate aptitude in the area of technical and production skills. BOA S&S will offer its students the opportunity to specialise in the administration, technical and production skills required for theatre, film, TV, video, online and new platforms. Much of the training will be delivered through project specific learning.

Please tick to confirm that you have provided evidence as annexes:



If your proposal clearly does not meet the above criteria, it is unlikely to be assessed any further – regardless of the demand you are able to demonstrate for the school. Therefore, ensure that all evidence of need for your school is included in this section of your application.

Section C – Vision

C1 – Vision

BOA Stage & Screen Production will be a Birmingham city centre based regional academy but will be attended by students from the wider West Midlands region. The new school will be a 16-19 academy for vocationally orientated students who wish to specialise in the technical and production skills required for theatre, film, TV, video, online and new platforms.

Based on experience with the existing BOA school and the predicted profile of new students, we would anticipate that around two thirds of our intake will come from the wider West Midlands region and only one third from within the Birmingham & Solihull catchment zone. The school will have an annual intake of 150 new year-12 students.

Given its geographical context & lack of academic qualifications to gain entry we anticipate a number of students who will attend will have a deficit; their literacy and numeracy skills will be below the national expected level. We also imagine they may well have EAL and be in danger of being NEETS if there is no provision. BOA will ensure provision will be in place to support these students beyond first level teaching.

Students who join BOA Stage & Screen will do so via an aptitude test in their chosen specialism. It will not be based on academic merit but the ability to demonstrate aptitude in the area of technical and production skills. Students who apply and are

C1 – Vision

given places on these courses will be passionate about working in the technical, production and administration side of Theatre & film/TV. All students will be taught in mixed ability groups. Much of the training will be delivered through project specific learning. The students will be supported, taught and coached via tutors (teachers) and in partnership with industry professionals. BOA's track record of working with both industry professionals and on international projects will enable us to give BOA S&S students individual opportunities to relate their learning to the world of work.

Our intention is that the technical vocational courses offered by BOA Stage & Screen Production will provide an alternative to more typical educational pathways and will help to fill the gaps in provision for young people at risk of becoming NEETS. Based on our previous BOA school experience our approach to education & training will also provide an attractive option for many disadvantaged and SEN students. We are equally successful and pride ourselves on personalising the route through from entry to progression out of the institution.

The West Midlands region has the second highest proportion of NEETS in English regions, whilst Birmingham not only suffers from very high levels of but is also ranked the 6th most deprived authority in England. These pockets of deprivation are most heavily clustered around the city centre where the new school would be located. These areas have a high proportion of the least advantaged socio-economic groups in England and significantly higher percentages of semi-skilled and unskilled workers than the national average. We need to improve educational & vocational training facilities for these young people.

The West Midlands catchment area also includes 18 districts which are on the DfES Wave 13 list of Local Authority Districts with both the lowest standards and lowest capacity to improve. This represents 60% of the 30 districts that make up the West Midlands region. As such the area not only includes many of the "districts" targeted by the DfE but is also located in one of the worst performing "regions" in the country.

In the past British youngsters not on the A-levels academic track have been poorly served by our education and training systems, with a substantial minority of young people leaving school without decent qualifications, basic literacy and numeracy, or broader employability skills. This is partly down to the variable quality of courses and qualifications in the further education and vocational training system and partly due to the weak connections between that system and the changing needs and demands of the labour market (including the declining prevalence of British young people gaining work experience alongside their studies).

BOA is currently bucking this trend of underachievement in specialist technical / vocational schools as is demonstrated by our exam results. Young people in the Birmingham and West Midlands area not only need better performing schools but are also in desperate need of being able to select a high performing technical specialist school providing vocational training. BOA is hugely year on year over subscribed.

The number of technical theatre schools has been increasing in other parts of the country. The expansion of these types of courses is part of a recognition in the education sector of the growing relevance and importance of providing young people

C1 – Vision

with a more vocationally relevant technical theatre education. However, none of these new types of schools is in the West Midlands and most of them are targeted at university/FE college level students.

Given the general lack of good quality vocational training available for the “less academic” year 12 and year 13 students in Birmingham and the wider West Midlands area, and the virtual absence of technical vocational courses for the creative sector we believe that there is great need for a more diverse choice. This is particularly so given what we understand to be a skills shortfall/mismatch in this part of the creative sector:

The combination of the BOA school & the proposed BOA Stage & Screen Production school will provide a progression path for all young people that want to work in the technical/production side of television, film & theatre. Whilst the more “academically inclined” students will be able to follow “A” levels & BTEC courses progressing to higher education. The less able will be nurtured and will follow less academic qualifications which will lead to apprenticeships or the world of work.

Our innovative approach includes basing much of the teaching in real-world theatre & study venues. These will include The Old Rep (the 100+-year-old Birmingham theatre venue that we manage), the new state-of-the-art BOA Academy Theatre, Birmingham Rep Theatre, the Hippodrome Theatre, PRG’s warehouse & workshops in Longbridge Birmingham and the studios at both Maverick TV & the BBC studios in the Mailbox. With such partners we will be able to provide vocationally focussed creative sector students with real life technical training experience, in first class facilities, embedded within an industry/educational context.

The Business need for a BOA Stage & Screen Production academy is based on a range of national, regional and local factors. Locally, Performance art / events venues (theatres, concert venues, studios etc.) are experiencing significant technical skills gaps – with some 40% of organisations in performing arts, film and TV in the Birmingham, Solihull and Black Country areas reporting recruitment difficulties. Technical production skills are in short supply with some 82% of organisations contacted citing a lack of applicants with the required skills and 78% a lack of applicants with the required work experience - with anecdotal evidence (e.g. Birmingham Rep) suggesting that some organisations have had roles in their facilities / production team that have been vacant for two years because they cannot find the people with the right skills to fill them on a permanent basis.

The region has almost 40 theatres & live performance venues (including the prestigious Symphony Hall, the Birmingham Rep, the Barclaycard Arena and the Hippodrome) as well as a range of events & arts venues and production studios (such as the National Exhibition Centre (NEC) and the BBC studios in the Mailbox centre) all of which need technical “production & events” staff. There are a considerable range of full-time film/theatre job opportunities outside the West Midlands – with around 1,000 theatres nationally and over 200 in the London area

C1 – Vision

alone - plus a wide range of production studios, event venues and college & university performance sites. There has been considerable recent expansion in other performance venues – such as cruise ships, hotel complexes, “outdoor” concerts arenas (including football stadiums) and with touring companies.

Our overarching aims and objectives can be summarised as:

- Creating a diverse pool of professionals for the creative industries of Film, TV and Theatre
- Provide education and training which offer a wide range of opportunities to satisfy both the individual’s needs and those of the economy in terms of level of knowledge, skills and competences.
- Support employability and productivity of jobseekers within the context of the changing labour market.
- Assist vulnerable/disadvantaged groups to develop skills and take up productive work by customising the training to meet specific needs.
- Promote lifelong learning and increase the appreciation of the creative industry job market.
- Support a wider and diversified pool of creative industry skilled practitioners.
- A reduction in the skills gaps and shortages in the screen and Theatre sector.

Given the anticipated shortages for both technical and production staff, we believe this is excellent timing for us to open BOA Stage & Screen Production as a career progression facility into the world of work or higher level apprenticeships.

Targets

- 1) All students will leave BOA Stage & Screen with a qualification. 100% qualified in a vocational creative industry award
- 2) There will be no NEETS – All students will progress into training, apprenticeships or Higher Education.

OVERARCHING VISION – THE BOA MAT

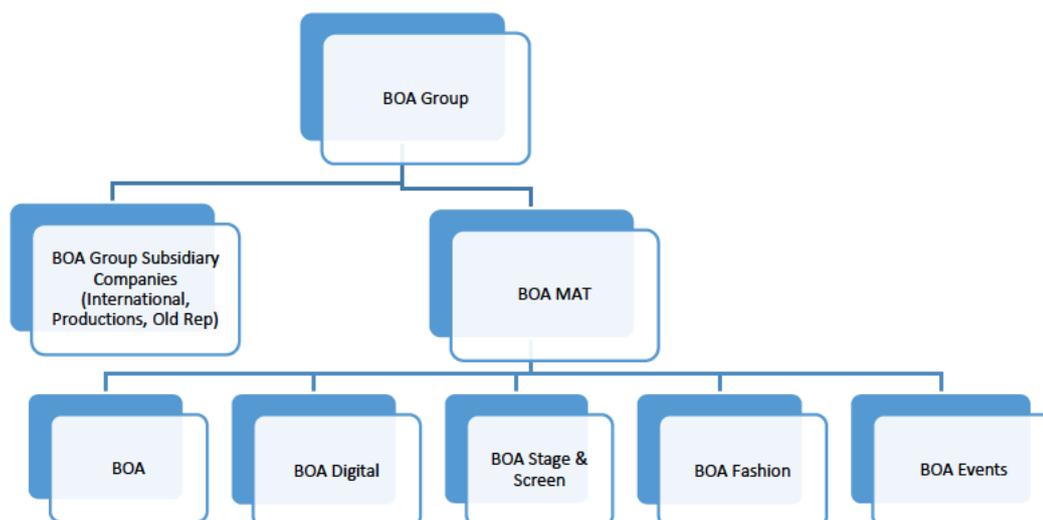
The existing Birmingham Ormiston Academy (BOA) is a regional 14-19 academy specialising in Creative, Digital and Performing Arts. BOA originally opened in September 2011 taking students from Birmingham and the wider West Midlands region and with the support of two major founding partners, Maverick TV and the BRIT School. We now have numerous creative and industry partners including the BBC and PRG (the largest global lighting and sound company) both of which are trustees of the BOA Group. These creative industries partners help BOA to design develop and deliver our programmes of study and also provide funds, expertise & work experience.

In the seven years since its opening, BOA rapidly gained a reputation as a centre of excellence for the arts and is now hugely oversubscribed. Since 2016

BOA has been ranked the top “14-19 school” in the country as well as being in the top 10% of schools as a whole in the Birmingham area. We believe our 2018 results

C1 – Vision

will place us in the top 5%. We are now building on our success to create a Multi Academy Trust (MAT) of five specialist academies.



We aim to build on our current offer by making each academy (school) uniquely individual but with synergy across the group. Ensuring key partners are both on the Board and represented on the Boards we will continue to develop the strong outward facing ethos in which students and staff benefit from a network of expertise and opportunities from partners and industry curriculum affiliates. All of our industry partners including the BBC are supportive of both our intention of expanding into a MAT and of the specific development of BOA Stage & Screen Production (especially as both BBC 3 and the BBC Academy have recently moved to Birmingham). All of these partners have made it clear that they will continue to offer high levels of support, investment, expertise and opportunities for our students and for our academies.

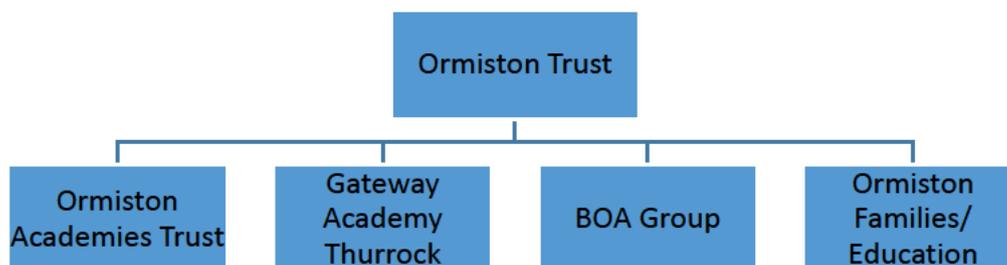
Following the recent, successful, submission of our “BOA Digital” Free School application (approved in April 2017 and due to open 2021), our BOA Stage & Screen Production application represents the next phase in our longer term MAT plan. The following chart illustrates how BOA MAT & BOA Stage & Screen Production fit into the overall BOA Group structure.

We do not seek to replicate BOA but intend to build on its success and approach. Each academy within the BOA MAT group will be unique yet complementary to each other. There will be synergy across the BOA group to best support the individual’s needs and to ensure outstanding progress. The subsidiary companies within the BOA group will provide exciting work based opportunities and projects.

BOA Group is also an independent part of a wider group, The Ormiston Trust (OT) - who along with Birmingham City University were the original principle sponsors of BOA. The Ormiston Trust is a multi-academy sponsor of over 30 academies

C1 – Vision

operating across the country. The Ormiston Trust began sponsoring academies in 2006 and created Ormiston Academies Trust (OAT) in 2009 to run its' newer academies. However, Ormiston Trust (OT) retains the responsibility for two of the original academies in the Ormiston network, The Gateway Academy, Thurrock and Birmingham Ormiston Academy (BOA) - both of which are companies limited by guarantee with their own full governing bodies.



As a part of this wide group of academies BOA have access to the expertise, support and resources of the Birmingham based Ormiston Trust (OT) and their subsidiary the Ormiston Academies Trust (OAT). We will also be able to build on their experience in establishing over 30 new academies over the past 10 years.

Section D – Engagement with parents and the local community

D1 – Successful engagement with parents and the local community

Over the past year we have been actively engaging with a range of potentially interested parties both nationally, regionally and with the local community. BOA runs and manages two theatres. One of these being the Old Rep theatre. The oldest repertory theatre in the UK. We are part of “Culture Central” and have significant links with the vast array of theatres, arenas, art centres and conference centres in the city and surrounding areas. We work in collaboration with these venues in the area of programming and this sector is often serviced via casual staff so a number of staff work across the venues. We are therefore acutely aware of the shortages and difficulties in recruiting cultural venue technicians. Maverick TV (part of the larger All 3Media group), the BBC and PRG (the largest global lighting company) are all Board Members. We support the film company ‘working titles’ with their new film school and have been part of the consultation process for Channel 4 potentially moving their HQ to Birmingham. Within both the screen and theatre sector there is a lack of admin, technical and production skills and personnel. We know we have the support of our industry partners to promote and

D1 – Successful engagement with parents and the local community

deliver our courses to help them attract a diverse workforce. These engagement activities have included:

- Engagement with parents, the local community and industry
- Meetings and discussions with Midlands Art centre, The Hippodrome, Birmingham Rep, The Crescent, Town hall, Cultural centre, Arts Council, NEC, BBC, C4, Maverick TV and PRG
- Meeting with Birmingham City Council (BCC)
- Visiting potential sites proposed by BCC
- Loading a description of the proposed 'BOA Stage and Screen Production' website
- Informing all current parents
- Informing our Alumni
- Informing the RSC
- Running a Facebook campaign targeting potential students
- Market research via our Theatre and BOA open week
- Discussing at board meetings
- Making a formal notification about BOA Stage & Screen (now known as BOA Stage and Screen Production) to New Schools Network and the DfE
- Holding staff briefings

The parental responses at both parent evenings and at open events were 100% in favour of opening such a school. Clearly this was a target market, many of whom will find their children cannot attend BOA because of our over subscription. There was obviously a common interest, with no competition as there isn't another college or school offering these courses with this level of industry exposure.

Between submitting the 'BOA Stage and Screen' application and the DfE interview we will continue to update our website. We will also continue to research the position of our Alumni and current cohort in respect of sibling applications. In addition we plan to arrange a series of focus group meetings with potential students and to arrange an information/awareness raising event to determine the level of interest within the city. We will work with the city to ensure that the hard to reach, disadvantaged and SEND students have access to our marketing campaigns. The aims of the focus groups will be to

- Facilitate better understanding by parents, potential feeder schools etc. of 'BOA Stage and Screen' and increase awareness of the various career opportunities available in this sector.
- Provide more feedback from parents of potential students than is possible from questionnaires and emails
- Help design the publicity and promotional materials for when the student recruitment process begins
- To fully understand the needs of our industry partners and what they can offer as support and work experience opportunities

Should BOA Stage and Screen proposal be successful we plan to

D1 – Successful engagement with parents and the local community

- Develop and run an intensive marketing campaign
- Write to all schools in the wider West Midlands
- Commence radio, newspaper and bill board campaigns about the proposed new school
- Place physical banners on the BOA, BOA Digital and Old Rep sites
- Use our huge external digital screen to promote the new school
- Organise a stall at key events such as Education show, ASCL conference and BEP events
- Hold a Chamber of Commerce breakfast meeting
- Organise a regional consultation exercise
- Develop specifically targeted events at the Old Rep Theatre
- Ensure we have a strategy to reach the diverse young people in the city.

