



City Gateway's Proposal to become a Free School: Alternative Provision

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Section 1: Applicant details

Details of Company Limited by Guarantee
Name: City Gateway
Company address: [REDACTED] London, [REDACTED]
Company registration number: 3760619
Main contact
Name: [REDACTED]
Address: [REDACTED] London, [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors <input checked="" type="checkbox"/> and (b) any other members of the Governing Body <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: Chair of Trustees
Name: [REDACTED] Position: Vice Chair of Trustees
Name: [REDACTED] Position: Treasurer
Name: [REDACTED] Position: Secretary
Name: [REDACTED] Position: Trustee
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? N
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the alternative provision Free School: N/A
If your organisation is an existing provider of alternative provision that is registered as an independent school, please provide your six digit unique reference number: N/A



Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful, the Company will operate an alternative provision Free School in accordance with the requirements outlined above and the requirements of the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date:

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).



Section 2: Outline of the school

Proposed school name:	City Gateway					
Age range:	14 – 19					
Proposed numbers at each key stage at point of opening and explanation of how pupil numbers will expand to fill the school over time.		2012	2013	2014	2015	2016
	Key stage 1	0	0	0	0	0
	Key stage 2	0	0	0	0	0
	Key stage 3	0	0	0	0	0
	Key stage 4	57	114	171	171	171
	Post 16	222	291	291	291	291
If an existing provider of alternative provision which is registered as an independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	<p>We are currently registered with Ofsted as an Independent Learning Provider. Our most recent inspection took place 30th Nov – 3rd Dec 2011. We were graded 1 Outstanding across all areas of the Common Inspection Framework. Highlights from the report include:</p> <ul style="list-style-type: none"> • ‘City Gateway are an outstanding provider with many outstanding features.’ (p.2) • ‘City Gateway’s leadership and management are outstanding. The charity has a clear focus on providing hope for local young people.’ (p.3) • ‘The charity has been particularly successful in connecting with, and engaging, disaffected young learners, some of whom have considerable personal, social and economic issues.’ (pp.7-8) • ‘Arrangements to promote the safeguarding of young learners and vulnerable adults are outstanding.’ (p.8) • ‘Management of resources to secure value for money is outstanding.’ (p.9) <p>The full report can be seen online at: [REDACTED] Current numbers on roll: 220 (160 FT Equivalent) Total capacity of school: 220</p>					
Will your school have a religious ethos? If Y, please specify which faith.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
Is this an application for a single-sex school? If so, please tick the relevant box.	No					
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	London Borough of Tower Hamlets					



Section 3: Educational Vision

The charitable mission of City Gateway is to bring hope to the community of Tower Hamlets. We seek to achieve our mission through the following aims:

1. Engage, mentor and train the most excluded individuals
2. Bring together different groups and cultures and work against conflict and division
3. Promote local economic growth through the development of sustainable social enterprises

The focus of City Gateway operating as a Free School will be to provide a place where young people aged 14-19 who have disengaged, or not previously achieved in mainstream education, can come and have an outstanding experience of learning & development. Through a very different model to mainstream schools we will continue to build on our excellent track record to ensure that every year hundreds of young people who are NEET or at risk of becoming NEET can be engaged into a positive learning experience, and not only achieve vital vocationally-oriented qualifications, but also successfully progress into a sustained route of employment or education, or other participation in the local economy.

Tower Hamlets Local Authority (LBTH) estimates that the number of NEET young people in the borough will rise as services are removed with the recent cuts - although currently at 6%, this level has hit 14% in the past. We anticipate that there will be greater opportunities for referrals to us in the coming period. Our excellent track record of success with the learners, healthy working relationships with the local authority and local partners will enable us to maintain as well as develop our referrals process and keep admissions to our Free School high.

We are the largest provider of Apprenticeships and pre-Apprenticeship learning programmes in Tower Hamlets for 14-19s. Because of this we already have a huge demand for our services by local young people themselves, but we have also had to work hard to achieve success within quality assurance regimes such as Ofsted and Matrix for IAG, as well as a wide range of examination bodies including OCR, Trinity, EdExcel, AQA and City&Guilds.

For these reasons and others we feel, along with LBTH, that we are in a strong position to setup as a new Free School focussed on disadvantaged NEET or at risk of NEET young people, and that this would enable our admissions to continue to improve.

Many schools rightly have a significant focus on teaching staff for the classroom, with smaller resources allocated to wider support and development, and progression after the pupils leave. At City Gateway we have almost equal resourcing going into three key delivery areas:

1. Teaching staff - who have the main responsibility to deliver sessions to the young people to help them achieve qualifications in various vocational areas as well as crucially for functional skills (English, Maths and IT).
2. Support and retention staff - who provide one-on-one Information, Advice and Guidance (IAG) and mentoring support to the students, do home visits, and arrange wider support services where needed to help the young person carry on in learning (e.g. such as homelessness services, drug & alcohol misuse, conflict mediation etc).



3. Progression staff - who have a focus on arranging a progression route for the young people, usually into an employment placement as part of an apprenticeship, and continuing to support them to progress within the workplace or onto higher level learning with City Gateway or other suitable provision.

This equal focus on teaching, support and progression differentiates us from mainstream provision and is one key reason why we have ongoing success with young people who previously were not successful in mainstream education. Our understanding is that education, learning, development, achievement and ultimately success in life cannot just be based on strong classroom teaching. For many young people the wider support and strong focus on preparing for the next stage before it comes is crucial to long-term success in life.

City Gateway has a robust curriculum in place for students. This curriculum has progression at its heart, and seeks to be persistent in raising the aspirations of our students and moving them onto the next learning goal, and ultimately to work or higher learning. We are continually reviewing our curriculum based on learner and educationalists' feedback, local and national economic data, and national developments in education.

Currently our main curriculum is made up of a Foundation Learning-type programme, mainly focused on entry level to Level 1 provision, and then Level 2 provision and work experience, with a key focus on progression into Apprenticeships. Learners are usually on this provision for 2-3 academic terms before progressing into Apprenticeships with City Gateway or into a different type of education, training or employment at a higher level.

Currently we have a portfolio of different learning streams for Foundation Learning-type programmes, all of which lead to a clear progression route into Apprenticeships or to a higher level of education, training or work; ICT, Customer Service, Sports Coaching & Fitness, Youth Work, Retail, Business Administration and Catering & Hospitality. These streams have been developed with strong input from local employer partners, learners, and education specialists, and are purposefully focused around key sector areas of growth in East London to ensure sustainable progression routes for learners. Learners achieve various entry level, Level 1 and Level 2 qualifications depending on their learning needs and interests ascertained through their initial assessment. All learners receive functional skills teaching in English, Maths and IT (also entry level to Level 2), which provides a strong foundation on which to build their vocational learning. All learners also participate in an ongoing Personal Social Development (PSD) programme to equip them in a whole range of wider life skills - subjects include life planning, drugs and alcohol awareness, sex and relationships education, finances and budgeting, housing and homelessness issues, job searching, CV writing, employability skills and career options.

Learners achieve a package of qualifications throughout the learning programme, and in addition to this are able to take part in on-the-job learning and work experience. This helps to ensure a more rounded learning experience is achieved and helps secure a more positive progression route either into an Apprenticeship or a different type of education, training or employment. Being part of the City Gateway Free School setup will help to ensure success and progression with key support mechanisms in place at every stage.

We are always looking to develop a broader curriculum offer, and during the coming academic year we plan to launch new vocational streams in Youth Work, Retail, Business Administration, and Media. This will be for our main Free School curriculum as outlined



throughout this application, but also developed for the corresponding Apprenticeships, at intermediate and advanced levels so that adequate progression routes are in place for all our learners. These vocational areas have been identified by local economic analysts and employer partners as areas of key growth in the local job market, and they would lead directly to Apprenticeship frameworks in those areas. Following learner feedback, local market intelligence and opportunity, we will select which new areas launch in each academic year, but responding to this need is a priority for us as we grow.

Employers play a key role in the development and delivery of our curriculum, as ultimately what our learners achieve needs to contribute to being more employable for the future. We engage them in everything from the development and delivery of specific vocational sessions, to supporting one-on-one with literacy & numeracy skills, providing work tasters and experience of their work places and ultimately taking on learners on paid employment as part of their future Apprenticeships, if learners choose to take this route.

Throughout their learning with us students are able to take up a range of extra-curricular activities provided by our Youth Work team, such as the Duke of Edinburgh Award, cultural trips, adventure residentials, sports, art and music sessions and competitions, as well as a wide range of volunteering opportunities. We currently run a summer holidays programme which students can participate in, and we are in the process of tendering to establish this as a National Citizen Service pilot programme.

City Gateway has a good track record of improving pupil learning. Our apprenticeship achievement rates are currently 76.7% compared to a national average of 70.4%, and our pre-apprenticeship programmes achieve an average of 83.8% timely achievement compared to 80.5% national average. We have a strong programme in place to improve further on these levels of achievement, which is all the more remarkable taking into account the groups of young people we are targeting, who often share backgrounds of exclusion from education, involvement with drugs and alcohol, worklessness across generations, and other significant risk factors. One pupil in four of those we recruit is assessed as 'at risk' of harm or abuse.

Pupil performance is tracked at City Gateway using our bespoke database; our students are given one-on-one support at least weekly and more frequently if requested. We believe strongly that addressing the social, communal and psychological barriers to learning are at least as important as the learning experience itself. We will continue to set yearly achievement targets which improve on the previous year's attainment, and we expect to continue to be ahead of the national average for achievement and success on our courses.

Classroom delivery is monitored by a programme of lesson observation enabling teachers to learn and improve, and there is a vibrant culture of training both in-house and externally which equips tutors, support workers and progression workers for the challenges of high achievement. Standards of behaviour expected from the students are agreed with them at the beginning of each course, and these are set within the context of City Gateway's Employability Criteria (see p.18), ensuring that classroom behaviour is compared consistently to what would be expected in the workplace. There is a clear behaviour policy in place which outlines responses to pupils who have discipline or attendance issues, and these again are constructed along contractual lines to mirror workplace expectations.

Where pupils are not achieving as expected, or there are other significant problems, City Gateway is flexible in being able to expand the support available to that person, including



some one-on-one tutoring, and also in extending the time taken to achieve if necessary. We also have an extensive network of specialists, as well as lead members of staff internally, who can respond to issues affecting learning performance such as drug use, housing issues, forced marriage, unplanned pregnancy, gang involvement and other factors.



Section 4: Educational Plan

4.1 Admissions

We have excellent relationships with Tower Hamlets Local Authority. We currently sit on the 14-19 Partnership Board, NEET Reduction Board, Foundation Learning Network, Apprenticeship Network, Workforce Development Team, IAG Network and Employment Board. These groups give us an opportunity to gather wide-ranging support for admission referrals, as well as strategic support for quality improvement and progression for our learners.

14-16s are referred to us from local schools, PRUs and the Local Authority, who will continue to refer if we become a Free School. We anticipate that 16-19s will be predominantly self-referred, as is currently the case, demonstrating the strong reputation of our services amongst our target group – we will consult with current and potential learners to find out what impact our Free School status would have on their levels of self-referral (see Section 5.2). Those self-referred find out about our services through peer referral from current/past learners and the City Gateway website. Additionally we have established links with our Youth Work Team, PRUs, secondary schools, colleges, Youth Offending Team and referrals agencies including Connexions and New Start, who will continue to refer 16-19 year old learners to us if we become a Free School.

The referral and admissions process works as follows: The learner or referral body will contact our Recruitment/Admissions Lead to arrange an appointment for learner interview and Initial Needs Assessment. Referring bodies will be expected to provide the Recruitment/Admissions Lead with learner details including previous attainment, behaviour and emotional issues and any identified SENs. The Recruitment/Admissions Team will conduct Initial Needs Assessments for all learners, which assesses a) the suitability of learner to our provision and vice-versa, b) literacy, numeracy and IT levels, c) behavioural and emotional issues requiring additional support and d) whether the learner should be put forward for a statutory SEN assessment if not already stated. The Recruitment/Admissions Team then work with the learner to draw up an Individual Learning Plan tailored to the learner's needs interests, and registers the learner on a suitable course. For example, if the learner wants to work in Retail and has attainment in English and Maths, they will be placed on in the Customer Service learning stream at entry level (Engage – see section 4.3). The Recruitment/Admissions Team will also schedule regular one-on-one reviews to monitor the learner's progress, ensure they're on the right learning stream at the right level, and address any ongoing or emerging issues. Where our provision is not suitable for learners, we will refer them into alternative provision with another local provider.

Due to the nature of the pupils that we work with, our admissions are open at intervals all year round and not just September - for example in September 2010 we had around 150 learners enrolled, not including new starters in September (many of whom were pupils who have not achieved well at GCSE). Of these 150 some cohorts finished learning with us by December, others have continued until this summer 2011. Similar to some colleges and universities we have a flexible intake at the start of each term and, in some cases, at half terms. This enables us to take referrals the moment pupils disengage from mainstream education, reducing the risk of young people becoming long-term NEET or unemployed. As a Free School we could continue to have recruitment/admissions windows every 6-8 weeks for learners to join programmes. Over the current academic year we are working with around 300 different learners – however, due to the nature of varying start times in year and



varying length of stay on our programmes before progressing into an Apprenticeship or other route, we are estimating around 279 FTE learners for the first year of the Free School opening.

We have a skilled Special Education Needs Coordinator and an Additional Learning Needs Lead that provide focused support in-house for those that need it. We also have excellent links with local Special Educational Needs providers who provide additional support for our learners where necessary. We treat SEN as an important area of our work and use the Initial Needs Assessment process, which is vital to admissions, to identify requirements for additional support.

4.2 Curriculum and organisation of learning

We will match borough-wide school holiday periods including Christmas, Easter and half terms, with a slightly reduced summer break to sustain retention of our learners. Our programmes last for anywhere between one and three terms over the academic year, depending on each learner’s initial assessment. For 16-19 year olds, the school day would run 10am-4pm, with a minimum of 16 hours per week structured contact time spread across 3 days delivery. For 14-16 year olds, provision would also run 10am-4pm but across 5 days per week to keep in line with the minimum 25 hours/week requirement. All pupils will attend for the same period per week but for 16-19 learners, dependent on their vocational choices, this will either be Monday-Wednesday or Wednesday-Friday. An example of how our IT specific programme would operate for both 16-19 and 14-16 provision is outlined below in Figures 1a and 1b:

Fig.1a: 16-19 Timetable

	Monday	Tuesday	Wednesday
10am-10:30am	Breakfast/ASN	Breakfast/ASN	Breakfast/ASN
10:30am-12:30pm	FS English	Vocational	Employability
12:30-1pm	Lunch Break	Lunch Break	Lunch Break
1pm-2:30pm	Vocational	Vocational	PSD
2:30-4pm	FS ICT	Vocational	FS Maths
4pm-7pm	Evening Break	Evening Break	Evening Break
7pm-9pm	Youth Club – Get Creative	Futsal Night	Youth Club – Get Active

Fig.1b: 14-16 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
10am-10:30am	Breakfast/ASN	Breakfast/ASN	Breakfast/ASN	Breakfast/ASN	Breakfast/ASN
10:30am-12:30pm	FS English	Vocational	Employability	Vocational	FS English
12:30-1pm	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break



1pm-2:30pm	Vocational	Vocational	PSD	Vocational	PSD
2:30-4pm	FS ICT	Vocational	FS Maths	Vocational	FS Maths
4pm-7pm	Evening Break	Evening Break	Evening Break	Evening Break	Evening Break
7pm-9pm	Youth Club – Get Creative	Futsal Night	Youth Club – Get Active		Youth Club – Late Night

We operate our classes with dedicated Tutors and Retention Workers. The Tutors deliver all teaching, whilst the Retention Workers oversee the care, guidance and support of the learners. For example, if a learner is struggling to attend, the Retention Worker will follow this up to ensure healthy patterns for attendance. This operation of having two members of staff to every class ensures our learners get adequate and appropriate support that matches individual need.

It is important to us that we meet the needs of our learners when they apply to join City Gateway. We operate a constant recruitment process and our programmes are designed to take on students every 6-8 weeks throughout an academic year. This rolling system enables learners to start together as a new cohort and bond with that group during their experience. Some learners may begin with us in September and study throughout the academic year, whilst others may join in April – however they would be carried over into the following year to complete their learning and have the opportunity to progress into an Apprenticeship at City Gateway or onto higher levels of learning with us or at a different suitable partner provider.

Where a learner is not ready to progress we encourage them to retake parts of the course to either achieve qualifications or establish a better routine before progressing onto an Apprenticeship. Where we identify gifted and talented learners, we look to progress them early from our structured programmes, and into the most suitable progression route for them, whether this be back into mainstream education, higher education, or apprenticeships and employment. Whilst on our programmes we engage them in our Young Leaders programme (for more details see Section 4.7) to provide them with the skills and opportunities to use their talents to inspire, challenge and support other young people.

Our curriculum was initially devised as a direct result of consultation with local young people. In response to their increasing marginalisation from education, training and employment, we began a community outreach programme with the aim of getting to know individuals on the surrounding estates, establishing their needs and creating a link to the necessary services, education or training they required. Between September 2002 and June 2003, and during the summer of 2004 our community outreach team targeted the most ostracised estates and knocked on over 2,000 doors. It was from this, that we identified a huge need for holistic vocational training for 16-19 year olds and devised our education and training programmes from suggestions we received and based on our own knowledge and expertise.

From recent learner feedback surveys we have found that the majority of our learners have had a negative experience of more conventional schooling. They want something alternative. They want more practical qualifications. They want work. Therefore we have designed a progression model to see our learners move away from a negative experience of formal education and into a positive experience of education, training and employment. Our learners connect with our service, we engage them in something attractive to their



interests, we educate and train them in a range of qualifications and then progress them into work in either Apprenticeships or employment.

We have developed and improved our curriculum to prepare our learners for the working world, using practical qualifications in specific vocational areas: IT, Customer Service, Sports Fitness & Coaching, Catering & Hospitality, Youth Work, Retail and Business Administration. These sectors have been identified by the relevant Sector Skills Councils as those in which our learners have a real opportunity to progress into employment following their time with us. An example of this is our Customer Service programme, which was designed following the creation of the Customer Service Apprenticeship by the Sector Skills Council. The framework they provided, together with a learner survey and interest from local employers led us to the choice of curriculum at the Foundational Learning level. HSS Tool Hire identified what skills learners would need to succeed in customer service and we tailored our curriculum in this way. Therefore consultation with employer partners has informed our curriculum and in turn this has brought interest to our learners.

It is important the curriculum is tailored for the individual. The Initial Needs Assessment process ensures that learners can study subjects such as Functional Skills at the level appropriate to them. The Initial Needs Assessment also enables Tutors to identify group differentiation, and prepare and deliver sessions to learners of differing abilities. Although the curriculum does not include Science, we believe it to be broad and balanced with the inclusion of Functional Skills, a range of vocational choices, and integrated Personal Social Development (PSD) – designed specifically to engage those who have not previously succeeded, and enable them to achieve. As outlined in Figure 1, the curriculum covers a specialist vocational option, Functional Skills in English, Maths and ICT, PSD and Employability training.

The vocational learning stream is selected by the learners at recruitment stage and is the predominant focus on the learner’s journey through City Gateway. The learner follows one or as many as two of these vocational areas through their experience. These sessions total just under 45% of the learners’ study time, with learners working towards a range of qualifications across entry level, level 1 and level 2. An example of these is displayed below in Figure 2 for the Sports curriculum. The learners complete two vocational qualifications, at least one Functional Skills qualification, and a PSD qualification.

Fig.2

	Qualifications	Level	QCF	Credits	GLH	Awarding Body
Sports	Fitness & Physical Activity	Level 1	Award	9	60	CYQ
	Sports Leadership	Level 1	Award	7	33	Sports Leaders UK
	English Functional Skill	EL, L1, L2	Award	5	65	City and Guilds
	Maths Functional Skill	EL, L1, L2	Award	5	65	City and Guilds
	ICT Functional Skill	EL, L1, L2	Award	5	65	City and Guilds
	BTEC Workskills	Level 1	Award	5	50	Edexcel
	Emergency First Aid	Level 2	Award	1	10	FAA
	Active Leisure & Learning	Level 2	Award	6	45	CYQ
	Fitness Instructing	Level 2	Cert	24	158	CYQ



Compulsory Functional Skills in English, Maths and ICT provide our learners with the basic skills on which to build further learning. They have weekly 'overt' sessions focussed on improving these subjects. Furthermore each session of vocational, PSD and Employability training will look to embed these functional skills and monitor how they are being incorporated into the curriculum, to ensure that they are taught in a way that is applicable to the lives of our learners – e.g. rather than highbrow concepts, they study budgeting in Maths, application-writing in English, and using email in ICT.

Employability training is integral to the curriculum, boosting each learner's probability of finding employment when they move on, e.g. into Apprenticeships. These sessions cover a range of skills from CV-writing, application-writing and interview preparation, to time-management, communication, team-work, presentation and workplace protocol. This complements vocational and Functional Skills delivery, developing in our learners the generic soft skills they need to secure and sustain employment. The employability element was developed in response to employer feedback, highlighting the fact that the majority of our learners come from workless backgrounds, and lack family role models who are in work and able to help them develop employability skills.

The introduction of the PSD element was, however, in response to learner feedback. PSD looks at a wide range of enrichment activities to develop learner awareness and positive interaction with each other, their local community, and wider society. These sessions cover diverse topics including life planning, drugs and alcohol awareness, sex and relationships education, finances and budgeting, housing and homelessness issues.

The learners are provided with breakfast in the mornings to ensure a healthy start to the learning day, ability to engage with the first learning session, and time to acclimatise to the learning environment. During the informal breakfast slots we facilitate citizenship-building activities, such as screening relevant documentaries or shows e.g. Alan Sugar's *Apprentice*, hosting debates on recent news-worthy developments or inviting an external speaker in to talk about a specialist topic. Every learner is given an hour-long lunch break, with positive extra-curricular activities available at each of our centres e.g. football, pool and computer games. City Gateway's catering social enterprise, Flavour Gateway, provides healthy lunches at each centre at a reduced price for staff and young people to access. Each centre is also close to other lunch-time amenities as an alternative option.

Following the end of a structured learning day the young people have access to our youth centre of excellence in Limehouse, where City Gateway's Youth Work team offers a range of positive evening activities, including 'Get Creative' Mondays (art, photography, music lessons, music production, Zumba), Futsal (indoor football) League on Tuesdays, 'Get Active' Thursdays (Zumba, football, climbing wall, gym, basketball, alternative sports), and Friday Night Hangout (drop-in, discussions, specialist sessions). Additionally, learners can participate in Duke of Edinburgh, other extra-curricular accreditations, and volunteering opportunities, particularly through the Young Leaders programme. Youth Work provision enables our learners to engage in a broader educational experience. Alongside this the Youth Work team provide specialist support and mentoring to address a range of risk factors, sexual health clinics, and warm referrals. Safeguarding is also led by the Youth Work team.

We aim for our programmes to be open to all learners. Many learners arrive at City Gateway with suspected or stated learning difficulties or disabilities. Learners aged 14-16 (KS4) will already have been SEN assessed, and details will be provided as part of



the referral. This is not always the case with our 16-19 learners, especially when they are self-referred. Our Initial Assessment process is therefore vital in identifying possible SENs in learners and assessing whether we should put the forward for a statutory SEN assessment. Our approach in working with SEN learners is to provide the appropriate level of support to enable them to progress positively and reach their potential. We have a designated Special Educational Needs Lead who provides this support, and will support learners through the statutory assessment process where necessary. In 2009-10 the proportion of learners at City Gateway having literacy or numeracy level of E3 or below was extremely high. 09-10 apprenticeship data showed 45 of 52 (87%) to have Additional Learning Needs.

Due to the high percentage of learners with SEN, we have applied a high level of learning support to all learners. Holistic social support has also been made available to all learners at City Gateway to account for their complex social needs. In addition to the support for all trainees under the General Service Offer, there is a comprehensive service offer for those identified with learning needs. Additional drop-in sessions run on Friday 4:15-5.30pm with all learners with SEN invited. One-one time is given to those who most need it by Functional Skills Tutors. Appointments are offered with our resident Special Educational Needs Co-ordinator where appropriate. Referrals to local SEN specialists are also available. Retention workers and volunteers give in-class support to learners identified with SEN.

4.3 Organisation of pupils

Trainees are organised primarily by their vocational choices into cohorts. We look to have balanced groups ranging in ages between 14-19 year olds, with diverse abilities and with appropriate gender and ethnic backgrounds. Ensuring there is a diverse mix is essential for our learners to have a cultured programme of study as they develop friendships throughout their time with City Gateway. Once formed of between 15-18 learners, a vocationally specific cohort will stay together for the duration of their time at City Gateway depending on attendance and performance of the individuals. Cohorts will be taught together for all elements of the course, and encouraged to socialise together.

Staff will be allocated to cohorts based on the vocational specialism in which learners have expressed an interest. We operate our classes with dedicated Tutors and Retention Workers. The Tutors deliver the teaching, whilst the Retention Workers oversee the care, guidance and support of the learners. For example, if a learner is struggling to attend, the Retention Worker will follow this up to ensure healthy patterns for attendance. This operation of having two members of staff to every class ensures our learners get adequate and appropriate support that matches individual need. One-on-one sessions with the Retention Worker are not only important to review learner progress, but also for developing relationships with learners, so that Retention Workers can provide appropriate pastoral support. In Section 8, we have projected staff numbers that are sufficient to maintain our small class sizes and low staff:pupil ratios (7:1) over the first three years of the Free School.

The period of study over a full academic year will move through 2-3 short capacity-build courses averaging 12 weeks each (one term). Although the same total time is achieved it breaks up the learning and gives the sense of rapid progression for the learners, building confidence and emphasising achievement as they pass each stage. The stages are called *Engage*, *Export* and *Pre-Apprenticeship*. The branding of these short courses also provides the learner with a different feel from previous experience of school. Each course has a



launch and induction, targets to achieve on and a graduation, giving them their own identity. They increase in difficulty and the curriculum is spread over these stages accordingly. At any one time there are at least three cohorts – a lower level (Engage), medium level (Export) and higher level (Pre-Apprenticeship) course in each of the vocational streams.

4.4 Pupil development and achievement

As a charity, City Gateway is overseen by a committed Governing Body (Board of Trustees), with wide-ranging skills, including an Education Lead who will advise City Gateway's Senior Management Team through the pre-opening and post-opening phases of becoming a Free School.

The role of Principal Designate will be fulfilled by City Gateway's current [REDACTED], who reports directly to the [REDACTED], and is part of the Senior Management team (SMT). The SMT will be responsible for project managing the school through the preparation stages to opening. This team will be led by the [REDACTED], and include the [REDACTED], and [REDACTED]. The Trustees and Senior Management Team will agree annual Critical Success Targets for the Free School. The [REDACTED] will provide monthly progress reports for City Gateway's Senior Management Team (SMT), who will conduct strategic reviews and measure outcomes against these Critical Success Targets. The SMT will also oversee: financial management, ensuring that budget targets are met; risk management, ensuring that management action is taken to identify and mitigate risks to successful project delivery; and HR and staff management, ensuring that policies and procedures are being applied to across the Free School. The Principal Designate will report to the Board of Trustees quarterly, being accountable to them for project delivery to budget and on time. The Trustees can challenge insufficient progress at any stage of the project.

Our provision was OFSTED inspected in the 2010-11 academic year and we would continue to follow their quality processes to ensure accountable success. We complete a Self-Assessment Report (SAR) annually and from that create a living Quality Improvement Plan (QIP) from which we would manage the school to ensure we are continuously developing. Each member of staff has annual objectives which map out targets for achievement and from which line managers monitor progress. These are reviewed regularly in supervision but also formally in 6 month reviews and annual appraisals. Clear lines of responsibility are outlined so that staff know what they must work towards and what they are tasked to achieve success.

Each learner's academic performance, attendance and behaviour are monitored throughout their time with us and learner performance and retention is tracked using our bespoke database. Following their Initial Needs Assessment, learners work with the Recruitment Team to draw up an Individual Learning Plan, which outlines key academic performance indicators for vocational learning, Functional Skills and Personal Social Development (PSD). At the mid way point of the course each of these sections of the ILP will be reviewed by the Vocational Tutor for vocational learning, Functional Skills Tutor for Functional Skills, and Retention Worker for PSD. This review will assess with the learner's progress and address ongoing or emerging learning needs. We expect all learners to leave with a level of attainment equivalent to GCSE i.e. with a Level 2 Vocational qualification and Level 1 Functional Skills qualification. We work to progress every learner into further education, and apprenticeship or employment.



Where pupils are not achieving as expected, or there are other significant problems, City Gateway is flexible in being able to expand the support available to that person, including some one-on-one tutoring, and also in extending the time taken to achieve if necessary. We also have an extensive network of specialists, as well as lead members of staff internally, who can respond to issues affecting learning performance such as drug use, housing issues, forced marriage, unplanned pregnancy, gang involvement and other factors.

Classroom delivery is monitored by a programme of lesson observation enabling teachers to learn and improve, and there is a vibrant culture of training both in-house and externally which equips tutors, support workers and progression workers for the challenges of high achievement. Standards of behaviour expected from the students are agreed with them at the beginning of each course, and these are set within the context of City Gateways Employability Criteria, ensuring that classroom behaviour is compared consistently to what would be expected in the workplace. There is a clear behaviour policy in place which outlines responses to pupils who have discipline or attendance issues, and these again are constructed along contractual lines to mirror workplace expectations.

Retention is a key element to our progression provision. This is monitored and managed through focussed retention strategies for each course. It is the role of the Retention Worker to prevent course drop offs wherever possible, and Retention Workers will look to call all learners at the start of a day to ensure they attend and are punctual. Both Behaviour and Attendance measures adhere to a Three Strike Policy, as outlined in Section 4.6.

The focus of City Gateway operating as a Free School, will be to provide a place where young people who have disengaged or not previously achieved in mainstream education, can come and have an outstanding experience of learning & development. Through a very different model to mainstream schools we will continue to build on our excellent track record to ensure that every year hundreds of young people who are NEET or at risk of becoming NEET, can be engaged into a positive learning experience and not only achieve vital qualifications, but also successfully progress into a sustained route of employment or education, or other participation in the local economy.

Many schools rightly have a significant focus on teaching staff for the classroom, with smaller resources allocated to wider support and development, and progression after the pupils leave. At City Gateway we have almost equal resourcing going into three key delivery areas:

1. Teaching staff - who have the main responsibility to deliver sessions to the young people to help them achieve qualifications in various vocational areas as well as crucially for functional skills (literacy, numeracy & IT).
2. Support and retention staff - who provide one-on-one Information, Advice and Guidance (IAG) and mentoring support to the students, do home visits, and arrange wider support services where needed to help the young person carry on in learning (e.g. such as homelessness services, drug & alcohol misuse, conflict mediation etc).
3. Progression staff - who have a focus on arranging a progression route for the young people, usually into an employment placement as part of an apprenticeship, and continuing to support them to progress within the workplace or onto higher level learning with City Gateway or other suitable provision.



This equal focus on teaching, support and progression differentiates us from mainstream provision and is one key reason why we have ongoing success with young people who previously were not successful in mainstream education. Our understanding is that education, learning, development, achievement and ultimately success in life cannot just be based on strong classroom teaching. For many young people the wider support and strong focus on preparing for the next stage before it comes is crucial to long term success in life.

City Gateway has a robust curriculum in place for students, which has progression at its heart, and seeks to be persistent in raising the aspirations of our students and moving them on to the next learning goal, and ultimately to work or higher learning. We are continually reviewing our curriculum based on learner and educationalists' feedback, local and national economic data, and national developments in education.

Currently our main curriculum is made up of a Foundation Learning-type programme mainly focussed on entry level to Level 1 provision, and then Level 2 provision and work experience, with a key focus on progression into Apprenticeships. Learners are usually on this provision for 2-3 academic terms before progressing into Apprenticeships with City Gateway or into a different type of education, training or employment at a higher level.

We have a portfolio of different vocational learning streams for Foundation Learning-type programmes, all of which lead to a clear progression route into Apprenticeships or to a higher level of education, training or work; ICT, Customer Service, Sports Coaching & Fitness, Youth Work, Retail, Business Administration and Catering & Hospitality. Learners achieve various entry level, Level 1 and Level 2 qualifications depending on their learning needs and interests ascertained through their initial assessment. All learners receive functional skills teaching in English, Maths and IT (again entry level to Level 2), which provides a strong foundation on which to build their vocational learning. All learners also participate in an ongoing Personal Social Development (PSD) programme to equip them in a whole range of wider life skills - subjects include life planning, drugs and alcohol awareness, sex and relationships education, finances and budgeting, housing and homelessness issues, job searching, CV writing, employability skills and career options.

Learners achieve a package of qualifications throughout the learning programme and in addition to this the learners are able to take part in on the job learning and work experience. This helps to ensure a more rounded learning experience is achieved and helps secure a more positive progression route either into an Apprenticeship or a different type of education, training or employment. Being part of the City Gateway Free School setup helps to ensure success and progression with key support mechanisms in place at every stage.

City Gateway has a good track record of improving pupil learning, as shown in Figure 3 below. Comparisons with 2008-09 Greater London E2E provision shows average progression rates of 55% at this level, which City Gateway's provision comfortably exceeds. London East average progression in 2008-09 was just 49%, which emphasises the high achievement of our learners from complex socio-economic backgrounds.



Fig. 3 Table of combined data for Engage, Export and Pre-Apprenticeship

	2008-09		2009-10	
	#	%	#	%
Retention	184	82	252	86
Achieved	142	77	194	77
Total positive progression	128	70	216	85

Our apprenticeship achievement rates are currently 76.7% compared to a national average of 70.4%, and our pre-apprenticeship programmes achieve an average of 83.8% timely achievement compared to 80.5% national average. We have a strong programme in place to improve further on these levels of achievement, which is all the more remarkable taking into account the groups of young people we are targeting, who often share backgrounds of exclusion from education, involvement with drugs and alcohol, worklessness across generations, and other significant risk factors. One pupil in four of those we recruit is assessed as ‘at risk’ of harm or abuse. Therefore City Gateway itself provides an excellent opportunity for our learners to progress into Apprenticeships.

Our links with other work based learning providers are noted later in this application and we do refer between each other. We have healthy links with Tower Hamlets College to which we promote further educational courses with our learners. We take our trainees on insight tours to local University’s to promote the aspiration of high education and we have seen some of our learners move from NEET backgrounds and into Universities such as Manchester and Cambridge.

4.5 Partnership working

The Free School would be delivered solely by City Gateway as is currently the case. However, we involve a wide range of partners from across various sectors to help enhance the service we provide to our students. We have already discussed with Tower Hamlets Local Authority (LBTH) our plans to apply to become a Free School. They are aware that this would mainly be a process of consolidating the excellent service we already provide to hundreds of young people who have not achieved in mainstream provision. LBTH are unable to provide us with a letter of support, as they have been asked by the DfE to comment on the Free Schools Applications, and would be creating a conflict of interest. However, they would continue to refer to us if we became a Free School.

We work with over 40 local business partners, including our Reebok, Barclays, Allen & Overy, Finsbury PR, HSS Hire, Marriott Hotels, Restaurant Associates and our own social enterprises, who support us in kind through the provision of work placements, insight tours, employability training and job-brokerage for our clients. Our public sector and community partners also provide work placements for learners, but most importantly ensure a strong network of referral agencies to pick up specialise learner needs. These include CAMHS (Children & Adults Mental Health Service), Tower Hamlets Refuge, Youth Offending Team, LBTH Drugs Action Team, Lifeline, local Family Planning and STI clinics, Social Services and local hostels. We also work with a range of FE and HE partners to offer progression routes in further learning as an alternative to employment on leaving the Free School at 18 – these include the Bromley-by-Bow Centre, Tower Hamlets College, UEL and Queen Mary University. We regularly liaise with all partners to ensure that a) employer needs are fed



directly into our learning programmes, b) to share best practice and lessons learnt and c) to facilitate effective cross-referrals. The level of partnership agreement (i.e. informal or contract) depends on the nature of the partnership.

We will offer full-time provision for whole 14-19 age group. For the 14-16 age group we currently operate a model working closely with the PRU (Pupil Referral Unit) and schools to provide alternative provision for their most disaffected learners. This will run sometimes part-time for the full academic year, and sometimes for part of a year, with pupils returning to school. Our target has been that the learners are re-integrated back into school. We work with some schools that refer learners to us to do specific learning qualifications which they don't provide and the learner has either requested they take the accreditation or a lead professional recommends this. With all our learners we complete a learning plan which complements what the individual needs to succeed. A typical model has been where the student comes to us to receive vocational learning, whilst completing their English and Maths at the school they are based with.

4.6 Behaviour and Attendance

Keeping our service alternative is vital. Our courses are often the first point of call for a number of NEET young people who, more often than not, have struggled to engage with mainstream education. In response to the young people's negative associations with school and or college/ training, we have sought to create a distinctive educational culture where tutors are patient with the young people and seek to establish a rapport and relationship above traditional disciplinary procedures. We believe that you need to win the respect of young people in order to challenge and change their behaviour.

With this in mind young people are encouraged to express themselves in sessions and engage in conversation with staff. Whilst sometimes expression can appear unruly and boisterous, a non-traditional atmosphere is a key component in creating a positive community atmosphere, for example, music will often be played by a tutor in sessions. Tutors are also encouraged to relate to young people as adults, keep a sense of humour and always encourage and care for their learners.

Alongside manufacturing a relaxed and welcoming atmosphere City Gateway have established rules of conduct that learners agree to during their induction to the programme, where they are required to sign a Learning Agreement. These rules are essential in maintaining a positive working atmosphere. Rules are taken extremely seriously, breaking them is not tolerated. These include rules around racism, sexism and attitudes within class. Repeated failure to abide by these rules is likely to result in removal from the programme (see Three Strike Policy below). In addition to these immovable rules learners are expected to engage with sessions, remain focused and progress on in their lives. Behaviour is essential to our learners progressing out of City Gateway into a positive outcome.

Behaviour and Attendance are managed in adherence to a Three Strike Policy. This gives the learners the opportunity to reflect on poor conduct and rectify it. City Gateway is not, however, required to follow a three strike policy in all circumstances and retains the right to remove a learner from a course immediately where in accordance with the terms outlined in the learning agreement. In cases of non-attendance or poor behaviour, learners will receive:

- First Strike - an informal warning from the Retention Worker, who will talk the issue through with the learner, and aim to rectify it



- Second Strike – a formal warning, with a letter sent to the learner’s parent or carer
- Third Strike – a final warning, accompanied by a home visit where appropriate

Where the learner continues to have poor attendance or behaviour beyond this, we reserve the right to remove them from the course, as outlined in their Learning Agreement. Course removals will need to be agreed by the Free Schools Leadership Team, and cannot be decided on by a retention worker or tutor alone.

Removal is considered a last resort – the majority of our learners have failed in mainstream education and we are committed to supporting them to achieve in alternative provision. Where removal from the programme is necessary, learners are referred to the Youth Work support team to receive additional support, and engage in informal positive activities in order to rebuild a positive relationship, challenge behaviour, and gradually increase participation to the stage where the learner is ready to re-engage in formal learning, or to progress into alternative provision.

We use the following criteria to determine what disciplinary action to take:

Informal warning, formal warning and final warning

- Rude attitude
- Low attendance/punctuality
- Minor vandalism
- Disrespectful behaviour/attitude towards staff or peers
- Offensive / Inappropriate images (phone / PC, any other inappropriate use of the computers)
- Disruptive behaviour
- Failure to abide by terms of agreement.

Removal

- Repeated minor vandalism
- Repeated low attendance/punctuality
- Repeated rude attitude
- Theft/suspected theft
- Repeated bullying
- Continued disruptive behaviour
- Racism
- Alcohol/drug usage
- Threatening behaviour
- Any destruction of equipment

As outlined above, our high levels of staffing in sessions helps ensure positive behaviour is modelled and errant behaviour is immediately addressed. From day one learners are made aware that failure to abide by this agreement may jeopardise their opportunity to be on the programme. This challenging approach would fail if our learners did not enjoy their time at City Gateway so much that they frequently commit to good behaviour and attendance. In our recent SAR 94% of our trainees stated they were satisfied with our service, which has enabled attendance to be high. Throughout a learner’s time at City Gateway they will encounter the Job Ready Profile (Fig. 4), which outlines the key areas in which learners need to be competent in order to find and secure work. This is introduced at induction, regularly referred to in one-on-one sessions and taught in employability sessions. We outline to the learners that these principles have come from employers and they are the



building blocks of professionalism from which we want them to aspire.

Fig.4



Attendance is closely monitored in fortnightly meetings at Retention Task Group and learners who are falling behind 90% attendance are met with to look at the reasons behind this. Trainees are informed that failure to attend 3 times to a course could result in the learner's place being cancelled. It could be problems in their personal life or may well be that they need a change in their normal routine. Our Retention Workers are IAG trained as well as skilled in the techniques of motivational interviewing in order to support and challenge such behaviours.

4.7 Community Engagement

Personal Social Development

PSD is embedded in all curriculums offered by City Gateway. It looks at a wide range of enrichment activities to develop learner awareness and positive interaction with themselves, their local community, and wider society. These sessions cover diverse topics including life planning, drugs and alcohol awareness, sex and relationships education, finances and budgeting, housing and homelessness issues.

During informal breakfast slots every morning, we would facilitate citizenship-building activities, such as screening relevant documentaries or shows e.g. Alan Sugar's *Apprentice*, hosting debates on recent news worthy developments or invite an external speaker in to talk about a specialist topic. Every learner will be given an hour-long lunch



break, with positive extra-curricular activities available at each of our centres e.g. football, pool and computer games.

Wider Youth Work

Following the end of a structured learning day the learners will have access to our youth centre of excellence in Limehouse, where City Gateway's Youth Work team offers a range of positive evening activities, including 'Get Creative' (art, photography, music lessons, music production, Zumba), Futsal League, 'Get Active' (Zumba, football, climbing wall, gym, basketball, alternative sports), and Friday Night Hangout (drop-in, discussions, specialist sessions). Additionally, learners can participate in Duke of Edinburgh, other extra-curricular accreditations, and volunteering opportunities, particularly through the Young Leaders programme (see below). Youth Work provision enables our learners to engage in a broader educational experience. A number of learners are currently involved in the Duke of Edinburgh award, and as part of this they are involved in youth work and youth mentoring projects. They are also actively involved in recruiting the next cohort of participants and aim to involve even more learners in next year's programme. Involvement in the programme in itself has a positive impact on the community by encouraging interaction between participants from different ethnic groups, thus reducing tensions in the community. Alongside this the Youth Work team provide specialist support and mentoring to address a range of risk factors, sexual health clinics, and warm referrals. Safeguarding is also led by the Youth Work team.

Young Leaders

City Gateway has developed a volunteering programme to meet the needs of the local community, through encouraging learners to accept challenging volunteering roles, which also enable them to develop key skills for employment. City Gateway Youth Services specifically has developed the Young Leaders programme, supporting and training select groups of young people to support and challenge their peers, plan and implement youth-led projects, contribute to key decisions, and model positive community. In 2010 the Young Leaders programme was nominated for the NCVYS Young Partners Award (YPA) award and the contribution they make through youth volunteering. Girls involved in this Young Leaders group have recently planned a residential storytelling trip for groups of female learners at City Gateway to mark International Women's Day. Ofsted have identified this programme as an example of national best practice, and our consulting us on rolling out similar models nationally. In their report following inspection, Ofsted commented, 'They have been particularly successful in developing a group of diverse young leaders to promote positive relations within their communities.' (p.8)

The Young Leaders are currently in the process of setting up a Youth Fundraising Committee, which will facilitate the involvement of learners in fundraising activities for City Gateway, and other charities of their choice. Involvement to date has included a Rugby tournament fundraiser, a Fifa Playstation tournament for October 2010 Jeans for Genes day, and youth-led bids submitted and presented to Tower Hamlets Council as part of the Youth Opportunity Fund scheme.

Apprentices

City Gateway's Apprenticeship programme provides direct progression routes for all Free School learners, providing ongoing vocational learning alongside a paid work placement. We place Apprentices within City Gateway itself, with one of our social enterprises, or with an external employer partner. Those placed within City Gateway or a social enterprise are involved in planning and implementing sessions for Free Schools learners, whether these



be providing teaching assistance in class, or running extra-curricular activities as part of the Youth Work offer.

We currently have a number of apprentices involved in a community Futsal league that enables different social groups to mix informally and participate in healthy activities. One of our sports apprentices, [REDACTED], has set up his own community fitness class available to anyone to attend and has worked on engaging pupils of a local school in sports activities. Apprentices are also involved in running catering for community health showcase events. Three of these were held last year. These involved disseminating healthy eating information and holding public “cook & eat” classes with the aim of encouraging healthy eating in the community. When our social enterprise Flavour Gateway launched Café Relax [REDACTED], a group of apprentices volunteered at the community launch event.

City Gateway Women’s Project

As a wider charity, City Gateway also runs a project focused on engaging women and families into positive activities, learning and employment progression. This was originally set up to complement our work with young people, providing support and training for parents. The project now works with over 1000 families every year, providing a holistic programme of community-building, personal development and support, skills training and progression into work. As a key resource it will add value to the Free School through:

- a) Increasing parental engagement with training and employment, enabling us to equip parents as positive role models, able to support and advise their children
- b) Referring at risk young women into the Free School
- c) Sharing specialist knowledge, experience and best practice around domestic violence, forced marriage, cultural barriers to training access and other prevalent issues
- d) Providing community-based work placements for our female learners and Apprentices, alongside strong links with the wider local community

Parents and Carers

We always aim to engage parents and carers in their children’s learning, but for various reasons the parents/carers of the learners we engage are relatively disengaged from their children’s learning. We involve parents and carers in our disciplinary procedures, where a letter is sent home alongside a Final Warning for non-attendance or poor behaviour. We also conduct home visits in cases of severe non-attendance or poor behaviour, or where the Safeguarding Lead deems it necessary. Our primary aim is to develop strong relationships directly with our learners, through which we achieve good behaviour and attendance.

Equality and Diversity

City Gateway was graded Outstanding by Ofsted for our Equality and Diversity (December 2010). Our 3 year Equality & Diversity Strategy has been developed in line with the 2010 Equalities Act, as has our Equality & Diversity Policy and Guidance document (see Appendix 7). We actively promote community cohesion across all our programmes, directly challenging stereotypes and breaking down cultural barriers to accessing activities, training and work. We are a leader locally for awareness of diversity, and have a strong track record of progressing young people from BAME communities, young women and young people with disabilities and/or learning difficulties into sectors where these groups are traditionally under-represented. We recently helped produce a film with Channel 4 to increase workforce diversity in the media industry.



We are already well-established in Tower Hamlets, and strongly integrated with the Local Authority, and other work-based learning providers, schools, colleges and community groups. We feed directly into local and regional strategies, and contribute to the shaping of young people's services, ensuring they complement each other, share knowledge, resources and best practice, and avoid duplication. City Gateway is a key member of the Learning for Growth partnership, and strategy boards including IYSS, Adult Worklessness, NEET Reduction, 18-24 Employment, Child Poverty and Health Partnership.

City Gateway's Youth Work Team are qualified to address specialist needs, including sexual health, gang violence, substance misuse, forced marriage and homelessness. We link with specialist partners to facilitate effective cross-referrals, avoid duplication and share best practice, including local hostels, Housing Associations, PCT, sexual health clinics, CAMHS, children's centres, health centres, YOT, SNTs, Drugs Action Team and refuges. Our Youth Work team is also commissioned to deliver PAYP contracts (Positive Activities for Young People), and the Duke of Edinburgh scheme and delivers programmes on behalf of both Connexions and YOT.

City Gateway already engages young people of varying ethnicities, backgrounds, religions and educational attainment in youth work, vocational learning, volunteering and apprenticeships. In 2009-10 on our educational programmes alone we engaged 145 Asian/Asian British young people (58% of total), 60 White British (24%), 21 Black/Black British (8%) and 20 Mixed (8%) and 6 Other (2%). Through wider youth work, we engaged young people from 17 different ethnicities, and achieved a balance rare among local youth providers, particularly between Bangladeshi and White British groups 31% and 39% respectively. In a recent letter of endorsement for our Youth Work, the [REDACTED] commented that, 'City Gateway has a proven track record of being able to engage young people from different backgrounds, across different cultural and area divides, and getting them to work together to role model positive community... City Gateway's work needs to be noted as good practice within the borough, and the Youth Workers have endeavoured to work against the local culture of division that causes the majority of the gang tension in the local area. Their project is representative of all communities and this has gone a long way to change how local young people relate to each other.'

To facilitate successful integration of diverse young people we will ensure: a) Positive peer role models through Apprentices and Young Leaders from diverse backgrounds modelling positive community, b) Mixed groups, with focused work around team-building, identity, and building positive community, c) clear communication of equality and diversity values and expectations, d) additional support to address specialist issues.



Section 5: Evidence of Demand & Marketing

5.1 Evidence of demand

City Gateway's provision of alternative education is already well-established in Tower Hamlets, and we have over 300 learners in our provision every year, which is a clear indication of demand for our services from the Local Authority, schools, PRUs, and learners themselves, where the majority of 16-19 learners are self-referred. Tower Hamlets Local Authority are unable to provide a letter of support at this stage, as they have been asked by the DfE to comment on Free School Applications, and this would create a conflict of interest. It is politically difficult for the schools and PRUs that refer to us to indicate their support in writing at this time, but they will continue to refer learners to us if we become a Free School, just as before.

As a formal work-based learning provider for 14-19 year olds in Tower Hamlets, we are applying to become a Free School on the basis of high levels of NEET in the borough (6.5% of 16-18s as of Dec 2010), and the high intake of learners we have sustained over the past 5 years. We now educate over 300 learners each year. If successful, Free School status would enable us to significantly grow the size and scope of our provision in the following years. As the largest provider of Apprenticeships and Pre-Apprenticeship learning programmes in Tower Hamlets, demand for our services by local young people themselves is huge, let alone from referral agencies and parents. One of our current learners said, 'Without City Gateway, there would be no starting block for NEET people, and I wouldn't be following my dream! It needs to become a Free School so that more people like me can actually enjoy learning and work towards what they want in life.' Over 50% of our referrals come via peer referrals, with NEET young people encouraging their NEET peers to attend City Gateway. We believe this is a strong endorsement of the demand and credibility of our programme among previously excluded young people in Tower Hamlets. We also work with 20 different schools and PRUs in Tower Hamlets who refer pupils into our 14-16 provision and over 10 different work based learning providers (including Tower Hamlets College) who refer pupils into our 16-19 provision.

One of our key challenges as a service provider to NEET and 'at risk' young people is supporting a considerable number of learners whose parents/carers don't understand or fully recognise the value of education or learning. Our one-on-one Information, Advice and Guidance and group Personal Social Development enables us to work closely with learners who lack home support in their learning and ensure they engage and achieve in our programmes.

5.2 Consultation and Equality of Opportunity

We will conduct an extensive consultation exercise prior to becoming a Free School. We will consult the following groups:

1. Tower Hamlets Local Authority
2. Tower Hamlets Pupil Referral Unit
3. Tower Hamlets secondary schools, including George Greens, Swanlea, and Bishop Challoner
4. Other work based learning providers
5. Tower Hamlets College and other FE providers
6. Higher Education institutions, including UEL, London Metropolitan and Queen Mary



7. Tower Hamlets community forums
8. Current and potential learners

Different groups will require different methods of consultation.

Groups 1 to 7 will be provided with a comprehensive consultation document, providing the following information:

- City Gateway's mission and values
- Our Free School Offer for 14-19 year olds, including an overview of the curriculum, additional support available, and our admissions policy and process
- Proposed dates for implementation

The document will then explore the following areas for feedback:

- Is City Gateway filling a current gap in educational provision in Tower Hamlets?
- Would City Gateway make a positive contribution to Tower Hamlets as a Free School?
- Would you be more likely to refer learners to City Gateway if it became a Free School?

These groups will have 30 days from the time of issue to feed back, and will be able to do so in the following ways:

- Completing the consultation document in writing
- Attending a series of meetings hosted by City Gateway (at which we will again briefly outline our proposal)
- Attending other meetings related to specific groups (e.g. community forum) where City Gateway's proposal is on the agenda

Group 8 will be consulted directly through structured focus groups, organised in partnership with Tower Hamlets Pupil Referral Unit, and the secondary schools named above. A key focus for consultation will be whether these young people would be more or less likely to engage with City Gateway if it became a Free School, and what being a Free School means to them as learners, or as potential learners.

Once all feedback, written and verbal, has been collated and reviewed, the Senior Management Team will meet to discuss a) how this feedback impact our plans to become a Free School and b) the appropriate response to each group.

City Gateway was graded Outstanding by Ofsted for our Equality and Diversity (December 2010). Our 3 year Equality & Diversity Strategy has been developed in line with the 2010 Equalities Act, as has our Equality & Diversity Policy and Guidance document (see Appendix 7). We actively promote community cohesion across all our programmes, directly challenging stereotypes and breaking down cultural barriers to accessing activities, training and work. We are a leader locally for awareness of diversity, and have a strong track record of progressing young people from BAME communities, young women and young people with disabilities and/or learning difficulties into sectors where these groups are traditionally under-represented. We recently helped produce a film with Channel 4 to increase workforce diversity in the media industry.

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resources and best practice, and avoid duplication. City Gateway is a key member of the Learning for Growth partnership, and strategy boards including IYSS, Adult Worklessness, NEET Reduction, 18-24 Employment, Child Poverty and Health Partnership.

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To facilitate successful integration of diverse young people we will ensure: a) Positive peer role models through Apprentices and Young Leaders from diverse backgrounds modelling positive community, b) Mixed groups, with focused work around team-building, identity, and building positive community, c) clear communication of equality and diversity values and expectations, d) additional support to address specialist issues.

5.3 Recruitment and Marketing Strategy

Plan Aims:

The key aims of our strategy are:

- Recruit young people to fill places at maximal capacity
- Encourage clear progression between courses

Proposed Solutions:

- **Integrate work of marketing and recruitment team**
 - Monthly meetings between Marketing Manager and Recruitment Lead
 - Shared visibility of course timetables/recruitment for coordinated campaigns
- **Develop new social marketing materials to encourage more referrals**
 - Better resources & encouragement to boost existing referral success
 - Encourage young people to peer-refer, develop draw/indirect incentives



- **Resource and promote third party referrals**
 - Generic course poster promoting City Gateway Free School given out to local youth centres, PRUs and community partners
 - Produce large number of generic learning flyers and similarly distribute
 - Begin centrally managing partnership relations and support the Recruitment Lead in his networking
 - New banner stands for use at recruitment events
 - Round of meetings with recruitment partners once materials available
- **Resource Progression Workers to ensure positive learner progression**
 - Develop well-branded Apprenticeship pack for potential placement providers
 - Apprenticeship video with case studies/employer feedback
- **Local Press Advertising**
 - Occasional adverts in local press to anticipate upcoming recruitment drives
 - Continue close working with East End Life, East London Advertiser and other papers as appropriate
- **Promote internal progression routes**
 - Wide internal availability of course flyers
 - Course-specific posters produced and carefully arranged across City Gateway centres to promote progression opportunities.
- **Further develop the CG Youth Website**
 - Produce a youth-friendly sub-section of the website with course details, recruitment information, and extra-curricular activities available at our Youth Centre of Excellence
 - Promote using Free Google Adwords
- **Use new CG Internal Communications Plan to promote Free School internally**
 - Link into new centralised structures such as the intranet and quarterly team updates
 - Integrated recruitment approach to anticipate recruitment needs in advance.

Referrals:

We receive referrals in various ways and from a number of different organisations. The following are the most common, and we expect this profile to continue for the Free School:

- Referral agencies (Connexions, New Start)
- PRU/Colleges (3rd Base, THC)
- Self-referrals
- Current/past trainees peer referral (word of mouth)
- City Gateway website
- Internal contacts
- Tower Hamlets NEET register/door knocking programme

Course Recruitment Plan

The minimum time frame given to recruit for September is approximately 8 weeks.

- Inform all referring agencies (via email update, and telephone)
- Follow up all leads generated by Youth Work team, NEET register and CG website
- Follow up past trainees who dropped out
- Ask current trainees for any contacts for potential trainees
- Attend recruitment events
- Recruitment apprentices and Young Leaders to assist in recruitment (distributing flyers and posters at youth clubs etc.)



- Continue to research and forge new links with potential referring agencies

2012/2013 Timetable:

June 12	<ul style="list-style-type: none"> • Final Recruitment Communications plan, with implementation timetable, circulated to SMT. • Internal progression posters produced for City Gateway sites • Generic CG poster designed for external partners • More copies of existing recruitment materials produced
July 12	<ul style="list-style-type: none"> • 'Referral Postcard' (response card) • Pull together 'Referral Pack' and take to referrers • Develop youth section of CG website • Brief for promotional video • Develop CG presence on centralised websites • 10 T-shirts for the Training & Employment team • Plan media team coverage strategy (photo & video)
August 12	<ul style="list-style-type: none"> • Advert in East End Life • Posters distributed to promote September start • PR Promotion • First monthly referral course eUpdate • First course availability updates on the website • Update CG induction video, put on website
Sept 12	<ul style="list-style-type: none"> • Update centre signage • Launch Bluetooth system (and PR promotion)
Oct 12	<ul style="list-style-type: none"> • 'Refer a friend' posters, materials and prizes • £50 for additional marketing materials
Nov 12	<ul style="list-style-type: none"> • £150 for additional marketing materials • Review of marketing materials and recruitment strategy
Dec 12	<ul style="list-style-type: none"> • Complete updated batch of course flyers • Local press advert for January starts • PR Promotion
Jan 13	<ul style="list-style-type: none"> • £100 for additional marketing materials • 'Refer a friend' posters, materials and prizes
Feb 13	<ul style="list-style-type: none"> • £150 marketing reserves
March 13	<ul style="list-style-type: none"> • £150 marketing reserves • End of year review and 2013 final planning
April 13	<ul style="list-style-type: none"> • 2013/14 plan begins



Section 6: Organisational Capacity & Capability

6.1 Capacity and capability to set up a school

As a charity, City Gateway is overseen by a committed Governing Body (Board of Trustees), with wide-ranging skills, consisting of:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

As Education Lead, [REDACTED] will advise City Gateway's Senior Management Team and Principal Designate through the pre-opening and post-opening phases on educational issues and best practice.

City Gateway's [REDACTED] will be the [REDACTED] (CV attached). He is part of the Senior Management team, who will be responsible for project managing the school through the preparation stages to opening. This team will be led by the [REDACTED], and include the Finance Director (qualified accountant) and [REDACTED].

All teachers are minimum PTTLs qualified, currently led by the [REDACTED], and the [REDACTED]. All Information, Advice and Guidance is Matrix-accredited, and City Gateway employ JNC qualified youth workers for specialist support. All [REDACTED] have recruitment backgrounds, [REDACTED].

City Gateway has grown significantly over the last three years, from a turnover of £800k to a current turnover of £3 million. The numbers of young people attending our courses has increased from around 80 a year to over 300. We have built a strong corporate team in order to deliver our ambitions for young people in Tower Hamlets led by the [REDACTED], who works with the CEO to drive strategy, change and growth. We have strong organisational competencies in strategic management and change management, and a committed team with experienced senior staff who have a track record of delivering business growth and organisational development.

Our team is highly skilled in management, educational expertise, and other areas necessary for running a school. We have functioned successfully as an organisation delivering educational outputs for 12 years. City Gateway has worked effectively with external consultants to ensure our teaching is continually improving and delivering achievements for learners, and to address other areas requiring specialist knowledge such as information management, particular quality standards, and marketing specialisms. We would continue to do this whilst functioning as a Free School.

Although we have a skills gap around legal specialism within our Board of Trustees, this is more than adequately accounted for through our partnership with a large city-based legal firm. Additionally, a number of our senior managers have successfully managed set-up projects for companies, charities and other statutory bodies with significant legal governing frameworks.

Following our recent Ofsted inspection, in which we were graded Outstanding across all areas of the Common Inspection Framework, the inspectors reported that 'City Gateway's



leadership and management are outstanding. The charity has a clear focus on providing hope for local young people.' (Ofsted Report, p.3)

City Gateway has been recognised for having great success with pupils who previously did not achieve in mainstream education provision. Our key challenge is committed funding, which to date has been unstable, and we see Free School status bringing more secure funding as the finance will follow the pupil. This will enable us to be more focussed on delivering an increasingly excellent service to local disadvantaged & disengaged young people.

6.2 Capacity and capability to run a school

The current [REDACTED], [REDACTED], will become the [REDACTED]. [REDACTED] has been selected for his extensive management experience within alternative education, his commitment to seeing young people from deprived areas engage and achieve, and his ability to work within the wider framework of support for young people from poor economic backgrounds with multiple needs. Please see his CV attached as Appendix 3. It is important to note that [REDACTED] is in the process of completing his [REDACTED] at the National College for School Leadership.

The Principal Designate will be part of the Senior Management Team, which is led by City Gateway's CEO, and includes the [REDACTED], and the Finance Director (qualified), whose work is overseen at Governance level by the Treasurer for the Board of Trustees - also a qualified accountant, and a senior partner at [REDACTED].

The management structure of our current Training & Employment Department will translate directly into our Free School management structure (see Appendix 4 for a departmental organogram). The Principal Designate will lead the Free Schools Leadership Team, consisting of the Head of Retention & Progression and Teaching Quality Manager, who will oversee the day-to-day operational management of the Free School. The Teaching Quality Manager will line-manage all Subject Leads, who in turn will line-manage the Vocational Tutor & Functional Skills Tutors of their respective subject. Progression and Retention Workers will be managed by the Head of Retention & Progression, who will also manage the Contract Administrators.

Each member of staff has annual objectives which map out targets for achievement and from which line managers monitor progress. These are reviewed in regular supervision but also formally in 6 month reviews and annual appraisals. Clear lines of responsibility are outlined so that staff know what they must work towards and what they are tasked to achieve.

The Principal Designate will provide monthly progress reports for City Gateway's Senior Management Team (SMT), who will conduct strategic reviews and measure outcomes against Critical Success Targets and performance indicators set annually. The SMT will oversee performance management, ensuring that delivery targets are being met; financial management, ensuring that budget targets are met; risk management, ensuring that management action is taken to identify and mitigate risks to successful project delivery; and HR and staff management, ensuring that policies and procedures are being applied to across the Free School. The Principal Designate will report to the Board of Trustees quarterly, being accountable to them for project delivery to budget and on time. The



Trustees can challenge insufficient progress at any stage of the project.

Because we will operate using our current management and delivery structures, staff to pupil ratios will remain as they are now, at 1:7 in the classroom, with 1:1 for Information, Advice and Guidance with a Retention Worker, and where specialist support is required to address risk issues.

As indicated in Section 8, we will increase our delivery staff team in proportion to the increase of learner numbers over the first three years of the Free School. We will follow our robust Recruitment Process (see Appendix 5) to ensure that we recruit high quality staff.



Section 7: Premises

Our plans for premises for our Free School can be presented as two phases:

Phase One (Launch)

We will launch the new Free School with one Main Site and then two smaller campuses based on the specialist premises needed for their delivery. These premises are already operational, and are all based in Tower Hamlets, the borough in which most of our students are resident. The two smaller sites are secure for the longer term.

MAIN SITE - [REDACTED], Canary Wharf, London, [REDACTED]; freeholder – [REDACTED] 492 sqm; c. 152 pupils in the first year.

This site accommodates all the main back office and corporate functions for the school as well as having facilities for a large common room space for students, an outside playground, and classrooms to deliver learning for the significant part of our Free School service.

This site is a fantastic facility but unfortunately is due to be redeveloped in the next few years. However, we are in discussions with the local Authority and [REDACTED] to explore replacing this facility on the same site, using a mixture of Section 106 funding from the future commercial development, capital funds from the Free Schools funding stream, and sponsorship from one of our corporate partners.

SPECIALIST SITE 1 - SPORTS: [REDACTED] London, [REDACTED]; freeholder – Tower Hamlets Local Authority; 929 sqm; c. 95 pupils in the first year.

This site is purpose built for sports coaching & fitness learning provision. It boasts indoor and outdoor sports courts, a rock-climbing wall, a gym and changing rooms as well as IT classrooms for functional skills learning.

SPECIALIST SITE 2 - CATERING: [REDACTED], London, [REDACTED]; freeholder – [REDACTED]; 88 sqm; c. 32 pupils in the first year.

This site is purpose built for Catering & Hospitality learning with a training kitchen and training café restaurant, as well as several classrooms for other learning.

Phase Two

Our main site is a temporary location (until 2013/14) and we would plan to work with the Department of Education and LB Tower Hamlets to secure longer term main site premises by Sept 2013. We are currently in initial discussions with LB Tower hamlets regarding two sites, either of which could be used for our Free School. These are the [REDACTED], and the [REDACTED].