



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

NEW COLLEGE DONCASTER

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

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

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

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

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Declaration

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

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

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

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



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

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number 83284

Name of proposed school: New College Doncaster

Is this a route one application or a route two application? Route 2

Name of lead applicant: <redacted>
 Note that all lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.

Address of lead applicant: NEW College, Park Lane, Pontefract, WF8 4QR

Email address of lead applicant: <redacted>

Telephone number of lead applicant: <redacted>

How you would describe your group? Something else (please give detail below)

If 'Something else' please describe your group: Sixth Form College

Have you applied before for this school, whether under the current name or something else? No

If 'Yes' and the name of the school was different, please say what the original name was:

If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results. Please select

About the company

Have you established your trust in accordance with the DfE model articles of association? Yes

Company name: New College Educational Trust

Company address: NEW College, Park Lane, Pontefract, WF8 4QR

Company registration number: 9257194

Date when company was incorporated: 09 October 2014

Please confirm the total number of company members (must be a minimum of 3): 3

<redacted>
<redacted>

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

Please list all company trustees, providing their name and the position they will hold when the school is open:	<redacted>
	<redacted>
	<redacted>
	<redacted>
	<redacted>
	<redacted>
	<redacted>
	<redacted>
	<redacted>

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

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	108409
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130550
--	---

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	For sixth form colleges there is no comparable published three-year data. However data on college performance is provided in Section F of the application.
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>No</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>n/a</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>n/a</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful.</p>	



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

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Doncaster
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Proposed opening year:	2016
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Age Range:	16-19
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	NA 16-19 application
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	1200
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	1200 post-16
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Please say which year groups the school will have in first year and the PAN for each	Year 12: 500
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Date proposed school will reach expected capacity in all year groups:	2018
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	11-18
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	Yes
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If yes please say when you propose the principal would start:	Sep-15
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Please say how many people will sit on your governing body:	11-15
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Use of freedoms

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

Section C1

1. The Vision

The vision for New College Doncaster is of a 16-19 Free Sixth Form College opening in 2016, which will provide outstanding academic and vocational learning and progression opportunities for around 1200 young people in Doncaster.

Our Track Record at New College Pontefract

The Project Team behind the proposal have a successful record in translating an inspiring vision into deliverable operational systems, and furthermore in achieving this in a broadly similar demographic and socio-economic context to Doncaster. The proposers' success record at New College Pontefract has seen college performance rise to a position in which it comfortably exceeds national rates with a student cohort whose starting point is below the national attainment rate at KS2. Working with a similar cohort to Doncaster's young people, New College Pontefract embarked on a three-year journey to transform outcomes for learners. In May 2014 New College was judged outstanding in every area by Her Majesty's Inspectorate (HMI) and in August 2014 the college recorded an A level pass rate of 99.4% and a high grade rate of 51%. The average point score per A level entry was 214.6. At AS level the pass rate was 94% and the high grade rate 41.5%. Equally successful is vocational provision with a 100% pass rate and 80% high grades which position it amongst the very best selective and prestigious post-16 providers. 92% of students progress immediately to higher education, training or employment.

Our vision is deliverable because:

1. The team who have transformed outcomes for learners at New College Pontefract will assume strategic and operational responsibility for the Free Sixth Form College from application to operation. Located in the centre of the town, the college will offer an innovative and distinctive alternative to local low quality provision. Our Study Programmes will include an extensive range of A levels and a suite of vocational qualifications. It will set a new and higher standard for achievement which will support improvements across the town's post-16 provision as a whole. It will enable young people to access an exciting and high quality learning journey, one which is embedded with skills for work and further study, which takes account of the uniqueness of every learner and which features an innovative pastoral model. We intend to take a robust approach in addressing some of the complex local and educational factors which are currently limiting the full achievement of potential in Doncaster, building ambition and raising aspiration through a culture of success, resilience and self-responsibility, set in a young adult context in which support, challenge and enrichment will be provided by post-16 experts.
2. Each member of the team brings a demonstrable record of success in driving up standards, tackling poor performance, setting challenging targets and prioritising the learning, achievement and progression of young people in an area of socio-economic deprivation. New College Pontefract draws its students from some of the most deprived wards in the country. Their prior attainment lags behind national rates and 20% of the student population come from households with an annual income around the Free School meals threshold. Doncaster's Index of Multiple Deprivation (IMD) rating for Education and Skills is the 26 lowest out of 326 Pontefract's 30. Both Pontefract and Doncaster have similar Not In Employment Education or

Training [NEET] levels (5.5 in Doncaster, 5.3 in Pontefract). Both towns demonstrate some of the cultural issues linked to their former identities as mining areas. There are low levels of business start-up, knowledge-based activity and technical and scientific expertise. At New College Pontefract, the Project Team has achieved quantifiable success addressing these and other factors including low aspiration, a tendency to insular thinking, lack of ambition and a belief that Higher Education and high level skills training are “not for us”. Two thirds of students at New College progress to university and 80% of these are “family firsts”. 92% of students in 2012/13 completed Year 13 by progressing immediately to higher education, training or employment. This is because the Project Team members are skilled and experienced in providing learning which blends academic excellence with employability and enterprise skills and which responds to the needs of students who arrive at college with attainment levels below the national rate, with significant variations in the performance of vulnerable groups. Our learners benefit from individualised support and guidance before they enrol with us, during their learning journey and as they complete it and prepare for progression. A more detailed explanation of this system is provided in Section D.

3. The curriculum and Study Programmes will provide the breadth, diversity and choice which are a consequence of large student volume. Students will benefit from the timetable model operating in New College Pontefract which enables the study of subjects in any combination including elements of vocational and academic study where this meets students’ achievement needs and progression goals.
4. The team steering the Free Sixth Form College project has a demonstrable track record in not only successfully managing three consecutive funding cuts, but also in thriving, prospering and growing. In a period of steep demographic decline New College Pontefract has grown its learner numbers wisely, in a planned and systematic way. This has enabled the college to increase revenue through lagged funding, which has been re-invested into our college renewal programme which in turn has enabled us to attract more students. We have experience in managing large and small-scale building programmes ensuring, through value engineering, that these are completed on time and on budget.
5. The project-team is experienced and skilled in ensuring congruence and synergy between curriculum planning, building planning, growth planning and financial planning. We have maximised the potential of several funding regimes to ensure that our teaching and learning is both outstanding in quality and value for money. New College Doncaster will be run on the same lines, with the same value for money principles applied to curriculum, buildings and staffing.

Our vision for a transformed learning journey for Doncaster’s young people

Located in the centre of town, the college will offer an innovative and distinctive alternative to local low quality provision. Our Study Programmes will include an extensive range of A levels (33) and a suite of vocational qualifications (20). The college will set a new and higher standard for achievement which will support improvements across the town’s post 16 provision as a whole. It will enable young people to access an exciting and high quality learning journey, one which is embedded with skills for work and further study, which takes account of the uniqueness of every learner and which features an innovative pastoral model.

New College Doncaster will be the first dedicated post-16 centre in the town to offer both academic and vocational study programmes at Key Stage 5, including particularly strong and

expert Science, Technology, Engineering and Maths (STEM) provision to support the priority area of engineering skills in the region. We intend to create a dynamic learning community in which every student's individual needs are met through personalised and data rich Information, Advice and Guidance (IAG), through learning and teaching which is consistently outstanding, and through mentoring and coaching which builds ambition and raises aspiration. Around 80% of provision will be academic with a comprehensive A level offer.

The Free Sixth Form College ethos of success, high expectations and resilience is both informed by, and will address some of the performance issues apparent in Doncaster's schools, such as absence rates (above both local and national averages) poor progress and lack of challenge (Ofsted), performance at the end of Key Stage 4 and the variations in educational attainment by different learner groups as well as wider aspects such as numbers of NEET (5.5 at 16-18) and numbers of "not known" (14.5%) Our college will place a particular emphasis on tackling low aspirations and low self-worth through consistency of approach, expectation, support, systems and structures. Every one of New College Doncaster's students will experience the consistent high-quality guidance, support and challenge which our robust systems provide. Yet within this, we will identify and address their unique potential as young people coming with diverse abilities, needs, and goals. There will be no "one size fits all", we will be "counting our students in hundreds, but thinking of them in ones". This will be one of our distinctive features.

2. Why we are seeking to establish a Free Sixth Form College in Doncaster

The identification of central Doncaster as the location of the new campus is a consequence of data analysis which demonstrates the need for local choice and local high quality provision in order to give Doncaster's young people the opportunities to fulfil their potential. Of the 8,889 in-learning 16-18 year olds in 2014, 1,500 travel out of area for their post-16 study. According to the Education Funding Agency (EFA)¹, in 2012/13 learners in Further Education (FE)/ Sixth Form / Private Provision travelled outside of the area to Leeds (80 learners), North Lincolnshire (161), Rotherham (517), Sheffield (147), Stockport (178) and Wakefield (33).

Doncaster's needs neatly reflect the Government's twin priorities of raising attainment for all and closing gaps. Doncaster's socio-economic profile and the overall picture of its children's educational achievement demonstrates the ways in which deprivation can affect performance at school, limiting life chances for individuals, and making economic recovery and growth more difficult and complex. A report by the Regional Director of Ofsted commenting on Doncaster as a whole claims that if children "are eligible for free school meals the gap between their attainment and their friends not eligible for free school meals will be considerably wider than in England as a whole".

Socio-economic Profile

¹ EFA Management Information for 2012/13 academic year

Doncaster is the second most deprived borough among its local comparators, and measures of deprivation are particularly high for both living environment and education. The proportion of children living in poverty is greater than both regional and all-England comparators and almost 30% of under-15s are living in the 20% most deprived areas of the country. The Index of Multiple Deprivation rates it the 43rd most deprived place to live, and it is ranked 26 out of 326 of the poorest performing local authorities for educational attainment. The poor economic performance of Doncaster is clearly identified in strategy documents, in needs assessments, in inclusion and equality plans and in public health strategies. Doncaster's Local Economic Assessment reports that Doncaster has more unemployed people than in other areas of Yorkshire with lower earning and skills levels. Further, it identifies a shortage of people capable of filling higher skills vacancies or equipped to cope with higher skills training. The Office of National Statistics reports the number of unemployed people aged 16-64 as more than 3% above the national rate and 2% above the local rate.

Educational Attainment

Similarly, the poor educational attainment of Doncaster's children is highlighted in several strategic documents. A report by the Regional Director of Ofsted identifies "poverty of expectation and poverty of aspiration in schools in Yorkshire and Humber". Doncaster is one of several areas in which "children are being failed in schools". The report claims that what are needed are high expectations in schools of young people. Doncaster's Local Economic Strategy 2011-15 states a need to improve attainment and transition at levels 2, 3 and 4. Doncaster's Equality and Inclusion Plan 2013-17 sets clear objectives to narrow gaps between different groups of children including looked after children, those with special educational needs and those from Black and Minority Ethnic backgrounds. A key objective in the Public Health Needs Assessment is to "ensure that reducing social inequalities in pupils' educational outcomes is a sustained priority". The Doncaster Children and Young People's Plan 2011-16 identifies key concerns regarding the achievement of children in public care, (12% achievement of 5 good GCSEs compared with 54.7% of all children) and in the attainment of good GCSE grades in MFL (17% against an all-England average of 32%). It reports that almost 200 parents elect to educate their children at home, and that the rate of both exclusions and persistent absence are higher than the national average.

The quality of existing post-16 provision

There are 17 providers of post-16 education in central Doncaster, 16 of these being school sixth forms offering A level provision. (The largest provider does not offer any A level provision). Of these 16 four have a judgement by Ofsted of Inadequate and eight of Grade 3. This places over 1,500 learners in sixth form provision which is either inadequate or requiring improvement.

Of the 16 school sixth forms offering A level provision, 13 have fewer than 100 full-time equivalent A level students and 11 have fewer than 50. Moreover, the disparity between the ratio of academic study to vocational study is trailing the regional figure (56%, compared with 68% in Leeds). This ratio is of concern since opportunities for access to comprehensive academic programmes is limited for young people in Doncaster (of the 30 students who come to New College Pontefract from the Doncaster area, each one has enrolled on an academic study programme. Comments from focus groups held with these learners confirms that they were prepared to travel to learn for a more comprehensive and inspiring academic offer). We believe that the combination of fragmented provision and poor quality provision is attributable to poor outcomes. The nature of small school sixth forms dispersed around Doncaster means that there is a lack of consistency in the learning journey. Moreover, small numbers mean a likelihood of poor value for money. We believe that New College Doncaster will provide value for money.

Students who stay at school for their sixth form study do not have the same opportunities to broaden their learning and social networks, to build friendships beyond the school and to grow in confidence in a young adult post-16 environment. There is a compelling argument for an addition of a new and outstanding A level provider in Doncaster, which would offer choice, a high-quality alternative to the existing offer, addressing the current unacceptable situation in which the percentage of young people in Doncaster achieving a level 3 qualification by age 19 is 10% below the national rate.

There are almost 11,000 16-18 year olds known to the Local Authority. Of these almost 9,000 are known to be “in learning” and will be dispersed among the schools’ sixth forms as identified in the table below, following the Study Programme offered by each provider. Deducting the number who travel to learn out of area (1,500), this leaves a group of 2,300. Several things are of note here, one of which is the significant volume of young people who are either not known to the Local Authority and the 600 who are known to be NEET. The curriculum offer across the providers is broadly similar, with an offer including A/AS level and BTEC at Level 3, with 8 providers including BTEC at Level 2 and one at Level 1. The curriculum offer is therefore largely replicated across the providers, each of whom offers much the same as the others. There is no specialist A level provider and no specialist delivery in any particular area, or relating to the specific needs of Doncaster’s young people. The addition of a new free sixth form college, specialising in A level provision, offering an innovative approach to employability skills, English and Maths, prioritising progression needs and responding to the distinct needs of Doncaster’s young people and its economy, is therefore much needed.

School Name	Number of students aged 16-18	Curriculum Offer
Armthorpe Academy	125	A/AS Level, BTEC Level 2
Ash Hill Academy	123	A/AS Level, BTEC Level 3,2,1
Balby Carr Community Academy	New	-
Balby Carr Community Sports and Science Centre	306	A/AS Level, BTEC Level 3+2
Campsmount	51	A/AS Level, BTEC Level 3
Danum Academy	399	A/AS Level, BTEC Level 3
De Warenne Academy	80	BTEC level 3 and AS/A level
Doncaster College	2771	GCSE, BTEC Level 2+3, Vocational
Don Valley School and Performing Arts College	228	GCSE, BTEC Level 2+3, AS/A level
Hall Cross Academy	543	AS/A level, BTEC Level 3 + Cambridge Technical
Mexborough School	92	-
Outwood Academy Adwick	166	A/AS Levels, BTEC Level 2+3, GCSE
Ridgewood School	180	AS/A level, BTEC Level + Cambridge Technical
Rossington All Saints Academy	152	AS Level, BTEC Level 2+3
Sir Thomas Wharton Community College	141	GCSE, BTEC Level 2+3, AS/A level
The Hayfield School	194	AS/A level, BTEC Level 3
The McAuley Catholic High School	330	AS/A level, BTEC Level 2
Trinity Academy	269	A/AS Level, BTEC Level 3
Total	6150	

Current provision	Number of 16-18 year olds known to the Local Authority
In local schools	6,150
Travelling out of the area	1,500
NEETs	600
Other	2,750
Total	11,000

The table below provides an overview of post-16 performance in Doncaster's providers.

School Name	Ofsted Inspection	Grade	Academic Attainment		
			Average Point Score per Academic Entry	Average Point Score per Academic Grade	Academic Students achieving at least 3 A levels at A*- E
Armthorpe Academy	26-Feb-13	Inadequate	179.1	D	23%
Ash Hill Academy	21-May-13	Requires improvement	179.5	D	24%
Balby Carr Community Sports and Science Centre	29-Jan-13	Inadequate	178.0	D	52%
Campsmount	18-Mar-14	Requires improvement	208.0	C	79%
Danum Academy	25-Sep-13	Inadequate	213.2	C	72%
De Warenne Academy	05-Dec-13	Requires improvement	175.7	D	25%
Don Valley School and Performing Arts College	13-Dec-12	Requires improvement	199.8	C-	39%
Hall Cross Academy	30-Apr-14	Good	206.2	C	67%
Mexborough School	28 Nov 12	Requires improvement	184.9	D	63%
Outwood Academy Adwick	26-Nov-13	Requires improvement	208.6	C	53%
Ridgewood School	17-Oct-13	Requires improvement	207.5	C	69%
Rossington All Saints Academy	01-May-13	Good	191.4	D+	53%
Sir Thomas Wharton Community College		Requires improvement	190.8	D+	92%
The Hayfield School	10-Apr-14	Good	196.3	C-	90%
The McAuley Catholic High School	01-May-14	Outstanding	217.4	C+	74%
Trinity Academy	11-Dec-13	Inadequate	195.8	C-	72%

Furthermore, Ofsted reports make specific references to poor quality of learning and progress in many of these providers. The table below identifies the key issues for Her Majesty's Inspectors across the provider range observed.

- Students' attainment by the end of Y13 below average overall.
- Achievement at A and AS level weak in 2012. Students not placed on appropriate courses and do not develop study skills well enough.
- Students taking academic courses do not achieve well enough. Entry requirements for some courses have been set too low. There is too much inconsistency across subjects. The quality of teaching is inadequate.
- The progress of students in 2012 and 2013, as well as current progress, shows too much variation between subjects. Even allowing for the impact of the very small numbers of students studying each subject, this variation is too great. Achievement in the sixth form, therefore, requires improvement.
- Sixth form requires improvement. Students following academic courses at AS and A level do not always reach their potential.
- Sixth form requires improvement. In some subjects students do not make consistently good progress because they are insufficiently challenged. The quality of teaching is variable and some subjects' progress is not yet good.
- The sixth form requires improvement because examination results are not showing sustained improvement. In some years results are not good enough, given the students' GCSE results, whereas in others years they are better.
- Attainment at A level below average. Progress in academic subjects requires improvement.
- Attainment in the sixth form has also improved, although it remains below average partly due to variable achievement across subjects.
- Raise standards in the sixth form to be at least satisfactory in those subjects the school has already identified as performing less well than others.
- Teaching not challenging enough. Does not develop students' higher order thinking or provide enough opportunities to deepen students' knowledge of the wider world. Not enough opportunities for students to develop critical thinking skills.
- Overall effectiveness and achievements of sixth form are inadequate.