Having opened a new oversubscribed school from a stand still position (and BOA digital due to open shortly), we have experience in marketing new academies.

We know how to ensure parents, students and any other key groups in the area will be able to come to an informed opinion about the BOA Stage and Screen School.

These consultation exercises will also help to ensure that the curriculum will be both popular with students but satisfy the creative industry.

Section E – Education plan: part 1

	Year of opening	+1	+2	+3	+4	+5	+6
Year 12	150	150	150	150	150	150	150
Year 13		150	150	150	150	150	150
Totals		300	300	300	300	300	300

Section E – Education plan: part 2

E1 – Curriculum plan

If you are applying for more than one school and they will be the same phase, please provide one version of Table E1. However, you should set out how your curriculum plan will be adapted for each school in response to differences between cohorts.

If any of the schools you are proposing will not have the same curriculum plan (e.g. different phase, curriculum, specialism, and/or approach to teaching and learning), you may find it simpler to provide more than one version of this section.

All applicants will need to complete this section, but you will need to give us different information depending on your group's experience and the type of provision you are proposing. Please:

- Complete Table E1 with subjects and hours, including any enrichment time;
- Use the space provided in box E1; and
- Refer to Section E1 of the [how to apply guide](#) for what should be included in this section.

Please note that you may find it useful to split this table and provide information relevant to each key stage that you are proposing.

Table E1			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
<u>YEAR 12</u>			
Administration / Technical / Production Courses for Film, TV & Stage <ul style="list-style-type: none"> • Introduction to Film, TV & Theatre Industry • First Aid Health & Safety • Green Champions 	14 hours	C	All students will do the first 3 units. They will then specialise in a number of areas over 6 projects. One unit must be from the administration and management production units. 6 projects over 5 weeks each working from a script to realisation. Students can choose an area to work on in either technical or creative production. 4 hours per week will be spent on a project working from a script.
Creative Production Units <ul style="list-style-type: none"> • Set Design & Set Construction • Scenic Art • Prop & Prop Procurement • Costume design, Making and wardrobe management • Wigs and wig management 			

<ul style="list-style-type: none"> • Make-up <p>Technical Production</p> <ul style="list-style-type: none"> • Grips for Audio-Visual • Intro to camera Department • Sound Technician Assistant • Lighting for Film, TV & Theatre • Physical & Special Effects <p>Aministration and Management</p> <ul style="list-style-type: none"> • Scheduling and Programming • Location • Legal and budgets • Front of House • Events 			
<p>Collaboration Project</p>	<p>4 hours Part of the 14 hours above</p>	<p>C</p>	<p>A project based on a script which will bring the students together to work collaboratively on a real production. The project will ensure the work is relevant and outcomes will be demonstrated at a planned showcase/performance</p>
<p>Personal Development Time</p>	<p>2 hours</p>	<p>C</p>	<p>To ensure students are equipped with a broad, practical, social and emotional education. The programme will cover areas of compliance, IAG, PREVENT, progression and futures.</p>

Maths and/or English GCSE Resit	2.5 or 5 hours	C	Any student who did not achieve a good grade in GCSE Maths or English.
A Level Offer	5 hours	V	Students may take one or two additional A Levels at our sister schools.
<u>YEAR 13</u> Students will specialise in two of the option subjects above	14 hours	C	A more specific, focussed approach to their main area of study.
Work Experience	At least 2 weeks (over the course of the year)	C	Work experience with one of our industry partners/professionals.
Personal Development Time	2 hours	C	As above.
Maths and/or English Resit	2.5 or 5 hours	C	As Above.
			Students may take other units as as enrichment. i.e wig making or wig management i.e introduction to make-up

[Add more lines as appropriate]

Length of school day , including any enrichment time.	The school day will be long and flexible. The day will be 9am until 4:15pm with enrichment from 4:15pm-5:15pm. However, given the industry and environment the students will be working in these days will often start late and finish later. (i.e if students are working on theatre performances or live TV shows). Evening & weekend work will be common practise in Year 13 as they work on final major projects.
--------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

BOA Stage and Screen will offer a unique approach to the education of administration, technical and creative production skills for film, television and theatre. We will combine knowledge, understanding and skills within a practical context where students have real briefs and issues to solve relating to the industry and environment of stage and screen. We will provide a range of learning experiences and networking opportunities, which will prepare students for the world of work.

In Year 12 students will gain a broad knowledge and understanding of the industry, skills and job opportunities. However, we anticipate students will fall into three categories.

- Creative production (set, costume, make-up, props, wigs)
- Technical production (lighting, sound, camera, post production, editing)
- Administration & management (budgeting, front of house, location, scheduling, publicity, marketing, events)

The real appeal and strength of BOA S&S is its focus on employment within the industry. This sector is keen to attract young, diverse new talent. Its aim will be to support each student's individual needs and to differentiate the curriculum to ensure each student is supported to maximise their potential. BOA is well aware of individual, local and industry needs and will adapt to best serve the necessary provision.

Students who join BOA S&S will do so via an aptitude test in their chosen specialism. It will not be based on academic merit but the ability to demonstrate aptitude in an area of technical and production skills.

Given it's geographical context and lack of academic qualifications to gain entry we anticipate our intake to be diverse. We will have both highly practical and academic students working alongside students who have struggled in education with core skills and may well be below the national expected levels. A significant number may well have EAL and be in danger of being NEETS. BOA will ensure the provision is in place to support these students beyond first level teaching and will personalise their journey through the academy.

All students will be taught in mixed ability groups. Current attainment will be reflected in the six weekly grade collection. Regular checking and RAG (Raising Achievement Group) meetings will ensure each student is discussed to determine their personal pathway through BOA S&S is successful and that they receive the most appropriate and emotional support.

Students who have failed to secure a good grade at GCSE in either Maths or English will continue to study these in Year 12 (and 13 if necessary).

BOA S&S will offer its students the opportunity to specialise in the administration, technical and creative production skills required for theatre, film, TV, video, online and new platforms. Much of the training will be delivered through project specific learning. The students will be supported, taught and coached via tutors (teachers)

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

and in partnership with industry professionals. BOA's track record of working with both industry professionals and on international projects will enable us to give BOA S&S students individual opportunities to relate their learning to the world of work. In Year 12 the knowledge and skills acquired at BOA S&S will be broad and generic within the field of administration, technical and creative production arts. In Year 13, students will focus vocationally on one or two more specific administration / technical / production training experiences.

We will provide training which is at the forefront of the sector; responding to the needs of both the student and sector requirements.

BOA S&S will also have a strong emphasis on the literacy, numeracy, creativity, business and entrepreneurial knowledge and skills. Students will be working on projects and in environments where not only the academic and technical knowledge and skills are transferable but also the ethos which underpins the pedagogy of creative thinking and arts based competencies. There will be a day to day culture of strong good practice through team work, open questioning, risk taking, problem solving, using imaginative approaches to finding answers, making connections and critical reflection.

Applied learning and employer engagement will link learning experiences to the real world, creating authentic learning opportunities. All aspects will be delivered in 'live briefs'. The aspirations will be high with a common sense of purpose.

Flexible timetabling and a stimulating environment which celebrates creativity, problem solving and risk taking will lead to less compartmentalised learning so students can see the big 'inter-contextual' picture.

Drawing on BOA's success of using their creative industry partners in designing, developing and delivering the curriculum, BOA S&S will draw on the local and national creative industries to support and deliver the practical based projects which will be at the heart of the pedagogy.

BOA has some outstanding industry partners. These partners support and endorse in a variety of ways. BOA S&S will build on these outstanding partnerships, introducing new local partners and using their facilities and expertise to best effect.

As much as possible creative teaching and learning will be at the heart of our academy. It encourages and stimulates students achievement through practical learning and assessment based on applied knowledge and understanding of the relevant subject areas. Our courses will provide considerable opportunities for teamwork and in depth study based upon specialist activities.

As with BOA, teaching and learning will be outstanding. BOA S&S staff will have an exceptional subject knowledge. They will plan and deliver lessons with confidence

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

and have relationships that motivate and inspire. They will have the capability to help students develop resilience and independence, use probing questions to encourage students to discuss their ideas, carry out systematic checks on rapid progress and have clear evidence of personalisation.

Opportunities for spiritual, moral, social and cultural development will permeate the curriculum alongside discrete PSHE and learning to learn lessons. The development of character and resilience will be an overarching aim for our students. The dynamic and diverse city of Birmingham offers very specific challenges and opportunities. We will ensure we shape our curriculum offer and project based learning to be as inclusive as possible so all can participate with enthusiasm. We aim to replicate the ethos and culture of BOA at BOA S&S to ensure all students, irrespective of faith or ethnicity, work together for a common purpose within a climate of mutual support and respect.

BOA has a comprehensive and detailed programme of study to adhere to our obligations under the PREVENT Agenda. Through our Personal Development Time there will be a strong emphasis on IAG and progression.

Both tutors and the student support teams will work with students who decide a career in the creative and technical industries is not for them. Many of the skills students will acquire will be transferable. Within a pedagogy which emphasises innovation, creativity, teamwork and enterprise, the specific opportunities to collaborate and work alongside industry partners will permeate the curriculum and its design.

Our curriculum will be designed to meet the needs, aspirations and talents of the individual. It will blend traditional learning with professional, project and work based. BOA S&S will be at the cutting edge of technical and production arts training. The curriculum will be designed to enable students of all abilities to be challenged, nurtured and developed. All students will graduate with literacy, numeracy, administration, management, technical and personal skills. They will be well rounded, confident, articulate individuals. Technical and creative thinkers. Entrepreneurs who are able to take risks and learn from their mistakes.

There will be a strong emphasis on personalising learning to include:

- All students will have a tutor learning mentor to track progress and support
- Individual learning plans with all students actively involved in their creative development and review
- Advanced technologies and VLE to provide 24-hour access to an online platform
- Extra support for students who need additional support

We have two key targets.

- All students will leave with a vocational qualification in technical production arts

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- No student will be NEET

What do we mean by Administration, Management, Technical & Creative Production Courses?

Career roles in these four areas within film, TV, theatre, online platforms, cruise liners, arena venues, hotels etc. are vast. BOA S&S aims to give a breadth of technical training and opportunities. Our curriculum will give a solid foundation in the following:

Creative Production

- Set design Set construction
- Scenic Art
- Props
- Prop Procurement
- Costume / Wardrobe Management
- Wigs & Wig management
- Make up

Technical Production

- Lighting
- Technical Maintenance
- Electrical Installations
- Stage Technology and Technical Operations
- Sound Design and Operations
- Special Effects
- Visual Imagery
- Camera
- Post production and Editing

Administration and Management

- Scheduling and Programming
- Location
- Legals
- Budgeting
- Events

Our course is entirely vocational. The course combines in depth technical instruction from both tutors and working professionals working on project based tasks.

The industry requirements for such skills is growing:

- TV
- Film
- Radio
- Online platforms
- Conference
- Events
- Cruises
- Elaborate window displays

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- Large hotels
- The entertainment business in general

Year 12 (First Year)

The course in Year 12 will be broad. It will cover both practical training on specific areas as well as generic organisation, management, producing and budgeting skills. There will be a strong emphasis on the exploration of scripts as well as areas of compliancy and health and safety. The basic introduction to film, TV and theatre will cover a broad knowledge of the skills of competencies required within the industry.

Year 13 (Second Year)

Students will specialise in specific topics within the main areas of Creative, Technical or Management Production. All students will be guaranteed at least a weeks work experience placement with a creative industry. (it's likely to be much more)

We aim to give our students a wide range of specialist experiences to give them the confidence to engage with this large and growing area. Our students will have the opportunity to develop a set of competencies that will enable them to go into the world of work or move onto further training.

We will promote the area of technical, creative production and management opportunities in the widest sense. Technical, creative production and management jobs are exciting, diverse and global. The courses and projects on offer will reflect this, as will our breadth of industry partners.

BOA S&S will be the workforce of the future. We aim to introduce them to initiatives and projects on the first day. They will be immersed in a project with our creative industry partners, reflecting how BOA operates. From the outset they will be relating their learning to the world of work and understanding the relevance to the real world.

Students will gain a BTEC Level 3 in production arts. Depending on the students academic ability we will personalise the course. It is our aim for strudents to follow the level 3 extended diploma (equivalent to 3 A Levels) However, the course can be differentiated to accommodate the level 3 diploma (2 A Levels), the level 3 90 credits (equivalent to 1.5 A Levels) and even the 60 credit AS Level.

These courses are designed to underpin much of the knowledge of understanding for occupational standards. Students will also be offered additional occupational and leadership quialifications i.e. ABTT Awards framework and ECVET credits. This can be via double awarding or enrichment.

We are currently working with a high profile vocational conservatoire about qualification development. They are exploring the possibility of developing an Advanced General Qualification with content based on leadership and project management, work experience and industry links.

We are also working with one of the main exam boards to design and develop courses in both digital technology and technical and production arts.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Courses will be built around real life scenarios and projects that require students to collaborate across pathways, designing for live performances within BOA and in the wider community. Practical subjects studied in year one of this two-year course include (but not limited to):

- Scenic Design, Model Making and Scenic Construction
- Lighting Design and Operation
- Prop Making
- Costume Design, Garment Construction, Wardrobe Management
- Stage Management and Production Planning
- The Performing/Production Arts Industry
- The Historical Context of Performance and Theatrical Production

These skills and techniques will be explored and developed through a range of large scale performance projects. Students will also be given the opportunity to take part in specialised work placements which will deepen their subject knowledge and provide an invaluable insight into the professional workplace. Additional experiences will be offered via an enrichment programme.

Year 2 will enable students to experience additional responsibility within their chosen area of study taking on a particular creative role of their own choosing in order to hone their skills. Students will develop their knowledge of the industry in preparation for embarking on their chosen career path.

However, the BOA S&S syllabus will include considerably more vocational/technical studies, projects and work experience which will aim to cover all aspects of technical theatre and backstage work including:

- lighting,
- moving lighting,
- sound,
- stage management,
- live events planning,
- electrics,
- Crewing and maintenance.

Students will be working with some of the latest industry equipment and practitioners whilst gaining knowledge and practical experience. In order to develop the industry required skills students will work as Technical Crew on a variety of productions and events, supporting theatre productions, music gigs, conferences, awards ceremonies, photo shoots and fashion shows. As well as working on in-house shows students will also be given opportunities to work with industry specialists on work experience projects. Although most of this work experience will take place at The Old Rep Theatre, BOA TV Studio, BBC Mailbox, PRG (Longbridge) and the in-house BOA theatre, many students may have the opportunity to work at other local theatres or production studios.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Course units straddle administration, management, technical and creative production units. These units will form part of their BTEC and occupational accredited courses, but are geared towards the world of work, apprenticeships and HE.

Students will learn by completing projects and some written assignments that are completed only whilst working on realistic workplace situations, to enable them to gain the experience needed to pursue a career in the production industries.

Students will spend approximately eighteen hours a week either on BOA S&S premises or at The Old Rep having taught sessions by their tutors. They will be expected to match this time with their own preparation, research and independent study per week. During production periods they will be expected to spend more time at the academy, including evenings and weekends in order to undertake and keep to rehearsal and planning schedules.

We believe that it is essential that production students see as much relevant theatre and film/TV as they can. Therefore, we will arrange regular trips to the theatres and studios across the county to see a variety of work produced. Termly outings will include a range of theatre shows, professional workshops and workplace related activities. In addition, we organise annual trips for students to “theatre hotspots” such as New York, Italy, Paris and London as well as to popular “location shoot” venues such as Malta (where we have a special relationship with a local university and the Maltese Film Commission).

The course we provide will offer a wide range of specialist experiences and opportunities and could lead to higher education, the world of work and apprenticeships. Our students will develop a varied range of competences to go into the world of work or move into further training. BOA S&S will offer experience in:

- Responsibility for both the artistic, technical sides of the stage and screen and its productions
 - Design of lights, sound and set
 - Management of technical teams
 - Make and source props
 - Operation of sound and lighting equipment
 - Crew live performances
 - Cue shows
 - Ensure all elements of production are operational
 - Work closely with performers and directors to ensure artistic vision
 - Compliance with strict health and safety guidelines
 - Managing the day to day running of the theatre, including front of house duties
-
- Promote technical, production and management opportunities and training which is at the forefront of the sector; responding to the needs of both the student and sector requirements
 - Project specific learning with our creative industry partners & ability for each student to relate their learning to the world of work and understand the

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

relevance to the real world. This will be in an environment where not only the academic and technical knowledge and skills are transferable but also the ethos which underpins the pedagogy of creative thinking and arts based competencies.

- Applied learning and employer engagement to link learning experiences to the real world, creating authentic learning opportunities.
- A day to day culture of strong good practice through team work, open questioning, risk taking, problem solving, using imaginative approaches to finding answers, making connections and critical reflection
- Flexible timetabling and a stimulating environment which celebrates creativity, problem solving and risk taking will lead to less compartmentalised learning so students can see the big 'inter-contextual' picture.
- An aptitude test in each students' chosen specialism which will enable them to demonstrate aptitude in the area of technical and production skills, rather than being based on academic merit
- Regular feedback on current attainment through six weekly grade collection.
- RAG (Raising Achievement Group) meetings to ensure each student can determine a successful personal pathway through BOA S&S and thereby receive the most appropriate and emotional support
- The opportunity to continue to study either Maths or English will in Year 12 (and 13 if necessary) if they have failed to secure a good grade at GCSE.
- Strong emphasis on the literacy, numeracy, creativity, business and entrepreneurial knowledge and skills.
- Courses which provide considerable opportunities for teamwork and in depth study based upon specialist activities
- The opportunity to specialise in the technical and production skills required for theatre, film, TV, video, online and new platforms.
 - Broad and generic knowledge and skills within the field of technical and production arts during Year 12
 - The chance to focus vocationally on one or two more specific technical/production training experiences in Year 13.
- Opportunities for spiritual, moral, social and cultural development, alongside discrete PSHE and learning to learn lessons.
- Development of character and resilience
- Provide Personal Development Time with a strong emphasis on IAG and progression, particularly with students who decide a career in the creative and technical industries is not for them
- The opportunity to gain a BTEC Level 3 National Diploma, ABTT Awards and ECVET credits.
- Strong emphasis on personalising learning with the provision of a tutor learning mentor to track progress and support including

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- Individual learning plans with all students actively involved in their creative development and review
- Advanced technologies and VLE to provide 24-hour access to an online platform
- Extra support for students who need additional support
- Develop skills potentially leading to employment opportunities in a range of fields
- Develop transferable skills developed will enable students to find work in various industries i.e. Customer Service, Project Management, Team Leading, Professional Development, Recruitment, Sales, Media, Events Management, Teaching and Advertising.
- Gain experience in Theatre front of house operations, Arts administration, Assistant stage management, Deputy stage management, Legal aspects in performance and production, Product placement

How – Curriculum Plan

The BOA Group has an ambitious vision for a small number of schools committed to providing a high quality and distinctive education. Each of the BOA group academies will be unique yet complement each other. There will be synergy across the BOA group to support individual needs and ensure outstanding progress. We do not seek to replicate BOA but intend to build on its success and approach. There will be a programme of support for both SEND and EAL students.

BOA has a track record of working with industry professionals and uses their creative industry partners to design, develop and deliver the curriculum. BOA S&S will draw on the local and national creative industries to support and deliver practical based projects which will be at the heart of a pedagogy which emphasises innovation, creativity, teamwork and enterprise. BOA also has some outstanding industry partners - both PRG (global lighting company) and the BBC are trustees on the BOA Board.

The overall training programme consists of approximately 19 units (courses) which aim to provide a solid foundation for participants when working in the stage and screen industry. It is intended that the overall training programme enables students to acquire the necessary skills for them to gain employment in this sector. Students will choose the creative, technical or administration/management areas of stage and screen.

The rationale underpinning these courses is the lack of adequate personnel skilled in offering services to the film, TV and theatre sector. Investing in local human resources through targeted training improves the quality and choice of candidates for the industry but also boosts the local economy by providing job opportunities in the sector.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Our courses can be divided into Administration, Management, Technical and Creative Production.

Please see the **example** units below:

Introduction to Film, TV and Theatre Industry

First Aid

Green Champions

Grips for Audio Visuals

Introduction to Camera

Sound Technicians for Film, TV and Theatre

Lighting for Film, TV and Theatre

Perfect Plastering skills

Model making, Sculpting and Welding for Film, TV and Theatre

Wood set design for Film, TV and Theatre

Set Painter for the Film, TV and Theatre

Stage Hands for Film, TV and Theatre

Physical Special Effects for Film, TV and Theatre

Set Decorator for Film, TV and Theatre

Costume Design, Making and Wardrobe Management

Administration/Production

Location Management/Location Scouting

Props Procurement

Props and Screening Assistant

These units provide students with the foundations they need to move forward professionally providing an overview into the industry, explaining how the industry works, how departments function and positions interrelate, determining best practice and on the job safety procedures, addressing industry language and industry realities, These courses are hands-on, instructing how to use equipment giving due consideration to health and safety, first aid, legal, financial and ethical needs and situations.

Year 12

Students will follow the first 3 compulsory units, one admin/management unit and select 4 other optional units.

Unit Title	Unit Content
Introduction to the Film, TV and Theatre Industry (Compulsory Unit)	Provide the background of the industry the students will be eventually working in. Expose students to the industry vocabulary and how to communicate effectively. The main content will be, but not limited to: <ul style="list-style-type: none"> • Planning • Production

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

	<ul style="list-style-type: none"> • Directing • Rehearsal • Post Production • Marketing Promotion • Budgets • Admin
First Aid (Compulsory Unit)	Provide students with the basic skills to help in an emergency. The same Health and Safety are needed across a range of creative industry sectors. Hands on practical exercises will help candidates learn basic life support skills, improving their chances of coping in an emergency situation.
Green Champions (Compulsory Unit)	The environment issues are becoming more pressing for both business and individuals. This practical unit will identify the changes that one can implement in the workplace. The course will attempt to address the financial and environmental benefits that can be achieved by making an organisation greener. Specifically the film industry exploring the impact of materials on the environment, the ethical and legal compliance. The necessary permits and conduct in filming in sensitive areas.
Grips for Audio Visuals (Optional)	An industry standard unit based on a set of industry standard skills. <ul style="list-style-type: none"> • Competent lifting, rigging and material handling techniques. • Boom Lift Skills • Aerial Lift training • Fall Protection • Understanding Set Design and Storyboarding • Ladder and Tallscope usage and certification
Introduction to Camera (Optional)	This serves as an introduction to the camera department for film and television production. It provides an overview of the job opportunities, duties and skill set required to gain entry level employment in the camera departments for film and television production. It will also include but not limited to; <ul style="list-style-type: none"> • Enhanced knowledge of camera hardware, lens types and lighting requirements for different kinds of shots • The maintenance of studio equipment • The construction of camera rigs

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

	<ul style="list-style-type: none"> • Operating a crane for high perspective shots • Laying track for the dolly • Operating the clapper-board and loading film magazines • Completing reports on camera use • Exposure to real life scenarios when dealing with other departments (i.e. liaising with Script supervisors and actors on set to discuss focus details for specific shots)
<p>Sound Technicians for Film, TV and Theatre (Optional)</p>	<p>Exposes the students to the sound department specification, utilization and deployment of professional audio equipment, the roles and duties of the sound assistant. Students will acquire skills relating to;</p> <ul style="list-style-type: none"> • Operating a live sound desk • Following the sound cues of the music director and sound designer • Operating a boom • Monitoring sound quality and levels • Servicing and repairing equipment • Basic cabling • On set etiquette • Play mics • Providing assistance to actors
<p>Lighting for Film, TV and Theatre (Optional)</p>	<p>Providing skills and experience to work with lighting for film, TV and theatre. The unit will provide, but not limited to;</p> <ul style="list-style-type: none"> • Basic introduction to lights – Theoretical and Vocational • Understanding electrical theory and safety • Various lighting techniques • Setting electric cable, gauges, modular units, waterproof connections • Special effects • Rigging, setting and focusing • Working with the lighting designer
<p>Perfect Plastering Skills (Optional)</p>	<p>This unit aims to perfect the technical skill of plasterers and develop their creative ability to help construct realistic and effective props and materials. They will learn new techniques- how to fix fibrous materials to film sets so they look authentic and harmonise with the surrounding details. Plasterers must be able to produce “perfect’ plaster casts, as well as effective, distressed plasterwork. Plasterers</p>

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

	will be given training to understand complex drawings and technical literature
Model making, Sculpting and Welding for Film, TV and Theatre (Optional)	<p>This unit will set out to enable students to build their model via design, creating and producing 3D scale models and miniatures.</p> <ul style="list-style-type: none"> • Basic techniques – model boxes/white card • Introduction to other departments and the liaising process – Creative team production meetings – Visual effects • Refining Sculpting skills – creating props that would be expensive to produce • Use of metal fabrication and upholstery • Explore use of welding and building • Safety requirements
Wood set Design for Film, TV and Theatre (Optional)	<ul style="list-style-type: none"> • How to build short term fake constructions • How Carpentry skills will be adopted • Understand drawing specifications and technical drawings • Health & Safety requirements of workshop and tools • Responsibility of producing a variety of structures • Off screen and stage building
Set Painter for Film, TV and Theatre (Optional)	<ul style="list-style-type: none"> • Skills related to painting set on theatre set and back drops • Painting for film and TV • Leadership skills • Budgeting • Time management • Liaising with the production manager and construction manager • Decorative finishes
Stage hands for Film, TV and Theatre (Optional)	<p>Students will be made aware of the requirements and various skills including,</p> <ul style="list-style-type: none"> • Understanding set design plans • Health & Safety regulations • Electrical safety, lifting, dispensing of hazardous waste etc. • Terminology and the role description of individuals on stage or set
Physical Special Effects for Film, TV and Theatre (Optional)	<ul style="list-style-type: none"> • Concentrating on physical special effects • Rain, wind, snow, fire and water • Different ways to create them and the safety considerations

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

	<ul style="list-style-type: none"> • Cast and crew safety requirements, laws and regulations • Certificates of compliance • Location work and special effects • Special effects and Vehicles • Pyro techniques • Set etiquette – chain of command and dialogue
Set Decorator for Film, TV and Theatre (Optional)	<p>This unit will consider;</p> <ul style="list-style-type: none"> • Project management and efficient co-ordination • Financial and administrative management • Expectations that come in this role • What is needed in set décor within the set design role
Wardrobe Management (Optional)	<p>Aims to train students to develop a knowledge and understanding of the wardrobe assistants role covering topics such as;</p> <ul style="list-style-type: none"> • Costume allocation • Mending and altering • Maintaining finish and labelling • Organising costume for production • Written communication • Agreements • Costume care • Stock ordering • Adapting costumes and continuity
Administration/Production (One administration is compulsory)	<p>To understand the processes and procedures required when planning for a production. To include;</p> <ul style="list-style-type: none"> • Health & Safety issues • How to locate sources • Deployment • Legal and HR issues • Key roles and responsibilities • Professional conduct and behaviour • Environment • Scheduling • Confidentiality and safety
Location Management/Location Scouting (One administration is compulsory)	<p>To understand the Health & Safety and legal issues and producers responsibilities in relation to location filming.</p> <ul style="list-style-type: none"> • Contracts • Permissions • Leasing

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

	<ul style="list-style-type: none"> • Legal and ethical issues • Working in public arenas • Working with multiple actors and crews • Limitations and risk exercises • Changes in the environment, location and lighting • Block areas • Suitability and feasibility of location • Working with local authorities
Props Procurement (Optional)	<p>Introduction to props and to develop knowledge and understanding of the role of props;</p> <ul style="list-style-type: none"> • Potential suppliers • Research scenes • Policy and legal issues related to props, acquiring them and product placement • Writing a budget and plan procurement • The role of the props buyer and key personnel
Props and Screening Assistant (Optional)	<p>Specific focus on the role of prop master, prop assistant and wardrobe roles directly linked to prop procurement</p>

We envisage our students gaining a range of occupational and vocational qualifications. Much will depend on the academic ability of the students. Every student's potential will be personalised to them.

Examples Projects

Read either a script or scene

Students choose one of the following areas to work on

Creative	Technical	Administration/Management
Set Design Prop Procurement Costume & Make-Up Design	Camera Lighting	Location Legals for Product Placement

Example Project

Open Air location | Site Specific | Costume and Wigs already agreed

Creative	Technical	Administration/Management
Wardrobe & Wig management Scenic Art	Electrical Installations Sound Design & Operations Special Effects	Scheduling & Marketing Legals & Budget

Students will also be able to gain additional qualifications via the enrichment programme.

Example of additional qualifications – ABTT Awards Framework

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

ABTT Training offers a full range of technical training from the Bronze Award covering the fundamentals of safe working on stage to Silver and Gold Awards for technicians wishing to develop specialist knowledge in the departmental disciplines of Stage, Sound or Electrics and then further on to supervisory roles in technical management

Bronze Award for the Theatre Technicians

- Manual Handling & Introduction to Health & Safety at Work Act 1974
- Electrical Fundamentals
- Knots & Splicing
- Fundamentals of Flying
- Safe use of Temporary Access Equipment

Silver Award for the Stage Technicians

- In-service Inspection for Lifting Gear Part 1
- In-service Inspection for Lifting Gear Part 2
- Practical Rigging Part 1
- Practical Rigging Part 2
- Stage Structures
- Work at Height with Personal Protective Equipment

Silver Award for the Stage Electricians

- Electronics Fundamentals Part 1
- Electrical Installation
- Electrical Inspection & Testing
- Electrical Inspection (BS 7909)
- Portable Appliance Testing
- Work at Height with Personal Protective Equipment

Silver Award for the Sound Technicians

- Electronics Fundamentals Part 1
- Electronics Fundamentals Part 2
- Sound Essentials
- Advanced Sound
- Portable Appliance Testing
- Work at Height with Personal Protective Equipment
- Communications

Gold Award for Technical Supervisors

- Risk Management
- Risk Management Practical
- Use of Codes of Practice and of *Technical Standards for Places of Entertainment*
- Written Risk Assessment

Example of additional qualification – for Creative Venue Technician

Operating under the direction and supervision of a production arts technical management team, Creative Venue Technicians (CVTs) provide technical support for the construction, rehearsal, presentation and removal of a live performance, for

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

audience or camera. CVTs play an active role in the technical operation across a variety of established creative venues, for example, theatres, arts centres and broadcast studios.

CVTs will be multi-skilled across a wide range of technical disciplines and possess a broad level of knowledge relevant to the diverse environment in which they operate. CVTs will be competent in lighting, audio, video and building services related to the performance arts and apply them to their resident premises and / or production.

They will also be skilled in stagecraft techniques such as carpentry, operating stage machinery and performing scene changes. This will allow them to set up, rig, operate, maintain and repair technical equipment as used in creative venues to facilitate the rehearsal and presentation of live performance e.g. scenery, luminaires, fixtures, audio and video apparatus. They can read, interpret and give appropriate technical information to colleagues and clients. They can safely use a variety of tools to assemble, install and maintain scenery and equipment for stage and screen.

Emphasis will be placed on undertaking tasks both autonomously and as part of a team, taking ownership of the output standard. With guidance, CVTs will use their skills to realise and respond to the development of the creative team's vision as well as the upkeep of their resident venue or touring production. This will involve, for example, focussing lanterns, fitting radio mics, assembling scenery and programming lighting, audio, video, automation and other control systems. They will undertake venue maintenance duties such as housekeeping, re-lamping, painting and basic venue repair work.

Job roles covered via additional qualifications: Venue Technician, Theatre Technician, Stage Technician, Lighting Technician, Sound Technician, Video Technician, Automation Technician.

Advantages of BOAs Experience

In 2014, BOA won the tender to develop and deliver courses for the Maltese Film Commission . This European Commission funded initiative aimed at "Reskilling of Workers for the Local Film Industry" in order to increase their opportunities for employment in the film servicing industry IN Malta. The ultimate aim of this training was to provide qualified personnel to international film makers whilst also boosting the local film industry, thus creating more job opportunities in this sector in Malta. The training was targeted at individuals aged 16 years and over, on a range of courses that had previously not been offered in Malta.

The success of international work such as this underpins a great deal of our thinking in how to successfully equip a workforce with the necessary film/theatre based administration, technical and production skills. The success of BOA's international work was confirmed by the receipt of a British Council International School award and nomination for a TES International School award.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

The emphasis on a partnership and the development of a strong outward facing ethos benefits BOA Group students as they tap into a global network of expertise and opportunities they experience from the industry partners.

We believe BOA Stage and Screen (S&S) will offer a unique approach to the education of administration, technical and production skills. We will combine technical skills courses with practical based projects where students will solve real issues. We will provide a unique range of learning experiences.

In this way BOA S&S will provide a unique range of learning experiences and opportunities which will prepare its students for both higher education and employment. The new curriculum will be designed to meet the needs, aspirations and talent of the individual by:

- Blending the traditional with professional and work based vocational
- Relying on cutting edge academic and vocational training
- Offering a strong emphasis on personalised learning
- Providing a range of experiences to match the preferences, aspirations and needs of the individual
- Utilising advanced digital technologies and ICT systems to support the learners
- Assigning Tutor/learning mentors who will track progress and offer support, care and guidance
- Organising extra support for students who need additional help with their individual targets or goals

Both PRG (global lighting company) and the BBC are trustees on the BOA Board. Partnering with these organisations allow BOA Stage & Screen students to be involved in research and creative approaches to research, teaching, thinking and collaborative problem solving.

Students who apply to BOA S&S will come from Birmingham and the wider West Midlands region. They will need to be passionate about the technical side of production. They will enthuse about theatre, film and TV. They will be creative and imaginative. Resilience to failure, flexibility and adaptability are key in this.

We will provide a dynamic and personalised learning experience for each individual. It is our philosophy to unlock each student's potential and to maximise the life chances of all our students by providing a stimulating, exciting, challenging, respectful and safe environment where every student is valued, listened to and responded to. Staff, partners and students will operate in an atmosphere which provides excellence, celebrates success and encourages creativity, opportunities for risk taking and entrepreneurialism. Learning will take place within an environment where students can relate to the real world. Students will not only achieve their personal best but exceed all expectations.

Creative teaching, state of the art technologies and industry professionals working

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

alongside outstanding teachers will make learning interesting, relevant, exciting and effective. In addition, BOA Stage & Screen will aim to provide an outstanding and distinctive education through the use of an imaginative creative curriculum. The proposed curriculum will be designed, developed and delivered in partnership with our industry, academic and international partners.

E2 – Measuring pupil performance effectively and setting challenging expectations

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

All applicants will need to complete this section, but you will need to give us different information depending on the experience of your group. Please:

- Use the space provided in box E2; and
- Refer to Section E2 of the [how to apply guide](#) for what should be included in this section.

E2 – Measuring pupil performance effectively and setting challenging expectations

All applicants to BOA Stage and Screen (S&S) will have to take an aptitude workshop. This workshop will determine whether a prospective student has the relevant application and passion for working within this sector. Once a student has been offered a place at BOA S&S, students and parents will be invited to attend an induction/information evening.

From the time that students are allocated a place at BOA S&S, strong channels of communication will be established. Information packs will be distributed, individual meetings with the pastoral team and SENCO (Special Educational Needs Co-ordinator) will be organised to ensure strong links and effective provision is in place for the September start.

The first week in September will be the induction week which will clarify which students need to resit Maths and English GCSEs.

Parents will be invited in at the end of first half term to share students first project. The settling in evening for Year 12 will take place in October and reports sent home every six weeks.

The School Day

The school day will be a long day from 9am until 4.15pm with enrichment from 4.15pm-5.15pm. The school does not plan to have a homework timetable but longer school provision, supported by independent studies.

Students (as in BOA) are set a programme of independent study to extend and reinforce learning. A way of consolidating knowledge, understanding and skills acquired in a lesson, as well as providing the opportunity for investigation or research in preparation for new topics.

Homework

Is not always written. The following are legitimate forms of homework which encourage responsible, self-reliant, independent learners:

Investigations, extension work, reading, practice, composition/choreography, research, revision, projects, drafting, redrafting, reviewing, evaluating, planning or preparation.

Pastoral Care

All students will be in a tutor group. The tutor is the key person concerned with the welfare guidance and academic progress of the student. Tutor groups will meet daily but there will also be regular individual tutorials in which students can discuss the academic progress and other issues. Tutors will pay due attention to behaviour logs and attendance. Tutors and the student support team will advise students and parents about progress and will help with information regarding careers and progression.

The academy enrichment programme will ensure students have a thorough extra-curricular offer. BOA will be instrumental in supporting numerous work experience opportunities. BOA and The Old Rep will provide facilities and staff to support experience in the sector.

There will be a range of 'Character Development and Leadership' opportunities via an academy programme i.e. Arts Leaders Awards, Duke of Edinburgh Award, Young Enterprise, Youth Parliament. A range of competitive sport activities will be on offer.

E2 – Measuring pupil performance effectively and setting challenging expectations

There will be an elected board of students (Voice of BOA). This board will be actively involved in decision making and will be instrumental in the development and growth of BOA S&S.

BOA S&S will aim to improve the life chances of all its students. We will ensure all students:

- Achieve the best outcomes
- Gain independence
- Are prepared for adulthood

We intend to provide a fully inclusive school in which barriers to learning are removed and the needs both academically, socially and emotionally are met. Staff resources will be made available to meet these needs:

- Teachers
- Teaching Assistants (in class support/small groups/1 to 1)
- SENCO
- Counsellors

Specialist and appropriately qualified professional will be bought in to support identified vulnerable & SEND students e.g. Access to Education, Educational Psychology Service. All students and their parents will be kept fully informed of the provision made for their child and the progress being made.

Academic assessment for children with special educational needs will be moderated through our partnerships with other regional schools, the local authorities, and a variety of professional agencies. We will work with our feeder schools to support the young people's transition to the next phase in education.

Our approach will involve close liaison with feeder partners by email, telephone and face to face meetings including open evenings, induction days and individual meetings. We will closely monitor the students' data and support them from transition through to higher education or employment.

BOA S&S will fully implement the new Code of Practice, transfer all Statements of Educational Need and Health Care plans in accordance with the guidelines of the Local Authority. We will ensure training and ongoing CPD on special educational needs will be embedded in our CPD programme.

The new school will have the relevant policies underpinning SEN provision:

- Equality Scheme and Accessibility Plan
- Teaching and Learning Policy
- Equal Opportunities Policy
- Equality Charter
- Admissions Policy

We will take into account the:

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Keeping Children Safe in Education 2016
- SEND Code of Practice

EAL (English as an Additional Language)

Given the geographical location of BOA S&S there may well be an above average number of students with EAL. There will be a focus on teaching and learning methods for students with EAL. We will ensure:

E2 – Measuring pupil performance effectively and setting challenging expectations

- Training for staff about the needs of students with EAL
- Specialised resources for students such as books, IT programmes and teaching assistants
- The curriculum enables all to succeed and is accessible to all

Bursary Scheme

BOA S&S aims to enable all students to succeed. Pupils in receipt of PP funding will receive:

- Advice on how to access the bursary scheme.
- Additional support in English and Maths.
- Access to technological resources
- Support to be involved in extra-curricular activities and trips
- Support to enable them to have the correct uniform and equipment

Our pastoral system will ensure regular contact and engagement with parents across the academy. We plan to meet all parents twice a year. An initial settling in evening in October of Year 12 followed by a full parent's evening in the summer term.

There will also be e-safety learning/training sessions and an open door policy for parents to discuss concerns and strategies for support.

Gifted and Talented

A designated member of staff will lead on Gifted and Talented. They will ensure via discussion, information gathering and data analysis that talent is identified through both the formal and informal/enrichment curriculum.

The academy will ensure that these students are provided with work to stretch and challenge and to enhance their learning and development. Talent beyond academic subjects will also be nurtured and opportunities to develop student talent and aptitude will be sought.

We would aim to:

- Maximise the number of students who have access to our creative industry partners
- Provide teaching which challenges and stretches students so they fully reach their potential
- Organise activities and events that foster resilience entrepreneurialism innovation, creativity and talent spotting.

Academy Behaviour

As with BOA, we expect BOA S&S to have the same standards of behaviour and will ensure students are as eager to learn and contribute to their own learning as students are at BOA.

“Behaviour at BOA is exceptional and judged outstanding by Ofsted”

At BOA S&S, students will show good attitudes to learning. They will be keen to succeed, will understand the importance of education and value the experiences and opportunities the academy provides.

Around the site, the academy will be calm and well ordered. Students will be well equipped for lessons and wear their school uniform with pride. They will respect each other, the adults they come into contact with, as well as the building and equipment.

Bullying will be rare. Students will support each other and will feel safe.

At BOA S&S we will expect high standards of behaviour. We will encourage students to take responsibility for their own actions, both in and out of the academy, and to consider their impact on others. Students need to have a positive and orderly environment in which they can achieve success. In creating an atmosphere for

E2 – Measuring pupil performance effectively and setting challenging expectations

achievement the Governors will produce a policy statement regarding student behaviour and discipline. Parents will be informed of the academy's expectations before students enrol and will receive a copy of the academy behaviour for learning guide. All parents and students will sign a home/academy agreement.

Principles which will determine Policy

We are a learning community. The purpose is to secure a positive climate for all to work and learn. Students need to know and understand boundaries of reasonable behaviour within which they can act. If they stray away from these boundaries, the academy will respond with appropriate consequences.

We believe our student's will respond best to praise and reward. As an academy we will celebrate the success of our students. We have a clear system of rewards, commendations and Records of Achievement awards. Students need to develop a concept of discipline and self-respect. They will respect their academy, the staff, the environment and each other.

All will understand the basic virtues of honesty, fairness and politeness.

However, we recognise the need for a range of carefully measured sanctions to reinforce our expectations when students let themselves down. These can range from a teacher conversation to, ultimately, exclusion from the academy. Any sanctions will be applied fairly and with the strict understanding of the reason for the imposition.

Standards outlined

Code of Conduct

- Come in to the academy ready to learn
- Wear academy uniform and ensure you are properly equipped
- Treat others with kindness and respect and listen to their opinions
- Have high expectations of each other
- Be polite and considerate in dealing with all members of the community
- Take personal responsibility for your actions
- Maintain a clear focus on learning
- Move around the academy in a careful and considerate way
- Look after others in the academy

Everyone in the academy has a part to play in maintaining high personal standards of behaviour.

- All students must follow the Code of Conduct
- Subject staff must endeavour to create an environment in which all have the opportunity to achieve their potential
- Curriculum Leaders have responsibility for students' work related issues within their curriculum area. In liaison with pastoral leaders, they make contact with parents to resolve pathway concerns
- Tutors monitor the academic and social progress of their students

E2 – Measuring pupil performance effectively and setting challenging expectations

- Pastoral leaders are a point of contact between other agencies, parents and the academy

A clear code of conduct outlining what is expected of each other's behaviour on and off the premises will be issued to all staff and parents.

Attendance and Punctuality

Attendance will be above the national average. Students will enjoy school and be proud of their surroundings.

At BOA S&S we will aim to ensure that all students receive a full-time education which maximises opportunities for each student to realise his/her true potential. The academy will endeavour to provide a welcoming, caring environment, whereby all students thrive.

All BOA S&S staff will work with students and families to ensure each student attends BOA S&S regularly and punctually.

The academy will establish an effective system of incentives and rewards which acknowledges the efforts of students to improve their attendance and timekeeping and will challenge the behaviour of those students and parents who give low priority to attendance and punctuality.

To meet these objectives BOA will establish an effective and efficient system of communication with students, parents and appropriate agencies to provide mutual information, advice and support.

BOA S&S is responsible for recording student attendance twice a day, one at the start of the morning sessions and once during the afternoon session.

Aims

1. To improve the overall percentage of students attendance
2. To reduce the level of persistent absence (PA)
3. To make attendance and punctuality a priority for all those associated with the Academy including students, parents, teachers and governors.
4. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
5. To provide support, advice and guidance to parents and students
6. To develop a systematic approach to gathering and analysing attendance related data
7. To further develop positive and consistent communication between home and the academy
8. To implement a system of rewards and sanctions

Roles and responsibilities regarding attendance

Students

BOA S&S expects all students to be punctual and maintain high levels of attendance
Students should arrive at BOA S&S ready to learn

Parents

It is the responsibility of parents/carers to ensure that their children attend BOA S&S.
BOA S&S expects parents/carers to ensure their child attends every day, on time and are ready and willing to learn.

E2 – Measuring pupil performance effectively and setting challenging expectations

Parents/carers are expected to know what absences are acceptable. Any absence will only be authorised at the discretion of the Principal. Parents should be aware of the legal consequences of non-attendance.

Parents/carers are asked to inform BOA S&S of any barriers to their child attending the academy.

BOA S&S asks that all parents/carers inform the Academy's Attendance Officer on their child's first day of absence. If contact is not made before the student returns to BOA S&S a note should be provided. Medical evidence may be requested by the academy if non-attendance is due to illness.

Subject teacher

It is the responsibility of all subject teachers at BOA S&S to formally take their class register, in silence, accurately and within 5 minutes of the start of every lesson.

BOA S&S expects all subject teachers to encourage punctuality through the appropriate meeting and greeting of groups.

All lateness to lessons must be recorded on the electronic register (in minutes) and challenged appropriately.

Subject teachers should support students who are returning to BOA S&S following an absence by ensuring that adequate resources are provided for their positive re-integration.

Subject teachers are expected to monitor their class attendance and identify patterns and report any concerns to their Curriculum Leaders, the student's Tutor and the Assistant Principal (pastoral care).

The link between attendance and attainment should be actively promoted.

Curriculum Leaders

BOA S&S expects all Curriculum Leaders to promote the regular attendance of students by addressing (with support from the pastoral team) any barriers that may prevent good attendance.

Curriculum Leaders should rigorously monitor attendance in their subject.

Attendance should appear as an item on department meeting agendas at each meeting and the link between attendance and attainment should be promoted. The attendance section of departmental minutes are to be sent to the Assistant Principal (pastoral care) after each meeting.

It is the responsibility of the Curriculum Leader to have an overview of attendance within their department and act upon any concerns raised by subject staff.

Curriculum Leaders will receive weekly attendance data from the Attendance Officer showing cumulative percentage attendance which will be RAG rated to support department use. In addition, they will also receive a breakdown of attendance for all pathway students in each subject.

