



**DIXONS
ACADEMIES**
BRADFORD

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**



Department
for Education

Contents

Section A:	Applicant details and declaration	page	4
Section B:	Outline of the school		9
Section C:	Education vision		11
Section D:	Education plan		
	Rationale		15
	Curriculum Plan		18
	Staffing Structure		21
	Meeting the Needs of all Students		26
	Student Achievement		29
	Admissions		35
	Behaviour Management		36
Section E:	Evidence of demand		39
Section F:	Capacity and capability		46
Section G:	Initial costs and financial viability		51
Section H:	Premises		53
Annexe I:	Further Evidence of Demand		55

Section G also requires two financial plans, which are appended.

Dispatch

Section I (Due diligence and other checks) has been submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Sections A-H and the **financial plans** were submitted to the Department for Education (at mainstream.fsapplications2014@education.gsi.gov.uk) on 2nd January 2013.

Two hardcopies (of **sections A-H** and the **financial plans**) were sent 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form 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

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only : you have provided a link to the most recent inspection report.	n/a	
6. Independent schools only : you have provided a copy of the last two years' audited financial statements or equivalent.	n/a	
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application		
1.	Name:	██████████
2.	Address:	Dixons City Academy Ripley Street Bradford BD5 7RR
3.	Email address:	██████████
4.	Telephone number:	██████████
About your group		
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details: n/a	
7.	How you would describe your group:	<input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details: n/a	
9.	Is your group seeking to open more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

10.	If Yes, please provide more details: n/a	
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	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: n/a	
Details of company limited by guarantee		
13.	Company name: Dixons City Academy Trust Ltd	
14.	Company address: Ripley Street Bradford West Yorkshire BD5 7RR	
15.	Company registration number and date when company was incorporated: 2303464 1990	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Dixons City Academy Ripley Street, Bradford, West Yorkshire, BD5 7RR Dixons Allerton Academy Oaks Lane, Allerton, Bradford, BD15 7RU Dixons Trinity Academy Trinity Road, Bradford, BD5 0BE Dixons Music Primary Trinity Road, Bradford, BD5 0BE	

Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
18.	Please confirm the total number of company members: Three
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
Company directors	
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>	
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	[REDACTED], Chair of Governing Council
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]
Related organisations	
22.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p style="text-align: center;">n/a</p>
24.	<p>Please specify any religious organisations or institutions connected to your application. 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.</p> <p style="text-align: center;">n/a</p>
Existing providers	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School?</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p> <p style="text-align: right;">130909</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p> <p style="text-align: right;">11 – 19 nor: 1,107 capacity: 1,105</p>
30.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p style="text-align: center;">November 2007 (Interim Assessment Statement May 2011)</p> <p style="text-align: center;">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130909</p>

31.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>http://dixonsca.com/images/stories/PDF/exams/Website_Results_Targets_5-10-12.pdf</p>
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p style="text-align: center;">n/a</p>

<p>Please tick to confirm that you have included all the items in the checklist.</p>	<input type="checkbox"/>
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Declaration to be signed by a company member on behalf of the company

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 and the funding agreement with the Secretary of State. 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**

Print name: ██████████

Date: **2nd January 2013**

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

Section B: Outline of the school

1.	Proposed school name:	Dixons Free School
2.	Proposed academic year of opening:	2014/15
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify: n/a
4.	Date proposed school will reach expected capacity in all year groups:	September 2020/21
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, specify the faith, denomination, etc of the proposed school:	n/a
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
11.	If you have a preferred site, please give details, including the post code:	<p>██████████</p> <p>Bradford</p> <p>West Yorkshire</p> <p>██████████ BD5 ██████████</p>
12	Please tell us how you found this site:	██████████
13	Is the site:	<input checked="" type="checkbox"/> a private building <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	We would also consider sites in BD2, BD3 and BD10, where Bradford is still short of secondary school places.
15.	Local authority in which the proposed school would be situated:	Bradford
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	n/a
17.	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	n/a

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

Our proposal is for a four-form entry co-educational 11-19 Free School serving the whole of Bradford. We will open with Year 7 on 1st September 2014, rising to our full capacity of 720 students by September 2020.

As an Accredited School Provider and a National Support School, Dixons City Academy is looking to build a small federation of schools in Bradford or the surrounding area, offering the same ethos and success to more of the 1,500 Year 6 pupils who apply for a place every year. To this end, we opened our second Academy, Dixons Allerton, in September 2009 and two Free Schools, one secondary and one primary, in September 2012.

As an outstanding and high-performing school with a comprehensive inner-city intake, Dixons City Academy is well-placed to replicate our success elsewhere. We have the trust of our parents and students, and are highly effective at raising their aspirations: while most of our parents did not benefit from higher education, most of our students do. We now want to bring our distinctive brand of success to more families in Bradford.

As our most recent Ofsted report confirms, our provision across the wider 'helping every child succeed' agenda is also outstanding. This is evidenced by the fact that there are no underachieving sub-groups by gender, ethnicity or deprivation at Dixons City. As one of very few multi-ethnic schools in Bradford, our brand is strong among all local communities. We aim to make a significant contribution to community cohesion, both by working in partnership with other local schools and by attracting a mixed intake ourselves.

Need across Bradford for secondary places will rise to 7,500 next year, with a need for a further 500 places by 2016 (see *Section E: Evidence of demand – part 2* below). With our outstanding track record, and with the experience we have gained from opening two Free Schools in September 2012, we believe we are very well placed to make a success of the new Dixons Free School.

The principal activity and objective of Dixons City Academy is the advancement, for

public benefit, of education in Bradford by maintaining and developing high performing schools. At the new Dixons Free School, we shall achieve high value added across the board primarily by asserting collectively, consistently and strongly enough those shared values which are familiar to students from every background. The new Dixons Free School will truly reflect the mix of cultures around it, and as a secular school it will not be owned by any one of them, but by them all.

The sponsor's vision and mission is to provide high quality education and training, enriched throughout by technology, for the benefit of its students, staff and the wider community of Bradford. In seeking to fulfil this purpose, the Free School aims:

- To listen to and have high expectations of every student, regardless of their ability, gender or background and to challenge every individual to reach their full potential.
- To create and maintain an environment based on mutual respect in which students develop a sense of pride and belonging and become self-disciplined and self-reliant individuals.
- To provide a safe environment where all students can enjoy and achieve.
- To develop independent and responsible students through a range of team strategies and the use of information technology.
- To develop high level skills in the application of information and communication technologies amongst students of all abilities, giving them a head start as they enter further and higher education or employment.
- To equip all students with the knowledge and attitudes to play a positive role as active citizens in society as a whole.
- To give all students the opportunity for personal development and high self-esteem through experiences beyond the formal curriculum.
- To provide students with the knowledge and confidence to adopt healthy lifestyles.
- To support the concept of life-long learning by encouraging all students to continue in education or training after the age of 16 and by offering the local community a broad range of adult education courses in partnership with other organisations.
- To develop an active and responsive partnership with parents to enable them to support their children's education.
- To establish mutually beneficial partnerships with industry, commerce and other organisations within the Community of Bradford.
- To offer a range of appropriate professional development opportunities for all the Free School's staff to extend their skills and maximise their career potential and to provide a supportive environment for the training of future teachers.
- To invest in advanced educational technologies by participating in national and international research and development projects.

- To provide value for money for the funds expended.

The Free School's main driver is the replication of its heavily oversubscribed sponsor, Dixons City Academy. It also draws inspiration from the Charter School movement in the US. Several of our team have visited the highly successful Charter Schools in New York and Chicago, and this bid incorporates some elements of their mission and model. The bid also draws upon our own experience of opening Dixons Trinity Academy under the Free School mechanism in 2012. In this way we are refreshing and reinterpreting the vision and values of our original CTC, set up 20 years ago.

Section D: Education plan–part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		112	112	112	112	112	112	112
Year 8			112	112	112	112	112	112
Year 9				112	112	112	112	112
Year 10					112	112	112	112
Year 11						112	112	112
Year 12							90	90
Year 13								70
Totals		112	224	336	448	560	650	720

Section D: Education plan– part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.


D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

We shall bring to the new school our excellent academic record, with the highest A Level pass-rate in Bradford, and with particular strengths in English and Media, the Humanities, Maths and the Sciences. The sponsor has Performing Arts and Technology as its specialisms, and offers a broad and balanced curriculum in all three Key Stages, and especially at 13-19 after an accelerated Key Stage 3 in the core subjects.

Dixons City Academy has ethnic diversity at the core of its brand. As one of very few ethnically mixed schools in Bradford, we celebrate and promote our diversity: our students and families identify it as a distinctive strength of their school. Dixons Allerton Academy will be more ethnically mixed once results improve and it appeals equally strongly to both sections of its immediate local community. Dixons Trinity is already more ethnically diverse than its location would suggest, and Dixons Music Primary is the first primary school in Bradford with a city-wide intake open to all communities. We are highly committed to working with other local schools in Bradford to promote social, racial and community cohesion.

The Free School is committed to providing a curriculum that will prepare students for the opportunities, responsibilities and experiences of adult life and meet our aims as a Dixons Partner School:

- To maximise student achievement in all areas, regardless of ability, disability, gender or race.
- To foster successful learners who enjoy learning, make progress and achieve.
- To encourage confidence in our students so that they are able to live safe, healthy and fulfilling lives.
- To ensure that our students become responsible citizens who make a positive contribution to society.
- To equip students with the skills (identified as Dixons skills) needed to participate in the technological, economic, social and cultural life of the country.
- To ensure that students develop the essential skills for learning, life and employment by


“Students and staff rise to the challenges presented to them and have sustained and built on achievements since the academy opened in 2005.”
Ofsted 2007

incorporating personal, learning and thinking and functional skills into their curriculum offer.

- To encourage students to develop the skills needed for employment by including opportunities for business challenges and applied learning in real contexts.
- To ensure students have high aspirations and self-esteem and accept responsibility for their learning.
- To offer students the opportunity for moral and spiritual reflection in order to promote positive emotional health and confidence.
- To develop a personalised curriculum, which is broad, balanced and coherent, which has content appropriate for students' needs, interests and abilities and which meets legal requirements.
- To ensure the curriculum is innovative and is enhanced throughout by technology.
- To establish appropriate and coherent links across the whole curriculum by highlighting key concepts, skills and processes and drawing together cross-curricular dimensions such as enterprise, creativity, global and cultural awareness.
- To prepare students effectively for their role as a citizen.
- To ensure a range of opportunities for physical activities.
- To ensure that students have the information to make informed life-style choices.
- To ensure the quality of teaching and learning is continually being evaluated and improved.

The Dixons New Free School curriculum will ensure outstanding student achievement, for example by:

- A strong core ensuring that basic skills are embedded at an early stage so that pupils are able to access the wider curriculum.
- A flexible curriculum allowing for adaptations to be made that are responsive to the needs of both individuals and groups of pupils as they progress through the Free School.
- The introduction of an extended school day which includes a wider variety of enrichment and extension activities, including access to sports and arts facilities, ICT equipment and study support.
- A school week and term that maximises and sustains learning.
- A wide range of progression routes for all students, and especially those at risk of failing to achieve 5 A*-C with English and Mathematics.
- The compression of Key Stage 3 over two years rather than three for some students to provide additional time for the core curriculum and additional options at Key Stage 4.
- Regular analysis of student data to drive daily instruction and long-term planning.
- Focussing departmental meetings on the organisation and delivery of the curriculum, on the identification of underachieving students and on specific interventions to address this.
- Involving the community in personal tutor/mentoring and peer mentoring systems to support the wider development of students, and ensure that their activities at school support and are supported by their activities at home and outside school.

A curriculum does not teach students, teachers do. Therefore, all our teachers will be focussed on completely closing the achievement gap for our students, and student performance will be the chief factor in teacher evaluations. This focus will be translated into practice through highly effective teaching:

- Bite-sized, measurable learning intentions and outcomes: Using multiple forms of assessments, teachers will track their students' progress every minute of every lesson.
- Modelled and guided practice: teachers will introduce the learning intentions by modelling a process to attack the lesson aim. Then, the teacher will lead the class into a guided practice of the aim. In which students model their own answers and thought processes, the goal of which is to ensure that every student is set up for sustained, successful independent learning.
- Independent practice: students will spend the majority of the lesson in a sustained, successful independent practice. In other words, students will do the hard work, whilst the teacher acts as facilitator.
- Assessment, data driven analysis and planning: regular assessment will provide our teachers with the data-rich information they need to edit their unit plans, target their instruction and schedule interventions for struggling students.

We will run extra-curricular and out-of-hours activities every school evening and at weekends. We have particular strengths in sport and the performing arts, but these are supplemented by a wide variety of other clubs in a wide number of subject areas. Ofsted rated this aspect of our provision at Dixons City Academy as outstanding:

Students recognise the academy's extra-curricular provision as a strength. Activities cater for a range of interests and abilities and are wide ranging, including sport, music, drama, residential visits and community projects.

(DCA Ofsted, 2007)

In order to aid transition between KS2 and KS3 we will have a structured and organised induction programme focussed on the development of the 'Dixons Way' and promoting aspiration. The induction programme will include a period of testing to ensure that students are correctly assessed so that starting points for all are clearly defined. This will mean that rapid and sustained progress will begin from Year 7 and avoid the transitional dip found in most schools.

A visit to a University will inspire students and show to them what they can achieve if they are successful in their academic studies. We will drive all students to believe that University is the destination for them. If they wish to take another path, this will be supported, however the school and the staff will constantly reinforce the path to University for all.

The transition to Post 16 education will be a smoother change and this will be due to the students developing a strong ethos of independent study through their early education within the school. Students will be provided with a mentor within the school and this mentor will work with the student in order to support their personal development towards their desired future choices.

Students will experience a range of developmental days based around leadership and management. These sessions will be run by an external partner, Bright Futures. This company has worked successfully with our KS5 students at Dixons Allerton and this has had an integral role in promoting the achievement experienced by all.

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable

Dixons Free School will open for 380 half-day sessions (190 days) in each school year, beginning from the first term – which will start on the Tuesday immediately following the August bank holiday. This is consistent with Dixons City Academy and the annual up-to-195-days required by a teacher’s statutory conditions of service; the additional up-to-five-days are non-teaching work days.

The school day on Monday, Tuesday and Thursday will be structured as follows:

Pre School	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Extended School
08.00 – 08.30	08.30 – 09.30	09.30 – 10.30	10.50 – 11.50	11.50 – 12.50	13.30 – 14.30	14.30 – 15.30	15.30 – 16.30
	Tutorial	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	

The school day on Wednesday and Friday will be structured as follows:

Pre School	Period 1	Period 2	Period 3	Period 4	Period 5
08.00 – 08.30	08.30 – 09.30	09.30 – 10.30	10.50 – 11.50	11.50 – 12.50	13.30 – 14.30
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Pre-School will be compulsory and will include a burst of physical activity (15 minutes) to help improve students’ cognitive control in readiness for the days learning, followed by breakfast and registration (15 minutes).

Tutorial time will be used for assemblies, personal development and reading. Students need both robust academic skills and strong character skills in order to be successful. Therefore, we will pay as much attention to the character development of our students as we pay to their academic success. Character development cannot be pigeonholed into a 3-hour tutorial block and we will ensure that the countless student-teacher and student-student interactions that take place every day are character-enhancing. However, tutorial time will be used to explicitly reinforce the school values, teach good discipline and to celebrate collective success and individual strengths. At least one tutorial session each week will be devoted to reading and numeracy skills. These will develop a love of reading and ensure students have the ability to complete daily Mathematics problems more competently.

Every Key Stage 3 student at the Free School will be expected to engage in three hours of additional study per week. Students may either be pre-selected for these extension classes based on their individual strengths and weaknesses or they will be able to choose their classes from a variety of inspirational subjects offered. The focus of the extension classes at Key Stage 3 will be on the creative arts and sport. We will

encourage every student to learn how to play at least one musical instrument and engage with a sports team. These two activities will ensure students develop a range of skills outside a classroom environment. These skills will support the holistic development of students and provide them with experiences that can be continued after their school education has finished. The extended day will also be used for catch-up and targeted intervention.

In KS4, to address pupils' range of interests, a wide variety of further study opportunities will be made available within the extended timetable of the school day. This provides up to 3 hours per week of additional study and intervention.

We recognise that teachers are the key to unlocking student achievement. As such, every teacher – whether a 10-year veteran or an NQT – will have a coach from within the federation of Dixons schools. Coaches will provide teachers with individualised attention to help them achieve their learning goals for each of their students. Our support will be rooted in great modeling, lesson observation and feedback, collaboration and co-planning. To support this process, every teacher will participate in school-based training sessions every Wednesday afternoon. As Dixons City, Dixons Allerton and Dixons Trinity also use Wednesday afternoon for staff professional development, there will be plenty of opportunity for collaboration across the federation.

There will be 4 tutor groups in each of the Years 7 through to 11, containing an average of 28 pupils. There will be one block in each year group, containing four teaching groups with a possible additional fifth 'nurture' group depending on the profile of the cohort.

Students will mainly be in mixed ability groups in all key stages. The focus will be on quality teaching based on the principles of differentiation by task and resource to ensure all students make outstanding progress. Key Stage 3 'nurture' groups will receive additional literacy and numeracy through reduced MFL / Humanities curriculum time. Key Stage 4 'nurture' pupils may follow alternative high quality vocational courses in addition to the core curriculum of English, Mathematics and Science. Higher ability students will begin GCSE courses in the core subjects in Year 9.

Curriculum model

The Free School will follow the National Curriculum at Key Stage 3. The 31-hour weekly programme includes 28 hours of core curriculum plus an additional 3 hours of enrichment activities. The extension programme will focus on the creative arts (especially music) as well as allowing further curriculum time in literacy and numeracy for pupils entering the Free School below level 4 at KS2.

The table below shows the allocation of hours per subject in Key Stage 3:

Key Stage 3	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	4	4
Science	4	4	5
Humanities	4	4	4

MFL	3	3	3
Advanced ICT	2	2	1
PE	2	2	2
Technology	2	2	2
Tutorial	3	3	3
Total	28	28	28
Enrichment	3	3	3
Overall total	31	31	31

Pathways at Key Stage 4 will ensure pupils of all abilities have access to an appropriate choice ranging from traditional GCSEs to BTECs, COPE and Life Skills. The structure of the option blocks will be specific to each year group based on prior attainment and needs of pupils. It will also ensure that the majority of students are able to achieve the English Baccalaureate.

The table below shows the allocation of hours per subject in Key Stage 4:

Key Stage 4	Year 10	Year 11
English	4	4
Mathematics	4	4
Science	5	5
Humanities	3	3
MFL	3	3
2 Options from the Creative Arts, ICT, PE, Technology or alternative high quality vocational provision (where appropriate)	6	6
Tutorial	3	3
Total	28	28
Enrichment	3	3
Overall Total	31	31

The curriculum at Key Stage 5 will be designed to cater for the needs of the cohort and will offer a comprehensive range of A Level and BTEC subjects. Enrichment activities for all pupils will encompass a wide range of pursuits: creative, intellectual and physical.

D3: Show how your staffing structure will deliver the planned curriculum.

Since Dixons City's designation as a National Support School we have taken the opportunity to restructure our Senior Leadership Team and to build further capacity for School Improvement and Partnership work across our small family of schools.

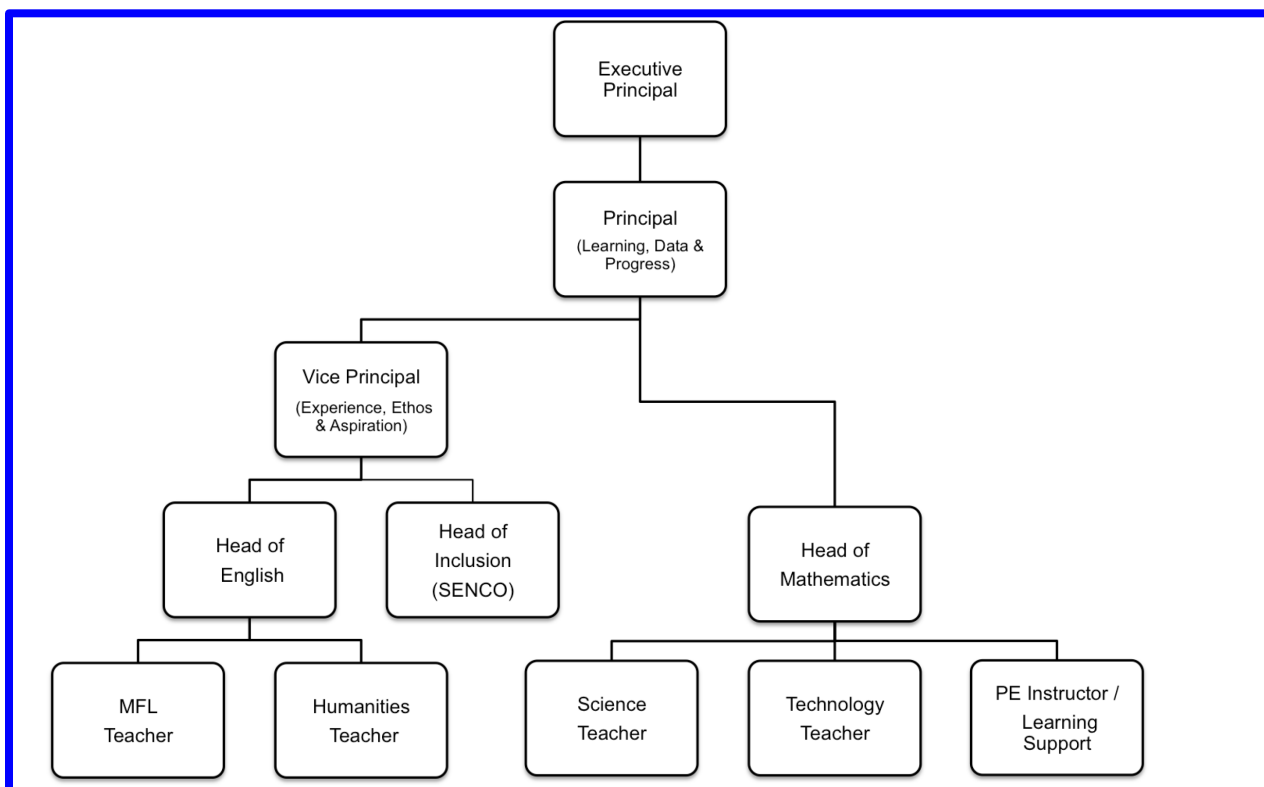
At Dixons Allerton, for example, we have appointed an additional member of the SLT at Deputy Principal level with primary expertise not only to lead on the development of our primary element but also to review our curriculum offer and teaching strategies in Years 7 and 8.

Much of our capacity to drive improvement, however, revolves around ethos and attitudes, shared by students and staff alike:

“A ‘can-do’ culture has been established in which expectations are high. Students and staff rise to the challenge presented to them and have sustained and built on achievements since the Academy opened in 2005.”

(DCA Ofsted, 2007)

The Free School will open with two full-time Senior Leaders. The Group's Executive Principal will spend one day per week supporting the Head of School and Deputy Head of School, until they are ready to take on full responsibility as Principal and Vice Principal. Two subject leaders will be appointed in the core and they will line manage 4 class teachers and 1 instructor / learning support assistant. The diagram given below outlines the proposed staffing (teaching) structure for 2014/15 (Year 1):

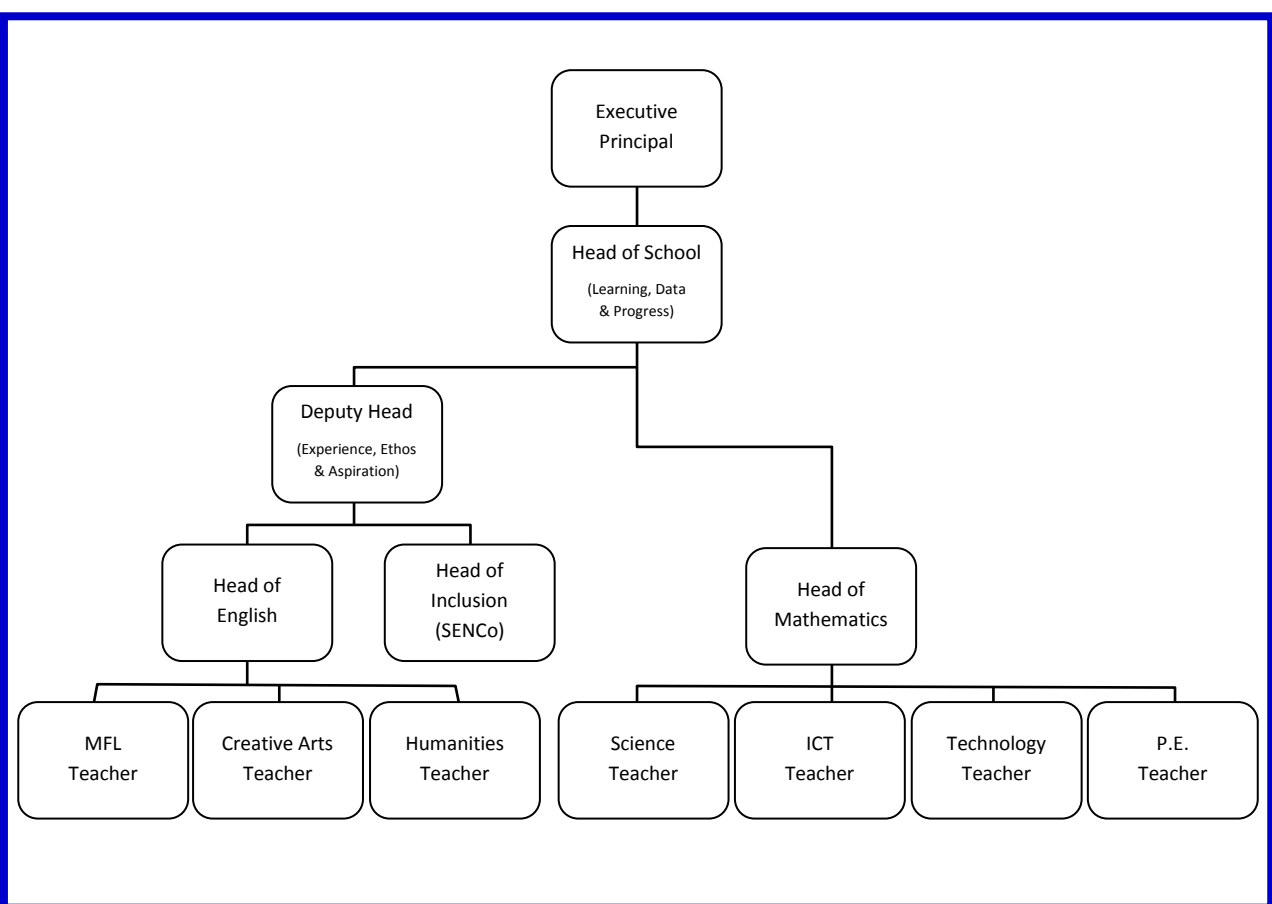


Proposed staffing structure 2014/15 (Year 1)

In Year 2 we will recruit a further four subject leaders and one pastoral leader. We will also increase capacity in the core. In Years 3 and 5 we will recruit an additional Vice Principal to strengthen senior leadership. Every year from Year 2 onwards we will take on a pastoral leader and continue to build capacity at subject leadership and class teacher level.

In Year 5 we will take on a Head of Post 16 ahead of the opening of our sixth form in Year 6. Creative Arts will be delivered through enrichment by outside providers in Years 1 to 4. From Year 5 onwards we will begin to build capacity to provide Creative Arts provision internally. The diagram below outlines the proposed leadership structure for 2020/21, which reflects the existing structure at Dixons City Academy.

We firmly believe that the most important determinant of student achievement is the quality of the teacher in the classroom. Likewise, the quality of school leaders is the most important driver of teacher success. Consequently, we will go to great lengths to recruit, develop, recognise and retain a team of talented teachers and school leaders. All new Dixons Free School teachers will be expected to complete a rigorous induction period and to participate in continued professional development. Students will be released early on Wednesdays and Fridays to provide three additional hours every week of staff meeting and learning time. Every teacher will have a coach (a senior leader or lead teacher) who will meet with them at least once every two weeks to provide individual coaching and support.



Proposed leadership structure 2020/21

The role of the Head of School / Principal will be:

- To develop the Dixons New Free School into an outstanding school, with a local, national and international reputation for excellence.
- To maximise all income generation opportunities associated with the school.
- To ensure that the Free School becomes a leading innovator in education.
- To ensure that the Free School's success is reflected in the quality standards awarded.
- To lead and manage the successful establishment of the Free School, and to represent it in all relevant external forums.
- Be responsible to the Board of Governors for all aspects of the operational management and administration of the Free School, the welfare and academic progress of the students and the welfare and professional development of the staff.
- Undertake overall responsibility for quality assurance within the Free School and for its public relations and image.
- To ensure:
 - the maintenance of the high performance standards already associated with Dixons City Academy
 - the recruitment and retention of desired numbers of students and staff
 - the effective delivery of the goals and corporate aims of the Free School
 - the achievement of all Free School targets
 - a purposeful and supportive ethos in which students are self-confident, self-disciplined and self-directed
 - the effective delivery of an innovative curriculum
 - high levels of attendance, behaviour and achievement by all students
 - the provision of all performance indicators, statistics and information required by external agencies
 - the implementation of the school performance management process, to ensure:
 - the annual performance management of all staff
 - consistently high levels of performance and commitment from all members of staff
 - appropriate opportunities for professional development for all staff
 - a productive partnership with parents, the local community, business and industry
 - the effective management of resources, both financial and physical; and
 - the maintenance, to a high standard, of the fabric of the buildings and the quality of the physical environment

The role of the Deputy Head / Vice Principal will be:

- To be accountable to the Principal for:
 - sustaining the aims and objectives of the Free School, and establishing the policies through which they shall be achieved
 - managing staff and resources to that end
 - monitoring progress towards their achievement
- To contribute to (with other members of the Senior Leadership Team):
 - the strategic direction and development of the Free School
 - the efficient and effective development of staff and resources
- To ensure:
 - the effective recruitment and selection of new staff

- the effective implementation of the performance management policy
 - the school's working practices are free from discrimination relating to race, gender, disability or socio-economic class
 - the school has an appropriate and inclusive curriculum
 - all students make progress and reach their full potential
 - high standards of behaviour, attendance and achievement for all students and ensure they have a voice
 - the school provides for the welfare and needs of all students
 - the school has high quality target setting and monitoring processes
 - the school has excellent relationships with all stakeholders
 - the school is a self-evaluating institution with robust system of quality assurance
- And to:
 - manage staff, developing their autonomy and their contribution to the work of the Free School
 - provide leadership across the Free School
 - be responsible, with the Principal, for staff appointments, taking into account the relevant employment legislation
 - monitor staff attendance; dealing with requests for leave of absence
 - lead the School Development Planning process, ensuring the integration of the school's management, curriculum, pastoral and staffing structures with the continuing development of school facilities
 - to manage the school's involvement in a range of networks
 - sustain the school ethos of respect for the individual, hard work, and celebration of achievement
 - a teaching commitment at a level consistent with the needs of the school and the demands of post
 - undertake any professional duties delegated by the Principal and carry out the professional duties of the Principal in the event of his absence from the school

The role of the Head of Department will be:

- Responsibility for the delivery and development of teaching and learning in their subject throughout the Free School.
 - Ensuring that each student is positively encouraged to develop her or his potential to the full. She or he will maintain an overview of work being done and maintain an overview of progress, target and actual levels at all key stages.
 - S/he will liaise with as appropriate members of the Senior Leadership Team.
 - Within these functions and responsibilities, the Head of Department is expected to maintain the health of the department for the benefit of both students and colleagues.
- Leading Learning and teaching:
 - plan, implement and review the department's curriculum within the framework of the National Curriculum, and the Free School's curriculum philosophy and co-ordinating the production, in conjunction within departmental colleagues, of appropriate schemes of work
 - ensure that assessment is both regular and thorough and that full records of assessment and intervention strategies are kept
 - support department members in dealing with the management of student behaviour and progress
 - organise grouping arrangements of students within the department, according

- to a clear departmental rationale
- encourage and promoting cross-curricular developments
- to encourage links with the community and local industry to develop appropriate contexts for applied learning
- Strategic Direction and Development:
 - establish the philosophy, aims and objectives of the department, ensuring that they reflect those of the Free School
 - identify priorities for development
 - ensure effective 2 way communication between the department and SLT
 - ensure that whole-school policies are incorporated into departmental documentation and implemented
 - ensure that the department is represented in all curricular matters at meetings
 - liaise with other departments
- Leading and Managing Staff:
 - promote the development and training of departmental staff, including participation in performance review arrangements and the supervision of newly qualified or appointed teachers
 - ensure that effective formal and informal communication channels are maintained
 - work with others to create a positive climate and shared culture of mutual support.
 - hold regular departmental meetings
 - monitor the effectiveness of other members of the department and negotiating and implementing an improvement plan where appropriate
 - build an effective team through effective delegation of appropriate tasks, department responsibilities and duties
 - manage own workload and that of others to allow an appropriate work / life balance
 - treat team members with equity and respect and be proactive in supporting all team members regardless of their need
 - take time to listen to the views of team members
 - celebrate successes of team members - both work related achievements and life events
- Efficient and Effective Deployment of Resources:
 - keep the department's spending within budget and ensuring that stock and equipment are well cared for and economically used
 - supervise the work of support staff and delegating administrative tasks where appropriate
 - ensure that departmental rooms present a stimulating environment
- Accountability:
 - oversee the health and safety of students and staff;
 - co-ordinate SATs, GCSE, A-Level, Applied courses and other appropriate examination entries for the Planning Department
 - liaise with the link SLT and the Vice Principal (Learning & Experience) in all matters concerned with the timetable, curriculum, staffing, assessment and student achievement

- direct efforts towards improvement as well as day to day maintenance; take appropriate action when performance is unsatisfactory
- accept responsibility for problems that may arise and actively seek solutions

General Duties:

- to be a Tutor to an assigned Tutor Group if required, and to carry out related duties in accordance with the general job description of Tutor
- to carry out a share of supervisory duties in accordance with published rotas; and
- to participate in appropriate meetings with colleagues and parents relative to the above duties

to carry out any other reasonable duty that is directed by the Principal

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

We believe that the entitlement to a broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment. Equality of Opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter will be integral to the planning of educational provision, for all students.

The Free School will be committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will already have the ability to meet them.

We will also support the most able students by providing differentiation through acceleration and breadth. We will also provide enrichment opportunities that will stretch and support their educational development.

Since Dixon's City Academy's foundation in 1990 we have prided ourselves on our provision for Individual Needs. We have had particular success with Hearing and Visually Impaired children, with those on the Autistic spectrum, and with those who have severe medical needs. We employ our own full-time nurse to work alongside our Individual Needs Department.

Since our conversion to a City Academy in 2005, we have worked increasingly closely with the various Local Authority services, and have been a full partner in the local BAC (South Bradford Behaviour and Attendance Collaborative) since its inception. Again, it is a distinctive feature of the sponsor school that no ethnic, social, ability or gender subgroup underachieves (DCA Ofsted Report 2007), and this includes students with SEN.

Staff development and training will be at the heart of effective provision for individual needs. All staff will accept personal responsibility for the education of exceptional learners and this should be reflected in the professional development of all staff. We will put in place collaborative teaching and co-operative action-research and evaluation, vital for the development of effective provision, which is in harmony with legislative requirements and progressive educational ideas.

Our commitment and success in this area is reflected in the fact that Dixon's City Academy was the first in Bradford to be awarded the IQM (Inclusion Quality Mark) in 2009.

The Academy's SEN policy will meet the requirements of the SEN Code of Practice. Provision will be in line with all other secondary schools in the district. It is not proposed to locate any designated special provision at the school.

The belief that is expressed in Circular 5 of the Education Act 1988 underpins our Individual Needs departmental philosophy:

Participation in the National Curriculum by students with special educational needs is most likely to be achieved by encouraging good practice for all pupils. Special educational needs are not just a reflection of pupils' inherent difficulties; they are often related to factors within schools, which can prevent or exacerbate some problems. For example: schools that successfully meet the demands of a diverse range of Individual Needs through agreed policies on teaching and learning approaches are invariably effective in meeting special educational needs.

We believe in the principle that each pupil should have a broad and balanced curriculum and that it is not enough for the curriculum to be on offer; it must be fully accessed by each individual pupil. We also recognise that it is vital to measure the outcomes of every student.

The Individual Needs Handbook on Policy and Practice

Full details of the Individual Needs Policy and on its implementation, including details on how the Free School will meet our legal requirements, is contained in the Dixons City Academy Individual Needs Handbook, which is available for consultation on request.

Vulnerable Students

We recognise the importance of our role in listening to all students who are vulnerable for whatever reason. We recognise that some children's vulnerability may make them more at risk from abuse. As such, our approach to Individual Needs plays a vital role in ensuring all students feel that they are listened to and that their concerns are taken seriously.

Safeguarding

The Free School will take seriously its 'duty to safeguard and promote the welfare of pupils at the school' (Education Act 2002 sec 175). The welfare of the child is paramount. All children must have equal rights to protection. We are committed to

having in place procedures that will support informed and sensitive management of child protection issues.

The sponsor recognises that there are several inter-linking components which form an integrated framework to provide a protective/preventative service. These are; there are known operational policies and procedures for dealing with child protection issues, having in place clear structures to support the child protection function (i.e. named persons, named governor and a clear policy), a Safer Recruitment Policy and Procedures are operated, that staff understand the expected code of conduct for working with children and that students are empowered and aware of issues related to their own welfare (particularly through the tutorial programme and assemblies). In addition, the Senior Leadership will ensure that every precaution is taken to ensure that we minimise the risk of harm to our students in our school environment and on education outside of the classroom (see related policies below).

We recognise the importance of being vigilant at all times both with regards to those we know and also those we do not and never believing that 'it could never happen here' (see Bichard Report 2004). In relation to this, we recognise that it is possible for staff and volunteers to behave in a way that causes harm to children. We will take any allegation seriously and will follow local arrangements for dealing with this.

The aims of our Safeguarding Policy will be to enable all staff to be aware, sensitively, of the need for child protection in appropriate circumstances; to enable all staff to understand the 'duty of care' placed on them and their role in safeguarding and promoting the welfare of all pupils to ensure that all staff understand the procedures in place when dealing with potential Child Protection issues; to demonstrate the school's commitment and procedures with regards to child protection; and to contribute to the school's safeguarding portfolio of policies.

Safeguarding students is a core function of the Free School and involves a whole-school approach. As such, this policy relates to many other policies and in particular the following:

- The whole-school anti-bullying policy
- The Health and Safety policy
- The Outdoor Education policy
- The Safer Recruitment policy
- The Professional Conduct policy
- The Individual Needs policy
- Dealing with Allegations of Abuse against Staff
- Care and Control of Students
- Confidentiality - Students
- Use of School Premises
- ICT policy
- Whistle blowing policy

In order to minimise risk to students, the main elements to our safeguarding practice will be as follows:

- We shall practice safer recruitment in checking the suitability of staff and volunteers to work with children.

- We shall continually review all practices in order to establish a safe environment in which children can learn and develop.
- We shall raise awareness of child protection issues with students and aim to equip them with the skills needed to keep them safe.
- We shall ensure staff are aware of how to conduct themselves with students.
- We shall recognise that some children are more vulnerable than others and therefore may be more at risk from abuse.
- We shall carry out appropriate risk assessments for all school activities.
- We shall raise awareness with all students of the risks of technologies.
- We shall encourage a positive atmosphere of openness and support where students are encouraged to have the confidence to talk to familiar adults with the understanding that they will be listened to. All staff play an active part in this, but we shall also refer students to Individual Needs or the School Nurse in order that they can have quality talking time if this is needed. The Free School will operate a 'zero-tolerance' approach to bullying.
- We shall have a strong emphasis on student voice through the student council, departmental reviews, policy reviews and the employment of key staff.
- We shall have procedures for identifying and reporting cases or suspected cases of abuse.
- We shall support students who have been abused in accordance with their agreed CP plan and offer non-prejudicial support for those who make allegations.
- We shall ensure all staff have training in Child Protection procedures at induction. These procedures follow the guidelines set out by OFSTED, Circular 10/95 and Safeguarding Children in Education 2004. Staff will be updated at a minimum of a two yearly interval to ensure everyone is trained in the way to respond appropriately and sensitively to Child Protection concerns. Staff training is tailored to the role of the individual.
- We shall be committed to working with other agencies in order to safeguard children.

This policy will apply to the whole Free School community.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

All Dixons New Free School leaders and teachers will be focused on completely closing the achievement gap for our students, and student performance will be the chief performance indicator in school, leadership and teacher evaluations. At Dixons, we aim to achieve 4 Levels of Progress in English and Maths for every student, and expect to exceed the national averages for 3 and more than 3 Levels of Progress for each sub-level group on entry.


The Free School will have a strategic development plan, which will set whole school priorities for the year and will be monitored and reviewed in February and May. The Senior Leadership Team will also be set a series of targets at each Key Stage, together with other key performance indicators such as attendance, punctuality and behaviour. 10% of their salaries will be withheld to the end of the academic year and reviewed by governors pending the achievement of the key performance indicators.

Departmental targets will be set for each Key Stage and interim progress rounds. There

will be four data rounds per year with an identification of under-achieving students. Each Head of Department will be required to follow up any significant under-achievement and the Head of Year will be expected to intervene where a student is under-achieving in 5 or more subjects.

Weekly departmental meetings will focus on the organisation and delivery of the curriculum, on the identification of underachieving students and on specific interventions to address this. In addition to this, a 'data afternoon' after each assessment cycle will be dedicated to reviewing the individual assessments and together creating data-driven instructional plans that target whole class, small group and one-to-one instruction to address gaps in student learning. There will be designated time during the school day, after school and on Saturdays for small group and individual tutoring. Both teachers and students will believe that we need to do 'whatever it takes' to make sure all students learn.

Dixons New Free School will present teachers as positive role models alongside former students, community mentors and champions. It will also look to make extensive use of support staff and teaching assistants from within the community. The Free School will embrace workforce reform by releasing teachers from non-teaching tasks through use of support staff so that teachers can concentrate on their core responsibility of teaching and learning. A systematic programme of self-review and quality assurance followed up with Continuing Professional Development (CPD) and training for all staff will be led by our Training School and will underpin and sustain improvements in teaching and learning.


"Excellent care, guidance and support ensure that students' personal development and well-being are outstanding."

Ofsted 2007

Performance Management

The Free School will have a clear and consistent framework for the assessment of the overall performance of teachers, support staff and the Principal, and for supporting their development needs within the context of the School Improvement and Development Plan and the school's Self Evaluation Form.

We shall:

- Meet the legal requirements of the revised appraisal and performance management regulations.
- Show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning.
- Minimise workload and bureaucracy by ensuring the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.
- Build upon those requirements to implement a performance management model specific to this Free School and exemplary of good practice.
- Create a shared commitment to the highest professional standards.
- Focus attention on more effective teaching and learning to the benefit of the

students.

- Ensure the identification of the appropriate individual and collective training and development needs.

The objectives set will:

- Be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience.
- Address the needs of the teacher as identified through analysis of the relevant data e.g. observations, student progress data, departmental monitoring and assessment against the relevant Standards.
- Be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

Self-evaluation, Monitoring & Support

The Free School is committed to continuous improvement through a climate of self-evaluation and support for staff development. Particular attention will be paid to ensuring that we meet the aims of our Mission Statement and targets. This will be achieved through continually reviewing the day to day effective and efficient operation of the Free School; and monitoring all areas through rigorous systems of quality assurance.

Our aims are:

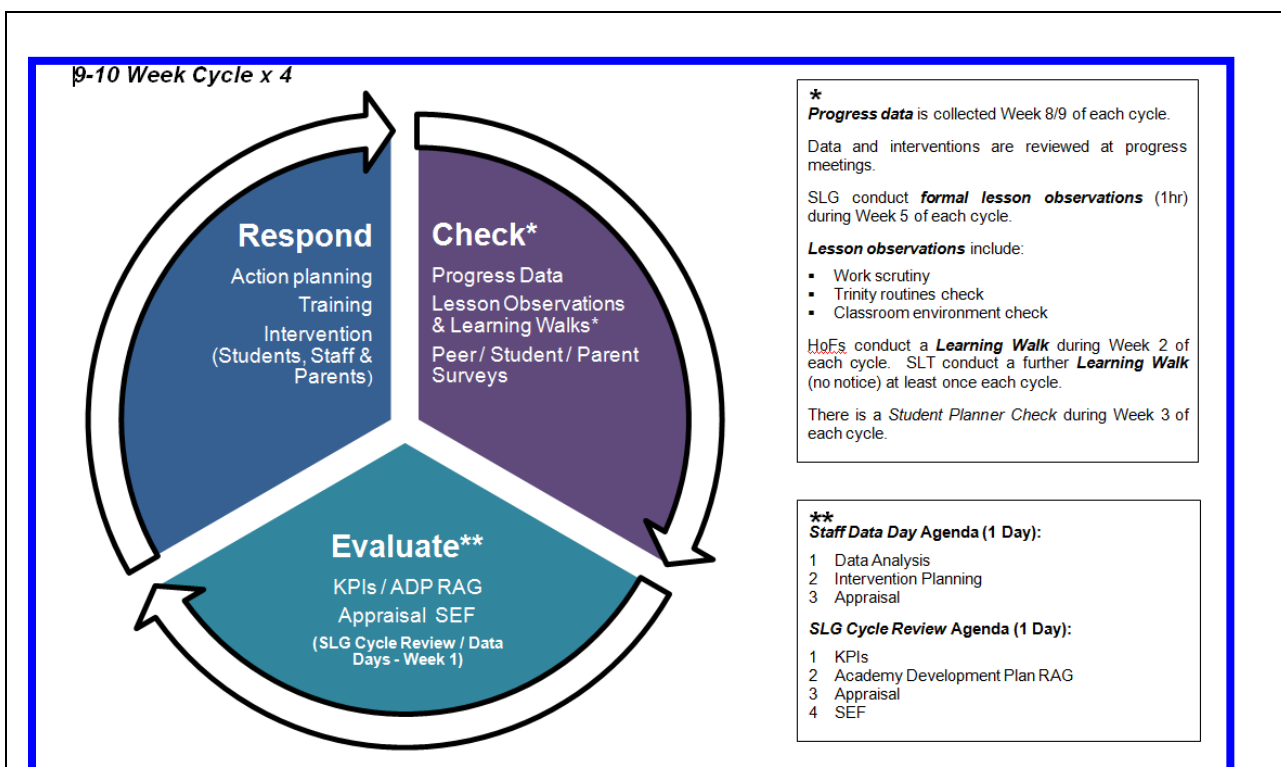
- To develop and implement a whole-school self-reviewing strategy in which all who work at the Free School emphasise quality and continuous improvement in all they do.
- That staff actively monitor, evaluate and review their own work and participate in the evaluation and effectiveness of work done by teams with which they work.
- To support the professional development of all staff and encouraging them to become life-long learners.

1. Ongoing Monitoring, Evaluation and Support

This will ensure that all areas of the Free School regularly collect, analyse, and reflect on information about key aspects of their work. Ensure that where performance may be unsatisfactory, staff are appropriately supported to improve performance.

Means of Monitoring and Evaluating Staff Performance:

- All teaching staff will be observed a minimum of 3 times a year. Teachers' performance, including class by class data, student voice, parental voice, results of marking evaluation and student work scrutiny, formal observation, is analysed by the line manager.
- Evidence and judgements about quality of teaching, learning and exam performance are held by the Senior Leadership Team (SLT) and discussed as appropriate with individual members of staff and teams, with resulting action where appropriate.
- Middle Leaders analyse progress data and guide teams in planning intervention to maximise the achievement of identified groups and students.



Means of Support:

- Where teacher underperformance has been identified, support will be given, and incorporated into the Performance Management process. Sometimes informal support from the Head of Department (HoD) is sufficient to improve performance. When informal support has insufficient impact, more formal support will be given. Support may come in the form of mentoring, coaching, lesson observations or alternative Continuous Professional Development (CPD) arrangements and support from the School Improvement Group (SIG). Evidence of impact will be collected.
- Sometimes support will supersede the Performance Management process.
- Where a teacher's performance and development continues to be a concern, despite recorded support mechanisms being put in place, a referral is made to the Vice Principal and a decision is made over what further support and action should be taken.

2. Quality Assurance - Reviewing of work of areas of Academy

This will ensure that each work area within the Free School undergoes a Quality Assurance Review within a 3 year cycle, supported by the termly Self Evaluation Form (SEF) process. The Free School Review process aims to recognise best practice and identify areas for improvement.

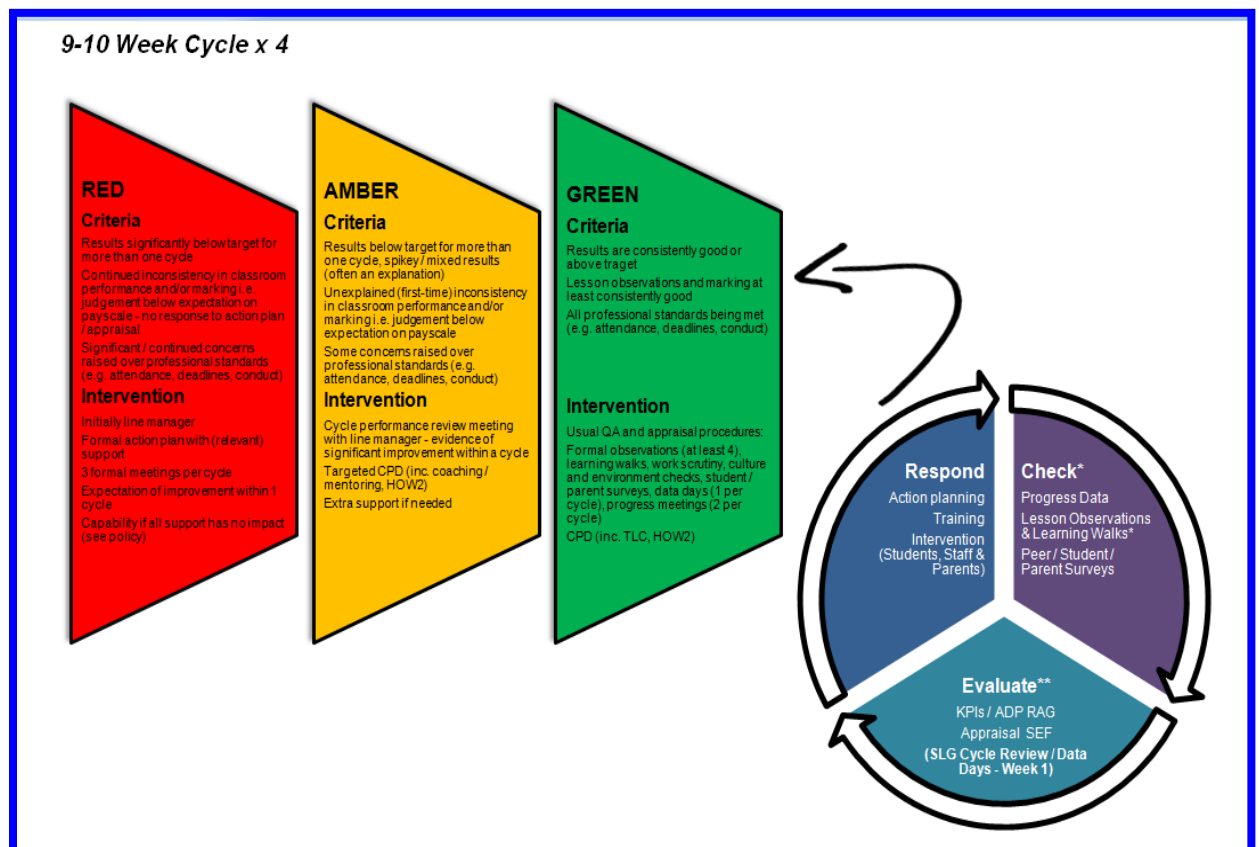
Means:

- All leaders will follow the Free School Development plan cycle and termly SEF to identify agreed areas of strength and to focus planning for improvement. Aspects unforeseen in the annual Development Plan are referred to in the departmental SEF which should be the vehicle for continual self-evaluation.
- The Free School Review will include performance analysis and progress review,

lesson observations, student feedback and discussion of evidence against success criteria in identified aspects relating to school performance.

- Where lessons are judged to be unsatisfactory a repeat observation will be carried out and an individual action plan negotiated with the teacher and HoD as appropriate. Where there is significant cause for concern, further support may be put in place (see above).
- Department and Key Stage reviews will be carried out by SLT, and supported by other trained Middle Leaders as appropriate.
- Arising from the Review process is a Review Action Plan which feeds into the School Development Plan.

This will ensure that the Free School implements and continually develops appropriate measures to evidence the extent to which we are 'adding value' to our students. It will also ensure that all areas of the Free School are able to effectively analyse data in order to support the monitoring, evaluation and reviewing of their work against the Free School



mission statement, goals, targets and priorities. Finally, it will ensure that all teachers are able to use data effectively to review their own performance and motivate students to achieve aspirational targets.

Means:

- The Link SLT will meet with the HoD in Term 1 each year to review performance, including teacher performance; action points may arise including possible provision of additional support and monitoring. Where specific performance questions have arisen, the HoD will meet with SLT.
- Progress data will be collected from departments at regular intervals and analysed with resulting action points from SLT, Heads of Years and Heads of Department for

each cohort or subject area.

- The impact of any intervention will be tracked over time.
- Departments ensure that appropriate assessment methods are used to produce accurate progress reports for students.
- Students and parents will receive information regarding individual student progress and students will be involved in discussions as to what their current progress is and how they can make continued progress.
- Whole-school ICT systems will be used to aid the process of data production and analysis.

The Free School is committed to involving parents closely and positively in their children's education in order that each student may benefit from the best possible learning environment, both at home and in the Academy, focusing on optimum achievement. The Academy strives to achieve an effective and dynamic partnership with parents.

We will welcome all parents into our learning community to help them understand the daily life of the child in the Free School. To achieve this we will aim to:

- Welcome all parents who wish to help in the daily work of the Free School.
- Provide a full and balanced curriculum.
- Strive to educate each student so he or she achieves to the best of his or her ability.
- Provide records and information about each student's educational progress as well as the student's development in practical and social skills.
- Arrange regular meeting with teachers and be available at other times when parents have concerns or questions.
- Welcome all parents to be involved in short-term target setting in both academic and pastoral areas.
- Let parents know immediately if their child is having any difficulties at the Free School.
- Provide information about education welfare benefits, where parents can go for help and advice about procedures for complaints.
- Arrange facilities for parents to meet informally.
- Reply promptly to all parental concerns.
- Provide regular planned opportunities for parents to feedback on all aspects of our provision.

██████████

“Students’ spiritual, moral, social and cultural development is outstanding. Relationships between students are a particular strength and they feel safe from racism and other forms of bullying.”

Ofsted 2007

D6: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

The Free School's admissions policy will comply with admissions law, the School Admissions Code of Practice and the School Admission Appeals Code of Practice as they apply to maintained schools. The Free School will have regard to and have an independent appeal panel which acts in accordance with the Secretary of State's guidance on exclusions. The admissions policy will ensure that the Free School meets the statutory requirements (i.e. "provides education for pupils of different abilities who are wholly or mainly drawn from the area in which the school is situated"). The Free School will take up its place on the local Admissions Forum.

Admissions will be fair banded. The main oversubscription criterion will be randomised selection, as it is at Dixons City Academy, because this promotes the best ethnic mix of students in a city of largely mono-ethnic provision. The sponsors will also consult the Local Authority and other interested parties as to the appropriateness of a sibling rule.

Looked After Children and students with Statements of SEN will be given priority. There is no intention for the Free School to select up to 10% of its pupils by aptitude for any specialism.

The admission arrangements for the year 2014/2015 will be:

- a) There will be 112 places available.
- b) These children will be taken from the defined city-wide catchment area i.e. Bradford post codes 1 through to 12, 14, 15, 17 and 18.
- c) Applications for places at the Free School will be made in accordance with the Local Authority's Co-ordinated Admission Scheme, as published in the Authority's booklet "Guide for Parents about Admissions to Secondary Schools".
- d) Applications must be made on both the Common Preference Form provided by the Local Authority (LA) and the Free School's own additional form.

Criteria for admission

The following criteria for admission apply in the order set out below:

- a) Children in public care, who apply to the school, will be offered a place.
- b) The admission of children with a Statement of Special Educational Needs will be conducted in co-operation with the Local Authority and without reference to the following over-subscription criteria. In addition to this, governors may grant a place to a child with a very exceptional medical or social need on the recommendation of an independent professional.
- c) Children whose siblings at the time of admission will be within Key Stages 3 or 4 at the Free School. The term sibling includes legally adopted children, and step- and half-brothers or sisters living at the same address. Please note that we are heavily oversubscribed and we cannot always guarantee to offer a place to every sibling. Applications must be made on both forms (as specified above) to be considered as a sibling.
- e) Other children living within the postcodes listed above on the basis of independently scrutinised random selection.

Admitting students of all abilities

Our intake will be representative of the full ability range and will match exactly the ability profile of the children applying. To achieve this, all applicants take a non-verbal reasoning assessment to divide them into 9 bands or “stanines”, from Band 1 at the bottom up to Band 9 at the top. We will admit the required number from each band based on the spread of ability of those applying for September 2014. For example, if 20% of those applying are identified in Stanine 5, then 20% of our intake has to be from this band. We will then be instructed by GL Assessment, who run the assessments, to admit 22 students in Stanine 5. The assessment will be, therefore, not a traditional entrance exam which students either pass or fail. It will be done to ensure that we take a fair number of students across the whole ability range.

16 – 19 Admissions

Students in Year 11 from Dixons New Free School will be given priority. The entry requirements for Level 3 programmes of study will be a minimum of 8 A* - C grades including a B in English and Mathematics. If there is an oversubscription for places and all meet the minimum requirements for results then interviews will be conducted and all relevant information will be taken into consideration.

Right of Appeal

If a child is not offered a place at the Free School, parents will have the right of appeal. The Appeal Panel will be independent of the school. The Panel’s decision is final and binding on the school.

D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

At Dixons we promote a strong ethos of respect, self confidence and high aspiration. Our ethos is founded on a strong three-way partnership between school, student and family; a highly effective and personalised pastoral system; and a distinctive use of outdoor education for personal development at three key points of a student’s school career. All students are nurtured and challenged to achieve their full potential, and it is a distinctive feature of the sponsor school that no ethnic, social, ability or gender subgroup underachieves (DCA Ofsted Report 2007).

One measure of an inner-city school is to what extent it delivers genuine success and real opportunity to every ethnic sub-group. In our experience in Bradford the challenges are especially some groups of white working class and Asian boys. For them especially, quality of opportunity and equality of opportunity go hand in hand. At Dixons, staff achieve high value added across the board primarily by asserting collectively, consistently and strongly enough those shared values which are familiar to students from every background.


The school’s commitment and obligations under this agenda will be taken very seriously. Ofsted 2007 describes how:

Outstanding care, guidance and support underpin the very positive ethos that

permeates the academy community. Students receive very good guidance to help them to become responsible young adults who can make healthy and safe choices. Procedures for safeguarding students are very robust. Students who have concerns know which staff can help them or, if more appropriate, they may be referred to another student who has been specially trained to provide counselling.

Strong School Culture

Immediately upon entering Dixons New Free School, you will feel a sense of urgency, order, rigour, focus and joy. Key elements of the Dixons New Free School culture will reflect the outstanding practice we saw in New York and will include the following:


“...an academy ethos that enables students from many different backgrounds to grow in confidence and thrive as learners.”
Ofsted 2007

Core values: They will appear in every classroom and will be taught, cultivated and reinforced as explicitly as academics.

Sweating the small stuff: In many urban schools, teachers and leaders “pick their battles,” only addressing egregious instances of poor behavior. Like the Achievement First schools in the US we will adopt sociologist James Q. Wilson’s “broken windows” theory that even small details can have a significant effect on overall culture, and we believe that students will rise to the level of expectations placed on them.

University focus: The message at Achievement First schools is that ALL students are going to college. We will continuously expose students to university: all of our classrooms will be named after universities, students will make field trips to university campuses, hear speakers talk about university, and, most important, master a university-preparatory curriculum. From the moment our students arrive, they will know what year they are expected to graduate from university. In our achievement-oriented culture, it will be cool to be smart, and all students will work hard to climb the mountain to university.

Teachers know and care: Achievement First schools are small learning communities in which all the teachers and leaders know the names of all the students. Dixons New Free School will also be small enabling teachers to develop meaningful relationships with all the students in their advisory.

Parents as partners: At Dixons New Free School, parents, students and school leaders will all sign a contract that outlines their shared commitment to hard work and consistent support of one another. While this contract will not be legally binding, it will be an important symbolic commitment that will play an important role in strengthening the relationship between parents and the school.

Focus on attendance: Class time is precious, so clear attendance goals will be set, and strong, swift intervention with students and parents will occur if student attendance falters. A significant part of the Principals evaluation will consist of his or her ability to maintain high levels of attendance.

Uniforms: All Dixons New Free School students will wear their uniform with pride.

Joy factor: Like Achievement First we believe that great education should be rigorous AND fun, challenging AND engaging, structured AND joyful. Therefore, we will evaluate teachers on their ability to ensure that the JOY factor is high in every class and dominates regular school-wide celebrations.

The sponsor's aim is to work with other schools in the Central Bradford Confederation for the benefit of all young people in the area, co-operating and leading where appropriate, for example to build an effective local Behaviour & Attendance Collaborative, and to develop extended choice for young people at 14-19. We will also look at provision in and relationships with the independent sector, where there are synergies and educational benefits to be gained for all students, and especially those from disadvantaged and excluded communities.

Another strength of Dixons City Academy is Student Voice, which attracted an Ofsted survey visit in March 2009:

The academy has an excellent range of mechanisms for capturing students' views on all aspects of its work. These include questionnaires, reviews of teaching and learning in subjects, reviews of all A-level courses and the work of focus groups on a wide range of topics such as anti-bullying and curriculum issues. Once captured, the students' views are analysed and used exceptionally well to help to inform planning for change and improvement. For example, views on aspects of teaching and learning in all subjects have a high profile in subject and whole school development planning.

Examination success is the currency and the passport to an individual's higher education and future career pathway. However education is far more than this, it is about helping to produce young men and women who are happy and who know themselves and what they want to do in life. All tutorials will have a profound effect on both the young people and staff at Dixons New Free School by:

- Increasing confidence
- Improving relationships
- Helping people reach their potential
- Improving life chances
- Improving grades
- And most importantly helping people become happier.

The sponsor's aim is to work with other schools in the Bradford Partnership for the benefit of all young people in the area, co-operating and leading where appropriate, for example to build an effective local Behaviour & Attendance Collaborative, and to develop extended choice for young people at 14-19. We will also look at provision in and relationships with the independent sector, where there are synergies and educational benefits to be gained for all students, and especially those from disadvantaged and excluded communities.

Section E: Evidence of demand–part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	112	71		63%	112	63		56%
Year 8					112	71		63%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	112	71		63%	224	134		60%

Section E: Evidence of demand– part 2

Please refer to pages 27-29 of the ‘How to Apply’ guidance for what should be included in this section.

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

The Growing Need for Secondary Places in Bradford

There is a strongly growing need for secondary places in Bradford, rising to 7,500 next year, with a further 500 places required by 2016 and continued growth thereafter. Details of this can be found in *Annexe I: Further Evidence of Demand*. Moreover, strong immigration from central and Eastern Europe will further stoke demand (see *Annexe I, fig. 2*). The future rise in demand for places is concentrated heavily within the catchment area for Dixons City Academy (*fig 3*) and recent growth in demand is fully reflected in rise in applications to the school (*fig 4*).

Demand for a Dixons Education

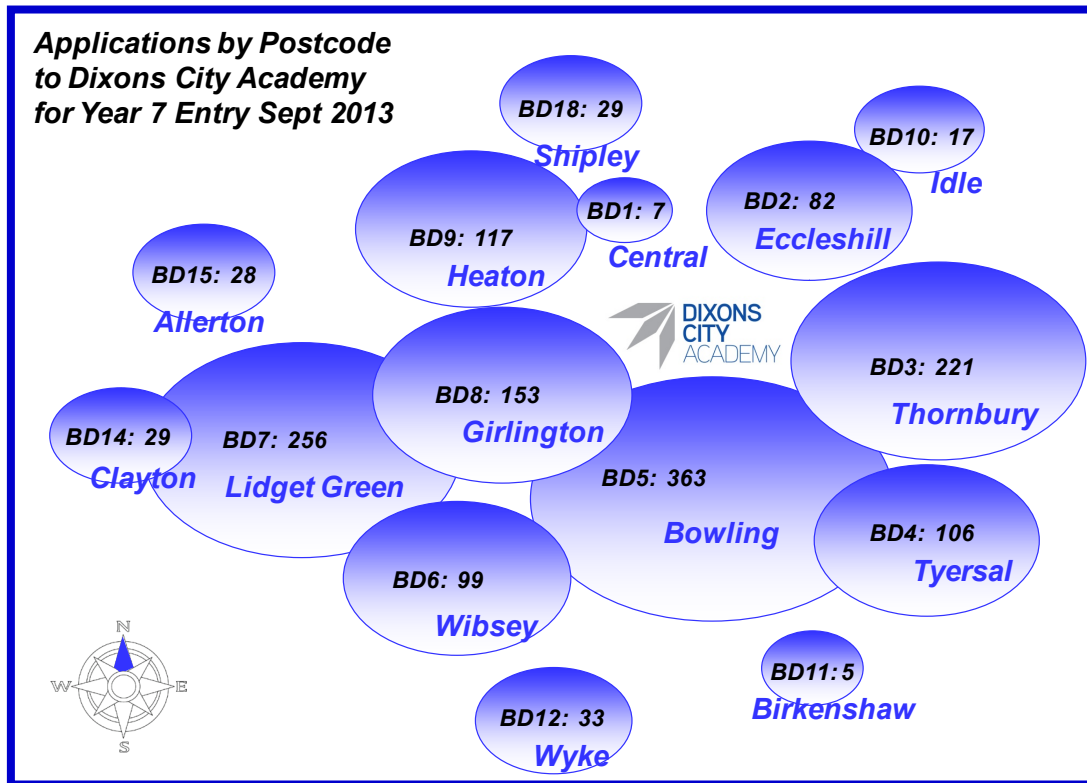
With our strong track record and reputation, the new Dixons Free School will be a very popular choice with parents to meet this growing need. We are very confident of being able to fill the places, even after the opening of Dixons Trinity offering another 112 places at a city-centre Dixons school in 2012, having had a total of 1,566 applications for entry in 2013:

	Direct Applications to the school	Places at Dixons City Academy	Places at Dixons Trinity Academy	Students not Gaining a Place	Additional LA only Applications also not Gaining a Place
2011	748	165		583	502
2012	721	165	112	444	788
2013	762	165	112	485	804

For entry in 2013, 762 students applied both directly to the school and on the LA Common Application Form. These students are considered for entry

first. Even with the opening of Dixons Trinity Academy under the Free School mechanism in 2012, 485 of these applicants will fail to be awarded a place. A further 804 applicants listed the school on the common application form. Although not all of the latter would have made us their first choice, with almost ten applicants for every place, we can be very confident of filling the new school.

Below is a schematic map of applications to Dixons City Academy broken down by postcode:



This clearly demonstrates that if we can secure a third city-centre location, we will be able to fill the school. However, we are also mindful of the concentration of Free Schools in Bradford to the west of the City: Kings Science Academy in BD7 was a 2011 opener; our own Dixons Trinity is on the western border of BD5; and Bradford Girls Grammar will re-open as a Free School in 2013 on the border of BD8 and BD9.

The above schematic demonstrates strong demand for a Dixons education to the east of the city, especially in BD3 and BD2; BD10 was added to our catchment only two years ago and demand there is building. A similar schematic in *Annexe I (Figure 3)* shows that there are significantly more primary pupils than secondary students in this area too. No Free School has so far opened on this side of the city. For this reason, we would be willing to consider a site on the Bradford and Leeds border, should our preferred sites named in *Section H* not be procured. As a result, we have focused all of our market research on applicants from BD2, BD3 and BD10: this is a very conservative approach, as from experience we know that demand for places will be more widespread and greater than this.

Identified Demand for the new Dixons Free School

Our market research has consisted of random face-to-face interviews at shopping centres on the Leeds/Bradford border and telephone interviews of applicants to Dixons City in the last three years from BD2, BD3 and BD10.

Of those shoppers who agreed to be interviewed, seventy-two had children in the relevant year groups, forty in Year 5 and thirty-two in Year 4. We asked them the following questions:

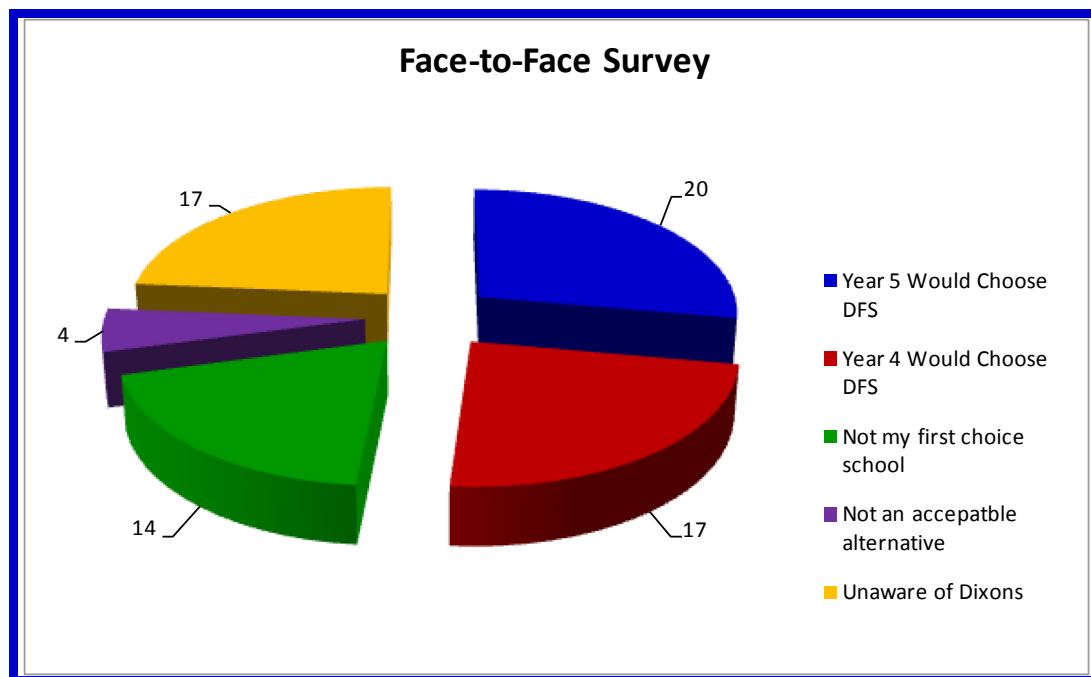
Do you live in BD2, BD3 or BD10?

Are you aware of Dixons City Academy?

Would Dixons City Academy be your first choice school?

If Dixons opened a Free School near to Dixons City or nearer your home, would you accept this school as an alternative?

The responses were as follows:



Thirty-one parents were either unaware of Dixons or would not name it as their first choice school. Twenty-two of these lived outside the area. Of the forty-one who did intend to name Dixons City as their first choice school, all but four said they would accept the proposed Free School as an alternative if they failed to gain a place at DCA. Of those who would accept a place at the Free School in preference to other offers, twenty had children in Year 5 and seventeen had children in Year 4.

In the telephone interviews, the questions were slightly different, given that these parents were all aware of the school and keen to secure a place

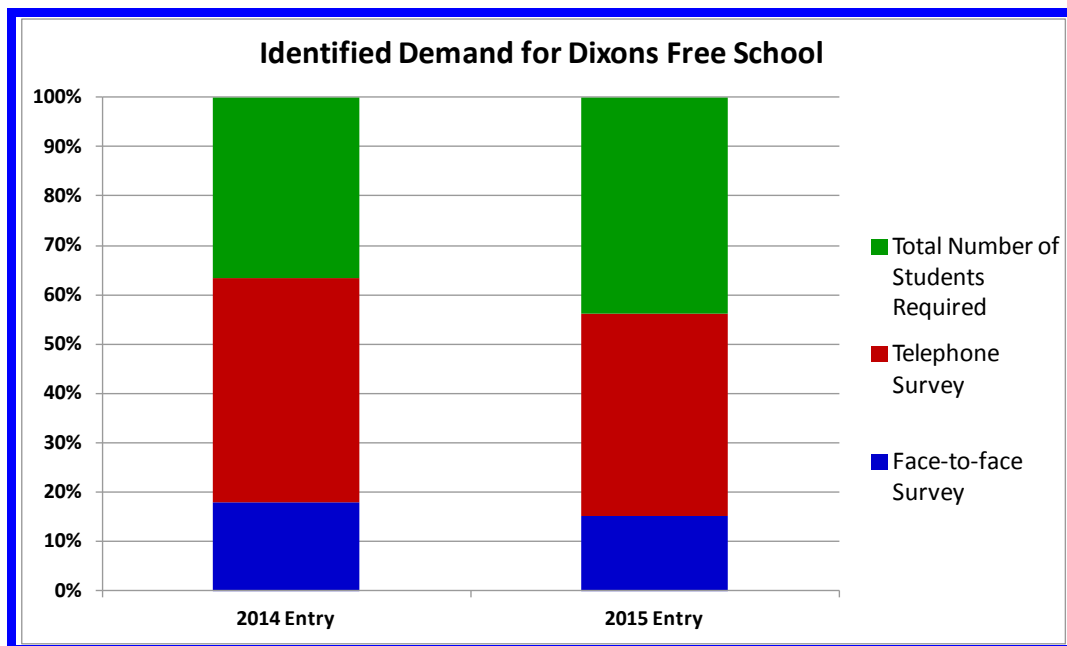
there:

Do you have a child in Year 5 or Year 4?

Will Dixons City Academy be your first choice school for your child in [2014 or 2015]?

If Dixons opened a Free School near to Dixons City or nearer your home, would you accept this school as an alternative?

By the time of submission we have identified a further fifty-one Year 5 parents and forty-six Year 4 parents who would accept a place at the Free School in preference to other offers if they failed to gain a place at Dixons City:



We are very confident in the growing need for secondary places in Bradford, in the demand for a place at a Dixons school in excess of the places we can offer at Dixons City or Dixons Trinity Academies, and in the focused market research we have conducted. All these factors demonstrate that we will fill every place at the new Dixons Free School.

E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

A strong element of our appeal as a family of schools is the more diverse nature of our students compared to the largely mono-ethnic intakes elsewhere in the City. There are higher numbers of Black and Indian

students in our schools, for example, than as a proportion of the city's population, because these families want a more mixed experience for their children than the predominantly white or Pakistani schools elsewhere in the city. Our white and Pakistani parents are also seeking a more diverse education for their children as a means of promoting social cohesion in the city and as a better preparation for later life. The new Dixons Free School will strive to reach out to all communities in Bradford.

We will also work closely other schools in the area the future benefit of the children, young people and the communities which we collectively serve.

By working in this way we will support the core mission of our school and the core aims of the 'helping every child succeed' agenda – to ensure that all children:

- Have a flying start in life.
- Have a comprehensive range of education, training and learning opportunities.
- Enjoy the best possible health, and are free from abuse, victimisation and exploitation.
- Have access to play, leisure, and sporting and cultural activities.
- Are listened to and treated with respect, and have their race and cultural identity recognised.
- Have a safe home and a community, which supports physical and emotional well-being.
- Are not disadvantaged by poverty.

To ensure that this happens we will:

- Provide a range of activities and learning opportunities outside the normal school day for children, young people, families and adults, some of which will be available to the wider community.
- Provide a range of additional services/opportunities and relevant information for children, young people, families and the wider community.
- Base our provision on the widest possible consultation with our communities.
- Work in partnership with other schools in our cluster and with other partners and agencies, to ensure that we use a 'joined-up' approach to community-based learning.

Dixons Free School will become integral to community capacity building, providing not just education and training, but a range of other services, which will support children, young people and adults to raise their achievement and aspirations, and become full active citizens. Dixons New Free School will be at the heart of the heart of local community.

To fully develop its profile as a community focused school, Dixons New Free School will need to consider the extent of its engagement with its community,

including typically:

- Making facilities available for children in the community, whether they attend the school or not, and for lifelong learning.
- Actively building links with the wider community, including local community and voluntary groups e.g. tenants and residents associations, health forums.
- Influencing local policies and supporting initiatives in improving the quality of community life e.g. local community forums, children and family services groups.
- Developing extended services on school sites, which can lead to an integrated approach to the provision of local services to meet local requirements.

The Trust is committed to fostering good community relations and promoting active contribution to modern British society. The Dixons Allerton Academy replaced an underperforming school with low admissions and a very poor reputation in the local community. Through the innovative appointment of a Community Engagement Manager the Academy has developed strong, active and reciprocal partnerships with local schools and community organisations. The Academy has secured over [REDACTED] worth of funding for joint projects linked to its specialism, including the development of food growing areas on the local estate, an outside gym for our local park, the development of the Academy grounds for a land based science qualification and an outdoor science lab for key feeder primary schools. As a direct result of these collaborations the reputation of the Academy is improving: feedback from neighborhood forums is very positive and the Academy has a waiting list for admissions into Year 7. Despite only opening in 2009, the Academy became the first school in Bradford to be awarded with the SSAT's prestigious Investing in Community Engagement quality mark (ICE).

At Dixons New Free School we will aim to build on our health specialism at Dixons Allerton, including its partnership with the local PCT, focussing on community and parent learning. The sponsor will build on the experience of its Minerva Centre which serves parents and adults, especially women, in order to combat poverty and exclusion through for example, investing in adult basic skills (e.g. English as an Additional Language), citizenship, training and employment programmes. In this way, we will actively exploit opportunities to strengthen support to families and children by embracing the 'helping every child succeed' and 'extended schools' agenda.

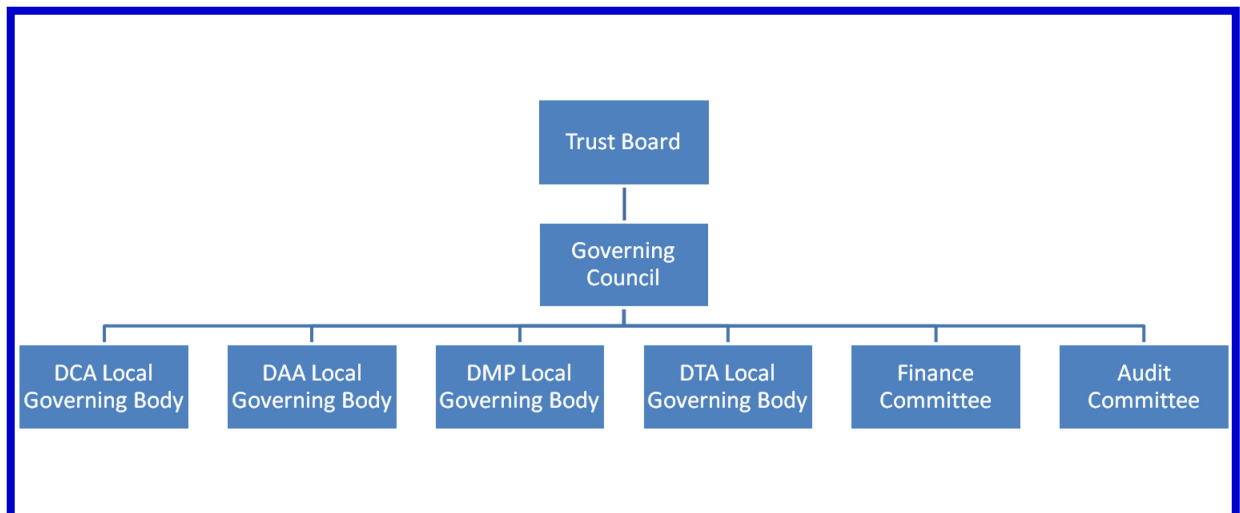
Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

Structure

Our Multi-Academy Trust is currently in the process of adopting the following structure:



The Master Funding Agreement and Supplemental Agreements for Dixons Trinity and Dixons Music Primary have already been signed off by the Minister of State, and the Supplemental Agreements for Dixons City and Dixons Allerton Academies are being reviewed by the Open Academies Section of the Department. The new Free School will simply add another Local Governing Body to this arrangement.

Members of the company and their areas of experience and expertise

The members of Dixons City Academy Trust are:



Chair of Governors



Chair of Governors

Educational Consultant

Former Deputy Headteacher

██████████
Chair of Finance
Executive Coach
Background in HR and Financial Services
██████████

Other governors at Dixons schools include: the former ██████████ I; a solicitor (██████████); an accountant (██████████); a professor at Bradford University; a HR Manager at HM Revenue and Customs; the Managing Director of a local engineering firm; a senior NHS Manager; a senior manager at an FE College; and a former ██████████.

The governors at Dixons have the range of professional expertise to enable them to fulfil their role collectively as an effective non-executive board, supporting and holding to account the Executive Principal and the Group Leadership Team.

Roles and Responsibilities

The Members of the Company define the Object, Purpose and Ethos of the Company

The Directors, who form the Governing Council, have overall responsibility and ultimate decision making authority for all the work of the Company, including the establishing and running of schools and in particular each Academy as a school. This is largely exercised through strategic planning and the setting of policy. It is managed through business planning, monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. The Directors have the power to direct change where required to ensure that the Object, Purpose and Ethos of the Company are met.

The Directors delegate their responsibilities for the day-to-day operation of each Academy and the whole of the funding granted by the Department of Education for the benefit of that Academy directly to a Local Governing Body (LGB) through a Scheme of Delegation (the Scheme). A single Local Governing Body may manage more than one Academy but the funding granted for each Academy must be applied only to that Academy subject to the requirements of the Scheme. The Principal of each Academy is an ex officio member of the LGB.

The Group Leadership Team is the executive arm of the Board under the direction of the Executive Principal. With the Director of Finance and the Principals of the schools, its principal functions are to direct and support the operation of each Academy, developing strategic plans and policies in core areas of the operation in accordance with the direction of the Board. These include risk, teaching and learning, training, finance, HR and ICT. The OE specifies management controls and reporting requirements, audits the associated processes, procedures and outcomes in each Academy, identifies and delivers appropriate training and support and reports to the Board on progress and concerns

F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

As an Academy and formerly as a CTC, we have a very strong network of support and collaboration. Dixons has been at the cutting edge of the state-funded, independent schools movement for over 20 years, and there is very little that we, or one of our partners, has not experienced and learnt from before.

The Executive Principal will spend one day a week at the new Dixons Free School, directly overseeing its opening and early operation. All our Principals and Heads of School meet regularly as the Group Leadership Team to co-ordinate working across the schools and support the development of the Group as a whole. These arrangements will be mirrored in and extended to the Dixons New Free School, building on our successful experience of launching two Free Schools in 2012.


Dixons City Academy Trust will act as sponsors for this Free School project. Dixons CTC project-managed its own conversion to a City Academy in 2005. This included the refurbishment of and addition to its buildings.

From 2006, Dixons City Academy led the Interim Executive Board and the Local Authority's intervention strategy at Wyke Manor School. This project ended in September 2009, when Wyke re-opened as the Appleton Academy, sponsored by Bradford College.

From 2007, Dixons City Academy led the Academy project at Rhodesway School, following the withdrawal of the previous sponsor. We are therefore familiar with the legacy of highly controversial projects, and have a track record of changing minds and winning support where the confidence of staff and the local community has been lost. Dixons Allerton Academy has had a very successful opening and the results over the past three years have taken the school out of National Challenge.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

Our Finance Director works across the group of schools overseeing the Finance Office of each. Clean audits every year confirm that systems and controls are tight and that we achieve best value. Responsible levels of reserves at both Dixons City and Dixons Allerton ensure that the planned capital spending can be supported, and both new Free Schools are on track to meet budget this year. We use the same ICT, and share similar financial systems and reporting


"The Academy's success is enhanced by the strong three-way partnership that exists between students, parents and staff which in turn supports the academy's outstanding capacity to improve further.."

OFSTED 2007

structures across our family of schools. From September 2010 we have used the same MIS across the partnership, enabling the monitoring and use of performance data to be standardised across the schools.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

Having successfully launched two new Free Schools in 2012, we have a proven track record in this area. Verification of this can be found in the DfE's Education Advisor's Reports for Dixons Trinity Academy and Dixons Music Primary in November and December 2012 respectively. Our work included all the Education and Project Management functions pre-opening.

Previous relevant experience includes Dixons City's designation as a National Support School, when we took the opportunity to restructure our Senior Leadership Team and to build further capacity for School Improvement and Partnership work across a small number of schools, as the opportunities arose. At Dixons Allerton, we also appointed an additional member of the SLT at Deputy Principal level, this time with primary expertise to review our curriculum offer and teaching strategies in Years 7 and 8 and also to lead on the development of our primary element.

Much of our capacity to drive improvement, however, revolves around ethos and attitudes, shared by students and staff alike:

A 'can-do' culture has been established in which expectations are high. Students and staff rise to the challenge presented to them and have sustained and built on achievements since the Academy opened in 2005.

DCA Ofsted, 2007

Now with four schools, we are building partnership capacity in the areas of Finance, Human Resources, Quality Assurance and School Improvement. The cost of this central capacity is borne equitably by the four Academies in the Group proportionate to the number of students in each, with some adjustment reflecting the greater support needed by the two new schools in the first few years of their development.

Contributions are capped at 2% budget in order to focus resources on front-line operations. This compares very favourably with the recharges of up to 10% levied by some of the larger Academy chains, levels which we believe damage the education of children. In this way central capacity can grow to accommodate a larger partnership with the addition of Dixons New Free School and any subsequent projects.

Following our previous Academy projects we have access to a number of contacts and sources of support, including Legal, Project Management, BSF, ICT procurement and Human Resources.

F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing

structure and education plans.

As Dixons New Free School will be a replication of its Sponsor, the Principal Designate will be appointed internally from within the existing Dixons federation of schools. We have four very strong Senior Leadership Teams, which include three graduates from the Future Leaders programme.

The Principal Designate will be appointed at least two terms in advance of the opening date and will play a significant role in the management of the project in the pre-opening phase. Project management and reporting will relate to:

- The feasibility process
- Building design and construction
- Funding agreement
- Stakeholder consultation
- Education vision and brief
- Curriculum and organisation of learning
- Information and communications technology
- Transition planning, including admissions
- Start up grants
- Governance
- Free School registration
- Employment records and appointments
- Financial systems
- Health and safety
- Marketing and collaboration
- Service agreements
- Every child matters
- Staff policies and procedures
- Environmental improvements


Plans for appointing a Governing Body

We have always offered strong governance with a proven track record of success as an outstanding stand-alone school until 2009, since then as the sponsor of Dixons Allerton Academy, and from September 2012 as a single Multi-Academy Trust operating four schools. The Governing Council for the proposed school is therefore already in existence.

The Local Governing Body for the new Dixons Free School will be made up of a core of Dixons governors together with political representation from Bradford Council, parent representatives, and two elected staff (one teaching and one support). We will also invite representation from partners (for example as we have from the local Primary Care Trust at Allerton) and from the local community as appropriate.

Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.



Section H: Premises

Dixons City Free School will serve the same city-wide catchment as our three other city-centre schools, including Dixons City Academy. Any site with good transport links within the city of Bradford would be feasible.

[REDACTED] ([REDACTED], Bradford, West Yorkshire, [REDACTED]) currently houses the [REDACTED] and would be ideal, given its proximity to Dixons City and our two new Academies which opened under the Free School mechanism in September 2012. It is close enough to Dixons City to operate as a satellite school.

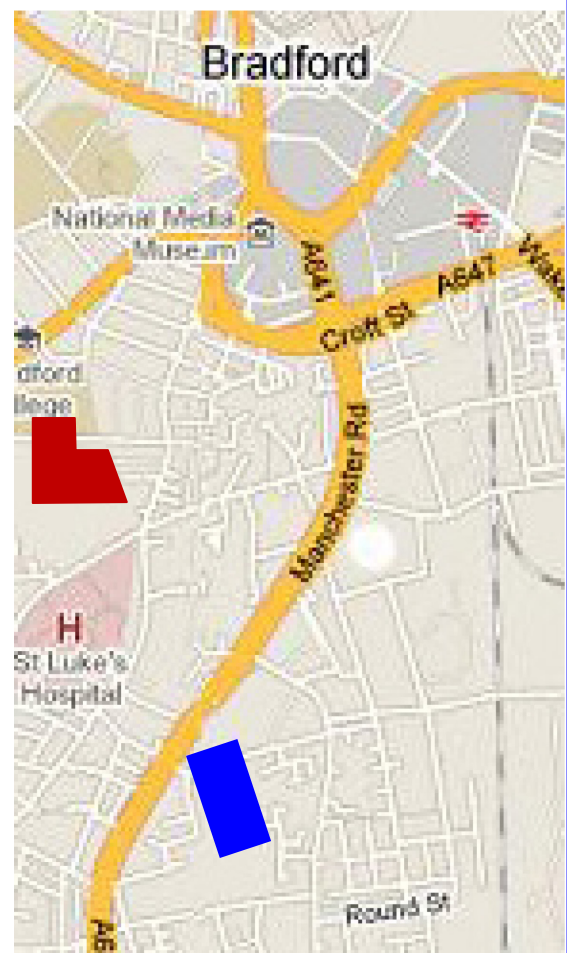
Key

Current Sites

Dixons City Academy
Ripley Street
Bradford BD5 7RR



Dixons Trinity Academy &
Dixons Music Primary
Trinity Road
Bradford BD5 0BE



[REDACTED] is located half a mile south of the city centre with frontage to [REDACTED]. It has excellent road and public transport links. The current leaseholder, the [REDACTED], is already in a position to vacate the top floor of the building, and will vacate all of it on its dissolution.

The site comprises a large hard surface area, which could be adapted for outdoor

education and sport; a large refurbished Victorian warehouse which could be easily partitioned into classrooms and offices as well as open-plan study areas; and a smaller gatehouse which could be refurbished or extended as a Sixth Form building or as an annexe offering dining and assembly.

In all, the building provides a total of approximately 58,000 sq ft mainly in the form of the impressive five storey former wool warehouse, with its the barrel vaulted ceilings and central cast columns featuring alongside raised access floors, modern lighting and heating installations. The shell of the building has been fully refurbished and features a standing seam roof and a modern access tower.

We are aware that this site has been considered before by the EFA and that it was not taken up given the availability of the public sector owned [REDACTED] site. However, Bradford is still in need of additional school places and we are therefore hopeful that the EFA will see fit to consider this site again.

An alternative would be the [REDACTED] site on [REDACTED] ([REDACTED]). The site is immediately available to us, either for purchase or for lease. It is 9.5 acres in total, the main part being 7 acres with an additional 2.5 acres adjacent but on a significantly higher level. The main site is a former car dealership, the bulk of which is a car park with tarmac in good condition. Its building comprises:

Showroom area	1651.90 sq m	(double height)
Reception / entrance	104.52 sq m	
Kitchen / café	112.69 sq m	
Stores etc.	172.89 sq m	
Workshop	730.96 sq m	
Offices	12.17 sq m	
Valeting bay	81.29 sq m	

Both sites offer proximity to three of our four existing schools, and offer buildings which could be refurbished more cheaply and quickly than could be achieved with a new build. The [REDACTED] site is likely be cheaper to acquire but would require higher investment in refurbishment and extension.

We would also be willing to consider a site on the Leeds/Bradford border, given that this is the greatest concentration of need for additional secondary places (see *Section E, Evidence of Demand*).

Annexe I: Further Evidence of Demand

Over 7,500 secondary places are needed next year and another 500 by 2016:

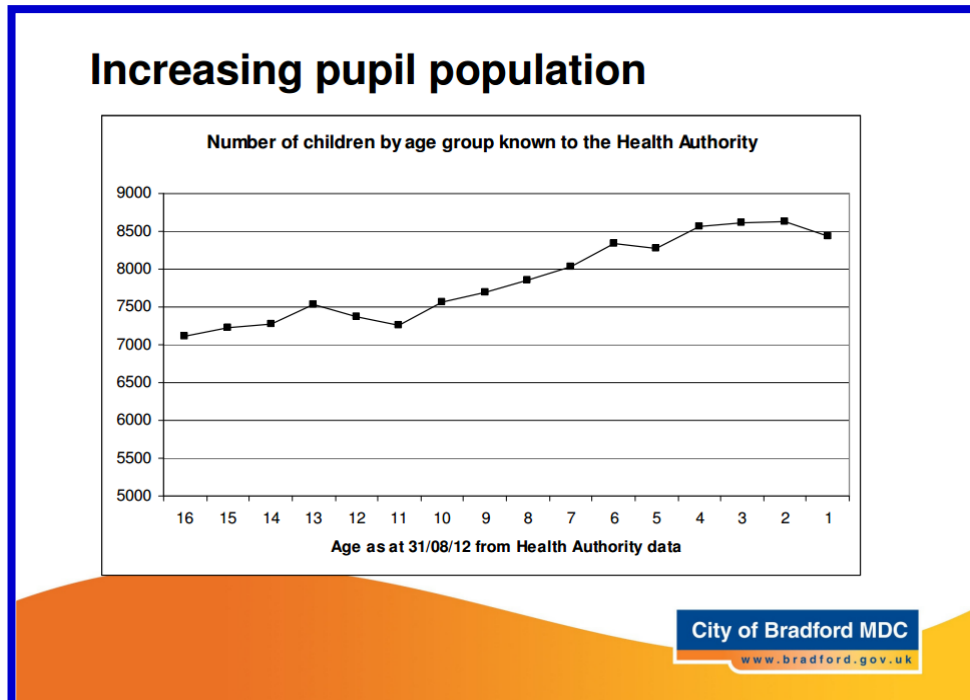


Fig 1: Increasing Population 16 to 1 year-old Children in Bradford, August 2012

This Health Authority data pertains to children already living in the city and does not reflect the further growth in demand which will be driven by significant levels of immigration from Central Eastern Europe. The trends so far are illustrated below, and there is no reason to believe these trends will flatten off in the foreseeable future:

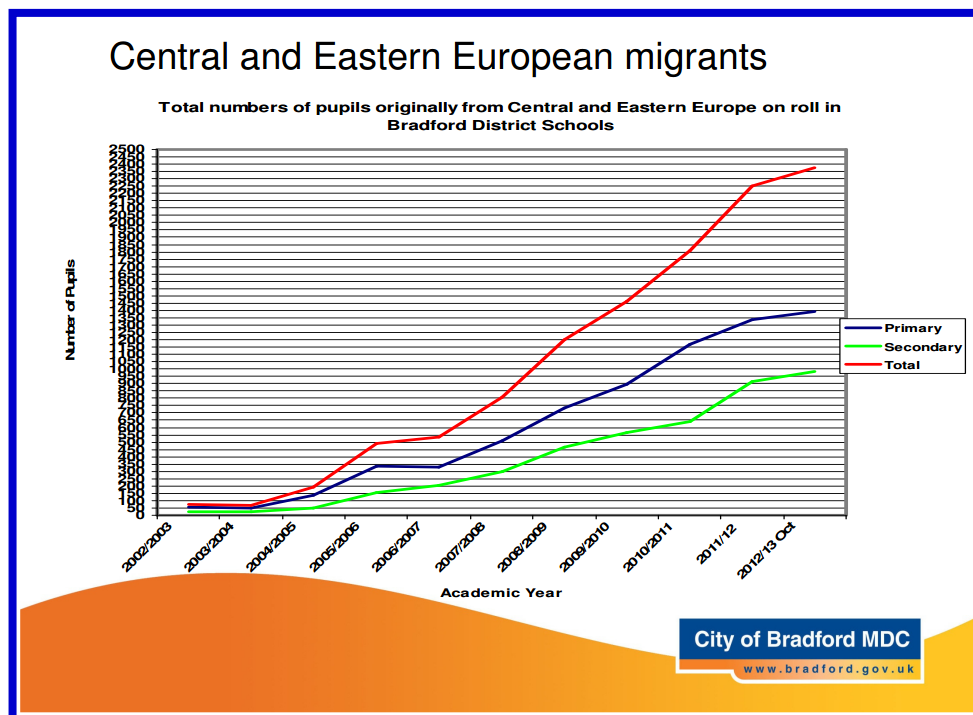


Fig 2: Central and Eastern European Migrants into Bradford 2002 -2013

This growth in demand is Bradford-wide, and extends as far north as Keighley. Nevertheless, it is concentrated mainly within the city, and in our current catchment area. Below is a schematic map of the city of Bradford, showing the growth in population from Year 11 students to Year 1 Primary pupils as calculated by Bradford LA in September 2012. Only those postcodes within our catchment have been included.

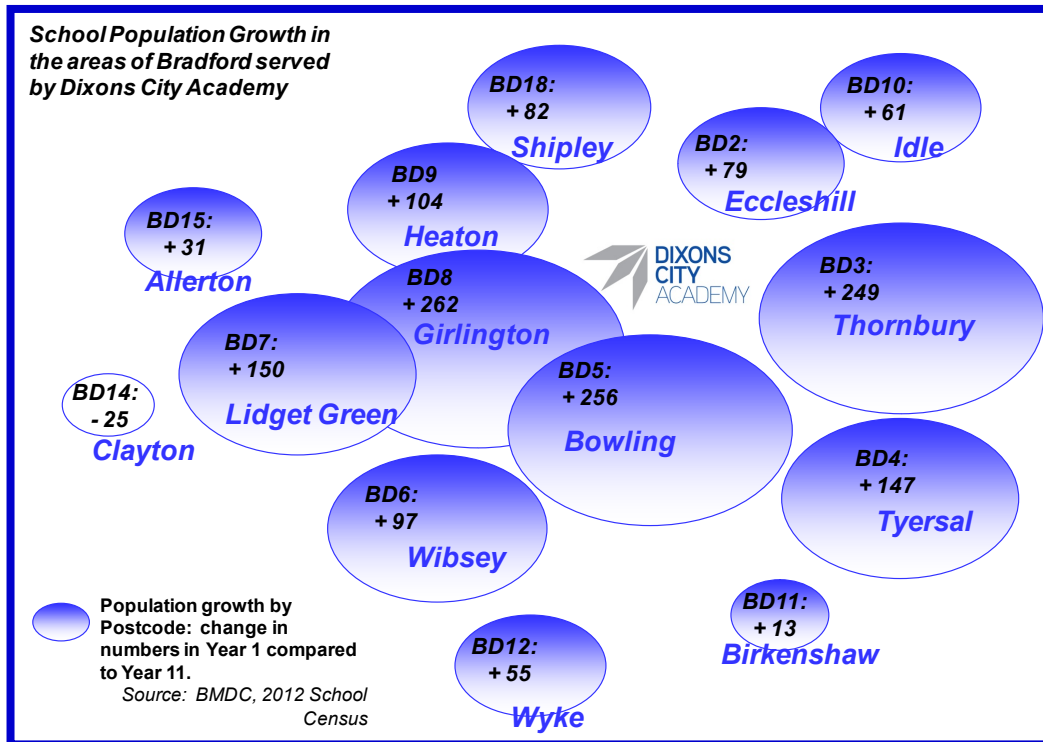


Fig 3: Year 1 Primary Population Compared to Year 11 Secondary, September 2012

Recent population growth is also reflected in applications to Dixons City Academy, which have risen by 25% in the last three years:

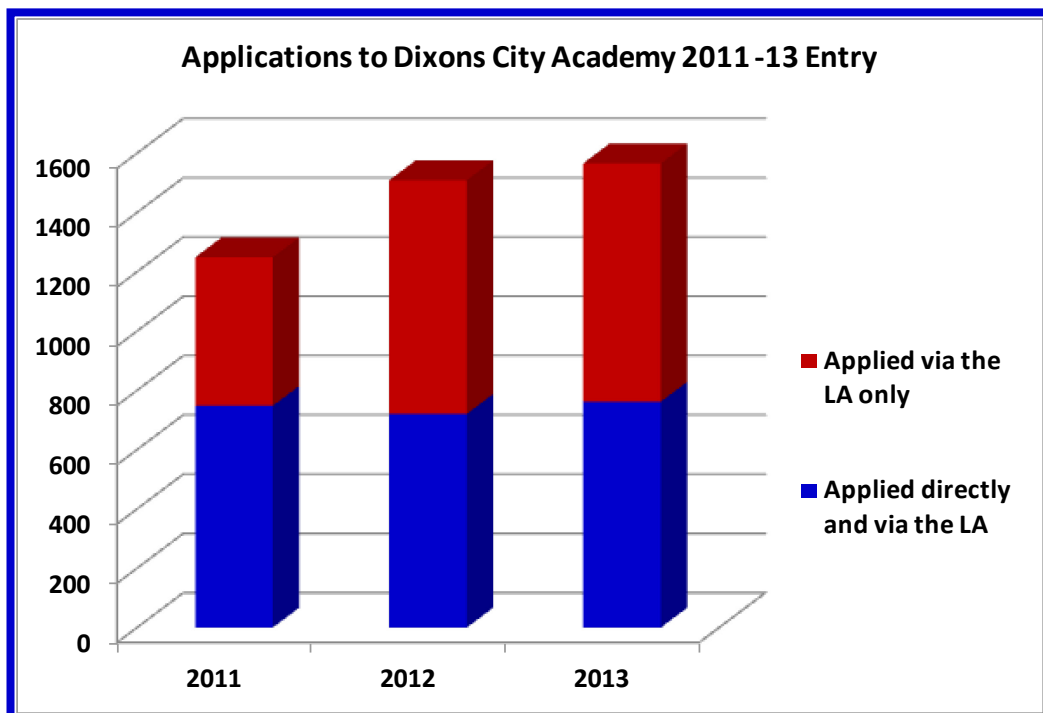


Fig 4: Growth in Applications to Dixons City Academy, 2011 – 2013 Entries

Both Health Authority and Local Authority data clearly demonstrates the marked growth in need for secondary school places in Bradford over the coming years. This need is driven by a high birth-rate among some communities in the city, and significant immigration from Central and Eastern Europe.

Rising demand in the east of the city, out towards the border with Leeds, has so far not been accommodated by any new schools in that area, in contrast to the west of the city where three secondary Free Schools have opened or are due to open in the first three years of the programme.

In this context, and given our strong local reputation, it is unsurprising that demand for a place at a Dixons school is also growing. Dixons Trinity, which opened as a free School in 2012, has been over-subscribed in its first year, with several appeals for a place being heard.

The focused market research we have conducted indicates that we could fill the places at our proposed new Free School, regardless of whether it is located close to Dixons City or more to the east.

Given that we opened two Free Schools so successfully in 2012, The Department can be very confident that we shall we will successfully launch and fill every place at the new Dixons Free School in 2014.

Annexes

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