Also on public record is the poor performance of Doncaster's school sixth forms with regard to point score per A level entry. Only one provider meets and exceeds the all-England average, with several providers significantly below this figure.

The underachievement of Doncaster's 16-18 year olds reflects their generally poor attainment at every educational phase. At GCSE the numbers achieving 5 good GCSE's (grades A*-C) is 4% below the all England average. The percentage achieving the E Bacc is 14% against 23% nationally. Children in public care perform particularly badly, as do children who receive free meals where achievement of 5 good GCSEs is 9% below the all England average and also below the average for Yorkshire as a whole.

Closing gaps is a key priority in many of Doncaster Council's strategies and plans. Doncaster's School Improvement Strategy acknowledges the seriousness of the situation, identifying Key Stage 4 and post-16 as poor, lagging well behind national rates and in the case of the latter, "an overriding priority". Despite the recognition of unacceptably poor standards an improvement trend has yet to be discernible. Doncaster's most recent Ofsted report states that Doncaster Council is ineffective in raising school standards, describing the need for change as "urgent". Ofsted further comments that "outcomes for all pupils, including the more able, are significantly below average."

Ofsted further notes that fewer than half Doncaster's children attend a school which is ranked good or better.

Doncaster's children deserve and need an education system in which they thrive and prosper regardless of background. The proposers of New College Doncaster are passionately committed to sharing strengths, and have a track record of successful school to school collaboration to improve outcomes for students. Our Teaching School application will enable us to formalise direct support to provide support across the 14-19 continuum. Our partners in the Teaching School Alliance are cross-phase demonstrating collectively a wide range of strengths which can be used to support both the new free school and others. Once established, we would like to work in partnership with the small sixth forms in Doncaster to support their own improvement and development as strong and successful providers of post-16 education and skills, and equally to learn from and benefit from the strengths of these small providers. Our expertise and specialist knowledge of the post-16 A level and Vocational curriculum will mean that local providers can be supported and strengthened in the interests of Doncaster's young people, their achievement and their successful progression.

The Project Team believes that Doncaster needs a Free Sixth Form College not because of a shortage of places, but because many of its young people are missing out on a high quality, outstanding post-16 learning experience, and on the raft of opportunities which this brings with it, including successful progression to meaningful employment, to Higher Education and to competitive universities, and to the personal and professional fulfilment which attends the realising of individual potential. In turn, these factors will contribute to Doncaster's economic renewal, and to its civic and community cohesion. The Ofsted report on New College Pontefract commends "the significant contribution to social cohesion and to the aspirations of the people in the communities it serves."

This evidence, much of it in the public domain, is incontrovertible. Poor educational attainment at every phase means that Doncaster's children lag behind their peers, regionally and nationally. The standards of post-16 provision have little impact on this existing poor attainment, and in the sixth form the trend of underachievement persists, affecting progression goals and destinations, and doing little to improve Doncaster's overall demographic trends.

3. Our Vision and Ethos

New College Doncaster will offer a local solution to the issues of poor choice and poor quality. New College Doncaster will enrol students at the end of Key Stage 4, and they will be guided onto an appropriate study programmes, based on their individual prior attainment, their needs, their preferred learning style, and their progression goals. A centrally located campus will facilitate travel to learn for students within a 10-mile radius of the town centre, with some expansion of this radius as the college's outstanding performance is more widely recognised.

Our unique and distinctive features:

The A level offer, which will be a particular strength in an area where the ratio of A level to vocational study is below local and regional rates. 33 A level subjects and 20 vocational courses will be offered. A level subjects can be studied in any combination which supports a student's

progression goals, whilst vocational subjects are linked to employment opportunities in the creative and graphical industries, in Health and Child Development and in Business and Law.

A culture of success, ambition, and high expectations will permeate every aspect of college life, and this will apply to staff as well as students. This culture will be established in our literature, on our website, in our behaviour, so that students and their influences will recognise our culture in a physical way when they visit the college at any point. “Values enacted” will be key to sustaining a culture and establishing an ethos of excellence by which the college will become synonymous. Our values will be presented to students through the medium of the acronym MESSAGE, (motivation, engagement, self-responsibility, success, achievement, going the extra mile equality and inclusiveness) which will be visibly displayed on corridors, on computer screens and in classrooms and this will form part of our student and parent contract, and the backbone of our support and disciplinary systems.

A young adult environment in which students are supported to develop independent learning skills through a range of modes, methods, and learning technologies and helped to develop self-responsibility and resilience.

Counting in hundreds, thinking in ones is the way we describe our individual approach to every student. Our “wraparound” support, guidance and care starts with the allocation of an appropriate tutor to the student even before they enrol. Students will retain these throughout the learning journey so that Information, Advice and Guidance and support are informed by personal knowledge and mutual trust. Our pastoral system and the specific role of Progress Tutors within it is described in more detail in Section D.

Focus on Maths and English both through discrete provision for those who have not achieved a grade C at GCSE and through the embedding of every lesson with literacy and numeracy. Support for Maths and English will be broad-based and will include one to one support, small groups for intensive, focused tuition on areas identified through the Maths and English initial assessment, small resit groups where students need to “work towards” a GCSE pass grade. Their skills to be developed through appropriate courses (functional skills). Each GCSE class will be supported with a classroom assistant. Achieving Maths and/or English will be central to the Study Programmes and progression goals of a distinct group of students. Below average GCSE attainment indicates a need for significant resourcing of these subjects for around 20% of students. At New College Pontefract, broadly similar attainment generates resourcing for between 15% and 20% of the student population. This resourcing provides one to one support, small group intensive support, in-class support and exam preparation, in addition to timetabled classes.

Monthly assessment which supports a strong student ethos of effort and excellence and enables a prompt response to potential underachievement.

Parent Partnerships- parents and carers will have live access to our highly-effective systems for student tracking, strengthening our relationships with them and enabling them to be key influencers at home, supporting our work in building resilience and self-responsibility.

Inclusive learning in which our successful strategy to narrow gaps will be applied in Doncaster. We have a successful record of supporting children in vulnerable groups, particularly those in public care and those with a statement of educational need. Doncaster has higher than the average number of looked after children, which makes the situation particularly urgent.

Gifted children will be able to access challenging learning and study through the Excellence Programme. We will set targets for our students' progression, employment, Higher Education and to competitive universities.

Teacher Access, a risk system which uses a risk-based model to provide targeted support. Targeted students have a timetabled, formal opportunity to access their subject teacher whenever the need.

New College Doncaster internship programme. In addition to comprehensive, high quality work experience opportunities, New College Doncaster students will be encouraged to apply for the Internship Programme in which students can work across the college in roles which match their personal career goals, as classroom assistants, technicians, study support mentors, Learning Resource officers, PE instructors, marketing and PR assistants and a range of other roles. In this way the world of work is embedded within their learning journey. Our Study Programmes will have a world of work subtext and we engage employers in a range of ways, including their help with shaping and delivering course content, underpinned with the skills which employers require.

Sharing our strengths working with others will be central to our ethos of success, achievement and self-responsibility. Our key partners will be parents and carers, Doncaster Council, community groups, employers, universities and other local providers. We are keen to work with all of these in the interests of students. Our unique and distinctive systems for tracking and monitoring student progress, our culture of effort and excellence, our tutoring for success and progression and our robust target setting for students and staff will set a new and challenging performance bar in Doncaster. We know from experience that setting high expectations drives up performance and fosters healthy competition and we expect our college to play a significant part in improving standards in existing post-16 providers in Doncaster. Furthermore, we want to collaborate with our colleagues and share our strengths, in the best interests of Doncaster's young people. New College Doncaster's impact will be felt not only by these young people but also by the whole community, who will share in our success.

We want to harness the power of new educational freedoms to forge unique and ground-breaking partnerships with other providers and to use our role as a Teaching School and a lead provider in teacher training as a source of expertise, support and resource to our colleagues in post-16 provision in Doncaster.

High quality education, high ambition for teaching and outcomes

The ethos of success and achievement will apply equally to students, teachers and Progress Tutors at New College Doncaster. Our Strapline "Raising Standards, Changing Lives" reflects our commitment to setting very high standards of work and conduct. We have seen at first hand the ways in which high quality education and skills can transform the lives of young people. Enabling the high achievement of Doncaster's young people will in turn support wider and far reaching work on tackling low aspiration, lack of confidence and low prior attainment.

College Outcomes

As an outstanding college, we will seek to ensure that outcomes for learners significantly exceed benchmarks in all key performance indicators as judged by Ofsted and the DfE.

(Due to A level reforms, the college would not see A level results until its second year.)

College Targets 2016/17 - 2018/19

	Level	Value-added		Success	High Grades	Attendance	HE Progression	Russell Group Progression
		ALPS	L3VA					
2016/17	Overall College	N/A	N/A	+5	N/A	91.6	N/A	N/A
	A2	N/A	N/A	N/A	N/A	92.2		
	BTEC	2	Above	+5	+20	91.2		
2017/18	Overall College	N/A	N/A	+5	+6	92.0	70	14
	A2	3	Above	+5	+3	92.3		
	BTEC	2	Above	+5	+25	91.3		
2018/19	Overall College	N/A	N/A	+6	+8	92.4	75	15
	A2	3	Above	+6	+4	92.5		
	BTEC	2	Above	+6	+30	91.7		

Consistent with New College Pontefract, we expect success rates to be significantly above sector benchmarks. We will mirror our current outstanding performance with vocational qualifications and we anticipate strong progression to Higher Education (HE), Russell Group universities and other positive progression routes, supported by high grade rates that exceed benchmarks. Existing benchmarks for high grades and success rates will be replaced as a consequence of A level reform.

	A Levels Attainment Measures							
	Average point score per A level entry	Expressed as grade	Average point score per A level student (FTE)	% of A level students achieving				
				At least 3 A levels at A*-E	At least 2 A levels at A*-E	At least 1 A level at A*-E	3 A levels at grade AAB or higher (in at least 2 facilitating subjects)	3 A levels at grade AAB or higher (in 3 facilitating subjects)
England Average	211.3	C	782.3	79.0%	92.3%	99.6%	12.1%	7.5%
Target 2016-17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Target 2017-18	216	C+	795	82%	96%	100%	13%	8%
Target 2018-19	220	C+	800	85%	96%	100%	14%	9%

	Vocational Attainment Measures					
	Average point score per vocational entry	Expressed as grade	Average point score per vocational student (FTE)	% of vocational students achieving		
				At least 3 substantial vocational quals	At least 2 substantial vocational quals	At least 1 substantial vocational quals
England Average	213.6	D-	561.7	49.9%	69.9%	100%
Target 2016-17	N/A	N/A	N/A	N/A	N/A	N/A
Target 2017-18	231	D+	804	85%	90%	100%
Target 2018-19	232	D+	805	90%	95%	100%

Points per student will exceed national average. Because we will carefully design vocational and academic pathways, with limited mixed programmes, we anticipate the proportion of students

completing with 3 substantial vocational qualifications or 3 A level passes to be significantly higher than the national average.

How we will achieve outstanding success rates and high grades:

- A culture of high expectations of both staff and students in which every member of our community will achieve and realise their potential. Aspirational targets will be set for individual learners and progress will be monitored every month. Frequent review of individual learner performance will drive support and intervention at every level of the college.
- Sophisticated Information, Advice and Guidance systems begin in Y10 and will support appropriate subject choice and transition. We will offer a broad curriculum which enables learners to meet their personal strengths and interests. Enrolment will draw heavily upon national data which considers the most appropriate type of courses for individuals, taking account of their prior attainment.
- Our unique pastoral system will support learner confidence and personal development, will focus relentlessly on academic progress and will develop aspiration and progression beyond 18.
- Outstanding teaching and learning will be developed and ensured by investing in teaching and learning developers and through the development of an Excellence Academy which will focus on stretch and challenge for the most able
- Our quality assurance systems will ensure that outstanding teaching delivers outstanding learning. The needs of individual learners will be central to the pedagogical approach of our teachers.
- Staff support, coaching, CPD and development will be coupled with high expectations, challenging targets and accountability through transparent data systems and robust performance management. We counterbalance our uncompromising approach to high standards by recognising and rewarding outstanding staff performance.
- Academic success and suitable progression will be supported by developing the wider skills and confidence of learners through a broad range of enrichment opportunities, including sports, pathway-related work experience, employability skills and cultural capital.
- We will draw upon the experience and success of New College Pontefract to design a curriculum offer and to model management structures, college organisation and curriculum delivery. We will also develop collaborations so that departments across the two colleges can share best practice and teaching resources.
- Collaboration between the two colleges will also enable the sharing of policies, procedures and potentially opportunities for shared staff resource which will support value for money.

We expect New College Doncaster to achieve high aspirational targets to ensure that learners have the necessary qualifications to compete at the highest level. Our use of upper quartile aspirational targets are based on national data.

Similarities between the target cohort and the cohort of New College Pontefract

The target cohort has a similar demographic to New College Pontefract, with learners from both LEAs achieving a below average GCSE score. A number of learners will need support in attaining GCSE Maths and/or English due to the issues at key stage 4 in the Doncaster area, and Section D1 provides more detail on support we will provide for Maths and English. The proportion of learners achieving 5A* to C (including English and Maths) in Doncaster in 2013 was 45.3% compared to 49.8% in Wakefield. The national average is 53.6%.

We expect students to progress to university and employment which meets local and national needs. There is a high priority on ensuring the learners of New College Doncaster are able to compete at internationally renowned companies and elite universities. We expect a progression to HE rate of at least 75% with a 15% Russell Group progression for the first cohort progressing through the college.

The proposed curriculum model will support delivery of high quality teaching and learning and will reflect both local priorities and the specific needs of Doncaster's young people. Specific details of principles underpinning the curriculum can be found in D1.

New College Doncaster: a deliverable vision

Our vision is deliverable because the Project Team comprises the senior leadership team in a sixth form college judged outstanding in all areas by Ofsted in May 2014. In three years the team has reversed declining performance trends and put in place systems to sustain exceptionally high performance. The college's performance has overtaken national averages and our success rate comfortably exceeds those of selective and prestigious post-16 providers. Despite this we are an inclusive college, supporting students in a wide range of Study Programmes, enabling academic and vocational success and meaningful progressions to university and employment. This team will provide consistency in strategic and operational responsibility for the Free Sixth Form College, from application to operation.

Section D: Education plan – part 1

Expected Student Cohort

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7									
Year 8									
Year 9									
Year 10									
Year 11									
Year 12			500	650	650	650	650	650	650
Year 13				375	550	550	550	550	550
Totals			500	1025	1200	1200	1200	1200	1200

The table above illustrates the proposed numbers in each year group at the point of opening, and for the subsequent years. This is based on our estimate of demand for sixth form places. The average Advanced Level Performance Systems (ALPS) progression rate for Sixth Form Colleges is around 75%. We have used this progression rate for the first year but our aspirational progression rate and one which we believe our systems of support and guidance will deliver is near to 85% and we have used this for future years. Students do not continue with their A level studies for a variety of reasons. Some may decide to enter into employment opportunities or to undertake apprenticeships. Our pastoral support and careers team, working alongside other

external agencies, will ensure that any students who decide not to continue in fulltime education with us are given the best advice and guidance to ensure that they do not become NEETs.

The table below shows the Doncaster LEA figures for disadvantaged pupils, pupils for whom English is not their first language, and pupils with statements or special support. These are displayed alongside the national average figures by way of comparison.

▲ School name	Disadvantaged pupils		Pupils for whom English is not their first language		Pupils with statements or supported at school action plus		Non-mobile pupils	
	number	% of KS4 pupils	number	% of KS4 pupils	number	% of KS4 pupils	number	% of KS4 pupils
England - all schools	NA	NA	NA	NA	NA	NA	NA	NA
England - state funded schools only	154165	27.0%	72716	12.7%	55587	9.7%	553948	97.0%
Local Authority	1030	30.0%	150	4.4%	256	7.4%	3342	97.2%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)								
<input type="checkbox"/> Armthorpe Academy	43	30%	7	5%	21	15%	137	96%
<input type="checkbox"/> Ash Hill Academy	68	39%	2	1%	15	9%	163	94%
<input type="checkbox"/> Balby Carr Community Academy i	NA	NA	NA	NA	NA	NA	NA	NA
<input type="checkbox"/> Balby Carr Community Sports and Science College i	58	37%	11	7%	26	17%	153	97%
<input type="checkbox"/> Campsmount (A Co-Operative Academy)	38	30%	1	1%	12	9%	123	97%
<input type="checkbox"/> Danum Academy	104	36%	32	11%	30	11%	276	96%
<input type="checkbox"/> De Warenne Academy	47	38%	0	0%	6	5%	121	98%
<input type="checkbox"/> Don Valley Academy	83	38%	5	2%	16	7%	212	97%
<input type="checkbox"/> Hall Cross Academy	95	30%	56	18%	13	4%	309	97%
<input type="checkbox"/> The Hayfield School	27	15%	8	5%	5	3%	175	99%
<input type="checkbox"/> Hill House School	NP	NP	NP	NP	NA	NA	NP	NP
<input type="checkbox"/> Hungerhill School A Specialist Centre for Science, Mathematics and Computing	32	14%	2	1%	4	2%	220	99%
<input type="checkbox"/> The McAuley Catholic High School i	47	17%	16	6%	9	3%	272	98%
<input type="checkbox"/> The McAuley Catholic High School i	No KS4 data available for this school							
<input type="checkbox"/> Mexborough School	74	36%	1	1%	2	1%	199	97%
<input type="checkbox"/> Outwood Academy Adwick	84	44%	2	1%	8	4%	187	97%
<input type="checkbox"/> Ridgewood School	26	10%	1	0%	8	3%	248	99%
<input type="checkbox"/> Rossington All Saints Academy	43	41%	1	1%	11	11%	99	94%
<input type="checkbox"/> Sir Thomas Wharton Community College i	50	25%	1	1%	10	5%	197	99%
<input type="checkbox"/> Sir Thomas Wharton Community College i	No KS4 data available for this school							
<input type="checkbox"/> Trinity Academy	73	35%	2	1%	6	3%	203	98%

In comparison, the second table shows similar figures for students from New College Pontefract in 2013/14.