Tutors

BOA S&S expects all tutors to support the regular attendance of their students by addressing any barriers that may prevent their good attendance.

E2 – Measuring pupil performance effectively and setting challenging expectations

It is the responsibility of all tutors at BOA S&S to formally take the register, in silence and accurately.

The Attendance Officer will provide each tutor with 'N' code information weekly to allow tutors to 'press' students to provided written evidence or occurs.

Tutors are expected to act on the attendance data provided by the Attendance Officer to monitor the attendance of their students and report any concerns to the Assistant Principal (pastoral care) and parents.

Tutors are expected to encourage good punctuality.

Student's absence letters must be passed, promptly, to the Attendance Officer.

Tutors should support students who are returning to BOA S&S following an absence.

Attendance Officer

It is the responsibility of the Academy's Attendance Officer to maintain the day to day running of attendance procedures.

When no explanation for an absence has been received, the Attendance Officer is responsible for making contact with parents/carers to confirm the nature of the absence using In-Touch or by telephone.

The Attendance Officer is to provide regular attendance data for Tutors, Curriculum Leaders, and the Assistant Principal (pastoral care).

The Attendance Officer should analyse attendance data to identify any patterns of concern and liaise with the relevant party e.g. Tutor, Curriculum Leader and Assistant Principal (pastoral care).

The Attendance Officer is expected to liaise with tutors, Curriculum Leaders, parents and Assistant Principal (pastoral care) on all matters of attendance.

Assistant Principal (pastoral care)

A key role of the Assistant Principal (pastoral care) is to monitor and track the attendance in their associated year groups and report on progress achieving academy attendance targets to the Principal.

They are to work in liaison with the attendance officer on all attendance issues and to communicate with Tutors and Curriculum Leaders on attendance concerns.

They have responsibility for organising the termly certificates for 100% attendance students.

It is the responsibility of the Assistant Principal (pastoral care) to oversee the academy's attendance policy and practice.

In collaboration with the Attendance Officer and Curriculum Leaders, the Assistant Principal will monitor, evaluate and review the policy and its impact annually.

All attendance related action to be recorded in the academy's termly report.

The Assistant Principal will produce an annual report to Governors on matters of attendance.

The Assistant Principal will meet regularly with the Pastoral Manager and Curriculum Leaders and monitor the actions on progress made towards the meeting of agreed attendance targets.

Governors

Governors should monitor and evaluate attendance and ensure the policy is carried out.

Education Welfare Officer, (EWO)

The academy will seek to work with the Local Authority in accordance with its guidance, "Leave in Term Time; Guidance for Schools and Academies September 2013.

E2 – Measuring pupil performance effectively and setting challenging expectations

Rewards

Attendance will be rewarded at the end of each term. Students with 100% attendance for that term will receive a certificate for that period. Those students who achieve 100% for a traditional term will be entered into a raffle where they have an opportunity to win a prize.

At the end of the year all students with 100% attendance for the whole year will be receive a reward.

Attendance is to be a significant factor in determining the opportunity for students to participate in any rewards trips.

Teaching and Learning

All students will feel valued and expectations will be very high. There will be rigorous systems in place to monitor the quality of teaching and learning. This will be closely aligned to the rigorous monitoring of student progression and attainment.

BOA S&S students will only experience good to outstanding teaching and teachers. Learning walks, formal lesson observations and pupil outcomes will all support the monitoring and rating of the quality of teaching and learning. Regular training will ensure a standardised approach to teaching, quality of planning, monitoring and progress of the learners. The principle of accelerated learning will be used to inform teachers planning and the delivery of lessons. There will be a consistent approach and teachers will be encouraged to personalise the students learning to ensure their planning meets the needs of the individual.

Should we find we have recruited a teacher whose teaching 'requires improvement', a programme of support will be in place to gain rapid improvement. If it proves impossible to develop such a teacher, capability procedures will be swift.

Newly Qualified Teachers will receive a highly effective induction programme and will be supported by a buddy colleague.

We recognise that students at BOA S&S will have very different starting points. With effective teaching, learning and personalised support we will set ambitious yet realistic targets for all our students. High quality teaching and pastoral support will enable students to succeed. Teachers, curriculum leaders, pastoral teams and senior leaders will continually review student's progress and attainment and make adjustments to teaching and student support to make sure all students are on track to reach their target grades.

Our tracking of students' attainment and progress will be accurate and rigorous. Teachers, pastoral teams, parents and students will know how well they are doing. Each student will have an individual learning plan. LAC students will have a PEP, EAL students a focus on literacy and achieving a good standard of English. SEN students will have a well-tailored support plan to make certain their needs are met. Literacy and numeracy skills will be developed in all subjects.

Personal Development Time, learning to learn lessons and tutor time will be used to develop students' wider learning and understanding. Students will be active academy

E2 – Measuring pupil performance effectively and setting challenging expectations

citizens. The students' spiritual, moral, social and cultural development will be promoted. BOA S&S will carry out its responsibility under the PREVENT and British Values agenda.

Students work will be marked regularly and they will be given specific guidance on how to improve. Teachers will enter progress data every six weeks. These grade cards will be sent home to parents and scrutinised by the academic, pastoral and senior teams. Attendance and behaviour will also be noted on these cards. The grade collections and the subsequent actions will ensure students remain on track with their students. There will be two parent's evenings a year and one full written report.

We aim to use the same SIMS tracking data systems as we do at BOA.

Overview of Assessment, Reporting and Recording

Purpose

At BOA S&S we want students to 'learn to achieve'.

- Help teachers to help students to take the next steps in their learning
- Help students to help each other to take the next steps in their learning
- Help students help themselves to take the next steps in their learning.
- Help inform parents of students' progress
- Help facilitate accurate grades and levels for the reporting process
- Help teachers to review teaching methods, content and student understanding
- Help to acknowledge and celebrate student achievement and efforts

Standards

At BOA S&S teachers agree to:

- Identify assessment success criteria in learning objectives
- Have high expectations and value each student
- Identify performance levels / grades
- Provide feedback which allows students to recognise what they need to do to reach the next level/higher grade at their vocational, GCSE or other associated courses
- Regularly mark work (at least fortnightly) and in the case of the core subjects once a week
- Indicate in folders / books or on tracking sheets the level/grade the students are working at.
- Provide parents with 5 progress reports (grade cards) and one written summative report each academic year.
- Mark all written work adhering to the BOA marking policy
- Provide students with an accurate record of their learning
- Encourage neat and well-ordered presentation
- Grade or level all written work

Monitoring, Evaluation and Review

E2 – Measuring pupil performance effectively and setting challenging expectations

- Monitoring of this will be conducted annually by SLT and the Board of Directors to ensure compliance with the above. Monitoring of practice against this will be done by Curriculum Leaders who will sample marking across their departments regularly and at least once every six weeks. Results should be briefly reported to link member by SLT.
- More consistent grading and the use of target-setting give the Learning Tutor a role in discussing with students how well each is working and targets for improvement.

At BOA S&S we want students to ‘Learn to Achieve’ and we believe that assessment for learning is at the heart of good teaching and learning. At BOA S&S assessment for learning is an integral part of our Teaching & Learning ethos for the following reasons:

- It helps teachers to help students to take the next steps in their learning
- It helps students to help each other to take the next steps in their learning
- It helps students help themselves to take the next steps in their learning

Assessment for learning has been defined as:

‘the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there’.

Assessment for learning: 10 principles.

At BOA S&S we make sure of three forms of assessment:

- **Summative:** to summarise the progress and attainment of an individual and to focus on what is known, understood and can be done
- **Formative:** to provide information that will assist in the planning of the next steps of a pupil’s education
- **Diagnostic:** to use prior attainment for target setting
- At BOA S&S assessment will be guided by the principles of assessment for learning.

This will be used by **students** at all key stages to enable them to:

- Be aware of the bigger picture of learning
- Identify performance levels/grades.
- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students
- Be informed of achievement and future targets for improvement
- Be included in a culture of high expectations where each child is valued.
- Reinforce literacy and numeracy targets
- Know and recognise the standards they are aiming for

E2 – Measuring pupil performance effectively and setting challenging expectations

- Be provided with feedback which will allow students to recognise what they need to do to reach the next level or higher grade at Vocational, GCSE or other associated courses
- Reflect with their teacher on assessment data that is available such as CAT scores, reading/spelling ages, KS2 results, KS4 results and previous benchmarking activities.
- Be involved in peer and self-assessment

Assessments for learning will be used by **teachers** to:

- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students
- Inform teachers future planning so that appropriate teaching and learning styles are used thus enabling all students to achieve their challenge grades/levels
- Allow teachers to continually assess students' progress by identifying opportunities in schemes of learning and in lesson planning where assessment for learning will benefit student progress
- Enable all teachers to include students in a culture of high expectations
- Reinforce literacy, numeracy and communication targets across the whole academy
- Inform the writing of a summative report at the end of each academic year
- Inform the work of interim reports for use during academic monitoring
- Inform the use of IAPs

Through marking and the academic tutoring process, assessment for learning will inform **parents**:

- Of the progress made by their son/daughter throughout the academic year
- Of the strengths of their child and their targets for improvement
- Of the information needed to enable them to engage in meaningful discussions with their child about their academic progress, thus involving them in the learning process

Standardisation

Centres must have consistent marking standards for all candidates. In each pathway or department, one person must be responsible for ensuring that work has been marked to the same standard and records of standardisation should be kept.

Internal standardisation may involve:

- all teachers marking some sample pieces of work (on a regular basis) and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment

E2 – Measuring pupil performance effectively and setting challenging expectations

- referring to reference and archive material, such as previous work or examples from our teacher standardising meetings
- for certain qualifications, keeping up-to-date records and samples of work

Marking/Feedback

As part of BOA S&S's Assessment Policy the academy is committed to a high standard of marking and feedback thus informing the future progress of students and the planning of teachers. The following criteria are set out regarding effective marking and feedback:

Students can expect:

- Work to be marked regularly in line with BOA's marking policy
- All written work will be marked. This will familiarise students with both the standards they are aiming for and the next steps in their learning. This information will be recorded in the teachers' mark book
- To use feedback in exercise books / folders / assessment sheets to inform their academic tutoring discussion and to enable students to inform any visitor to a lesson of what level/grade they are working at and what level they are working towards.
- To be able to refer to pupil friendly level descriptors in their lessons to help inform peer and self-assessment
- To be informed of success criteria for tasks and to be involved in sharing learning objectives with teachers
- Students can expect the same high standard of marking and, where appropriate, teachers will make reference to progress in terms of GCSE, GCE & Vocational assessment criteria and GCSE, GCE & Vocational challenge grades. The same principles will apply.
- All teachers will where appropriate indicate on student's work at least three subject specific words that have been incorrectly spelt and will make reference where appropriate to whole academy literacy targets for example use of capital letters, paragraphing
- Students will receive an assessment level or grade once each term

What parents can expect:

- Regular marking of work
- Indications in their child's book / folders of the levels the child is working at and informed comments about targets for improvement
- Students to actively engage in a discussion with their parents about their academic progress

Assessment for learning in everyday lessons provides the basis of effective teaching and learning. There are four key ingredients staff will focus on: learning objectives, questioning, good feedback and peer and self-assessment. This encourages students, teachers and parents to work in partnership to enhance the learning of students across the ability range and recognises all educational achievement.

E2 – Measuring pupil performance effectively and setting challenging expectations

Reporting to Parents

As part of our assessment policy parents can expect to review a report about the academic achievements of their son/daughter six times a year. Two of these reports are summative reports, which will compare current student performance to the potential of the student. One progress report is sent home in the autumn, and one in the spring term. These progress reports are linked to the academic days and will be used to inform the dialogue between student and tutor with regards to their academic progress.

Through the practical projects, which are a significant part of the curriculum model, students will increase their knowledge and skills of the industry. They will, over the course of their time at BOA, build a 'passport' evidencing all the projects and industry practitioners they work with. Professionals from industry will support the teaching of these projects and in some cases lead. This will enhance the teaching and provide real and relevant experiences for the students. Although many years away, the ultimate measure of success will be the final uptake of our students into the working world of the creative industries.

Teachers at BOA have become skilful facilitators. We have used the methodology of our specialism to underpin school improvement. We often use the word 'coach', rather than teacher. Framing questions, structuring meaningful tasks by coaching the knowledge and skills through (often) project activities.

Teaching will be innovative, engaging and have suitable levels of pace and challenge to keep all students interested and motivated. The learning objectives will be clearly articulated to the students who will be expected to take ownership of parts of the lessons. Students will be able to talk about their learning and identify the progress they are making at every stage. Due to the constant use of AfL, students will be able to discuss their current performance as well as articulating what they need to do to improve.

Projects with industry professionals will be planned well in advance (at BOA this can be up to 15 months in advance of the project). All industry professionals work alongside a teacher. From our experience, the industry professionals bring knowledge, expertise and insight into the world of work. The collaboration needs the qualified teachers to work alongside the industry partners to structure the activity and assess the students learning.

Standards

We fully expect BOA S&S to have the same outstanding standards in relation to behaviour, teaching and learning, attendance and outcomes. Our aim is to be at least

E2 – Measuring pupil performance effectively and setting challenging expectations

as good as BOA. Quality of teaching and learning at 100% good or better with 60% as outstanding. Attendance is to be at least above 95% across the Academy. Behaviour will be outstanding with very few exclusions and no permanent exclusions. At BOA, our results have a positive progress 8 score with a significant percentage better than schools with the same APS score on entry. BOA results are currently English 100% & maths 88.2% (2018). Post 16 results show significantly positive value added and an average point score of 856 (equivalence of A*AA). (2017 results). We anticipate BOA S&S to have similar standards and results.

Targets and Challenge

We have set ourselves challenging targets

- All students will achieve a stage and screen BTEC qualification
- No student will leave as a NEET

The level 3 extended diploma + an academic A Level will stretch and challenge our most able students. Possibly aspiring to the technical baccalaureate. Less able will be supported to achieve their potential and will leave with a BTEC and subsidiary occupational standard qualification. BOA S&S will convert these qualifications to ECVET credits.

E3 – Staffing

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

You will need to make sure that the information provided in this section is consistent with that provided in the financial plan section (section G).

All applicants will need to complete this section, but you will need to give us different information depending on the experience of your group and whether your application includes a nursery. Please:

- Use space provided in box E3; and
- Refer to Section E3 of the [how to apply guide](#) for what should be included in this section.

E3 – Staffing

As with BOA we anticipate we will be able to attract high quality teachers and industry professionals to work in this new school.

The main body of permanent staff will be qualified teachers but we envisage much of the course content within the academy will be delivered by industry professionals. (As is the case with BOA). All industry professionals will be vetted, hold enhanced DBS checks and their ability to teach and communicate will be overseen by BOA staff.

E3 – Staffing

These individuals will not be responsible for the assessment, marking and grading of work.

All work placements are vetted to check on H&S and safeguarding. BOA currently outsources this to an external provider.

Course content and units will be designed, developed and delivered in partnership with BOA staff and the creative industry practitioner.

It is our experience that many practitioners welcome the diversity of delivering such projects. BOA has a vast number of partners and a bank of industry professionals it can call upon to deliver these courses. [BOA delivered a €500,000 tender to the Malta Film Commission via a mixture of BOA permanent staff and industry professionals]

We see BOA Stage and Screen (S&S) as an opportunity for both staff retention and development. BOA is proud of its outstanding teaching and support staff. They, in turn, are proud to have been part of the set up and implementation of a new school from a standstill position. We have demonstrated our ability to communicate a strategic vision and move from nothing to delivering an outstanding, oversubscribed provision. We have clear lines of accountability, staff understand key performance targets and the systems and policies are in place to deliver the standards and outcomes.

BOA S&S has helped the Board to discuss succession planning. This third school and implementation of a MAT helps with retention of the very best whilst supporting talent management and the CPD programme.

Our current staff are committed to the BOA vision and ethos and see the expansion of the BOA MAT and see this as an opportunity for career development and progression. This project enables us to retain the very best teachers and leaders and deploy them across the trust.

The founding Principal of BOA became the Executive Principal and CEO on 1st September 2018. She will oversee the opening of BOA S&S as she did BOA from 2010. She has 35 years of experience working in 11-18 secondary schools; 20 years as a Senior Leader and 12 years at Headship. The senior leadership team alone has 130 years experience of teaching, managing and leading KS3 to KS5 provision.

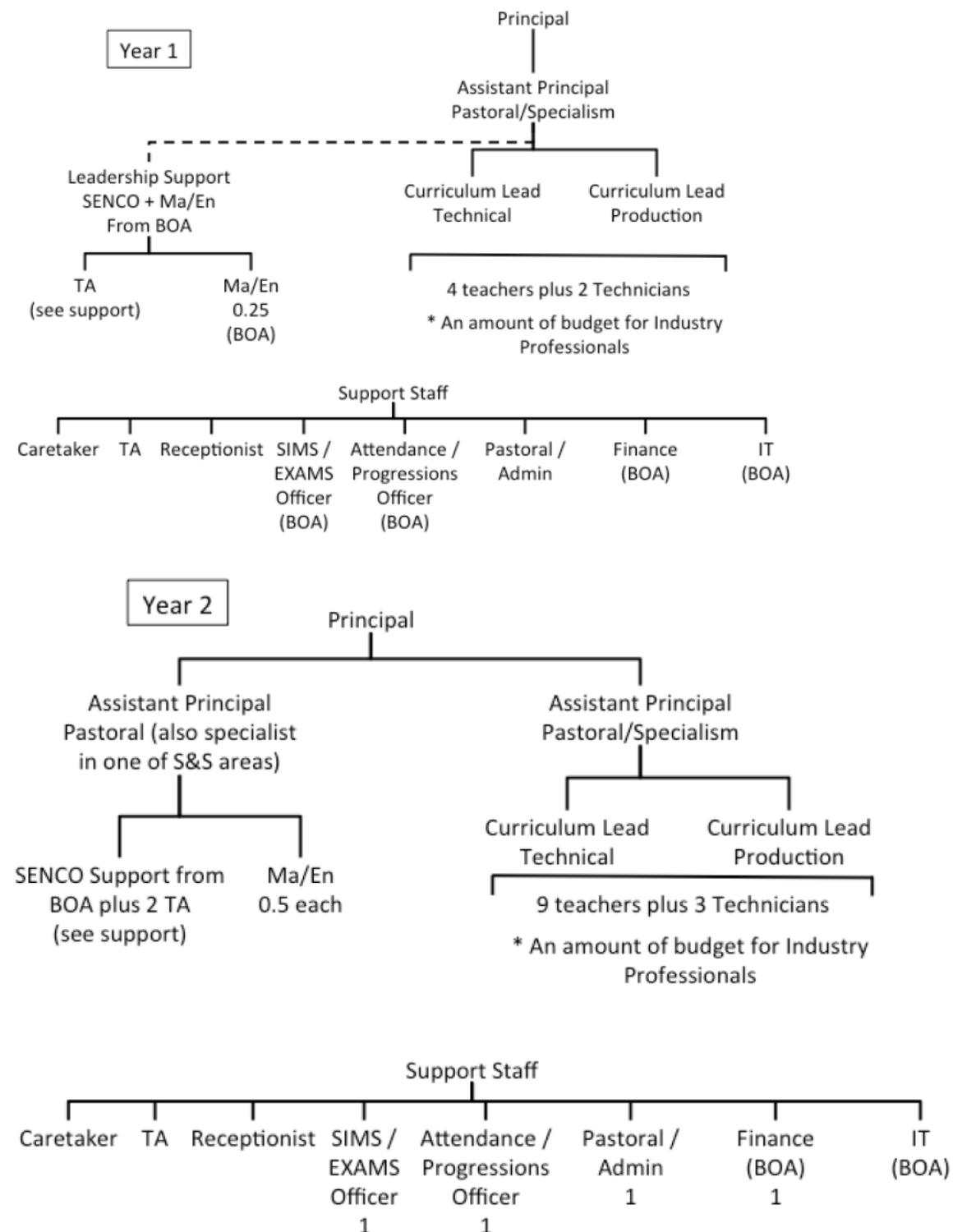
Both middle leaders and SLT have recent experience in a range of schools, from ones in special measures to outstanding, selective and non-selective, monoculture to multicultural, rural to city and affluent to socially deprived.

The Principal of BOA and the Board of Directors have experience in opening a new school and can demonstrate its success in many ways.

We plan to use significant numbers of BOA staff during the implementation and strategy phase of BOA S&S. Much of the academic, pastoral, facilities and administration lead will be from BOA staff. This obviously helps in terms of experienced strategic leadership but also with finance in terms of economy of scale. Given the close proximity of BOA S&S from both BOA and our new BOA Digital school (opening in 2020), it is our intention to not replicate or duplicate the main back office. Data analysis, attendance, SIMS, IT, finance, facilities management will be overseen by the main team at BOA. (An SLA will be charged to BOA S&S to cover this)

E3 – Staffing

Staffing Structure



E4 – Integration and community cohesion

All applicants will need to complete this section in full for each school they wish to open. Additional information is required if you are applying to open a school with a religious character. Please:

- Use the space provided in box E4; and
- Refer to Section E4 of the [how to apply guide](#) for what should be included in this section.

E4 – Integration and community cohesion

BOA Stage & Screen (S&S) will be welcoming to pupils of all faiths/world views and none.

BOA S&S is committed to being an open and inclusive school, welcoming all students irrespective of background, ethnicity or faith. We aim to replicate the same values and ethos as in our founding school; BOA.

“Students make the academy a safe, friendly and harmonious place” Ofsted 2013

BOA S&S will have the same sense of cohesion and collegiality. Students will feel safe, we will foster independence and maturity whilst being mindful of our duty to constantly be aware of the danger of radicalisation, especially in an institution which has a strong emphasis on the new technologies.

The Principal and Board will carry out their statutory responsibilities and ensure that arrangements for safeguarding students meet statutory guidelines. The Academy will have a robust safeguarding policy with a Designated Safeguarding Officer who will be the single point of contact responsible for all concerns.

BOA S&S will ensure all staff are fully trained and understand the safeguarding and E-Safety policy. They will annually undertake training and a formally recognised test administered by an outside provider.

Several areas of the BOA S&S curriculum will be dedicated to the broader areas of students learning and growth. Students’ spiritual, moral, social and cultural development is vitally important and will be promoted. In turn, it will support both excellent behaviour and a good work ethic.

Through the personal development programme, learning to learn lessons, tutor time and assemblies, as well as with the main body of schools of learning, the main areas of SMSC (spiritual, moral, social and cultural development) will be delivered.

Personal Development Programme

This programme will be one dedicated lesson a week. It will ensure BOA S&S is compliant for Religious Education, British Values, Citizenship and PSHE (Personal, Social and Health Education). It will be a programme developed to support learners in their personal development and holistic education as well as underpinning learning across subjects. Via a series of lessons, students will be able to explain radicalisation and extremism and link this to current events. British Values will be explored, discussed and debated. The Personal Development Time (PDT) will also increase attainment across all subjects as it will cover revision and learning style skills.

PDT is based upon IDEALS which relate to our British Values and SMSC. Each project will reflect a British Value and skill we want to promote in our students such as enterprise. These sessions are developed and organised in such a way as to promote cohesion and awareness. Collaborative working between tutor groups and year groups will support tolerance, collegiality and harmony.

Tutor time

E4 – Integration and community cohesion

These sessions will take into account national days, important issues such as internet safety and the equality scheme. Tutor topics will vary throughout the year but each topic is rooted in SMSC and relates to British Values.

Tutor representatives will be linked to 'Voice of BOA' (VoB); the school council. VoB will be instrumental in the development, growth and success of BOA S&S.

Individual student's pastoral care is monitored by the form tutor as is attendance and the use of the planner to aid organisation.

Staff at BOA S&S will have consistently high expectations of students. Bullying, homophobic and racist incidents will be extremely rare. Students will say they feel safe and happy. Any concerns will be dealt with promptly.

All students will have the opportunity to be involved in a range of enrichment possibilities. We aim to deliver an expansive and ambitious vision of a cultural learning and personal enrichment programme. The range of activities will add value to students' pastoral, academic and vocational life. The programme will be aimed to give access to artistic, cultural and leadership experiences. It will also allow students to explore entrepreneurialism, business and enterprise, debate and aspects of citizenship.

Statutory areas of anti-radicalisation and extremism will be covered, discussed and debated.

BOA S&S's pastoral system and PDT is designed to equip students with more than stage and screen course achievement but also to extend and bolster character to enable students to be active participants involved in meetings, debate and seminars outside the normal school day. The aim is to add value, broaden education and give students the capacity and platform to be articulate and broaden their understanding of the world.

Inclusive Practices

BOA S&S will be inclusive to all its students. Fundamental values of support and respect will address the individual needs of each child. The environment will be one in which every student has the potential to flourish.

BOA S&S aims to create opportunities to learn and be assessed in a variety of ways and will consider a wide range of genres in which work can be assessed and submitted. We will seek to enhance the way in which we teach to provide support and to accommodate all students. Diversity of educational experience will be enhanced by the S&S and creative approach to learning.

Our inclusive school will ensure flexible pace, grouping, reading, literacy, numeracy and tutoring. An environment of support to all learners will pervade throughout the school.

The nature of the stage and screen projects will, in themselves, promote inclusivity and commonly shared goals. Students, irrespective of faith or ethnicity will work together for a common purpose within a climate of mutual respect and support. Opportunities for spiritual, moral, social and cultural development will permeate the curriculum alongside discrete PDT lessons. The development of character and resilience will be an overarching aim for our students. The dynamic and diverse city of Birmingham offers very specific challenges and opportunities. We will ensure we shape our curriculum offer and project based learning to be as inclusive as possible so all can participate with enthusiasm. We aim to replicate the ethos and culture of BOA at BOA S&S to ensure all students work together for a common purpose within a climate of mutual support and respect.

E4 – Integration and community cohesion

All students, irrespective of diversity, will feel they are truly part of the academy community. There will not be any segregation of students for the purpose of specialised instruction. Our inclusive approach will ensure efficient use of the academy resources and maximise usage of staff by ensuring an integrated approach to subject delivery.

We will not select on academic merit or require formal academic qualifications. We will rely instead on proven aptitude and demonstrated interest in the field of stage and screen production. As a result, BOA S&S will attract a broad range of students from a wide variety of ethnic, socio-economic & cultural backgrounds as well as those with a mixed range of academic attainment. Through working together on their common interests our students will learn about each other's experiences, standpoints and worldviews.

We will welcome and value all members of our local and wider communities. This is supported by our inclusive admissions policy:

- Provide information in Clear and concise language whether written or spoken
- Ensure that all of our policies are accessible as possible to all students, parents, careers and members of our community
- Not discriminate against any student or their family and actively seek to reduce prejudice stereotyping and racial intolerance

The creative sector, in which BOA Stage & Screen sits, can be characterised as being disproportionately white, male and advantaged. It has struggled to attract & engage not only females but also people from diverse ethnic & socio-economic backgrounds. Attracting the interest of such diverse groups will be a key focus of our pre-opening strategy. In particular we will identify a diversity champion within our pre-opening team who will ensure that our PR, Marketing & awareness raising campaign includes specific activities (such as “taster” workshops & career awareness open events – both at BOA and in the local community) which are targeted at such groups. The Integrated Communities Strategy highlights how “women and girls, particularly in some ethnic minority communities, are often the most likely of all to be held back by poor language skills and to have lower levels of employment and economic activity” BOA will actively work to combat this barrier by ensuring provision that meets the needs of students where they have English as an Additional Language (EAL). We will also provide opportunities for students who have failed to secure a good grade at GCSE in English & Maths, to continue to study this in Year 12 (and 13 if necessary) in an environment which recognises the particular obstacles that they have faced previously.

As an academy based in the West Midlands region, BOA is geographically close to the local authority of Walsall which will be trialling a localised approach to integration. We will study the lessons and approaches put forward by Walsall local authority and adapt these to BOA's admissions and learning approach where appropriate.

We will promote equality of opportunity at BOA Stage & Screen by valuing diversity of ethnic heritage, social and economic background, gender, disability and special

E4 – Integration and community cohesion

educational needs. To do this we will provide positive non stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people. We will also undertake to carry an annual equality audit in order to fulfil our statutory duties within the Equality Act.

We recognise that inclusive practice and meeting the individuals needs lies at the heart of practices which promote mutual respect and tolerance of those with different faiths and beliefs and none and which will help to provide a secure and accessible environment in which all can flourish and in which all contributions can be considered valued.

We will draw on the best practice approach set out by the social interaction charity the Challenge to bring people from different backgrounds together to develop their confidence and skills in understanding & connecting with others. We will do this by the use of RAG (Raising Achievement Group) meetings to ensure that each student's personal pathway through BOA S&S is successful and that they receive the most appropriate and emotionally sensitive support.

The Integrated Communities Strategy points out that

“As of January 2017, 60% of minority ethnic pupils were in schools where minority ethnic pupils are in the majority. This reduces opportunities for young people to form lasting relationships with those from other backgrounds and can restrict pupils’ outlook and education”.

We will ensure that students are taught in mixed ability groups thereby reducing potential exclusion and meeting the requirements of the Social Integration Commission that *“when people meet and mix under the right circumstances, trust grows and prejudice declines”*. Through the use of mixed ability groups and encouraging meaningful social mixing through the range of projects & programmes offered, we will help to break down any mistrust and suspicion between different cultural groups, thereby promoting community cohesion & integration.

Section F – Capacity and capability

This is your opportunity to show us that your trust includes people with the right skills to open your school and deliver your vision. You need to demonstrate that your group has the capacity and capability to set up and run the school(s) you are proposing, and that you have access to appropriate educational, financial and other expertise, either within your group or externally. We want to feel confident that your new school will be successful, particularly if you are proposing that it opens in a different area from your existing schools.

F1 – A strong track record

This section will need to be completed by **all applicant groups with at least one open state-funded school.**

New providers to the state sector do not need to complete this section. However, when explaining the track record of the individuals in their group for section F2, **all applicant groups** should keep the definition of a strong track record, as set out in the [how to apply guide](#), in mind.

We will use information held by the department and publically available data about the schools to make a judgement on your educational track record. However, if you wish to provide additional information that you believe will help us to better understand the track record of your trust, you should do this in box F1 below. For example, if there is a specific reason why a school that you run does not meet this definition (for example the school has not been open long enough for exam results, or you have recently taken on an underperforming school).

You could also demonstrate your track record on improving outcomes for disadvantaged pupils, and can use the box below to do this.

Please:

- Use the space provided in box F1; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

F1 – A strong track record

Birmingham Ormiston Academy (BOA) has an outstanding track record. It opened in 2011, from a stand still position with no predecessor school. It is now hugely oversubscribed. BOA is a 14-19 academy specialising in Creative, Digital and Performing Arts. Students attend BOA primarily to study BTEC level 2 and level 3 vocational courses. Although located in Birmingham, BOA is a regional academy admitting students from Birmingham and the local authorities of Coventry, Dudley, Sandwell, Solihull, and Walsall.

We have numerous creative and industry partners who continue to offer high levels of support, investment, expertise and opportunities for our students and the academy. In the seven years since opening, BOA has rapidly gained a reputation as a centre of excellence for the arts. It has impressed the creative industries and subsequently had an extensive array of well-known industry partners who support the differing pathways by helping design, develop and deliver the programmes of study. Our results speak for themselves.

GCSE	2015	National (2015)	2016	National (2016)	2017	National (2017)	2018
English	82%	65%	88%	60%	94%	70%	100%
Maths	82%	63%	82%	61%	85%	71%	88.2%
Science	79%	59%	80%	53%	83%	48%	92.5%

F1 – A strong track record

Post 16	826 (AAA)	856 (A*AA)	870 (A*A*A)	
---------	--------------	---------------	----------------	--

****National not available at point of submission****

Students with SEN make excellent progress at BOA:

Key Stage 4

Average grade for an SEN student is in line with their peers.

Progress 8 for SEN is +0.5

Pathway attainment is in line with their peers as Distinction*

Post 16

Average A Level grade was a grade C (This being their 4th or 5th A Level)

All SEN students are successful at BOA with a value added of +1.0

SEN students achieve in line with their peers D*D*D.

Students from disadvantaged background make excellent progress.

Key Stage 4

All disadvantaged students are in line with their peers. Progress 8 for disadvantaged students is +0.02. Well above the national attainment in both Maths and English.

All disadvantaged students achieved a standard grade 4 pass in English.

They are in line with their peers in the specialist pathways – Average D*

Post 16

Disadvantaged students are in line with their peers.

All disadvantaged students do well at BOA and achieve in line with their peers D*D*D or C at A Level.

In September 2014 BOA won the tender to manage the 100 year-old Old Rep theatre in Birmingham as the Birmingham Ormiston Academy Theatre (BOAT). We consider this theatre as our second campus. Through this venture BOA has taken a step closer to bridging the gap between education and the world of arts employment. The opportunities created at the BOAT (Old Rep Theatre) allows students to develop their skills in areas including performance, administration and technical theatre as well as providing them with opportunities to showcase their talent on – either on the main stages or at small stages at VIP events. The theatre also provides additional space for lessons, workshops and rehearsals.

In April 2017 BOA received approval to open a new Free School called BOA Digital. BOA Digital will be an 11-18 academy specialising in digital technologies. It will be the sister school to BOA and form part of the newly established BOA group. The new school is forecast to open in September 2021.

F2 – The necessary experience and credentials to deliver the school to opening

F2(a) – Skills and experience of your team

All applicants will need to complete this section, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Complete Table F2(a);
- Include CVs of individuals as appendices at the end of this application form (please note they do not count towards the page limit);
- Provide a short commentary on your plans in box F2(a); and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

Table F2(a) – Skills and experience of your team

Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
<p>[REDACTED]</p> <p>—</p>	<p>[REDACTED]</p>	<p>Yes</p>	<p>Executive Principal and Chief Executive of BOA Group</p> <p>Part of pre opening team</p>	<p>Role: Principal of BOA (14-19 Specialist Academy) until 31 August 2018</p> <p>Relevance to application:</p> <p>The founding Principal of BOA. Took BOA from the vision and plan to realising the goal. Oversaw the new build and the recruitment of staff and students. School has very good results and an outstanding reputation. Top 14-19 school in the country, based on exam results in August 2015. Oversubscribed PAN of 950 (1150 on roll in September 2015). All within 5 years.</p>	<p>10</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>Yes</p>	<p>BOA lead Trustee for overseeing project</p>	<p>Role - Digital Director Maverick Television</p>	<p>2</p>

			Chair of BOA New Ventures Working Group	<p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	Yes	Chair of BOA Member of New Ventures Working Group	<p>Role - Education Consultant 2012-present</p> <p>[REDACTED]</p>	2

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2

				[REDACTED]	
[REDACTED]	Worcester, Worcestershire	Yes	Finance Director of BOA Company Secretary Part of pre-opening team	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	5

				[REDACTED]	
[REDACTED]	[REDACTED]		Part of pre-opening team	[REDACTED]	5
[REDACTED]	[REDACTED]		Safeguarding designated lead Part of pre-opening team	[REDACTED]	5

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Role: Director for Learning and Achievement (Pittville School)</p> <p>Relevance to application: Academic monitoring across departments to raise achievement at GCSE.</p> <p>Role: Assistant Principal at BOA</p> <p>Relevance to application: Assistant Principal for pastoral care and data. Both focussing on raising academic achievement. 2 years experience of being the designated</p>	
--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				[REDACTED]	
[REDACTED]	[REDACTED]		<p>Managing Directors and key staff commitments</p> <p>Overseeing recruitment of staff</p> <p>Part of pre-opening team</p>	[REDACTED]	10
[REDACTED]	Birmingham		Project Manager of either the new build or refurbishment	[REDACTED]	15

--	--	--	--	--	--

[Add lines as appropriate]

F2(a) – Skills and experience of your team

The opening of BOA Stage & Screen will be managed by [REDACTED] (the Executive Principal and CEO of the BOA Group who will oversee the implementation phase. She will be supported by [REDACTED] who will be the project manager for the refurbishment and procurement of equipment. The executive team will support with Finance, HR and Admissions. The Principal Designate will be in place by April of the opening year. A contract will be agreed with an external PR/Marketing company to manage the external promotion of BOA Stage & Screen.

The New Ventures steering group will hold the above accountable until the BOA Group is a legal entity and the LAB is appointed.

Project Management Approach

The plans for opening the BOA Stage & Screen Academy will follow the five phase project management methodology laid down by the Project Management Institute - as set out below.

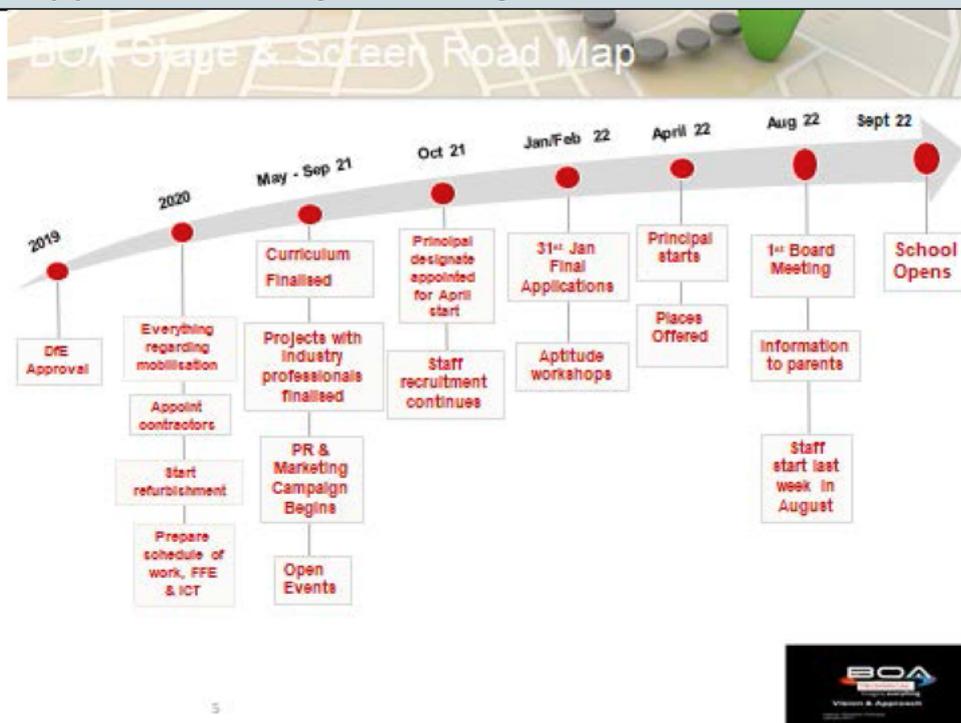


During the project initiation phase, a Project Kick Off meeting with key stakeholders will take place where

- The vision and values of BOA Stage & Screen will be finally agreed and communicated
- The skills gaps of BOA Stage & Screen will be reviewed and the relevant decisions will be made to recruit the necessary project management & other expertise to set up the pre-opening project
- The Project Governance will be formally agreed and the attendees of the relevant Steering Group / Committees will be decided
- The project will be formally constituted and the plans for setting up the definition phase will be agreed.

When the Pre-Opening Project Manager has been recruited, the project definition and planning phase will commence and the deliverables set out in the above diagram will be produced. These will be accompanied by the production of a project delivery road map which will set out the key stages for delivery of the school opening by agreed date (probably 2022) as follows

F2(a) – Skills and experience of your team



Once the Project Definition and planning phase has almost completed, there will be a Gate Review meeting of the key stakeholders to formally agree and sign off the project plan, budget and project controls (e.g. Project Plan, RAID log, highlight report, financial controls etc.) & project quality criteria (e.g. key performance indicators). These deliverables will then be used by the Project Manager to ensure that the project meets its objectives and delivers to the time, cost & quality criteria set out in the project plan. (In addition regular governance meetings will be held to ensure that the project is delivered to these agreed time, cost & quality criteria.)



Finally when the school is operational and the initial opening phase has been successfully completed, the Project Manager will complete the relevant lessons learned log and project closure report to ensure that the project is closed down in line with the agreed timelines. At this point the interim pre-opening staff – e.g. the project manager will leave the project as it transitions into Business As Usual.

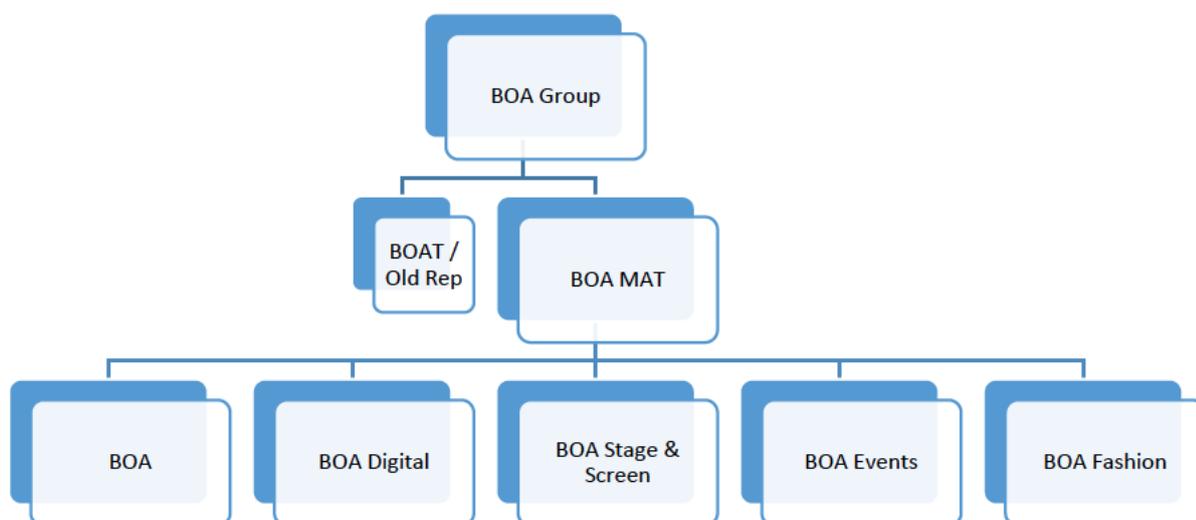
The BOA team is well versed and experienced in opening new academies from a stand-still position. BOA is now an over-subscribed academy (opened September 2011 with no predecessor school) and we are in pre-opening and building phase with BOA Digital - which is due to open in September 2021 (Or September 2020).

Capacity & Capability

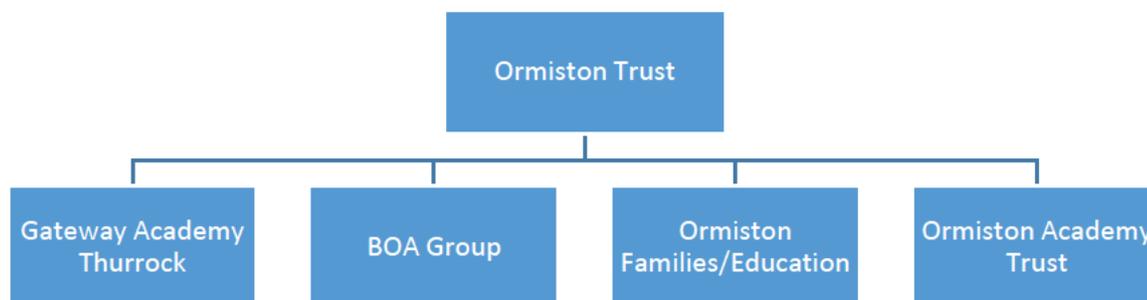
The existing BOA school is a single academy trust which is currently in the early stages of converting to a Multi Academy Trust (MAT) which will operate under the auspices of

F2(a) – Skills and experience of your team

the BOA Group. BOA Stage & Screen will operate as one of the MAT schools.



The Birmingham Ormiston Academy Group (BOA Group) are themselves sponsored and supported by the Ormiston Trust which originally founded BOA school and which has subsequently also formed its own separate Multi Academy Trust – the Ormiston Academies Trust as well as ‘Gateway Learning Community’.



BOA Group, BOA school, Old Rep Theatre (BOAT) and the Ormiston Trust (and their subsidiary Ormiston Academies Trust) will all provide BOA Stage & Screen with support & assistance during both the pre-opening phase and subsequently. Additional support and assistance will also be available from the BOA Group governors and BOA Group partner organisations. Individuals from many of these organisations/bodies have been included as part of our skills gap analysis for both the pre-opening team and the subsequent operational team (see below). BOA Group will provide a range of back-office and accounting services to BOA Stage & Screen and will ensure support & assistance is provided from a range of senior BOA staff.

F2(a) – Skills and experience of your team

We have discussed our capacity and capability to open one (or more) free schools with Birmingham City Council and they have confirmed that they satisfied that we have the necessary capability and resources within the BOA Group & the wider Ormiston Trust Group – see attached letter of support.

BOA Stage & Screen Timeline (Working on a 2022 opening)

As soon as DfE agrees start date	Discussion with BCC admissions team Mobilise the project manager to work with contactors Appoint contractors Prepare schedule of work Prepare schedule for purchase of fixtures, fittings, equipment Appoint PR/Marketing Company Formulate steering committee
February 2020	Decisions on curriculum and policies. Procure a marketing campaign to cover: <ul style="list-style-type: none">• Website• Prospectus• Radio campaign• Newspaper adverts• Social media• Open events at BOA and The Old Rep• Branded tour bus• Technical BOA branding Advertise for Principal Designate
May 2021	Prospectus finalised Building work ongoing PR
June – September 2021	Marketing campaign and open events
October 2021	Curriculum model and staffing finalised Policies in place Appoint Principal Designate for April 2022
31st January 2022	Deadline for applications Staff recruitment begins
February 2022	Aptitude test
April 2022	Places offered and Principal Designate Starts
June 2022	Meet all new staff
July 2022	Send information to parents
August 2022	New staff start during the last week in August
31st August 2022	Board Meeting
1st September 2022	School opens

F2(b) – Skills gap analysis

This section needs to be completed by **all** applicants but you will need to provide different information depending on whether your group is currently a MAT or not. Please set out any skills gaps that you think exist within your group and how you intend to fill them.

Please:

- Complete Table F2(b) below; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

Table F2(b) – Skills gap analysis		
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
Human Resources function is currently contracted out to a third party	Pre-Opening Team and permanent staff member	Appointment of a Human Resource manager to oversee the appointment of staff and to ensure the consistency of approach throughout the Group

[Add more lines as appropriate]

F2(b) – Plans for recruiting a principal designate and executive head
BOA and BOA Digital have their own head teachers (Principals). The Executive Principal and CEO will oversee the opening of BOA Stage and Screen with a Principal Designate role being advertised the autumn term before the school is due to open the following September. The new Principal Designate will be in post Easter of the opening year (one term ahead of opening)

F3 – An effective governance structure

All applicants will need to complete this section in full, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Use the space provided in box F3; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

F3 – An effective governance structure

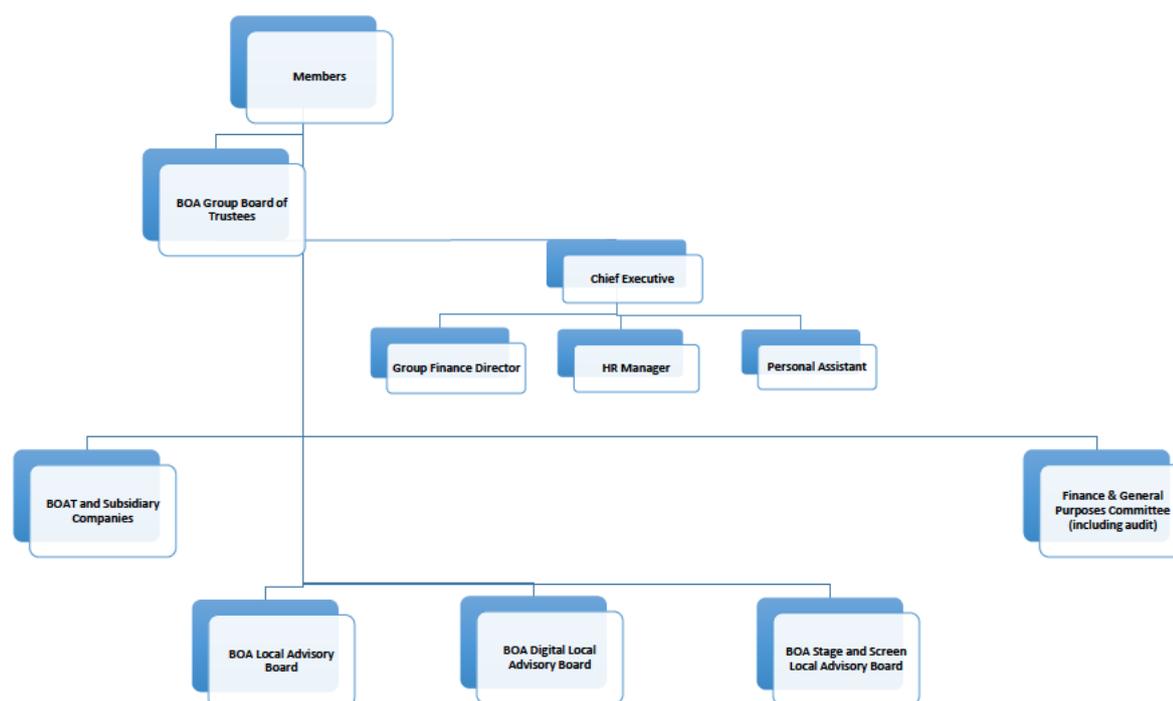
BOA is a single academy trust that aims to convert to a MAT. The Members for BOA are currently The Ormiston Trust (OT), Birmingham City University (BCU), Birmingham City Council (BCC) and the Chair. With the format of the BOA Group, an extra Member will be appointed so that the total becomes 5. It is proposed that this will be [REDACTED]

[REDACTED] The Trustees will be personally responsible for the actions of the Trust and are accountable to the Members, Secretary of State for Education and all stakeholders for the quality of education given to its students and the expenditure of public money.

Most of the current Trustees of BOA will be the Trustees of the newly formed BOA Group. The present Board has a wide range of skills including Educational Leadership, HR, Finance and experience of running large and medium sized organisations.

All Trustees will be appointed by the Members as set out in the Articles of Association.

All Trustees have responsibility to act in the best interest of the Trust and the Academies. There will be a Local Advisory Board (LAB) overseeing each unique academy. This LAB will be an operational group overseeing the day to day organisation. The Trust will delegate certain powers to this Board with the Trust Board exercising a more strategic role.



There would be a Local Advisory Body for each school, whose role would be to implement the policy set by the Board of Trustees; and monitor the performance of their school. The LAB will be made up of no more than 8 Governors:

- The Designate Principal of the school
- Trustee (appointed by the Trustees to chair the LAB)
- Two parent Governors
- One staff Governor

F3 – An effective governance structure

- Two Governors from the local community (industry professionals)

The LAB will have a number of Committees:

- Curriculum and Standards
- Disciplinary

The Curriculum and Standards Committee will meet once per half term. The Disciplinary Committee will meet where necessary and the Full Board will meet once per term (four times per year).

The core strategic functions of the Local Advisory Boards will be to ensure clarity of vision, ethos and strategic vision; hold the Principals to account for educational standards and performance management of staff.

The Board of Trustees will have oversight and legal oversight of the academies and will have the following specific responsibilities:

- To determine and fulfil the shared vision and ethos of the Trust and the Academies, acknowledging the uniqueness of each individual Academy and the needs of the communities they serve
- To develop a strategic plan for the Trust and to effectively communicate that plan so this can be implemented across the Trust and all the Academies, including determining any future expansion of the Trust
- To develop and support strategic partnerships with other bodies and organisations, including service providers and government agencies, which will further the Trust's strategic plan
- To ensure one Trustee is the Chair of each Local Advisory Body
- To act as a critical friend to the Principals and each of the Local Advisory Boards by receiving reports and challenging outcomes and decisions
- To implement policies and procedures which intend to achieve a consistently high standard of education and financial prudence across the Trust
- To work with the Principals to develop the local capacity within the Trust to provide both governance and leadership support and mentoring to the Local Advisory Boards and the leadership teams within the Academies, as well as direct school improvement support
- To work with the Principals and having regard to any recommendations made by it, to make or facilitate the suitable appointments of governors who will serve on the Local Advisory Boards, including removing Governors who fail to fulfil the expectations of Governors set out in the Scheme of Delegation (both the Local Advisory Boards and the Trustees have the right to remove Governors)
- To determine the budget for any shared or central expenditure and support and to approve the individual Academy budgets
- To work with the Principals to supervise the effectiveness of the Academies and the Local Advisory Boards, intervening if necessary
- To formally appoint and, in conjunction with the Principals and the Local Advisory Boards, to review the performance of the Principals of the Academies

F3 – An effective governance structure

- To monitor and evaluate the delivery of the central or shared services and functions provided by the Executive Team lead by the Executive Principal/CEO, ensuring there is comprehensive support to the Academies and procuring any strategic third party services as determined appropriate
- To ensure there is a proper system for the internal audit of the accounts of the Trust (including the Academies) and the financial procedures followed by the Academies, managing and overseeing risk, facilitating the preparation of the Trust's accounts by the Trust's auditors
- To act as the ultimate decision maker in relation to any appeals by staff following disciplinary or grievance procedures
- To ensure proper advice is available to the Trust and the Academies in relation to legal and compliance matters
- To ensure that insurance or risk protection cover is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and Trustee liability
- To liaise with and support the Principals ensuring there is collaboration not just within a region but across the whole Trust, emphasising and facilitating the benefits of such collaboration

In practice, the agendas of the Board meetings will ensure that the Board regularly receives, reviews and challenges reports from the Executive Principal which will include Data information about the performance of all schools. The Data will show how the schools are performing against their financial and non-financial targets and enable strategic decisions to be made about the actions required to improve performance at each school, for example by identifying good practice in one school which can be shared with other schools where there is an area for development. This is a key benefit to a school working as part of a Multi Academy Trust.

The Board delegates certain functions and responsibilities to committees or working groups as follows:

Local Advisory Boards (LAB)

The Board will discharge responsibility for the strategic direction of the individual school to the Local Advisory Boards, via the Scheme of Delegation. The Scheme of Delegation sets out clearly the responsibilities of the Board versus the responsibilities of the Local Advisory Board.

Minutes of all Local Advisory Board meetings are made available to the Board of Trustees. Performance of the Local Advisory Boards is reviewed via regular Leadership and Management Reviews or Mock Ofsted at each school, the outcomes of which are fed back to the Trustees.

The Board has to approve all appointments of Chair of Governors on the Local Advisory Boards. Local Advisory Boards are for the most part made up of individuals drawn from the academy's community, both as elected and appointed members. The expectation is that all governors actively contribute relevant skills and experience.

The Members will have the ultimate control over the Academy Group, with the right to appoint Trustees and amend the Trust's Articles and Association. The current Members of the Birmingham Ormiston Academy are as follows:

F3 – An effective governance structure

- Signatories to the Memorandum:
 - Ormiston Trust
 - Birmingham City University
- Any person to be appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose;
- Birmingham City Council
- the Chair of the Board of Directors
- Any other Members appointed by the unanimous agreement of the Members

When BOA becomes a MAT (with the opening of BOA Digital), it is proposed that Peter Murray will become a Member to bring the total to five.

Trustees will be responsible for setting general policy, adopting an annual plan and budget, monitoring the Academy by the use of budgets and making major decisions about future direction of the Group. The Trustees of Birmingham Ormiston Academy would become Trustees of the BOA Group, comprising of:

- Ormiston Trust may appoint up to 7 Trustees
- Birmingham City University may appoint 1 Trustee
- Chief Executive of group (as ex-officio member)
- Birmingham City Council may appoint 1 Trustee
- Up to 3 Co-Opted Trustees
- Additional or Further Trustees appointed by Secretary of State as necessary in special circumstances.

The Trust will meet four times per year. Once in September to review exam results and the School Development Plan for each Academy, then in December, March and July.

There will be a separate Finance/Audit Committee who will report back to the Board of Trustees and set budgets. The Finance/Audit Committee at Board level will oversee the strategic financial performance; risk modelling; identifying procurement opportunities; benchmarking; and financial control for the group as a whole. The Finance and General Purposes Committee at LAB level will be more focused on the financial performance and operational matters within each school.

The Chief Executive will be the Accounting Officer for the Group. They will work closely with the Trustees to ensure that their objectives are met; provide leadership and strategic vision; and ensuring that performance and targets are achieved throughout the group.

Any potential conflicts of interests arising at Birmingham Ormiston Academy's Board, are addressed by having a standing item on the agenda for Trustees to declare such an interest. Any conflicts of interest are managed by ensuring Trustees are prohibited from voting for any decision where they have a related party interest. Any contract for

F3 – An effective governance structure

services to these related parties would be have to be shown that it represents good value for money; is the best solution for the academy; it is provided at cost; and is properly managed. BOA Group's Board would look to continue to follow this best practice for the foreseeable future.

Schools must be financially sustainable and ensure that every pound is used efficiently to have maximum impact for the pupils and the school. Although we appreciate that you will not know the exact amount of funding that your school will receive when open, we expect your financial plan to demonstrate that you are able to manage your school's budget efficiently. You need to set out your robust financial plan for how you will make the best use of resources. We will assess whether your financial plans support the delivery of your education vision within the funding provided. **All applications, including those with an innovative or new approach, must demonstrate that the school will be financially viable.**

Section G – Financial viability

If you have previously opened a free school, you do not need to complete the financial template at this stage unless you wish to. However, you may use box G1 below to tell us anything that will help us understand your financial health.

If you have not previously opened a free school, please:

- Complete the setting up a free school financial template Excel spreadsheet; and
- Refer to Section G of the [how to apply guide](#) for what should be included in this section.

G1 – Additional commentary on financial viability

BOA Stage & Screen needs to be a relatively small school (300 students in total) in order to be able to provide the specialist education, training and work experience that our vocationally focused students will need. We are fully aware of the financial difficulties that smaller educational establishments often face. However, BOA Stage & Screen Production academy will not be an isolated stand-alone organisation. Instead it will not only be an integral part of the larger BOA MAT, but it will also be part of a wider network of cultural sector businesses that will have a vested interest in supporting it and seeing it thrive.

All of the schools in the MAT and the BOA theatres are located within a close geographic proximity in central Birmingham. This means that BOA Stage & Screen Production academy will be able share expertise, teaching staff and/or other resources (such as back office services, management, IT and other support staff / facilities.) to produce economies of scale and share risk. The other schools in the BOA MAT would

G1 – Additional commentary on financial viability

also act as ‘feeder’ schools for the BOA S&S 16-19 free school - as the original BOA is a 14-19 school and BOA Digital will be a 11-19 school – in order to attract students. As a smaller specialist school with a niche curriculum we will also rely on significant levels of support from our partner organisations both to help to attract students and also to provide teaching support & other resources for some of the specialist aspects of our courses - particularly high quality work experience. This will be particularly important as our courses will be much more practically based and involve substantial amounts of time on projects and work placements/experience rather than time spent in a classroom or on written work. This emphasis on partnerships and the development of a strong outward facing ethos will allow us to tap into a local network of both expertise and work opportunities provided by the industry partners.

It is our experience that many practitioners welcome the diversity of delivering such projects. BOA has a vast number of partners and a bank of industry professionals it can call upon to deliver these courses. [Indeed BOA delivered a €500,000 tender to the Malta Film Commission via a mixture of BOA permanent staff and industry professionals] Students will be working with some of the latest industry equipment and practitioners, whilst gaining knowledge and practical experience.

In order to develop the industry required skills students will work as Technical Crew on a variety of productions and events, supporting theatre productions, music gigs, conferences, awards ceremonies, photo shoots and fashion shows. As well as working on in-house shows students will also be given opportunities to work with industry specialists on work experience projects. Although most of this work experience will take place at The Old Rep Theatre, BOA TV Studio, BBC Mailbox, PRG (a global lighting company) and the in-house BOA theatre, many students may have the opportunity to work at other local theatres or production studios. Students will learn by completing projects and some written assignments that are completed only whilst working on realistic workplace situations, to enable them to gain the experience needed to pursue a career in the production industries.

This approach will see students spend approximately eighteen hours a week either on BOA S&S premises or at The Old Rep having taught sessions by their tutors. They will be expected to match this time with their own preparation, research and independent study per week. During production periods they will be expected to spend more time at the academy, including evenings and weekends in order to undertake and keep to rehearsal and planning schedules.

Although there will still be a requirement for there to be a permanent, and well equipped, base for the college which is large enough for the basic needs students and staff, quite a lot of their time will be spent in theatres, in studios, in event venues and on location. These alternative locations will not only include the theatres & rehearsal rooms at BOA school and at the BOA Old Rep but the studios, theatres and event spaces of BOA partners & sponsors (such as BBC, PRG, NEC, Crescent Theatre, Birmingham Rep). In some cases these spaces will be made available as a “contribution in kind” by our partners/sponsors and in other cases this use will be a

G1 – Additional commentary on financial viability

natural part of students carrying out real (and useful) work experience projects for our partners/sponsors. In either case, the availability of such locations will help to keep our building rental and equipment costs down.

The main body of permanent staff will be qualified teachers, but we envisage much of the course content within the academy will be delivered by industry professionals. This will mean that there should be a reduced need for teaching staff and more reliance on external professionals who are only needed on a part-time basis. We believe that this approach is not only the best one for the students but will also be the most cost-effective option for BOA Stage & Screen.

Finding a suitable site is an essential part of opening a free school. As part of preparing your application you should investigate potential sites for your school and tell us about them in your application. If you are successful, we will work with you and the local authority to secure a site for your school.

We will consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area. **We will give preference to those projects where we are likely to secure a value for money site in a timely manner with an acceptable level of risk**, in particular, those applications that come forward with a local authority or government owned site on a peppercorn rent.

Section H – The proposed site (use Excel spreadsheet)

This section will need to be completed by **all** applicants. If you are applying for more than one school, you must complete this section for each free school for which you are applying. Please:

- Complete the Section H tab in the Excel spreadsheet; and
- Refer to Section H of the [how to apply guide](#) for what should be included in this section.

Annexes

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

- Provide CVs of key individuals named in Table F2(a) and any letters of support and maps; and
- Note that any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.

CV template

CV template		
1	Name	
2	Area of expertise (e.g. education, finance, HR, etc.)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
4	<p>For finance staff 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 	
5	Brief comments on why your previous experience is relevant to the new school	
6	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
7	Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.	



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00177-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk