

Free Schools in 2014

Application form

Alternative provision Free Schools

Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information available [here](#).

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to alternativeprovision.fsapplications2014@education.gsi.gov.uk.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial templates**) by 'Recorded Signed For' post to:

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

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

Section I must be 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

Data Protection

Personal data is collected on this form in order to consider an application to set up an alternative provision 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 under 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 type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	✓	<input type="checkbox"/>
Section B: Outline of the school	✓	<input type="checkbox"/>
Section C: Education vision	✓	<input type="checkbox"/>
Section D: Education plan	✓	<input type="checkbox"/>
Section E: Evidence of demand	✓	<input type="checkbox"/>
Section F: Capacity and capability	✓	<input type="checkbox"/>
Section G: Initial costs and financial viability	✓	<input type="checkbox"/>
Section H: Premises	✓	<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 type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	✓	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand.	✓	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to alternativeprovision.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 type="checkbox"/>
9. 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 type="checkbox"/>

Checklist: Section I of your application

10. A copy of **Section A** 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, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.

✓

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Beal High School Woodford Bridge Road Clayhall Essex IG4 5HP
3.	Email address: [REDACTED]
4.	Telephone number: 0208 551 4954
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: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An Academy chain <input type="checkbox"/> A federation or cluster of schools <ul style="list-style-type: none"> <input checked="" type="checkbox"/> An existing provider <input checked="" type="checkbox"/> A state maintained school/Academy <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: The Beal Partnership is made up of a Maintained school (Beal High School) as sponsor to The Forest Academy. In addition, we have specialist autistic provision (CLD - Communication & Learning Department) – currently with 46 on roll & expected to rise to 52 in 2013) on The Beal Campus. This has led us to consider converting this provision into a free school in the future to enable us to meet the needs of the over subscription of students
9.	Is your group seeking to open more than one Free School 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 this application together 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: The Forest Academy Trust Ltd	
14.	Company address: Beal High School Woodford Bridge Road Ilford Essex IG4 5LP	
15.	Company registration number and date it was incorporated: 07835788	
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: The Forest Academy, Redbridge	
Company members Members of the company are its legal owners. We require that there are a minimum of three members. 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.		
18.	Please confirm the total number of company members: 12	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
	4. Name: [REDACTED]	
	6. Name: [REDACTED]	
	7. Name: [REDACTED]	
	8. Name: [REDACTED]	
	9. Name: [REDACTED]	
	10. Name: [REDACTED]	
	11. Name: [REDACTED]	

Company directors

Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free 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.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
1. Name: ██████████
2. Name: ██████████
3. Name: ██████████
21. Please provide the name of the proposed chair of the governing body, if known: ██████████

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations. Yes
✓ No
23. If Yes, please provide the following information about each organisation:
- 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
24. Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc):
N/A

Existing Providers

25. Is your organisation an existing provider wishing to convert to a Free School? Yes
✓ No

25.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children’s Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	<p>Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish/sponsor a separate alternative provision Free School?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	<p>If Yes to any of the above questions, please provide your six digit unique reference number here:</p>	102855
29.	<p>If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:</p>	11-18 1670 students (8 form entry expanding to 12 form entry in 2013)
30.	<p>If you are an existing provider, an 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>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p> <p>Beal: March 2012 (Section 5) http://www.bealhighschool.org.uk/resources/docstore/ofstedfp230412.pdf Forest Academy: November 2012 (Section 8) – http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137692</p>	

31.	<p>If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: Beal (excluding 2012 data): http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102855 Forest Academy: http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137692 <i>newly converted in January 2012 therefore not included in 2011 performance tables</i></p>
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The Beal Partnership is made up of a Maintained school (Beal High School) as sponsor to The Forest Academy (January 2011). In addition, we have specialist autistic provision (CLD – currently with 46 on roll & expected to rise to 52 in 2013) on The Beal Campus</p>

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

✓

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 an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools 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: [REDACTED]

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

Print name: [REDACTED]

Date: 20/12/12

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

Section B: Outline of the school

1.	Proposed school name:	Beal 14-19 Business and Innovation Hub
2.	Proposed academic year of opening:	2014
3.	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"/> 14-19 <input type="checkbox"/> Other If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input checked="" type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input checked="" type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below) If Other, please specify: Pupils graduating from our existing Autistic provision Pupils with different learning and progression needs to mainstream provision SEN students CLA students
5.	Proposed number of pupils when at full capacity:	100 FTEs We envisage that the majority of KS4 students will be part-time and Post 16 full-time (We are considering increasing our proposed full capacity, as initial demand already exceeds that number)
6.	Date proposed school will reach expected capacity in all year groups:	2017/18
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding?	<input type="checkbox"/> Yes

	✓ No	
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos. <input type="checkbox"/> Yes ✓ No	
10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	N/A
11.	If you have a preferred site, please give details, including the post code:	██████████ Clayhall Essex ██████████
12.	Please tell us how you found this site:	██████████
13.	Is the site:	<input type="checkbox"/> a private building? ✓ 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:	N/A
15.	Local authority area in which the proposed school would be situated:	Redbridge
16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	No
17.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit	

the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.

Inclusion with high expectations

Our school is a hybrid alternative provision that will offer rigorous trade/occupational Level 2/3 pathways for students, as well as core English & maths as required. The curriculum will also incorporate a G&T element (enrichment) that will be accessible beyond the free school to other students both pre & post 16 as it falls outside traditional school hours. This is in order to raise aspirations through the curriculum, as well as the opportunity to follow trade/occupational pathways underpinned by a strong business ethos and culture. This is currently not available in Redbridge through existing FE provision and the human scale FE model has certainly resonated with schools and the LA; as evidenced in section E.

Section C: Education vision

Beal 14-19 Business Innovation Hub

We are an outstanding,¹ high achieving 11-18 school. In 2000 we set up a special autistic unit much to the surprise of other local headteacher colleagues who thought it was a risk. Our decision was based upon the moral purpose to enable autistic students to access enhanced mainstream provision as well as the specialist support required. This proved successful and it has now expanded to include sixth form provision and has been graded 'outstanding'² on three separate occasions.

We have followed the expansion of the academy and free school movement with close interest. Coincidentally in May 2010 we were asked to take over a local failing secondary school. Becoming a sponsored academy was in our judgement the best way forward. In January 2012 we established The Forest Academy Trust and sponsored the school to become an academy.

We have learned much from reflecting on schools run by local authorities and those independent of them. We want to seize the opportunity provided by the free school movement and the rigour of the Wolf Review of 14-19 qualifications to open a free school focussed on socially challenged and/or disengaged young people. Our aspiration is that they deserve high quality 'appropriate' provision in order that they can be challenged and self-motivated to be as successful as their more academically able peers in North East London.

The initial reaction has been again that this is a risk; when stakeholders realised we were serious, then a threat, and as we worked on the vision and the detail of our plan we now have the support of Children's Services, local schools (both partners in our teaching alliance and beyond) and governors. The vision has become a reality to all stakeholders and the more engaged are now saying, 'this is the most exciting development that has taken place for a long time' and that 'it was long overdue' as it will enhance opportunities and success for young people in North East London.

Our vision encompasses a campus model and the concept that alternative provision should not be isolated away from what should be a basic entitlement in terms of the flexible access to the facilities and services that a mainstream school offers. As we developed the bid some of the advice we received questioned our campus vision claiming that as a new free school it should be a completely separate school. We do not see them as mutually exclusive. We are adamant that we can guarantee the success of our proposed provision, because it will be located at the centre of a high

¹ Ofsted – March 2012

² Ofsted – 2002, 2006, 2012

achieving school; thus establishing our high expectations as well as providing individual students access to mainstream programmes and provision when appropriate.

The central location of the business hub will extend our high expectations inclusion model and enhance it still further through the interaction of our hub students on the campus and their perceptions that will contribute to the student voice that influences our continuous improvement as the Beal partnership.

Put simply we will create '...a coherent approach that aligns education, training, skills and employment services' on our campus that will employ both a values added and a value added approach to schooling as embodied by our trust's approach to raise standards in education for all, we believe every young person deserves to have the best education possible.

We have been frustrated by this gap in high quality provision for some time and at last the free school movement has provided us with the opportunity to overcome it after the diploma debacle. If you are a bright, able and motivated student; or if your average or just below and have strong parental support and are prepared to strive then our existing local provision will meet your needs; if not there are few alternatives that provide rigorous progression routes. The disenfranchised can remain so unless we hook their hearts and minds with an occupational, business driven curriculum that links with their 'real lives' and aspirations; rather than the current disconnect they experience with current traditional academic routes or low level vocational pathways.

Our curriculum vision is not about equivalence, but a different type of success underpinned by our mentoring programme that puts young people at the heart of their future and future success. This might involve an intensive ESOL access course to unlock an EAL student's cognitive ability to a trade qualification with business enhancement; because some students learn best by doing not listening. (See Section D2: Student case studies). Our vision is one that provides aspirational work related pathways with a variety of exit routes at all levels to suit an individual and their choices. For example, the student who wishes to become a chartered accountant, but wants to get there through a training route or 'earning & learning' to coin a phrase.

Through our teaching alliance partner schools and beyond we have identified that even our academically able students do not get enough opportunities through alternative 'stretch' and leadership opportunities that can make them stand out from the crowd. These students are far more than just examination grades and need the enrichment opportunities and access to creative opportunities including: entrepreneurialism, public speaking, high order synthesis, evaluation and analysis

through oracy that will enable them to articulate just how good they are through their confident speaking and writing.

Out of this hybrid of student profiles was born our compelling vision for an AP Free School that will help its' students to 'develop the skills, qualifications and experience they need to succeed in their careers and to make a positive contribution to our society and economy'.³

This will be achieved through G&T enrichment sessions out of traditional school hours (5.30-7.30) extending into our timetabled 40 different Fridays. This will be commissioned by our teaching alliance partner schools and beyond for their students, as well as providing access for our Beal Business Innovation Hub students and the extended Beal Partnership.

Distinctive features of our school

- **Inclusion with high expectations** – an alternative provision located on the campus of an outstanding school
- We will translate the Free School vision into an **engaging, inspiring, challenging, enjoyable and innovative curriculum** for implementation by September 2014 in partnership with our **Teaching Alliance and beyond**
- The school will offer a **human scale model of education for vulnerable learners** who cannot access and succeed in a large FE college environment and are often overwhelmed (100 FTE places)
- Located on the Beal campus ideal for transition for Redbridge post 16 autistic learners already located on the campus (CLD)
- The natural progression would be to **co-locate a Redbridge 19-25 LLDD day centre** to provide, access, continuity & progression within the borough for vulnerable learners
- The school year will run as **six equal half terms** split with two week holidays and three weeks for the summer break this will provide continuity with work-based/work-related opportunities and prevent the disengagement that can occur for AP learners over a long summer holiday
- **The school day** will run 10.30-5.30 Monday – Thursday with enrichment 5.30-7.30 and 39 different Fridays

³ Education & Training – Raising the Participation Age: Policy ref – 201201440

- The core curriculum will be: Maths, English, ICT, ESOL and science **with a range of access/exit points to meet individual needs combined with their initial contractual agreement** as to where the student will access their core curriculum entitlement. Intensive ESOL courses on arrival will be part of the core as appropriate
- **G&T/Enrichment** opportunities for teaching alliance partner schools and beyond providing accelerated pathways as appropriate including: Centre for women's entrepreneurship, employability skills with partner UEL (University of East London) – agreed in principle
- **Personalised business & occupational routes for all learners** on both part-time and full-time placements. **Business specialism** will underpin the occupational pathways as a vision through established partnerships with professional associations e.g. The Association of Accountancy Technicians (AAT) and for those who wish to learn a trade and set up their own company or be self-employed
- **Extended curriculum offer** through existing & new external partnerships - with existing Redbridge AP providers to offer **trade and apprenticeship pathways** consolidated by the business pathway at the Beal Business Innovation Hub

The proposed Free School vision statements are as follows and are tracked through our application.

V1: Raise achievement, by providing a learning environment that challenges, engages supports and inspires through alternative business/occupational 'real world' pathways

V2: Second best is not good enough nor the parallel AP universe of 'out of sight out of mind' - ensure all students, irrespective of race, faith, gender or background are entitled to consistent, high quality learning experiences; in particular those Post 16 learners that need alternative RPA pathways in order to succeed

V3: The Beal 14-19 Business Innovation Hub's identity, culture and ethos will be used to drive whole school improvement and the systematic development of a distinctive ethos of continual improvement and success

V4: Effective practice will involve utilising the strengths of the business and occupational specialisms to meet whole school priorities for raising achievement and improving outcomes for learners

V5: The hybrid nature of the proposal is such that we envisage that we believe that this hybrid integration of learners and opportunities will raise aspirations rather

than the current marginalisation of AP students

V6: Developing and distributing leadership across the Free School will be a key development priority through:

- The empowerment and support of effective leaders and a commitment to invest in the **continuous professional development** (CPD) of all staff linked to identified pupil needs will be a feature of developments at the proposed Free School
- **Student Leadership** Students will lead their own learning in collaboration with their mentor and will be encouraged to take responsibility for their achievement, attainment and progress

V7: Personalising Learning The AP Free School will be wholly committed to the principles of personalised learning, both in terms of supporting learners to explore the curriculum from a variety of different starting points, and establishing a community which fosters the development of young people into emotionally, socially and intellectually mature individuals by:

- **Maximising achievement** through personalised learning in a positive culture of respect, independence and personal responsibility
- All students will be supported to achieve their basic entitlement of good **English & maths GCSE qualifications**
- **Putting students' interests first**, and at the centre of all decisions made will be our first priority
- Maximise support by **removing barriers to learning** and increasing the opportunities for all students to achieve

V8: Maintaining high standards of behaviour for learning through:

- Developing the **capacity to become self reliant** in our students – curriculum around the pupil: academic/occupational/enhanced/engagement/therapeutic
- Maximising learning through **curriculum innovation and quality**
- Ensuring meaningful **progression opportunities** for all our students
- Maximising respect to engender a calm environment of **mutual respect and responsibility**
- **Parental Engagement** - Establish parental engagement as part of the commissioning process. The vision for the proposed Free School is that it is

integral to Beal Partnership Campus and is encompassed by the culture, values and ethos that pervade their already. This will include strong parental links and involvement in their child's future

V9: Supporting creativity and innovation by:

- **Being an e-confident organisation as characterised by our ICT vision**
- **The return on investment in technology** to support its sustainability by investing in technology training and development to realise the vision
- **High quality and reliable ICT provision** is essential to realise the aspirations for the proposed Free School
- **The strategic intent for the proposed Free School to be achieved over a period of three years and creating a personalised learning experience characterised by:**
 - **Using technology to remove barriers to learning** for individual students and groups of students within the proposed Free School
 - The use of **virtual learning** to connect classroom-based learning with guided and informal learning to create a more coherent learning experience
 - **Student data and target setting**
 - The School will maintain a **focus on engagement, attainment, achievement & progress**
 - Students will be **assessed on entry** to the school, as part of the contract to determine their prior attainment, ability level and any additional needs; with agreed success criteria including timescales

V10: Progression opportunities

- **Progression into FE/training/employment** - Early Intervention and Attainment at 16 is regarded as the single most important factor in securing young people's participation and achievement in adulthood
- Our application is driven by the government's new approach to **'give**

schools more flexibility and freedom to meet young people's needs.'

- **'Ensuring a curriculum that encourages and prepares children and young people for future success.'**
- **'Building Engagement, Building Futures'** aims to:
 - Achieve full participation in education for 16-17 year olds
 - Reverse the trend of rising youth unemployment
 - Tackle the long-term consequence of young people being NEET
 - AP student attainment in line with their prior attainment and the national average

Aspirations for student & whole school achievement

- We expect all students to achieve a GCSE pass in English and mathematics
- At least 85% to gain 5 or more GCSE/Level 2 passes
- Students will make a minimum of 3 levels progress between KS2 & KS4 in line with national expectations and FFT Table D targets

Outcomes and targets for attendance

	2014	2015	2016
Attendance	94%	94.5%	95%

100% of students will:

- progress into FE, training or employment
- **Student mentoring Programme**
 - Students will be expected to agree, set and meet personal development targets (including attendance & behaviour) on our NLP strengths based mentoring programme
 - Accepting their personal responsibility linked to their future advantage and opportunities
- **Measures of achievement:**
 - Attainment & Progress – 85% AP student attainment in line with their prior attainment and the national average

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
		Key Stage 4	10	20	30	30	30	30
16-19: commissioner referred								
16-19: pupil application		30	40	60	70	70	70	70
Totals		40	60	90	100	100	100	100

Section D: Education plan – part 2

D1: Curriculum Rationale & Curriculum Principles

Vision Tracking

V1: Raise achievement

V2: Second best is not good enough

V3: The Beal Business innovation Hub identity, culture and ethos

V4: Effective practice

V5: The hybrid hub - the G&T/Enrichment strand

V6: Developing and distributing leadership - Continuous Professional Development/Student Leadership

V7: Personalising Learning - Maximising achievement/Putting students' interests first/Removing barriers to learning

V8: Behaviour for Learning - Parental Engagement

V9: Supporting creativity and innovation by: being an e-confident organisation

V10: Progression opportunities

Our curriculum principles are driven by what has to be the future of alternative or 'appropriate' provision and the reform of Post 16 AP occupational opportunities. This will lead to 'higher standards and better outcomes'⁴ by providing choice and quality for the group of young people that are potentially disadvantaged by existing mainstream provision. This in turn is in response to the Wolf Report recommendations and in line with the proposed 'RPA Study Programmes' recognised and valued by employers to help them secure skilled work or a university place.

Our curriculum rationale is born out of the reality that within Redbridge the Beal Partnership synthesises the diversity and change that is replicated and happening across the authority and that we must find a solution⁵. Against national data Redbridge performs well, but as in the case of The Forest Academy the demographic is changing and many new learners are arriving with little or no formal education in their first language and levels of social deprivation are on the increase. As secondary schools expand to meet local authority need the profile of their learners will change and their needs will need to be met successfully – with

⁴ DfE Alternative Provision Free School application guidance

⁵ See Annex A: Redbridge demographics- detail

expansion comes change. Redbridge is successful but needs to pre-empt future need and plan for the Raising Participation Age (RPA) by supporting this AP Free School provision by schools for schools.

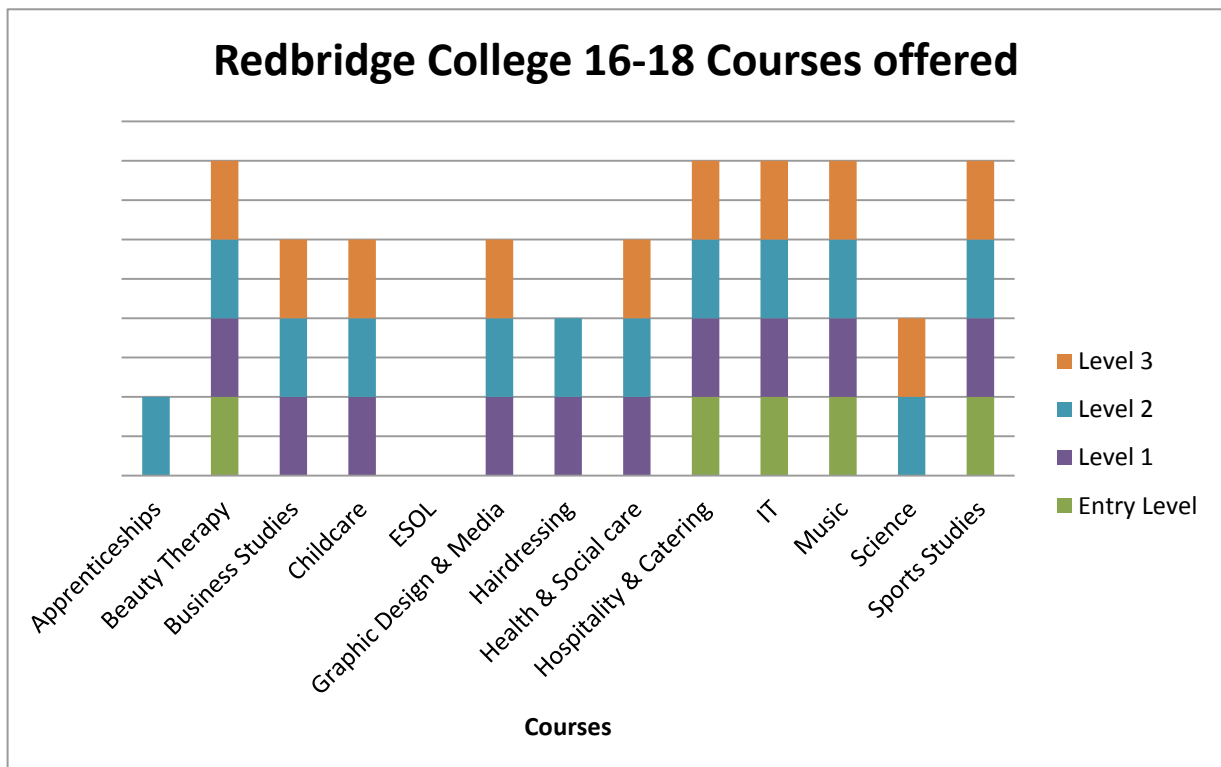
The successful achievement of formal academic, occupational qualifications and progression routes will be facilitated by the proposed Free School will provide learners with high social capital through an NLP strengths based psychology mentoring system⁶ that provides them with the ‘etiquette and tactics for success’ in the 21st Century – ‘Education plus character - that is the true goal of education.’⁷

V1, V2, V2, V3, V7, V10

Student Needs

Our curriculum rationale is driven by the need to provide rigorous, occupational & business Level 2/3 qualifications and opportunities Post 16 in Redbridge for learners.

- **Redbridge is a high achieving authority** that meets the needs of the vast majority of students who are academic and aspirational, but ‘narrowing the gap’ for those students that are not with a variety of progression routes is limited within the LA compared to neighbouring authorities who serve a very different demographic.