	2013/14	% of NCP students
No. of Statement students, who draw level three funding and are classed as "high needs student"	6	3%
No. of LLDD students, who have some form of Learning Difficulty or Disability.	343	18%
No. of students receiving bursaries	346	18%

Although the KPIs from the school and post-16 sectors do not map across, the data from the 2013/14 cohort of New College Pontefract does illustrate the similarity in range of needs between Doncaster and Pontefract.

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Academic Programmes			
AS Levels	4.5	Optional	Students to choose 4 AS Levels or equivalent in first year (with flexibility)
A levels	4.5	Optional	Students progressing from AS to A2 Programmes will select 3 A2 Subjects (with flexibility)
New A levels	4.5	Optional	Students will select 3 or 4 subjects to be studied over two year programme
GCSE Maths or English	3	Mandatory if do not have C Grade on entry	All students without C Grade in Maths and English to study for an appropriate Maths or English qualification
Vocational Programmes			
BTEC Certificates	4.5	Optional	Students to choose up to 4 Certificates in first year
BTEC Subsidiary Diplomas	4.5	Optional	Students to choose 3 or more in Second year
BTEC Extended	13.5	Optional	Student choose 1 substantial

Diploma			Extended Diploma Course
Tutorial	1.5	Mandatory	All student received support and tutorial programme including careers advice and employability skills
Enrichment	Between 1.5-4.5 hours	Optional	A range of enrichment opportunities available for all students
Work Experience	1-2 weeks	Optional and mandatory for some vocational programmes	All students will have the opportunity to undertake meaningful and organised work experience
Music lessons	0.5	Mandatory for Music Students	All A level music students have ½ hour music lessons per week
Language Assistant Support	0.5	Mandatory for all MFL students	All A level MFL students will have between 20-30 minutes speaking language practice with a native speaker.

Section D1:

- **The 4-phase curriculum model**
- **Student transition – enrolment, study programmes and ethos**
- **Gifted and Able students**
- **Student needs – SEN and the role of the SENCO**
- **Financial Support for Students**
- **Curriculum Content and Study Programmes**
- **The Role of the Progress Tutor**
- **Liaising with parents**
- **The Intervention Hierarchy**
- **Principles underpinning curriculum delivery**
- **The academic and vocational curriculum offer**
- **Entry Requirements**

The 4-phase curriculum model

With regard to its organisation, the curriculum model for New College Doncaster uses a 4- phased approach within the learning journey structure. These 4 phases (pre-enrolment, enrolment, on course and pre-progression) are part of our innovative pastoral model, in which Progress Tutors form a mentoring, coaching, and IAG relationship with students before they become a college student.

In the pre-enrolment stage individual IAG on curriculum and Study Programmes will start in Years 9 and 10 with subject sampling and taster sessions, information events for parents and students regarding Oxbridge and Russell Group progression, support sessions for students who may find aspects of transition challenging and careers and employability workshops to encourage students to establish some initial progression goals. In this phase, information from schools, parents, the local authority and other agencies will be used to plan an appropriate curriculum for the student which will include the “matching” of student to Progress Tutor, again in accordance with their needs and goals, so that a gifted student will be placed in an Excellence Academy tutor group with an expert in tutoring the very able, and equally, a student with a progression goal of employment will be allocated to a tutor with a specialism in careers. STEM students will be placed with appropriate Progress Tutors to ensure an holistic approach to their needs, inside and outside class. Curriculum delivery is therefore aligned to our vision in a practical way.

Student transition – enrolment, study programmes and ethos

In the enrolment phase, the curriculum will begin to take shape through a series of structured interviews using a range of information about each individual student’s prior attainment, needs and goals, and national data on achievement in each individual subject. Additional interviews will ensure that data is collected in a comprehensive way on different learner groups-the most able, those with prior attainment which identifies them as vulnerable, those with second language needs, those with learning difficulties and other groups such as looked after children. This allows us to construct a study programme with inbuilt support, inbuilt stretch and challenge, and inbuilt additional teacher access periods from the start. This phase includes an initial skills assessment to enable support to be needs-driven and personalised.

In the delivery of every subject and running through every study programme skills for employment are integrated. This reflects our commitment to ensuring that students develop skills for work and further study whatever the nature of their progression goals.

It also reflects our ethos of success, ambition, high expectation and resilience. We expect our students to demonstrate the behaviour and commitment which will be a requirement in the workplace, and we expect them to look beyond the subject, towards its application in their lives and jobs after college. In the on-course phase, students will follow a Study Programme comprising the main subject or subjects, with tutoring, enrichment and additionality, which may be support, teacher access, stretch and challenge sessions and work experience. All Study Programmes have integrated employability skills and feature blended learning in order to respond to the diversity of learning styles. The individual nature of Study Programmes means that for some, Study Support, or stretch and challenge may be an additional feature.

Our vision for inclusive learning is delivered through the curriculum with Study Programmes including not only Teacher Access Periods, enrichment, and pastoral support, one-to-one support, small group support and specialist support for students with learning difficulties and disabilities. Our team of specialist tutors includes staff qualified to diagnose a range of learning difficulties to manage exam access arrangements, and liaise with a range of external agencies in order to ensure both the removal of barriers to learning and achievement, and a parity of learning experience for all students.

This parity and equality applies equally to students in our Excellence Academy, whose needs will be met through an integrated academic, pastoral and IAG provision.

Before enrolment at New College Doncaster academically able students' application form and GCSE achievement will immediately identify them. Subject teachers and Progress Tutors will then work together to ensure this group is appropriately challenged with learning tasks and resources. The close partnership working between academic and pastoral staff for all students will support their learning, achievement and progress.

Gifted and Able students

Students included in our Excellence Academy participate in a range of activities run by specialist staff to help them make progression choices appropriate to their ability and aspirations. If students decide to apply to a prestigious university such as Oxford or Cambridge, they will have access to an individual guidance programme to prepare them for the more demanding interview and selection process. Similarly, if they wish to apply for a higher competitive course such as medicine and Veterinary Science, they will be given specific, individual advice, guidance and information. Students will be invited on lots of university visits, including our Oxford and Cambridge Residential Programme. As well as helping them with preparation they will be encouraged to participate in activities to help them fulfil their academic potential such as our Debating Society, Reading Group and trips and visits to student conferences, universities and cultural events.

The Excellence Academy programme for the Gifted and Able students will include:

- Motivational speaker programme
- Debates and discussions on current affairs
- University visits

- Support for UCAS one-to-one, individualised application and personal statement writing
- Workshops on how to be a high achieving student
- Interview preparation and training
- Work experience
- Extended Project Qualification
- Presentations and mentoring from previous Gifted and Able students
- MOOC (Massive Open Online Courses) support

In the pre-progression stage, students will work with tutors and a range of progression and IAG experts on planning to achieve their progression goals. This phase includes university application, job application, applications to further training and study and support with the additional elements of progression such as budgeting and living independently.

Student needs – SEN and the role of the SENCO

Equally, the needs of Special Educational Needs (SEN) students will be recognised and analysed pre-enrolment so that wrap-around care can begin before they arrive. Progress Tutors are specially selected to work with these students, and a programme of study is tailored to the needs of the student. The impact of this can be measured using data based on the key performance indicators contained within the *Six Dimensions of Performance* analysis by Nick Allen, Peter Symonds Sixth Form College.

Individual support for students with SEN will match specific needs. The Special Educational Needs Co-ordinator (SENCO) will oversee a process consisting of four stages with each SEN student; assessment, implementation of appropriate support, review and intervention, and pre-progression. For most high needs students this process will begin prior to enrolment as their individual needs are discussed. In the case of students with EHC Plans this process could start as early as year 9, starting with an initial review meeting and subsequent annual review meetings. The SENCO and the Support Assistants will collaborate with all appropriate persons to ensure the level of need and support for each student is thoroughly assessed, implemented and reviewed. Depending on the needs of the student, this may mean a continual dialogue with the school, parents, health and care workers, and any other appropriate persons.

The SENCO will ensure all modifications to the site for access, training for teaching staff, assistive technology and support mechanisms are in place prior to the student commencing learning. Teaching staff will be provided with appropriate information if a student requires special consideration or support to aid their learning. This could range from suggested seating arrangements to help visually impaired students, to providing dyslexic students with coloured overlays for reading. Collaboration between teaching staff and Progress Tutors will be key to ensuring learning and pastoral support work to the best interests for the student. The SENCO will also work with the Exams Officer to ensure all evidence is collated for Exam Access Arrangements, in line with JCQ regulations.

Once appropriate support is implemented, the SENCO and the Support Assistants will use monthly assessment data to review the progress of all LLDD students across college. The progress and support for SEN students particularly will be reviewed and discussed; interventions and modifications to existing support will be made if necessary. Students with EHC plans will

receive an Annual Review Meeting with all appropriate persons to check their progress and to make sure they are meeting their goals.

In addition to the careers guidance and information available to all students, SEN students in particular will have discussions both formally and informally with support staff about their progression and aspirations. This additional guidance will make sure SEN students are aware of the support they can access once they progress into adult life. Such guidance could include making sure students are aware of their Local Authority's "Local Offer", and making them aware of the Disabled Students Allowance if studying in higher education.

Financial Support for Students

Financial support can be provided to students of families who are on low income to help with extra costs of staying on in education. These students can apply for the 16-19 Bursary Fund & Free Meals scheme.

The Bursary scheme is made up of two parts:

1. A payment of [REDACTED] to a small group of the most vulnerable students. These are; young people in care, care leavers, young people in receipt of Income Support (or Universal Credit) and disabled young people in receipt of both Employment Support Allowance and Disability Living Allowance (or Personal Independence Payments).
2. Half-termly payments awarded to students with a household income of [REDACTED] or below.

To qualify for Free Meals students should be in receipt of one or more of the following:

- Income Support
- Income based Job Seekers Allowance
- Income related Employment & Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- The guarantee element of State Pension Credit
- Child Tax Credit (provided you are not entitled to Working Tax Credit) and have an annual gross income of no more than £16,190 as assessed by Her Majesty's Revenue and Customs

The amount of Bursary award will be paid in relation to student attendance. An average percentage of each half term's attendance will be the percentage of the Bursary funds that are paid e.g. a student with 94% attendance will receive £94.

All payments are subject to satisfactory effort and work performance.

Curriculum Content and Study Programmes

Our vision for New College Doncaster will be delivered through an innovative curriculum underpinned by sound pedagogical principles. The curriculum will be organised through a range of Study Programmes each designed to be responsive to the needs and interests of young people, to meet local and national skills needs and to support the Government's wider priorities for educational attainment. All Study Programmes will be embedded with literacy and numeracy and opportunities sought for formal exploration of concepts of inclusivity, equality and diversity either through subject content or learning mode.

Study Programmes comprise either academic or vocational pathways to progression. The A level Study Programme offers 33 subjects which can be taken in any combination, provided that this

combination supports clearly-defined progression goals. Until the inception of reformed A levels the study of 4 A level subjects will be the norm and the expectation, however our individualised approach to guidance does not preclude variations, again with the proviso that any variation to the norm is in the interest of the achievement and progression of the individual. Opportunities therefore exist for gifted students to study more than 4 subjects, and for others to study less than 4 where this is in their best interest. As the reformed A levels are rolled out, the norm will be study of three subjects.

Our approach to entry requirements at New College Doncaster will be equally student centred and innovative. Unlike other providers who establish a “blanket” set of criteria (such as 5 grade Cs at GCSE as a qualification to study at level 3), our trained IAG interviewers use as their starting point the particular nature and demands of each subject, based on national data sets and used to set a specific requirement for each individual subject. As a consequence, students are able to select subjects with reference to their likely chances of success, providing them with information to support informed decision making at this critical time. They are active in the enrolment process, their unique and distinctive needs being the driver in the selection of study programme. Students at New College Doncaster will be able to select from 20 vocational subjects, including Subsidiary Diplomas, Diplomas and Extended Diplomas. Each of these vocational subjects reflects an area of skills need either locally, nationally or both. Employment opportunities and labour market growth correspond to qualifications in Design, Creative Media, Business and Childcare, Health and Social care, IT and Law.

Study Programmes will be timetabled in a simple model of 4.5 hours per week per subject, apart from GCSE which will be delivered in three hours per week and Extended Diploma which will be delivered in 13.5 hours per week in recognition of its equivalence with three subjects. Every student will be allocated three hours per week of pastoral support from Progress Tutors who will have built up in-depth knowledge of their students over the pre-enrolment period. These Progress Tutors will therefore be well-positioned to establish a balance of challenge and support, and to deploy the three-hour weekly allocation appropriately. Some students may have less need of three hours a week; others will require much more contact with the Progress Tutor. Again, this individualised approach demonstrates how our vision will work in practice.

The Role of the Progress Tutor

The role of the Progress Tutor in the students’ Learning Journey is pivotal and at New College Pontefract the work of this specialist team has had demonstrable impact on whole-college retention and achievement. The proposing team have worked on the Progress Tutoring model for three years, refining, developing and amending it as part of an interventionist approach to pastoral care and support. During the set-up phase, Progress Tutors at New College Pontefract will train recruits at New College Doncaster. This training will take the form of work shadowing, case study work, role-play, and data training.

Progress Tutors are allocated between 8 and 10 tutor groups of around 20 – 25 students. Case loadings are sensitive to Progress Tutors’ skills and expertise, and matched appropriately to student needs. For example, students with GCSE point scores of 6.8 and above will be tutored by individuals with specialist expertise in overseeing the learning and progress of very able students.

██████████. ██████████ The Progress Tutor has the “helicopter” view of the students in their caseload. They take responsibility for the progress and achievement of students across all their

subjects. Their role is different to, but complementary to, the role of subject teacher, which is responsibility for the progress and achievement in one single subject.

At the start of the academic year, Progress Tutors meet their groups weekly for six weeks, covering generic aspects of induction to college life, such as expectations, standards, goal and target-setting and the Individual Learning Plan. After this, sessions are one-to-one and focused on individual needs and goals. This enables a “risk and need” model to emerge, which means in practice, that at risk/underperforming students will have more one-to-one sessions and students exceeding targets, demonstrating maturity in work and study, managing workload and goal-setting effectively, may have less one-to-one tutor support.

We intend to adapt this tutoring model at New College Doncaster, resourcing both the formal, timetabled tutor group sessions, and the one-to-ones more intensively. This is because there are some differences in context. In Pontefract, our IAG team and school liaison team visit schools regularly and systematically, providing pre-enrolment IAG, delivering assemblies and establishing links between Progress Tutors and potential students, as described earlier in this section. In addition, students attend Taster Days and Induction Days in college. Our transition work is very effective in this pre-enrolment stage in setting out expectations. Colleagues in local schools reinforce our high standards, so that students arrive at New College Pontefract with a clear idea of expectations and systems. When New College Doncaster opens, our Progress Tutors, and school liaison team will not have had the opportunity to build these productive links and partnerships and so we will be working “from scratch” to give students an induction into college and its processes, systems, standards and expectations. Until these links are established, our initial Progress Tutoring at New College Doncaster will need to be regular, formalised, consistent and intensive.

Liaising with parents

A strong tripartite relationship between staff, students and parents is central to successful outcomes for any of our students. Communication between the college and parents needs to be timely and appropriate, focusing on how we can support our students to achieve the quality of results which will provide them with more opportunities in adult life, whilst making a positive contribution to the area’s social cohesion.



The Intervention Hierarchy

At New College Pontefract, we operate a formal intervention system, linked to provision of one-to-one sessions. The majority of students work well to achieve and/or exceed targets. They attend well and are clearly committed.

The following stages identify the hierarchy of interventions where this is not the case.

- Stage 1: Committed students have fallen behind or are experiencing difficulty in one subject. Their subject teacher will set targets, monitor and support.
- Stage 2: Students are a cause for concern in more than one subject. Progress Tutors set overarching targets and subject teachers continue to do so at subject level.
- Stage 3: Students are a cause for concern because of lack of commitment to college. A senior member of staff is now involved.

- Stage 4: Students are those on a Deputy Principal Exclusion Contract. They must agree to meet terms and conditions. Failure to do so results in immediate exclusion for a set period of time.
- Stage 5: Students are on a Principal Permanent Exclusion Notification. This involves a panel of parents/carers, and senior staff to determine whether or not a student can remain in college. Targets are set, and any single failure to comply results in permanent exclusion.

This system will be adapted in Year 1 pending full staffing at senior level.

At New College Pontefract, 97% of students at any given point are outside the intervention hierarchy, which is a reflection of the effectiveness of the Intervention System.

Alongside their academic and vocational study and their pastoral programme, students will also be timetabled for a range of additional activities including extra-curricular sessions, careers and progression, work experience and where appropriate, additional subject support through the Teacher Access Period.

Year 12 Study Programmes will generate over 700 in-year study hours and Year 13 will generate 600 study hours, thereby maximising the potential of funding and ensuring value for money.

In recognising a broadly similar demographic in Doncaster to Pontefract with regard to societal, cultural, historical and economic factors, the Project Team also acknowledge that there are differences, and will reflect these differences in modifying, adapting and reviewing the systems and processes which work effectively at New College Doncaster. For example, the population of students at New College Doncaster within the intervention hierarchy may be greater than at New College Pontefract, and our resource planning will allow for this variable. Another example of this is the additional resourcing of the pastoral system, with a more intensive and extensive induction by Progress Tutors into college standards, value and expectations. The likelihood of limited in-subject access to Year 10 and Year 11 pupils will mean that Taster Days, interviews, marketing events and induction sessions will take place in college, and we will need to find ways of accessing these young people which do not involve working through the school.

We have experience of this in New College Pontefract, since several providers do not allow our IAG team access to pupils in schools. We already run out of school, college-based sessions, and have developed our use of social media to reach out to young people who are not always accessing information about post-16 alternatives.

We also recognise that the volume of GCSE Maths and English resit students is likely to be higher than in Pontefract, reflecting the slightly poorer attainment at level 4 in Doncaster's schools. This will be reflected in provision which is broad-based, including the "setting" of students to reflect whether they are ready to resit, or working towards resit.

Principles underpinning curriculum delivery

It will focus relentlessly on:

- effort, excellence and personal best, with no collusion with underperformance and second best.

- employability and enterprise, embedded both in the classroom experience and in specific activities and initiatives including the Internship Programme, employer involvement in delivery, planning and resourcing of study programmes and meaningful work experience.
- individual Study Programmes; our approach to information, advice and guidance based on individual success chances, progression goals and learning style means that every study programme is tailored to the individual learner.
- personalised support and achievement coaching, from Progress Tutors who work with their students throughout the learning journey and who are allocated in order to effect a close match between student needs and goals and tutor expertise; Tutors will work closely with subject teachers using data to ensure a joined-up approach to achievement.
- inclusiveness. We expect teachers’ planning and pedagogy to reflect a deep commitment to meeting the wide-ranging and often complex needs of every one of their learners, and to embed their lessons and learning with employability skills and world of work activities as well as supporting the progression goals of the most able with stretch and challenge.
- blended learning to support the development of workplace skills and to help learners to develop independent learning skills. Our teachers will draw upon a range of innovative modes, media and methods including blending theory with practice, case study, discovery and research and online learning.
- Learner Voice consultation and involvement in teaching, learning and assessment.

The delivery of the curriculum at New College Doncaster will be informed by several key principles from educational theorists relating to the use of knowledge, the development of deep learning, whole brain learning and assessment for learning. Teachers will be expected to engage with these ideas in the interests of every student’s achievement and progression.

Teachers at New College Doncaster will be expected to draw upon taxonomies of skills and abilities to ensure that learners know when ideas and concepts are relevant, and to develop their use of knowledge to solve problems and make judgements. We intend to draw upon, and tailor our existing system of weekly CPD to enable teachers to plan their teaching within theoretical frameworks, and to do so in a defined and “protected” weekly session. This practice at New College Pontefract has been key to giving teachers the time, space, confidence and support to think and plan learning creatively, using ideas from theorists as well as their colleagues. This “thinking outside the box” has catalysed a spirit of enquiry and an “action research” approach.

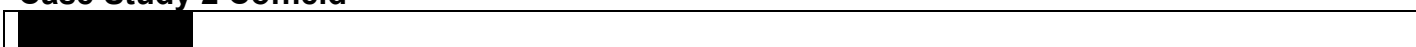
Our cross-college team of Teaching and Learning Developers will be used at New College Doncaster to train a group of outstanding practitioners who will work with mixed groups of staff to develop and embed innovative learning and teaching strategies.

An example of how this works at New College Pontefract follows:

Case Study 1 Kolb



Case Study 2 Coffield



Our vision for an individualised learning experience will be delivered by teachers whose detailed knowledge of their students allows them to plan learning which differentiates and which enables progress and success for all students whatever their starting point. In practice this means that teachers will move students through the hierarchy of skills from a baseline of knowledge and comprehension, towards application and analysis and then finally towards the synthesis and evaluation associated with high level achievement. Through lesson content and teaching methods, teachers will structure learning to facilitate the process in which learners develop the ability to know when ideas and concepts are relevant and to use knowledge to solve problems and make judgements. Classroom questioning will be assertive, challenging and conceptually demanding, and will include speculative hypothesis, data recall, evaluative enquiry and problem solving.

Alongside Bloom’s Taxonomy, teachers will draw upon John Biggs’ theories of deep and surface learning in order to support the development of reasoning as well as reproduction. Students at New College Doncaster will be encouraged to develop a repertoire of learning styles to equip them effectively for work and further study. Teachers will plan the “whole brain learning” (pioneered by Frank Coffield) to develop student’s ability to learn through a wide range of modes including discovery learning, experimentation, situational case study, collaborative and presentational methods.

A central pillar in learning and teaching identified in our vision is the system of formal monthly assessment, a whole college integrated process in which assessment is followed by analysis and action by both teacher and progress tutor with feedback and targets. This approach is informed by the work of [REDACTED] on the impact of effective feedback on every aspect of learning, progress and motivation. The curriculum delivery is therefore rooted within sound pedagogical theory. Whole college assessment has driven a culture of work and study among both staff and students. Since its inception three years ago college performance has improved rapidly. Mandatory elements in every study programme include Employment Skills, Literacy and Numeracy, and Equality and Diversity. In practice, this means that a student on a 4 A level programme (a three A level programme after 2016) will develop knowledge and awareness of the career and further study opportunities presented by each subject in a formal Employment and Progression workshop once a term. Wherever relevant, teachers will seek opportunities to develop students’ literacy and/or numeracy through the teaching of the subject, and will be expected to demonstrate this on teaching schemes, lesson plans and in observed lessons. Concepts of Equality and Diversity are another subtext within the delivery of every subject. Where the context enables naturally occurring opportunities to explore these concepts, teachers will be expected to do so. Where the opportunities for this are more difficult teachers will be expected to explore other avenues, using modes and methods demonstrating inclusivity.

The following table identifies the academic and vocational curriculum offer.

A level	BTEC (Level 3)
Accounting	Extended Diploma in Art and Design
Biology	Extended Diploma in Business
Biology (Human)	Diploma in Business
Chemistry	BTEC Subsidiary Diploma in Business
Computer Science	BTEC Subsidiary Diploma in Childcare
Performing Arts (Dance)	BTEC Extended Diploma in Games Design
Drama	Certificate and Diploma in Financial Studies
Economics	BTEC Extended Diploma in Health and Social Care

English Literature/Language combined	BTEC Diploma in Health and Social Care
English Literature	BTEC Subsidiary Diploma in IT
Film Studies	BTEC Extended Diploma in IT
French	BTEC Subsidiary Diploma in Law (Applied)
Geography	BTEC Subsidiary Diploma in Creative Media
Geology	BTEC Subsidiary Diploma in Photography
Government and Politics	BTEC Diploma in Music
Graphic Design	BTEC Extended Diploma in Performing Arts
Health and Social Care	BTEC Extended Diploma in Public Services
History	BTEC Subsidiary Diploma in Science (Applied)
ICT	BTEC Extended Diploma in Sport
Law	BTEC Subsidiary Diploma in Sport
Maths	
Further Maths	
Media	
Music	
Music Technology	
Photography	
PE	
Physics	
Psychology	
Religious Education	
Sociology	
Spanish	
Textiles and Fashion Design	

The core day will start at 8.50 and consist of 4 lessons of 1.5 hours in length. A student will have 3 periods (4.5 hours) per subject. The day will end at 4.00pm with 50 minutes for lunch and 20 minutes for break. All students will have the opportunity to take an enrichment activity on Wednesday afternoons, which may be a sporting or non-sporting activity, such as:

- 5-a-side football
- Basketball (Men's)
- Duke of Edinburgh
- Football (Men's)
- Football (Ladies')
- Rugby League (Men's)
- Rugby Union (Men's)
- Rugby (Ladies')
- Netball
- College Productions
- Music Enrichment
- Swimming
- Squash
- Global Challenge
- New Drivers course
- Snow sports

Entry Requirements – A level

New College Doncaster will provide places on an open-access basis. Our entry requirements are generic and indicative only because of the college's commitment to recruiting with integrity. This may sometimes mean that we will offer a student a place at College subject to our guidance on the specific components of the Programme of Study. IAG is provided at all stages and takes into account a range of factors including GCSE score, predicted grade, actual grade and other factors. The college reserves the right to refuse admission to a course in some cases, even where the generic requirements are met. This is in the interests of student success.

New College Doncaster's minimum entry requirement for 2016/17 is that all students studying level 3 should have achieved at least a grade C in English Language.

To succeed at A level, students will need to have coped well at GCSE level because A level courses are more demanding. The majority of students will take four different subjects in the first year of Advanced Level study and some students will also resit Mathematics GCSE in addition if they have not achieved a grade C at school.

There is not always a natural progression from GCSE to A level. Therefore, most A level subjects carry a specific entry requirement and have a minimum average GCSE points score attached to them.

However, there will always be exceptions to the subject specific entry requirements. The interviewer will use their professional judgement when deciding if a student can enrol onto a course without meeting the minimum average GCSE points score requirements.

At enrolment the quality assurance team will decide on all requests where students have not met the subject specific entry requirements.

A level	Subject Specific Entry Requirements for 2016/17	Minimum Average GCSE points score for 2016/17
Accounting	B in Maths	5
Art & Design	C in a creative subject or a merit in BTEC (if studied)	n/a
Biology	B in Biology or additional Science plus a B in Maths	5.8 (or an A in Maths)
Business	C in Maths	5
Chemistry	B in Chemistry or additional Science plus a B in Maths	5.8 (or an A in Maths)
Computer Science	B in Maths	5.8
Dance	C in a performing arts subject or a merit in BTEC (if studied or audition)	n/a
Drama	C in a performing arts subject or a merit in BTEC if studied (or audition)	n/a
Economics	B in Maths	5.5
English Lang/Lit	C in English Language	4.8
English Lit	B in English Language if studied.	4.8
Film	B in English Language	5
French	B in French and a B in English Language	5.6 (or an A in French)

Geography	C in Maths C in Geography (if studied)	5.5
Geology	B in Science (core or additional or separate science)	5
Gov & Pol	C in English Language	5
Graphic Design	C in a creative subject (if studied)	n/a
H&SC	C in English Language or a merit in BTEC H&SC	n/a
History	C in History (if studied)	5
ICT	C in ICT or Distinction in an equivalent Level 2 qualification	5
Law	C in English Language	4.8
Maths	B in Maths	5.4 (or an A in Maths)
Further Maths	A* in Maths	5.8
Media	C in English Language	4.5
Music	C in Music or a merit in BTEC (if studied) - Grade 5 standard in practical and theory	n/a
Music Technology	C in Music or a merit at BTEC (if studied)	n/a
Photography	C in a creative subject or a merit at BTEC (if studied)	n/a
PE	C in PE or Science or a merit in BTEC Sport	5
Physics	B in Physics or additional Science and a B in Maths	5.8 (or an A in Maths)
Psychology	B in either Maths or Science	5
RS	C in English Language	4.8
Sociology	C in English Language	5
Spanish	B in Spanish and B in English Language	5.6 (or an A in Spanish)
Textiles and Fashion Design	C in a creative subject or a merit at BTEC (if studied)	n/a

Entry Requirements – BTEC

To succeed at Level 3 BTEC courses students should have achieved at least four GCSE passes at grade C from four different subject areas and have a real enthusiasm for completing coursework and a commitment to managing their workload within deadlines.

- All BTEC qualifications require students to have achieved either a grade C in English GCSE or at least a Merit if they have studied the subject at Level 2.

Exceptions

- If a student has achieved a D in English they will also need to have achieved a Distinction in the subject they want to study in order to take it at level 3.

Section D2

- **Challenging targets**
- **Key Performance Indicators**
- **Assessment and data systems**
- **Monitoring learner progress**
- **The appraisal system and the college year**
- **Teacher performance**

Challenging targets

Setting and achieving challenging targets will support a culture of personal best, success and self-responsibility. Target setting will take place at all levels of the organisation. We will set aspirational targets, we will monitor progress in-year and we will evaluate performance at the end of the cycle. This will apply to the performance of learners, individual teachers, Progress Tutors, subject areas and the college as a whole.

We believe that challenging targets, coupled with strong support and excellent teaching, raise the aspirations of young people and are a prerequisite for outstanding performance. For this reason, we will identify challenging minimum target grades for each of our students at enrolment, based on prior attainment. We will use ALPS, which is a national data system based on 1400 schools and colleges, and which is used for setting targets and measuring value added – the extent to which learners meet those challenging targets. ALPS sets targets at the upper quartile level of performance nationally, and this is the minimum level at which we expect our students, and staff, to perform. Students will be given their minimum target grades within 1 week of starting their courses.

Key Performance Indicators

The college will use a very wide range of key performance indicators, responding to key priorities within the Ofsted common inspection framework and DfE Performance Tables. Our primary measures will be:

- Retention: The % of students that complete courses
- Success: The % of students that complete and pass courses
- High Grades: The % of students achieving A*-B in A levels, or Distinctions in BTECs
- Value Added: The performance of students when taking account of prior attainment, using indicators from both ALPs and Nick Allen 6 Dimensions of Performance
- Attendance levels
- Progression to HE, Russell Group, Employment & Training
- The proportion of students achieving 3+ academic qualifications, or 3+ vocational qualifications

Given the high rates of students not in education, employment or training within Doncaster, we will set very high targets, similar to New College Pontefract, in terms of student progression upon completion.

We will evaluate our performance against national benchmarks specifically for sixth form colleges where they are available. However, we will also consider our performance against the All-England benchmarks, where available (which includes the private sector), so that we are continually seeking to raise aspirations and strengthen performance further.

We will also monitor performance for different groups of students. This will include gender, ethnicity, difficulty, disability, socio-economic status (in particular deprivation), ability groups, students identified by schools as being at risk of NEET, and looked after children.

We will set targets and monitor carefully the proportion of students achieving 3 or more A levels or 3 or more BTECs. We will take active steps to ensure that students pursue either an academic programme or a vocational programme, with very little mixing, in order to ensure that learners are well prepared and able to progress successfully to higher education or employment.

Due to A level reforms, the college would not see A level results until its second year. The table shows how we expect the performance of students to compare with national benchmarks. Existing benchmarks for high grades and success rates will be replaced as a consequence of A level reform.

College Targets 2016/17 - 2018/19

	Level	Value-added		Success	High Grades	Attendance	HE Progression	Russell Group Progression
		ALPS	L3VA					
2016/17	Overall College	N/A	N/A	+5	N/A	91.6	N/A	N/A
	A2	N/A	N/A	N/A	N/A	92.2		
	BTEC	2	Above	+5	+20	91.2		
2017/18	Overall College	N/A	N/A	+5	+6	92.0	70	14
	A2	3	Above	+5	+3	92.3		
	BTEC	2	Above	+5	+25	91.3		
2018/19	Overall College	N/A	N/A	+6	+8	92.4	75	15
	A2	3	Above	+6	+4	92.5		
	BTEC	2	Above	+6	+30	91.7		

Our attitude is that simply meeting national benchmarks will be insufficient for the young people of Doncaster and for our College. Our targets are challenging, but achievable, and reflect levels of performance achieved at New College Pontefract and the targets that it sets itself.

We will mirror the current outstanding performance with vocational qualifications at New College Pontefract and we anticipate strong progression to HE, Russell Group universities and other positive progression routes, supported by high grade rates that exceed benchmarks.

	A Levels Attainment Measures							
	Average point score per A level entry	Expressed as grade	Average point score per A level student (FTE)	% of A level students achieving				
				At least 3 A levels at A*-E	At least 2 A levels at A*-E	At least 1 A level at A*-E	3 A levels at grade AAB or higher (in at least 2 facilitating subjects)	3 A levels at grade AAB or higher (in 3 facilitating subjects)
England Average	211.3	C	782.3	79.0%	92.3%	99.6%	12.1%	7.5%
Target 2016-17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Target 2017-18	216	C+	795	82%	96%	100%	13%	8%
Target 2018-19	220	C+	800	85%	96%	100%	14%	9%

	Vocational Attainment Measures					
	Average point score per vocational entry	Expressed as grade	Average point score per vocational student (FTE)	% of vocational students achieving		
				At least 3 substantial vocational quals	At least 2 substantial vocational quals	At least 1 substantial vocational quals
England Average	213.6	D-	561.7	49.9%	69.9%	100%
Target 2016-17	N/A	N/A	N/A	N/A	N/A	N/A
Target 2017-18	231	D+	804	85%	90%	100%
Target 2018-19	232	D+	805	90%	95%	100%

Targets will also be set to manage the quality of teaching and learning, and the level of student satisfaction.

	% of Observation of Teaching and Learning (OTL) rated good or outstanding	% of students satisfied with their learner experience at New College Doncaster
2016/17	95%	90%
2017/18	99%	95%

Assessment and data systems

We will replicate the outstanding assessment and data systems currently utilised at New College Pontefract. Ofsted, in 2014, commended our use of assessment, describing it as '*regular and rigorous*', and observing '*feedback to students helps them make very good progress.*' Our learners will enjoy formal assessment every month in every subject. Assessments will be substantial, synoptic and accurate, covering the breadth of knowledge and skills developed within the course, and will be based on external examination content. This formal assessment will be complemented by on-going informal assessment that we expect teachers to employ within lessons as a matter of course. Assessment will drive students towards the final external examinations; exam board mark criteria will therefore underpin classroom teaching, and will be complemented by significant stretch and challenge opportunities and the inclusion of subject material that extends above and beyond the exam board specifications. Our curriculum delivery and assessment will stretch, broaden and enrich the learning experience.

Assessment is only of value if it supports actions which improve learner progress and performance. Consequently, each formal assessment will be the start of an 'Act on Data' process each month:

- Individual feedback and targets will be provided by each teacher to each of their students.
- Student self-reflection and target setting will take place in lessons

- The publication of a suite of reports will allow teachers, heads of subject Progress Tutors, senior leaders and governors to evaluate the performance and progress of learners and teachers at an individual, class, subject and whole college level
- A week of data review and action, in which teachers, heads of subject and Progress Tutors will ensure that additional support and intervention is provided for learners where it is needed
- A follow up meeting with each teacher, progress tutor and their line manager, where performance and intervention are discussed
- A follow up meeting with each Head of Department and a member of the senior leadership team, where performance and intervention are discussed

Where necessary, this process will also enable senior and middle leaders to take appropriate steps in-year to address possible staff under-performance, or to develop appropriate training and support. Performance and attendance data will be reported and discussed on a monthly basis, as a minimum, at senior leadership meetings, and at each meeting of the Governing Body.

The use of Firefly, an online portal which is accessible to students, parents and teachers, will enable student performance, targets and support to be set out explicitly and transparently. As a minimum, parents are able to access new performance data for every subject on a monthly basis. Target setting and the discussion of learner progress will be supported through a welcome evening for new staff and through parent-teacher consultation evenings. However, our expectation of teachers is that on-going dialogue should take place with learners and their parents whenever students are not making good progress, through Firefly, through HomeContact (a parent text message and email system), by telephone or through meetings.

Monitoring learner progress

Learner progress, performance and teacher support will also be monitored by the Progress Tutors within our pastoral system. They too will be held accountable for the academic performance of their learners, through the use of data systems and our appraisal model. Targets for Progress Tutors will focus on retention rates, value added and attendance for the learners under their supervision. Key responsibilities of Progress Tutors will be to monitor the performance, attendance and behaviour of the students in their charge and to ensure that appropriate and robust interventions are put in place where there are concerns, including liaison with parents.

We will emulate the support and pastoral system in place at New College Pontefract, which has linked very strongly the target setting, data tracking, student support and parental engagement. For us, pastoral support and academic support are one and the same. In reviewing the system at New College Pontefract, Ofsted commented:

“Support for individual students is outstanding for the extent to which it focuses strongly on enabling students to achieve their targets. A wide range of very effective support arrangements ensures that the great majority of students make very good progress. Personal tutors provide very effective support to all students including those aspiring to achieve the highest grades and those at risk of falling behind.”

The college will have explicit written standards both for staff and students in relation to behaviour and attendance. Progress Tutors, teachers, senior leaders and parents all have a key role to play. Firefly, our online portal, will be central to monitoring and tackling absence. Progress Tutors will use the system daily to follow up on missing students. At a senior level, we will create monthly

attendance reports to analyse attendance day by day, week by week, month by month, with a direct comparison to previous years and to national benchmarks. We will scrutinise attendance by course and by teacher. We will reward those with outstanding levels of attendance and identify quickly those with concerns. To support outstanding standards of behaviour and attendance, the college will implement an escalating contract system. At the lowest levels, teachers and Progress Tutors will work collaboratively with students to agree short-term targets. At the highest levels, used very infrequently, students may be temporarily or permanently excluded. At all stages, it is the setting of supportive but robust expectations and boundaries that is critical, coupled with monitoring and intervention.

New College Doncaster will have a policy of single-teacher classes, wherever possible, to support transparency and accountability. This policy, we believe, has been a significant contributor to the raising of standards and outcomes for learners at New College Pontefract and will be emulated at New College Doncaster.

Each member of staff will be provided annually with data analysis of their individual end of year results for each of their classes, evaluating attendance, retention, achievement, high grades and value added relative to national benchmarks. The report will be colour coded to identify whether each value represents outstanding, good, requires improvement or inadequate performance. An overall judgement will then be drawn by College leaders about the performance and outcomes of each teacher.

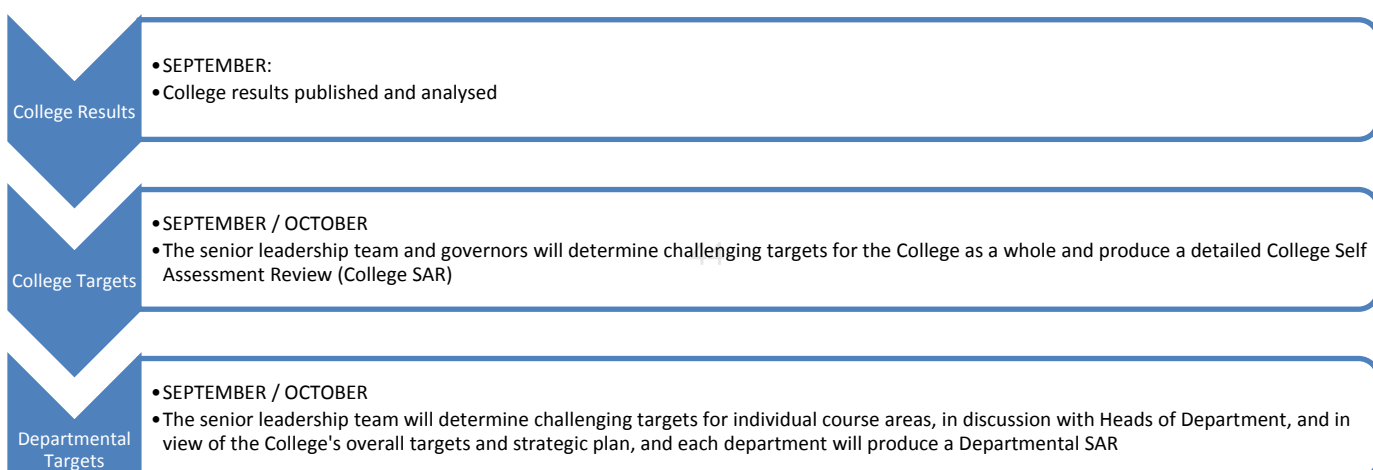
The appraisal system and the college year

As part of the college's appraisal system, teachers will be graded in the following areas:

- Performance and outcomes – a detailed analysis of external exam results
- Accountabilities
- Values and Behaviours

This grading will lead to the setting of individual targets and development plans tailored to the individual performance and needs of teachers. It will link clearly to systems for reward and recognition, to our CPD model, and to performance management procedures. A mid-year review, modelled on the annual appraisal system, will also allow staff and managers to evaluate in-year performance and progress in relation to targets and will link with College quality assurance processes, including lesson observations.

The college will have an annual cycle which links together the results, targets and development plans of individuals, departments and the college as a whole. The purpose of this cycle is to ensure that staff targets and development plans are informed by departmental and College-level targets and development plans. But equally, to ensure that dialogue works in both directions, so that College CPD and development plans take full account of the development plans of individuals and departments.



The Project Team's successful transformation of outcomes in a large college was a process which took three years. Within that three years, we were able to try new ways of working, new systems and processes, new structures, and use of data, to reflect on which of these contributed to our success. This included single class staffing, and AS to A2 teacher continuity to prepare for the new A level regime. In this process, we learnt many lessons. As a team, we are natural "activists" with a problem-solving approach to issues. But we are also a very reflective team, and reflection and review has been an important means of continuous improvement. An example of this is our use of data to decide whether to abandon the January assessment when this was still part of the Qualifications and Credit Framework. We felt that external exams in January were not in the main appropriate for our learners and that all students would benefit from longer lead-in, teaching and overall motivation.

We abandoned the January exam window two years before this happened through machinery of Government and our retention, from that point, began to climb; we closed the gender achievement gap, and increased our High Grade rate, by 7%. Similarly, our Progress Tutor model has evolved from "lessons learned". We moved from a system of teacher-tutors, with a 50% teaching load, towards the latest and most effective model of specialist non-teaching staff.

Our capacity to reflect, innovate, try new ways of doing things will ensure that we do not simply replicate New College Pontefract's systems in Doncaster, but that we review, reflect, and learn as an important part of our planning. Our systems and processes will be sensitive to, and reflective of, the context of Doncaster and the needs of its young people.

Teacher Performance

As identified above, teacher performance will be a key part of the college's appraisal system. All New College Doncaster teachers will be graded every academic year. The grade will take account of their:

1. OTL [Observation of Teaching and Learning] grade
2. Performance against targets
3. Performance against national BM

Points 2. and 3. will be assessed by looking at the

- Attendance
- Retention
- Achievement
- High Grades
- Success and
- ALPS data

from a teacher's classes for that year.

For **staff identified as "requiring improvement"**, the following additional support will be provided:

- Having a mentor assigned to them
- Under-going additional CPD, designed for their specific areas of weakness
- Maintaining a reflective log
- Having a termly review with the Assistant Principal for Quality, Teaching and Learning

Staff identified as “inadequate” will be placed in capability procedures.

Section D3

Year 1 Staffing Plan

Initially the Principal will be supported by two Assistant Principals and this will comprise the totality of the senior team. One of the Assistant Principals will oversee marketing and school liaison, which will be essential in ensuring that the recruitment of the college meets targets and to build partnership relationships with other schools and relevant other organisations. The other AP will be responsible for the quality of teaching and learning and ensuring that the student experience is high quality and meets the expectations of the college.

The curriculum will be organised by having 4 lead teachers paid a management allowance to cover normal HOD responsibilities based on a B allowance on current scales (Based on Sixth Form College Teaching scales). These teachers would receive remission of 4.5 hours per week equivalent to 1 teaching group. They would be responsible for organising the staffing within their areas, schemes of work, monitoring student progress, examination entries, identifying causes for concern and ensuring students are progressing and being supported. Teaching staff required to fulfil the curriculum offer are outlined in the table below. It is costed on the basis of the lead teachers coming from the following areas: Business, Maths, English, and Visual Arts. Their remission time in total amounts to 0.8 and this has been costed separately on the spreadsheet.

The teaching staffing is based on student preferences at New College Pontefract adjusted for an enrolment of 500 students in the first year. It is accepted that many of the groups will not be operating at full capacity in this first year. A full time teacher is expected to teach 5 groups (5 x 4.5 hours) and deliver the Teacher Access Period. The teaching rates are based on Sixth form College salary scales. We have used point 5 of the scale as an average acknowledging that some staff may be paid more and some less depending on qualifications and experience and some staff may be eligible for PSP payments. Pension rates have been calculated using 16.4% the new rate from September 2015. Currently New College teaching and SLT staff represents around 50% of the college's income. The Doncaster College's staffing costs are around 66% of the overall income, as we believe it is important to invest more resources into the teaching and learning for these students.

In addition, the following support staff would be anticipated in the first year. All support staff salaries are based on New College Pontefract support staff pay structure.

An Administrator/Funding Manager would line manage the admin staff. This person would be responsible for the funding and line management of the finance function within the college. One full-time or equivalent member of staff would support student services and offer administrative support. In addition a PA/receptionist would offer support to the senior leadership team as well as receptionist duties. We would also envisage: a full-time member of staff to run the reprographics department; one full time or equivalent member of staff to support the MIS function, exam issues and finance; and a site manager to manage health and safety issues and organise the cleaning staff, supported by one additional member of the site team. Cleaning staff salaries are based on a pro-rata calculation on New College Pontefract's cleaning costs.

The role of Progress Tutors is essential to supporting our vision for New College Doncaster and we envisage that initially we would need two Progress Tutors to cover the 20 tutor groups needed, who would also be involved in the interviewing of new students. This is based on 500 students in groups of 25.

Study support is another essential aspect of the support function and initially would consist of a Study Support Manager and two Study Support Assistants. Although dependent on the needs of the students enrolled, the number of staff required would be adjusted if there were a higher number of students requiring additional support. The study support team would provide any assistance to students with physical disabilities as well as working with students in the classroom to support their learning. Individual one-to-one sessions would also be scheduled as well as undertaking any diagnostic testing of student needs. The Study Support Manager would also undertake any reviews of the Education Care Plans in association with parents, student and other outside agencies, and be responsible for applying for special consideration needs of students for examinations.

The college would also have a Learning Resource Centre staffed initially by a Learning Resource Manager. This would be a place where students can work in their self-directed study time, access books and other learning resources, get assistance and help in researching topics and assignments, use printing and other IT resources. Ideally other services such as careers and work experience would be housed in this area so students can access all the support they need in one area.

Technical support would initially be provided by one Visual Arts technician and one Science technician and one IT technician, who would provide support inside and outside the classroom in these areas.

All support staff salaries are based on New College Pontefract support staff salary scales. Pension rates have been calculated on the basis of LGPS pension contributions from 2015 which are around 13.8%. As these include lump sums, we have used an average of 17%.

It is envisaged that the college would share some management functions with New College Pontefract for Human Resources, ICT, Careers, Finance and MIS functions. This has been costed at around [REDACTED] in the first year.

Year 1 Organisational structure

Senior Managers	Responsibilities
Principal Designate	Including operational oversight of pastoral support and guidance [to be handed over to a separate Assistant Principal in Year 2]
Assistant Principal	Partnerships / Marketing and Schools Liaison
Assistant Principal	Quality and Teaching and Learning

Teaching Staff/Area	No of groups planned	FTE equivalent	Approximate cost
Business/Accounting/Economics/ Diploma Business/Financial Studies	16	3.2	
Arts/Photography/Textiles	10	2	
Drama/Dance (inc Extended Diploma)	6	1.2	
Biology/Chemistry/Physics (inc Applied science)	12	2.4	
Geography/Geology	3	0.6	
History/Government and Politics	4	0.8	
Health and Social Care (inc Diploma and Extended)	8	1.6	
ICT(A level and Extended Diploma)	10	2	
Law (A level and Certificate)	3	.6	
Music (A level and Diploma)	3	0.6	
Psychology	5	1	
Sociology and Religious Studies	4	0.8	
Maths(F.M. GCSE and A level)	10	2	
English (Lit and Lang/Lit and GCSE and Film Studies and Media)	20	4	
Sport and Public Services	9	1.8	
MFL (French and Spanish)	2	0.4	
Remission time		0.8	
Total		25.8	
Support Staff			
Progress Tutors		2	
Study Support Manager (SENCO)		1	
Learning Resources Manager		1	
Study Support Assistant		2	
Administration/Funding Manager		1	
MIS/Exams		1	
Site Manager/Health and Safety		1	
Technical support		3	
Student services/Repro/PA/reception		3	
Site assistant		1	
MFL Assistant		Pt	

Year 2 Staffing Plan

In the second year the senior management team would be strengthened by the addition of a Deputy Principal. This will mean that the Principal's role will change over time, as more senior staff are recruited.

The middle management structure would remain the same with the four lead teachers supporting the work of the teaching staff. Additional staff would be employed to staff the curriculum as shown in the table below based on the increase in student numbers. It is assumed progression from Year 12 to Year 13 would be around 75% rising to 85% for years 2-3.

To ensure we meet our recruitment targets we would envisage the appointment of a Marketing Manager to spearhead our marketing and recruitment strategy.

Additional progress tutor would be needed to support the increase in student numbers and one additional progress tutor has been accounted for. Other support staff costed are MFL assistants, based on 15 minutes per student of language support. Coaches have been costed based on around 5 hours coaching per week for Rugby, Football and Netball. An additional careers adviser would be employed to support student progression, UCAS applications and careers advice. On the support side an additional member of the administrative team, and an additional technician and more cleaning staff have also been costed. A sports developer role would be created to oversee the work of the sports coaches, organise fixtures, encourage more students to undertake sporting activities by running short courses and liaising with outside sporting establishments to make use of their facilities e.g. local swimming. They would also be responsible for making bids for external funding to ensure our students have the best possible access to high quality facilities and coaching.

In the second year we would also employ a College counsellor to provide our young people with counselling support and advice. This could be a combined role with providing first aid/ college nurse to students on site or separate part-time positions depending on the candidate.

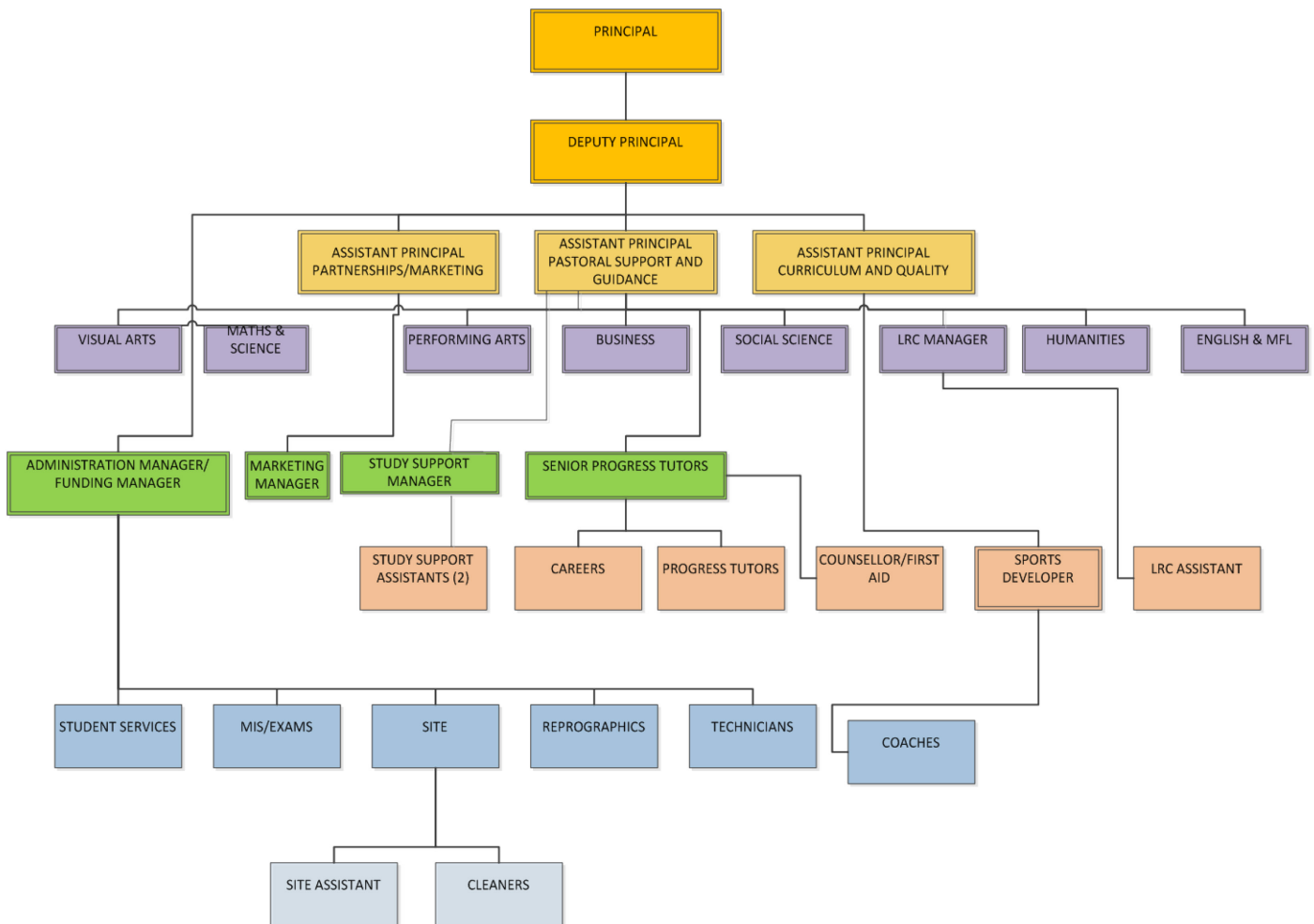
It is envisaged that the college would continue to share some management functions with New College Pontefract for Human Resources, ICT, Careers, Finance and MIS functions. This has been costed at around [REDACTED] in the second year to reflect the increasing size of the college and setting up of complex systems. In addition we would second from New College Pontefract a Senior Progress Tutor for the year to assist in the training and developing of our new Progress Tutors. This secondment is for one year.

Teaching Staff/Area	No of groups planned	FTE equivalent	Approximate cost
Business/Accounting/Economics/ Diploma Business/Financial Studies	35	7	
Arts/Photography/Textiles	23	4.6	
Drama/Dance (inc Extended Diploma)	15	3	
Biology/Chemistry/Physics (inc Applied science)	27	5.4	
Geography/Geology	7	1.4	
History/Government and Politics	8	1.6	

Health and Social Care (inc Diploma and Extended)	23	4.6	
ICT (A level and Extended Diploma)	19	3.8	
Law (A level and Certificate)	8	1.6	
Music (A level and Diploma)	6	1.2	
Psychology	12	2.4	
Sociology and Religious Studies	8	1.6	
Maths (F.M. GCSE and A level)	20	4	
English (Lit and Lang/Lit and GCSE and Film Studies and Media)	25	5	
Sport and Public Services	15	3	
MFL (French and Spanish)	4	0.8	
Remission time		0.8	
Total		51.8	
Support Staff			
Progress Tutors		3	
Study support Manager / LRC Manager (SENCO)		2	
Study Support Assistant/LRC Assistant		3	
Administration/Funding Manager		1	
MIS/Exams		1	
Site Manager/Health and Safety		1	
Technical support		4	
Student services/Repro/PA/reception		4	
Site assistant		1	
Careers Adviser		1	
Coaches		p/t	
MFL assistant		p/t	
Marketing Manager		1	
Sports Developer		1	
Counsellor		1	

Year 3 Staffing Plan

Years 3 Organisational Chart



In the third year it is anticipated that the college will be at full capacity of around 1200 students. At this point in time the senior leadership team would be strengthened by the addition of a third assistant principal who will be responsible for pastoral support and guidance.

The curriculum would be re-organised into eight distinct areas with lead teachers for each of the following areas: English and MFL; Maths and Sciences; Visual Arts; Performing Arts; Sport and Health; Business; Humanities; Social Sciences. These lead teachers would receive around 9 hours remission time per area so in total this equates to 3.2 FTE in remission. They would receive management allowance D based on Sixth Form Colleges Teaching scales. The staffing has been adjusted to assume 1200 students with progression from Year 12 to Year 13 of around 85%.

In addition a senior progress tutor would be employed to oversee the Progress Tutors, organise the tutorial programme and support the work of the Progress Tutors including a further progress tutor. An additional learning support assistant has also been accounted for and some additional cleaning staff.

It is envisaged that the college would continue to share some management functions with New College Pontefract for Human Resources, ICT, Careers, Finance and MIS functions. This has been costed at around ██████████ in the third year and reducing to ██████████ in subsequent years as the new college is fully functioning and the systems all in place.

Teaching Staff/Area	No of groups planned	FTE equivalent	Approximate cost
Business/Accounting/Economics/ Diploma Business/Financial Studies	35	7	
Arts/Photography/Textiles	23	4.6	
Drama/Dance (inc Extended Diploma)	20	4	
Biology/Chemistry/Physics (inc Applied science)	38	7.6	
Geography/Geology	7	1.4	
History/Government and Politics	8	1.6	
Health and Social Care (inc Diploma and Extended)	27	5.4	
ICT (A level and Extended Diploma)	24	4.8	
Law (A level and Certificate)	10	2	
Music (A level and Diploma)	6	1.2	
Psychology	12	2.4	
Sociology and Religious Studies	8	1.6	
Maths (F.M. GCSE and A level)	20	4	
English (Lit and Lang/Lit and GCSE and Film Studies and Media)	25	5	
Sport and Public Services	20	4	
MFL (French and Spanish)		0.8	
Remission time		3.2	
Total		60.6	
Support Staff			
Progress Tutors		4	
Study support Manager/LRC Manager (SENCO)		2	
Study Support Assistant/LRC Assistant		3	
Administration/Funding Manager		1	
MIS/Exams		1	
Site Manager/Health and Safety		1	
Technical support		4	
Student services/Repro/PA/reception		4	
Site assistant		1	
Careers Adviser		1	
Coaches		p/t	
MFL assistant		p/t	
Marketing Manager		1	
Sports Developer		1	
Counsellor		1	
Senior Progress Tutor		1	

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

Insert text

Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	500	520		104%	650	520		80%
Year 13					375	514		137%
Totals	500	520		104%	1025	1034		101%

Section E: Evidence of need – part 2

Section E1

Parental and student demand

The Project Team’s proposal, as detailed in Section D’s Education plan, is for 500 Year 12 students in 2016, and 650 Year 12 and 375 Year 13 students in 2017. We have thus far 1034 parent or student signatures, which is 103% of the required total for 2016, and 101% for 2017. Of these, 197 are from parents and 837 are from students.

	2016				2017			
	A	B	C	D	A	B	C	D
Year 12	500	520		104%	650	520		80%
Year 13					375	514		137%
Totals	500	520		104%	1025	1034		101%

Progression rates

Section D contains an explanation of our rationale on student progression. To reiterate, these are informed by sixth form college national benchmarks and by the ALPs value added system. Clearly the picture will be more complex from 2016 when phase 2 of the reformed A levels are delivered, and in 2017 the picture will be different again with a complete rollover of A levels. The nature of the existing stand-alone AS means that for some students their learning goal is achieved at the end of Year 12. We expect this group of students to progress to meaningful employment, jobs and training.

Our effective IAG at New College Pontefract means that where students choose to complete at AS, their progression is tracked and supported into destinations which reflect their programme of study. Equally, they are equipped with employability skills, which are embedded into all Year 12 Study Programmes. We would envisage the same strong emphasis within New College Doncaster’s Study Programmes. As explained in Section D1, the volume of IAG at New College Doncaster will be more significant to take account of the specific needs of Doncaster’s young people. This is combined with the fact that they will not have benefitted from the same IAG before coming to college which New College Pontefract currently provides to students in Year 11, where opportunities exist to visit feeder schools and interview students before enrolment.

An informed decision

The parents and young people identified in the table above have made an informed choice. The text from our main promotional leaflet "*Raising Standards, Changing Lives*" provides a detailed description of the curriculum we would offer, as well as highlighting some of the key differences between our offer and that of other post-16 providers in the Doncaster area. All those who have signed have had a copy of this leaflet. The particular characteristics that make our offer different include:

- a) the wide range of A level courses we would offer;
- b) the distinctive "New College" ethos, part of a supportive young adult environment which provides a stepping-stone between high school and the world of work or university;
- c) the unique nature of a 16-19 sixth form college;
- d) the quality of provision, which would come from a senior leadership team who have achieved a Grade 1 Outstanding.

Our proposal of a sixth-form college offering a wide range of A levels, with a senior team from a Grade 1 college, **combines a series of characteristics which no other post-16 provider in Doncaster can offer**. The uniqueness of our offer is clearly highlighted in "*Raising Standards, Changing Lives*", as are some of the values and culture which will make New College Doncaster different from other providers in the area.

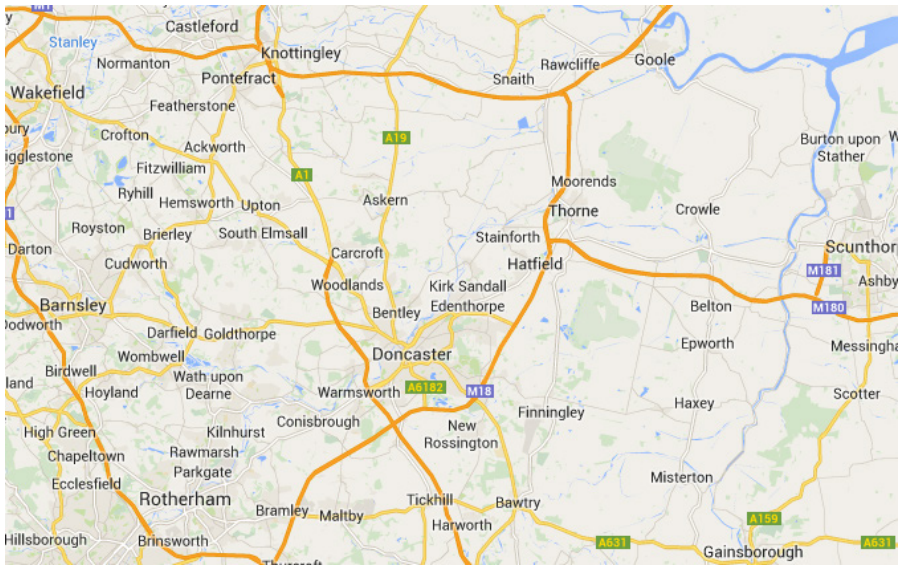
A copy of the relevant text from "*Raising Standards, Changing Lives*" is included at the bottom of section E1, along with a copy of the survey that 1032 parents and students have signed.

Commuting distance

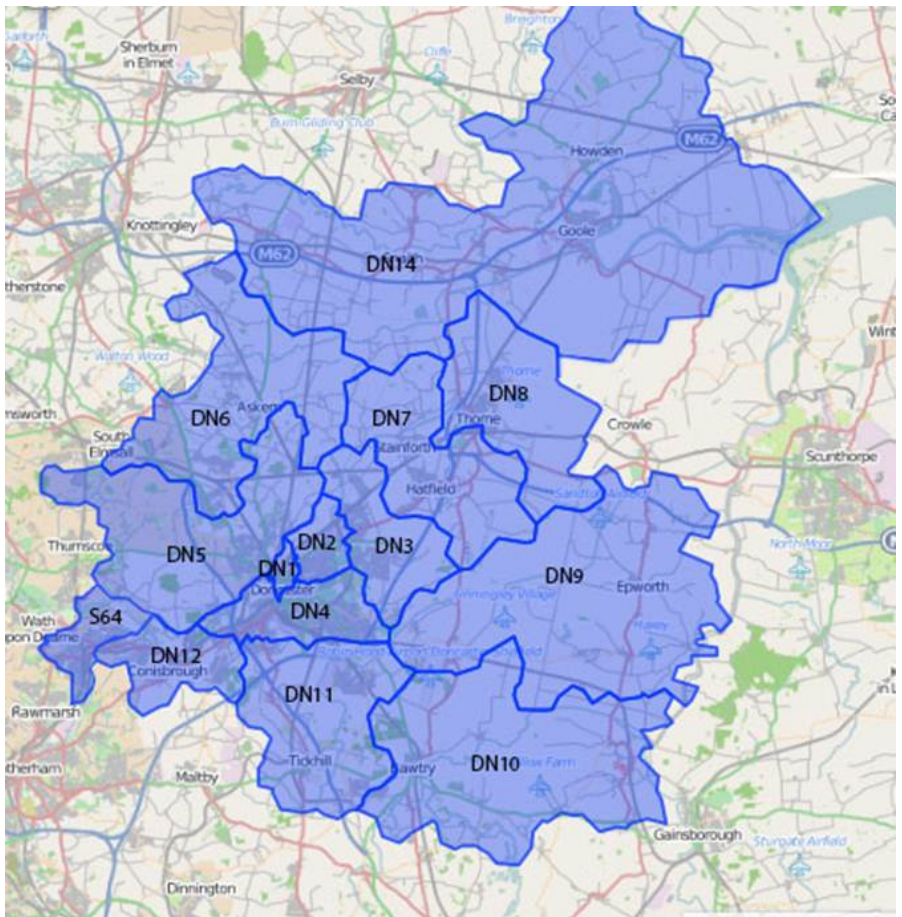
The maps below [map E.1 and map E.2] illustrate

- a) the geography of the area and the different postcodes from which our potential students and parents will travel
- b) the close proximity of New College Pontefract, which is 23 miles away from Doncaster and therefore a short commute for members of the senior management
- c) the excellent road network, including the A1 / A1(M), M18 and numerous major trunk roads
- d) the major train links, with journey times of one hour forty-five minutes to London.

A summary of the range of postcodes amongst our prospective students is in table E2. Bus times have been added to illustrate the potential commuting time involved from major villages and towns in these postcodes.



Map E.1: Doncaster and the surrounding towns and villages



Map E.2: The Doncaster area and the relevant postcodes

Postcode	Example town or village	Bus journey time [minutes]
DN1	Doncaster town centre	0
DN2	Wheatley	12
DN3	Armthorpe	29
DN4	Bessacarr	23
DN5	Bentley	15
DN6	Askern	23
DN7	Duncroft	42
DN8	Thorne	60
DN9	Finningley	43
DN10	Bawtry	37
DN11	Rossington	37
DN12	Conisbrough	19
DN14	Whitley	55
S64	Mexborough	44

Table E.2: bus journey times into Doncaster

Table E.2 shows that the longest bus journey time would be one hour, with most well inside this. In fact Thorne in DN8, the longest journey time by bus, is also on a train line, which would reduce the journey time to 23 minutes.

This is further evidence of the excellent infrastructure and public transport system available in the area.

Standards in local schools

As has already been identified in Section C's vision statement:

There are 17 providers of post-16 education in central Doncaster, 16 of these being school sixth forms offering A level provision. (The largest provider does not offer any A level provision). Of these 16 four have a judgement by Ofsted of Inadequate and eight of Grade 3. This places over 1,500 learners in sixth form provision which is either inadequate or requiring improvement. [Page 13]

Section C goes on to detail the standards in the relevant schools, using pupil attainment.

School Name	Ofsted Inspection	Grade	Academic Attainment		
			Average Point Score per Academic Entry	Average Point Score per Academic Grade	Academic Students achieving at least 3 A levels at A*- E
Armthorpe Academy	26-Feb-13	Inadequate	179.1	D	23%
Ash Hill Academy	21-May-13	Requires improvement	179.5	D	24%
Balby Carr Community Sports and Science Centre	29-Jan-13	Inadequate	178.0	D	52%
Campsmount	18-Mar-14	Requires improvement	208.0	C	79%
Danum Academy	25-Sep-13	Inadequate	213.2	C	72%
De Warenne Academy	05-Dec-13	Requires improvement	175.7	D	25%
Don Valley School and Performing Arts College	13-Dec-12	Requires improvement	199.8	C-	39%
Hall Cross Academy	30-Apr-14	Good	206.2	C	67%
Mexborough School	28 Nov 12	Requires improvement	184.9	D	63%
Outwood Academy Adwick	26-Nov-13	Requires improvement	208.6	C	53%
Ridgewood School	17-Oct-13	Requires improvement	207.5	C	69%
Rossington All Saints Academy	01-May-13	Good	191.4	D+	53%
Sir Thomas Wharton Community College		Requires improvement	190.8	D+	92%
The Hayfield School	10-Apr-14	Good	196.3	C-	90%
The McAuley Catholic High School	01-May-14	Outstanding	217.4	C+	74%
Trinity Academy	11-Dec-13	Inadequate	195.8	C-	72%

Section C p15 goes on to state that:

Closing gaps is a key priority in many of Doncaster Council's strategies and plans. Doncaster's School Improvement Strategy acknowledges the seriousness of the situation, identifying Key Stage 4 and post-16 as poor, lagging well behind national rates and in the case of the latter, "an overriding priority". Despite the recognition of unacceptably poor standards an improvement trend has yet to be discernible. Doncaster's most recent Ofsted report states that Doncaster Council is ineffective in raising school standards, describing the need for change as "urgent".

Number of places in underperforming local schools

With proposed numbers of 500 students in 2016 and 1025 students in 2017, New College Doncaster's total student places are significantly fewer than the 1,500 students currently in underperforming existing schools in Doncaster, thereby falling well within the criteria described on p 21 of "Free school application: criteria for assessment":

that the number of places in underperforming existing schools in the school's proposed vicinity comprises a total number of pupil places greater than your proposed school's capacity at scale.

The survey

The table below is a blank copy of the survey signed by 1034 parents and students, expressing their interest in the project.

Name	Postcode	Child's date of birth / your date of birth	I would select New College Doncaster as the first choice for my child/me. <i>Please note that saying 'yes' does not commit you or your child to enrolling at New College Doncaster.</i>	Or: I am interested in finding out more information	Email address <i>If you provide us with your contact details we will keep you updated on the progress of the campaign.</i>
			Parents and students signed this column.		

Text of promotional leaflet, “Raising Standards, Changing Lives”

The following text is used to describe the particular characteristics of our proposed college:

The new school is for 16-19 year olds and will be called New College Doncaster. The school is going to be run by the senior leadership team of a sixth form college called New College Pontefract which was recently judged outstanding in all areas by Ofsted. The team believes that Doncaster needs a 16-19 Free School because its young people are missing out on outstanding learning opportunities and on an outstanding sixth form experience.

The new school will be much bigger than Doncaster’s school sixth forms. This will bring a number of unique benefits which make it stand out from the town’s current schools:

1. “Wraparound” care and support.

Q. What does this mean?

A. It means that from your first expression of interest, right through to the point where you leave us and beyond, you will have consistency.

Your Progress Tutor will be there throughout your Learning Journey. S/he will guide your Study Programme choices when you apply, will interview you, meet you at enrolment, support, mentor, coach you while you are at college, prepare you for progression, whether this is to university, apprenticeship, employment or further training and learning.

2. New College Doncaster is the first dedicated post-16 centre.

Q. What does this mean?

A. This means that we are the first and only provider of education and skills for students aged 16-19 in Doncaster, bringing specialist expertise in the needs of this age group. Your subject teachers will be 16-19 specialists, and because they do not have to teach 11-16 they can focus exclusively on your needs. Similarly, your Progress Tutor will be skilled in advising, guiding and supporting you through study and beyond.

3. New College Doncaster staff team rated “Grade 1 – outstanding”.

Q. What does this mean?

A. This means that the team running your college are all judged outstanding as teachers and leaders. Ofsted Outstanding is a gold standard awarded to only a select few. It tells you that Her Majesty’s Inspectors judged us to be outstanding in getting students’ results to exceed expectations. It tells you that they judged our teaching to be first class, and that these two things are possible because our leaders are outstanding, and their leadership is making a real difference to student success.

4. New College Doncaster offers a distinctive ethos

Q. What does this mean?

A. This means that you will study and learn in a young adult environment. There is no uniform or dress code, there are no bells, teachers are called by their first names, and there are times in the week when you are “free” either to study independently, with others, or to join in the many opportunities in Sport, Theatre, Music, outdoor and community projects, which are available to you outside lessons. We see you as a co-equal in your learning, and expect you to work with us in ensuring you achieve success.

5. New College Doncaster offers an extensive, “open to all” curriculum

Q. What does this mean?

A. This means that we offer a large choice of subjects, which you can study in any combination. Our distinctive timetable model ensures that we can timetable all your subject choices without any of the restrictions on combination which you may find in smaller providers. We offer a wide and diverse range of both A level subjects, and vocational qualifications for those of you who want to follow a particular career path. Because of our size, we can offer “minority” subjects such as Geology, Music, French and Spanish; and will involve all our students in planning and reviewing our curriculum.

6. New College Doncaster will provide you with world of work opportunities

Q. What does this mean?

A. This means that throughout your study programme we will be working with you to provide work experience internships, and careers and progression are embedded into the teaching of every subject through guest speakers, lectures, trips, university links and many others. So, if for instance, you are studying Business, we will work with you to ensure you have not only plenty of contact with employers and universities, but also the opportunity to join our internship programme.

7. New College Doncaster is an inclusive provider

Q. What does this mean?

A. This means that we are passionately committed to every individual learner’s achievement regardless of their starting point. We recognise that every student is a unique individual with a distinct set of needs and goals. We will meet those needs whether it is support in writing or number, help with a physical difficulty, or more challenging work to prepare you for a prestigious university. Our Excellence Programme will support students through the process of applying to Oxford, Cambridge and Russell Group universities.

New College Doncaster – The Vision

To provide outstanding learning and progression opportunities responsive to the needs of every learner.

Our Message about New College Doncaster's values

- M - Motivation
- E - Engagement
- S - Self-responsibility
- S - Success
- A - Achievement
- G - Going the extra mile
- E - Equality and inclusiveness

New College Doncaster will offer many unique and distinctive features which make it stand out as the “provider of excellence” in central Doncaster and beyond.

Section E2

The Project Team has engaged with a wide variety of members of the local community through a variety of means.

Month	Areas of Engagement	Results/Feedback
March, April, May 2014	██████████ contacted every headteacher of a secondary school in Doncaster to discuss the Project Team's proposal.	██████████, the ██████████, identified his school as a key partner and offered to provide a governor for New College Doncaster.
April, May, June, July 2014	The Project Team started identifying proposed governors, who are listed in Section F3 (a). Many of these are from the Doncaster area.	The Doncaster-based proposed governors have already provided us with guidance about Doncaster. This has included, for instance, highlighting some of the differences in ethnicity between the Doncaster and Pontefract areas. This advice will continue to be invaluable as we move forward.
April 2014	The Project Team built a website containing more details about New College Doncaster, and providing members of the public with a means of contacting the team directly.	This provided another important route for Doncaster residents to get in touch. Although not every response has been positive, over 60 people have submitted their details via the site to express an interest in their son/daughter coming to New College Doncaster.
May, June 2014	50,000 copies of "Raising Standards, Changing Lives" were sent to homes across Doncaster, providing residents with the details of our proposals. Contacting every household was important as,	Many parents and students we spoke to in the subsequent weeks had heard of our proposal as a result. This made it easier to have a conversation about New College Doncaster, as the idea

	although only a fraction of these homes contained families with students the right age, it provided us with an opportunity to begin a conversation with the people of Doncaster about the state of post-16 education.	of a sixth-form college in the town centre had already been established.
May 2014	██████████ discussed the project with ██████████, and ██████████.	██████████ agreed that there was a lack of academic provision in post-16 education in Doncaster, specifically in the areas of engineering and STEM subjects. As a result of this feedback, the Project Team has made this a stronger element of the proposal's curriculum plan.
May 2014	██████████ made contact with all three MPs in the Doncaster area, sharing with them a synopsis of our proposal, and the rationale behind it. She spent time discussing the proposal in detail with Rosie Winterton, MP for Doncaster Central.	The local MPs are well-informed about our proposal.
May 2014	The Project Team have been in contact with the senior management team from Doncaster College, including their ██████████.	Doncaster College does not provide A levels, and were interested to hear about the proposals.
July 2014	Both the <i>Doncaster Free Press</i> and the <i>Doncaster Star</i> ran major stories in July 2014 on the Project Team's proposal, which in turn have generated	As with the leaflet drop, the news reports made it easier to discuss the idea of a sixth-form college in the town centre. The <i>Doncaster Free Press</i> has over 113,000 readers each week,

	more responses.	helping to ensure that many local residents were well-informed about the project.
July 2014	Personal letters were sent to 3,000 parents in Doncaster with children born between 1999 and 2001. These included a stamped and addressed postcard, which parents could use to contact us via post at no cost to themselves.	The inclusion of a stamped addressed postcard encouraged local residents to get in touch with us. Through this route 61 parents expressed their preference for our proposal.
July, August, September 2014	Members of the Project Team spent several days over three months working in Doncaster town centre, wearing branded clothing and discussing the project with a wide variety of local residents. Many of these were families with young people in Years 9 and 10, but some were simply members of the public who wanted to express an opinion about the project. This included shopkeepers and customers ranging in age from twelve to 70, many of whom were supportive of steps to improve education in Doncaster and life chances for Doncaster's young people.	This was the route through which we gathered the significant majority of our expressions of interest. Working around the town's market and shopping centre area provided many opportunities for people to provide feedback. Very occasionally this was negative, but in some cases even adults without children of the right age expressed their support for the project. Common concerns included: <p>“ [REDACTED] ”</p> <p>“ [REDACTED] ”</p>

Section F: Capacity and capability

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

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

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

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

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

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

F1 (a) Pre-opening skills and experience

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

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

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Legal expertise	We have engaged with our solicitors to provide additional support, in addition to guidance from the New Schools Network.
Site acquisition and purchase and legal processes attached to this.	Prompt engagement of specific consultants in all aspects of land acquisition and construction, in collaboration with the EFA and DfE.

Management of the project by the core group

Our approach to managing the project will reflect the skills and experience of the project group. The [REDACTED], will lead the project and act as project manager. Each member of the project group will lead in several key areas, consistent with their experience and background set out in F1, with all of those with a teaching background taking additional responsibility for setting up curriculum areas, and the recruitment of staff.

The capacity to sustain outstanding performance at New College Pontefract, whilst developing New College Doncaster.

The strong performance culture created at New College Pontefract and the relentless focus on data and accountability means that its excellent results are sustainable.

In order to support this application and the future of the project, we have invested in a number of temporary posts at a senior level. Four additional Associate Senior Leader posts have been created to support the existing senior leadership team both in their work leading New College Pontefract and in preparing for New College Doncaster. These posts address both capacity issues and succession planning, so that a team of experienced senior leaders are available to support New College Pontefract and, depending on fair and open recruitment and selection processes, New College Doncaster.

These post holders will support the existing senior leadership team by:

- Providing senior line management to a number of curriculum and support areas
- Providing additional support in the following areas:
 - Data and MIS management
 - Curriculum and A level reform
 - Marketing and communications
 - Higher education and vocational provision
 - Collaboration and partnerships, including Teaching Schools and School Direct
- Assisting with the application process for New College Doncaster
- Assisting with the pre-opening process, if we are successful

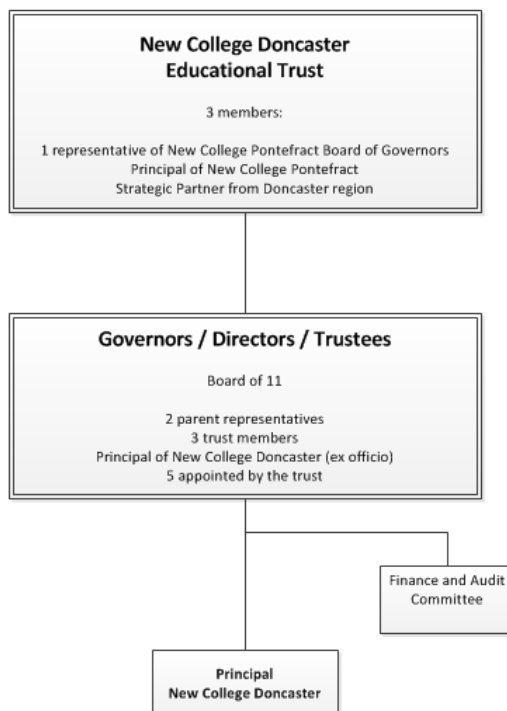
Areas of college where we wish to see further improvements in performance will continue to be directly line managed by the current senior leadership team. The senior leadership team will continue to drive standards and outcomes, with the new post holders managing well-established and very successful areas of provision. Existing senior leaders will directly line manage the new senior leaders and will act as mentors.

We are also planning to make a number of changes to our middle management structure. This will enable us to further strengthen leadership and management by ensuring that our most successful leaders are fully utilised. We also plan to develop roles which support and foster greater cooperation between New College Pontefract and New College Doncaster.

The Principal at New College Pontefract will remain operationally focused on New College Pontefract, whilst the [REDACTED] and will lead the free school project.

Section F2

We propose to open New College Doncaster as a single academy trust.



Roles and responsibilities of the members

New College Educational Trust will consist of three members. These are:

- [REDACTED], [REDACTED]
- A representative of the New College Pontefract Board of Governors
- A strategic HE partner

The roles and responsibilities include:

- To be a guardian of the college's vision and Trust Objects, safeguarding and promoting the values of the of the college and its ethos
- Appoint (and where necessary remove) the majority of the governors, who, in their capacity as directors, are more directly responsible for the performance of the college, its standards, attainment and outcomes for young people
- Critically evaluate the performance of the college and hold the Governing Body to account
- Establish clear and effective lines of communication with governors in order to effectively undertake members' responsibilities

- Contribute to the Governing Body's role in giving clear strategic direction to the college
- Carry out their business effectively, including induction of new members and a commitment to the continued professional development of members
- Appoint and where necessary remove those Governors as specified in the Articles of Association
- Hold an annual general meeting

Members must be informed of the following:

- Actions that might reflect adversely on the college or the trust
- Ofsted outcomes
- Vacancies on the Governing Body

The higher education representative will provide an important "check and balance" function alongside the representatives from New College Pontefract.

Roles and responsibilities of the governors

The inclusion of a corporate member from and the current Principal of New College Pontefract will support the timely appointment of suitable and skilled governors. We will introduce a formal application process to enable the members to evaluate candidates and to audit their skills and experience alongside the existing skills and experience within the Governing Body. This will include a written expression of interest and an interview with the members.

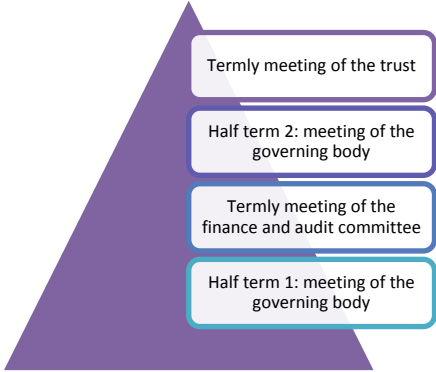
Our inclusion of two of the three members within the Governing Body is to bring immediate knowledge of sixth form colleges and effective governance to the Governing Body and to initially provide support and guidance to the appointed governors. It is also to support the Governing Body in understanding the culture, values and systems that supported the success of New College Pontefract and to influence and promote the sharing of best practice across the organisations. They form a minority on the Governing Body.

After two years of opening the college, we will review this arrangement. If the Governing Body is sufficiently experienced, confident and robust and the college has performed well, the members will consider whether or not it is desirable for them to continue acting as governors, or whether to remain solely as members, in a bid to ensure a clear distinction between the trust and the Governing Body.

We will also draw strength from a wider pool of contributors and stakeholders. These will be individuals with a specific interest or skill, but who are unable to contribute to the full breadth of work of the Governing Body. They will be invited as observers and

contributors to specific meetings or to join working parties of the Governing Body. We would include learner representatives, additional parent representatives and staff representatives, and will also seek additional representatives from local schools, colleges, universities, employers and wider stakeholders.

Each term within the academic year will have a minimum cycle of meetings for governors, resulting in 6 full governors meetings a year, 3 meetings of the finance and audit committee and 3 meetings of the trust.



Leadership within the Governing Body

Our Governing Body will be led by an experienced chair.

Our Governing Body meetings will have three distinct agenda areas, mapped to the Ofsted common inspection framework: *Outcomes for Learners; Quality of Teaching, Learning and Assessment; and Leadership and Management.*

We will assign three governors to each specialise in and lead one of these areas and to facilitate working parties of the Governing Body, bringing in the support of wider contributors where appropriate. For their area of responsibility they will provide dynamic leadership, will drive meeting agendas, will support and lead governors in scrutinising performance and will play a key role in supporting the development and monitoring of the college’s strategic plan.

These individuals, supported by the Governing Body as a whole, will ensure that the scrutiny and oversight inform short, medium and long term planning within the college. They will, for example, contribute to the development of the college’s Self Assessment Review and the development of the annual Quality Improvement Plan, in addition to the 3-year strategic plan. The Governing Body will provide leadership which steers the college forward, in addition to its role in monitoring progress and scrutinising performance.

These individuals will deputise for the Chair of the Governing Body, support the effective operation of the Governing Body and assist with the training, development and

support of other governors. They may also be given additional responsibilities, such as supporting the appraisal of the Principal, handling appeals, reviewing the remuneration of senior post holders.

Outcomes for Learners

The Governing Body will determine an annual cycle of data reports to support its evaluation of learner outcomes, so that it can hold the Principal to account for the educational performance of the college and its learners, to set targets and to drive the college's strategic plan. These will include, not exhaustively:

- Detailed reports of end of year examination results evaluating rates of achievement, success, high grades, retention, value added, and historical / 3-year trends all relative to sector benchmarks, analysis by subject, analysis by ability groups
- Performance of learners by characteristics such as gender, deprivation, ethnicity, difficulty and disability
- Performance of the college with respect to the DfE KS5 performance tables
- Progression and Destinations: information about how students progress to higher education, further training and employment
- In-year learner progress, based on formal assessments that all students will complete on an annual basis, and which will support projected outcome analysis
- In-year analysis of retention and attendance
- Reports on learner well-being, safeguarding, bullying

Teaching, Learning and Assessment

The Governing Body will approve the college's framework and policies around teaching, learning and assessment. It will provide challenge and scrutiny to ensure that rigorous quality assurance measures are in place which have impact, and which continually strengthen provision. The Governing Body will consider:

- Reports which analyse lesson observation grading, and the distribution over time
- Reports which evaluate the impact of staff development, support and training

Leadership and Management

Governors are responsible for ensuring that there is clarity within the organisation in relation to the college's culture, ethos, vision and strategic direction. The Governing Body will:

- Review and approve the college's Self Assessment Report and Quality Improvement Plan
- Review and approve the college's 3-year strategic plan
- Monitor progress in relation to these in-year, through reports from the senior leadership team
- Determine and review the framework for pay and conditions of staff

The annual cycle of data reports will include, not exhaustively:

- Budgets, for scrutiny and approval by governors, so that governors can ensure value for money
- Overarching data on staff performance, linked to a graded appraisal model, so that governors can ensure leadership supports outstanding performance and improvement
- A human resources report, to scrutinise staff retention, staff productivity and utilisation, use of formal policies such as disciplinary and grievances, to review the college training plan
- Reports on estates and resource management, including health and safety
- Applications, admissions, exclusions and college disciplinary system, recorded incidents under protected characteristics of the Equality Act

In addition, the Governing Body will appoint a governor to provide day-to-day support and line management to the Principal. It will also appoint ad hoc committees, usually from within the leadership of the Governing Body, to consider the appraisal of the Principal and other senior post holders, the pay and conditions of the Principal and senior post holders and to carry out functions such as appeals (for example concerning dismissal or grievances).

In order to carry out these responsibilities effectively, we will recruit governors to ensure that within the board there is sufficient skill and knowledge in each of the following areas:

- Education and working with young people
- Leadership / governance
- Financial management, particularly in an educational setting
- Estates and resource management
- Human resources
- Legal

We will also ensure that we seek:

- Governors which link to local business or employers
- Governors which link to higher education, training or local schools

We have already succeeded in identifying a significant number of governors that meet with these requirements, creating good links within the Doncaster region. The successful governance models and practices employed at New College Pontefract will undoubtedly translate effectively to New College Doncaster, but appointment of governors from within the Doncaster area will help the governors fine tune their work and respond to any differences between the two geographical regions.

The role of the Finance and Audit Committee

The primary responsibility of this committee is to ensure:

- 1) Financial oversight; governors will monitor the college's ongoing and projected financial position and ensure that the leadership team provides them with the key information to enable them to do so
- 2) Financial planning; governors will prepare financial plans to support the college in the short and long term
- 3) Internal controls; governors will ensure that effective control and risk systems are in place to ensure financial security and probity

Key reports to be reviewed by this committee will include management accounts, annual budgets, policy documents relating to value for money processes, reports on estates, fees and lettings, funding allocations and estimates of income and expenditure, monitoring of capital projects, external and internal auditing reports, financial policies and procedures.

Each of our governors will be linked to a curriculum area. This will enable them to visit the college in-year, and to provide additional support to curriculum and senior leaders in an advisory rather than operational sense. It will support governors in understanding the culture and ethos of the college, to see policies and strategic plans in action and will ensure that governors are visible and accessible to staff and students. Governors will be able to see directly how their monitoring and scrutiny informs their own strategic planning which in turn impacts on delivery at subject level.

The role of the Principal

The Principal is accountable to the Governing Body. The primary role of the Principal is to ensure that the vision of New College Educational Trust is delivered. To achieve this, the Principal of New College Doncaster will:

- Set and ensure high standards throughout the college, including teaching and learning, outcomes for learners and leadership and management
- Be the Chief Accounting Officer and ensure that effective financial management is in place

- Develop and review the college strategic plan in accordance with the vision of the trust
- Attend and report to the governing board
- Line manage the Senior Leadership team
- Appoint staff to New College Doncaster
- Be responsible for Health and Safety at New College Doncaster
- Ensure and maintain strong relationships with key stakeholders
- Ensure that the college and its staff comply with equalities legislation
- Take overall responsibility for safeguarding

Avoiding and minimising conflicts of interest

It is our intention that a number of services will be provided, in the first instance, to New College Doncaster by New College Pontefract, by contractual arrangement. We believe that this will provide value for money due to economies of scale, and that it will draw high quality services from an existing outstanding provider.

Whilst there is some representation of New College Pontefract within the governance structures of New College Doncaster, those representatives form a minority. We are confident that with those governors removed from decision making processes for the procurement of services, we will still have a large body of governors able to make fair, impartial and unbiased decisions about procurement from New College Pontefract and other providers, and to effectively monitor and scrutinise the performance of providers in relation to performance indicators set out within service level agreements.

To avoid conflicts of interest it is important that governors, employees and trust members act in accordance with interests of the college and the trust. Any governor that has a conflict of interest due to having any direct, indirect or personal interest shall disclose those to the Clerk of the Governors. In any meeting in which a conflict of interest arises, the governor or employee must absent themselves from the relevant meeting and cannot participate in any vote. The Clerk of the Governors will also provide advice and guidance to governors about conflicts of interest and will be suitably trained to carry out the role to a very high standard.

Each academic year the Clerk of the Governors shall conduct an audit of interests to ensure that potential conflicts can be minimised and managed appropriately.

Issues relating to conflicts of interest will be explicitly set out in a Code of Conduct for governors and members. Members and governors will also be required to act in accordance with the free school memorandum and articles of association.

Our financial regulations will set out clearly the parameters in which governors and members will operate when contracts are being sought within the college. Governors will need to take account of the need for some services to be procured 'at cost' and we will ensure that procurement processes are open, fair and competitive.

Independent challenge to members and governors

The governors are accountable to the Trust Members. Any governor that is not discharging their duties effectively can be removed by a vote of the Trust Members. The Trust Members must agree by majority voting to remove any or all of the Governing Body. Examples of an area of challenge would be:

- Failure to act in accordance with the Trust values
- Failure to declare a conflict of interest
- Failure to meet minimum attendance requirements
- Failure to provide robust challenge of the Principal and the Senior Leadership team of the college
- A breach of the governor code of conduct
- A criminal offence which undermines the eligibility of a governor

In order that there is an appropriate degree of consistency in style, tone, structure and accountability to the members, the articles of association will prevent additional co-options to the Governing Body by the Governing Body. However, the Governing Body will be able to co-opt Associate Governors, subject to ratification by the members.

F3 (a) Proposed governors

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

Name	Where live (town/city)	Role on Governing Body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2 parent governors to be appointed at a later stage					

F3 (b) Skills gap for Governing Body

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

Skills/experience missing	How you plan to fill the gap
HE link	We wish to recruit a 3 rd individual to act as a member (but not a governor). We are currently in discussion with a Russell Group university.

Section F4

Requirements	Ess	Des	Evidenced
Education and Qualifications			
Good honours degree	✓		
Appropriate leadership and management qualification		✓	
Evidence of continuous CPD	✓		
Teaching qualification	✓		
Higher degree in a relevant subject		✓	
Experience			
Successful track record of senior leadership in the secondary or post-16 sector in a grade 2 or above Ofsted category	✓		
Management of teaching and learning which supports outstanding results	✓		
Experience of developing and implementing strategic plans	✓		
Ability to develop, motivate and lead a team	✓		
Evidence of working with and engaging employers		✓	
Delivery of outstanding teaching at A level	✓		
Evidence of curriculum design and development of delivery	✓		
Classroom observation, quality assurance and development of strategies to develop teaching and learning	✓		
Development of personalised learning and support		✓	
Knowledge and Understanding			
Thorough understanding of the current Ofsted inspection framework	✓		
Knowledge of educational policy and developments 14-19	✓		
Knowledge of new technologies and their use in developing teaching and learning	✓		
Performance management to support and improve teaching, learning and outcomes	✓		
Skills and Personal Attributes			
Evidence of commitment to equality and diversity	✓		
Understanding, analysis and use of wide ranging data	✓		
Enthusiasm, vision, self-motivation	✓		
Drive to continuously improve standards and outcomes	✓		
Ability to build a collaborative and purposeful learning culture	✓		Evidenced throughout the role
Strong skills in formal and informal communication	✓		Evidenced throughout the role
Ability to build productive partnerships and relationships with wide ranging stakeholders	✓		Evidenced throughout the role
Ability to effectively manage budgets and deploy financial and human resources	✓		Evidenced throughout the role

Section F5 (existing providers and any new applicants seeking to open more than one free school)

Educational track record

The project group comprises the senior leadership team of New College Pontefract, plus some additional support staff. Since coming together as a senior leadership team, the culture and outcomes of the college have been transformed. The success of New College Pontefract is therefore indicative of the outstanding educational track record of the project group.

Inspected by Ofsted on 1st April 2014, the college was graded:

Overall Effectiveness:	1 – Outstanding
Outcomes for Learners:	1 – Outstanding
Quality of Teaching, Learning & Assessment	1 – Outstanding
Effectiveness of Leadership and Management	1 – Outstanding

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130550>

The inspection also provided inspection grades for science, mathematics and statistics; visual arts, media and communication; social sciences; English; and business (with law). All were graded 1 – outstanding.

The table below shows the increase in success rates and high grade rates at New College Pontefract between the last inspection (2008) and our recent inspection (2014). These changes have occurred largely within the last 3-4 years, following the appointment of a new Principal, two new Vice Principals and one new Assistant Principal – all of whom form part of the project group.

Level	Success	High Grades
Overall College	+7.5%	+12.0%
L3 Long	+7.7%	+11.8%
AS	+11.3%	+8.2%
A2	+3.6%	+5.6%
GCSE	+6.4%	+18.0%
BTEC	n/a	n/a

Our 2014 results also saw further strengthening with significant increases in all measures, compared with 2013:

A level

Achievement up 0.9%
 Success up 0.2%
 High grades up 7.7%

AS Level

Achievement up 0.6%
 Success up 1.7%
 High grades up 5.5%

The college also saw a 9% increase in high grades in BTEC subjects in 2014, rising to a remarkable 83.5%. High grades overall in College increased by 8% in 2014.

With Ofsted rating New College Pontefract and its outcomes for learners as outstanding, based on 2013 and earlier results, our stronger 2014 results create an even stronger platform in our bid to open New College Doncaster:

Level	Success	Benchmark	Retention	Benchmark	Achievement	Benchmark	High Grades	Benchmark	VA ALPS
Overall College	94	87	97	93	97	94	55	N/A	N/A
AS	90	83	96	93	94	89	41	37	2
A2	97	96	98	98	99	98	51	48	3
GCSE	95	88	97	90	98	98	42	tbc	N/A
BTEC	96	85	96	89	100	96	84	N/A	2

The table below shows how our performance in key performance indicators in 2013-14 compared with national benchmarks. A value of 7 indicates that we achieved 7% above sector benchmark.

Level	Success	Retention	Achievement	High Grades
Overall College	7	6	3	N/A
AS	7	3	5	4
A2	1	0	1	2
GCSE	7	7	0	N/A
BTEC	11	7	4	N/A

And for 2012-13:

Level	Success	Retention	Achievement	High Grades
Overall College	7	2	4	9
AS	7	3	5	0
A2	3	1	1	-3
GCSE	11	9	2	18
BTEC	N/A	N/A	N/A	N/A

Our success rate in 2012-13 ranked us as the 9th best Sixth Form College in England, beating prestigious colleges such as Greenhead College. Those colleges with higher success rates generally contrasted significantly in terms of the socio-economic intake of students. With a further significant increase in our overall success rate in 2014, our ranking, yet unpublished, is likely to be higher still.

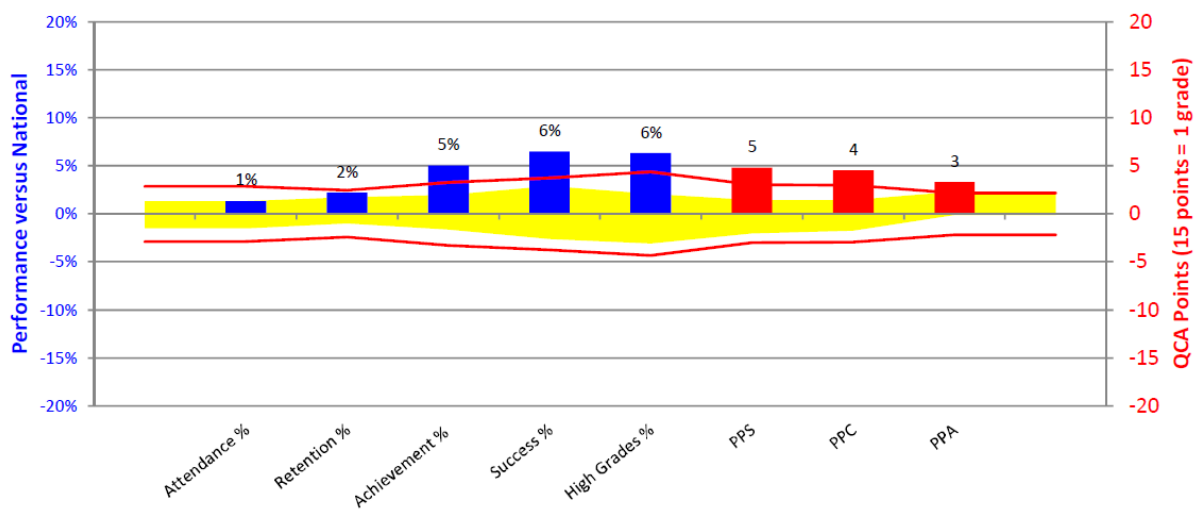
Learner progress is outstanding, as demonstrated by our excellent and strengthened value added scores. ALPS grade 4 indicates that the value added of learners is within the top 40% of providers nationally when taking account of the prior attainment of learners, ALPS 3 indicates that value added is within the top 25%, ALPS 2 indicates that value added is within the top 10%

	2012	2013	2014
AS	4	3	2
A2	4	3	3
BTEC	3	3	2

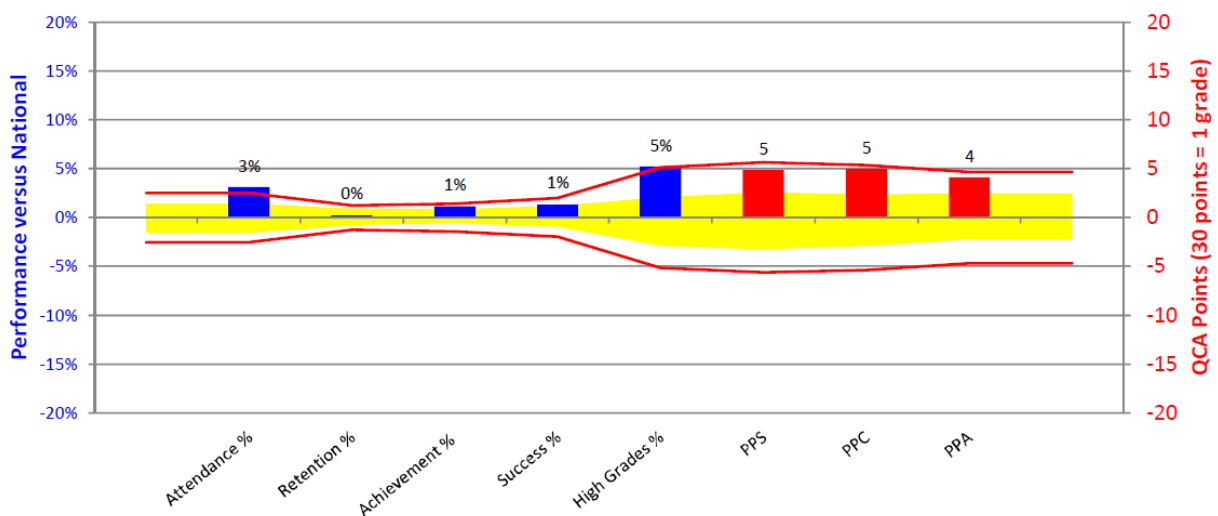
Strong value added is demonstrated in every key performance indicator. The graphs below, produced from national data based on the *Six Dimensions of Performance*

Analysis by Nick Allen, Peter Symonds Sixth Form College, demonstrates how our performance exceeds expected performance when taking account of the prior attainment of our learners in all key performance indicators. Performance above the yellow region places us within the top 25% of providers nationally. Performance above the red line places us within the top 16% of providers nationally.

AS level 2013-14



A level 2013-14



We intend that New College Doncaster will initially procure a range of support services from New College Pontefract. These are likely to include human resources, central administration, finance, management information systems (MIS), estates management, timetable management and construction, leadership consultancy, IT, reprographics and network services. The provision of these services will deliver value for money due to economies of scale. For example, by a single CIPD trained human resources manager serving both Colleges, in conjunction with an increase in lower-banded posts to build capacity. For example, by extending existing MIS reports and systems across from New College Pontefract to New College Doncaster without the need to pay developers to create new reports and systems. Our greater bargaining power, for example, with companies providing repro units or IT hardware, will secure more competitive contracts.

The Project Team has a strong track record of leading all of these services at New College Pontefract.

New College Pontefract, and the Project Team, will continue to provide significant support to New College Doncaster upon opening and we are committed to developing innovative ways of sharing good practice between the colleges. Support will be directed by the Project Team, and reinforced through our governance arrangements, but will be supported by a much wider team from New College Pontefract. For example, our imminent restructure of our middle leaders – heads of subject – will place an expectation on our new heads of school at New College Pontefract to work collaboratively and support improvement with their counterparts at New College Doncaster. Collaboration and mutual support will be a key element of the posts in both colleges. We also intend that our planned work as a Teaching School, with the School Direct programme our collaboration with the Outwood Institute of Education Mathematics Hub will all extend across from New College Pontefract to New College Doncaster.

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

N/A – as a single academy trust, New College Doncaster will not share services. It will, however, purchase services from New College Pontefract, as discussed in F5.

F6(a) Shared services

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

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

Section F7 (Independent schools)

N/A

Section F8 (Independent schools)

N/A

Section G: Budget planning and affordability



Section H: Premises

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

Please complete the Excel application form.

When the college opens we believe it needs to meet the following criteria:

- Premises to be in a central location with easy access via bus, train links and ideally with drop-off/pick up access safe and accessible
- To be between 10,000 – 12,000m² (based on Post-16 provision guidelines)
- To be able to offer specialist facilities for
 - i) Drama – e.g. theatre
 - ii) Dance – dance studio
 - iii) Visual Arts – studios
 - iv) Science labs
 - v) Computer facilities
 - vi) LRC facilities
 - vii) Sports and leisure facilities if none on-site then shared access/provision to be available.
 - viii) MFL – language labs
 - ix) Canteen facilities

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, *not* SW1:

Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.

Any comments on your calculated building space:

Preferred site

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

In which local authority is the site?

Please select

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

Please select

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

Please select

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

Please select

Please tell us how you found the site:

Please confirm the tenure:

Please select

If other, please explain further:

Please include information on purchase or lease price if known:

Who owns the site?

Please select

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

Please select

Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select

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

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

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

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

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

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

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

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

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

Third choice site

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fourth choice site

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For independent school convertors

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

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

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

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

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

Annexes

Any annexes you add:

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

CV template

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

<p>5.a For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	<p style="text-align: center;">A level 2013-14</p> <table border="1"> <caption>A level 2013-14 Performance Data</caption> <thead> <tr> <th>Category</th> <th>Performance versus National (%)</th> <th>QCA Points (30 points = 1 grade)</th> </tr> </thead> <tbody> <tr> <td>Attendance %</td> <td>-3%</td> <td>0</td> </tr> <tr> <td>Retention %</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Achievement %</td> <td>1%</td> <td>0</td> </tr> <tr> <td>Success %</td> <td>1%</td> <td>0</td> </tr> <tr> <td>High Grades %</td> <td>5%</td> <td>0</td> </tr> <tr> <td>PPS</td> <td>5%</td> <td>5</td> </tr> <tr> <td>PPC</td> <td>5%</td> <td>5</td> </tr> <tr> <td>PPA</td> <td>4%</td> <td>4</td> </tr> </tbody> </table>	Category	Performance versus National (%)	QCA Points (30 points = 1 grade)	Attendance %	-3%	0	Retention %	0%	0	Achievement %	1%	0	Success %	1%	0	High Grades %	5%	0	PPS	5%	5	PPC	5%	5	PPA	4%	4
Category	Performance versus National (%)	QCA Points (30 points = 1 grade)																										
Attendance %	-3%	0																										
Retention %	0%	0																										
Achievement %	1%	0																										
Success %	1%	0																										
High Grades %	5%	0																										
PPS	5%	5																										
PPC	5%	5																										
PPA	4%	4																										
<p>5.b For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths 	<p>[Redacted]</p>																											

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	- [REDACTED]
	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	[REDACTED]
8.	<p>Reference names(s) and contact details</p>	[REDACTED]

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	Name: Position: Dates:
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership	

CV template

	<p>position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	<p>██████████</p> <p>██████████</p> <p>██████████</p>
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's</p>	<p>██████████</p>

CV template

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

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

CV template

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

CV template

	<p>subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	██████████
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	██████████
8.	<p>Reference names(s) and contact details</p>	██████████

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

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

CV template


	<p>head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

CV template		
	previous roles.	
8.	Reference names(s) and contact details	██████████

CV template

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>Name:</p> <p>Position:</p> <p>Dates:</p> <hr/> <p>Name:</p> <p>Position:</p> <p>Dates:</p>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV template

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

CV template

	and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

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

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

CV template		
	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

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

CV template

5.a

For education only: if you are in a leadership position in your latest school (where available):



- the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
- school's best 8 value added scores for the years you were in post, if applicable

5.b

For education only: if you are in a teaching or head of department role in your latest school (where available):

- Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C

CV template

	GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

CV template

8.

Reference names(s) and
contact details



CV template

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

CV template

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

CV template

	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	██████████	██████████


CV template

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

CV template

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

CV template

	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

Self-assessment form for independent schools (including privately run alternative provision and special schools)

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

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Achievement of pupils at your school	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at page 33-34 of the school inspection</i></p>			

	<p><i>handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<p>Quality of teaching in your school</p>	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Behaviour and safety of pupils	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
Quality of leadership in, and management of, your school	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at page 47-48 of the</i></p>		

	<p><i>school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Spiritual, Moral, Social and Cultural development of pupils at your school	<i>[Please provide a commentary]</i>			

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

<p>of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>				
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>				