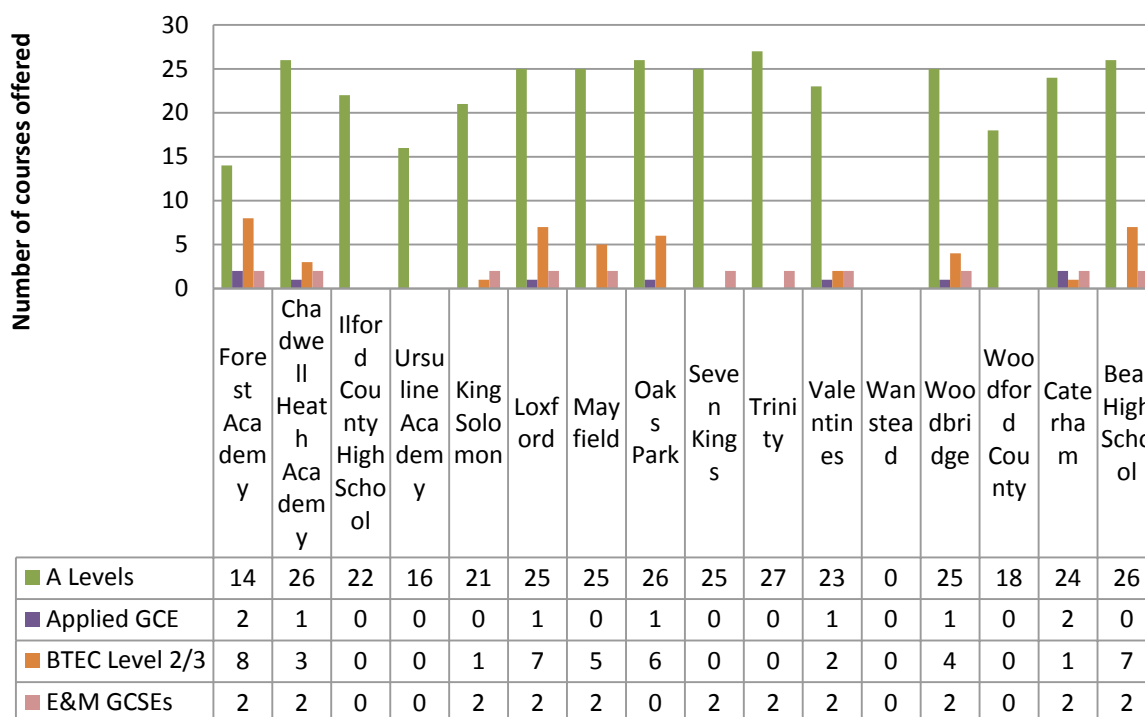
- **Existing rigorous Level 2/3 Occupational provision is limited.** All schools

⁶ Neuro-Linguistic programming

⁷ Dr Martin Luther King

have sixth forms and progression rates are high except for the more vulnerable who often have to travel out of area to access courses (often Entry level/Level 1) that are too easy for them and do not help them to progress into employment or higher education.

Post 16 Courses offered in Redbridge Schools



- Our application is driven by Redbridge LA and schools recognised collective responsibility and accountability for every child and that we must provide collective solutions and **a continuum of progression and opportunity** for the most vulnerable learners
- **Beal Teaching Alliance** secondary heads agreeing that they wish to establish an AP committee run by a network of schools and building on the fair access protocol we will agree tiered 1- 3 approach as per the successful East Birmingham Network Free School AP model⁸
- This extends to the **Virtual School in Redbridge for LAC students. Each KS4 pupil who is looked after by Redbridge has a unique profile.**
- The Virtual School’s experience in the last three years is that **over 40% of these pupils did not achieve 5*As – Cs.** Some of these pupils were

⁸ ‘...exemplary alternative provision develops when local schools act in concert to shape, monitor and commission it’ Charlie Taylor

educated outside the borough. But the largest group (about 15) were educated in Redbridge.

- It was the school's experience that many of these individual pupils needed to have their school reinterpreted to them and that they needed to be reinterpreted to their school.
- Problematic elements included the lack of influence that some of the young people had over what they studied and why and **their desire to be more in contact with all aspects of the wider world.**
- The **belief they had in learning through direct experience and in trusting their peers** for the most valid types of support.
- The **Headteacher of the virtual school** believes that the BBI Hub's 'fresh look at all these aspects of learning that the HUB offers its students would be very valuable for some of these young people. The Virtual school would be able to support students and pupils in direct ways in such a learning context. We already offer 121 tutoring, educational trips, personal counselling services, an evening class and holiday activities. These and other aspects of our resources and work would meld well with the individual approach offered by the HUB.'⁹
- Schools in Redbridge are compelled to use the existing provision with very little competition or scope to go elsewhere (and the acknowledgement that **travelling out of area for a lot of AP students is a barrier in itself**, linked to low self esteem)¹⁰
- In addition, current alternative provision does not connect adequately with students' school experience taking into account: continuity, progression and ultimately individual progress, achievement and success.
- This is validated by Redbridge School's letters of support (Section E)
- This disparity contributes to the failure and disengagement of students who are not succeeding in mainstream education and therefore by definition do not succeed in the current alternative provision on offer; as when in school (as many are for part of their school week) they are further isolated from the mainstream student experience.

⁹ [REDACTED]

¹⁰ Annex B: Post 16 Travel to study report

- In terms of accessing enhanced services our vision encompasses a campus model and the concept that alternative provision should not be isolated away from what should be a basic entitlement in terms of flexible access to the facilities and services that a mainstream school offers, as appropriate.
- To this end the **maximisation of the interface with an outstanding mainstream high school, including sixth form and Autistic and Asperger's syndrome provision** (Communication & Learning Department). Our CLD specialist provision is 'outstanding' and located on the Beal High School campus. We will build on this success to benefit our AP students and the provision we can offer as a pioneering hybrid alternative provision free school offering 'exemplary alternative provision'¹¹.
- The recognition that **inclusion is not necessarily under the same roof** – and that to be included some students need alternative provision that is not isolated and marginalised.
- The development of students' personal responsibility acknowledging that **'know thyself' is a powerful tool for change** is paramount – curriculum around the individual student's personal goals and strategies
- The benefits of this model are that it does empower individuals and make explicit self awareness and evaluation, based on the premise that, 'know thyself' is **a powerful tool for development, change and improvement**.
- We want young people to be aware of their strengths and weaknesses and what they already achieve on a daily basis both within and beyond school; moving away from the notion of **'celebrating' difference and diversity to a model of acceptance, recognition and personal responsibility**.
- This will be done by creating **an interactive online profile** that acknowledges student's holistic lives, their individual roles and responsibilities and how they can utilise this self knowledge to their future advantage.
- Our school must provide young people with the **'etiquette' and tactics for success** – a communications, business driven curriculum and the opportunity to succeed.
- In order to turn this data and rationale into reality please read the case studies in D2 of 'typical BBI Hub students'

V1, V2, V4, V9, V10

¹¹ Charlie Taylor March 2012

Our admissions criteria will underpin this rationale

1. The provision will cater for a maximum of 100 FTE students within Key Stages 4 & 5 (student numbers in D1)
 2. Beal Teaching Alliance secondary heads have agreed in principle that they wish to establish an AP committee run by a network of schools; building on the fair access protocol. We will agree tiered 1- 3 approach as per East Birmingham Network AP model (V5):
 - **Tier 1:** School Improvement including QA/T&L collaboration (linked to our teaching alliance action plan)
 - **Tier 2:** Sharing panel established and managed moves agreed within the collaborative – CLM (Collaborative Learning Manager) to track and monitor students across the network in real time – we will accept some external managed moves by negotiation
 - **Tier 3:** AP Free school provision –full/part-time including a 6 week trial before they go on roll. All students have a learning passport that follows them and ensures a continuum of support
 3. At KS5 the provision will offer a two year placement with a maximum number of 70 FTE students when the school has reached its 'steady state'
 4. A maximum of 30FTE places will be available at KS4
 5. We will admit some students who have a statement of Special Educational Needs on a case by case basis by the AP Committee
 6. The committee will liaise with the Redbridge virtual head to admit CLA students on a case by case basis
 7. Parents of children with statements can ask the local authority for a Free School (AP, Special or mainstream) to be named in their child's statement. This right will be extended to non maintained special schools.
 8. The final decision on the school to be named rests with the local authority responsible for making and maintaining the statement. If parents do not agree with the school named in the statement, they can appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- Where a Free School is named in a child's statement, the Free School is under a statutory duty to admit the child (even if the child's SEN is not a type of SEN for which the school is designated or the school is mainstream).

9. Students admitted to the provision will be those whose needs we believe can be met by our provision
10. Students admitted to the provision will be those who will be able to access the inclusive opportunities offered.
11. Places will not be offered to students who present with challenging behaviour to such an extent that this would prevent them from having access and equal opportunities within both BBIH and the Beal campus

Admissions Process

- Requests for placement can be made at any time by a commissioning school or local authority at KS4.
- KS4 placements can be negotiated during the Year 9 options window with commissioning schools and local authorities
- Post 16 students will be expected to apply to BBIH during the application window that mirrors the sixth form application process
- If a place Post 16 to be commissioned as the student has statement of SEN that can be done in advance
- All requests for admission will be considered at the CLD Admissions Panel Meeting, which will be held in Mid-September.
- Feedback from this meeting will be given to the SEN Panel, who will then make recommendations for placement and feedback to parents and schools.

Requests for mid-year places Post 16 and for students living in other boroughs

- These will be considered on an individual basis in conjunction with the admissions panel & subject to vacancies within the specified Year group

Before the admissions meeting

- Students and parents are encouraged to visit the BBIH provision
- Reports and information will confirm that the students meet the agreed admissions criteria
- At KS4 the student's home school will be asked to complete an inclusion profile and to forward this to the hub prior to the admissions meeting and the drawing up of the agreed 'learning passport'
- Students will be on a six week reciprocal trial period linked to agreed key

personal targets in the 'learning passport'

V7, V8

The curriculum offer

The proposed curriculum reflects the needs of the identified anticipated intake:

- **Inclusion with high expectations** – an alternative provision located on the campus of an outstanding school; in order that the students who are in most need of support and personal direction are no longer left to flounder in terms of their progression routes and opportunities
- The distance between the highest and lowest achievers is still too great and the solution is not 'equivalence' and 'one size fits all'; but the recognition of different types of success and therefore provision and that **inclusion is not necessarily under the same roof**—but an intrinsic part of the same Campus
- The Free School vision has translated into an engaging, inspiring, challenging, enjoyable and **innovative curriculum** for implementation by September 2014 in partnership with our Teaching Alliance. It will be tailored to meet the needs of the 30% who struggle with a rigid, traditional curriculum and also the 10% who are flying beyond the 'typical and average'¹².
- An invitation into the **adult world of work and personal responsibility** providing young people with a clear sense of identity and what their success will look like in the future – 'rounded and grounded' young people¹³

Type of curriculum - Reflects the needs of anticipated student intake

Our curriculum rationale is driven by the need to provide rigorous, occupational & business Level 2/3 qualifications and opportunities Post 16 in Redbridge for learners and therefore, in essence, established our vision and will offer:

- **Interdisciplinary, problem solving and applied learning**; which aims to prepare its students for the professional and personal demands of the 21st century
- A rigorous approach to **maths & English GCSEs and digital literacy** accessing the extra learning support funding block for disadvantage and LLDD allocation

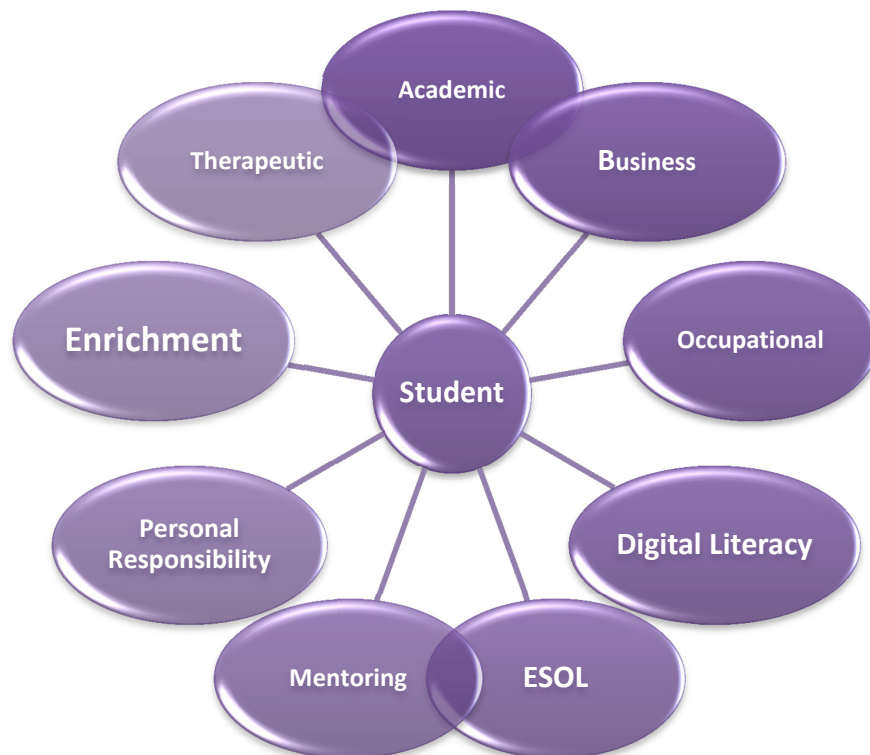
¹² John Cridland – CBI Director General

¹³ John Cridland – CBI Director General

assessed at the end of KS4

- A strong culture of **student voice and student responsibility**
- **A range of qualifications with pathways in: business, finance, legal, accountancy occupational/trade;** focusing on innovations in teaching in these areas with the emphasis on a real world approach and context;
- A commitment to **education for global citizenship**
- A commitment to enhancement activities: **social, sporting and cultural activities** for students across the proposed Free School
- A commitment to high profile **volunteering and community activity;**
- A strong **culture and ethos of equality of opportunity**
- **The Free School curriculum** will be rigorous, but flexible in order to meet learner demand and need, as well as to complement other provision.
- It will become a **centre of excellence** offering an individualised balanced core and occupational opportunities curriculum, underpinned by an outstanding student mentoring programme
- Explicitly developing **the capacity to become self reliant** in our students – with a curriculum wrapped around the pupil:
academic/occupational/enhanced/engaging/therapeutic

V1, V3, V6, V7, V9, V10



- The **development of students' personal responsibility** acknowledging that 'know thyself' is a powerful tool for change is paramount – curriculum around the student's personal goals and strategies
- Our school must provide young people with **the 'etiquette' and tactics for success** – through a communications driven curriculum and the opportunity to succeed

V7, V8

Progression - Improve student outcomes and increased range of opportunity

- **The core curriculum will be: Maths, English, ICT, ESOL (and science at KS4)** with a range of access/exit points to meet individual needs combined with initial contractual agreement as to where the student will access their core curriculum entitlement
- Intensive workshop provision of **maths & English GCSEs** to meet individual need
- **Intensive ESOL courses** on arrival will be part of the core as appropriate
- **The core** will be delivered Monday – Thursday 10.00-5.30pm with enrichment 5.30-7.30pm and built into two sessions on a Friday (10.00-12.30 & 1.00-3.30pm), as well as independent study
- At KS4 We will offer **Level 2 qualifications and Level 1 progression routes** for those learners that need it on entry
- **Post 16** we will offer Level 2/3 courses as well as Level 1 access courses on an individual needs basis
- **Personalised Business & occupational routes** for all learners on both part-time and full-time placements
- **G&T/Enrichment hub** for teaching alliance partner schools contributing to the extended curriculum offer through accelerated pathways as appropriate including: Centre for women's entrepreneurship, employability skills, curriculum enhancement & stretch, undergraduate first year and foundation degree courses academic and study skills, portfolio development, mentoring programmes and narrowing the gap between entrepreneurialism, enterprise and an academic pathway – and removing the perception that the two are mutually exclusive – with our teaching alliance partner UEL (University of East London)

- This will re-establish that **collaborative spirit** amongst local schools and enable academically able or talented students to enhance their opportunities and chances of success; with the absence of competition, common timetabling and the constraints of the school day for an AP Free School
- To support **social mobility** and widening participation at a much more local and responsive level that meets learners needs through maximising local partnerships and employers
- We believe that this hybrid integration of learners and opportunities will **raise aspirations** rather than the current marginalisation of AP students
- To be **flexible and adaptable** with key communication skills is a basic requirement of success for all learners in the 21st Century and the basic tenet of our free school vision
- The 14-19 hub will undertake the quality assurance for the partnership extending to partner schools – assessing the performance of AP external providers, traded services, supporting and advising schools. Providing individualised programmes for students; as well as accessing quality assured intern and employment opportunities
- This will feed into the commissioners personalised plan for intervention and full records of all placements including: progress, achievements & destination data

V5, V9, V10

Section D2: Curriculum plan & organisation of learning

Curriculum Model

We propose a 14-19 provision with places for 100 FTE students. Our KPIs will be:

KPI 1 - Attainment & Progress

KPI 2 - Progression into FE or training

KPI 3 - Progression into employment

The Curriculum

The proposed Free School will ensure that curriculum delivery and timetabling gives students of all abilities the support needed to enable them to achieve their full potential.

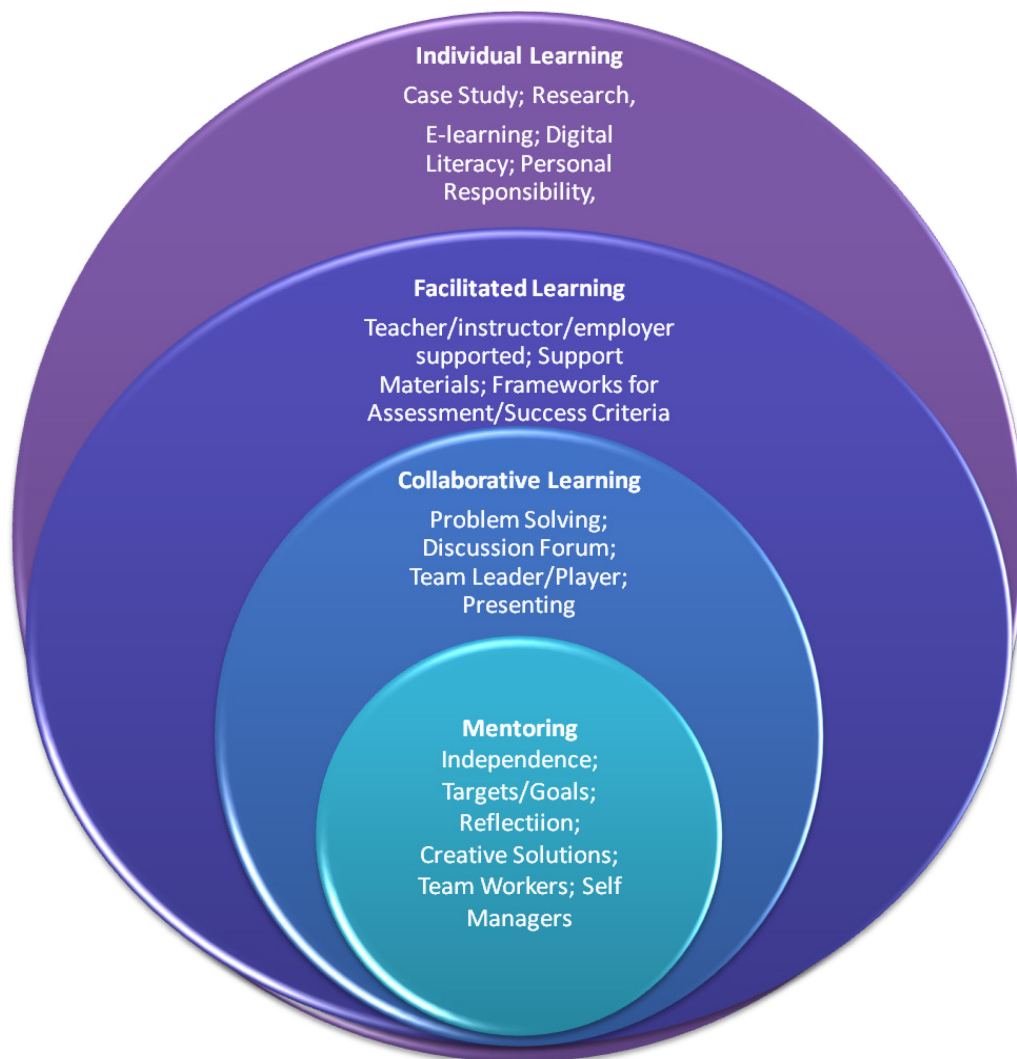
- **The core curriculum offer will include** (this will evolve linked to individual student need and demand):



This generic model will be personalised for each student upon entry and their schedule will be outlined and agreed in their contract with their home school,

parents/carers, BBI Hub mentor; with the student at the heart of the agreement, appropriate. This will create **individual learning schedules** for all students around their identified needs and progression route that will include: individual, facilitated, collaborative and mentoring sessions incorporating work related/work based pathway placements.

A student's learning schedule will incorporate the elements below linked to their identified needs, targets and progression route



V7

Learning at KS4

- We envisage part-time placements at KS4. The expectation is that students must achieve core English & maths GCSEs at their home school or at the free school
- This will be clearly identified in the agreed contract with the student and their

parents/carers and the Service Level agreement with the commissioning school; linked to the students' prior attainment, progress and agreed targets

- This core programme will be consolidated with a combined occupational/business offer to meet the learner's needs and interests, for example:
 - Level 1 (Basic construction) to Level 2 (plumbing) progression route combined with a business and administration qualification at level 1/2 (three mornings at New Craft Training + 1 day business and administration and half day 1:1 mentoring at the free school)
 - Hair & beauty with the same progression route could also be followed. (1 day hair & beauty at 'Headjogs' + 1 day business and administration and half day 1: 1 mentoring programme at the free school)
 - 14-16 apprenticeship pathway/NVQ occupational pathway with a local training provider/employer – this may include the learner undertaking the core at the Free School by negotiation
 - Foundation/entry level pathways and ESOL access and provision for KS4 students will be agreed on an individual needs basis
- In addition, enrichment activities will run 5.30-6.30 Monday - Thursday around the core curriculum including digital literacy, computer programming and games design, philosophy and critical thinking key note speakers, undergraduate experiences, occupational, business specialism options, sport, independent study and 1:1/small group tuition. (the enrichment will be linked to the existing Beal campus enrichment and will be accessible to all Beal Partnership students)
- 39 different Fridays will be negotiated and planned separately linked to priorities and needs
 - E.g. Intensive maths/English/ESOL workshops, work placements, visits, external provision, university access (UEL), horticulture, therapies, key note business/occupational days etc

A KS4 student case study: [REDACTED]

[REDACTED]

A Day in the life of a Key Stage 4 Student at the 'Beal 14-19 Business Innovation Hub'

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

A KS4/5 Transition case study – [REDACTED]: A looked after child

[REDACTED]

A day in the life of a KS4/5 transition student at the Beal 14-19 Business Innovation Hub

Hi I'm [REDACTED].

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Learning Post 16

- Students will be on roll at the free school and will be offered combined occupational/business pathways in partnership with AP training providers/employers and professional associations
- English & maths GCSEs will be a core priority for those students who did not achieve them at KS4
- Intensive ESOL access courses will also be part of their core offer
- The curriculum will be underpinned by the individual mentoring programme that will focus on strengths and areas for development linked to personal targets and goals
- A typical post 16 student day could include:
 - Core English and maths tutorials
 - 1:1 mentoring session
 - Intensive ESOL access course/EAL mentoring session
 - Human-scale lecture theatre presentation/ supported study time
 - Work based learning via accountancy/legal pathways
 - Combined course AAT occupational route & A' Level maths, plus enrichment focussed around specialist input and coaching qualifications
 - Trade Level 2 qualifications (at New Craft Training) supported by Business NVQ Level 2/3 pathway leading to apprenticeship
- In addition, enrichment activities will run 5.30-6.30 Monday-Thursday around the core curriculum including digital literacy, computer programming and games design, philosophy and critical thinking, key note speakers, occupational , business specialism options, sport, independent study and 1:1/small group tuition (the enrichment will be linked to the existing Beal campus enrichment and will be accessible to all Beal Partnership students).
- 39 different Fridays will be negotiated and planned separately linked to priorities and needs
 - E.g. intensive maths/English/ESOL workshops, work placements, visits, external provision, university access (UEL), horticulture, therapies, key note lectures, business/occupational days etc

Post 16 Case Studies:

██████████

A day in the life of ██████████ a Post 16 student at the 'Beal 14-19 Business Innovations Hub'.

██████████
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A Day in the Life of a Post-16 Student Asperger's student at the 'Beal 14-19 Business Innovations Hub'

[Redacted]

[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
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[Redacted]

Free School pathways

The proposed Free School will have formal business and occupational pathways that will build upon existing expertise. The pathways reflect the proposer's desire to support curriculum innovation in business and occupational progression routes and to aim for high outcomes and achievement linked to progression routes through alternative occupational pathways and will incorporate the following as appropriate:

- Beal High School, Forest Academy & CLD sixth form provision – offers a further diverse range of pathways
- The A level offer via The Beal Sixth Form is seen as a vital component of the strategy to raise the status of the Business hub locally and the aspirations of the community it serves.
- The Forest Academy sixth form offers a range of Level 2/3 pathways
- The CLD sixth form provision will provide therapies and student well-being support for those more vulnerable learners
- The campus location & partnership enables us to access this provision as appropriate for individual students.
- Work based/work related provision with our quality assured external partners including training providers, employers and associations.

The business curriculum will provide:

- appropriate business courses at Key Stage 4 and Post 16 that meet the needs of the full range of learners and provide progression routes and skills necessary for further education, training or employment;
- additional extra-curricular opportunities for all learners to engage them with the wealth of opportunities offered by UEL (University of East London), Apprenticeships, internships and work related/work based opportunities
- high quality and impartial information, advice and guidance for learners and parents to make fully informed choices about business careers and pathways;
- opportunities for learners to engage with their local and wider communities to further enrich the curriculum and make learning relevant;

Occupational Qualifications

Level 2 Certificate/Level 3 Diploma Quas

- Will need to be combined with work-based placement/internship & BB 14-19 hub tutors as some incorporate distance eLearning & ESOL courses as appropriate

Business

- Business & Administration
- Customer Service
- Management
- Team Leading
- + occupation/trade qualifications

Finance

- AAT Access Award in Accounting
- AAT Level 2: Certificate in Accounting
- AAT Level 3: Certificate in Accounting
- AAT Level 4: Certificate in Accounting

Healthcare Professionals

- NVQ Health & Social care certificate/diploma
- Allied Health professions NVQ routes
- NHS work placements and access - not just nurses & doctors over 300 careers

Legal

- Level 2 Certificate for Legal Secretaries
- Level 2 Diploma for Legal Secretaries
- Level 3 Certificate in Law & Legal Practice

- The **Free School curriculum** will be developed to meet learner demand and to complement other provision
- It will become a **centre of excellence** offering an individualised balanced core and occupational opportunities curriculum underpinned by an outstanding student mentoring programme
- **Support CLD/SEN post 16 provision** access and support (occupational courses) in some cases linked to the above
- **'Digital literacy curriculum'** – incorporating safe use, understanding the Internet, underlying principles of computing, application in society & programming (Scratch programs 8-16/Raspberry Pi/BBC Micro 2)
- **Extended provision** with other relevant services: social care, educational psychologists, mental health services, therapists, youth offending team, drug support, sport, EMA, outdoor education, creative arts etc

Extended curriculum offer through external partnerships

- **New Craft Training** – Trade Level 1, 2 qualifications (already a partner)
- **Headjogs/Skills Academy** – Hair & beauty level 1, 2 qualifications (already a partner)



Headjogs Academy

Technical Skills Academy
 1 Short Blue Place
 Barking
 IG11 8FJ



Potential local external partners

Partner

Apprenticeships offered by potential partners



Childcare
 Business and Administration



Teaching Assistants
 Childcare
 Health & Social Care
 Business Administration



Retail
 Childcare
 Health & Social Care
 Business Administration and Customer Service

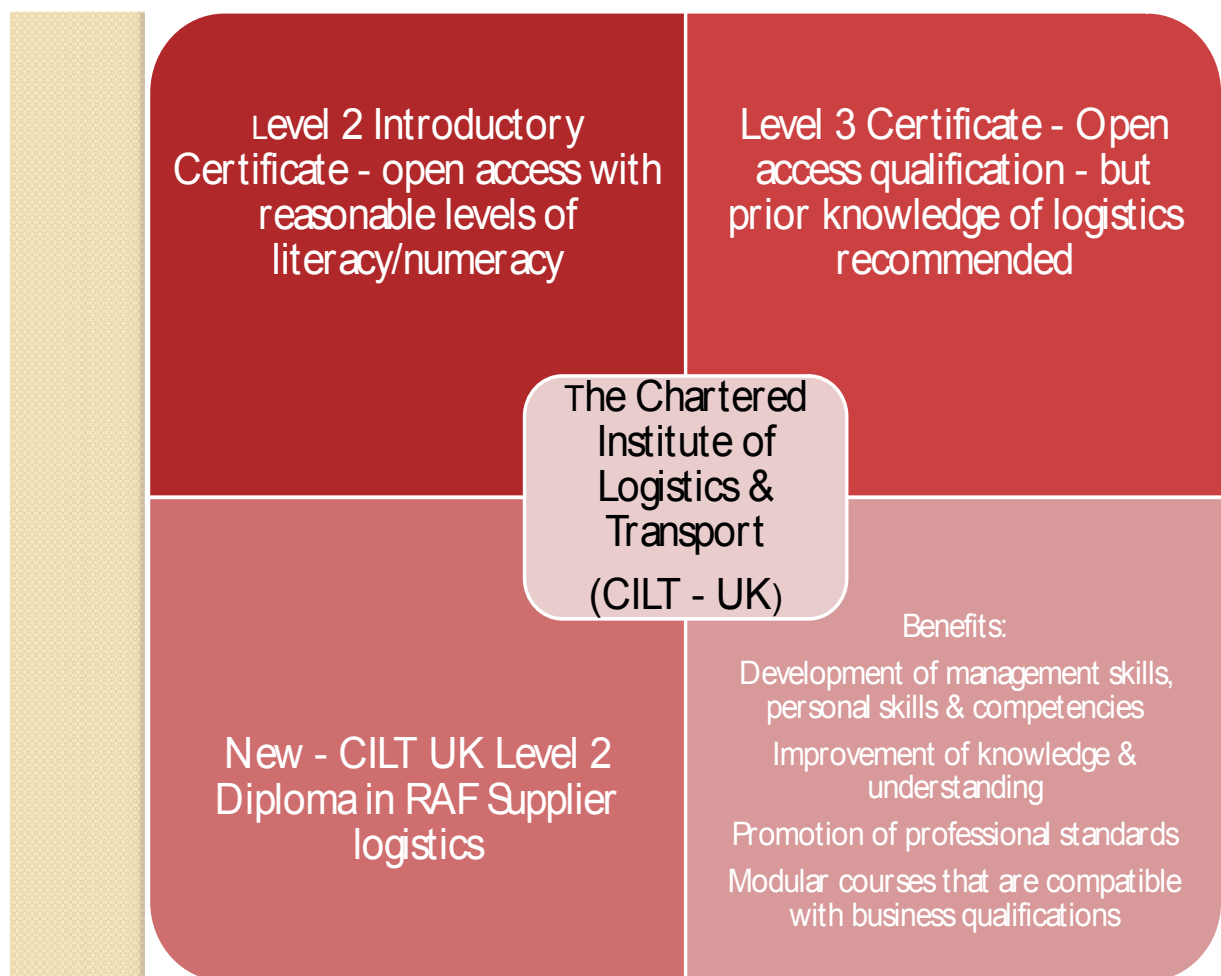
Alpha Care Agency

Health & Social Care
 Accounting

Business and Administration
Customer Service
Childcare

- **Youth contract** – ‘Earning or Learning’ employer funded apprenticeships & work experience – try to access funding to deliver placements and courses to develop pathways
- **National Apprenticeship Service (NAS):** 14-19. The following local training providers already offer post 16 apprenticeships in the following areas:

In addition, we propose to develop a logistics pathway in partnership with the Chartered Institute of Logistics & Transport (CILT). This is a high employment route and one not currently accessed as a pathway 16-19



- It is intended that the combination of academic and applied courses, for individual students, will enable more of them to successfully transfer to higher

education/training or employment

- In order to address the needs of the whole range of students, a 'Foundation Learning' programme will be developed that supports the acquisition of core literacy, numeracy and other key skills that develop independence, progression to FE programmes and employability in this small cohort of vulnerable students
- An enrichment programme will be delivered that is a core requirement for all and will focus upon a wide range of areas including community service, personal finance, Sport and leisure, progression to further and higher education and the development of corporate skills
- All students who have not achieved A*-C passes in GCSE English and Mathematics at the time of entering Post 16 will be required to study these subjects and re-sit the GCSE. This will ensure that all students are better equipped to progress to HE and employment
- The core will be delivered Monday – Thursday with pathways and enrichment built into two sessions on a Friday as well as independent study
- The six term calendar contains two week breaks between terms and the length of the terms themselves are no more than 38 days long

Beal 14-19 Business Innovation Hub 2014/2015 Academic Calendar
Six Term model

School holidays
 Pupil Days
 Bank holidays
 Training days

Sep-14					Oct-14					Nov-14					Dec-14									
Mon		1	8	15	22	29	Mon		6	13	20	27	Mon		3	10	17	24	Mon	1	8	15	22	29
Tue		2	9	16	23	30	Tue		7	14	21	28	Tue		4	11	18	25	Tue	2	9	16	23	30
Wed		3	12	17	24		Wed	1	8	15	22	29	Wed		5	12	19	26	Wed	3	10	17	24	31
Thu		4	13	18	25		Thu	2	9	16	23	30	Thu		6	13	20	27	Thu	4	11	18	25	
Fri		5	14	19	26		Fri	3	10	17	24	31	Fri		7	14	21	28	Fri	5	12	19	26	
Sat		6	15	20	27		Sat	4	11	18	25		Sat	1	8	15	22	29	Sat	6	13	20	27	
Sun		7	16	21	28		Sun	5	12	19	26		Sun	2	9	16	23	30	Sun	7	14	21	28	

Jan-15					Feb-15					Mar-15					Apr-15										
Mon			5	12	19	26	Mon		2	9	16	23	Mon		2	9	16	23	30	Mon		6	13	20	27
Tue			6	13	20	27	Tue		5	10	17	24	Tue		3	10	17	24	31	Tue		7	14	21	28
Wed			7	14	21	28	Wed		6	11	18	25	Wed		4	11	18	25	Wed	1	8	15	22	29	
Thu		1	8	15	22	29	Thu		7	12	19	26	Thu		5	12	19	26	Thu	2	9	16	23	30	
Fri		2	9	16	23	30	Fri		8	13	20	27	Fri		6	13	20	27	Fri	3	10	17	24		
Sat		3	10	17	24	31	Sat		9	14	21	28	Sat		7	14	21	28	Sat	4	11	18	25		
Sun		4	11	18	25		Sun	1	10	15	22		Sun	1	8	15	22	29	Sun	5	12	19	26		

May-15					Jun-15					Jul-15					Aug-15												
Mon			4	11	18	25	Mon	1	8	15	22	29	Mon		6	13	20	27	Mon		3	10	17	24	31		
Tue			5	12	19	26	Tue	2	9	16	23	30	Tue		7	14	21	28	Tue		4	11	18	25			
Wed			6	13	20	27	Wed	3	10	17	24		Wed	1	8	15	22	29	Wed		5	12	19	26			
Thu			7	14	21	28	Thu	4	11	18	25		Thu	2	9	16	23	30	Thu		6	13	20	27			
Fri			1	8	15	22	29	Fri	5	12	19	26		Fri	3	10	17	24	31	Fri		7	14	21	28		
Sat			2	9	16	23	30	Sat	6	13	20	27		Sat		4	11	18	25		Sat	1	8	15	22	29	
Sun			3	10	17	24	31	Sun	7	14	21	28		Sun		5	12	19	26		Sun	2	9	16	23	30	

Students: 190days
 Teachers: 195days

2 extra inset days to be scheduled after consultation with staff i.e. on a weekend, during existing holidays or in the form of twilight sessions

Term	Day	From	Day	To	No. of Days
1	Mon	01 September 2014	Fri	17 October 2014	35
2	Mon	03 November 2014	Fri	19 December 2014	35
3	Mon	05 January 2015	Fri	08 February 2015	25
4	Mon	23 February 2015	Fri	27 March 2015	25
5	Mon	13 April 2015	Fri	05 June 2015	38
6	Mon	22 June 2015	Fri	07 August 2015	35

193

- Access hours a week (the total number of hours - teaching + break time) is 30 hours. Please see attached Annex H – Draft generic timetable

	Mon	Tue	Wed	Thu	Fri
10:30					Enrichment
2 11:15					Enrichment
12:15	Core	Core	Core	Core	Enrichment
4 14:15	Core	Core	Core	Core	Enrichment
15:15					Enrichment
6 16:30					Enrichment
7 17:30	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
8 18:30	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment

*Lunch will be available 12.00-4.00 to suit individual programmes and snacks throughout enrichment time and all day Friday on campus

** Enrichment/specialisms/internships/work placements/therapies

*** Does not take into account external AP provision agreed sessions or work placements/internships & personalised timetables

Year 1: implementation & flexibility (2014-2015)

Engage students and raise students' attainment and achievement by:

- Curriculum review including groupings against individual student progress and outcomes
- Establish clear, high expectations and accountabilities supported by an effective quality assurance strategy
- Ensure that aspirational and challenging targets are set for every student on entry and that progress is monitored by the tracking system
- establishing the role of the SLT in leading the implementation of the proposed Free School vision by driving innovation and assuring quality
- establishing the roles of all staff as key leaders within the proposed Free School and with responsibility for implementing the proposed Free School vision and ensuring successful student performance
- establish clear expectations and accountabilities supported by effective performance management
- ensure that inspirational and challenging targets are set for every student and their progress is monitored by the tracking system
- develop effective assessment for learning strategies to ensure that the targets are translated into clear objectives and that students know what they need to do to progress
- through the mentoring system empower students to assess their own progress against these targets by self and peer assessment
- Implement an overarching mentoring programme to support every student to meet their targets

Year 2: Sustainable Innovation – making our best better (2015-16)

- The proposer will support the Free School leaders and governors in maintaining the relentless focus on improving engagement & progress established in Year 1
- Whilst implementing a series of key innovations to sustain and accelerate this improvement in engagement & progress so that features of the Free School are at least as good as the best in the country
- It will be recognised as providing a coherent 14-19 pathway for students needing alternative and occupational pathways
- the implementation of the curriculum will
- support with the acquisition of skills in literacy, numeracy and ICT
- The development of a variety of creative approaches to teaching and learning drawing from the best practice and supported, where appropriate, by action research projects

Year 3: Transformation (2016-17)

- The proposer will work with the staff and governors to continue to build the capacity within the proposed Free School for sustained, long term excellence
- a relentless focus upon the achievements and progress of students to ensure that educational standards are raised and individual success is achieved
- careful succession planning and talent spotting (accessing and using the Beal Teaching Alliance resource and opportunities) combined with the delivery of a caring and purposeful working
- environment that will ensure **resilience and stability**
- a range of support mechanisms and support teams that ensure that students' are known and valued as individuals
- providing highly focused monitoring and intervention strategies to ensure all students' progress appropriately
- ensuring rigorous quality assurance processes
- continuing to provide an appropriate curriculum offer
- providing an extensive programme of CPD, delivered in partnership with the Beal teaching Alliance which will develop the pedagogical skills of teachers, instructors and mentors

V6, V7, V10

Improving outcomes



Attainment & progress

It is for the Governing Body to determine a set of objectives, outcomes and key performance indicators with their target dates. However, the proposer puts forward the following indicative outcomes for the governing body's consideration as outcomes to be achieved by Year 3 in 2017-18

Attainment and Achievement

- An 85% success rate for students attaining the Level 2 threshold of 5+ A*-C passes at GCSE (or the equivalent)
- Year on year improvements in the % of students attaining 5 or more GCSEs at A*-C including English and Mathematics in line with the national average and beyond
- Year on year improvements in the % of students:
 - progression into FE or training
 - progression into employment
- This will be tracked through our web-based Progress Tracker system that will

be underpinned by our mentoring programme to present a 360 view of student's individual progress

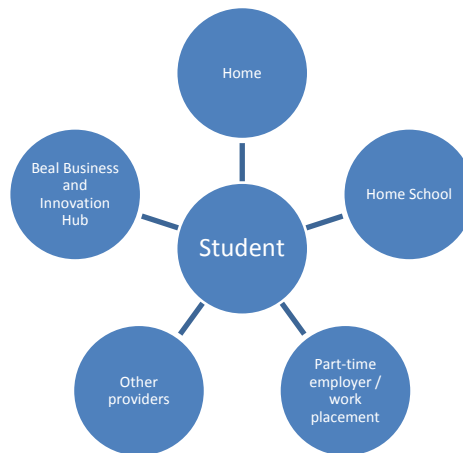



A n o n o m y s e d

- Termly reviews linked to personal targets are complemented by ongoing mentoring, learning conversations and assessments.
- This system enables cohorts within cohorts to be tracked and individuals and groups to be analysed and pathway evaluation
- The principles behind this tracking will be applied to targets regarding personal, conduct and work based areas for development
- This increases engagement with data by giving it a face. The focus will always be on and discussing progress towards agreed targets at the Hub
- Below is a snapshot of how the data translates into real students with identities, taking it beyond a list of numbers and percentages

- The personalisation will be through live tracking and interaction with personal development and achievement data; it will be web-based and accessible to all stakeholders with individual students at its heart
- Students, mentors, tutors etc will be able to upload positive evidence to

support students achieving or improving personal targets linked to: characteristics, achievements, punctuality & attendance etc



- Targets will be personalised through focussing on effective / ineffective behaviours linked to the BBIH mentoring programme (See section D6), as well as achievement specific targets

V1, V9

Progression into FE/training/employment

- Early Intervention and Attainment at 16 is regarded as the single most important factor in securing young people's participation and achievement in adulthood
- Our application is driven by the government's new approach to 'give schools more flexibility and freedom to meet young people's needs'
- 'Ensuring a curriculum that encourages and prepares children and young people for future success'
- 'Improving behaviour and attendance; providing targeted support to the most disadvantaged who are at greatest risk of disengaging, and; improving accountability to incentivise schools to focus on young people's destinations'
- Our aspirations and indeed crucial element of our funding and capacity are linked the 'Raising the Participation Age – consultation or policies that will form regulations'
- We are currently awaiting final decisions around the definition of full-time education post 16 and what the DfE considers valid beyond school sixth form

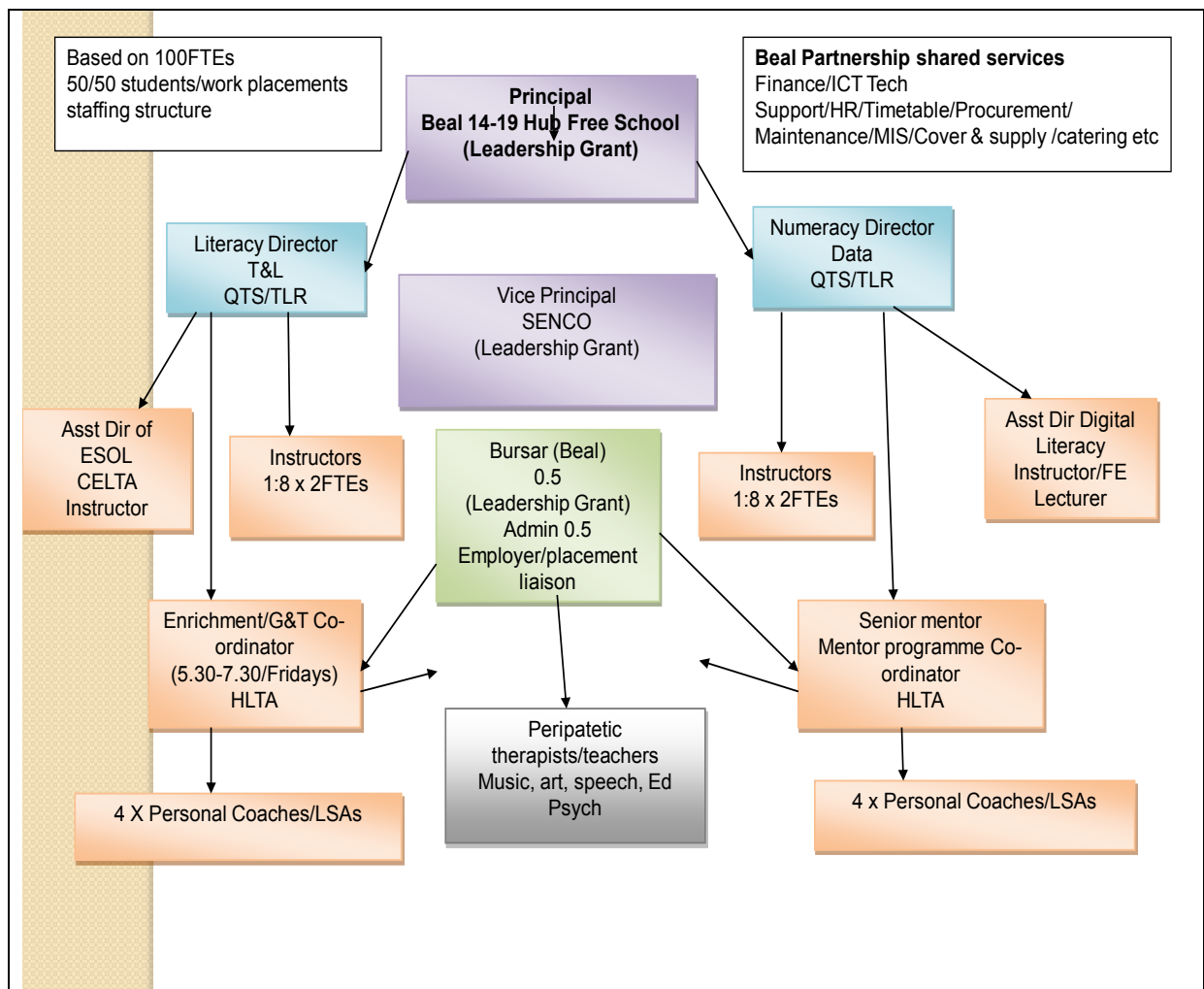
and 190 days per year, but we must concur with the current consultation overview of Building Engagement, Building Futures' aims to:

- Achieve full participation in education for 16-17 year olds
- Reverse the trend of rising youth unemployment
- Tackle the long-term consequence of young people being NEET
- A key action priority is identified as: Helping local partners to provide effective and co-ordinated services that support all young people, including the most vulnerable, and achieve full participation for 16-17 year olds by 2015
- We believe that our compelling vision for a hybrid AP Free School fits this brief and if we had to have a 'mission statement or moral purpose, who could argue with 'Opening Doors, Breaking Barriers – The Plan for Growth: ...a coherent approach that aligns education, training, skills and employment services in a shared purpose; to help every young person develop the skills, qualifications and experience they need to succeed in their careers and to make a positive contribution to our society and economy'¹⁶

V10

D3: Staffing: BBIH proposed staffing structure (when school in steady state)

¹⁶ Education & Training – Raising the Participation Age: Policy ref – 201201440



Senior leadership Team – Set out the structure, HODs, teaching/non teaching staff, as well a clear description of their roles and responsibilities, both in the build-up phase and when at full capacity.

- The SLT will include: Principal, Vice-Principal, Bursar, Literacy Director & Numeracy Director
- To ensure value for money we will appoint a VP with relevant SENCO experience to inform SLT decisions linked to student need
- Leadership will be distributed across the school – based upon a ‘first among equals’ model of system leadership to develop a developmental & sustainable leadership model
- The bursar will liaise with the Beal Partnership Finance Director to maximise and ensure cost effective shared teaching, support & back office services
- We will appoint FE instructors for the pivotal posts of Digital Literacy & ESOL; as their FE experience will serve to enhance and inform our adult work/business ethos and culture

- This will follow through to our senior mentor and mentors who will through our mentoring programme reinforce this culture of personal responsibility
- The Enrichment Co-ordinator role will be developmental in terms of creating an accessible, engaging programme that will extend outwards to include input from a variety of external partners and will eventually be marketed and extended beyond the hub, campus and partnership to include students from partner schools and members of the local community
- This in turn will serve to generate income for the hub that will help finance and improve our enrichment offer from Key note speakers to touch type training sessions
- All staff will be trained as mentors and will have an identified group of students
- This will replace the traditional hierarchical role of the form tutor and tutor group and will reinforce the distributed leadership model across the hub
- The phased build up of staff and when at full capacity is costed and viable in the attached financial plan

Pupil Teacher Ratio (PTR) & Pupil Adult Ratio (PAR)

100% capacity model				
	2014/15	2015/16	2016/17	2017/18 (Steady State)
PTR	13.3	8.6	6.9	7.7
PAR	5.0	4.0	4.3	4.8

The proposed Free School will open with an effective and efficient staffing model linked to the proposed academic year structure. This will be achieved in the following way by:

- ensuring rigorous self-evaluation and robust Quality Assurance systems
- high levels of monitoring and accountability linked to performance management
- enabling teachers to focus on their core work of teaching and learning;
- developing a team of effective support staff

- Building capacity for a diverse range of staff to support students facing barriers to their learning through the delivery of a spectrum of individual mentoring, personalised intervention and enrichment activities
- Maximise links and opportunities with the Beal Teaching Alliance from ITT through to CPD & leadership development prospects

Teaching and Learning

- 80% of teaching and learning evaluated as good or better with no inadequate lessons
- Overall effectiveness of the Free School evaluated as good or better by Ofsted
- consistently high satisfaction ratings by students and their parents/carers in surveys and other client satisfaction measures
- Consistently high satisfaction ratings from our commissioning partners in the community
- Learning environments and curriculum that are fit for purpose and innovative in order to see improved outcomes for learners
- Staff are appropriately trained to make effective use of new technologies to improve the quality of teaching and learning in new flexible and adaptable learning environments
- Full Free School participation in the Beal Partnership MLE
- Partnership with local community employers, training & AP providers to enhance teaching and learning provision at the proposed Free School

Continuing Professional Development (CPD)

The free school will need flexible, responsive staff within the context of local and individual needs that will challenge and inspire within a stringent quality assurance framework. All staff will be trained using an NLP strengths based coaching programme regardless of role

- We will provide an in-house development programme closely linked to our improvement priorities;
- Central to the vision for the proposed Free School is a process of engaging

every single member of staff in continually improving the quality of teaching and learning through staff development (differentiation, use of group work, assessment for learning), sharing good practice and mentoring

- Provision of access to ITT routes through our proposed teaching alliance, as well as access to the National College Leadership modular curriculum pathway
- Encouragement for staff to undertake short courses and visits to other schools and alternative providers appropriate to their needs and those of the proposed Free School
- Those undertaking training will be required to demonstrate that the outcomes of the training have been disseminated to other appropriate staff and applied to their work at the proposed Free School through agreed channels and monitoring

Performance management

- All teaching/instructors and non-teaching staff will undertake on-going performance management in line with the national standards for teachers
- This process will ensure that there are regular reviews of progress towards the completion of agreed SMART targets identified by line managers on making key contributions towards the attainment of quantitative targets
- This process will be fully integrated into the quality assurance strategy and core line management process

Leadership

Developing and distributing leadership across the Free School will be a key development priority. The empowerment and support of effective leaders and a commitment to invest in the continuous professional development (CPD) of all staff linked to identified pupil need will be a feature of developments at the proposed Free School. This will be achieved by:

- a clear focus upon teaching and learning and developing the pedagogical skills of the teaching & learning & mentoring teams that make up the free school
- leadership that will provide an enabling framework for all leaders to drive improvements within their teams and area of responsibility

- a rigorous system of accountability, CPD, Quality Assurance and performance management delivered within an ethos of support, mentoring and coaching
- ensuring that the maximum possible resource is focussed within the classroom and improving classroom practice
- Ensuring that effective self-evaluation, action planning and intervention strategy processes operate

Teachers & Instructors

- The recruitment and retention of a high quality teaching staff will be a key priority of the Free School
- The maintenance of a dedicated and effective core staff team will be a key focus for Free School leadership
- We will create the flexibility of teaching expertise and specialist input we need via the Beal Partnership staff and Beal Teaching Alliance: rotating staff expertise to provide opportunity and CPD, as well as enhancing our core and enrichment provision that will be responsive to our phased build up of staff and student need
- The Free School will belong to the Beal Teaching Alliance and place a high priority on quality staff development informed by action research and impact evaluation, underpinned by the alliance strategic plan.

V5, V6

D4: Meeting All Needs

Our strategy for meeting all needs includes:

- an awareness of the varying needs of individual pupils and plan to support those who need it whilst challenging the most able
- our plan to use ICT, other agencies and partners' resources to support achievement for all
- a description of the strategies we will use to overcome barriers to learning, such as pupils' behaviour or other factors that have disengaged them from their mainstream schools at KS4 and traditional academic pathways Post 16
- our approach to supporting disabled pupils and those with SEN both with and without a Statement
- Adhere to the background principles and practice encapsulated by the SEN

code of practice and current draft SEN legislation:

- New requirement for local authorities, health and care services to commission services jointly
- More **streamlined assessment process**, which integrates education, health and care services, and involves children and young people and their families
- New **0-25 Education, Health and Care Plan**, replacing the current system of SEN Statements and Learning Difficulty Assessments
- Academies, Free Schools, Further Education and Sixth Form colleges to have the **same SEN duties as maintained schools**
- New **statutory protections for young people aged 16-25 in FE** and a stronger focus on preparing for adulthood

Different needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if '*a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*'

Different Types of SEN A. Cognition and Learning Needs

Specific Learning Difficulty (SpLD)

Moderate Learning Difficulty (MLD)

Severe Learning Difficulty (SLD)

Profound and Multiple Learning Difficulty (PMLD)

B. Behaviour, Emotional and Social Development Needs

Behaviour, Emotional and Social Difficulty (BESD)

C. Communication and Interaction Needs

Speech, language and Communication Needs (SLCN)

Autistic Spectrum Disorder (ASD)

D. Sensory and/or Physical Needs

Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI)

Physical Disability (PD)

BBIH General Duties

We will:

- ensure that the necessary provision is made for any pupil who has SEN
- Ensure that where the Principal or a nominated governor has been informed by an LA that a pupil has SEN, those needs are made known to all that are likely to teach that pupil
- Ensure that staff are aware of the importance of identifying and providing for pupils who have SEN
- ensure a pupil with SEN joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the SEN Code of practice when carrying out its duties toward all pupils with SEN
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

Governing Bodies and SEN

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the 'responsible person' – the Principal or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying,

and providing for, those pupils who have special educational needs

- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with special educational needs-See Section 317, Education Act 1996
- Have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs-See Section 313, Education Act 1996
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

Classroom & staffing

VP/SENCO

Will be responsible for the following:

- Managing school-based provision
- Providing professional guidance to school staff on matters relating to SEN
- Advising the school leadership on SEN strategy
- Liaising with parents, carers, external agencies, professionals and the LA
- Our accessibility plans must show how they will improve access for disabled pupils by
- increasing access to the curriculum
- making improvements to the physical environment of the school to increase access
- Making written information accessible to pupils in a range of different ways

V4, V5, V7

Transition

Transition – between different education providers, and progression to employment or FE¹⁷

- Transition will be delivered through the individual mentoring programme to meet students individual needs, targets and goals as exemplified below
- Transition to the BBIH will be crucial to its success, we will work with our partner schools to ensure a clear planned programme of integration that is agreed and included in the personalised contract and 6 week induction period
- This will include planning for it at the earliest opportunity through early assessment of individual need pre 14 to support the transition programme
- Transition beyond BBIH will be guided by our AP quality assurance strategy and individual student contracts that will support their integration and progression again within our individual mentoring programme
- Transition post BBIH for those entering employment or higher education will be driven by the high standards and expectations as those that currently underpin traditional A' level students transition to Higher Education

Transition for the most vulnerable will be via a combined transition programme incorporating the proposed 19-24 LLDD day centre provision and work placements to provide continuity within a structured, known environment

- We will undertake three transition visits, but if we feel a student needs more than this we will factor extra visits in for them
- For the first visit parents/carers stay if appropriate. We have a drink and biscuits and then students take a camera for a tour of the school. Photos taken are to make a book about the school. In reality we use our own photos! They all stay for break and then leave
- For the next visit we put the new students in the mentoring group where we think they will fit in September. The groups are social, vertical groups; not by age or stage
- In the last visit new students stay for lunch in the Internet cafe and then meet people they will meet as part of their agreed learning schedule
- We then write to Schools and Parents advising them of the visits and asking for profile information to be completed
- We attend any Annual Reviews or other multi-agency meetings to meet parents and see the child at their home school and gain information

¹⁷ Annex B: Post 16 Travel to study report

- We have a booklet of photos of the department, including photos of staff with their name and role, and maps of the schools and the whole campus
- We will organise a coffee morning for new parents to speak with existing parents/carers about the provision and staff will not attend
- We will do home visits to all new parents/carers to find out as much as possible about their child and also to give information about our procedures. Then we are in the best possible position to provide effective support from the outset and hopefully, have a good relationship with parents

The strategy for ensuring that the needs of all students are met will be done by:

- Ensuring that the curriculum and is responsive to meet the needs of all students underpins the free school proposal
- We want to ensure that the bottom 30% not only achieve, but they are part of the process and challenge themselves and have a 'voice'
- This will be supported by mentoring, tracking and monitoring of progress against ambitious personal targets
- We will need the free school staff to model this through knowing individual students strengths and weaknesses and how that can be translated into individual progress and success
- Students will be assessed through the transition programme to determine their ability, effective and ineffective behaviours and any additional needs using prior attainment data and digital CAT tests
- Each student will begin school with an agreed programme and initial target levels/grades & character targets which are reviewed fortnightly
- Each student will be placed in a mentor group, and stays with the same mentor unless the mentor leaves or the student is moved due to exceptional circumstances.
- Rigorous quality assurance and student leadership through collaboration will underpin and inform this process

**The strategies to remove barriers to individual and group progress are:
Ambassadors**

- Ensuring all stakeholders act as ambassadors for all at the free school and that knowing yourself and how others perceive you is the key to individual success

Student Leadership

- Delivering student induction workshops to develop a shared understanding of the proposed Free School vision and to initiate a programme of Student Voice activities inviting learning involvement in proposed Free School Improvement Plan.
- Students will lead their own learning in collaboration with their mentor and will be encouraged to take responsibility for their attainment and progress
- All students will have targets for attendance and attainment and where appropriate behaviour
- There will be a school forum with elected representatives who will be involved in the leadership and decision-making processes of the Free School and the wider Beal partnership and campus
- We will seek to develop further leadership roles for all students including, for example: student mentors, sports leaders, coaches, enterprise leaders and Free School ambassadors

Personalising Learning

- The AP Free School is wholly committed to the principles of personalised learning, both in terms of supporting learners to explore the curriculum from a variety of different starting points, and establishing a community which fosters the development of young people into emotionally, socially and intellectually mature individuals through:
 - Assessment for learning (using evidence and feedback to identify where students are in their learning, what they need to do next and how best to achieve this) will be embedded in classroom practice
 - Teachers will use a range of learning styles matched to the needs of the learners. This requires flexible learning arrangements to all for different strategies such as:
 - Differentiated group teaching

- Individual work based on success criteria
- Whole class experience
- Targeted personal intervention
- Individual education plan
- Role play
- Learning to learning
- Intervention strategies for specific groups of students
- Providing a focus for challenging activities for the most able
- Firsthand experience, such as visiting museums, attending theatre performances and work experience
- Providing the full range of post 14 options including GCSEs, NVQs and apprenticeships. Strong careers and progression guidance will be an important element of the proposed Free School's support for its students to ensure that choices post 14 will enable students to reach their full potential

Additional Educational Needs (AEN)

- Most of the proposed Free School's students will have their needs met through high quality teaching, AP, tutoring and mentoring. However, some students, some of the time and a smaller number of students, all of the time, will have additional needs which require additional provision for example:
 - Gifted and Talented
 - Have low levels of literacy
 - Have specific learning difficulties
 - Have language and communication difficulties
 - Have behavioural, emotional and social difficulties
 - Have sensory impairments
 - Have physical impairments

The aims of the provision made for these students will be:

- to ensure that all students reach a level of literacy in line with their chronological age
- to enable every student to access the curriculum by removing all barriers to learning
- to enable all students to play a full part in the social and enrichment life of the campus
- To make effective and efficient use of resources

Students' needs will be assessed by:

- carefully planned transition arrangements with commissioners
- careful assessment of all students joining the school
- Digital CAT testing during students' first term in the proposed Free School
- On-going data analysis of progress against individual targets
- Referral from teachers, tutors and mentors

Additional provision will include:

- Human scale school – 100 FTE places offering FE College provision
- Access to courses beyond large college environment – often overwhelming for SEN/vulnerable learners
- Individualised mentoring programme that will underpin the curriculum
- Located on the Beal campus ideal transition for Post 16 CLD students
- Co-locate Redbridge 19-25 LLDD day centre to provide access, continuity, support & progression...?
- an intensive GSCE English & maths programme catch on entry
- 1:1 literacy support for students with specific literacy difficulties
- specialist support from external agencies

V2, V5, V6, V10

The ICT vision

The return on investment in technology to support its' sustainability will be by investing in technology training and development to realise the vision that impacts on student learning & outcomes. High quality and reliable ICT provision is essential to realise the sponsor's aspiration for the proposed Free School. These aspirations are that ICT should:

- support excellence in teaching and learning

- support personalising learning by engaging students in their school experience so that they become successful learners, confident individuals and responsible citizens
- support a flexible learning environment so that resources can be accessed whenever and wherever they are needed, including from home
- support the drive to improve literacy levels
- support the removal of barriers to learning for students identified as vulnerable
- support all staff through professional development and providing them with the tools for collaboration, management and administration
- Support secure and reliable communication between the proposed Free School and the parents
- See Futurelab – Digital literacy learning framework¹⁸

There are three strategic intents for the proposed Free School to be achieved over a period of three years.

Supporting excellence in learning, teaching, guidance and support as characterised by:

- well trained, discerning, professionally confident users of information and communications technology
- effective use of data to identify and address the needs of individual students throughout their school careers
- a fully functioning virtual learning environment (VLE) to provide 24:7 access to mentoring, learning resources and opportunities within school and remotely
- collaborative technologies being used to bring the outside world in, and provide opportunities for creative and intelligent dialogue with the community and the wider world
- interactive technologies being used to enhance teachers' skills, lesson delivery and students experience with technology
- Technology supporting assessment and the accurate and timely feedback to students on their progress and areas for improvement

¹⁸ FUTURELAB: 'Digital literacy across the curriculum & 'Digital literacy in practice'

Creating a personalised learning experience characterised by:

- using technology to remove barriers to learning for individual students and groups of students within the proposed Free School
- the use of virtual learning to connect classroom-based learning with guided and informal learning to create a more coherent learning experience
- the use of the VLE to enable students and parents to access assessment and progress information from home
- technology providing discreet and timely access to professional support services and materials
- the use of technology to provide a range of opportunities for self-expression, and demonstration of knowledge and understanding
- Making use of electronic portfolios to evidence learning and skills, and to showcase work to prospective education providers and employers

Be an e-confident organisation as characterised by:

- reliable, well supported ICT facilities
- understanding and measuring the impact that technology is having on student attainment and progress
- using technology to provide access for parents to information on student learning and progress
- using technology to support marketing and increase public knowledge and understanding of the proposed Free School and its successes
- using technology to provide access to support and administrative functions
- ensuring that technology is appropriately integrated into learning, social and communal spaces

V7, V9

D5: Pupil Achievement

Aspirations for student & whole school achievement

Mentoring Programme

The BBI Hub mentoring model aims to empower young people and challenge the stereotype that experience equals effective individuals and leadership. Community cohesion and personal responsibility is a key priority both locally and nationally and we must allow young people to develop and contribute to this cohesion and make explicit that young people are not, 'adults in waiting'¹⁹. How can we expect young people to be, 'responsible citizens, successful learners, confident individuals'²⁰ and citizens of the future if we do not allow a more distributed conception of positive behaviours & leadership?

Young people from across the social spectrum have identified what they believe are the characteristics required to develop 'active citizens'²¹ linked to the effective and ineffective behaviours of those characteristics.

BBIH Mentoring Framework

Aspirational

Belief
Courage
Enthusiasm

Ambitious

Prepared
Leading
Choices

Aware

Relate
Balance
Co-operation

Accomplished

Consistent
Flexible
Completing

By using and applying the online characteristics framework with our students and beyond we will be able to identify and track the progress of current attributes and behaviours. It will enable the setting of personalised development targets that reinforce positive change that should impact on the individual and their 'success.' The framework very much emphasises that learning is a social activity that is most effective when conducted through relationships, exploration and experiment; within a 'safe' environment that encourages risk-taking and learning from our mistakes, not hiding them.

The benefits of this model are that it does empower individuals and make explicit self awareness and evaluation, based on the premise that, 'know thyself' is a powerful

¹⁹ Resilient Leadership: the role of skilled optimists in leading change in schools and their communities MMU, UK, reflective learning, Centre for Urban Education- Eccles, Murphy, Robinson

²⁰ QCA Revised National Curriculum aims 2007

²¹ RSA

tool for development, change and improvement.

We want our students to be aware of their strengths and weaknesses and what they already achieve on a daily basis both within and beyond school; moving away from the notion of 'celebrating' difference and diversity to a model of acceptance, recognition and personal responsibility. This will be done by creating an interactive online profile that acknowledges student's holistic lives, their individual roles and responsibilities and how they can utilise this self knowledge to their future advantage.

Learners today can feel disempowered and this has created a culture of 'learned helplessness', whereby learners do not feel they can make a difference and equally lack a sense of social responsibility or responsibility for their own lives. Many learners are from an early age are labelled 'inadequate', because their pattern of intellectual development does not fit the norm. Many schools face the challenge of working with a high proportion of such students and they are described as 'failing'. Indeed even those students who achieve perceived academic success feel that they are far more than a list of examination grades, but that this is not valued or taken into account, although employers, colleges and universities are asking for this information in order to differentiate and really find out about the young people that apply to their establishments.

Our key aim is to support our students, partner schools and communities by establishing a structure for promoting individual responsibility & accomplishment for our young people; ultimately encouraging them to take ownership for who they are and what they want to be.

V1, V8

Assessment, tracking and reporting

What does Assessment mean?

Assessment means a judgement about the achievement and/or ability of a student or group of students. The judgement is made by the student(s), a teacher, or a combination of these, based on evidence, which may come from a variety of sources.

The Purposes of Assessment:

- To monitor student progress (or lack of).
- To allow them to fulfil their potential.
- To inform parents
- To inform tutors if *they* are being effective
- To provide the Leadership Team, Principal and Governors information by which

they can 'classify' the school and devise school policies and targets in the light of this

- To inform mentoring staff – for planning purposes

Effective assessment enables tutors to:

- Raise achievement
- Track student progress
- Identify patterns
- Set targets
- discuss progress with students and beyond

The role of the Personal Learning Mentor (PLM):

- ensure that they have a departmental policy in place
- ensure that assessment procedures are standardised across the area of learning
- effectively monitor assessments with their mentees

Assessment for Learning

Assessment for learning is formative assessment producing evidence for tutors and students that leads to progress in both teaching and learning. Formative assessment raises standards.

Key features will include:

- effective questioning techniques by the tutors
- increasing the waiting time for answer
- oral feedback from tutors to student instead of just marks or grades
- feedback that causes students to think
- more self-assessment by student
- peer assessment as a complement to self-assessment
- The formative use of summative tests

As part of AFL all personal learning mentors should ensure that there is a regular formal assessment opportunity for students each half term.

Reporting to Parents

In line with DfE guidelines parents will be issued with a written report of their child's progress at an appropriate stage of the calendar year.

Records will:

- be fit for the purpose they serve and help students, tutors, senior managers and

- parents (or others with parental responsibility) track the progress students make
- arise from routine processes of mentoring, teaching, learning and assessing
- Be manageable, concise and accurate
- It will be the responsibility of the Personal Learning Mentor to ensure that their mentees adhere to the deadlines set
- The report will contain indicators of key factors (attendance, behaviour, coursework/homework completion etc), achievement, progress, effort, subject specific elements and targets for improvement

Tracking

Each student will receive a target profile that will be time specific to agreed success criteria. This will be continually reviewed using our tracking system – Progress Tracker.

Student data and target setting

- The Free School will maintain a rigorous focus on attainment, achievement and progress
- Students will be assessed on entry to the school, as part of their ‘Learning Passport’ to determine their prior attainment, ability level and any additional needs with agreed success criteria including timescales
- Target setting, with an expectation of personalised progress, will enable more appropriate interventions where necessary
- The systems for data capture and analysis will focus on the progress and achievement of identified individuals and groups. (we will use our established and effective Progress Tracker system already used across the partnership
- Staff will be able to discuss and make better use of data and students are aware of their progress and how to improve
- For all students half termly interim reviews will take place and shared

V1

D6: Behaviour, Attendance and Well-being

The learning environment is key to student well-being and will be centred round an

adult working environment and expectations. We want the students to want to be there. The building will not create the success, but will challenge the perception and culture of alternative provision – ‘second best is not good enough’.

It will be an holistic free-flowing learning environment that complements the ebb and flow of a 14-19 business hub. It will have individual/group learning pods, open plan learning spaces, soft areas and a human scale lecture theatre. A blacked-out IT space to support some learners and an Internet cafe-style open plan reception area. We want to remove the traditional school concept of corridors (where an awful lot of AP students can be found) and classrooms and introduce a 21st Century interactive work space environment; that acknowledges us as individuals who all work differently.

This will be acknowledged in the expectation that students will wear smart casual business/occupational dress that allows a level of personal identity.

Dining Arrangements

The Beal campus has excellent catering provision including a franchised delicatessen style cafe in the sixth form (Belgique). We will enhance this provision still further with an additional Belgique cafe/Internet style space in the Free School build.

The priority will be to ensure high quality meals, which meet nationally recognised nutritional standards and are competitively priced. A brunch club will be provided for Free School staff and students in the morning and food will be available all day on campus to meet flexible learning (and eating!) schedules.

Attendance

- 95% attendance rate across all student groups; well above national averages and persistent absenteeism well below the national rate in line with Beal Partnership high expectations and standards. We will invest in Collaborative Learning Manager (CLM)²², as recommended by the East Birmingham Network as an effective secure online ‘real-time’ attendance and progress tracker across education partnerships
- It will enable us to intervene immediately rather than retrospectively as is now often the case when an attendance issue at an AP provider escalates or is only reported once per half-term
- It will also allow the provider to complete regular appraisals of the learner’s individual progress to unit level for the qualification they are working towards

²² Perspective CLM

- This would provide a network of information at KS4 for the:
 - **Home school:** Attendance officers, pastoral heads, SLT & Off-site learning co-ordinators
 - **Free School:** student mentor, Admin External partner liaison, SLT
 - **AP Providers:** course tutors, admin staff & 14-19 co-ordinators
- CLM also operates a Systems Interoperability Framework (SIF) that can be used to upload student data and also transfer CLM attendance & progress data to the free school hub and each home school's Management Information System (MIS)
- **Outcomes and targets for attendance**

	2014	2015	2016
Attendance	94%	94.5%	95%

Ensure attendance targets met by:

- attendance for learning will be a feature of the school, with whole staff ownership and targets for each student
- a rigorous and consistent approach to attendance issues at mentor level, explicitly linked to whole school ownership and grades impact
- early identification individuals or groups of students deemed to be 'at risk' as a result of below target attendance
- monitoring systems with additional support for data management (use Beal Partnership systems)
- accountability for attendance mentors and line managers through agreed system
- Use of information and monitoring data to focus on attendance and attainment
- The identification of specific 'at risk groups' (below target attendance), closer monitoring and interventions by the Head of Year
- The introduction of an Individual Pupil Attendance Action Plan to monitor those students whose attendance is between 85% and 92%
- At Key Stage 4 the introduction of attainment versus attendance information/quadrant graph and spreadsheet to ensure that students are

made very aware of the link between personal attendance, progress and attainment

Behaviour and Participation

- 100% participation in enrichment/extra-curricular/ activities or community volunteering activities in any academic year
- the proposed Free School provides extended school activities
- sufficient mentors recruited to support mentoring activities across the proposed Free School

Ensure behaviour standards met by:

- Establishing and building a positive professional business ethos and culture through high expectations and personal responsibility
- The dress code will be business attire or appropriate work wear
- provide an individualised 'stepped, 'engaging curriculum' promoting personal responsibility for future success
- implement a home school learning agreement which sets clear expectations as a part of the commissioned contract process
- develop effective intervention strategies and monitor their impact
- clarify roles in the behaviour management process, emphasising in particular the contribution required of students, mentors, teachers and leaders
- ensure the sharing of information with staff, students and parents through the VLE
- students effective profiles will be accessible at home, school and AP partners
- students can invite people to view their profile or act as contributors uploading evidence of effective behaviours and progress

Parental Engagement

Establish parental engagement as part of the commissioning process that includes strong parental links and involvement in their child's future

This will be established by:

- a contractual home school learning agreement

- promoting attendance at parents' Evenings
- regular communication of student targets and progress to parents
- establishing a Parents' Forum
- promoting parental use of the VLE
- ensuring a full complement of parent governors
- training individual mentors as the first point of contact with parents on matters of learning and progress
- All staff operate an open door policy for parental meetings
- promoting the community use of the proposed Free School's premises
- The introduction of breakfast facilities and holiday clubs

Engagement with statutory and voluntary agencies linked to student well-being

We will use a multi-disciplinary integrated approach to maximise the support and educational provision for students with AEN and will assist the proposed Free School to develop appropriate links with outside agencies:

- developing strong working links with such services; Social Services, CAMHS, Connexions, the Educational Psychology Service, Educational Welfare Services, Behaviour Support services (New Rush Hall School and Pupil Referral Unit), Learning Support Services (Little Heath and Tuition Services), Speech and Language support service, M-Power, Youth Offending Team and Hear and Now
- supporting appropriate referral processes; identification, support, mentoring and review
- commission alternative curriculum provision as required
- Involving the most appropriate professional practitioner to meet the diverse needs of the proposed Free School's students and their parents

Support, Care and Guidance

- The Free School will ensure that the needs of all students are met and will aim to meet the individual needs of all students with SEN and support them in their inclusion in all aspects of the Free School life
- The students will be supported to become independent learners and will be prepared for adult life after school
- Trained mentors will support students with emotional and behavioural difficulties (EBD) in order to increase engagement with potentially disaffected students
- Teaching and support staff will adopt a wide range of strategies which will include: counselling and the involvement of a wide range of external agencies;
- Intensive 1:1 working
- A rigorous integration process
- Mentors will provide more extensive support for students experiencing difficulties with their studies
- Support for students will be based upon on-going target setting, assessment of progress and timely intervention to promote and sustain high expectations;
- We will track the progress of each student making effective use of data provided through an extensive whole school tracking system (Progress Tracker as used by the Beal Partnership)
- Students will know that staff are interested in their progress, and their individual needs and the families will be involved as appropriate
- Effective use of new technologies and an effective tracking system, supported by sound assessments, are essential for this process to have integrity and validity
- The use of tiered interventions, innovative rewards and effective sanctions will be deployed to foster good achievement, good behaviour and effective relationships
- A mentor team system will be used to encourage a sense of belonging and self worth as well as encouraging friendly competition and will be the focus of the rewards system
- The Information, Advice and Guidance (IAG) for all students throughout their time at the proposed Free School will support the key decision processes at the end of Key Stage 4 and Post 16
- Raising the skill level of staff in order to deliver applied and/or vocational

provision

V3, V8

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 anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be 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. $D = (B/A) \times 100$.

	2014				2015			
	A	B	C	D	A	B	C	D
Key Stage 4	10	6	4	10	20	14	6	20
16-19: commissioner referred	2 (CLD)	2	1	3	2 (CLD)	2	1	3
16-19: pupil application	28	18	9	27	38	23	14	37
Totals	40	26	14	100%	60	39	21	100%

Section E: Evidence of demand – part 2

E1

The provision will cater for a maximum of 100 FTE students within Key Stages 4 & 5 (student numbers in D1)

Beal Teaching Alliance secondary heads have agreed in principle that they wish to establish an AP committee run by a network of schools; building on the fair access protocol. We will agree tiered 1- 3 approach as per East Birmingham Network AP model (V5):

- **Tier 1:** School Improvement including QA/T&L collaboration (linked to our teaching alliance action plan)
- **Tier 2:** Sharing panel established and managed moves agreed within the collaborative – CLM (Collaborative Learning Manager) to track and monitor students across the network in real time – we will accept some external managed moves by negotiation
- **Tier 3:** AP Free school provision –full/part-time including a 6 week trial before they go on roll. All students have a learning passport that follows them and ensures a continuum of support

At KS5 the provision will offer a two year placement with a maximum number of 70 FTE students when the school has reached its 'steady state'.

A maximum of 30FTE places will be available at KS4.

We will admit some students who have a statement of Special Educational Needs on a case by case basis by the AP Committee.

The committee will liaise with the Redbridge virtual head to admit CLA students on a case by case basis.

Parents of children with statements can ask the local authority for a Free School (AP, Special or mainstream) to be named in their child's statement. This right will be extended to non maintained special schools.

The final decision on the school to be named rests with the local authority responsible for making and maintaining the statement. If parents do not agree with the school named in the statement, they can appeal to the First-tier Tribunal (Special Educational Needs and Disability).

- Where a Free School is named in a child's statement, the Free School is under a statutory duty to admit the child (even if the child's SEN is not a type of SEN for which the school is designated or the school is mainstream).

Students admitted to the provision will be those whose needs we believe can be met by our provision.

Students admitted to the provision will be those who will be able to access the inclusive opportunities offered.

Places will not be offered to students who present with challenging behaviour to such an extent that this would prevent them from having access and equal opportunities within both BBIH and the Beal campus.

Admissions Process

- Requests for placement can be made at any time by a commissioning school or local authority at KS4
- KS4 placements can be negotiated during the Year 9 options window with commissioning schools and local authorities
- Post 16 students will be expected to apply to BBIH during the application window that mirrors the sixth form application process
- If a place Post 16 to be commissioned as the student has statement of SEN that can be done in advance
- All requests for admission will be considered at the CLD Admissions Panel Meeting, which will be held in Mid-September
- Feedback from this meeting will be given to the SEN Panel, who will then make recommendations for placement and feedback to parents and schools

Requests for mid-year places Post 16 and for students living in other boroughs

- These will be considered on an individual basis in conjunction with the admissions panel & subject to vacancies within the specified Year group

Before the admissions meeting

- Students and parents are encouraged to visit the BBIH provision
- Reports and information will confirm that the students meet the agreed admissions criteria
 - At KS4 the student's home school will be asked to complete an inclusion profile

and to forward this to the hub prior to the admissions meeting and the drawing up of the agreed 'learning passport'

- Students will be on a six week reciprocal trial period linked to agreed key personal targets in the 'learning passport'

How you will establish and maintain links and transfer of information

Transition – between different education providers, and progression to employment or FE²³

- Transition will be delivered through the individual mentoring programme to meet students individual needs, targets and goals as exemplified below
- Transition to the BBIH will be crucial to its success, we will work with our partner schools to ensure a clear planned programme of integration that is agreed and included in the personalised contract and 6 week induction period
- This will include planning for it at the earliest opportunity through early assessment of individual need pre 14 to support the transition programme
- Transition beyond BBIH will be guided by our AP quality assurance strategy and individual student contracts that will support their integration and progression again within our individual mentoring programme
- Transition post BBIH for those entering employment or higher education will be driven by the high standards and expectations as those that currently underpin traditional A' level students transition to Higher Education

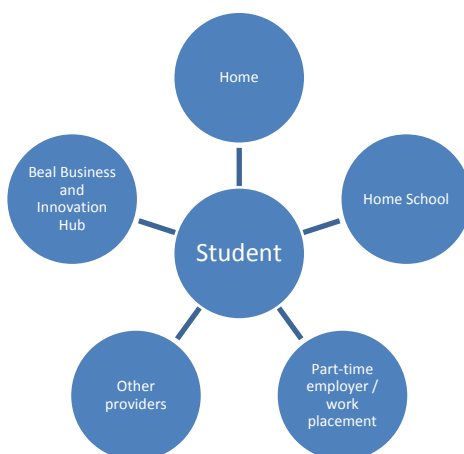
Transition for the most vulnerable will be via a combined transition programme incorporating the proposed 19-24 LLDD day centre provision and work placements to provide continuity within a structured, known environment

- We will undertake three transition visits, but if we feel a student needs more than this we will factor extra visits in for them
- For the first visit parents/carers stay if appropriate. We have a drink and biscuits and then students take a camera for a tour of the school. Photos taken are to make a book about the school. In reality we use our own photos! They all stay for break and then leave
- For the next visit we put the new students in the mentoring group where we think they will fit in September. The groups are social, vertical groups; not by age or stage
- In the last visit new students stay for lunch in the Internet cafe and then meet people they will meet as part of their agreed learning schedule

²³ Annex B: Post 16 Travel to study report

- We then write to Schools and Parents advising them of the visits and asking for profile information to be completed
 - We attend any Annual Reviews or other multi-agency meetings to meet parents and see the child at their home school and gain information
 - We have a booklet of photos of the department, including photos of staff with their name and role, and maps of the schools and the whole campus
 - We will do home visits to all new parents/carers to find out as much as possible about their child and also to give information about our procedures. Then we are in the best possible position to provide effective support from the outset and hopefully, have a good relationship with parents
 - This will be followed by regular informal coffee mornings to discuss successes, progress, concerns etc
-
- This communication will be facilitated via our web-based progress tracker (outlined in section D), as well as our teaching alliance VLE
 - This will be tracked through our web-based Progress Tracker system that will be underpinned by our mentoring programme to present a 360 view of student's individual progress
 - Termly reviews linked to personal targets are complemented by ongoing mentoring, learning conversations and assessments
 - This system enables cohorts within cohorts to be tracked and individuals and groups to be analysed and pathway evaluation
 - The principles behind this tracking will be applied to targets regarding personal, conduct and work based areas for development
 - This increases engagement with data by giving it a face. The focus will always be on and discussing progress towards agreed targets at the Hub
 - Below is a snapshot of how the data translates into real students with identities, taking it beyond a list of numbers and percentages
 - The personalisation will be through live tracking and interaction with personal development and achievement data; it will be web-based and accessible to all stakeholders with individual students at its heart
 - Students, mentors, tutors etc will be able to upload positive evidence to support students achieving or improving personal targets linked to: characteristics,

achievements, punctuality & attendance etc



- Targets will be personalised through focussing on effective / ineffective behaviours linked to the BBIH mentoring programme (See section D6), as well as achievement specific targets

Commissioners' and Supporters' views

The local response has been incredibly positive, but as the reality of the vision becomes clearer we believe demand will soar still further. We have not actively marketed the free school at this stage, but it is has gathered momentum through consultation as evidenced by the table below.

We met with and wrote to the following potential commissioners and supporters from Redbridge and neighbouring boroughs outlining our proposals and proposed charges. These are a selection of their responses about projected numbers that they anticipated commissioning / supporting.

In all cases the commissioners anticipated the KS4 cohort to becoming transition students through to KS5.

School / LA / Supporter	Demand	Quotes
Beal High School / Redbridge LA / Beal Partnership / Beal Teaching Alliance	5 students per annum at KS4, 5 per annum at KS5	██████████
Chadwell Heath Academy / Redbridge	As needed – around 1 a year at KS4 – more at post 16	██████████

Beal 'Communication and Learning Department – specialist autistic provision / Redbridge LA / Beal Teaching Alliance	3 in Year 11; 3 in Year 10 pa	██████████
Iford County High School / Redbridge LA / Beal Teaching Alliance	Ad hoc at KS4 – though 10 – 15 students p.a. for the enrichment activities in the evenings	1. ██████████
Isaac Newton Academy / Redbridge	Projections difficult as new school – only Year 7 at the moment but anticipate using the provision where needed	██████████
Little Heath / Redbridge / Beal Teaching Alliance	As the provision extends to offer 19-24 opportunities 'clearly would benefit some very needy pupils in my school'	██████████
Mayfield School / Redbridge / Beal Teaching Alliance	3 / 4 students in Year 11 and 3 / 4 students in Year 10 pa	██████████
Seven Kings School / Redbridge LA	Unable to predict but will use as and when needed	██████████
The Ursuline Academy / Redbridge	Ad hoc / needs basis	██████████
Wanstead High School/Redbridge LA	4 students at KS4 pa	██████████
West Hatch School / Essex LA / Beal Teaching Alliance	2 students pa at KS4	██████████

Woodbridge High School / Redbridge LA / Beal teaching Alliance	5 / 6 students pa at KS4	██████████	
Woodford County High School / Redbridge LA	Unlikely for placement but 10 students pa for enrichment activities in the evening	██████████	
The Forest Academy / Redbridge / Beal Teaching Alliance	7/8 pa at KS4	██████████	
Virtual School / Redbridge LA / Support	40% CLAs in Redbridge don't achieve through academic routes – 5/6 students pa at KS4	██████████	
The Palmer Academy / Redbridge	5 students pa at KS4	██████████	
Lammas School and Sports College / Waltham Forest LA / Beal Teaching Alliance	5 students pa at KS4	██████████	
Frederick Bremer / Waltham Forest LA / Beal Teaching Alliance	Projections difficult though current last Year 11 had 13 AP pupils. The current Year 11 is particularly challenging	██████████	
Stratford School Academy / Newham / Beal Teaching Alliance	2/3 pupils at KS4 pa; 6/7 pupils at KS5 pa	██████████	
Connexions and Integrated Youth Support Services Commissioning / Supporter	Can support to 'steady state' capacity	██████████	
Enterprise Redbridge / Supporter	Can support to 'steady state' capacity	██████████	

New Craft Training / AP Partner	Can support to 'steady state' capacity	██████████
Head of SEN and Disability services / Supporter	Can support to 'steady state' capacity	██████████
Redbridge Children's Services / Supporter	Can support to 'steady state' capacity	██████████

This equated to a conservative (that they acknowledged) anticipated demand from commissioners of a minimum of **54 students per annum** at KS4 from those that projected a number to support their definite interest in places. Additionally other schools (3) acknowledged that they would commission places but didn't support with a specific number.

Demand for the Enrichment Activities was set at a minimum of 25 students per annum with both local Grammar schools expressing specific interest, though all other schools declared interest in this provision also, without projecting numbers. If our application is approved we will market and advertise the enrichment programme.

Demand in the Borough of Redbridge – What the data picture shows us about the pool of potential interest for post 16 Alternative Provision in a Borough without a respected and recognised Alternative Pathway post 16 (see Headteacher' views above)

Marginal Students:

Category	Number who failed to achieve 5A*- C inc En + Ma	% of group
KS2 4C	182	59%
KS2 4B	161	32%

Hence **343** students from these critical marginal ability groups failed to achieve the entry requirement for the Sixth Form Level 3 progression pathway in Redbridge Schools

Vulnerable Groups of Students:

Category	Number who failed to achieve	% of group who failed to
----------	------------------------------	--------------------------

	5A*-C inc En + Ma	achieve 5A*-C inc En + Ma
FSM	247	44%
SA	202	54%
SAP	121	74%
Statement	93	89%
LAC	6	40%

Hence **663** vulnerable students failed to achieve the entry requirement for the Sixth Form Level 3 progression pathway in Redbridge Schools.

Therefore the pool of potential need for AP placements in Redbridge is large and stands between **343 and 663 students** per annum.

When potential commissioners were asked (see above), post 16 projected numbers were only projected specifically by two schools (6/7 students per annum and 5 students per annum respectively) but all returns anticipated KS4 students becoming transition students hence a conservatively projected minimum demand equal to the above figure of **54 students** per annum.

E3:

We surveyed Year 10 students at the Forest Academy and Beal to establish potential interest in the Beal Business and Innovation Hub. We presented an assembly on the ideas underpinning the BBIH and then Form Tutors discussed progression with them before completing a questionnaire.

“Are you interested in applying to the Beal Business and Innovation Hub?” Year 10 students (potential September 2015 post 16 cohort)

School	Returns	Yes	Maybe	No
Beal	186	54 (29%)	17 (9%)	115 (62%)
TFA	124	47 (37.5%)	23 (18.5%)	54 (44%)
Totals across the Beal Partnership	310	101 (32.5%)	40 (13%)	169 (54.5%)

From the Beal Partnership alone there were **101 (32.5%)** Year 10 pupils who declared a firm interest in the BBIH.

“Are you interested in applying to the Beal Business and Innovation Hub?” Year 9 students (potential September 2016 post 16 cohort)

School	Returns	Yes	Maybe	No
Beal	214	62 (29%)	23 (11%)	129 (60%)
TFA	132	54 (41%)	25 (19%)	53 (40%)
Totals across the Beal Partnership	346	106 (31%)	48 (14%)	192 (55%)

From the Beal Partnership alone there were **106 (31%)** Year 9 pupils who declared a firm interest in the BBIH.

Responses that expanded briefly on their interest included:

Student / School / Year	Goal in 5 year's time	Interest in the BBIH?
/ Beal / 10		
/ TFA / 10		
/ Beal / 10		
/ TFA / 10		
/ TFA / 10		
/ Beal / 9		
/ TFA / 9		
/ Beal / 9		
/ TFA / 9		

Section F: Capacity and capability

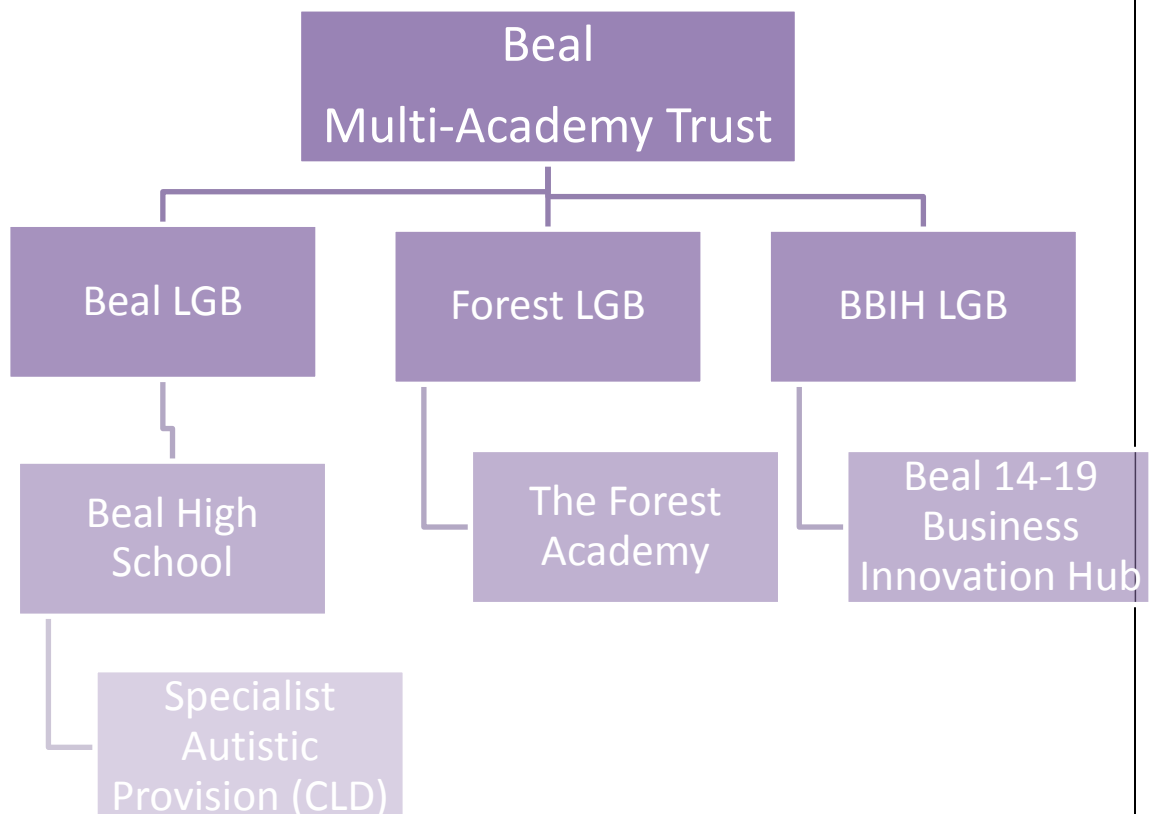
F1

We have an established steering group:



Company Limited by Guarantee

We have an established company limited by guarantee: **The Forest Academy Trust Ltd** that is officially submitting our free school application. Beal High School (a maintained school) sponsors The Forest Academy. We are aware that if our application is successful we will need to legally re-establish the single academy trust as a multi-academy trust. Please see the proposed structure below:



In light of our free school application we have been prompted to review our existing governance structure in line with the academies financial handbook guidance. On the free school application journey we have grasped the need for our current governance structure to evolve with our growing partnership and teaching alliance. To this end our proposed rationale is that we establish a trust model with Local Governing Bodies attached to the schools, currently this includes: The Beal High School & The Forest Academy. In the future we hope it will include the BBIH & our CLD unit as an autistic provision both as free schools with LGBs. We will ensure that:

- The proposed structure meets the minimum requirements stated in the Academies Financial Handbook (a Board of Trustees and a Finance (Resources) Committee) and the Articles of Association, which require a Local Governing Body for the Academy
- In addition it is proposed to have Committees for, Admissions, Discipline (Exclusions) Performance Management and Appeals, which service the needs of the Academy. There will also be a Family Committee for consultative purposes and to elect Family Trustees
- Delegated powers: The Forest Academy Trust will have a strategic role in the running of The Forest Academy
- The Academy Trust may (subject to the Articles of Association) delegate to any Committee (this includes the Local Governing Body), any Trustee holding an executive office, or to the Executive Principal such of their powers or functions as they consider desirable to be exercised by them
- The Academy Trust has approved a Scheme of Delegation defining the powers and functions that are reserved for the Board and its Committees, which is set out below
- Any delegated decision must be reported to the next full Trustees' meeting but a decision taken under delegated powers is binding and immediately effective

In exercising its strategic role the Forest Academy Trust Board will retain exclusive responsibility for the following:

- Ensuring compliance with the Trust's duties under Company Law and Charity Law and agreements made with the DfE, including the Funding Agreement, and the Deed of Gift

- The determination of the educational character and mission of the Academy
- Ensuring the solvency of the Academy Company and Charity, safeguarding its assets and delivering its charitable outcomes
- The appointment or dismissal of the Executive Principal, Principal (where appointed) and Finance Director
- Ensuring the continued charitable status of the Company
- Setting key strategic objectives and targets and reviewing performance against these
- Determination of the establishment, constitution, membership, proceedings and delegated powers and functions of the Governing Body and committees and their annual review and revision
- The approval of Academy Trust policies, not delegated to the Local Governing Body or Resources to include Admissions and Child Protection
- The approval of annual estimates of income and expenditure for the Academy at the beginning of the academic year
- To approve the appointment/resignation of the auditors for the Trust on an annual basis
- The approval of the Trust year end accounts
- Entering into all contracts on behalf of the Trust
- To authorise expenditure or income over the value of [REDACTED]
- To authorise the opening of a bank account
- To approve the pay structure for the Trust
- We propose to establish the following relationship between the Academy Trust and the Forest Academy Local Governing Body and the Committees
- The Academy Trust Board will delegate power to the Local Governing Body

and supporting committees

- The Local Governing Body will have delegated power to monitor the role of the Academy at an operational day to day level and review:
- The management and organisation of the Academy
- The implementation of the decisions of the Board and the Executive Principal
- Performance in relation to targets and standards approved by the Board
- The implementation of policies monitoring student welfare and behaviour
- The implementation of policies approved by the Board
- The implementation of all extended school activities
- The Local Governing Body will report to the Board on decisions and will also provide advice and make recommendations to the Board on issues
- Every meeting of the Local Governing Body will consider the curriculum, student welfare, site issues and extended school issues as standing agenda items
- Finance issues which require further detailed consideration will be referred by the Local Governing Body to the Finance Director who will consult with the Executive Principal to determine whether the matter is referred to the Resources Committee
- It is not proposed that the Local Governing Body will have any standing sub-committees. However it may be necessary from time to time by agreement with the Chairman to establish a single purpose working party of the Governing Body in order to deal with an issue that cannot be dealt with adequately by the Governing Body in one of its scheduled meetings. Any such working party will be disbanded as soon as its work is complete
- The 'normal' termly schedule of meetings should commence with the Academy Trust Board, and then to follow by the Local Governing Body in the first half of the term, followed by the Resources Committee and then the Board towards the end of term
- This will allow action and decisions made by a Governing Body or Committee

to be reported to the Board as required by the Articles of Association and within a termly cycle

- Meetings for the other committees will be scheduled as the need arises
- The supporting committees will report directly to the Trust board, but will support the work of the Local Governing Body
- The committees that will report directly to the Academy Trust are the: Resources, Admissions, Discipline, Appeals and Performance Management Committees
- The Resources committee will be responsible for all finance and personnel related matters
- The Admissions committee will be responsible for all admissions that are not referred to the full Governing Body Board
- The Discipline committee will deal with all student behaviour issues and any staff discipline issues in relation to the Executive Principal, Principal (where appointed) and the Finance Director
- The Appeals committee will deal with any appeals from staff/students or the public
- The Performance Management committee will deal with the performance management for the Executive Principal and other senior leaders as determined by this committee
- The Terms of Reference for each committee will be reviewed at the first meeting of the committee in the new academic year cycle. These will then be presented to the board for approval
- Each committee must have a Chair and must have a minimum of 3 members to be quorate
- The membership of each committee must always include a majority of Trustees except in the case of the Local Governing Body and Family Committee

Constitution

- The Forest Academy Trust will have Directors, made up as follows
- Up to 3 Community Trustees
- 1 Academy Trustees (the Chair of Forest Academy LGB)
- The Executive Principal
- 2 Parent Trustees (elected by the Family Committee)

Optional

- The Trust may also have any Co-opted Trustees (up to three)
- The Trust may also appoint a Primary Head Trustee
- Any Additional Trustees (if appointed by the Secretary of State)
- Up to 2 Trustees, if appointed by the Secretary of State in accordance with the terms of any of the Relevant Funding Agreements following the provision of a notice by the Trust to terminate that Relevant Funding Agreement

Terms of Reference of Forest LGB

Local Governing Body

Purpose

- The Local Governing Body will be responsible for the operational day to day running of the academy to include
- The management and organisation of the Academy in line with the Collegiate and individual Academy Development Plan
- The implementation of decisions of the Academy Trust Board and the Executive Principal
- Performance in relation to curriculum targets and to include the receiving and reviewing of student performance data on a termly basis and to oversee the policies and procedures for reporting student progress and performance
- The implementation of policies approved by the Board to include, but not exclusively:
 - Student welfare
 - Student behaviour
 - Attendance
 - Uniform
 - Medical
 - Sex Education
 - RE
 - Health and Safety of the site
 - Implementation of all extended school activities

Membership

- The membership of the Local Governing Body will be agreed on an annual basis
- The Executive Principal is an ex officio member of the Local Governing Body.
- The membership for the 2013/14 academic year shall be:
- Three Community Trustees appointed by Forest Academy Trust
- The Executive Principal;
- One Academy Trustee (the Chair of the Local Governing Body)
- Two staff Governors
- Up to Four family Governors
- One Co-opted Governor

Our current governance position is outlined below, but to reiterate we are in the process of review and change.

The current members of the single Academy Trust are:

- [REDACTED]
- [REDACTED]
- [REDACTED] ([REDACTED])

Reference and Administrative Details

Trustees

[REDACTED]

[REDACTED]

(The Beal Partnership)
(The Forest Academy)
(Beal High School)
(The Forest Academy)
(Beal High School)
(The Forest Academy)
(Beal High School)
(The Forest Academy)
(Beal High School)
(The Forest Academy)
(Beal High School)
(The Forest Academy)

Beal Partnership

The Forest Academy Governing Body

[REDACTED]

([REDACTED])

([REDACTED])

[REDACTED]

()
[Redacted]
Vacancy
[Redacted]

Vacancy
Vacancy

[Redacted]
Sponsor Governor
[Redacted]

Teaching Staff Governor
Support Staff Governor

The Trust

The Forest Academy Trust is the legal body responsible for running the Academy. It is a charitable company. The Trust ensures compliance with the statutory and contractual obligations placed on academies through legislation and their funding agreement. This includes acting as employer and leasing the land.

The Governing Body

The structure of governance is constituted under our articles of association, which may only be amended by agreement of the Secretary of State. The articles of association set out the composition of the governing body and make provision for the running of the Academy Trust.

Governor Recruitment

The academy serves the local community and it is important that the governing body reflects that community. Stakeholder groups, such as parents, school staff, people from the local community and the trust reflect those with an interest in the school.

Governors of the academy are directors of the company limited by guarantee and trustees of the academy trust. These names are interchangeable in practice. It is possible for there to be members of the trust (corporate nominees or individuals) who are not governors.

The governing body is responsible for ensuring that high standards of corporate governance are maintained. It should exercise its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the academy. The governing body's responsibilities fall into three main groups:

1. Strategic direction

- policy development and strategic planning including target setting
- agreeing policies for the sound management and administration of the academy
- allocating the academy's financial, human and other resources
- setting performance targets
- agreeing a development plan
- producing a scheme of delegation for the management of the academy

2. Accountability

- ensuring compliance with legal requirements
- ensuring sound management of the academy's finances and resources
- setting the academy's standards of conduct and values
- holding the Headteacher to account for the performance of the academy
- establishing and maintaining a transparent system of prudent and effective internal controls
- accounting to parents/carers and other stakeholders for the performance of the academy

3. Management

- making senior appointments, in particular the Headteacher, who will be responsible for the implementation of all policies approved by the governing body and for the direction of teaching and the curriculum
- delegation of such powers and functions as they consider necessary to the Principal/Headteacher for the internal organisation, management and control of the academy
- ensuring training and inductions of governors
- monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon

Scheme of delegation to committees and to the Executive Headteacher and Headteacher

The governing body has agreed a formal schedule of matters reserved for their decision i.e. those which cannot be delegated. The governing body has established committees to deal with specific areas of academy business:

- Finance committee
- Sites and Buildings committee (including health and safety)
- Pay and Personnel committee
- School Improvement committee
- Student Support committee

Beal High School and The Forest Academy have established a joint executive committee where nominated members of the separate governing body of each provider operate as a steering group for the 'Beal Partnership.'

In addition to the joint executive committee, joint committees have been established in order to develop and improve outcomes within the Partnership. The pay and personnel committees are the only provider specific committees.

The composition of the committees are as follows:

- a. The composition, as set out in the agreed constitution, is as follows:
- i. Joint Executive Committee (14 people):
 - 2 Beal High parent governors;
 - 2 Forest Academy parent governors;
 - 2 LA governors (1 from each school);
 - 2 staff governors (1 from each school);
 - 2 community governor (1 from each school);
 - The executive headteacher;
 - 2 associate headteachers; and
 - The clerk
 - ii. Joint Finance (10 people):
 - 5 governors from the present Beal High Finance Committee; and
 - 5 governors from the present Forest Academy Finance Committee.
 - At least 1 of each school's finance team should be a parent governor.
 - iii. Joint School Improvement Committee (10 people)
 - 5 governors from the present Beal High School Improvement Committee; and
 - 5 governors from the present Forest Academy Student Support Committee;
 - At least 1 of each school's student/school improvement teams should be a parent governor.
 - iv. Joint Sites & Buildings/Health & Safety (14 people)
 - 6 governors from the present Beal High School Sites & Buildings/Health & Safety Committee; and
 - 8 people from the Forest Academy Premises Committee;
 - At least 1 of each school's Sites & Buildings/Health & Safety teams should be a parent governor.

Annually the governing body agrees terms of reference for all the committees and determines the delegated responsibilities to be assigned to these committees, to ensure that matters can be dealt with in appropriate detail and with sufficient frequency.

Each committee is chaired by a member of the governing body, appointed annually. The membership of the committee may include persons who are not members of the governing body, provided that a majority of the members are. The governing body receives the minutes of the committees and a verbal feedback in order to consider their decisions formally.

Risk Management

The governing body has ultimate responsibility for risk management. The finance committee has taken on the role of advising the governing body on risk management.

All major risks to which the academy is exposed have been identified, evaluated and systems have been put in place to mitigate those risks effectively.

The governing body has produced a risk register which demonstrates the results of the risk assessment process.

The adequacy of the risk management arrangements are reviewed by the academy's external auditors.

The governing body has agreed a policy statement on risk management which sets out key roles and responsibilities within the academy. The effective financial management of the academy is the responsibility of the governing body and its members must have staffing and oversight arrangements that allow them to discharge this responsibility.

Accounting Officer

The Executive Headteacher is the identified accounting officer. This post confers responsibility for financial and administrative matters. The accounting officer is personally responsible to the governing body for:

- ensuring regularity and propriety
- prudent and economical administration
- avoidance of waste and extravagance
- efficient and effective use of available resources
- the day-to-day organisation, staffing and management of the academy

Finance Director

The finance director is responsible for

- preparing and obtaining approval for the annual budget
- the day-to-day management of financial issues
- the management of effective systems of internal control
- ensuring that the annual accounts are properly presented and adequately supported by the records of the academy

The finance director does

- seek to ensure that decisions will add to the academic and financial strengths of

the academy in the long term

- seek to add value to decision making by challenging, evaluating and encouraging proposals that will help the academy achieve its aims and objectives
- inform decision by providing supporting business analysis to identify the best way forward, based on a sound understanding of the business needs of the academy

The financial director will be available to support members of the governing body and senior staff with appropriate financial advice at meetings of the governing body and the finance committee.

Responsible Officer

The governing body has appointed a responsible officer who has specific responsibility for overseeing the financial arrangements on their behalf.

The main duties of the responsible officer are to provide the governing body with independent assurance that

- the financial responsibilities of the governing body are being properly discharged
- resources are being managed in an efficient, economical and effective manner
- sound systems of internal financial control are being maintained
- Financial considerations are fully taken into account in reaching decisions.

F2: Educational expertise

We have a wealth of educational experience across the Beal Partnership focussed by the executive headteacher's 'compelling vision for success'²⁴ also including (but by no means exhaustive): outstanding leadership & management (with the capacity to sponsor a local failing school to become an academy. Beal began support of Hainault Forest High School in May 2010 and sponsored it to become an academy in January 2012), 14-19 t, dynamic curriculum design, school improvement, outstanding teaching & learning, integrated inclusion (we have an autistic & Asperger's unit for learners with social and communication difficulties established in 2000), equality of opportunity and school building design (Beal High School is currently expanding from 8 form to twelve form entry and the erection of the new build begins in January 2013).

Beal is a National Support School & the Executive Headteacher is an NLE; who was also the strategic lead officer for the Redbridge 14-19 Partnership (2006/8); whilst Executive headteacher at BHS coaching/mentoring Associate Headteacher and still chairs the 14-19 steering group (2006/12). Returned as headteacher to BHS; built leadership capacity to expand further and sponsor an academy and is now the Executive Headteacher (June 2010) responsible for the Beal Partnership working

²⁴ Ofsted: March 2012 –Beal judged outstanding in all aspects

with 3 Associate headteachers - sponsored academy the TFA (Jan 2012)
Since May 2010 our support has included: Hainault Forest High School, now TFA. The predecessor school was placed in special measures for the second time just prior.

In 2010 Beal was asked, by the LA, to support a local school in special measures although there were several NLEs and outstanding schools in the borough
A calculated, successful challenge; utilising the leadership talent from our school to bring about sustained improvement in another; whilst simultaneously improving our own school.

This lead to

- Sponsorship of TFA. Leading the school out of Special Measures: driven by high expectations for all; through establishing rigorous performance management and accountability as opportunity.
- By June '11 – HMI 'Senior leaders have taken further strategic steps to strengthen SLT and to improve middle leadership, particularly in areas where there were previous weaknesses, as well as to improve teaching quality.'
- Provision of additional leadership capacity by appointment of the DHT at BHS to the position of Associate Head at TFA
- Working alongside the HT and coaching/developing SLT. Significant support by Beal SLT included: SIP, T&L, Behaviour for Learning, literacy, curriculum, Sixth Form, Inclusion & BTEC
- Using specialist staff as part of intervention programmes to grow leadership performance/improve outcomes
- Coaching and support by Middle leaders through shared meetings/training.
- Third of TFA middle leaders developed at Beal and successfully taken up post as HODs
- Peer to peer support, supporting weaker teachers through modelling, coaching and mentoring, has improved the number of good and outstanding teachers from 47% to 60%
- Implemented baseline/tracking systems and improved assessment/quality assurance
- Developed ICT infrastructure/systems linked to school MIS and rigorous financial management
- TFA are now at the transformational tipping point and staff and students are empowered to make their own decisions and lead their own sustainable school improvement.
- Meanwhile Beal gained outstanding status and CVA of 1030 (2012) <http://www.bealhighschool.org.uk/resources/docstore/ofstedfp230412.pdf>
- TFA 5+ A*-C GCSEs inc. E&M 56% (+ 7%).
5+ A*-C GCSEs 81% (+ 25%) the best results ever
- Beal supported TFA's attendance strategy raising attendance from 91-93%;

this in turn lead to the review of Beal's attendance strategy raising it from 94-97%

- **November 2012 TFA Ofsted Monitoring visit** 'making reasonable progress': <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137692>

Beal Partnership: capacity and capability

Who	Role	Relevant expertise	Time commitment	Role in long term operation
██████████	██████████	██████████	Full-time	School Improvement/quality assurance role
██████████	██████████	██████████	Will play a strategic role in the briefing programme, establishing the support from local commissioners and key local influencers and supporters. Liaise with partnership governing bodies and existing academy trust	Strategic Leadership
██████████	██████████	██████████	Key role in writing the application	Long term – Teaching alliance partner as DHT at the Stratford Academy
██████████	██████████	██████████	Lead on the financial plans and	Strategic Financial Leadership

			viability	
Beal High School	HR team			
	– Beal expansion from 8 to 12 form entry and new build lead		Will liaise with and to support the proposed free school site and how it complements the new build	Beal Partnership Strategic AP Leadership
			Liaised with DCS Redbridge and supported our application publicly – endorsing the proposal, as he recognises the need for such provision	Will be a member of the Multi-Academy Trust & director of the free school
			Has agreed to support the formal application process up to the December deadline	tbc in terms of application approval including the proposed new build
			supported the application process, design, and operational development and realisation	Member of Beal campus strategic Leadership team

			of the free school	
			supported the application process, design, and operational development and realisation of the free school	Member of Beal partnership strategic Leadership team
			CLD will expand to 2 year sixth form from September., we intend to liaise and integrate services, therapies and support as appropriate for students	Member of Beal campus Implementation team
			Audit existing AP provision in Redbridge including SEN/EAL provision	Member of Beal Campus implementation team
			The partnership with UEL has been agreed at a senior level. We are now discussing and finalising pilot AP provision including G&T to begin in September	Long term commitment to working in partnership with the free school

			2012	
			Will liaise with UEL to run pilot G&T programmes, internships from September 2012	Member of Beal Campus implementation team
			Advice and support to prepare our LA briefing to Redbridge and neighbouring authorities and key contacts and influencers in the commissioning process.	Leading LA discussions on the idea of co-locating 19-24 LLDD provision within the free school to provide continuity, progression and access to services and facilities.
				Lead on the BBIH strategic implementation plan/member of Beal Campus Strategic Leadership Team

In conclusion our educational capacity across the partnership and beyond to include our teaching alliance partners is far reaching including:

- NLE – Executive Headteacher
- Staff across the Beal Partnership
- LA support
- Range of secondary schools including: maintained, selective & independent
- Primary school, special & PRU partners
- HEI providers (IOE – Institute of Education, King’s, UEL –University of east London, Southbank etc)

- External education consultancies (NET –National Education Trust, Intelligent Action etc

Are in the privileged position that we do not lack any necessary educational expertise required to set up the free school.

F3 Financial Management

- [REDACTED]
- [REDACTED]
- This is consolidated with support from the steering group in terms of setting the school budget to meet student and staffing needs of the school
- Once approved we have included a bursar in our staffing structure who will take responsibility for the operational finance requirements of the free school overseen by the FD at a strategic level
- This will enable us to access the economies of scale provided by the partnership and enable efficient use of the school budget to provide value for money through significant savings

F4 Other relevant expertise

- All members of the group and associates identified to support the application are identified in the table above this includes:
- Property/construction – [REDACTED] / [REDACTED]
- Planning – [REDACTED] / [REDACTED]
- HR – Beal/Redbridge
- ICT – Beal Partnership/Teaching Alliance
- Marketing & Project Management – [REDACTED], [REDACTED]

F5 Recruitment of Principal designate and other high quality staff

The recruitment and selection of our principal designate will be our most important decision. We will follow NC guidance²⁵ on the seven main steps of recruitment process, the action checklist and ‘attracting talented candidates for headship’

- Preparation
- Definition
- Attraction
- Selection
- Appointment
- Induction
- Evaluation

²⁵ A guide to recruiting and selecting a new headteacher – June 2012; Action checklist: Recruiting headteachers & ‘What are we learning about... attracting talented candidates for headship.’

In addition, we will take advantage of our teaching alliance talent pool and identified leadership potential and follow our recruitment and selection strategy outlined below.

The role will involve through pre-opening where we intend the Principal designate will support the process of turning the BBIH vision into a reality within the school, campus, partnership and beyond into the community. They will be the glue that holds together a flexible and creative provision that is itself challenging; without the often complex needs of the individuals it serves. They will need to be highly organised and an outstanding communicator, but have internalised the core vision to the extent that the creative, responsive curriculum remains true to the vision in meeting the needs of all individual students.

Focussing on the central location of the business hub , our high expectations inclusion model and how it will be enhanced still further through the interaction of our hub students on the campus.

Put simply we want the Principal designate to bring to life our vision and translate it into a 'real life' '...coherent approach that aligns education, training, skills and employment services'; that will employ both a values added and a value added approach to schooling as embodied by our trust's approach to raise standards in education for all, we believe every young person deserves to have the best education possible.

Once opened the Principal will take the role of ambassador for the students, knowing them and ensuring they know themselves and what they need to do. They will focus their energy on reinterpreting education and its purpose for the students that have struggled to connect with mainstream provision for a variety of reasons. Their re-engagement and sense of understanding we want to permeate out into the community to the extent that different types of success are recognised and valued in society.

Recruitment and selection of high quality staff

Associated Policies: Equal Opportunities; Disability Statement; Gender Equality; Race Equality; Student Care and Welfare

Recruitment and selection is one of the most important management functions. The whole process represents a significant investment in both financial and other resources. We will aim to ensure the recruitment of a diverse workforce that will add value to the organisation and achieves the aim of providing a cost effective and quality service to Beal 14-19 Business Innovation Hub (BBIH).

- BBIH is committed to safeguarding and promoting the welfare of children and young people and requires all staff to demonstrate their commitment to this aspect of our work

- BBIH recognises that staff are its most important asset and it is the policy of the governing body to ensure that staff are of the highest possible quality and suitably qualified and experienced to meet the needs of the BBIH development plan
- The appointment of all employees at the BBIH will be made on merit and in accordance with the provisions of Employment Law, the Education Act 2002, the School Staffing (England) Regulations 2003 and the statutory guidance, Safeguarding Children and Safer Recruitment in Education Settings and the BBIH's equal opportunities policy
- The governors will ensure that all staff are recruited on the basis of their abilities and potential regardless of their race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction
- The governors will ensure that the BBIH follows the principles of Safer Recruitment and will ensure that the BBIH Recruitment and Selection procedures are effectively implemented
- This will cover the appointment of staff to all posts except those covered by the BBIH's arrangements for the appointment of the Principal
- The implementation of this policy will be monitored by the governors of the BBIH and remain under constant review by the Principal
- BBIH seeks to appoint high quality staff who are committed to young people and willing to commit to the ethos of the BBIH and contribute to the overall improvement in performance of all individuals.
- BBIH will operate a fair and robust recruitment and selection procedure which takes account of diversity and ensures equality of opportunity for all applicants
- A large majority of vacancies will be advertised externally. However, in exceptional circumstances, usually for reasons of commercial confidentiality, the governors reserve the right of the BBIH to approach potential candidates for posts and invite them to apply without recourse to an advertisement
- Normally vacancies will be advertised in national and local newspapers, on the BBIH website and through other media channels with advertisements being placed where it is most relevant to the particular vacancy

- All advertisements for vacancies in the BBIH will make reference to the BBIH's commitment to safeguarding children and young people
- All applicants for all vacant posts advertised internally or externally will be provided with:
 - A job description outlining the duties of the post and an indication of where the post fits into the organisational structure of the BBIH
 - A person specification indicating the qualifications, skills and types of experience or expertise which is regarded as essential or desirable in relation to the job
 - A BBIH application form
 - Information about the BBIH in general and other specific information relevant to individual positions
 - BBIH's policy on Safeguarding and Child Protection
 - Short listing will be based only on substantial information. The job description and person specification will be used to set the criteria and standards for inclusion on the long list and for reducing this to a short list of candidates to be invited for interview
 - The selection panel will take up two references for each short listed candidate. For teaching posts, the references will, where appropriate, include the applicant's current Head teacher
 - The criteria for selection will be consistently applied to all applicants
 - If the field of applicants is felt not to match the criteria outlined in the person specification the post may be re-advertised
 - The format, style and duration of the interviews are for the Principal to determine and these will be communicated to all candidates in time for them to make further enquiries about the position of necessary
 - BBIH will ensure that all members of the Senior Management Team have received training in Safer Recruitment and that all panels have a member of trained staff on them
 - Each applicant will be interviewed by the same BBIH personnel and the

interview process will seek to determine the candidate's strengths in relation to the needs of the post and will allow them ample time to ask questions

- All applicants will have the special characteristics and ethos of the BBIH explained to them during the interview
- All applicants will be made aware of safeguarding issues during the interview
- Applicants will be informed of the outcome of the interviewing process, either in person immediately following the interview process or subsequently by telephone
- The offer of appointment by the selection panel is binding on both parties and is subject to the following:
 - receipt of all qualifications
 - two satisfactory professional references
 - enhanced CRB disclosure
 - Medical checks where appropriate
 - This recruitment and selection strategy will be reviewed annually as part of the BBIH's internal review

Governor Recruitment

Recruitment should not be considered as an isolated activity to undertake when a vacancy occurs. A governing body that is seen to work well as a team and making a real difference is an ideal recruiting agent.

BBIH will serve the local community and it is important that the governing body reflects that community. Stakeholder groups, such as parents, school staff, people from the local community and the trust reflect those with an interest in the school.

Community Governors are chosen by other governors. Such governors should reflect the widest possible spectrum of the local community, business and commerce, particularly if they have specialist knowledge of aspects related to management, for example finance, personnel resources, estates and building management etc.

Local Authority Governors will be appointed by the local council and are often members of political parties and/or local councillors.

Staff Governors will be elected by the teaching staff and the support staff as applicable. If they leave the school they must stand down from the governing body and a replacement elected.

Parent Governors will be elected by parents of pupils at the school and must be parents themselves of a child/children on the school roll at the time of the election.

Such governors do not have to stand down at the time their child leaves school, but may wish to do so.

The Executive Headteacher and Headteacher will be full members of the governing body.

Sponsor Governors will be appointed by the governing body to represent the interests of the sponsor.

Governor induction

The Chair of Governors or the Headteacher shall contact the new governor and discuss the role of the governing body, its method of operation and answer any initial queries, which the new governor may have. Interest and expenditure in relation to the governing body committees will be discussed.

The governor will be sent a letter of welcome and a governor's induction pack.

The Principal shall invite the new governor to visit and be given a tour of the BBIH.

Governors of BBIH will be directors of the company limited by guarantee and trustees of the BBIH trust. These names are interchangeable in practice. It is possible for there to be members of the trust (corporate nominees or individuals) who are not governors.

The governing body is responsible for ensuring that high standards of corporate governance are maintained. It should exercise its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the BBIH.

Section G: Initial costs and financial viability

██████████

██████████

Section H: Premises

Reasons for choosing preferred site

- The Beal 14-19 Business Innovation Hub will be located at the heart of the ██████████. By locating the Alternative Provision Free School at the heart of this campus we will be able to benefit from the aspirational context of an outstanding provider **(V2, V3)**
- The proposed site for the free school ██████████ has been inspected by a planning consultant recommended by ██████████ at the ██████████. ██████████ **(V2)**
- The new KS3 building- will improve the safety and ease of access to the whole site for pupils and cars alike. The opening of the proposed AP free School would coincide with the new improved road access & parking completion **(V7)**
- The site benefits from excellent transport links. This accessibility will be crucial with pupils coming from a variety of locations across the borough but also because many of them will be educated between the Free School and other providers, including their provider schools (at KS4) for elements of their learning
- The part-time placements at KS4 will benefit from different timings making journeys along these accessible routes easier for our vulnerable students to negotiate but equally the enrichment activities running between 5.30 and 7.30

- 2013: 22 million expansion block completed as school expands from 8-12 forms of entry with new TfL approved accessed road and parking

p.m. will also demand that these routes can deliver pupils a safe and reliable route home at the end of the extended day **(V7)**

- As part of our drive to develop and distribute leadership and to personalise learning we will be providing continuous opportunities for professional development to teachers either during their initial training or as opportunities to enhance their experience during their careers whilst working with other schools and Further Education providers. The site is ideal for their ease of access to work with us in flexible ways, supported by The Beal Teaching Alliance and extended opportunities **(V6)**
- By locating [REDACTED] we will be enhancing our ability to deliver the meaningful progression pathways our pupils need. Beal has already shown its capacity to integrate judiciously and supportively through the establishment and development of its autistic provision
- Through to 16 and first year Post 16 we have been providing a route into mainstream for learners on the autistic spectrum. This vulnerable group will not only be amongst those to benefit from the progression opportunity the Free School will be able to offer post 16 but also illustrate the need for a familiar and accessible site for vulnerable students. The familiarity of a mainstream campus but within the context of a smaller provision has been at the heart of the autistic provision's success at Beal and it will provide a model of what the free school will emulate and develop still further beyond the campus boundaries **(V4, V7, V10)**
- Beal identifies its vulnerable students in every year group and has a higher percentage of AEN pupils (9%) than the national average. As an 8 form entry school – soon to expand to 12 forms of entry (this begins in 2013 housing expansion students in temporary accommodation) - this provides a significant need for a progression pathway to Alternate Provision but within a familiar setting that these pupils feel comfortable with. At the Forest BBIH the AEN figure stands at 20.3%, but the year groups that will be first to access the AP provision that figure stands at 25% AEN currently. [REDACTED] is familiar to the BBIH students through the school partnership; alongside the obvious opportunities for earlier taster sessions means that the benefits would be equally evident. As the leaders of the schools across the borough agree (please see letters of support & commissioned places) – this is the most innovative location for this alternative provision **(V7)**
- In line with our vision to raise the aspirations of AP pupils rather than to marginalise them we will not simply locate them away from a mainstream experience; but will when appropriate, integrate into mainstream provision at KS4 and KS5 or purely on a social or enrichment level **(V10)**

- The expertise in the Beal Partnership and across the Teaching Alliance centres on the lead of Beal at its heart. This site therefore provides a natural epicentre for the sharing and development of that expertise in Maths, English ICT and other areas. This will enable our AP pupils to benefit not only during their core Monday – Thursday provision but also maximise the creativity and personalisation of the flexible Friday delivery **(V1, V6)**
- Beal has outstanding teachers and leaders in the areas of Maths, English, ICT, Behaviour management, IAG and staff development at all levels. It has a track record of working in partnership to the benefit of other institutions – as shown via the progress of the sponsored Forest BBIH in the Beal Partnership – and the capacity to share its staff and expertise in order to support that advance. By locating on Beal's campus that sharing of expertise and leadership will be facilitated and will only increase **(V1, V6)**
- The hybrid nature of our provision is such that we envisage G&T students to be engaging in the Business Hub. As such it is essential that we have access to top level provision and Beal's outstanding provision is well placed to complement this. In areas beyond the core and business lines teaching expertise and facilities can be shared and brought into the learning of pupils **(V1, V2, V5)**
- The teaching alliance established by Beal includes Primary and Secondary Schools as well as HEI providers. It has various foci but amongst them is the discrete strand of R&D into best practice and most effective Alternative provision; underpinned by 'narrowing the gap' as an overarching research project. This R&D will directly benefit the Free School and by being part of the [REDACTED] it will also benefit from the whole range of teaching alliance foci **(V6, V9)**
- Initial Teacher Training increasingly looks to provide an element of Alternative Provision experience into its ITT practice Beal will be in a position to fulfil this need. As such competition to gain an ITT place through Schools Direct or our HEI partners at Beal will consequently provide a rich resource of extra staffing and support for the free school. Beal's track record of provision for ITTs is already exemplary with almost all Departments having at least one ITT at any given time. However the expansion to 12 Forms of entry will increase that number yet further and the existence on-site of an AP Free School will boost the calibre and focus of our ITTs further still. In the medium and longer term this will also have a broader impact on the understanding of the next generation of teachers into the needs of our AP pupils **(V4)**
- Beal's status as Media Arts College has given it the opportunity to build its resources in aid of the delivery of greater creativity and innovation. Its Artsmark Gold status demonstrates its commitment to this and the success it has had in

that delivery. The Free School's campus location will enable its AP pupils to share access to these facilities to develop skills and raise achievement **(V3)**

- Further facilities that the AP pupils will benefit from access to through being located on campus include:
 - 2 Sport Halls
 - 2 Gyms
 - The use of neighbouring Sinclair House facilities (5 a-side pitches)
 - Basketball Courts
 - Tennis Courts
 - Playgrounds
 - Large Fields, a copse and a wild planting area – for play and sport but also providing Horticultural progression pathways
 - 2 Canteens
 - ICT suites in both the KS3 and KS4 buildings **(V7)**

- The catering facilities on campus will ensure that, alongside the Internet café style provision in the Free School itself, a variety of choice is available for youngsters and that their needs are met. The all day access to the delicatessen style café in the both the Sixth Form block and the free school will enhance the campus feel for all pupils and provide the aspirational context of a Higher Education facility **(V7)**

- The Free school design itself will be free flowing modular build based on an external visual similar to that of a modern office. Based on a similar model to that of the Kunskapsskolan sixth form provision in Sweden it will have at its centre a human scale lecture theatre with individual and group learning pods that will give it an engaging and innovative feel; promoting interaction and creativity. Pupils will have the familiarity and support of a school campus, whilst experiencing the fresh start of a very different learning environment at BBIH **(V2, V9)**

Address & Postcode:

████████████████████, ██████████

Current use

The area for the site is presently a hard-covered playground. It is in need of repair if it is to be maintained as a playground and is underused by students as a result. In that respect it is one feature of our existing site that would qualify as underused government property. Particularly with the covered walkway being erected between

██████████, the proposed Free School location would be ideally located to blend in yet be discrete and accessible.

Current freeholder

Brief description of the site including size (in square metres) along with student numbers

The site consists of a plot of 568 sqm though it will be a two storey building and will therefore be an 1136 sqm provision. It will serve 100 FTE pupils though this may expand if the provision is extended as we anticipate to include a 19-25 LLDD day centre.

Availability of the site and nature of tenure

The site is ready to be used for this purpose and that the new building going up in 2013 has already set a precedent re planning permission to build here.

Why you think it is suitable and will support delivery of our educational vision

- The suitability of this site centres on its campus location within an existing outstanding provision. From the accessibility of the site through to the aspirational and motivational impact of the reputation of its host on pupils and parents as well as the surrounding community it is the ideal place to base an AP free school. The Executive Head of Beal is a National Leader in Education who has led on Redbridge's 14-19 provision as well as united Primary, Secondary and HEI providers into the teaching alliance to raise standards through developing leadership capacity at all levels
- All Pupils, parents and staff associated with this location expect to operate and deliver for children beyond the traditional parochial view of schools as isolated islands. They have seen collaborative and partnership works benefit pupils before and are used to it
- The resources and capacity that the free school gains access to by locating in this site range from the physical grounds and practical facilities through to the huge bank of potential staff skills that students can benefit from
- This is not an application that has been borne out of an isolated school / head's idea but one that has develop out of borough-wide discussions about the shortcomings of our AP provision and the needs of Redbridge students – for schools by schools.

Cost compared to local markets – value for money

- No land cost as an existing school campus
- No change of use planning costs
- The Beal High school expansion block is beyond the proposed Free School site on green belt land therefore the planning precedent has been established.
- Modular build – low cost and quick
- New access roads and parking will be already in situ for the proposed free school opening in 2014 with no cost implications for the free school

Most of the aspirational, motivational and resource elements are already available and established through the existing and [REDACTED], partnership and teaching alliance.

The site is accessible, secure and safe through developments to the existing site being brought in with the new KS3 build. Therefore investment can be targeted at building quality learning and mentoring spaces to meet the needs of our pupils.

Annex A: Redbridge demographics - detail

Redbridge is an outer London borough with a population of approximately 267,700 residents in mid 2009, an estimated 12% increase since the 2001 census. It is the ninth most diverse borough in the country and approximately 40% of its population hail from a minority ethnic background. It is estimated that there are 71,100 children aged 0 – 19 within the borough, making up 26% of the total population. Redbridge also has high levels of deprivation and affluence with Clementswood ward being considered the most deprived area and Monkams ward being the most affluent. Males and females are equally represented in the borough.

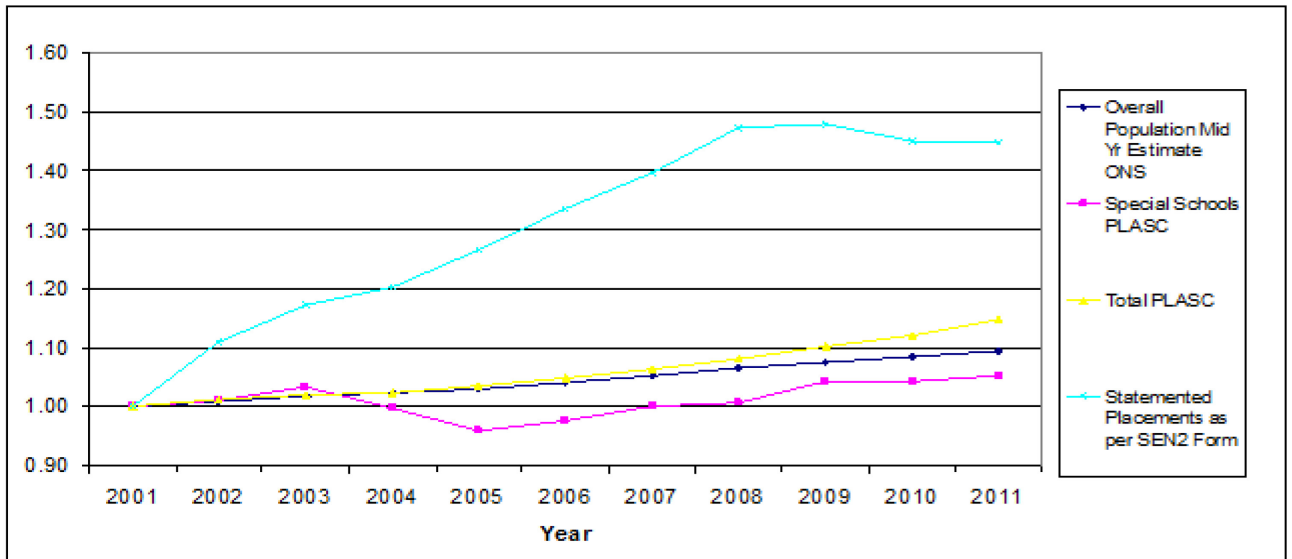
It is estimated that there are approximately 4,000 disabled children in the borough, 1,500 disabled children who would need some additional support to access some services and 853 severely disabled children that would need significant support to access services²⁶.

This growth has placed significant pressure on school places in Redbridge. Although generally educational attainment is high - Redbridge is consistently ranked in the UK's top 10 regions for GCSE results - data on the attainment of those with learning disabilities and autism is difficult to quantify.

As part of a review of Special Education Needs in 2011, a detailed review was conducted which concluded that from 2006 to 2010 there was 32% increase in the numbers of children with Special Educational Needs, this is disproportionately higher than overall growth in the child population. A breakdown is provided below.

Comparison of the relative growth between Redbridge, School, Special School and Statemented populations from 2001 to 2010 (Pupils on LA School Census)

²⁶ "Estimates for the number of disabled children in the UK and England vary from 5% to 7% of the child population. Figures obtained through Disability Living Allowance tend to be used for the group of children that the Local Authorities should be prioritizing, (as this group of children have historically not been in receipt of services). The number of severely disabled children is approximately 17% of the total number of disabled children, or 1.2% of the total local child population. The 1.2% can be used to provide a 'ball park' figure for the number of severely disabled children in a given area." Transforming Short Breaks: What information do we need and how do we use it – Together for Disabled Children.



All indications are that there are significant numbers of young people who need additional support and training to gain employment and these needs are increasing. School Census data indicates that there are increasing numbers entering education.

The key for the following tables is:-

- ASD – Autistic Spectrum Disorder
- BESD - Behaviour Social Emotional Disability
- HI – Hearing Impaired
- MLD – Moderate Learning Disability
- MSI – Multi Sensory Impairment
- OTH – Other
- PD – Physical Disability
- PMLD – Profound and Multiple Learning Disability
- SLCN – Speech, Language and Communications Disorders
- SLD – Severe Learning Disability
- SPLD – Specific Learning Disability

Primary disabilities only are listed so pupils with multiple diagnoses are not double counted. Historically there has been a reluctance to diagnose Autism and there is anecdotal evidence that pupils with a label of SLCN or MLD and in some cases SLD are also on the Autistic Spectrum.

The pupils with a declared disability listed on the Annual Schools Census has risen from 2, 742 in 2006 to 3,747 in 2011. A detailed year on year breakdown is given by year group below, demonstrating that Redbridge is in a good position to plan ahead for demand. The data also indicates that the profile of Redbridge population is becoming “needier.” Out of Borough children are not included in these figures; however children from neighbouring boroughs who are in Redbridge Schools are included in these figures.

School Census 2011

Year	ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI	Total
N1	0	1	4	0	0	0	0	2	6	0	0	0	13
N2	11	12	3	5	0	7	1	11	50	1	1	1	103

<i>R</i>	16	19	11	5	0	8	11	6	64	5	3	5	153
<i>1</i>	21	30	3	19	0	6	10	3	77	1	11	6	187
<i>2</i>	24	43	2	46	0	8	17	5	76	4	12	5	242
<i>3</i>	24	44	8	58	2	11	21	2	79	7	22	3	281
<i>4</i>	31	62	10	71	1	11	10	7	71	3	31	4	312
<i>5</i>	28	65	8	71	0	6	13	6	75	7	35	8	322
<i>6</i>	16	90	7	80	0	3	13	6	63	4	50	3	335
<i>7</i>	24	57	7	97	0	8	9	6	67	10	24	3	312
<i>8</i>	17	72	5	130	0	3	9	5	40	18	26	4	329
<i>9</i>	5	95	4	153	0	4	10	5	32	21	23	4	356
<i>10</i>	14	90	8	112	1	2	11	6	37	10	18	0	309
<i>11</i>	14	119	5	92	0	3	9	5	24	7	14	0	292
<i>12</i>	8	14	4	54	1	7	10	3	8	8	8	3	128
<i>13</i>	4	5	2	18	0	2	6	3	4	8	5	1	58
<i>14</i>	1	0	0	2	0	0	0	6	1	5	0	0	15
Total	258	818	91	1013	5	89	160	87	774	119	283	50	3747

School Census 2010

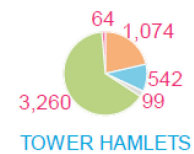
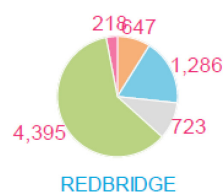
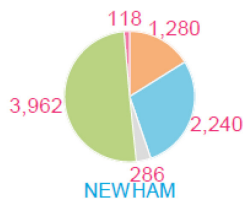
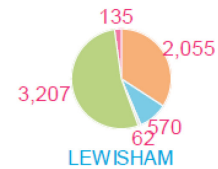
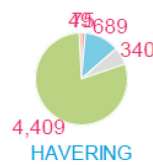
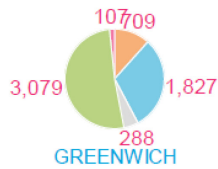
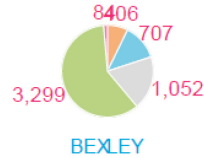
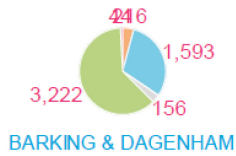
<i>Year</i>	<i>ASD</i>	<i>BESD</i>	<i>HI</i>	<i>MLD</i>	<i>MSI</i>	<i>OTH</i>	<i>PD</i>	<i>PMLD</i>	<i>SLCN</i>	<i>SLD</i>	<i>SPLD</i>	<i>VI</i>	<i>Total</i>
<i>N1</i>	3	0	2	1	0	0	0	2	5	3	0	0	16
<i>N2</i>	7	5	7	2	0	2	4	4	29	2	1	0	63
<i>R</i>	19	15	4	13	0	8	7	2	55	0	5	5	133
<i>1</i>	23	30	2	31	0	13	17	6	64	2	10	2	200
<i>2</i>	21	53	7	33	2	10	18	0	82	4	14	4	248
<i>3</i>	27	60	9	59	1	4	12	7	72	6	24	5	286
<i>4</i>	25	58	6	62	1	3	11	9	69	7	34	7	292

Annex B: Redbridge Post 16 Travel to Study Report

YP in Post-16 education by their Borough of Residence

- data as of 30 June 2012

(this report shows the travel-to-study distribution of last year's In Learning cohort, and illustrates school list dependencies)



■ LCCIS ■ Other E London ■ Outside London
■ Same Borough ■ Unknown/Other

where are YP attending Post-16 learning?

YP resident in...	#schools / #YP / %YP			Same Borough		Other E London		LCCIS		Outside London		Unknown/Other	
	#schools	#YP	%YP	#schools	#YP	#schools	#YP	#schools	#YP	#schools	#YP	#schools	#YP
BARKING &	131	5,231	100.0%	12	3,222	53	1,593	43	216	18	156	5	44
BEXLEY	113	5,548	100.0%	16	3,299	26	707	47	406	21	1,052	3	84
CITY OF LONDON	18	166	100.0%	2	132	6	9	10	25				
GREENWICH	141	6,010	100.0%	16	3,079	38	1,827	69	709	14	288	4	107
HAVERING	104	5,562	100.0%	11	4,409	38	689	29	75	22	340	4	49
LEWISHAM	182	6,029	100.0%	18	3,207	40	570	99	2,055	20	62	5	135
NEWHAM	151	7,886	100.0%	7	3,962	59	2,240	64	1,280	16	286	5	118
REDBRIDGE	137	7,269	100.0%	21	4,395	40	1,286	51	647	19	723	6	218
TOWER HAMLETS	142	5,039	100.0%	18	3,260	36	542	70	1,074	14	99	4	64
East London total:	362	48,740	100%	121	28,965	110	9,463	173	6,487	56	3,006	6	819

In the above table,

The blue column is the number of schools attended by residents of each Borough

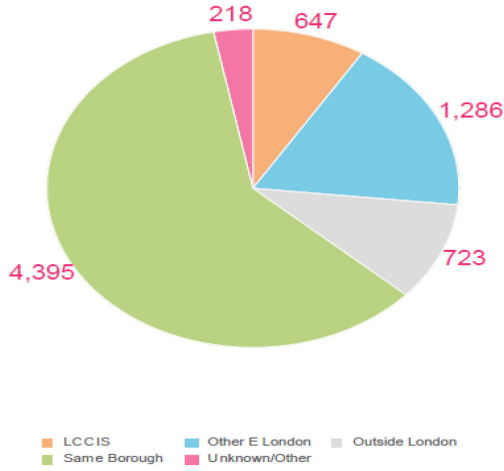
The magenta column is the number of YP attending learning

The grey column is the % of each Borough's total resident cohort

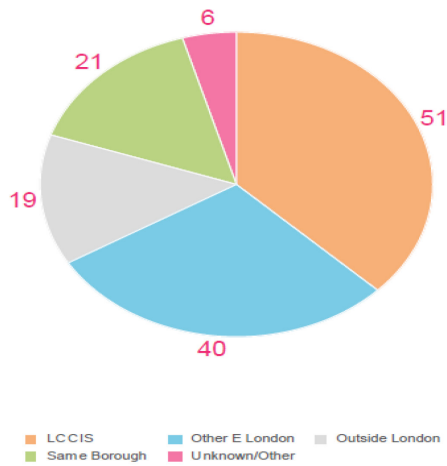
REDBRIDGE residents in Post-16 Education
- data as of 30 June 2012

7,269 YP attending 137 schools

Where are resident YP attending Post-16 Education?



How many schools are in each area?



Borough Summary:

	#schools	#YP	%YP
Same Borough	21	4,395	60.5%
Other E London	40	1,286	17.7%
LCCIS	51	647	8.9%
Outside London	19	723	9.9%
Unknown/Other	6	218	3.0%
total	137	7,269	100%

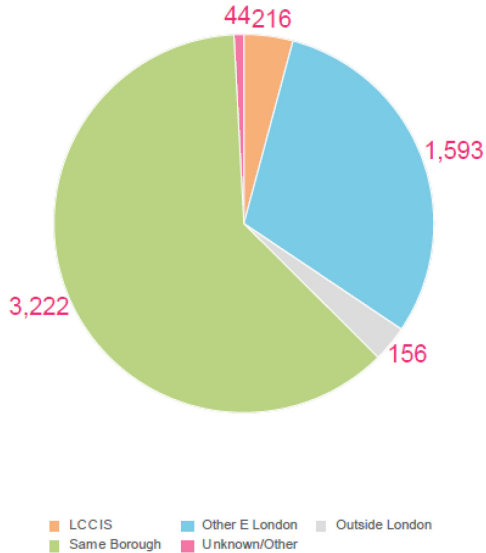
Breakdown by school

	#	
Same Borough	Redbridge College (F.Ed)	502
	Beal High School	406
	Loxford School of Science and Technology	364
	Seven Kings High School	312
	Chadwell Heath Academy	293
	Oaks Park School	291
	Woodbridge High School & Language College (School)	267
	Caterham High School	264
	Valentines High School	246
	Wanstead High School	243
	Iford County High School	220
	Palmer Catholic Academy	212
	Mayfield School	210
	Trinity Catholic High School Redbridge	210
All Others	355	
total	4,395	
Other E London	Barking and Dagenham College (F.Ed)	349
	Havering College of F&HE	347
	Newham FE College	107
	Havering Sixth Form College	101
	Barking Abbey Comprehensive (School)	87
	Newham Sixth Form College (NEWVIC)	82
	Tower Hamlets College (FE + 6th form centre)	27
	St Edwards CE Comprehensive (School)	26
	St Angelas & St Bonaventure Sixth Form -6th form only(m	23
	Warren Comprehensive School	17
	All Saints Catholic School and Technology College (Schoo	16
	Robert Clack School	14
	Eastbury Comprehensive (School)	11
	Lewisham College with Southwark College (FE / HE)	8
All Others	71	
total	1,286	
LCCIS	Woodford County High School	179
	Waltham Forest College	105
	Leyton Sixth form College	87
	Sir George Monoux College (sixth form college)	66
	Westminster Kingsway College (Vincent Square)	54
	City and Islington College (FE / HE)	25
	Brooke House Sixth Form College (BSix)	13
	City Of Westminster College	13
	Hackney Community College (F.Ed)	11
	Highams Park School and Sixth Form	7
	London College of Beauty Therapy (LCBT)	7
	Fashion Retail Training Academy	6
	La Swap Sixth Form Consortium (school sixth form only)	6
	Forest School	5
All Others	63	
total	647	
Outside London	Epping Forest College	500
	West Hatch High School and Sixth Form	110
	Davenant Foundation School and Sixth Form	44
	Harlow College (Essex)	12
	Anglo European School	9
	South Essex College of Further and Higher Education	8
	Brentwood Ursuline Convent High School	7
	Chelmsford County High School for Girls	7
	King Edward VI Grammar School	6
	St Johns RC School	5
	Writtle College	4
	Mary Hare School	2
	Palmer's Sixth Form College	2
	St Elizabeth's School	2
All Others	5	
total	723	
Unknown/Other	Unknown Institution	141
	Educated outside East London	58
	Special School - Outside district	7
	Educated Outside the UK	5
	Post 16 - Distance Learning	4
Special College - Outside district	3	
total	218	
grand total	7,269	

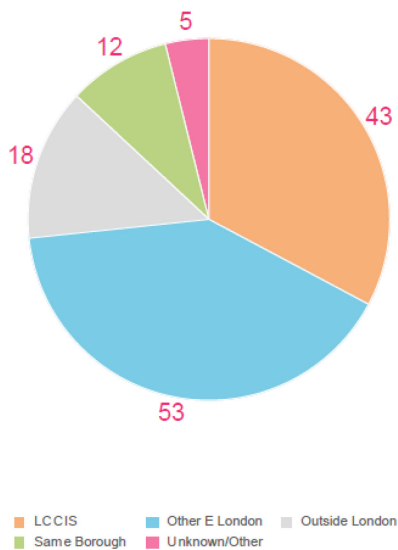
BARKING & DAGENHAM residents in Post-16 Education
- data as of 30 June 2012

5,231 YP attending 131 schools

Where are resident YP attending Post-16 Education?



How many schools are in each area?



Borough Summary:

	#schools	#YP	%YP
Same Borough	12	3,222	61.6%
Other E London	53	1,593	30.5%
LCCIS	43	216	4.1%
Outside London	18	156	3.0%
Unknown/Other	5	44	0.8%
total	131	5,231	100%

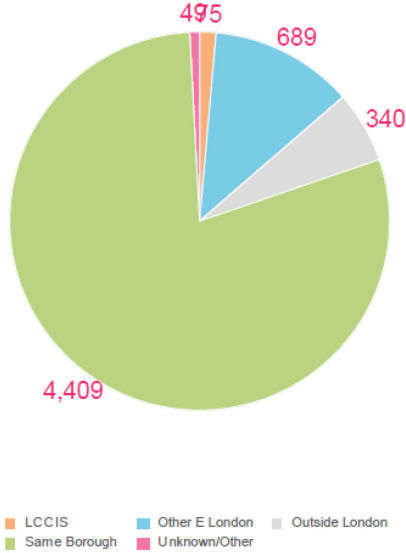
Breakdown by school

	# of YP	%
Same Borough	3,222	61.6%
Barking and Dagenham College (F.Ed)	1,335	25.5%
Robert Clack School	357	6.8%
Barking Abbey Comprehensive (School)	342	6.5%
Eastbury Comprehensive (School)	334	6.4%
Warren Comprehensive School	156	3.0%
Sydney Russell School	148	2.8%
All Saints Catholic School and Technology College (Schoo	146	2.8%
Dagenham Park Church of England School	136	2.6%
Jo Richardson Community School	128	2.4%
Eastbrook Comprehensive (School)	98	1.9%
Trinity School (Barking)	40	0.8%
The Adult College of Barking & Dagenham	2	0.0%
total	3,222	61.6%
Other E London	1,593	30.5%
Havering College of F&HE	406	7.8%
Redbridge College (F.Ed)	358	6.8%
Havering Sixth Form College	271	5.2%
Newham FE College	98	1.9%
Newham Sixth Form College (NEWVIC)	86	1.6%
St Edwards CE Comprehensive (School)	48	0.9%
Palmer Catholic Academy	37	0.7%
Tower Hamlets College (FE + 6th form centre)	33	0.6%
Mayfield School	27	0.5%
Chadwell Heath Academy	24	0.5%
St Angelas & St Bonaventure Sixth Form -6th form only(m	20	0.4%
Loxford School of Science and Technology	16	0.3%
Sacred Heart of Mary Girls' School	15	0.3%
The Coopers' Company and Coborn School	15	0.3%
All Others	139	2.7%
total	1,593	30.5%
LCCIS	216	4.1%
Leyton Sixth form College	30	0.6%
Waltham Forest College	26	0.5%
City and Islington College (FE / HE)	16	0.3%
Brooke House Sixth Form College (BSix)	15	0.3%
City Of Westminster College	15	0.3%
Sir George Monoux College (sixth form college)	14	0.3%
Westminster Kingsway College (Vincent Square)	14	0.3%
St Charles Catholic Sixth Form College	11	0.2%
CONEL: College of Haringey Enfield and NE London (Totte	7	0.1%
Hackney Community College (F.Ed)	6	0.1%
Ealing Hammersmith And West London College	5	0.1%
London College of Beauty Therapy (LCBT)	5	0.1%
Woodford County High School	5	0.1%
-Southwark College - Bermondsey Campus	4	0.1%
All Others	43	0.8%
total	216	4.1%
Outside London	156	3.0%
Palmer's Sixth Form College	57	1.1%
Epping Forest College	33	0.6%
South Essex College of Further and Higher Education	30	0.6%
Writtle College	11	0.2%
SEEVIC College	5	0.1%
Chelmsford County High School for Girls	4	0.1%
Harlow College (Essex)	3	0.1%
Royal School for Deaf Children Margate / Westgate Colleg	2	0.0%
St Johns RC School	2	0.0%
Brentwood County High	1	0.0%
Brentwood Ursuline Convent High School	1	0.0%
Colchester Institute	1	0.0%
College at Braintree (Church Lane Campus) Colchester In	1	0.0%
King Edward VI Grammar School	1	0.0%
All Others	4	0.1%
total	156	3.0%
Unknown/Other	44	0.8%
Unknown Institution	33	0.6%
Educated outside East London	7	0.1%
Special School - Outside district	2	0.0%
Post 16 - Distance Learning	1	0.0%
Special College - Outside district	1	0.0%
total	44	0.8%
grand total	5,231	100%

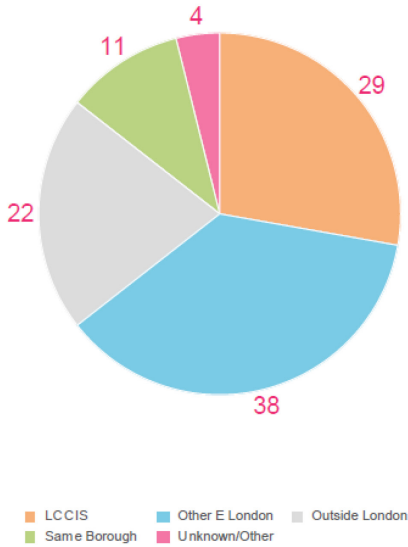
HAVERING residents in Post-16 Education
- data as of 30 June 2012

5,562 YP attending 104 schools

Where are resident YP attending Post-16 Education?



How many schools are in each area?



Borough Summary:

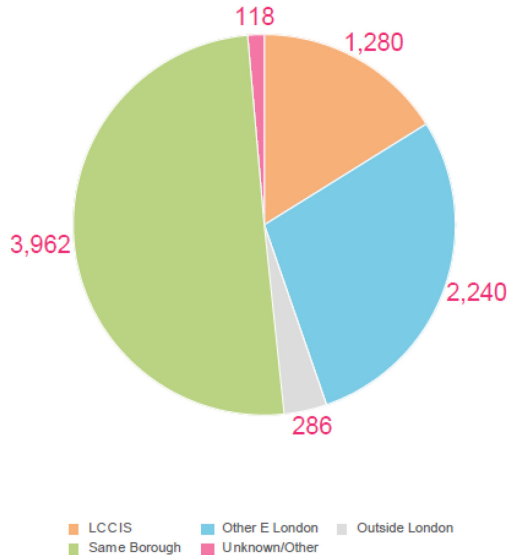
	#schools	#YP	%YP
Same Borough	11	4,409	79.3%
Other E London	38	689	12.4%
LCCIS	29	75	1.3%
Outside London	22	340	6.1%
Unknown/Other	4	49	0.9%
total	104	5,562	100%

		# of YP	%
Same Borough	Havering College of F&HE	1,687	30.3%
	Havering Sixth Form College	1,687	30.3%
	The Coopers' Company and Coborn School	342	6.1%
	The Champion School	199	3.6%
	The Frances Bardsley School for Girls	174	3.1%
	Sacred Heart of Mary Girls' School	153	2.8%
	St Edwards CE Comprehensive (School)	138	2.5%
	Ravensbourne School (Havering) (SEN)	18	0.3%
	Corbets Tey School (SEN)	6	0.1%
	Collins Performing Arts College (FE)	4	0.1%
Eden College (FE)	1	0.0%	
total	4,409	79.3%	
Other E London	Barking and Dagenham College (F.Ed)	407	7.3%
	Redbridge College (F.Ed)	75	1.3%
	All Saints Catholic School and Technology College (School)	41	0.7%
	Robert Clack School	27	0.5%
	Barking Abbey Comprehensive (School)	15	0.3%
	Palmer Catholic Academy	13	0.2%
	Newham Sixth Form College (NEWVIC)	10	0.2%
	St Angelas & St Bonaventure Sixth Form -6th form only(m)	8	0.1%
	Warren Comprehensive School	8	0.1%
	Chadwell Heath Academy	6	0.1%
	Greenwich Community College (FE)	6	0.1%
	Tower Hamlets College (FE + 6th form centre)	6	0.1%
	Caterham High School	5	0.1%
	Dagenham Park Church of England School	5	0.1%
	All Others	57	1.0%
	total	689	12.4%
LCCIS	Waltham Forest College	8	0.1%
	Westminster Kingsway College (Kings Cross Centre) (FE)	8	0.1%
	Fashion Retail Training Academy	7	0.1%
	Leyton Sixth form College	5	0.1%
	Capel Manor College	4	0.1%
	City and Islington College (FE / HE)	4	0.1%
	CONEL: College of Haringey Enfield and NE London (Totte)	4	0.1%
	London College of Beauty Therapy (LCBT)	4	0.1%
	Westminster Kingsway College (Vincent Square)	4	0.1%
	BRIT School of Performing Arts	3	0.1%
	City Of Westminster College	3	0.1%
	Bromley College of FE and HE (including Orpington)	2	0.0%
	London College of Fashion	2	0.0%
	Sir George Monoux College (sixth form college)	2	0.0%
	All Others	15	0.3%
total	75	1.3%	
Outside London	Palmer's Sixth Form College	109	2.0%
	St Martins School (Essex)	68	1.2%
	South Essex College of Further and Higher Education	54	1.0%
	Writtle College	32	0.6%
	Epping Forest College	12	0.2%
	St Johns RC School	11	0.2%
	Chelmsford College	9	0.2%
	Brentwood Ursuline Convent High School	7	0.1%
	King Edward VI Grammar School	7	0.1%
	Shenfield High School	6	0.1%
	Brentwood County High	5	0.1%
	Anglo European School	3	0.1%
	Brentwood School	3	0.1%
Chelmsford County High School for Girls	3	0.1%	
All Others	11	0.2%	
total	340	6.1%	
Unknown/Ot	Unknown Institution	28	0.5%
	Educated outside East London	14	0.3%
	Post 16 - Distance Learning	4	0.1%
	Special College - Outside district	3	0.1%
total	49	0.9%	
grand total	5,562	100%	

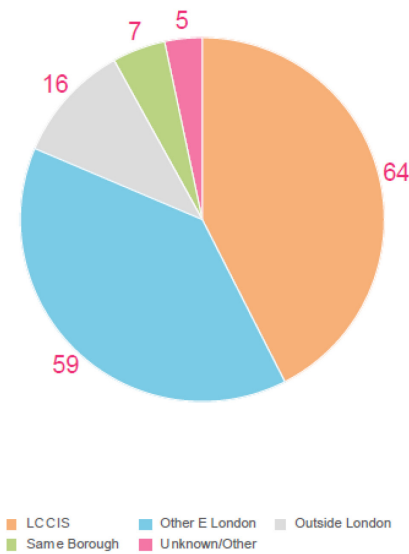
NEWHAM residents in Post-16 Education
- data as of 30 June 2012

7,886 YP attending 151 schools

Where are resident YP attending Post-16 Education?



How many schools are in each area?



Borough Summary:

	#schools	#YP	%YP
Same Borough	7	3,962	50.2%
Other E London	59	2,240	28.4%
LCCIS	64	1,280	16.2%
Outside London	16	286	3.6%
Unknown/Other	5	118	1.5%
total	151	7,886	100%

Breakdown by school

		# of YP	%
Same Borough	Newham Sixth Form College (NEWVIC)	2,083	26.4%
	Newham FE College	1,100	13.9%
	St Angelas & St Bonaventure Sixth Form -6th form only(m	693	8.8%
	Newham College of Further Education	40	0.5%
	John F Kennedy School	30	0.4%
	Azhar Academy (School)	10	0.1%
	NEWTEC (East London Childcare Institute)	6	0.1%
total	3,962	50.2%	
Other E London	Havering Sixth Form College	421	5.3%
	Barking and Dagenham College (F.Ed)	416	5.3%
	Redbridge College (F.Ed)	229	2.9%
	Tower Hamlets College (FE + 6th form centre)	205	2.6%
	Havering College of F&HE	157	2.0%
	Seven Kings High School	124	1.6%
	Valentines High School	79	1.0%
	Barking Abbey Comprehensive (School)	69	0.9%
	Palmer Catholic Academy	55	0.7%
	Wanstead High School	43	0.5%
	Bishop Challoner Collegiate 6th Form (School 6th Form On	40	0.5%
	Jrsuline Academy Ilford	35	0.4%
	Lewisham College with Southwark College (FE / HE)	33	0.4%
	St Edwards CE Comprehensive (School)	28	0.4%
	All Others	306	3.9%
total	2,240	28.4%	
LCCIS	Leyton Sixth form College	362	4.6%
	Sir George Monoux College (sixth form college)	318	4.0%
	City and Islington College (FE / HE)	94	1.2%
	Waltham Forest College	77	1.0%
	City Of Westminster College	69	0.9%
	Westminster Kingsway College (Vincent Square)	66	0.8%
	Brooke House Sixth Form College (BSix)	61	0.8%
	Hackney Community College (F.Ed)	30	0.4%
	St Charles Catholic Sixth Form College	19	0.2%
	-Southwark College - Bermondsey Campus	15	0.2%
	CONEL: College of Haringey Enfield and NE London (Totte	13	0.2%
	Westminster Kingsway College (Kings Cross Centre) (FE	11	0.1%
	Woodford County High School	11	0.1%
	CHENEL (Enfield Centre) prev. Enfield College	10	0.1%
	All Others	124	1.6%
	total	1,280	16.2%
	Outside London	Epping Forest College	212
Palmer's Sixth Form College		22	0.3%
South Essex College of Further and Higher Education		18	0.2%
Harlow College (Essex)		8	0.1%
St Johns RC School		6	0.1%
SEEVIC College		5	0.1%
Chelmsford County High School for Girls		4	0.1%
King Edward VI Grammar School		2	0.0%
Writtle College		2	0.0%
Dartford Technology College (School)		1	0.0%
Hadlow College		1	0.0%
Hertford Regional College		1	0.0%
MidKent College		1	0.0%
Norwich City College		1	0.0%
All Others	2	0.0%	
total	286	3.6%	
Unknown/Other	Unknown Institution	92	1.2%
	Educated outside East London	13	0.2%
	Post 16 - Distance Learning	6	0.1%
	Special School - Outside district	5	0.1%
	Educated Outside the UK	2	0.0%
total	118	1.5%	
grand total	7,886	100%	

What is Collaborative Learning Manager (CLM)?

CLM is an online system designed to allow educational establishments across a partnership to track the attendance and progress of learners who are enrolled on off-site courses. These are courses where the learner is travelling from their home school to an external provider to study. CLM incorporates specific features for managing the delivery of Foundation Learning programmes and The Diploma as well as general and vocationally based courses.

As CLM is a secure online system that Users can access from any computer with an internet connection. Attendance registers are completed by the provider and this data is then instantly accessible by each learner's school. This allows the schools' attendance officers to know within statutory timeframes which Learners are in attendance and, importantly, who is not, so that appropriate action can be taken.

CLM also allows the provider to complete regular appraisals of the learner's individual progress on their course and to report progress to unit level for the qualification they are working towards. Again, this data is instantly available to the learner's home school as soon as a report has been completed, enabling progress to be monitored and any issues to be identified in a timely fashion.

Who needs to use CLM?

CLM should be used by members of staff within **school** and **provider** organisations. Use of CLM depends on the type of institution at which the User is based.

School users are responsible for checking registers and authorising unexplained absences. They can monitor the attendance and progress data of any learners based at their school. School users might typically include:

- Attendance Officers
- Pastoral Heads and other related Senior Managers
- Offsite Learning Co-ordinators

Provider users are responsible for taking registers and creating progress reports. They can monitor the attendance and progress data of any learners on the courses provided by their institution. Provider users might typically include:

- Course Tutors
- Administration Staff
- 14-19 Coordinators

What is SIF and how does it affect the way CLM is used?

Systems Interoperability Framework (SIF) is a system that can be used to upload relevant Learner information from schools' Management Information System (MIS) into CLM, and to automatically transfer attendance data from CLM to each school's MIS.

For SIF to work, the learners who are to be registered on CLM are added to a user-defined special interest group on the schools' MIS on to which a SIF 'agent' is installed. This agent communicates with CLM through a secure server called a Zone Integration Server (ZIS).

What is the purpose of the CLM user training sessions?

The training sessions are intended for any school or provider users, to explain how to record and monitor attendance and progress information. It involves a brief demonstration of the system followed by a practical exercise where the users can try the tasks they will be doing on a daily basis, on a demo system.

What data is needed for CLM to work?

In order for CLM to be configured for use within a partnership, learner data needs to be collected from each of the schools involved. If SIF is to be deployed this is an automated process.

Otherwise the CLM Data Collection spreadsheet can be obtained from the system or from the partnership team to assist with this. CLM also has features to make the process of collecting the data easier, such as compatibility with school MIS CTF export files.

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit