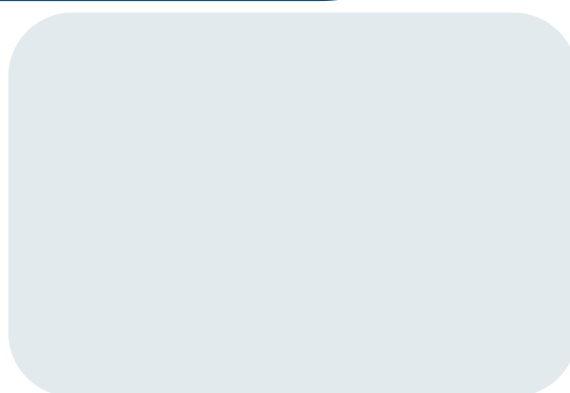


Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools



Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are 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 and marketing
- **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. This is 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: [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

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

[Redacted]
Department for Education
[Redacted]
London [Redacted]

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

[Redacted]
Department for Education
[Redacted]
London [Redacted]

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Leominster Herefordshire [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other		
6.	<p>If Other, please provide more details:</p> <p>The Robert Owen Group is a group of co-operative organisations, working together for the benefit of its members. The Robert Owen Group has over 500 members who are mainly schools, colleges, nurseries, higher education institutions, community groups and voluntary organisations. As a co-operative organisation our members all have an equal say in what we do and how we do it.</p>		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	If Yes, please list the name(s) of the organisation(s) and describe clearly		

	<p>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: Excellence in Business: have provided business support and will continue to do so in both the pre-and post-opening phases of the school.</p>	
Details of company limited by guarantee		
11.	Company name: The Robert Owen Foundation	
12.	Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Leominster Herefordshire <div style="background-color: black; width: 100px; height: 20px; margin-top: 5px;"></div>	
13.	Company registration number: 06998972 Registered charity number: 1135628	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<p>Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 13	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	<div style="background-color: black; width: 100px; height: 15px;"></div>
	2. Name:	<div style="background-color: black; width: 100px; height: 15px;"></div>
	3. Name:	<div style="background-color: black; width: 100px; height: 15px;"></div>

	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
	7. Name: [REDACTED]
	8. Name: [REDACTED]
	9. Name: [REDACTED]
	10. Name: [REDACTED]
	11. Name: [REDACTED]
	12. Name: [REDACTED]
	13. Name: [REDACTED]

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. 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: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
	7. Name: [REDACTED]

	8. Name: ██████████	
	9. Name: ██████████	
	10. Name: ██████████	
	11. Name: ██████████	
	12. Name: ██████████	
	13. Name: ██████████	
19.	Please provide the name of the proposed chair of the governing body, if known: The members of the governing body have not yet been recruited.	
Related organisations		
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. 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/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; The Co-op Group • their Companies House and/or Charity Commission number, if appropriate; 525R (Industrial & Provident Society Number) • the role that it is envisaged they will play in relation to the Free School. It is anticipated that students of the Robert Owen School will access the Co-operative Group Apprenticeship Academy.	
22.	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 (eg Pentecostalism, Deobandism, Reform Judaism, etc). None	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No n/a
24.	Is your organisation an existing independent	<input type="checkbox"/> Yes

	school wishing to establish a new and separate Free School?	X No	n/a
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes x No	n/a
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:		n/a
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:		n/a
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:		n/a
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:		n/a
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: The Robert Owen Foundation 06998972		

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 a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: ██████████ (please delete as appropriate).

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Robert Owen School
2.	Proposed academic year of opening:	2013/14
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input checked="" type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc	

	of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	It is anticipated that the preferred school site will be within the HR postcode area. The definitive site is still to be identified.
11.	Local authority area in which the proposed school would be situated:	Herefordshire
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	<ul style="list-style-type: none"> • Gloucestershire • Monmouthshire • Powys • Shropshire • Worcestershire
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

THE EDUCATION VISION FOR THE ROBERT OWEN SCHOOL

C.1 Rationale for the Free School

The Robert Owen School will provide a flexible and balanced programme of general and vocational education in the 14-19+ age range for young people from a diverse range of rural backgrounds. This will facilitate their broad intellectual, cultural and personal development as well as presenting them with an opportunity for effective vocational preparation for work (including self-employment) and further work based training.

Our vision is to have cohorts of young people, at first within the Robert Owen School but ultimately nationally, achieving fulfilled personal and professional lives, enjoying satisfying work and careers.

This vision is to be realized by providing the students with a whole curriculum package encompassing both the academic and vocational competence/skills-based disciplines. This will be tailored to the needs of the individual student through pre-course counselling, formative assessment and tutoring, which will be reflected in the Vocational Baccalaureate which will be Record of Personal Achievement. There will be a gradual movement from the pre-vocational competencies to specifically allied vocational skills, all within the unified curriculum.

The integration and coherence of each student's programme therefore will be achieved by the embedding of the Core Skills Curriculum and the core skills across and within every aspect of the academic and vocational work. This will deliver a seamless course of study, modular in style, characterized by a process-led approach which will facilitate progression.

The specifically job-related skills will be achieved alongside the general skills as the major objective is to achieve the employability of every student, emphasizing therefore the crucial role of the core and the generic skills in this bid.

The driving force of the School will be to exploit all opportunities to develop fully the intellectual, social, creative and expressive abilities of all of the students.

Through the School's curriculum programme it will be our mission to ensure that:

- Our students become people who can do things as well as know about them i.e. rounded people with skills as well as knowledge
- We help our students to choose and prepare for the most appropriate for them qualifications, experiences and work (including self-employment) routes

- We help them change or refine their options without having to go back to square one
- We provide a balanced curriculum for a wide range of ability and behaviours.

The need for this form of highly specialised provision in the designated area has been proven since 1983 through the TVEI Pilot Project in Herefordshire with its specialised Technical and Vocational 14-19 Centre; the TVEI Extension Project with its innovative work on 14-19 curriculum progression and continuity; the Robert Owen Group's Vocational, Training and Educational Opportunities (VETO) Project and the Robert Owen Group's European funded Alternative Learning Pathways to Success (ALPS) Project.

Since the ALPS project ended in 2009 there has been no dedicated provision for this type of vocational learning, which is evidenced by a corresponding increase in the numbers of young people not in Education, Employment or Training (NEET) as shown in Table 1.

16 to 18-year-olds not in education, employment or training

	2008 %	2009 %	2010 %
Herefordshire,			
County of	5.8	5.9	6.8
West Midlands	7.0	6.6	6.2
Shropshire	5.2	4.7	5.2

Source: Connexions/The Department for Education, The Client Case Load Information System (CCIS)/Labour Force Survey (LFS)

The State of Herefordshire 2011 Report

Additionally, **the State of Herefordshire 2011 Report** identified that employers found many young people to be poorly-prepared for entering employment and that skilled trade vacancies are the hard-to- fill. The following areas were specifically identified as Threats and Challenges to the local economy:

- Skilled trade occupations account for a relatively high proportion of those in employment; employers find skilled trade vacancies hard to fill; and skilled trade vacancies account for the highest proportion of skill shortage vacancies.
- Employers report that there are skills gaps in managerial and skilled trade occupations and that some young people are poorly prepared for work.
- There is still demand for migrant labour in Herefordshire that employers report would be difficult to fill from other sources.
- Herefordshire loses approximately 5% of its working-age population who travel to work outside the county.

Unemployment is higher than prior to the recession, particularly amongst people under 25 and work-based earnings are low compared both regionally and nationally, with the gap increasing. This gap in earnings is due to the

dominance of low-technology manufacturing and low-value sectors of employment such as agriculture and retailing in the area.

The gap in attainment between the best and worst performing areas at GCSE is still increasing, and in 2010 there were more areas amongst the most deprived in England in terms of achievement in education and skills.

Therefore, in one of the most rural areas of England there is a critical shortage of specialised pre-vocational and vocational education and training for the 14-19+ age group. The aim of the Robert Owen School will be to motivate and educate this growing population to realise the benefits of vocational training, work (including self-employment) and living and contributing to their communities as integrated and fully functioning citizens. This 14-19+ Robert Owen School will tackle head on the challenge of maximising the number of young people in education and training whilst raising the whole profile of vocational education and training across the full ability range. It will have as its core mission the challenge of the 'Parity of Esteem' between the academic and the vocational curricula.

Raising the number of young people skilled and ready for work

The outcome of the Robert Owen School will be to raise the number of young people skilled, able and prepared for the world of work. Specifically it will aim to increase the numbers of young people entering skilled and managerial professions.

We will offer 14-19+ students in Herefordshire and environs a balanced, flexible and progressive scheme of vocational education, designed to meet the needs of young people of varied academic ability who attend or have attended a diverse range of rural secondary high schools within a radius of 35 miles of Hereford City. The Robert Owen School will prove to be of great value both nationally and within the sub region. Our Trustees are committed to establishing high quality vocational provision which can be replicated across other rural areas and beyond.

The last two years of compulsory education set within the context of 14-19 years provision are vital in forming a positive approach to the world of work. Every student needs to be helped to reach her/his full potential, not only for secure personal development but to prepare for the whole range of demands which employment, (including self-employment) will make. The Robert Owen School will deliver a work-related curriculum which will ensure that each student develops the personal skills and qualities as well as the knowledge and skills needed for working life. The links formed between The Robert Owen School, employers and community will help our students and their teachers to gain a closer understanding of the industrial, commercial and economic base of our rapidly changing post-industrial technological society.

Proposed Curriculum

This unique 14-16 Pre-vocational Curriculum will be characterised by:

- ✓ A diagnostic and assessment phase

- ✓ A core skills curriculum comprising: English, Mathematics and Science
- ✓ A common core skills curriculum which will include the social, personal and inter-personal skills for preparation for the world of work
- ✓ Optional Subjects Curriculum to offer balance of up to three additional subjects selected from the Arts and Humanities, RE and Citizenship
- ✓ Vocational Educational Studies including work experience:
- ✓ Vocational Learning Plan
- ✓ Residential experiences
- ✓ Optional weekend extension studies
- ✓ Access to a full menu of 14-19 accreditation

The unique 16-19 Curriculum will include:

- ❖ Common skills core which includes:
- ❖ A common core skills curriculum to cover the social, personal and inter-personal skills for preparation for the world of work

- ❖ This will continue through to 16-19 curriculum and will achieve the maximum amount of integration.

- ❖ By the age of 16 years our School students will have the advantage of having undertaken a substantial and significant programme of vocational education. It is the aim of the School that a minimum of 25% 14-16 cohort will decide, after suitable counselling and support to move to one of the specially designed vocational sandwich courses in the 16-19+ phase of the scheme. These courses will have some or all of the following characteristics.

- ❖ A broad curricular base leading to a range of potential career opportunities at craft and technician levels, particularly within the catchment area of the School and the Marches Sub Region. It is the aim of the School that at least 10% of students will progress to advanced vocational courses in the field of higher education and that this figure will increase over time.

- ❖ A minimum overall duration of 96 weeks (i.e. 2 years @ 48 weeks) with substantial and significant periods of integrated industrial, commercial, business or field experience (i.e. a minimum total of 18 weeks), delivered via a semester-based approach

- ❖ A modular structure to provide maximum flexibility in terms of location, learning programme and mode of study so that there is also the option of partial integration with other Vocational Education programmes offered by the School, with those of traditional further education and work based learning courses as well as with elements of higher education courses including Open College Network Access Programmes

- ❖ Smooth progression in the 14-19+ Programme to a range of nationally recognised qualifications:

- Open College Network (OCN) units at Levels 1, 2 & 3
- EdExcel 14-19 Diplomas at Foundation; Higher; Advanced & Progression Levels
- EdExcel Skills for Life at Entry & Levels 1 & 2
- EdExcel Generic Learning Award which will be linked to the Principal Learning component of the Diploma
- NVQ units where appropriate 14-16 and linked to Apprenticeships etc. at age 16+
- GCSE's in Mathematics; English; Science; Humanities; Arts; RE & Citizenship
- EdExcel Entry Level Certificates at Entry Levels 1, 2 & 3
- BTEC Awards at Level 1-3
- Edexcel Functional Skills linked to the 14-19 Diplomas as part of the Foundation suite of qualifications
- Foundation Degrees and Open University modules

❖ Apprenticeships: A major focus for the Robert Owen School will be to mirror the German vocational school model with its seamless integration of general and vocational education. At the end of the 14-16 years Phase each student will be offered a menu of Apprenticeships of between one and four years duration providing on-the-job training with industry standard qualifications.

Apprenticeships will be offered at three levels with structured and on-going counselling and guidance for each student:

1. Intermediate Level Apprenticeships

- ✓ Working towards work-based learning qualifications such as Level 2 Competence Qualification, Functional Skills and a relevant knowledge-based qualification

2. Advanced Level Apprenticeships

- ✓ Working towards work-based learning at Level 3 Competence Qualification, Functional Skills and a relevant knowledge-based qualification

3. Higher Level Apprenticeships

- ✓ Working towards work-based learning qualifications such as Level 4 Competence Qualification, Functional Skills and a relevant

knowledge-based qualification such as a Foundation Degree.

The Robert Owen School through its existing relationships with community training providers and business organisations will ensure that the off-the-job training will be provided within the School and in close partnership with the Colleges and other specialist learning providers.

Through the Robert Owen Group's close working links with the Co-operative Group students will be able to access apprenticeships through the Co-operative's Apprenticeship Academy in the following areas:

- ✓ Food
- ✓ Funeral care
- ✓ Financial Services
- ✓ Motors
- ✓ Head Office
- ✓ Pharmacy
- ✓ Travel
- ✓ Legal
- ✓ Farms
- ❖ Vocational Education content that justifies at least 70% of total curriculum time with the remaining time devoted to general education. Vocational A Levels would fit into this category.
- ❖ Student centred teaching and learning strategies with individual study programmes planned in negotiation with students. Students with special needs and specific learning requirements would fit into this category as would students who are requesting accreditation of prior learning including credit accumulation & transfer

✓ **Residential Experiences**

There will be a minimum of two residential experiences, each of one week's duration, each in the 16-17 years & 17-18 years phases. The first residential programme at the start of Year 3 will be designed primarily to familiarise students with vocational opportunities in other areas and locations with the objective of broadening perspectives. Team and group activities will be an essential part of the Programme.

The second residential programme at the start of Year 4 will enable students to review the previous year's learning and prepare for the year(s) provisional programmes in each student's Vocational Learning Plan (VLP). This will form part of the Record of Achievement within the Vocational Baccalaureate.

- ✓ Individualised learning across the full 14-19 Programme
The students will be fully supported with counselling and guidance at each stage of their learning plan. In some circumstances students may be advised to undertake a study programme drawn from more than one vocational course and from more than one training provider. The adoption of a modular structure will facilitate the arrangement of common study with students undertaking other courses and will lead to Value for Money learning provision. This will be achieved through buying into other training providers and not needlessly duplicating quality local provision.

Consideration will also be given to the design of more general vocational education and training courses for those students who have more learning and developmental ground to travel. Such courses will mirror more closely the second year of the 14-16 years phase with appropriate vocational options such as technology; business; catering; retailing & caring particularly enabling those students with greater maturation and learning development needs to progress at a more appropriate rate. There will be the flexibility of forging links between these courses and elements/modules of the more vocational and nationally recognised training courses. For students in this category we envisage the need for a larger learning support element with a pick and mix approach to vocational education through experience in the Vocational Studios within the school, buying in to other training providers' courses and extended work experience.

The nature of the Robert Owen School curriculum will mean that our students will have **individualised learning programmes** and a significant part of their work will be in communities with adults who will also be encouraged to mentor them. The experiential nature of the Free School curriculum will achieve high levels of motivation which will offer personal success to all and will help each student to see how their lives might unfold in a positive and beneficial way. The Vocational Baccalaureate will contain each student's negotiated Learning and Training Plan together with clear targets which will be reviewed regularly through extensive learning support and guidance programme.

C.1.1 Population

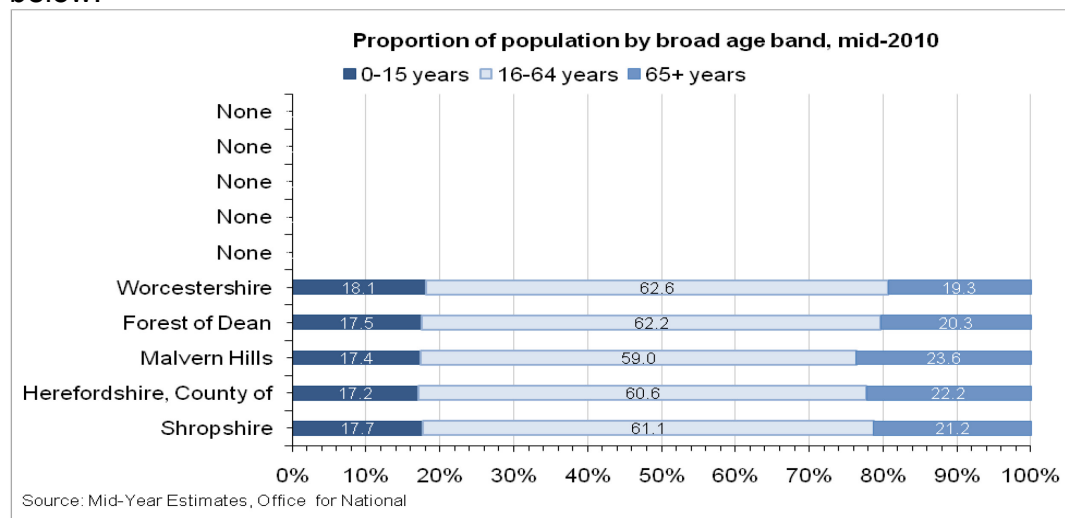
The catchment area for the Robert Owen School is characterised by the following geographical and demographic context, in particular, the rurality of its environment and the specific challenges that this presents in accessing resources.

Herefordshire's resident population grew by 3% between 2001 and 2010. As there have been fewer births than deaths over the period the growth has been entirely due to net in-migration, which has slowed in recent years.

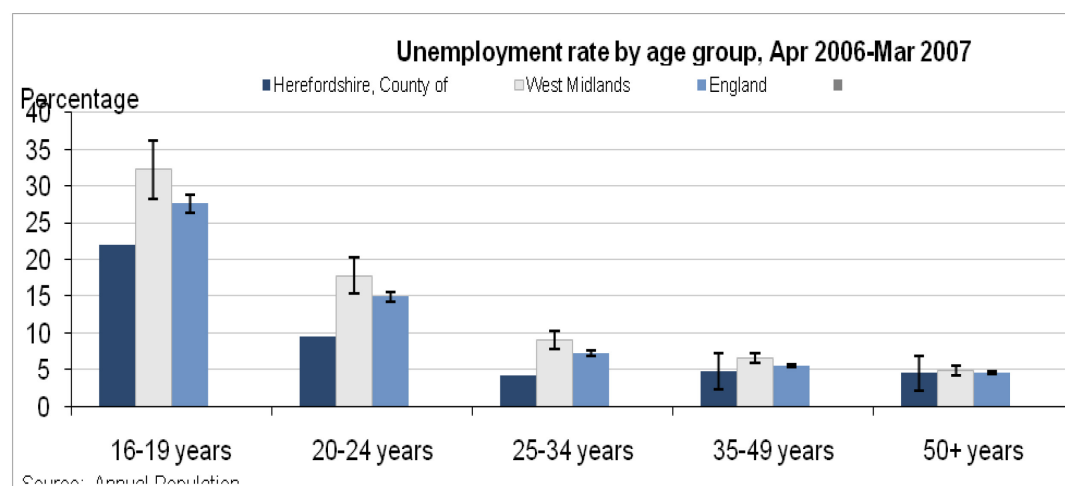
Although overall numbers of children continue to fall, there have been more births than expected in recent years. There were 1800-1900 births a year from 2007-08 to 2009-10 – 100-200 more each year than predicted; and

provisional figures suggest the same for 2010-11. The under-prediction is due to fertility rates rising more than national projections assumed, particularly in Herefordshire. Herefordshire has a relatively small, but growing, Black, Asian and Minority (BAME) population which has a younger age profile than the county as a whole; almost half of all BAME residents are aged 16-44. Increasing numbers of births are to mothers born outside the UK (200 in 2009-13% of all births, up from 100 in 2003 – 6% of total). Since 2006 the non-UK born mothers have mainly come from Poland (31%) or other Eastern European countries (14%).

The age range in Herefordshire and surrounding areas are shown at Table 2 below:



Although still low compared with the West Midlands region and England, unemployment remains much higher than prior to the recession. Unemployment rates by age group are shown below in Table 3:



In 2010, the proportion of 16 to 18 year-olds NEET in Herefordshire, County 6.8 per cent. From 2008 to 2010 the proportion of 16 to 18 year-old N Herefordshire increased as indicated below:

16 to 18-year-olds not in education, employment or training

	2008	2009	2010
	%	%	%
Herefordshire, County of	5.8	5.9	6.8
West Midlands	7.0	6.6	6.2
Shropshire	5.2	4.7	5.2

Source: Connexions/The Department for Education, The Client Case Load Information System (CCIS)/Labour Force Survey (LFS)

C.1.2 Economic Development and Enterprise

Herefordshire’s economic output is low compared both regionally and nationally. The County has a dominance of low value- added sector industries such as agriculture, wholesale and retail and public administration, and a smaller proportion of employees in knowledge intensive industries which are typically higher paid jobs.

In 2008, the Gross Value Added (GVA per resident) per filled job in Herefordshire was 25.4%, which is below the UK average as shown below at Table 4:

GVA per filled job index at current prices

Index (UK less Extra-Regio = 100)

	2004	2005	2006	2007	2008
	Index	Index	Index	Index	Index
Herefordshire, County of	79.7	77.7	75.8	74.8	74.6
West Midlands	90.6	89.7	88.8	88.3	88.0
England	101.8	101.8	101.9	101.9	101.8

Source: Office for National Statistics

Herefordshire also has a lower rate of new business start-ups than England as a whole (42.2 per population aged 16+ compared to 48.8 for England) but survival rates are longer for those that have been active for 3+ years. However, the rate of business formation has slowed since 2009.

The rate of self-employment in Herefordshire is higher than in the West Midlands and England as a whole with agriculture, construction and other services as the industries with the greatest proportion of self-employed workers.

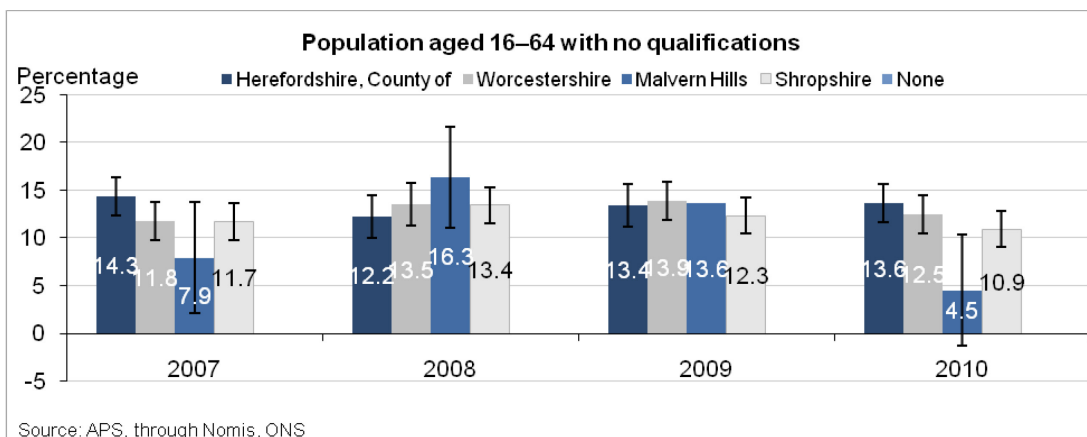
Qualification rates in Herefordshire were lower than across England in 2010 at all levels from 1 to 5, where level 3 equals AS levels, A Levels, AVCEs or Advanced GNVQs. Herefordshire also has a higher proportion of working age residents without any qualifications. Rates of qualification have decreased over the last three years whilst national rates have significantly increased. A greater proportion of residents (17%) are employed in skilled trade occupations such as electrician, plumber, pipe fitter, welder, mechanic

compared to England as a whole (10%). Vacancies for skilled trade occupations were reported as being hard to fill by 50% of employers, more than any other occupation.

According to the Indices of Deprivation 2010, there are 19 areas of Herefordshire that fall within the 25% most deprived in England in terms of achievement in education and skills, an increase in 13 from 2007. The gap in attainment between the best and worst performing areas at GCSE is increasing; in 2010 25% of pupils in the lowest performing ward achieved Grade A-C* including English and Maths a decrease from 26.4% in the 2009 exams. The highest performing ward had 76% of pupils achieving 5 or more GCSEs at A*-C, including Maths and English, the same percentage as the previous year.

Around a fifth of employers in the County report having skill gaps in their current workforce. The most frequently reported occupations with skills gaps were skilled trade occupations (27%), managers (26%) and administrative/clerical staff (19%). Employers within the County also indicated that this issue was compounded by lack of free or affordable training, particularly management training courses available locally.

The level of population with no qualifications is shown below in Table 5:

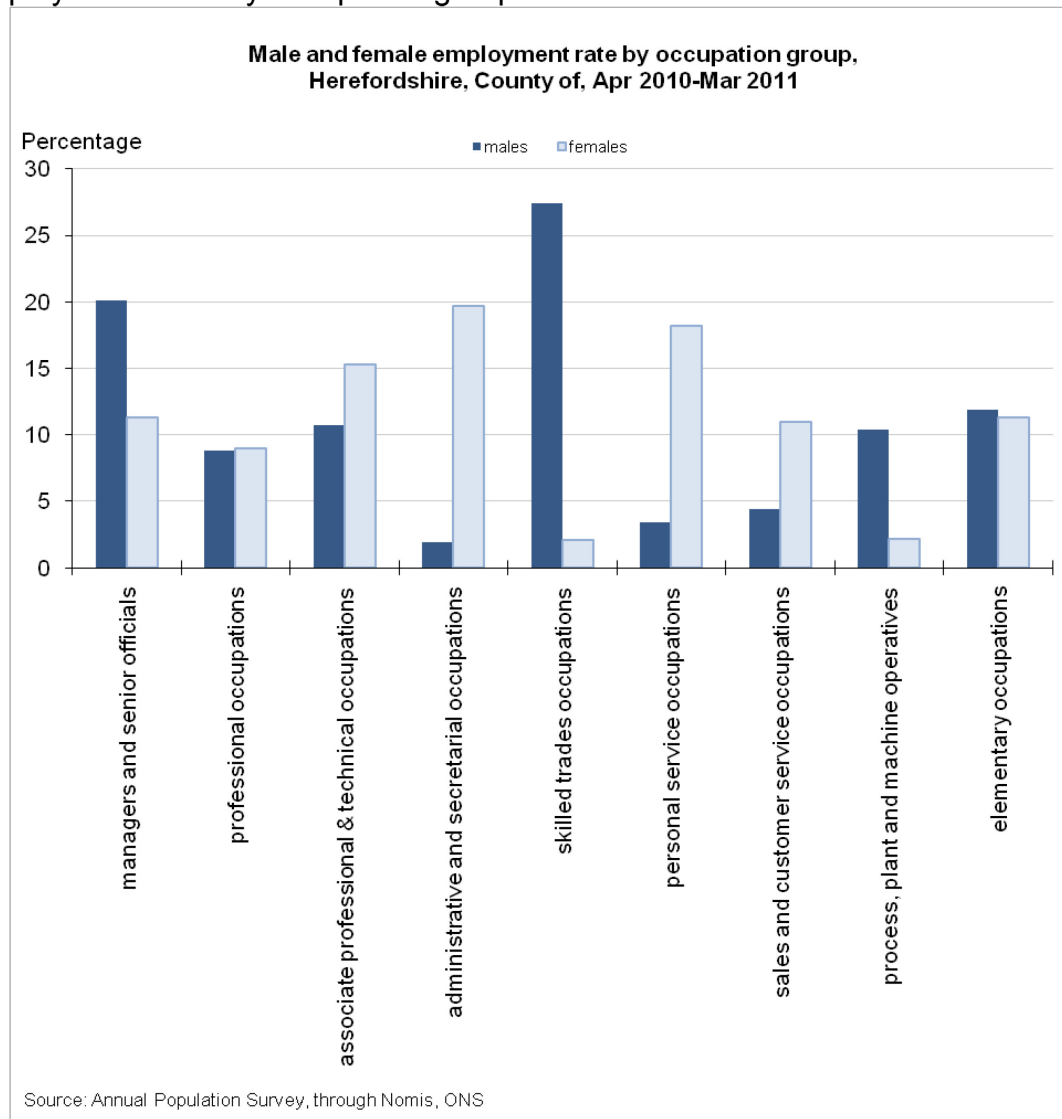


Employers also reported that people (under 24) recruited straight from education were poorly prepared for work: 20% for people aged 17 to 18; 14% for 16 year olds straight from school and 9% for people under 24 straight from higher education. For 16 year olds recruited straight from school it was a lack of experience of the working world, life experience or maturity that was reported by 100% of employers. For 17 and 18 year olds it was poor attitude or personality or lack of motivation that was reported most frequently by employers (78%). For people recruited straight from higher education it was a lack of required skills or competencies (64%).

The pattern of human resource deployment in the catchment area for the Robert Owen School is very diverse. The typically main employment fields can be summarised as follows:

- ✓ Land based skills
- ✓ Leisure & Tourism
- ✓ Engineering
- ✓ Cider Manufacture including micro-breweries
- ✓ Food processing
- ✓ Materials Processing and Fabrication
- ✓ Construction
- ✓ Public Services
- ✓ Rural Crafts
- ✓ Commerce
- ✓ Information & Communications Technology including Electronics
- ✓ Caring
- ✓ Military related work
- ✓ Environmental related work

Employment rates by occupation group are shown below in Table 6:



Industrial and commercial development has been concentrated in the City of Hereford and the market towns. There is a marked predominance of small & medium sized enterprises. The highest unemployment rates are in the specific market towns of Ross-on-Wye and Leominster, with the central area of Hereford having the highest level of unemployment.

C.1.3 Current Provision

The lack of an educational provision of the type proposed by the Robert Owen School is shown in the scarcity of schools and further education colleges across the area.

The educational needs of the 11-16 age group of students in the catchment area of the proposed Robert Owen School are catered for by fourteen high schools in Herefordshire, three in south Shropshire, four in west Worcestershire and three in West Gloucestershire that vary markedly in size and provision. The 11-16 pupil numbers in these schools vary from 290 to over 1,000 with an average size of circa 750 pupils. A significant feature of the current provision is the existence of a number of rural high schools with less than 500 pupils.

The City of Hereford and some of the more remote rural areas, including the Forest of Dean are served by 11-16 establishments. In contrast the market towns of Ross-on-Wye, Leominster, Kington, Bishop's Castle, Newent and Malvern have 11-18 schools. Hereford City, Shrewsbury and Worcester have sixth form colleges which make extensive provision for the cities and their hinterlands. The sixth form colleges have an offer which is targeted towards those students seeking courses with an academic bias. All of the rural high schools have extensive catchment areas.

The major focus for 16-19 education is in the cities of Hereford, Shrewsbury and Worcester with a small college of further education in Ludlow which has evolved out of a former sixth form college.

There is a network of training providers and work based learning opportunities across the Vocational Free School's catchment area and these are detailed here:

Herefordshire Training Providers:

Herefordshire Group Training Association
Herefordshire College of Technology
CSV
Herefordshire PCT
Riverside Training
Keith St Peters
The Houghton Project
Taste for Adventure

Shropshire Training Providers (up to Craven Arms):

Ludlow College
Shropshire Council County Training (apprenticeships)

Aspire Centre, Tenbury Wells (North Shropshire & Walford College)

Worcestershire Training Providers (across to Malvern):

Worcester College of Technology
South Worcestershire College
Worcestershire Group Training Association

Gloucestershire Training Providers (down to Newent):

Hartpury College
Gloucestershire College
Gloucestershire Training Group

C.1.4 Developmental History

The proposed nature of the Vocational Preparation Curriculum in the Robert Owen School and how this has evolved within the area is the result of thirty years' experience since 1982 and is a matter of relevance to this proposal. In 1981 Herefordshire Technical College was requested by the City and Guilds of London Institute to mount a pilot course leading to the Certificate in Vocational Preparation/General (CGLI 365). In recognition of the innovative development work carried out on this course Herefordshire Technical College was granted Experimental College status by the Department's Further Education Unit to monitor and analyse:

- (i) Skills transferability including problem solving skills
- (ii) The way in which vocational choices develop
- (iii) The effectiveness of group and project learning
- (iv) Methods of staff training in assessment techniques

This unique Vocational Preparation Programme formed the basis for Herefordshire's successful national TVEI Pilot bid which included the provision of a 14-19 Technical School serving, by 1988, all fourteen of the Herefordshire high schools, colleges and special schools. This was only one of ten pilot projects awarded nationally in 1983. We have since been led to believe by the senior civil servant in charge of the TVEI Pilot Project that Herefordshire had established the need for 14-19+ vocational schools but that resources were not available at the time to replicate the model across the United Kingdom. This proposed Robert Owen School will continue this evolutionary thread.

At the end of the TVEI Project this work was taken up by the Robert Owen Group in 1993 in a different cost restricted way through the Vocational Education & Training Opportunities Project (VETO) and then the Alternative Learning Pathways to Success Project (ALPS). Currently there is no similar provision in Herefordshire or surrounding areas.

C.2 The Robert Owen School

The Robert Owen School will be unique and will make provision where none exists for a number of key reasons which can be summarised as follows;

- ✓ It will offer a balanced and innovative programme of vocational and

- general education for young people in the 14-19+ age range
- ✓ It will reach out into the contributory communities and seek full involvement of its students in local work based learning, within charities, in third sector organisations and in community engagement
 - ✓ It will identify and target potential-NEET and NEET young people and bring them back into the system of work, training, employment and self-employment
 - ✓ It will offer pre-vocational and vocational education across the ability range but recognises that this will be a medium term goal. In short it will cater for the particular needs of a comprehensive cohort of young people in a diverse range of rural secondary schools
 - ✓ It will employ outreach teachers and partnership managers to work in contributory schools at Key Stages 2 & 3 to develop an awareness of the work based curriculum, of the value of vocational training and education and the importance of work including self-employment. This should ensure a through put of students at age 14 years in a way that will not be seen as a threat by contributory schools
 - ✓ It will be a centre for the Robert Owen Group's school centred Initial Teacher Training Programme so that teachers of the future will be well aware of the parity of esteem issue between the vocational and the academic curriculum
 - ✓ It will be a centre for in-service training of teachers in schools, both primary and secondary, in the sub region so that teachers can be inducted in the value of the pre-vocational and vocational curriculum
 - ✓ It will promote co-operation through the Co-operative Values & Principles and co-operative enterprise as one form of business organisation
 - ✓ It will have outreach co-operative hubs in key market towns and rural locations
 - ✓ It will work with accreditation bodies to develop a Vocational Baccalaureate
 - ✓ The school will offer a linked co-operative network solution to address the rural challenge
 - ✓ The school will seek to raise the aspiration of the parent group through direct involvement.

C.3 The Aims of the Robert Owen School

The aim of the Robert Owen School and the one that drives the design of the School's curriculum can be simply set out as:

“To provide a flexible and balanced programme of general and vocational education in the 14-19+ age range for young people from a diverse range of rural backgrounds which will facilitate their broad intellectual, cultural and personal development as well as presenting them with an opportunity for effective vocational preparation for work (including self-employment) and further work based training.”

The 14-16 Programme will provide students with broad vocational experiences. The 16-19 Programme will build on this experience by refining and personalizing to each student's needs.

In addition we intend to provide a value based approach to whole school development, both as a community and for the individual pupil and employee. The co-operative values based approach to whole school development will be a contributory factor to individual pupil personal development, social cohesion and school community development. We will also work through the co-operative network to seek to address those challenges that are particular to rural communities.

The objectives of the School are contained in detail in **Section D, the Education Plan** and at Appendix A and are grouped under the following sub-sets:

➤ Core skills

Which are the transferrable skills with application throughout the whole spectrum of adult life including work and can be defined as:

- ✓ Communication skills
- ✓ Problem solving skills
- ✓ Personal and social development skills
- ✓ Information and communication technology skills
- ✓ Basic skills which include numeracy and literacy

➤ Vocational skills

Which are directly related to the world of work including self-employment. These skills prepare our students for jobs at various levels from a craft or a trade to professional occupations. Craft vocations will be based on manual and practical activities and will be focussed on teaching procedural knowledge as contrasted with declarative knowledge as used in education. For the Robert Owen School these vocational skills will have a clear bias towards the Apprenticeship Programme.

➤ Co-operative skills

These skills work at two levels:

- ✓ The key elements of co-operative learning and behaviours
- ✓ Knowledge of a co-operative's key characteristics; knowledge of Co-operative Values and Principles; knowledge of different forms of co-operatives, together with other forms of business organisations.

C.4 General Approach to 14-19+ Vocational Education

The Robert Owen School will deliver a coherent, systematic and progressive programme of education over a minimum of four years duration. This programme will be sufficiently flexible and student centred to meet the diverse requirements of the following identified groups:

- ✓ Entrants at age 14+ who complete the full four year Robert Owen School Programme before proceeding to employment (including self-employment) or further work based training including apprenticeships, or vocational training in further education or to vocational higher education at 18+

- ✓ Students who complete the first two years of the Robert Owen School Programme before electing with suitable support and guidance to enter employment (including self-employment) , further general education in specialist colleges or traditional further education courses at 16+ or work based training including apprenticeships
- ✓ Students who wish to join the School's Programme at age 16 years.

It is intended that as the potential students and those who care for them become more confident with the unique ethos and structure of the Robert Owen School there will be a demand to offer vocational education courses at 16+ and also to facilitate entry into specialist courses run by other providers. We intend to address the Parity of Esteem issue in terms of the academic/vocational divide and to drive up the value of vocational education and training and employment (including self-employment) whilst motivating this particular group of students and re-building their self-esteem.

C.5 General Outline of the Robert Owen School Programme

The unique Vocational Baccalaureate (Voc.Bac) will provide a record of competence to a range of study and vocational skills. The Voc.Bac will form the Student Record of Achievement and the skills will be incorporated within the framework of student activities undertaken to cover a range of area:

- ✓ Practical
- ✓ Personal/Interpersonal
- ✓ Enabling/Processing
- ✓ Study/Intellectual

The foundation of Communication Skills will permeate all areas of study and experience.

The innovative Voc Bac framework will be integral to the whole Robert Owen School 14-19+ curriculum structure. The Voc Bac will draw upon existing national qualifications including those that might yet be proposed during the life of the Free School. The Voc Bac will provide an entry point into further education, higher education, training or employment. It will allow both the Core Curriculum and the Common Skills Core including work, community and residential experiences to be captured and recorded effectively. The Voc.Bac will be linked to the apprenticeship programme.

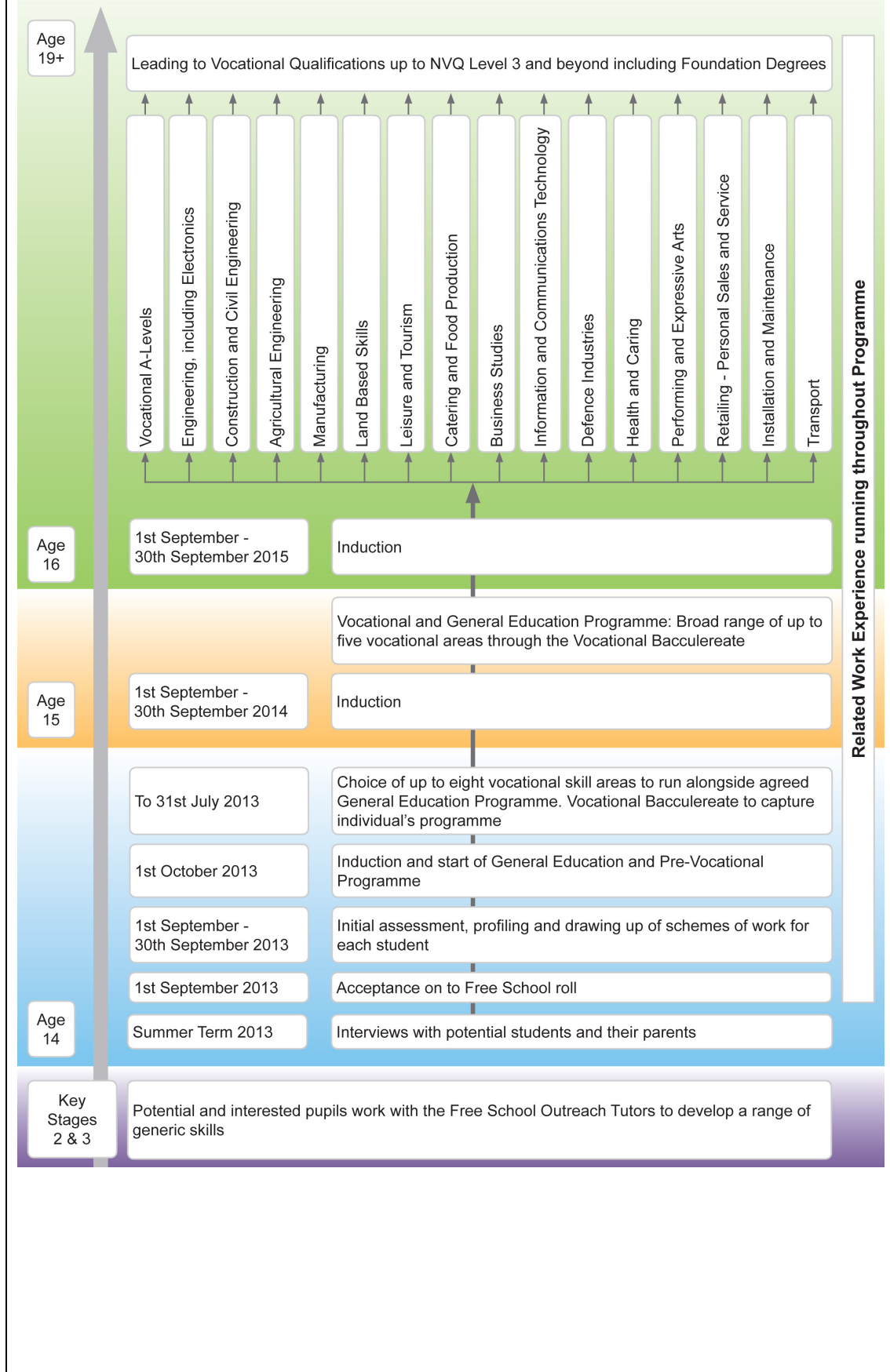
This proposal by the Robert Owen Group for a Co-operative Vocational Free School recognises that within England there has been a tendency to regard subjects as 'academic' or 'vocational'. In reality, any subject may be approached from a number of perspectives: academic, technical, vocational or artistic. The Voc Bac structure will recognise this and allow our students to choose whatever emphasis is appropriate to their talents, their interests and their intended occupational areas.

We recognise that recruitment for the first cohort to enrol in the Robert Owen School in academic year 2013-14 will not be in a sense truly representative of future cohorts. For Year 1 of the Programme we will depend on the goodwill

of the contributory schools to support us as we seek recruit young people to what will be seen as a new entity. However, we will be determined in the period September 2012 to August 2013 to recruit a broad based ability range. We will work with schools, parents, statutory agencies, the voluntary sector, industry and community agencies to show the value to prospective students of this unique school.

The diagram overleaf illustrates the 14-19+ delivery structure.

General Outline of the Robert Owen Foundation Co-operative Free School Programme



C.6 The 14 to 16 years provision within the Robert Owen School

The 14-16 years curriculum for each student will be carefully crafted to deliver a balanced blend of general education (approximately 70-75% of total curriculum time) and vocational education (minimum of 25% of total curriculum time) elements. It is recognised that for this population of young people a blend of general and vocational education is essential to motivate them and to provide them with a clear focus on the future world of work (including self-employment) and further work based training. Students will undertake an appropriate range of GCSE's, a range of basic skills certification, as well as more vocationally related accreditation including accreditation of work experience and the residential and outdoor programmes. The driving force will be to exploit all opportunities to develop fully their intellectual, social, creative and expressive abilities. Achievement will be recognised and rewarded.

The vocational education programme will include, at the very least, the following components for each student, which reflects the ethos of the School:

C.6.1 Core subjects

The core subjects will be comprised of Mathematics, English and Science.

C.6.2 Extension Subjects

The extension subjects will be at least two, taken from the Arts and Humanities, RE and Citizenship.

C.6.3 Common Skills Core

This will include numeracy; communications; careers education and guidance; micro –electronics; basic accountancy; use of information resources and information systems; understanding of the new environmental technologies; coping skills and general inter personal skills such as working in a group, accepting responsibility, planning, coping, health and safety and the broader citizenship responsibilities. Average time allocation for this each week will be 3 hours. Maximum integration with the general education, vocational and extension studies programmes will be encouraged.

We believe that this unique 14-16 Pre-vocational Curriculum characterised by:

- ✓ Diagnostic and assessment phase, linked to the Vocational Learning Plan
- ✓ A core skills curriculum comprising: English, Mathematics and Science
- ✓ Common core skills which will include:
numeracy; communications; careers education and guidance; micro – electronics; basic accountancy; use of information resources and information systems; understanding of the new environmental technologies; coping skills and general inter personal skills such as working in a group, accepting responsibility, planning, coping, health and safety and the broader citizenship responsibilities. Average time allocation for this each week will be 3 hours. However, maximum integration with the general education programme will be encouraged.
- ✓ Optional Subjects Curriculum to offer balance of up to three additional

- subjects selected from the Arts and Humanities, RE and Citizenship
- ✓ Vocational Educational Studies including work experience:
 - Eight Vocational Experience Areas in 14-15 years programme
 - Five Vocational Experience Areas in 15-16 years programme
- ✓ Residential experiences
- ✓ Optional weekend extension studies
- ✓ An extended school year.

C.6.4 Diagnostic and Assessment Phase

Assessment of general skill potential and personal strengths will be undertaken in the first month of the Robert Owen School Programme (i.e. September 2013) and then will be on-going throughout the first two years of the Programme for each student. This will be a joint and formative process involving the student and her/his tutors and will be captured in the Personal Development Section of the Vocational Baccalaureate (Voc. Bac.) and will form part of the Vocational Learning Plan (VLP) as part of the Record of Achievement.

C.6.5 Development of Broad Vocational Skills

This will be a major component of these first two years of the Programme and will be concerned with the development of broad vocational skills which will be related to the predominant occupations both within the foot print of the School and within the Marches Sub Region.

C.6.6 Work Experience

It is a matter of serious concern to the Board of Trustees of the Robert Owen Foundation that Work Experience has rapidly disappeared from the curriculum of many of our high schools after a significant period of diminution. We appreciate that there are current challenges in locating suitable premises for work experience, conforming to health and safety requirements, supervising the students in the work place and ensuring that appropriate insurance arrangements are in place. We propose to address this as follows:

C.6.6.1 Year 1 (14-15 years)

There will be the equivalent of 10 individual days' visits to the world of work for each student which will be in small groups and will be supervised by the School's Vocational Co-ordinators. Where possible use will be made of work based training facilities to progress this. The visits will be structured with clear tasks for each student to carry out and with a recording process which will form part of the Vocational Baccalaureate folder.

C.6.6.2 Year 2 (15-16 years)

There will be a minimum of 4 weeks of related work experience during the second year of the scheme and for some students this figure will be appreciably higher up to a maximum of 16 weeks. This will be by negotiation with the student and their family and will be on a part- time basis with the possibility of some block work experience time particularly in the summer term 2014

C.6.7 The rationale for the offer of Vocational Skills Areas & the

Occupational Contexts		
VOCATION/OCCUPATION		KEY PURPOSE/SKILLS
1.	Administrative, Clerical & Office Services	Information Processing
2.	Agriculture, Horticulture, Fishery, Forestry and the broader Land Based Industries	Nurturing & Gathering Living Resources
3.	Craft, Design and Rural Crafts	Creating Single or Small objects using Hand or Power Tools
4.	Installation and Maintenance	Applying known procedures for making things work or function
5.	Technical, scientific or engineering	Applying Known Principles to make things work or function
6.	Manufacturing or assembly	Transforming Materials through Shaping, Constructing and Forming
7.	Processing	Intervention to the working of machines
8.	Food preparation and service	Transform & Handle Edible Materials
9.	Personal Sales and Service	Customer Service
10	Community and Health Services	Meeting the Socially Defined Needs of the Community
11	Transport Services	Moving Goods and People
12	Performing and Expressive Arts	Entertainment & Cultural Transmission

C.6.8 The Residential Experience

C.6.8.1 14- 15 Years

In the first year of the Robert Owen School Curriculum there will be 6 day courses (two per term) at outdoor adventure centres for all students working together in groups. These days will be structured to target specific skills within the School's Common Core Curriculum. Such courses can also be held over weekends through negotiation with the students and their families. Personal targets will be set for each course and these will be recorded within the Vocational Baccalaureate. There will be the additional option of an adventure camping activity over several days during the summer vacation in 2014.

C.6.8.2 15 – 16 Years

There will be a block residential period of one week's duration (Monday morning to Friday afternoon) in the second year (15-16 years) of the School's Programme. This block residential experience can be at an outdoor pursuits centre; on a university campus; on a sailing or canal boat or wild camping in the mountains. It is envisaged that there will be a menu of options and appropriate choice for groups of students will be a matter for negotiation.

Each residential programme will be carefully designed to promote personal qualities such as initiative; enterprise; self-awareness; self-confidence; working in teams and problem solving. The essential opportunity for each student to engage in team/group activities will be of the highest priority.

C.6.8.3 Outdoor Education – The weekend Programmes

Experience over many programmes with this 14-19+ age group of students has demonstrated the value of Outdoor Education. Outdoor Education for the Robert Owen School will not just offer outdoor pursuits but will seek to present our students with physically challenging activities and pursuits as part of the School's 'Outdoors for Life' curriculum.

In the setting up year (academic year 2012-13) in consultation with parents, carers, schools and community organisations we will develop the Outdoor Education menu which will be on offer to our students from September 2013. We are particularly attracted to the Forest Schools model where young people spend most of their day outside in structured and unstructured play/exploration under the close guidance of teachers and instructors. We well understand the value and importance of an awareness and exploration of the environment in which our students live. As we move forward young people will need to be more aware of what the outside world is like and what it can offer them both in the immediate present and in their future lives.

We are fortunate in being able to locate the Robert Owen School in Herefordshire with its abundance of rich outdoor settings and personal challenges. The School's Outdoor Education Programme will be based on residential programmes and/or overnight sessions depending on the needs and circumstances of each individual student. This Robert Owen School proposal makes it clear that the Residential Outdoor Programme is banded into 14-16 and 16-19+ areas.

Outdoor Pursuits will involve longer stays, some of which could be overseas, as well as in the Marches Sub Region and will include activities such as:

- ✓ Abseiling
- ✓ Assault courses
- ✓ Canoeing
- ✓ Caving
- ✓ Climbing
- ✓ Gorge walking
- ✓ Hill walking
- ✓ Horse riding
- ✓ Mountain walking
- ✓ Orienteering
- ✓ Mountain biking
- ✓ Pot holing
- ✓ Problem solving
- ✓ Rowing
- ✓ Sailing
- ✓ Windsurfing
- ✓ As well as weekend/vacation schools in the more traditional team activities such as football, hockey, rugby, netball, basketball, tennis, table tennis, and athletics.

At this stage it is the intent to run the Outdoor Education Programmes within the Robert Owen School at weekends on a voluntary basis which can involve overnight stays, day trips, and residential weekends as well as timetabled curriculum slots within the Monday to Friday allocated teaching and learning time.

Shorter time activities would include:

- Awareness of what the Outdoors has to offer – land & resources
- Building and lighting fires
- Building shelters
- Fishing
- Flora, fauna and natural resources which constitute our environment
- Making tools and implements
- Outdoor cooking
- Problem solving
- Taking care of our environment including the animals and plants that live there
- Living off the land – learning what you can and cannot eat from the raw environment
- Re-cycling
- Walking
- Risks and dangers in the outdoors
- Survival in the outdoors
- Wood turning
- Rural and local crafts
- Understanding local culture including folk music and dance and the making of musical instruments
- Reporting and capturing outdoor life with technology, art & craft, in verse and literature and in crafts
- The importance of co-operation with others and the outdoors

This broad Outdoors Education Programme sits astride the whole Academic/Vocational divide and for each student will help to give a new sense of purpose in their personal journeys to prepare for life and work (including self-employment). We recognise that this programme will be costly and that many of our students will be of limited means as well as having home commitments as carers and part time wage earners. For these reasons each student's Outdoor Education Programme will be carefully negotiated so that all can participate in some shape or form without discrimination.

C.6.9 The rationale for the 14-16 Curriculum Balance & how a typical study programme may look:

Core Subjects (up to 18 periods @ 0.75 hours depending on need & negotiation)

English - 6 periods

Mathematics – 6 periods

Science – 6 periods

Optional Subjects (up to 12 periods @ 0.75 hours depending on need & negotiation)

Balanced Programme of up to three additional subjects selected from Arts & Humanities.

This will be in addition to the **Common Skills Core**

The 14-16 years curriculum for each student will be carefully crafted to deliver a balanced blend of general education (approximately 70-75% of total curriculum time) and vocational education (minimum of 25% of total curriculum time) elements. The driving force will be to exploit all opportunities to develop fully the intellectual, social, creative and expressive abilities.

It is recognised that for this population of young people a blend of general and vocational education is essential to motivate them and to provide them with a clear focus on the future world or work (including self-employment) and further work based training. Students will undertake an appropriate range of GCSE's as well as more vocationally related accreditation including accreditation of work experience and the residential and outdoor programmes.

Vocational Education Studies

The unique Vocational Baccalaureate (Voc.Bac) will provide a record of competence up to a range of study and vocational skills. The Voc.Bac will in effect form the Record of Achievement and the skills will be incorporated within the framework of student activities undertaken. E.g:

- ✓ Practical
- ✓ Personal/Interpersonal
- ✓ Enabling/Processing
- ✓ Study/Intellectual

The foundation of Communication Skills will permeate all areas of study and experience.

A minimum of 10 periods per week up to a maximum of 16 periods per week will be allocated.

The allocation of a minimum of 10 periods for the Vocational Education Studies represents only the separate curriculum time identified for this element. In addition, some aspects of the Common Skills Core that forms the vocational education element will be integrated with general education subjects such as English, Mathematics & Science through curriculum mapping. It will be a requirement that the maximum degree of integration must be achieved. As a consequence the true percentage of curriculum time devoted to this innovative programme of Vocational Education will be at least 25% and will in reality lie within the range 25-35%. The Vocational Baccalaureate will capture the accreditation and experiences for each individual student and the complete qualification range will be negotiated with the national examination boards and accreditation agencies in the period July 2012 to July 2013. It is recognised that our School students could be offered

the opportunity to undertake a substantial amount of common study with young people not on the roll of the School through bought in services during the general education element of the programme.

C.7 The 14-19+ Provision

At the age of 16 years our Robert Owen School students will have the advantage of having undertaken a substantial and significant programme of vocational education. It is appreciated that the extent of career definition (including self-employment) resulting from this experience will vary in individual cases. However, depending on the current state of school leaving legislation it is anticipated that up to 80% of the 14-16 cohort will decide, after suitable counselling and support to move to one of the specially designed vocational sandwich courses in the 16-19+ phase of the scheme. These courses will have some or all of the following characteristics.

C. 7. 1

A broad curricular base leading to a range of potential career opportunities at craft and technician levels, particularly within the catchment area of the Robert Owen School and the Marches Sub Region. It is anticipated that a number of students will be receptive to a consideration of more advanced vocational courses in the field of higher education. It is the aim of the Free School that at least 10% of students will progress to advanced vocational courses in the field of higher education. There will be the offer of apprenticeships which will facilitate this through to Foundation Degree level.

C. 7. 2

A minimum overall duration of 96 weeks (i.e. 2 years @ 48 weeks) with substantial and significant periods of integrated industrial, commercial, business or field experience (i.e. a minimum total of 18 weeks). In practical terms this would correlate as a 38 week year for the academic and taught programmes with the additional 10 weeks as work placements.

C 7.3 A modular structure to provide maximum flexibility in terms of location, learning programme and mode of study so that there is also the option of partial integration with other Vocational Education programmes offered by the Free School, with those of traditional further education and work based learning courses as well as with elements of higher education courses including Open College Network Access Programmes.

Personal Learning and Record of Achievement Plan

C 7.4 Smooth progression to a range of nationally recognised qualifications. The Voc Bac is the envelope within which all qualifications are indexed and held against clear and mutually agreed targets. The details of how the Voc Bac will work is well detailed in this proposal. The target to work with external examination bodies to accredit the whole Voc Bac 'package' at Levels 1, 2 and 3 and, if necessary, Level 4 and beyond is also set out. However, we recognise that individual accreditation which recognises improvement and progress is highly motivational to our Vocational School student population.

From Day 1 on 1st September 2013 each student will build up with their tutors

their personal learning and achievement targets for each year ahead together with provisional targets for the 4+ years of the Robert Owen School Vocational Programme. In the area of accredited achievement it is the intention to offer as wide a menu as possible so that every student can publicly demonstrate progress and achievement. Although this is not meant to be a definitive menu and is offered by way of example of the offer to each student within this 14-19+ menu will be:

- ✓ Open College Network (OCN) units at Levels 1, 2 & 3
- ✓ EdExcel 14-19 Diplomas at Foundation; Higher; Advanced & Progression Levels
- ✓ EdExcel Skills for Life at Entry & Levels 1 & 2
- ✓ EdExcel Generic Learning Award which will be linked to the Principal Learning component of the Diploma
- ✓ NVQ units where appropriate 14-16 and linked to Apprenticeships etc. at age 16+
- ✓ GCSE's in Mathematics; English; Science; Humanities; Arts; RE & Citizenship
- ✓ EdExcel Entry Level Certificates at Entry Levels 1, 2 & 3
- ✓ BTEC Awards at Level 1-3
- ✓ Edexcel Functional Skills linked to the 14-19 Diplomas as part of the Foundation suite of qualifications
- ✓ Foundation Degrees and Open University modules

C 7.5 Apprenticeships: This will be a major focus for the Robert Owen School as the German vocational school model with its seamless integration of general and vocational education is mirrored. At the end of the 14-16 years Phase each student will be offered a menu of Apprenticeships of between one and four years duration providing on-the-job training with industry standard qualifications.

Apprenticeships will be offered at three levels and will be structured and offer on-going counselling and guidance for each student:

1. Intermediate Level Apprenticeships
 - ✓ Working towards work-based learning qualifications such as Level 2 Competence Qualification, Functional Skills and a relevant knowledge-based qualification
2. Advanced Level Apprenticeships
 - ✓ Working towards work-based learning at Level 3 Competence Qualification, Functional Skills and a relevant knowledge-based qualification
3. Higher Level Apprenticeships
 - ✓ Working towards work-based learning qualifications such as Level 4 Competence Qualification, Functional Skills and a relevant knowledge-based qualification such as a Foundation Degree.

The Robert Owen School through its existing relationships with community training providers and business organisations will ensure that the off-the-job

training will be provided within the School and in close partnership with the Colleges and other specialist learning providers.

Through the Robert Owen Group's close working links with the Co-operative Group the significant offer from the Co-operative's Apprenticeship Academy will be added to the menu for each of our Robert Owen School students. These include:

- ✓ Food
- ✓ Funeral care
- ✓ Financial Services
- ✓ Motors
- ✓ Head Office
- ✓ Pharmacy
- ✓ Travel
- ✓ Legal
- ✓ Farms

C 7.6 Vocational Education content that justifies at least 70% of total curriculum time with the remaining time devoted to general education. Vocational A Levels would fit into this category. Individual Careers Guidance and Counselling support will ensure that students are helped to make appropriate choices.

C 7.7 Student centred teaching and learning strategies with individual study programmes planned in negotiation with students. Students with special needs and specific learning requirements would fit into this category, as would students who are requesting accreditation of prior learning, including credit accumulation & transfer.

C 7.8 Residential Experiences

There will be a minimum of two residential experiences, each of one week's duration, each in the 16-17 years & 17-18 years phases. The first residential programme at the start of Year 3 will be designed primarily to familiarise students with vocational opportunities in other areas and locations with the objective of broadening perspectives. Team and group activities will be an essential part of the Programme.

The second residential programme at the start of Year 4 will allow an opportunity for review of the previous year's learning and preparation for the year(s) provisional programmes in each student's Vocational Learning Plan (VLP).

C 7.9 Individualised learning.

The students will be fully supported with counselling and guidance at each step of the way and in some circumstances students may be advised to undertake a study programme drawn from more than one vocational course and from more than one training provider. The adoption of a modular structure will facilitate the arrangement of common study with students undertaking other courses and will lead to Value for Money learning provision.

Consideration will also be given to the design of more general vocational education and training courses for those students who have more learning and developmental ground to travel. Such courses will mirror more closely the second year of the 14-16 years phase with appropriate vocational options such as technology; business; catering; retailing & caring particularly enabling those students with greater maturation and learning development needs to progress at a more appropriate rate. There will be the flexibility of forging links between these courses and elements/modules of the more vocational and nationally recognised training courses.

C 8 Qualifications

The Vocational Baccalaureate (Voc Bac) will record student achievements with details of both qualifications obtained together with other attainments in areas such as work and residential experiences. This will encompass the student's whole 14-19+ learning and training experiences and will be in three clear sections:

Section A will capture the whole period of student involvement in the Free School's 14-19+ programme of Vocational education. It will provide a continuous recorded programme of structured formative and summative support, guidance and planning, appropriate to the student's realistic career aspirations and which as a minimum must include work placements, residential experiences, leisure, recreation, community service, creative and aesthetic experiences in addition to any other assessed outcomes

Section B will be constructed and assessed in two complementary ways

i. **Transferable units of accreditation**

Units of accreditation in the Free School's Core Curriculum and the 14-16 years Vocational Programme as well as in the 16-19+ Vocational Education Programme

ii **Project assignments**

Project-based extension of and integration with the units of accreditation to take the form of two short (up to one year) exploratory projects devised within the Free School for the 14-16 age phase, and one long, extended (up to two year) project which may be a negotiated development of one of the exploratory exercises or may have a new range of objectives.

The long project will be devised within the Robert Owen School but in best practice it will be a joint exercise with one of the School's partner business or industrial organisations or with a further education, work based training organisations or an institute of higher education. The choice will be dependent on the career aspirations and competency of the student working either in a team or independently.

In the event that levels 1 to 3 of the Voc Bac are established the long project will be included in the differentiation criteria for the two levels of award – Voc Bac level 2 or Voc Bac Level 3. To achieve Level 3 the student, amongst

other requirements, will be called upon to defend the long project in a viva examination conducted by a panel to include a representative of the external project setting body. In the case of further education or higher education a successful viva might be used as an exemption for admission interview.

Section C may contain a variety of additional assessed material at a level appropriate to the student's capacity. It is anticipated that most of the Section C work will be undertaken at the 16-19+ stage. In order to achieve the Voc Bac at Level 3 the work must be at NVQ Level 3 equivalency and this would include A level. However, for the majority of a whole ability range cohort it will accommodate a range of NVQ Level 2 outcomes.

The Voc Bac is the envelope within which all qualifications are indexed and held against clear and mutually agreed targets. The details of how the Voc Bac will work is well detailed in this proposal. The target to work with external examination bodies to accredit the whole Voc Bac 'package' at Levels 1, 2 and 3 and, if necessary, Level 4 and beyond is also set out. However, we recognise that individual accreditation which recognises improvement and progress is highly motivational to our School student population.

From Day 1 on 1st September 2013 each student will build up with their tutors their personal learning and achievement targets for each year ahead together with provisional targets for the 4+ years of the Robert Owen School Programme. In the area of accredited achievement it is the intention to offer as wide a menu as possible so that every student can publicly demonstrate progress and achievement. Although this is not meant to be a definitive menu and is offered by way of example of the offer to each student within this 14-19+ menu will be:

- ✓ Open College Network (OCN) units at Levels 1, 2 & 3
- ✓ EdExcel 14-19 Diplomas at Foundation; Higher; Advanced & Progression Levels
- ✓ EdExcel Skills for Life at Entry & Levels 1 & 2
- ✓ EdExcel Generic Learning Award which will be linked to the Principal Learning component of the Diploma
- ✓ NVQ units where appropriate 14-16 and linked to Apprenticeships etc. at age 16+
- ✓ GCSE's in Mathematics; English; Science; Humanities; Arts; RE & Citizenship
- ✓ EdExcel Entry Level Certificates at Entry Levels 1, 2 & 3
- ✓ BTEC Awards at Level 1-3
- ✓ Edexcel Functional Skills linked to the 14-19 Diplomas as part of the

Foundation suite of qualifications

- ✓ Foundation Degrees and Open University modules

Section D: Education plan – part 1

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

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019	2020	2021
Reception	n/a									
Year 1	n/a									
Year 2	n/a									
Year 3	n/a									
Year 4	n/a									
Year 5	n/a									
Year 6	n/a									
Year 7	n/a									
Year 8	n/a									
Year 9	n/a									
Year 10	n/a	60	80	80	80	100	100	100	100	100
Year 11	n/a		60	80	80	80	100	100	100	100
Year 12	n/a			60*	80*	80*	80*	100*	100*	100*
Year 13	n/a				60	80	80	80	100	100
18+	n/a					60***	80***	80***	80***	100***
Totals	n/a	60	140	220	300	400	440	460	480	500

*assumes 1/3 of students will leave to join other post 16 colleges/institutions

**assumes around 3/4 students would have completed @18

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

The aim of the Robert Owen School and the one that drives the design of the School's curriculum can be simply set out as:

“To provide a flexible and balanced programme of general and vocational education in the 14-19+ age range for young people from a diverse range of rural backgrounds which will facilitate their broad intellectual, cultural and personal development as well as presenting them with an opportunity for effective vocational preparation for work (including self-employment) and further work based training.”

The School will serve successive cohorts of young people from the geographical County of Herefordshire and the immediate and accessible surrounding areas of South Shropshire, West Worcestershire & West Gloucestershire. Whilst the School will be highly innovative and will represent a unique form of provision where none exists it will endeavour to sit within the family of schools, colleges and training providers within the Marches Sub Region so that our young people can benefit from concerted and co-operative action and our teachers, lecturers and instructors are exposed to an effective way of preparing young people for work (including self-employment) and life.

The Trustees of the Robert Owen Foundation in designing this innovative programme to meet the 14-19+ challenge of isolated rural areas are anxious to offer an element of community based training and support as well as the opportunity to buy in high quality services from schools, colleges, training providers and community groups where best practice is clearly evident. This will apply to both the General and Vocational Education elements of the Programme.

Vocational development in the Primary phase

Good early years practice starts with or from the child. Rather than thinking about the design of a curriculum and what subjects should or should not be included, vocational or otherwise, we would rather start from the child, thinking about what we would want for our own children and grandchildren. What would we like them to know, understand and be able to do by the time they leave their primary phase at the age of 11 and the areas that will be addressed by the Robert Owen School Outreach Tutors can be clearly stated.

We would want a child to be:

- a) Resourceful - to be able to look within themselves for the skills and knowledge that would enable them to have an independent approach to managing their own learning and the confidence to be able to put their own

point of view when challenged.

- b) Curious - to be able to call on their personal resources to be able to develop their own interests because they are curious about the world about them so that they need never have to exclaim that they are bored.
- c) Self-confident - to have self-confidence in attempting the unknown – be it in a physical, intellectual, spiritual or social sense.
- d) Culturally aware - to be aware of their environment and the culture in which they live, its ‘story’ and how this relates to the bigger picture, and to gain an awareness of the similarities and differences there are between their ‘story’ and the ‘stories’ of other people and places and to be tolerant of other’s views and lifestyles.
- e) Socially aware - to be equipped with personal life and survival skills so that they are able to manage their lives and contribute to the lives of others.

Background – where are we coming from!

During the 1970s and 1980s, the Schools’ Council did much to try to encourage the development of a philosophical approach to education through such initiatives as ‘aims into practice’ and the development of the ‘practical curriculum’ and its sequel ‘primary practice’; where the impact of education or its effect on the child, as a person, could be seen and valued. Serving head teachers at the time struggled hard to try to develop an approach to the curriculum based on what we believed to be right for children, to equip them for the next stage in their education and ultimately the wider world. This was a struggle at the time, for its success depended on the co-operation of like-minded teachers within the school for there were few formal ‘requirements’.

Then came the HMI curriculum series, known as ‘the raspberry ripple’ for the colour of the booklets featuring different aspects of curriculum development contained within the series, and these began to provide a more formalised structure and approach to managing the curriculum which was welcome. We might tend to be critical these days of the confines of the National Curriculum and the rigour of Ofsted inspections, but these were necessary at the time to bring a degree of standardisation, challenge and structure to what was largely an ad hoc process of curriculum management and learning at the end of the 1980s.

Now, after two decades of conformity, we seem to be emerging into a situation where there is to be less central control over the management of the curriculum, greater freedom to innovate but the rigour will still be there perhaps with higher expectations in terms of outcome and accountability.

Academy schools seem now to be in a position of being able to rediscover a more philosophical and innovative approach to education, and perhaps there may be some sense in revisiting the curriculum ideas of the Schools’ Council era to see what it can offer the curriculum of today. Not all that is old is obsolete! We can learn much from the past.

Schools in the position of being able to develop their own approach to the curriculum should now have an understanding of structure within the curriculum and an awareness of the rigours of accountability. These skills can be combined with a more philosophical approach, such as is apparent in the Schools’ Council -

type of approach to education, where the needs of the child are considered first and what is considered necessary to equip themselves, in terms of learning, for the next stage of their education and the wider world.

How the Robert Owen School will be able to support and develop learning in the Primary phase

Developing a vocational dimension to education seems, at last, to square the educational circle, and provides a much needed practical context for subjects of a curriculum to be explored. This in-service training will seek to build upon the primary school target areas and develop these into a KS3 pre-vocational context which will engage KS3 young people with the Robert Owen School’s Core Skill Curriculum. Appropriate learning materials will be developed to support this such as the “Not just for profit” co-operative learning pack, developed by the Robert Owen Group and used by schools nationally.

The following table provides a brief indication of the skills and competencies that will be developed. These are not new ideas and should be happening in any good primary school today. We appreciate how each of the vocational areas could contribute to enriching the existing primary curriculum and whilst we cannot indicate how each vocational area directly relates to the primary curriculum, the following table indicates some general areas that might well feature in each or some of the vocational areas.

We would welcome the opportunity to explore how vocational areas can be developed for supporting learning in a practical context within the primary phase of learning, whilst preparing young people for entry to the School at age 14 years.

Educational Outcomes	Skills / competencies
a) <u>Resourcefulness</u> : a child to be resourceful; to be able to look within themselves for the skills and knowledge that would enable them to have an independent approach to managing their own learning and the confidence to be able to put their own point of view when challenged.	<ul style="list-style-type: none"> • Methodologies for managing personal learning – e.g. TASC • Opportunities for debate, learning how to argue and challenge thinking • Opportunities to put together real –life projects in a public forum – i.e. community issues
b) <u>Curiosity</u> : a child to be able to call on their personal resources to be able to develop their own interests because they are curious about the world about them so that they need never have to exclaim that they are bored.	<ul style="list-style-type: none"> • All the vocational areas featured would have some relevance and appeal to KS2 pupils. (A primary curriculum could, I think, be easily devised in consultation with relevant vocational teachers)
c) <u>Self-confidence</u> : a child to have self-confidence in	<ul style="list-style-type: none"> • Opportunities for more learning to be done in the outdoors in a

<p>attempting the unknown – be it in a physical, intellectual, spiritual or social sense.</p>	<p>practical manner</p> <ul style="list-style-type: none"> • Opportunities for joint working with schools in other cultural / social contexts – e.g. rural / urban links
<p>d) <u>Cultural awareness</u>: a child to be aware of their environment and the culture in which they live, its 'story' and how this relates to the bigger picture, and to gain an awareness of the similarities and differences there are between their 'story' and the 'stories' of other people and places and to be tolerant of others' views and lifestyles.</p>	<ul style="list-style-type: none"> • A good understanding of local history and geography and cultural traditions associated with the school's context and their relevance to the national and global context • See (c) above, and in addition using ICT to have regular learning exchanges with schools in other contexts – nationally and globally • Practical opportunities to experience other cultures
<p>e) <u>Social awareness</u>: a child to be equipped with personal life and survival skills so that they are able to manage their lives and contribute to the lives of others</p>	<ul style="list-style-type: none"> • Be aware of being able to manage personal health and hygiene and diet • Be able to prepare and cook simple menus • Be able to manage money • Contributing to the community – what and how? • Self-help and helping others

Vocational development at Key Stage 2:

In the Robert Owen School's development phase (September 2012 to July 2013) the key target communities will be finalised. It is envisaged that these will be drawn from Hereford, Leominster, Kington, Bromyard, Ledbury, Ross-on-Wye, Ludlow, Tenbury Wells, Newent, Coleford, Cinderford and Mitcheldene. Within these twelve key communities the KS2 offer will be developed with the contributory primary schools and will be formed into a curriculum offer with learning materials built around the target areas of:

- ✓ Resourceful
- ✓ Curious
- ✓ Self-confident
- ✓ Culturally aware
- ✓ Socially aware

The Outreach Tutors will engage the teachers in the contributory primary schools in this period in a programme of staff development to help ensure the effective delivery of these areas. There will be programmes of visits for the children and their teachers to a range of vocational and community settings, visits from members of the business community together with Young Inventors' Clubs, Great Egg Race Competitions and Young Co-operators.

The Robert Owen School Outreach Tutors will from September 2013 work alongside teachers in the delivery primary schools. There will be sense of the School Outreach Tutors supporting the Primary Schools to build this work into their own curriculum delivery.

Vocational development at Key Stage 3

In the Robert Owen School's development phase (September 2012 to July 2013) the key target community together with their high schools will have been finalised.

Working with the Hereford Academy the Robert Owen School Outreach Tutors will engage with the key staff in the target high schools to run an intensive programme of in-service training. This in-service training will seek to build upon the primary school target areas and develop these into a KS3 pre-vocational context which will engage KS3 young people with the Robert Owen School's Core Skill Curriculum. Appropriate learning materials will be developed to support this such as the "Not just for profit" co-operative learning pack, already developed by the Robert Owen Group and used by schools nationally.

The Outreach Tutors will support each high school in delivery of this work from September 2013 onwards. Again, the target will be for the Robert Owen School Outreach Tutors to support the high schools to build this work into their day-to-day curriculum delivery.

Practical delivery

In operational practice the clear objective of the 14-16 phase is to provide high quality experiential learning within a series of defined vocational settings which leads to the enhanced performance in a range of Common Core skills which include Communication; Practical; Numerical; Decision Making & Social Skills. Achievements in the Core and Vocational Subjects are recorded within the Vocational Baccalaureate (Voc Bac) as well as leading to individual units of accreditation e.g. GCSE English; Mathematics & Science. Arts, Humanities, RE and Citizenship, as well as from the broader accreditation menu already set out.

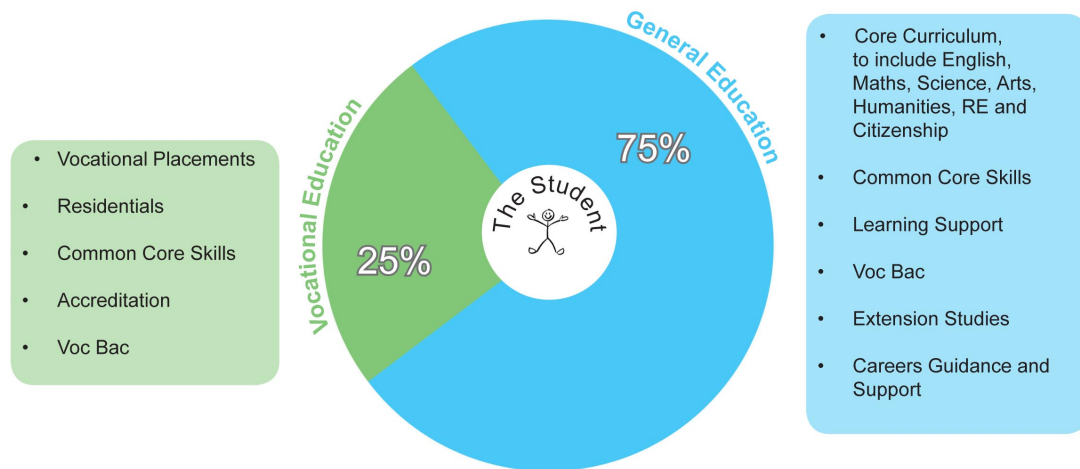
Considerable emphasis will be placed upon student centred learning during the four years of the Robert Owen School's curriculum delivery. The Voc. Bac is in effect a Record of Personal Achievement being the focus for this student centred delivery. Within the member establishment of the Robert Owen Group there exists staff with considerable experience of the various strategies associated with this approach, through the TVEI Pilot and Extension Projects; Vocational Education and Training Opportunities Project (VETO); and Alternative Learning Pathways to Success Project (ALPS). This will be particularly important in areas such as negotiated learning; counselling and guidance; problem solving; profiling and related assessment methods; experimental and participatory learning and behaviour modification. It is the intention to promote an understanding of student centred learning amongst all tutors who will be involved in the work of the Free School in any way through an ongoing staff training programme which will be part of the Robert Owen Group's Shaping Futures offer.

Shaping Futures will be very much at the heart of the drive to revolutionize the

teaching and learning process for our students.

D1: The Curriculum Plan

14-16 Curriculum



14-16 years

The 14-16 years' curriculum for each student will be carefully crafted to deliver a balanced blend of general education (approximately 70-75% of total curriculum time) and vocational education (minimum of 25% of total curriculum time) elements. It is recognised that for this population of young people a blend of general and vocational education is essential to motivate them and to provide them with a clear focus on the future world or work (including self-employment) and further work based training. Students will undertake an appropriate range of GCSE's as well as more vocationally related accreditation including accreditation of work experience and the residential and outdoor programmes. The driving force will be to exploit all opportunities to develop fully the intellectual, social, creative and expressive abilities.

The 14- 16 curriculum will comprise two clearly defined areas:

1. The common core which will involve the compulsory study up to GCSE of:
 - English
 - Mathematics
 - Science

Together with the option to study two further subjects up to GCSE level selected from the Arts and Humanities, which will include RE and Citizenship.

In addition this common core will include the Common Core Skills of:

Numeracy; communications; careers education and guidance; micro –electronics; basic accountancy; use of information resources and information systems; understanding of the new environmental technologies; coping skills and general inter personal skills such as working in a group, accepting responsibility, planning, coping, health and safety and the broader citizenship responsibilities, which will include the benefits of co-operative working. Average time allocation for this each week will be 3 hours. Maximum integration with the general education programme will be encouraged.

2. The Vocational Education Programme which will offer in:

- 14-15 Phase: the pursuit of up to eight vocational areas on employers premises and with training providers and in specialised vocational studios within the school
- 15-16 Phase: the pursuit of up to five vocational areas on employers premises and with training providers and in specialised vocational studios within the school
- The Work Experience programme will be integrated with these phases and they will be concerned with the development of broad vocational skills related to the occupational areas set out
- The establishment of micro-businesses within the Free School.

The rationale for the offer of Vocational Skills Areas & the Occupational Contexts

VOCATION/OCCUPATION		KEY PURPOSE/SKILLS
1.	Administrative, Clerical & Office Services	Information Processing
2.	Agriculture, Horticulture, Fishery, Forestry and the broader Land Based Industries	Nurturing & Gathering Living Resources
3.	Craft, Design and Rural Crafts	Creating Single or Small objects using Hand or Power Tools
4.	Installation and Maintenance	Applying known procedures for making Work or Function
5.	Technical, scientific or engineering	Applying Known Principles to make things work or function
6.	Manufacturing or assembly	Transforming Materials though Shaping, Constructing and Forming
7.	Processing	Intervention to the working of machines
8.	Food preparation and service	Transform & Handle Edible Materials
9.	Personal Sales and Service	Customer Service
10	Community and Health Services	Meeting the Socially Defined Needs of the Community
11	Transport Services	Moving Goods and People
12	Performing and Expressive Arts	Entertainment & Cultural Transmission

There will be a number of Residential Programmes as part of the Common Core Curriculum

The Residential Experience

14- 15 Years

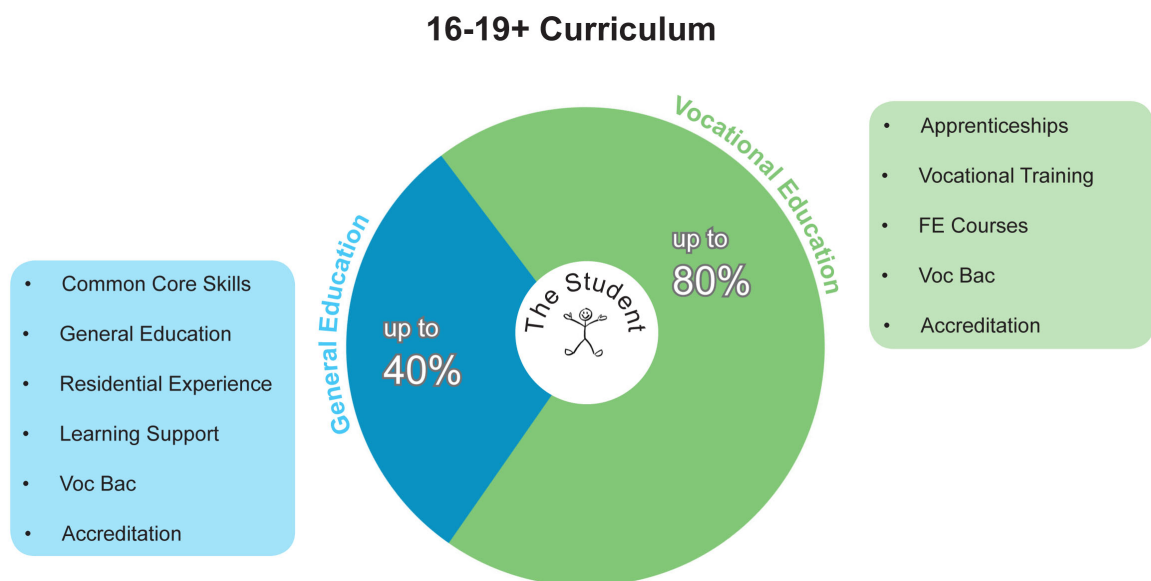
In the first year of the Robert Owen School Curriculum there will be 6 day courses

(two per term) at outdoor adventure centres for all students working together in groups. These days will be structured to target specific skills within the School's Common Core Curriculum. Such courses can also be held over weekends through negotiation with the students and their families. Personal targets will be set for each course and these will be recorded within the Vocational Baccalaureate. There will be the additional option of an adventure camping activity over several days during the summer vacation in 2014.

15 – 16 Years

There will be a block residential period of one week's duration (Monday morning to Friday afternoon) in the second year (15-16 years) of the School's Programme. This block residential experience can be at an outdoor pursuits centre; on a university campus; on a sailing or canal boat or wild camping in the mountains. It is envisaged that there will be a menu of options and appropriate choice for groups of students will be a matter for negotiation. Each residential programme will be carefully designed to promote personal qualities such as initiative; enterprise; self-awareness; self-confidence; working in teams and problem solving. The essential opportunity for each student to engage in team/group activities will be of the highest priority.

16-19 Curriculum Plan



Common skills core which includes numeracy; communications; careers education and guidance; micro –electronics; basic accountancy; use of information resources and information systems; understanding of the new environmental technologies; coping skills and general inter personal skills such as working in a group, accepting responsibility, planning, coping, health and safety and the broader citizenship responsibilities. Average time allocation for this each week will be 3 hours. Maximum integration with the general education programme will be encouraged.

This will continue through to 16-19 curriculum and will achieve the

maximum amount of integration.

At the age of 16 years our Robert Owen School students will have the advantage of having undertaken a substantial and significant programme of vocational education. It is appreciated that the extent of career definition (including self-employment) resulting from this experience will vary in individual cases. However, depending on the current state of school leaving legislation in July 2014 it is anticipated that a significant number of the 14-16 cohort will decide, after suitable counselling and support to move to one of the specially designed vocational sandwich courses in the 16-19+ phase of the scheme. These courses will have some or all of the following characteristics.

- ✓ A broad curricular base leading to a range of potential career opportunities at craft and technician levels, particularly within the catchment area of the Free School and the Marches Sub Region. It is anticipated that a number of students will be receptive to a consideration of more advanced vocational courses in the field of higher education
- ✓ A minimum overall duration of 96 weeks (i.e. 2 years @ 48 weeks) with substantial and significant periods of integrated industrial, commercial, business or field experience (i.e. a minimum total of 18 weeks)
- ✓ A modular structure to provide maximum flexibility in terms of location, learning programme and mode of study so that there is also the option of partial integration with other Vocational Education programmes offered by the School, with those of traditional further education and work based learning courses as well as with elements of higher education courses including Open College Network Access Programmes
- ✓ Smooth progression to a range of nationally recognised qualifications within the 14-19 Framework
 - Open College Network (OCN) units at Levels 1, 2 & 3
 - EdExcel 14-19 Diplomas at Foundation; Higher; Advanced & Progression Levels
 - EdExcel Skills for Life at Entry & Levels 1 & 2
 - EdExcel Generic Learning Award which will be linked to the Principal Learning component of the Diploma
 - NVQ units where appropriate 14-16 and linked to Apprenticeships etc. at age 16+
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 - EdExcel Entry Level Certificates at Entry Levels 1, 2 & 3
 - BTEC Awards at Level 1-3
 - Edexcel Functional Skills linked to the 14-19 Diplomas as part of the Foundation suite of qualifications
 - Foundation Degrees and Open University modules
- ✓ Apprenticeships: This will be a major focus for the Robert Owen School as the German vocational school model with its seamless integration of general and vocational education is mirrored. At the end of the 14-16

years Phase each student will be offered a menu of Apprenticeships of between one and four years duration providing on-the-job training with industry standard qualifications.

Apprenticeships will be offered at three levels will structured and on-going counselling and guidance for each student:

1. Intermediate Level Apprenticeships
 - ✓ Working towards work-based learning qualifications such as Level 2 Competence Qualification, Functional Skills and a relevant knowledge-based qualification
2. Advanced Level Apprenticeships
 - ✓ Working towards work-based learning at Level 3 Competence Qualification, Functional Skills and a relevant knowledge-based qualification
3. Higher Level Apprenticeships
 - ✓ Working towards work-based learning qualifications such as Level 4 Competence Qualification, Functional Skills and a relevant knowledge-based qualification such as a Foundation Degree.

The Robert Owen School through its existing relationships with community training providers and business organisations will ensure that the off-the-job training will be provided within the School and in close partnership with the Colleges and other specialist learning providers.

Through the Robert Owen Group's close working links with the Co-operative Group the significant offer from the Co-operative's Apprenticeship Academy will be added to the menu for each of our Robert Owen School students. These include:

- ✓ Food
- ✓ Funeral care
- ✓ Financial Services
- ✓ Motors
- ✓ Head Office
- ✓ Pharmacy
- ✓ Travel
- ✓ Legal
- ✓ Farms
- ✓ Vocational Education content that justifies at least 70% of total curriculum

time with the remaining time devoted to general education. Vocational A Levels would fit into this category.

- ✓ Student centred teaching and learning strategies with individual study programmes planned in negotiation with students. Students with special needs and specific learning requirements would fit into this category as would students who are requesting accreditation of prior learning including credit accumulation & transfer

- ✓ **Residential Experiences.**

There will be a minimum of two residential experiences, each of one week's duration, each in the 16-17 years & 17-18 years phases. The first residential programme at the start of Year 3 will be designed primarily to familiarise students with vocational opportunities in other areas and locations with the objective of broadening perspectives. Team and group activities will be an essential part of the Programme.

The second residential programme at the start of Year 4 will allow an opportunity for review of the year before as well as a look forward to the year(s) provisional programmes in each student's Vocational Learning Plan (VLP).

- ✓ Individualised learning.

The students will be fully supported with counselling and guidance at each step of the way and in some circumstances students may be advised to undertake a study programme drawn from more than one vocational course and from more than one training provider. The adoption of a modular structure will facilitate the arrangement of common study with students undertaking other courses and will lead to Value for Money learning provision.

Consideration will also be given to the design of more general vocational education and training courses for those students who have more learning and developmental ground to travel. Such courses will mirror more closely the second year of the 14-16 years phase with appropriate vocational options such as technology; business; catering; retaining & caring particularly enabling those students with greater maturation and learning development needs to progress at a more appropriate rate. There will be the flexibility of forging links between these courses and elements/modules of the more vocational and nationally recognised training courses.

Outdoor Education – The weekend Programmes

Experience over many programmes with this 14-19+ age group of students has demonstrated the value of Outdoor Education. Outdoor Education for the Robert Owen School will not just offer outdoor pursuits but will seek to present our students with physically challenging activities and pursuits as part of the School's 'Outdoors for Life' curriculum.

In the setting up year (academic year 2012-13) in consultation with parents, carers, schools and community organisations we will develop the Outdoor

Education menu which will be on offer to our students from September 2013. We are particularly attracted to the Forest Schools model where young people spend most of their day outside in structured and unstructured play/exploration under the close guidance of teachers and instructors. We well understand the value and importance of an awareness and exploration of the environment in which our students live. As we move forward young people will need to be more aware of what the outside world is like and what it can offer them both in the immediate present and in their future lives.

We are fortunate in being able to locate the Robert Owen School in Herefordshire with its abundance of rich outdoor settings and personal challenges. The School's Outdoor Education Programme will be based on residential programmes and/or overnight sessions depending on the needs and circumstances of each individual student. This Robert Owen School proposal makes it clear that the Residential Outdoor Programme is banded into 14-16 and 16-19+ areas.

Outdoor Pursuits will involve longer stays, some of which could be overseas, as well as in the Marches Sub Region and will include activities such as:

- ✓ Abseiling
- ✓ Assault courses
- ✓ Canoeing
- ✓ Caving
- ✓ Climbing
- ✓ Gorge walking
- ✓ Hill walking
- ✓ Horse riding
- ✓ Mountain walking
- ✓ Orienteering
- ✓ Mountain biking
- ✓ Pot holing
- ✓ Problem solving
- ✓ Rowing
- ✓ Sailing
- ✓ Windsurfing
- ✓ As well as weekend/vacation schools in the more traditional team activities such as football, hockey, rugby, netball, basketball, tennis, table tennis, and athletics.

At this stage it is the intent to run the Outdoor Education Programmes within the Robert Owen School at weekends on a voluntary basis which can involve overnight stays, day trips, and residential weekends as well as timetabled curriculum slots within the Monday to Friday allocated teaching and learning time. Shorter time activities would include:

- Awareness of what the Outdoors has to offer – land & resources
- Building and lighting fires
- Building shelters
- Fishing
- Flora, fauna and natural resources which constitute our environment
- Making tools and implements
- Outdoor cooking

- Problem solving
- Taking care of our environment including the animals and plants that live there
- Living off the land – learning what you can and cannot eat from the raw environment
- Re-cycling
- Walking
- Risks and dangers in the outdoors
- Survival in the outdoors
- Wood turning
- Rural and local crafts
- Understanding local culture including folk music and dance and the making of musical instruments
- Reporting and capturing outdoor life with technology, art & craft, in verse and literature and in crafts
- The importance of co-operation with others and the outdoors.

This broad Outdoors Education Programme sits astride the whole Academic/Vocational divide and for each student will help to give a new sense of purpose in their personal journeys to prepare for life and work (including self-employment). We recognise that this programme will be costly and that many of our students will be of limited means as well as having home commitments as carers and part time wage earners. For these reasons each student's Outdoor Education Programme will be carefully negotiated so that all can participate in some shape or form without discrimination.

The Vocational Baccalaureate (Voc Bac)

The unique Vocational Baccalaureate (Voc.Bac) will provide a record of competence up to a range of study and vocational skills. The Voc.Bac will in effect form the Record of Achievement and the skills will be incorporated within the framework of student activities undertaken. E.g:

- ✓ Practical
- ✓ Personal/Interpersonal
- ✓ Enabling/Processing
- ✓ Study/Intellectual

The foundation of Communication Skills will permeate all areas of study and experience.

The innovative Voc Bac framework will be integral to the whole Robert Owen School 14-19+ curriculum structure. The Voc Bac will draw upon existing national qualifications including those that might yet be proposed during the life of the School. The Voc Bac will provide an entry point into further education, higher education, training or employment. It will allow both the Core Curriculum and the Common Skills Core including work, community and residential experiences to be captured and recorded effectively. The Voc.Bac. will be linked to our apprenticeship programme.

This proposal by the Robert Owen Group for a Co-operative Vocational Free

School recognises that within England there has been a tendency to regard subjects as 'academic' or 'vocational'. In reality, any subject may be approached from a number of perspectives: academic, technical, vocational or artistic. The Voc Bac structure will recognise this and allow our students to choose whatever emphasis is appropriate to their talents, their interests and their intended occupational areas.

Traditionally, students have been forced to specialise in one particular area and once the choice has been made it has been difficult for the student to change tack without starting again. The whole Free School curriculum framework encourages options to be kept open by providing a mechanism to bridge the academic/vocational divide whilst helping the student to prepare for an integrated and balanced life.

The Robert Owen School curriculum framework whose outputs are captured within the Voc Bac for each student has a uniqueness which can be summarised as follows:

- ✓ We will seek by intent to dispel the notion that academic achievement is somehow intrinsically more valuable than vocational achievement
- ✓ We will combine academic rigour and vocational competence
- ✓ We will seek to provide for a spread of ability and maximise the achievement of each student
- ✓ Through the Voc Bac we will capture each student's range of ability and achievement across different aptitudes
- ✓ The Voc Bac will provide a coherent reporting framework to fit all relevant qualifications undertaken within the Free School
- ✓ We publicly acknowledge that each student will be different and that each area of experience will be pursued in a context and from a perspective which relates to the student's chosen occupational area and level of qualification.

Through the School's curriculum programme it will be our mission to ensure that:

- Our students become people who can do things as well as know about them i.e. rounded people with skills as well as knowledge
- We help our students to choose and prepare for the most appropriate for them qualifications, experiences and work (including self-employment) routes
- We help them change or refine their options without having to go back to square one
- We provide a balanced curriculum for a wide range of ability and behaviours.

The learning style throughout the Robert Owen School's 14-19+ curriculum will be to emphasise to our students to do things well in parallel to knowing about them. We will emphasise that knowledge is important because it underpins development of the skills needed to create competence. For each student the acquisition of knowledge is part of the total learning process but our approach to learning will be essentially practical and experiential and related to the accomplishment of a task or an objective. It is for this reason that a significant part of the 14-19 curriculum

will take place in occupational areas and in real life work situations.

Qualifications

The Voc Bac is the envelope within which all qualifications are indexed and held against clear and mutually agreed targets. The details of how the Voc Bac will work is well detailed in this proposal. The target to work with external examination bodies to accredit the whole Voc Bac 'package' at Levels 1, 2 and 3 and, if necessary, Level 4 and beyond is also set out. However, we recognise that individual accreditation which recognises improvement and progress is highly motivational to our Vocational School student population.

This Vocational Baccalaureate (Voc Bac) will be developed which will record student achievements with details of both qualifications obtained together with other attainments in areas such as work and residential experiences. The Voc Bac will encompass the student's whole 14-19+ learning and training experiences. The Voc Bac will be in three clear sections:

Section A will capture the whole period of student involvement in the School's 14-19+ programme of Vocational education. It will provide a continuous recorded programme of structured formative and summative support, guidance and planning, appropriate to the student's realistic career aspirations and which as a minimum must include work placements, residential experiences, leisure, recreation, community service, creative and aesthetic experiences in addition to any other assessed outcomes

Section B will be constructed and assessed in two complementary ways

ii. **Transferable units of accreditation**

Units of accreditation in the School's Core Curriculum and the 14-16 years Vocational Programme as well as in the 16-19+ Vocational Education Programme

ii **Project assignments**

Project-based extension of and integration with the units of accreditation to take the form of two short (up to one year) exploratory projects devised within the School for the 14-16 age phase, and one long, extended (up to two year) project which may be a negotiated development of one of the exploratory exercises or may have a new range of objectives.

The long project will be devised within the School but in best practice it will be a joint exercise with one of the School's partner business or industrial organisations or with a further education, work based training organisations or an institute of higher education. The choice will be dependent on the career aspirations and competency of the student working either in a team or independently.

In the event that levels 1 to 3 of the Voc Bac are established the long project will be included in the differentiation criteria for the two levels of award – Voc Bac level 2 or Voc Bac Level 3. To achieve Level 3 the student, amongst other requirements, will be called upon to defend the long project in a viva examination conducted by a panel to include a representative of the external project setting body. In the case of further education or higher education a successful viva might

be used as an exemption for admission interview.

Section C may contain a variety of additional assessed material at a level appropriate to the student's capacity. It is anticipated that most of the Section C work will be undertaken at the 16-19+ stage. In order to achieve the Voc Bac at Level 3 the work must be at NVQ Level 3 equivalency & this would include A level. However, for the majority of a whole ability range cohort it will accommodate a range of NVQ Level 2 outcomes.

From Day 1 on 1st September 2013 each student will build up with their tutors their personal learning and achievement targets for each year ahead together with provisional targets for the 4+ years of the Robert Owen Vocational School Programme. In the area of accredited achievement it is the intention to offer as wide a menu as possible so that every student can publicly demonstrate progress and achievement. Although this is not meant to be a definitive menu and is offered by way of example of the offer to each student within this 14-19+ menu will be:

- ✓ Open College Network (OCN) units at Levels 1, 2 & 3
- ✓ EdExcel 14-19 Diplomas at Foundation; Higher; Advanced & Progression Levels
- ✓ EdExcel Skills for Life at Entry & Levels 1 & 2
- ✓ EdExcel Generic Learning Award which will be linked to the Principal Learning component of the Diploma
- ✓ NVQ units where appropriate 14-16 and linked to Apprenticeships etc. at age 16+
- ✓ GCSE's in Mathematics; English; Science; Humanities; Arts; RE & Citizenship
- ✓ EdExcel Entry Level Certificates at Entry Levels 1, 2 & 3
- ✓ BTEC Awards at Level 1-3
- ✓ EdExcel Functional Skills linked to the 14-19 Diplomas as part of the Foundation suite of qualifications
- ✓ Foundation Degrees and Open University modules

D2 School time-table and calendar

The School will open on 1st September 2013 with an initial cohort of 60 14-15 year olds. The one and a half sessions in the core subjects, particularly maths and English may be separated into 45 minute teaching slots according to the individual needs of the students. This model allows for the flexibility to individualise directed teaching based on assessment of student intake.

Attached below are indicative time tables for:

Academic Year 2013-14

Houses:

B Brunel F Faraday S Stephenson
T Telford

ACADEMIC YEAR 2013

No. Students in year group 60

YEAR GROUP 10

No. Houses 3 (B, F, S)

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	B - Science F - Maths S - English	B - Maths F - English S - Science	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30	B - Maths F - English S - Science	B - English F - Science S - Maths				
LUNCH						
13.00 – 14.30	B - English F - Science S - Maths	B - Science F - Maths S - English				
BREAK						
14.45 – 15.45	ALL - Core Studies & tutorials	ALL - Core Studies & tutorials				
END OF SCHOOL DAY						

Academic Year 2014-15

ACADEMIC YEAR 2014

No. Students in year group 80

YEAR GROUP 10

No. Houses 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30	B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma				
LUNCH						
13.00 – 14.30	B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng				
BREAK						
14.45 – 15.45	ALL - Core Studies	ALL - Core Studies				
END OF SCHOOL DAY						

ACADEMIC YEAR

2014

No. Students in year group 60

YEAR GROUP 11

No. Houses 3 (B, F, S)

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	Vocational Work Placement	Vocational Work Placement	Studies - up to 8 vocational skills areas and 2	B - Science F - Maths S - English	B - Maths F - English S - Science	Optional Core &

BREAK						
11.00 – 12.30				B - Maths F - English S - Science	B - English F – Science S - Maths	
LUNCH						
13.00 – 14.30				B - English F - Science S - Maths	B – Maths F - English S - Science	
BREAK						
14.45 – 15.45				ALL - Core Studies & tutorials	ALL - Core Studies & tutorials	
END OF SCHOOL DAY						

Academic Year 2015-16

ACADEMIC YEAR

2015

No. Students in year group 80
No. Houses 4 (B, F, S, T)

YEAR GROUP 10

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T – Sci	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30	B - Ma F - Eng S - Tut T – Sci	B - Eng F - Tut S - Sci T - Ma				
LUNCH						
13.00 – 14.30	B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng				
BREAK						
14.45 – 15.45	ALL - Core	ALL - Core				

	Studies	Studies				
ACADEMIC YEAR	2015	No. Students in year group	80			
YEAR GROUP	11	No. Houses	4 (B, F, S, T)			
	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	Vocational Work Placement	Vocational Work Placement	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	Optional Core & Extension Studies
BREAK						
11.00 – 12.30				B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma	
LUNCH						
13.00 – 14.30				B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng	
BREAK						
14.45 – 15.45	ALL - Core Studies	ALL - Core Studies				
ACADEMIC YEAR	2015	No. Students in year group	60			
YEAR GROUP	12	No. Houses	3 (B, F, S)			
	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	Core Skills & Tutorials at Centre	Core Skills or Vocational work placement dependant upon Individual Learning Plan	Vocational Work Placement	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30						
LUNCH						
13.00 – 14.30						
BREAK						
14.45 – 15.45						

Academic Year 2016-17

ACADEMIC YEAR 2016

No. Students in year group 80

YEAR GROUP 10

No. Houses 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30	B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma				
LUNCH						
13.00 – 14.30	B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng				
BREAK						
14.45 – 15.45	ALL - Core Studies	ALL - Core Studies				

Academic Year 2016-17

ACADEMIC YEAR 2016

No. Students in year group 80

YEAR GROUP 10

No. Houses 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30	B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma				
LUNCH						

13.00 – 14.30	B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng				
BREAK						
14.45 – 15.45	ALL - Core Studies	ALL - Core Studies				

ACADEMIC YEAR 2016

YEAR GROUP 11

No. Students in year group 80

No. Houses 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	Vocational Work Placement	Vocational Work Placement	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	Optional Core & Extension Studies
BREAK						
11.00 – 12.30				B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma	
LUNCH						
13.00 – 14.30				B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng	
BREAK						
14.45 – 15.45				ALL - Core Studies	ALL - Core Studies	

ACADEMIC YEAR 2016 **No. Students in year group** 60 + 80

YEAR GROUP 12 & 13 **No. Houses** 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	Core Skills & Tutorials at Centre	Core Skills or Vocational work placement dependant upon Individual Learning Plan	Vocational Work Placement	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30						
LUNCH						
13.00 – 14.30						
BREAK						
14.45 – 15.45						

ACADEMIC YEAR 2017 **No. Students in year group** 100

YEAR GROUP 10 **No. Houses** 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT
09.00 – 10.30	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30	B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma				

LUNCH						
13.00 – 14.30	B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng				
BREAK						
14.45 – 15.45	ALL - Core Studies	ALL - Core Studies				

ACADEMIC YEAR 2017

No. Students in year group 80

YEAR GROUP 11

No. Houses 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT	
09.00 – 10.30	Vocational Work Placement	Vocational Work Placement	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	Optional Core & Extension Studies	
BREAK							
11.00 – 12.30				B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma		
LUNCH							
13.00 – 14.30				B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng		
BREAK							
14.45 – 15.45				ALL - Core Studies	ALL - Core Studies		

ACADEMIC YEAR

2017

No. Students in year group

YEAR GROUP		12, 13 18+		No. Houses		60+80+80 4 (B, F, S, T)	
	MON	TUE	WED	THU	FRI	SAT	
09.00 – 10.30	Core Skills & Tutorials at Centre	Core Skills or Vocational work placement dependant upon Individual Learning Plan	Vocational Work Placement	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies	
BREAK							
11.00 – 12.30							
LUNCH							
13.00 – 14.30							
BREAK							
14.45 – 15.45							
ACADEMIC YEAR		2017		No. Students in year group		60+80+80	
YEAR GROUP		12, 13 18+		No. Houses		4 (B, F, S, T)	
	MON	TUE	WED	THU	FRI	SAT	
09.00 – 10.30	Core Skills & Tutorials at Centre	Core Skills or Vocational work placement dependant upon Individual Learning Plan	Vocational Work Placement	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies	
BREAK							
11.00 – 12.30							
LUNCH							
13.00 – 14.30							
BREAK							
14.45 – 15.45							
ACADEMIC YEAR		2018		No. Students in year group		100	
YEAR GROUP		10		No. Houses		4 (B, F, S, T)	
	MON	TUE	WED	THU	FRI	SAT	
09.00 – 10.30	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	- up to 8 vocational skills	Work Placement	Vocational Work Placement	Optional Core &	

BREAK						
11.00 – 12.30	B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma				
LUNCH						
13.00 – 14.30	B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng				
BREAK						
14.45 – 15.45	ALL - Core Studies	ALL - Core Studies				

ACADEMIC YEAR 2018 **No. Students in year group** 100

YEAR GROUP 11 **No. Houses** 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT	
09.00 – 10.30	Vocational Work Placement	Vocational Work Placement	Extension Studies - up to 8 vocational skills areas and 2 GCSEs	B - Sci F - Ma S - Eng T - tutorial	B - Ma F - Eng S - Tut T - Sci	Optional Core & Extension Studies	
BREAK							
11.00 – 12.30				B - Ma F - Eng S - Tut T - Sci	B - Eng F - Tut S - Sci T - Ma		
LUNCH							
13.00 – 14.30				B - Eng F - Tut S - Sci T - Ma	B - Tut F - Sci S - Ma T - Eng		
BREAK							
14.45 – 15.45	ALL - Core Studies	ALL - Core Studies					

ACADEMIC YEAR 2018 **No. Students in year group** 80+100+100

YEAR GROUP 12, 13, 18+ **No. Houses** 4 (B, F, S, T)

	MON	TUE	WED	THU	FRI	SAT
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09.00 – 10.30	Core Skills & Tutorials at Centre	Core Skills or Vocational work placement dependant upon Individual Learning Plan	Vocational Work Placement	Vocational Work Placement	Vocational Work Placement	Optional Core & Extension Studies
BREAK						
11.00 – 12.30						
LUNCH						
13.00 – 14.30						
BREAK						
14.45 – 15.45						

The School Year

The Robert Owen School Year will model the standard school year for 14-16 year old students in maintained schools in the Marches sub Region with the option of voluntary Extension Studies on Saturdays and periods of structured work and community placements during the Easter & Summer vacations. Such placements would have clear targets will be supervised and the outcomes would be recorded in the Voc Bac and will extend the Programme to 48 weeks.

In September of Year 1 there will be a lengthy period of initial assessment, profiling and the drawing up of detailed schemes of work for each student. There will be intensive guidance, counselling and learning support to ensure that the learning programme is developed fully to suit the optimum needs of each student which will be set out in the Vocational Learning Programme (VLP). In October of Year 1 there will be an induction programme together with an intensive start to individualised learning structure.

In September of Year 2 there will be a further induction programme to the second year of the School curriculum followed by the continuation of the individualised learning structure. In September of Year 3 there will be a further induction programme to the third year of the School curriculum followed by the two year + pursuit of vocational learning goals and qualifications .

An example School year calendar is shown below:

Semester 1: Weeks 1- 16

02-September – 16 December

Half-term 21 October – 27 October

Semester 2: Weeks 17 - 29

06 January – 31 March

Half-term 17 February – 24 February (vocational education placements will continue during half-term)

Semester 3: Weeks 30 – 48

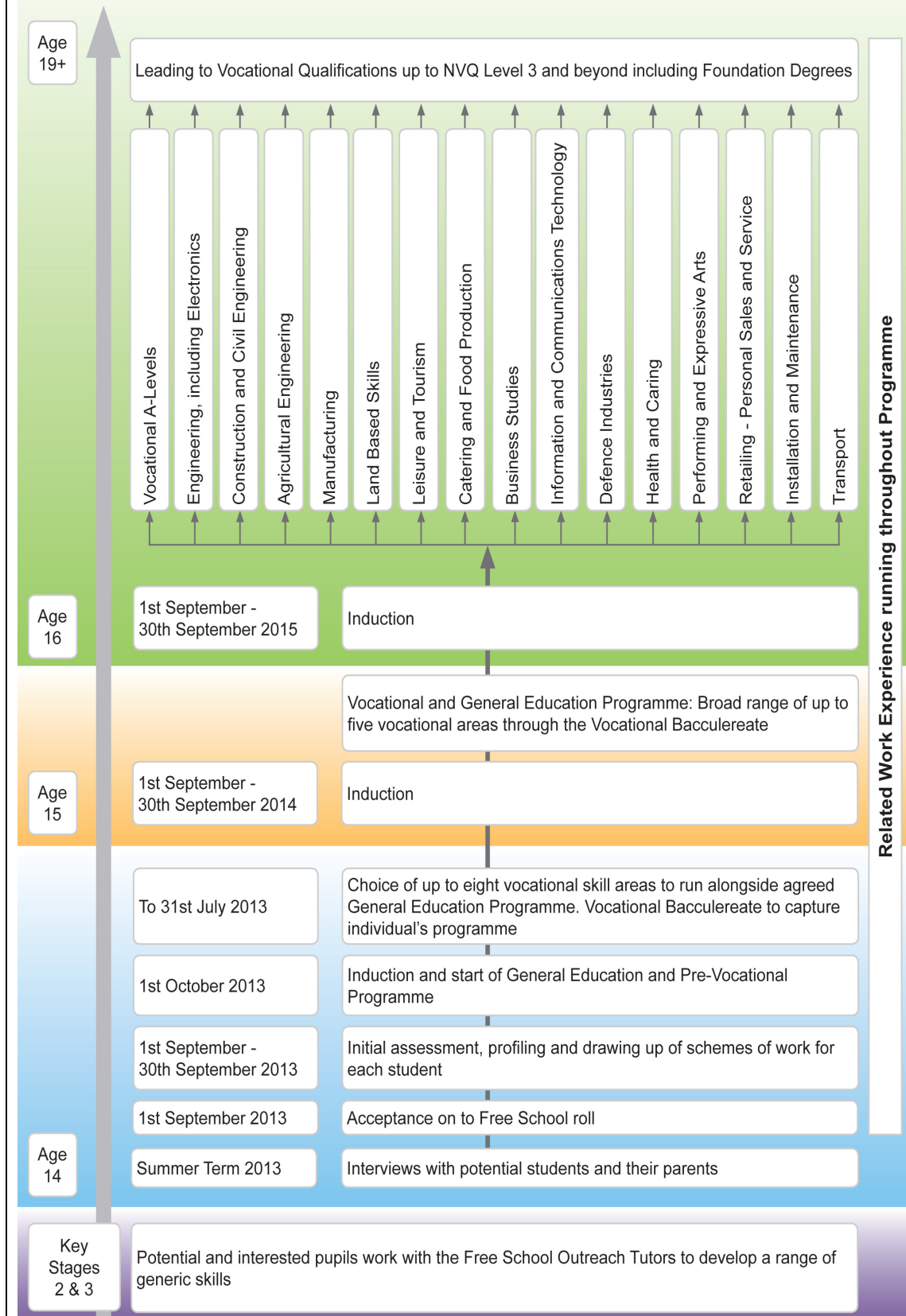
14 April – 18 Aug

Half-term 26 May - 02 June

Vocational education placements will continue until week 48

For each student the General Education Programme will model the current school year adopted by the family of schools and colleges in the sub-region of which the Robert Owen School is a part. However, the Vocational Programme will run for up to 48 weeks. i.e beyond the general education year, and including work-placements during some school holiday weeks,. This will allow students to engage fully in the work place and to continue the work-based mentoring support for a maximum period.

General Outline of the Robert Owen Foundation Co-operative Free School Programme



D3 Strategy for meeting the diverse needs of the students

Although the Robert Owen School will offer 14-19+ provision in the geographical County of Herefordshire and surrounding areas where none currently exists it is anticipated that in the early stages of the School's development it will be a challenge to recruit full ability range cohorts. The Robert Owen Group's experience in other similar projects since 1983 has shown that schools are likely to adopt a somewhat elitist approach to this sort of vocational education provision and are likely to encourage students who have become disaffected with their own academic curriculum to transfer. It is thus anticipated that it will take time to sell the value of the Robert Owen School's vocational education offer to parents and those who advise and support young people. The achievement of anything approaching a full ability range cohort will take several years. However, it is the clear intention that when the School achieves the target operating capacity of 500 students a full ability range will be in attendance.

The curriculum delivery will be through individualised programmes of learning for each student and these will be built around the specific learning and personal needs of each learner. There will be a Learning Support Tutor to support those students with specific learning needs and clear opportunities to extend those most able students who have sought and value a vocational education career with clearly focussed employment (including self-employment) targets.

The Robert Owen School will sit within the Marches Sub Region family of schools, colleges and training providers. It will be part of the School's mission to utilise high quality community vocational education and training facilities where they exist and not to duplicate existing services. The Trustees of the Robert Owen Foundation are absolutely clear in making this proposal that they have a responsibility to raise the quality of vocational education and training for all 14-19+ year olds and to strengthen current offerings. Our responsibility to our communities and our people is to raise achievement, to increase employability through raised skill levels, to support employers and to raise the sustainability of our isolated rural communities that comprise the Marches Sub Region.

The Robert Owen Group celebrates the 20th anniversary of its formation in 2012 and with its extensive member base of schools, colleges and community organisations has a proud history of delivering cost effective and high quality publicly funded projects. Through our large school-centred Initial Teacher Training programme we are well used to using ICT as a learning tool and encouraging trainee teachers to exploit this tool in their school based work with young people. We will also seek to develop our strong links with the broader Co-operative Movement including the Co-operative Group. Our link to the Co-operative's Apprenticeship Academy will be a unique feature.

The Marches Sub Region has a growing challenge of children of Eastern European origin whose parents increasingly comprise the migrant labour force now so important to our land-based industries. Our schools are developing expertise in addressing these issues and we will make every attempt to share

this expertise with our schools. The Travelling Community also has a significant presence in the Marches Sub Region and there is considerable expertise locally in addressing the very specific learning needs of this community.

All students within the Robert Owen Free School will be equally valued and will be offered structured opportunities through the individualised learning programme to develop at their own pace and in line with their own negotiated wishes. The School's Learning Support Team will ensure that pupils identified with a special needs requirement either prior to admission or through the extensive initial assessment and profiling phase will have their specific needs addressed. There will also be a dedicated member of the School's Governing Body to monitor and address Special Needs issues on behalf of the Board of Trustees of the Robert Owen Foundation.

Special Educational Needs Code of Practice

The Robert Owen School will work to the Department for Education Special Education Needs Code of Practice (2001) but will in addition implement its own Special Education Needs Policy as shown at Appendix A. The aim of this policy is to ensure that all pupils attending the Vocational Free School have the opportunity to enjoy their learning experience and make the best possible progress they can, regardless of background, circumstances or ability.

The School will adopt a whole school approach to Special Education Needs (SEN), which requires all teaching and support staff being involved in and committed to identifying, monitoring and meeting the needs of all pupils in a wholly inclusive learning environment.

D4 Measuring success and delivering our aspirations for pupil achievement

The Aims of the Robert Owen School

- To assist in the development of coping skills necessary to promote individual self-sufficiency in an adult world
- To promote a flexibility of attitude and willingness to learn
- To improve competence in a variety of study and vocational skills likely to be demanded of a young person in a rapidly changing technological society
- To encourage the capacity to approach various kinds of problems methodically, systematically and effectively and to plan and evaluate appropriate courses of action
- To bring about a level of achievement in communication, numeracy and ICT appropriate to ability and adequate to meet the needs & demands of contemporary society and into the future
- To encourage the ability to develop satisfactory personal relationships with others and to function as an effective member of a team

- To bring about the continuing development of physical and manipulative skills in vocational, personal and leisure contexts and to develop an appreciation of these skills in others
- To assist in the development of an informed perspective of the role and status of a young person in an adult society and the world of work
- To encourage the continuing development of a set of moral values applicable to issues in contemporary society
- To assist the young person to cope with changes in technology and the pattern of working life
- To promote an understanding of basic skills that are of particular relevance to modern developments in technology
- To bring about sufficient social, economic and aesthetic awareness in order to understand the adult environment and to be able to integrate and participate fully
- To sample a range of vocational areas and to progress through to a specialism
- To assist the young person to develop a basis for making informed and realistic decisions about the future e.g. choice of career and more advanced programmes of study and experience

These clearly expressed aims will be captured and recorded for each student within the Voc Bac which is set out earlier in this Section in detail. We will derive the development of this unique concept from our earlier involvement with the City and Guilds of London Institute, the City Technology Colleges Trust, the Hereford and Worcester County Council TVEI Project and the University of London Institute of Education on the C&G Technological Baccalaureate Pilot Project. The Voc Bac concept will be derived from the British experience but will seek to reject the British practice of regarding some subjects as 'academic' and 'others as 'vocational'. We will adopt the broader European view that all subjects can be studied according to academic, technical, vocational or artistic traditions and can draw evidence of achievement from academic, technical, vocational or artistic study or activity.

The Robert Owen Group's experience over 20 years of publicly funded work has led to the development of a successful internal quality review structure with external quality sampling through Silent Monitors, Ofsted, ISO and other review bodies appointed by our funders. We employ Excellence in Business Consultants to manage our quality process. The Robert Owen Group's total quality process will be seamlessly applied to the work of the Free School to monitor success and failure and to report to the Group's Quality Committee and Board of Trustees on a regular basis.

The Quality Cycle

The Robert Owen Group has extensive quality assurance procedures through its quality cycle. The principal focus of the quality assurance procedures is on identifying problems and putting them right. Each half term the quality cycle focuses on a number of issues/topics and, based on quantitative or qualitative data, decides on a particular topic whether further investigation is required.

There are six quality cycles throughout each academic year. The stages of

the quality cycle are not to be confused with the normal processes of management and decision-making within the organisation. The quality focus tests the results of management decisions; it is not an alternative to management itself. The Robert Owen Group's quality assurance process is about openly and transparently addressing quality issues and not engaging in blame.

The stages of the quality cycle are:

1: Benchmark

The whole organisation is committed to the principle of continuous improvement so our aims set a level below which there would be concerns over performance and in response to which remedial action would need to be taken.

2: Quality Indicators

Indicators are established in eight broad areas on which quality assessments are based in any year. Tests or surveys examine aspects of all parts of the Group's activities. Essentially these quality indicators are quantitative in nature. Some elements are part of a quality cycle at the beginning or towards the end of a year (e.g. recruitment at the beginning and/or retention at the end); other elements are tested in all quality cycles.

3: Data collection

Care is taken in collecting data systematically and objectively against agreed time lines and to avoid bias or partiality.

4: Identification of issue

Skill is required in identifying issues or concerns from data. Some issues ('micro issues') are purely personal to a particular individual; they are primarily the concern of managers unless wider policy issues are involved. Other issues ('macro issues') are of much wider significance and are likely to be the principal focus of reporting. In identifying any underlying issues to be addressed, there may also be qualitative concerns which can be explored through methods such as focus groups or face-to-face interviews.

5: Report

If problems are found to exist it is essential they are confronted openly and transparently and to avoid any temptation to introduce blame into the process. Reports from external sources such as Silent Monitors or Ofsted are fed into the Quality Cycle at this stage.

6: Management response

As soon as a report (described in 5) has been finalised, managers consider and briefly state their responses. This is the key stage in the quality assurance process. Managers are encouraged to focus on how a matter of concern may best be resolved and be open and transparent in their reporting.

7: Quality Committee

The principal focus of the Quality Committee is to:

- match performance within the organisation against agreed aims
- monitor the nature and adequacy of management response and
- to make appropriate recommendations to the executive committee or directors or other parts of the Robert Owen Group.

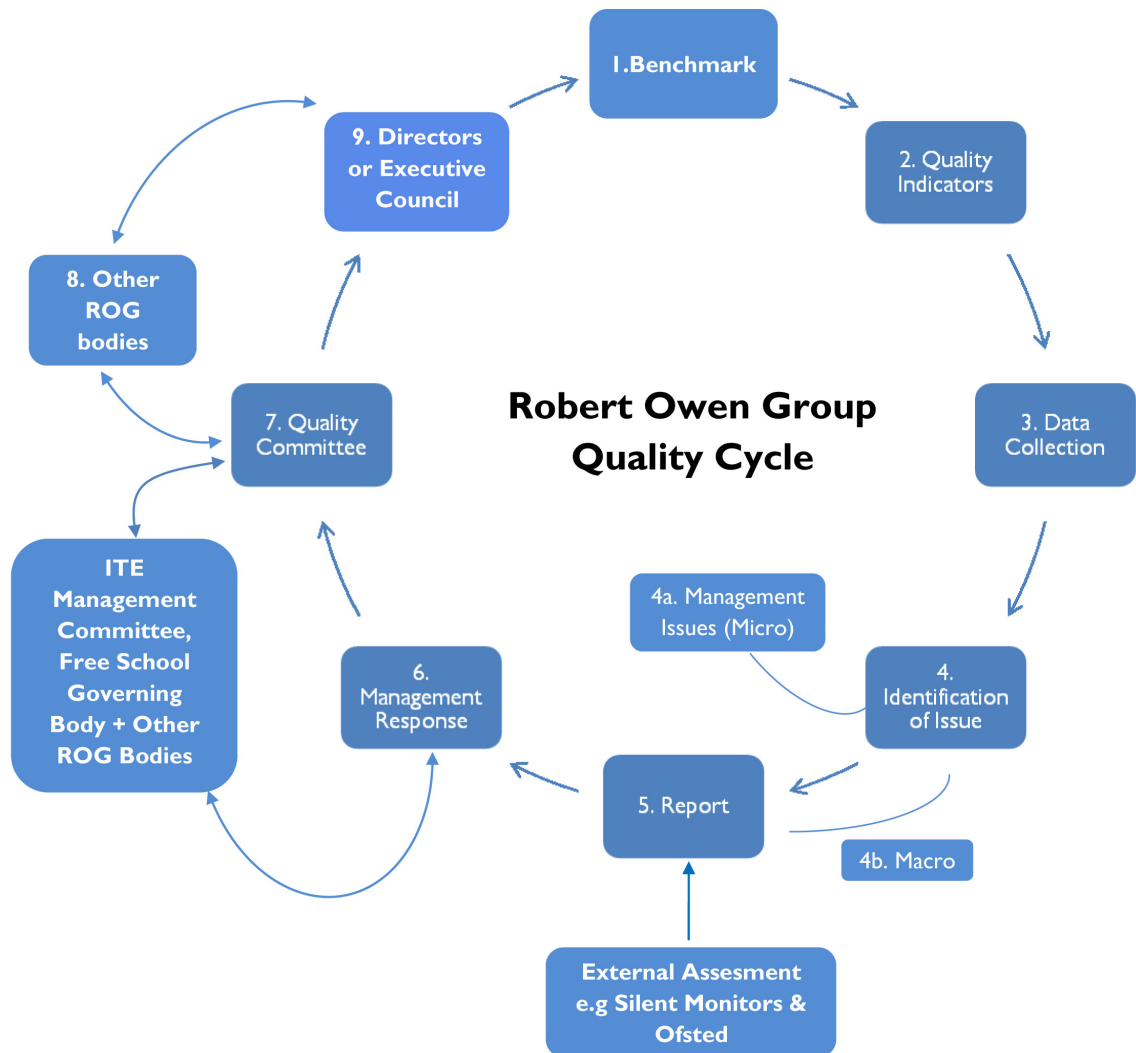
8: Other Robert Owen Group bodies

Some issues raised in a report or management response may be the principal concern of other parts of the organisation and the matter will be immediately raised with them.

9: Directors or Executive Council

Where matters raised are of fundamental significance, they may be referred to the Robert Owen Group’s Executive Council if there is an element of urgency involving, for example, resource allocation. Routinely Quality Committee minutes will go to the Directors. Then following re-consideration of aims, the next Quality Cycle will begin.

These stages of the quality cycle are illustrated in the diagram below.



D5 Admissions Policy

The Robert Owen School's Admissions Policy is determined by the terms laid out in the Funding Agreement approved by the Secretary of State. It meets the requirements for the admissions arrangements to be clear, fair and objective. The full policy is shown at Appendix C.

14-16 Phase.

There will be target admission levels for each year and these are set out in this application. A Robert Owen School Prospectus will be developed which will set out a clear Admissions Policy & Statement, together with the Appeals Procedure, with the catchment area clearly defined as the geographical County of Herefordshire, South Shropshire, West Gloucestershire and West Worcestershire. The Prospectus will utilise the wide Robert Owen Group community database and our Group Partnership Managers will work with their schools to circulate the Prospectus to parents.

Applications will be by means of a simple form followed by an interview with each student applicant and their parents or those who care for them. Based upon the information supplied to the School by the student's current school and the information gained at interview there will be an attempt to recruit a balanced and comprehensive intake which will include 10% with identified learning issues and 10% with the potential to be high achievers given the appropriate motivation. The Principal and her/his staff will need to re-assure themselves that each student recruited will benefit from the 14-19+ curriculum offer.

In the event that a student or their parents or those who care for the student wish to appeal against the admissions decision they will be reminded of their rights and if necessary the Home/School Liaison Tutor will assist them in preparing their appeal.

16-19+ Phase

We anticipate that if we achieve our aims with each student in the 14-16 Phase that the majority of these students will wish to transfer to the 16-19+ Phase of the Free School. The 16-19+ routes will have been published at the end of the 14-15 Phase of the School and the Free School staff will have been working with each student during the 15-16 Phase to help them make the most appropriate choice of work/training/apprenticeships as set out below:

VOCATION/OCCUPATION		KEY PURPOSE/SKILLS
1.	Administrative, Clerical & Office Services	Information Processing
2.	Agriculture, Horticulture, Fishery, Forestry and the broader Land Based Industries	Nurturing & Gathering Living Resources
3.	Craft, Design and Rural Crafts	Creating Single or Small objects using Hand or Power Tools
4.	Installation and Maintenance	Applying known procedures

		for making Work or Function
5.	Technical, scientific or engineering	Applying Known Principles to make things work or function
6.	Manufacturing or assembly	Transforming Materials through Shaping, Constructing and Forming
7.	Processing	Intervention to the working of machines
8.	Food preparation and service	Transform & Handle Edible Materials
9.	Personal Sales and Service	Customer Service
10.	Community and Health Services	Meeting the Socially Defined Needs of the Community
11.	Transport Services	Moving Goods and People
12.	Performing and Expressive Arts	Entertainment & Cultural Transmission

The rationale for the 14-16 Curriculum Balance & how a typical study programme may look

Core Subjects (up to 18 periods @ 0.75 hours depending on need & negotiation)

English - 6 periods

Mathematics – 6 periods

Science – 6 periods

Optional Subjects (up to 12 periods @ 0.75 hours depending on need & negotiation)

Balanced Programme of up to three additional subjects selected from Arts & Humanities.

This will be in addition to the **Common Skills Core**

The 14-16 years curriculum for each student will be carefully crafted to deliver a balanced blend of general education (approximately 70-75% of total curriculum time) and vocational education (minimum of 25% of total curriculum time) elements. It is recognised that for this population of young people a blend of general and vocational education is essential to motivate them and to provide them with a clear focus on the future world or work (including self-employment) and further work based training. Students will undertake an appropriate range of GCSE's as well as more vocationally related accreditation including accreditation of work experience and the residential and outdoor programmes. The driving force will be to exploit all opportunities to develop fully the intellectual, social, creative and expressive abilities.

Vocational Education Studies

Minimum of 10 periods per week up to a maximum of 16 periods per week.

The allocation of a minimum of 10 periods for the Vocational Education Studies represents only the separate curriculum time identified for this

element. In addition, some aspects of the Common Core that forms the vocational Education element will be integrated with general education subjects such as English, Mathematics & Science through curriculum mapping. It will be a requirement that the maximum degree of integration must be achieved. As a consequence the true percentage of curriculum time devoted to this innovative programme of Vocational Education will be at least 25% and will in reality lie within the range 25-35%. The Vocational Baccalaureate will capture the accreditation and experiences for each individual student and the complete qualification range will be negotiated with the national examination boards and accreditation agencies in the period July 2012 to July 2013. It is recognised that our Robert Owen School students will be offered the opportunity to undertake a substantial amount of common study with young people not on the roll of the School through bought in services during the general education element of the programme.

The 14-19+ Provision

- ✓ At the age of 16 years our School students will have the advantage of having undertaken a substantial and significant programme of vocational education. It is appreciated that the extent of career definition (including self-employment) resulting from this experience will vary in individual cases. However, depending on the current state of school leaving legislation in July 2014 it is anticipated that a significant number of the 14-16 cohort will decide, after suitable counselling and support to move to one of the specially designed vocational sandwich courses in the 16-19+ phase of the scheme. These courses will have some or all of the following characteristics.
- ✓ A broad curricular base leading to a range of potential career opportunities at craft and technician levels, particularly within the catchment area of the School and the Marches Sub Region. It is anticipated that a number of students will be receptive to a consideration of more advanced vocational courses in the field of higher education.
- ✓ A minimum overall duration of 96 weeks (i.e. 2 years @ 48 weeks) with substantial and significant periods of integrated industrial, commercial, business or field experience (i.e. a minimum total of 18 weeks)
- ✓ A modular structure to provide maximum flexibility in terms of location, learning programme and mode of study so that there is also the option of partial integration with other Vocational Education programmes offered by the School, with those of traditional further education and work based learning courses as well as with elements of higher education courses including Open College Network Access Programmes
- ✓ Smooth progression to a range of nationally recognised qualifications
- ✓ Apprenticeships: will be offered at three levels will structured and on-going counselling and guidance for each student:

1. Intermediate Level Apprenticeships
 - ✓ Working towards work-based learning qualifications such as Level 2 Competence Qualification, Functional Skills and a relevant knowledge-based qualification
2. Advanced Level Apprenticeships
 - ✓ Working towards work-based learning at Level 3 Competence Qualification, Functional Skills and a relevant knowledge-based qualification
3. Higher Level Apprenticeships
 - ✓ Working towards work-based learning qualifications such as Level 4 Competence Qualification, Functional Skills and a relevant knowledge-based qualification such as a Foundation Degree.

The Robert Owen School through its existing relationships with community training providers and business organisations will ensure that the off-the-job training will be provided within the School and in close partnership with the Colleges and other specialist learning providers.

Through the Robert Owen Group's close working links with the Co-operative Group the significant offer from the Co-operative's Apprenticeship Academy will be added to the menu for each of our Robert Owen School students. These include:

Food; Funeral care; Financial Services; Motors; Head Office; Pharmacy; Travel; Legal; Farms.

- ✓ Vocational Education content that justifies at least 70% of total curriculum time with the remaining time devoted to general education. Vocational A Levels would fit into this category.
- ✓ Student centred teaching and learning strategies with individual study programmes planned in negotiation with students. Students with special needs and specific learning requirements would fit into this category as would students who are requesting accreditation of prior learning including credit accumulation & transfer
- ✓ **Residential Experiences.**
There will be a minimum of two residential experiences, each of one week's duration, each in the 16-17 years & 17-18 years phases. The first residential programme at the start of Year 3 will be designed primarily to familiarise students with vocational opportunities in other areas and locations with the objective of broadening perspectives. Team and group activities will be an essential part of the Programme.
- ✓ The second residential programme at the start of Year 4 will allow an opportunity for review of the year before as well as a look forward to the year(s) provisional programmes in each student's Vocational Learning Plan (VLP).

✓ **Individualised learning**

The students will be fully supported with counselling and guidance at each step of the way and in some circumstances students may be advised to undertake a study programme drawn from more than one vocational course and from more than one training provider. The adoption of a modular structure will facilitate the arrangement of common study with students undertaking other courses and will lead to Value for Money learning provision.

- ✓ Consideration will also be given to the design of more general vocational education and training courses for those students who have more learning and developmental ground to travel. Such courses will mirror more closely the second year of the 14-16 years phase with appropriate vocational options such as technology; business; catering; retaining & caring particularly enabling those students with greater maturation and learning development needs to progress at a more appropriate rate. There will be the flexibility of forging links between these courses and elements/modules of the more vocational and nationally recognised training courses.

- ✓ It is recognised that the Governing Body of the School may decide to fill vacant places in the 16-19+ Phase and in this event this will be achieved through a 16-19+ Prospectus, local advertising and marketing and close work with school, colleges, work based training providers and caring agencies including housing associations. Student applicants will be interviewed and for new applicants there will be a broad range of information for the Principal and her/his staff to consider in making selection decisions. It is of course fully recognised that post 16 routes will require close liaison with other providers and at this stage training will be bought in, with careful monitoring of quality.

- ✓ **Self-employment:**

At the 19+ years exit point students will be actively encouraged to consider self-employment. Work units will be established in the key communities and Co-operative Futures staff will be involved to work with students in assisting in the setting-up of worker owned co-operatives and other forms of self-employment.

D6 Behaviour Management

As stated elsewhere in this application the Robert Owen Group has a long standing experience of working with underachieving, disadvantaged and disconnected young people within this chosen age range of 14-19+. We fully understand that increasing numbers of young people have become disenchanted with an academic curriculum and the general school ethos. In short they are seeking a greater sense of vocational purpose to their lives, together with the opportunity to develop as people and interact more in an adult world. The Robert Owen School with its vocational educational curriculum and its exposure to work and experience in real life situations have, in our experience, been significant triggers in helping our young people

to re-focus their lives and engage as fully functioning citizens. We of course recognise that a number of our School students will have challenging issues in their lives outside the School which will need to be addressed and the School's Support Team will work closely with students, their parents and those who care for them to help address these issues.

The nature of the School curriculum will mean that our students will have individualised learning programmes and a significant part of their work will be in communities with adults who will also be encouraged to mentor them. The experiential nature of the School curriculum will achieve high levels of motivation which will offer personal success to all and will help each student to see how their lives might unfold in a positive and beneficial way.

The School will offer those parents and those who care for them an opportunity to join in joint learning with the student. This way we will seek to raise parental ambition and achievement, as well as helping students share their successes and failures with their parents/carers. Excellence in Business Consultants will work with students and their parents/carers on the development of personal management skills.

Attendance will be monitored on an hourly basis through electronic registration and all absences will be followed up immediately. The regular tutorial system will set personal targets both for achievement and behaviour and these will be monitored and recorded in the Voc Bac. In short the School will project an ethos which offers hope and success and to which each student will be encouraged to sign up to alongside their parents/carers.

D7 Our Robert Owen Group Community

Originally formed as the Marches Consortium in 1992, we have been training teachers with local schools and colleges since 1998. Working in partnership with our members, we have trained thousands of teachers in this time.

In 2010 we changed our image and our name to become the Robert Owen Group. Before this, we were called the Robert Owen Society, and before this we were the Marches Consortium.

The Robert Owen Group has over 500 members. Our members are schools, colleges, nurseries, higher education institutions, community groups and voluntary organisations who work with us.

The benefits of being a member of the Robert Owen Group are many and include:

- As a co-operative organisation all of our members pay a £1 share which entitles them to membership and one vote at the Annual General Meeting which sets policy and agrees the Business Plan.
- Members are encouraged to sit on the Management Committee and Board of Studies for the respective teacher training courses and projects, contributing to the management, design and review of the courses.

- Member schools involved with the teacher training courses are actively involved with training and mentoring trainee teachers in their schools, evaluating trainee progress and making recommendations to the relevant Board of Examiners.
- We offer professional training, development and support for mentors and training managers in the school. We have a team of experienced tutors who regularly visit schools offering support, training and advice.
- Members become involved in the wider Robert Owen Group community and partnership, including receipt of our weekly newsletter, Keynotes, and other publications; attending our annual conference; a warm invitation to our annual Graduation and Awards Evening; taking part in the annual Co-operative Awards.
- Our Directors are elected by our members.
- Members Council which is a direct link between members and the Boards of the Robert Owen Group.
- We can offer additional support to schools in the form of:
 - ✓ helping to set schools up as a Co-operative Trust,
 - ✓ Personnel services, including appraisal and training, PA and clerical services, together with a range of “back office” services
 - ✓ Subject specific INSET training
 - ✓ Community integration and development through our Partnership Managers
 - ✓ Curriculum and Course Development.

As a co-operative organisation our members all have a say in what we do and how we do it. We are fully committed to the Co-operative Values and Principles which are:

- ✓ self-help
- ✓ self-responsibility
- ✓ democracy
- ✓ equality
- ✓ equity and solidarity
- ✓ honesty
- ✓ openness
- ✓ social responsibility and caring for others in all that it seeks to do.

A history of our organisation

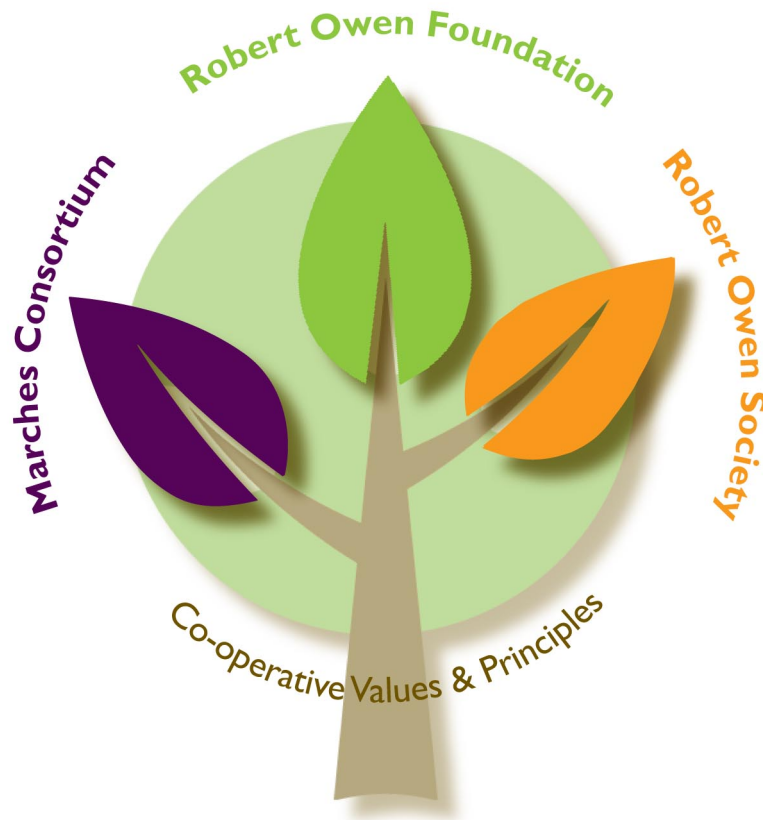
The Marches Consortium was formed in 1992 as a partnership of schools, colleges and universities which aimed to collaborate to raise education and training standards for young people within the local area. In December 1997 the Marches Consortium became an accredited Initial Teacher Training provider and started training trainee teachers through the school centred initial teacher training route, with our first cohort in September 1998.

Other projects such as the Increased Flexibility Project, delivering vocational GNVQs in schools, and VETO - Vocational Education Training Opportunities, were run alongside teacher training.

In 2003 the Robert Owen Society became an overarching umbrella organisation for these different projects and courses. This overarching

umbrella structure allowed existing projects to continue and for new projects to be formed underneath the Robert Owen Society and for them to be delivered within the Society's existing infrastructure. The notion of a Co-Operative Family of Schools first became a reality at this time.

The structure of the Group is shown in the diagram below:



The majority of the schools and colleges in the Marches Sub Region are shareholding members of the co-operatives within the co-operative family that constitutes the Robert Owen Group. We have worked closely with these schools and colleges over the past 20 years through our Initial Teacher Training scheme our CPD for schools scheme, and through a wide variety of community projects such as Vocational Education and Training Opportunities (VETO); Alternative Learning Pathways for Success (ALPS); Headteachers into industry; work experience log book for schools, colleges and the Careers Service (Connexions); Student Associates Scheme (SAS); industrial master classes for aspiring school managers; Women into Science & Engineering (WISE); developing new assessment methods for schools with the National Council for Educational Technology (NCET) – Recording of competence , knowledge, education & training (ROCKET) etc. We understand our schools, colleges, their students and those who work with them and we also understand our communities including our employers. This proposal has been carefully crafted to reflect the needs of our young people and their rural communities.

Initial Teacher Training

The Robert Owen Group has been training teachers since September 1998.

In that time, together with our partnership of schools and colleges, we have helped produce around three thousand effective teachers, many of whom now work in schools within our local communities at all levels of management up to head teacher.

We believe in the importance of training teachers in the school environment which is why our courses are distinctly school based and why our partnership schools are so involved in the training programmes. Our courses are delivered by working in close partnership with local schools and colleges and provide trainee teachers with a distinctly school based training experience.

Our courses are school based by design and we believe that the school is the best place to learn your trade as a teacher. We work in partnership with excellent local nurseries, schools and colleges to deliver the PGCE courses, and our partnership schools are fully involved in the training programme and the assessment of trainee teachers. Our record of employment of our trainee teachers is outstanding and this has been recognised by the TDA. We are extremely effective at moving our trainees into qualified teacher posts in our schools.

Shaping Futures CPD Programme

Shaping Futures is a programme of Continuing Professional Development (CPD) courses developed by the Robert Owen Group. We work with teachers and schools to provide appropriate staff development and training across a range of areas that have been identified by the participants themselves.

During the past seventeen years we have successfully run a wide range of teacher-led and curriculum projects ranging from half-day courses to Masters' level courses validated by our partner universities. We underpin our work with the Co-operative Values in the belief that used as a framework, the Values deliver the breadth of curriculum areas and personal development that our teachers require. We aim to empower teachers to progress their professional expertise in a vibrant and sustainable way within a framework of co-operative values.

At all times the Robert Owen School Principal, the Governing Body, the School staff and the Trustees of the Robert Owen Foundation will seek to locate the Robert Owen School within the Sub Regional family of schools, colleges and training providers. We will be seeking to utilise quality services where they exist and not to develop unnecessary duplication. Value for money is one of the driving forces of the Robert Owen Group and this will be reflected in all that the Robert Owen School seeks to do with its communities.

The Robert Owen Group will expand the team of Partnership Managers to continue the excellent community relations undertaken by the present team. Each community has its own unique culture, needs and challenges and this is the grain that we will seek to work with.

D8 Religious Character

The Free School will not have a specific religious character; it will be open to all faiths and will be ecumenical in all that it seeks to do.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception				n/a				n/a
Year 1				n/a				n/a
Year 2				n/a				n/a
Year 3				n/a				n/a
Year 4				n/a				n/a
Year 5				n/a				n/a
Year 6				n/a				n/a
Year 7				n/a				n/a
Year 8				n/a				n/a
Year 9				n/a				n/a
Year 10	30	0		0%	60	0		0%
Year 11	n/a			n/a	30	0		0%
Year 12	n/a			n/a	n/a			n/a
Year 13	n/a			n/a	n/a			n/a
Totals	30				90			

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

E1. Evidence of Demand

The proportion of 16 to 18 year olds not in education, employment or training (NEET) in Herefordshire has risen from 5.8% to 6.8% from 2008 to 2010. In the West Midlands the proportion has dropped from 2008 to 2010, and in Shropshire the proportion has remained at the same level:

16 to 18-year-olds not in education, employment or training

	2008		2009		2010	
	%	Ranking	%	Ranking	%	Ranking
Herefordshire, County of	5.8	not available	5.9	not available	6.8	not available
West Midlands	7.0		6.6		6.2	
Shropshire	5.2		4.7		5.2	

Source: Connexions/The Department for Education, The Client Case Load Information System (CCIS)/Labour Force Survey (LFS)

The highest rates of unemployment in Herefordshire are in the 16-19 and 20-24 age ranges.

These figures illustrate a clear need in Herefordshire and the Marches sub-region for vocational education and training to engage young people, enable them to reach their full potential and enjoy meaningful employment.

E1.1 Evidence of demand from parents

The Robert Owen School will offer 14-19+ provision in the geographical County of Herefordshire and surrounding areas where none currently exists. It is anticipated that in the early stages of the School's development the majority of pupils will be those who have become disaffected with their own academic curriculum. It is anticipated that, in the initial year, pupils will largely come from referrals from local high schools, careers advisory services, social services and other youth organisations, such as the youth offending team.

Evidence of demand is illustrated in the number of young people who benefitted from the Robert Owen Group's Alternative Learning Pathways for Success (ALPS) Project, which took disaffected young people out of school one or two days a week and placed them in work experience or vocational training courses. Close to 1,000 young people participated in and benefitted from the programme (576 participated in the ALPS 1 Project and 394 participated in the sister project, ALPS 2), over 4 years, 2005 to 2008.

This provision has not been replicated in Herefordshire since the end of the

ALPS project funding and our membership of schools have informed us that this type of provision, including accredited work experience, is still much required in Herefordshire and adjacent areas. This need is supported by the statistics quoted above, showing the increase in young people classed as NEET within Herefordshire.

E1.2 Evidence of demand and need from the local community

Employers who had previously shown support for vocational education by offering work placements to young people on the Robert Owen Group’s Alternative Learning Pathways for Success (ALPS) programme; organisations who are members of the Herefordshire Chamber of Commerce; key local employers; and community groups were written to, asking for them to show their support for this bid to establish a vocational 14-19+ Free school in Herefordshire.

See Appendix D for a copy of this letter.

There has been an overwhelming show of support from this cross section of the community with many responses reiterating the lack of skilled staff locally and showing concern for the current lack of vocational provision for young people.

Letters and notices of support have been received from the following organisations:

Name of Organisation	Description	Location
Skill Builders	Artisan vocational training for young people	West Midlands
Herefordshire Council for Voluntary Youth Services	Charity	Herefordshire
Leominster Golf Club	Leisure	Leominster, Herefordshire
Siawns Teg, Fair Chance (Social Inclusion Matters)	Community group providing for Eastern European families	Newtown, Powys
Herefordshire Nature Trust	Charity	Herefordshire
Morepack Packaging	Packaging industry	Ledbury, Herefordshire
██████████	Commercial Property and Chartered Surveyors	Hereford
Hereford Osteopathic Practice	Health	Hereford
Robin James Engineering	Engineering	Leominster, Herefordshire

██████████	Estate Agents, Auctioneers, Agricultural Specialists and Chartered Surveyors	Herefordshire, Shropshire, Worcestershire and Powys
Monksoft Ltd	Hotel/Guest House	Hereford
Hereford Care Ltd	Nurse and Care Agency	Hereford
H Weston and Sons Ltd	Drinks manufacturer	Ledbury, Herefordshire
MF Freeman Ltd	Building, Plant Hire, Forestry	Drybrook, Gloucestershire
Linthwaite Ltd (t/a Davant)	Manufacturing and distribution	Ledbury, Herefordshire
BWCL	Computer suppliers	Leominster, Herefordshire
██████████	Construction	Kington, Herefordshire
The Playhouse Company	Construction and commercial	Leominster, Herefordshire
The Hinton Community Association	Community Group	South Hereford
The Leadership Trust	Business development	Ross on Wye, Herefordshire
Hagesud Bosse (UK) Ltd	Catering suppliers	Ross on Wye, Herefordshire
Welsh Marches Humanist Group	Religious group	Leominster, Herefordshire
Herefordshire Mind	Mental Health Charity	Herefordshire
Herefordshire Lifestyles	Charity working with disabled and vulnerable adults	Herefordshire
Newton Farm Community Association	Charity	South Hereford
██████████	Chartered Accountants	Hereford
Great West 2003 Ltd	Agent for Business Park	Hereford

The Co-operative Group	Retail; travel; pharmacy; banking; legal; insurance; funeral care	National
Wye Valley Spa	Leisure and health	Ross on Wye
Top Garage	Mechanics	Bromyard
Rural Media Company	Education and development charity	Herefordshire
Eteach	Recruitment Agency	National
Kemble Housing, incorporating Supported Housing for Young People (SHYPP)	Housing Association	Herefordshire
Herefordshire Group Training Association (HGTA)	Training provider	Herefordshire
Hereford Academy	School	Hereford

Support has also been received from Bill Wiggin, MP for North Herefordshire, and from Jesse Norman, MP for Hereford and South Herefordshire.

In his letter of support, Bill Wiggin says,

“I am absolutely delighted to support the Robert Owen Group’s bid to establish a new vocational school in Herefordshire under the Government’s free school programme.

Through your long association with education and training, I believe that the Robert Owen Group is uniquely positioned for success as a vocational free school provider. This application has my total support and I hope that the Education Secretary will give it very positive consideration.”

In his letter of support, Jesse Norman says,

“I write in support of The Robert Owen Group’s bid to establish a new vocational school for Herefordshire, as part of the Free Schools programme. The proposal is a very timely one and the new school could make a huge difference to Herefordshire.

The difficulties faced by employers in Herefordshire in filling skilled trade vacancies are well-known. The Robert Owen Group has correctly identified a shortage of specialised vocational education and training for the 14-19+ age

group. A new vocational free school to provide young people in Herefordshire and the surrounding region with an alternative education to that based purely on the national curriculum is a hugely exciting idea, which deserves to come to fruition.

Every student needs to be helped to reach his or her potential, both as an end in itself, and as preparation for the rigours of employment. It is vital to keep young people engaged with education and training, and a new school offering vocational courses would play a crucial part in this.

I wish The Robert Owen Group every success in what I know will be a highly competitive national bid process. I stand ready to help wherever I can.”

The letters and expressions of support have been included with this bid in Appendix E.

Quotes from the letters of support received:

“As an employer in the county...we clearly see the issue of a lack of skilled staff locally.”

Herefordshire Mind

“Our experience of working with disaffected young people aged 14 to 25 has evidenced that good vocational learning is a most valuable life-growing tool. Less quantifiable outcomes including social interactions, confidence building and community values play a large part in community building.”

██████████: ██████████

“[I] believe that a vocational free school will provide young people with an alternative education and will keep young people engaged with education and training, helping them reach their full ability.”

Morepack Packaging Ltd

“The majority of the employers of the companies that I meet complain about the quality of young people they seek to recruit. This is because of many young peoples’ disenchantment with compulsory education...However, if they were offered vocational subjects I believe that many objectives could be achieved.”

Turner and Company

“Being a father of children in their early twenties as well as a local employer I have long been concerned at the lack of an alternative to the established routes of further education for young people.”

The Playhouse Company

“We know that, if successful, your skill and reputation locally will be sufficient to make this venture a success.”

Herefordshire Lifestyles

“I have spoken to many of our tenants on site and they tell me that they have great difficulty in filling skilled trade positions from the local community and are forced to search for staff further afield. The idea of having a local school that

would enable the students to focus on a particular profession or trade would be a great boost for the area and one that we at Morton Business Park would support wholeheartedly.”

Great West 2003 Ltd

“We believe that the Robert Owen Group are well placed to develop a free school proposition and enthusiastically support this exciting bid.”

Skill Builders

E2. Reaching out to the wider community

E2.1 The work of the Outreach Tutors

The work of the Outreach Tutors will be key in reaching out to the wider community. The Robert Owen School will employ Outreach Tutors to work in contributory schools at Key Stages 2 and 3 to develop an awareness of the work based curriculum, of the value of vocational training and education and the importance of work including self-employment.

In the Robert Owen School’s development phase (September 2012 to July 2013) the key target communities will be finalised. It is envisaged that these will be drawn from Hereford, Leominster, Kington, Bromyard, Ledbury, Ross-on-Wye, Ludlow, Tenbury Wells, Newent, Coleford, Cinderford and Mitcheldene. Within these twelve key communities the KS2 offer will be developed with the contributory primary schools and will be formed into a curriculum offer with learning materials built around the target areas of:

- ✓ Resourceful
- ✓ Curious
- ✓ Self-confident
- ✓ Culturally aware
- ✓ Socially aware

The Outreach Tutors will engage the teachers in the contributory primary schools in this period in a programme of staff development to help ensure the effective delivery of these areas. There will be programmes of visits to a range of vocational and community settings, visits from members of the business community together with Young Inventors’ Clubs and Great Egg Race Competitions and Young Co-operators Clubs. From September 2013 work alongside teachers in the delivery primary schools. There will be sense of the School Outreach Tutors supporting the Primary Schools to build this work into their own curriculum delivery.

In the Robert Owen School’s development phase (September 2012 to July 2013) the key target community together with their high schools will have been finalised.

Working with the Hereford Academy the Robert Owen School Outreach Tutors will engage with the key staff in the target high schools to run an intensive programme of in-service training. This in-service training will seek to build upon the primary school target areas and develop these into a KS3 pre-vocational context which will engage KS3 young people with the Robert Owen School’s

Core Skill Curriculum. Appropriate learning materials will be developed to support this such as the “Not just for profit” co-operative learning pack, developed by the Robert Owen Group and used by schools nationally.

The Outreach Tutors will support each high school in delivery of this work from September 2013 onwards.

Alongside this work in schools the Outreach Tutors will work with youth based community groups, such as youth groups, churches, faith groups, and other community organisations who work with young people, such as young carers and youth offending teams. Through their work with a wide cross section of the community, they will promote the value of vocational education and encourage young people and their guardians to consider enrolling at the Vocational Free School.

The Robert Owen Group currently has two Partnership Managers who engage with the Group’s membership, promoting the work of the Group and listening to members’ requirements and needs. The work they currently carry out with schools and community groups will lay the groundwork of reaching out to the wider community to promote the Robert Owen School. This group of colleagues will be expanded as the School grows and develops.

E2.2 Attracting pupils of different backgrounds and abilities

Although this proposed Co-operative Vocational Free School will offer 14-19+ provision in the geographical County of Herefordshire and surrounding areas where none currently exists, it is anticipated that in the early stages of the School’s development it will be a challenge to recruit full ability range cohorts. The Robert Owen Group’s experience in other similar projects since 1983 has shown that schools are likely to adopt a somewhat elitist approach to this sort of vocational education provision and are likely to encourage students who have become disaffected with their own academic curriculum to transfer. It is thus anticipated that it will take time to sell the value of the Robert Owen School’s vocational education offer to parents and those who advise and support young people and the achievement of anything approaching a full ability range cohort will take several years. However, it is the intention to have recruited a full range of student ability by the time the school is working at full capacity.

E2.3 Recruitment and marketing

The Robert Owen Group has many years of experience in recruiting young people and students, having successfully recruited graduates to our Initial Teacher Training courses for some 14 years; recruited 14-16 year olds to our various vocational education and training courses; plus recruited to numerous other courses and projects successfully.

The marketing plan incorporates the following areas:

1. Our target audience:

We will work with the community to understand further our target audience, including young people and their parents. Market research will be undertaken and analysis will be carried out of our position within the

marketplace.

2. The benefits of our school:

We will develop a brand for the school, encompassing the ethos and difference of our school. The brand will influence our communications and our engagement with people. The brand will need to convey both the functional and emotional benefits of our school.

3. Our supporters:

We know from previous experience that word of mouth is one of the best methods of marketing. We will therefore use our growing base of supporters to spread the word about our school. We will regularly engage with them through meetings and consultations, and we will communicate with the wider community frequently. We will seek to grow our group of supporters considerably as the school progresses. As stated in below in E2.5, our supporters and the wider community will be key in contributing to the running of the school through the Stakeholder Board.

4. The Marketing Mix:

A local marketing campaign will be undertaken to launch the Robert Owen School and to invite applications. The campaign will consist of raising awareness of the School by developing news items with local press, radio and regional television. The campaign will utilise web based media and we will develop a website and use social media to promote the school.

Case studies will be developed of individuals who have undertaken vocational training and have gone on to be successful in employment or self-employment. This will help inspire young people and enable them to visualise the benefits of undertaking a vocational education route. These case studies will take the form of short videos which will be part of the wider internet based marketing campaign.

We will hold coffee mornings, open events and drop in events at local libraries and community centres across the region, allowing guardians and young people to come and discuss the School with us. Attendance at careers fairs will also be an opportunity for open discussion with interested individuals.

An engaging and informative prospectus will be developed and will be

available in both electronic and print format. This will be a key source of information on specifics of the school, such as the admission policy, the school day etc. This will be distributed using the Robert Owen Group's community database and our Partnership Managers will work with their schools to circulate the prospectus to parents.

An important aspect of marketing for the School will be the ongoing promotion of parity of esteem between the vocational and academic curriculum. This will be important in attracting young people from all backgrounds and help the school to achieve a full ability range. To assist in the promotion of parity of esteem, we will develop a research project on this topic with a partner university, culminating with a conference and paper to be released nationally in 2015. Short research papers will be published in Query, the academic journal of the Robert Owen Group.

5. Measuring and review

The effectiveness of marketing activities will be measured in terms of recruitment and community support and engagement. The marketing plan and activities will be reviewed in accordance with the information obtained.

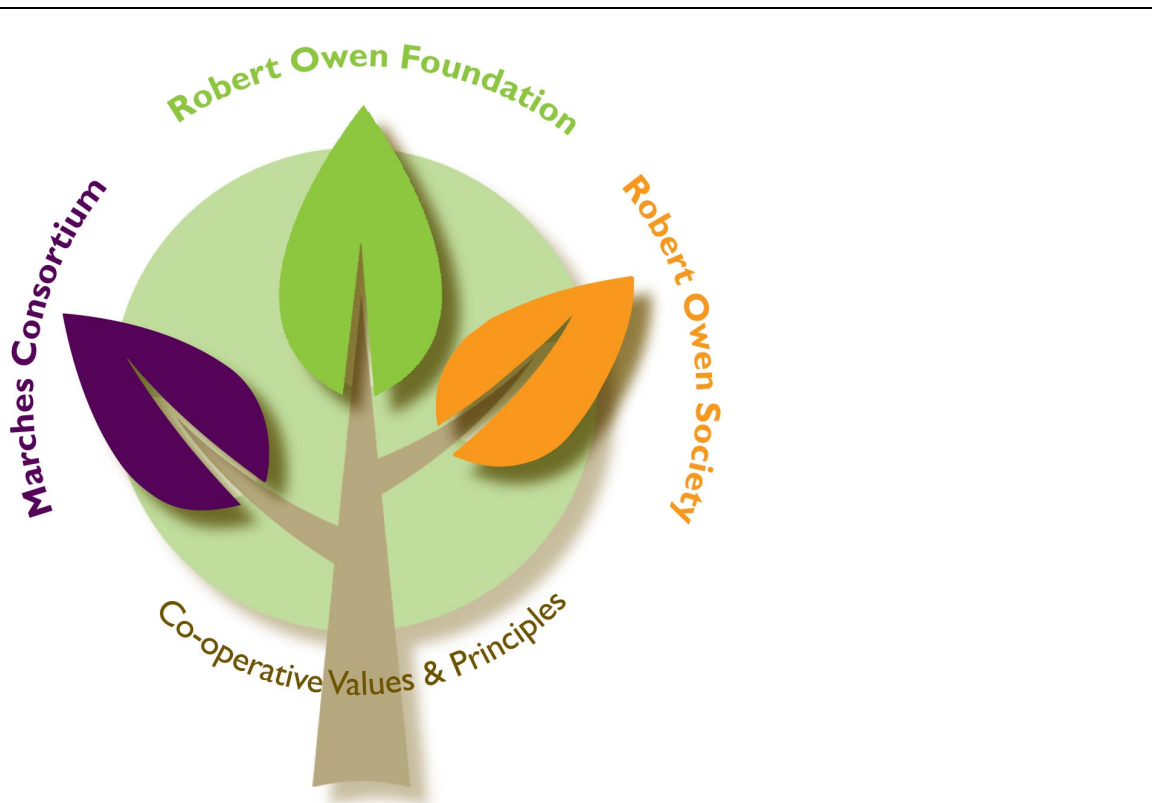
E2.4 Using the school as a resource for the wider community

The Robert Owen School will seek to raise the aspiration of the parent group, and will offer those parents and guardians who wish to join in, joint learning with the student. This way we will seek to raise parental ambition and achievement, as well as helping students share their successes and failures with their parents/carers.

The School will become a centre of excellence for vocational training and education and will become a centre for the wider vocational training community. The school, with its Local Learning Hubs will be made available as a resource to local community groups and to local businesses who may wish to run training courses, hold meetings etc.

E2.5 The Stakeholder Board and community involvement

The Stakeholder Board sits as part of the governance of the Robert Owen School and it will consist of members of the Robert Owen Group, community organisations and local employers. The Stakeholder Board will reach out to and involve the wider community by giving the community an opportunity to be involved with and contribute to the governance of the school. The Stakeholder Board, and therefore the community itself, will have input into how the school is used by the wider community. An alternative forum for anyone connected to the School will be through the Robert Owen Group's Members' Council which provides a link for members and the Trustees of the Robert Owen Foundation Board.



Each Society within the Group has the following areas of responsibility:

- **The Robert Owen Foundation** (Company limited by guarantee and a Registered Charity) : Governance; Quality & Continuous Improvement; Finance & Policy; Leadership
- **The Robert Owen Society** (Industrial & Provident Society and Exempt Charity) : Support Services & new business, to include Regeneration & Enterprise & the Third Sector
- **The Marches Consortium** (Industrial & Provident Society and Exempt Charity): Community & People Development with a primary focus on Education, Training & Development, including Research.

E2.6 Include details of any discussions you have had with the local authority about pupil admissions or any details you have gathered about the need for more school places in the area

The Robert Owen Group is in discussion with the local authority and has an ongoing and open dialogue with them over developing the vocational 14-19+ Free school.

Evidence has been gathered about the need for school places of this type within the area in the form of:

- feedback from local employers and businesses;
- feedback from local schools;
- previous experience and expertise developed as an organisation, from working with young people and schools on vocational education and training since 1983;
- statistics showing the increase in the proportion of 16-18 year olds classified as NEET, quoted in section E1.

the 'State of Herefordshire Report', 2011, which identifies skill gaps in managerial and skilled trade occupations and that young people are poorly prepared for work, as a threat and challenge to the local economy.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

SECTION F: CAPACITY AND CAPABILITY

F.1 Educational Expertise

Our Robert Owen Group Community

The Robert Owen Group is a group of co-operative organisations, working together for the benefit of its members. The Robert Owen Group has over 500 members who are mainly schools, colleges, nurseries, higher education institutions, community groups and voluntary organisations. As a co-operative organisation our members all have an equal say in what we do and how we do it.

A history of our organisation

The Marches Consortium was formed in 1992 as a partnership of schools, colleges and universities which aimed to collaborate to raise education and training standards for young people within the local area. In December 1997 the Marches Consortium became an accredited Initial Teacher Training provider and started training trainee teachers through the school centred initial teacher training route, with a first cohort in September 1998.

Other projects such as the Increased Flexibility Project, delivering vocational GNVQs in schools, and VETO - Vocational Education Training Opportunities, were run alongside teacher training.

In 2003 the Robert Owen Society became an overarching umbrella organisation for these different projects and courses and the concept of a family of co-operative organisations was born. This overarching umbrella structure allowed existing projects to continue and for new projects to be formed underneath the Robert Owen Society and for them to be delivered within the Society's existing infrastructure.

The majority of the schools and colleges in the Marches Sub Region are shareholding members of the co-operatives within the co-operative family that constitutes the Robert Owen Group. We have worked closely with these schools and colleges over the past 20 years through our Initial Teacher Training scheme our CPD for schools scheme, and through a wide variety of community projects such as Vocational Education and Training Opportunities (VETO); Alternative Learning Pathways for Success (ALPS); Headteachers into industry; work experience log book for schools, colleges and the Careers Service (Connexions); Student Associates Scheme (SAS); industrial master classes for aspiring school managers; Women into Science & Engineering (WISE); developing new assessment methods for schools with the National Council for

Educational Technology (NCET) – Recording of competence , knowledge, education & training (ROCKET) etc. We understand our schools, colleges, their students and those who work with them and we also understand our communities including our employers. This proposal has been carefully crafted to reflect the needs of our young people and their rural communities.

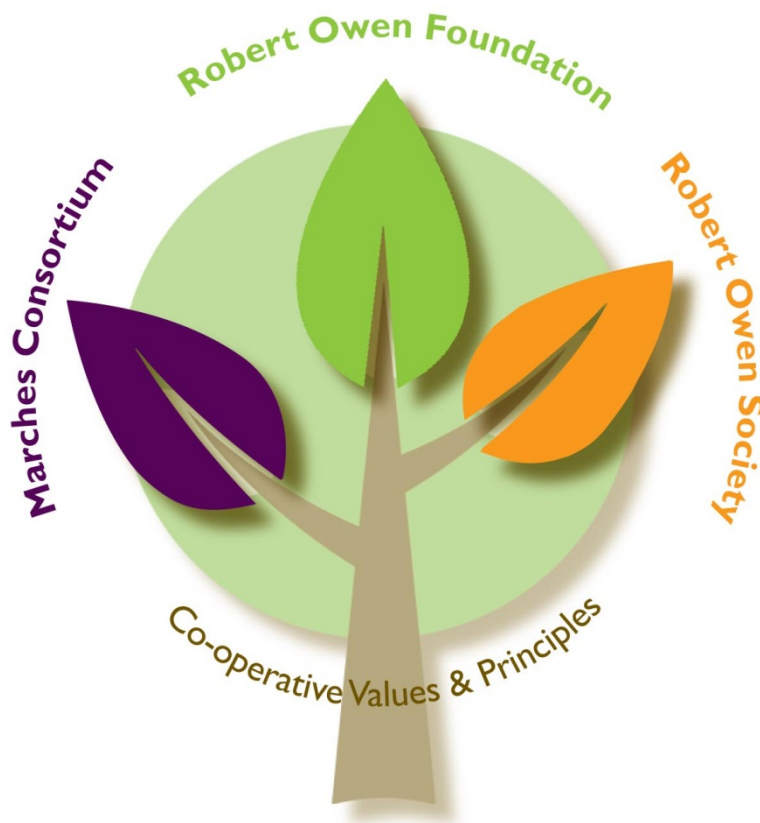
Governance

The Robert Owen School will be run by the Robert Owen Foundation, a registered charity.

The prime purpose of the Robert Owen Foundation is to advance education for the public benefit, in particular through (i) the provision of education and training for young people and adults; (ii) identifying training needs and establishing arrangements to meet such needs; (iii) promoting education and training; and (iv) working collaboratively with schools, colleges, employers and training providers to better provide training and educational opportunities for individuals of all ages.

The three prime pillars are:

- Education
- Training
- Social regeneration



Additionally, each Society within the Robert Owen Group has the following areas of responsibility:

- **The Robert Owen Foundation:** Governance; Quality & Continuous Improvement; Finance & Policy; Leadership
- **The Robert Owen Society:** Support Services & new business, to include Regeneration & Enterprise & the Third Sector
- **The Marches Consortium:** Community & People Development with a primary focus on Education, Training & Development, including Research.

School Governance and resources

The governance of the school will be overseen by the Robert Owen Foundation Board of Trustees which comprises the following members:

Name of Trustee	Position on Board	Profession and experience
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

The Board of Trustees have extensive experience in running educational establishments, from Primary Schools to Colleges of Further Education and universities. Many of the Trustees are still actively involved in current education provision through the Curriculum Foundation; membership of School Boards of Governors'; lecturing; teacher training; school inspection and examination development. A number of Trustees also have experience of business development and management, both in the private sector and the Co-operative Group. Trustees also have experience in working both with and for the voluntary sector and this knowledge will be used in shaping community involvement for the school. This experience will be utilised in the development and set-up of the

school and in the initial phase of opening. Longer-term the Trustees will also work directly with the Board of Governors', the Stakeholder Board and Senior Management Team to provide support and guidance where needed.

The Board of School Governors, which will be formed will be responsible for the day to day management of the school and will be made up of individuals with expertise in an educational and business background.

There will also be a Stakeholder Board which will have representation from our membership of schools and communities together with local employers and will input into the role and development of the curriculum and school. The Principal will report directly to the Governing Body. This will be the body where the broader community will have a voice. The Stakeholder Board will elect a member to the Board of Governors.

The resources, people and skills that we will need to set up and operate a school will come from:

- The Robert Owen Foundation Trustees;
- Our Robert Owen Group staff who have a wide range of skills and abilities in the running and the successful delivery of large education and training projects;
- Our Robert Owen Group Corporate Services team who will provide expertise in finance; marketing; ICT; administration; HR; project management; partnership and community relations etc.;
- The members of our co-operative, our supporters in the wider community and our network of schools, colleges and training providers.

The full Terms of Reference for the Board of Governors of the Robert Owen School is attached at Appendix F.

At all times the Robert Owen School Principal, the Governing Body, the Stakeholder Board the School staff and the Trustees of the Robert Owen Foundation will seek to locate the Robert Owen School within the Sub Regional family of schools, colleges and training providers. We will be seeking to utilise at all times quality services where they exist and not to develop unnecessary duplication. Value for money is one of the driving forces of the Robert Owen Group and this will be reflected in all that the Robert Owen School seeks to do with its communities.

We do not envisage having to secure additional educational expertise as this will be drawn from our existing staff, trustees and our wide ranging and large membership. We will however, seek advice and guidance from those who have set up free schools to ensure we fully understand the processes and potential pitfalls.

F.2 Financial resources and expertise

The Robert Owen Group's Corporate Services team will provide financial management for the Robert Owen School. The Group has a dedicated Finance Manager, Finance Administrator as well as support from the Corporate Services

Clerk. The Finance Team are well qualified and experienced in managing the finances for large education and training projects. Training for appropriate personnel in school finance and associated matters will be undertaken as identified and required. Support would also be obtained from the Group's auditors, [REDACTED]. The Group has a longstanding history of excellent financial management, having to annually produce appropriate financial returns to funding bodies and undertake rigorous financial audits.

F.3 Other resources and expertise

In establishing the Robert Owen School we will use the existing in-house resources and expertise of Robert Owen Group staff. It is also our intention to continue to use the resources in the first two years to fulfil the following administrative functions in the School:

- Finance management
- Payroll
- Human Resources
- Continuing Professional Development
- CRB checking
- Risk Management
- Academic Resources
- General Administrative Support

The Robert Owen Group existing resources and expertise are indicated in the structure chart of the Corporate Services team shown below. The structure will be enhanced as appropriate to provide appropriate resource for running the Free School.

The Corporate Services team provides the corporate services function for the whole of the Robert Owen Group, which includes the following areas:

- Human Resources
- Marketing and Publicity
- Quality Assurance
- ICT
- Reception services and administration
- Finance, including payroll
- Premises
- Health and Safety
- Membership services, including partnership and relationship management.

The allocation of resources required for the implementation and opening of the Robert Owen School are detailed in the table below:

Function	Description of role	Time allocated	Timing
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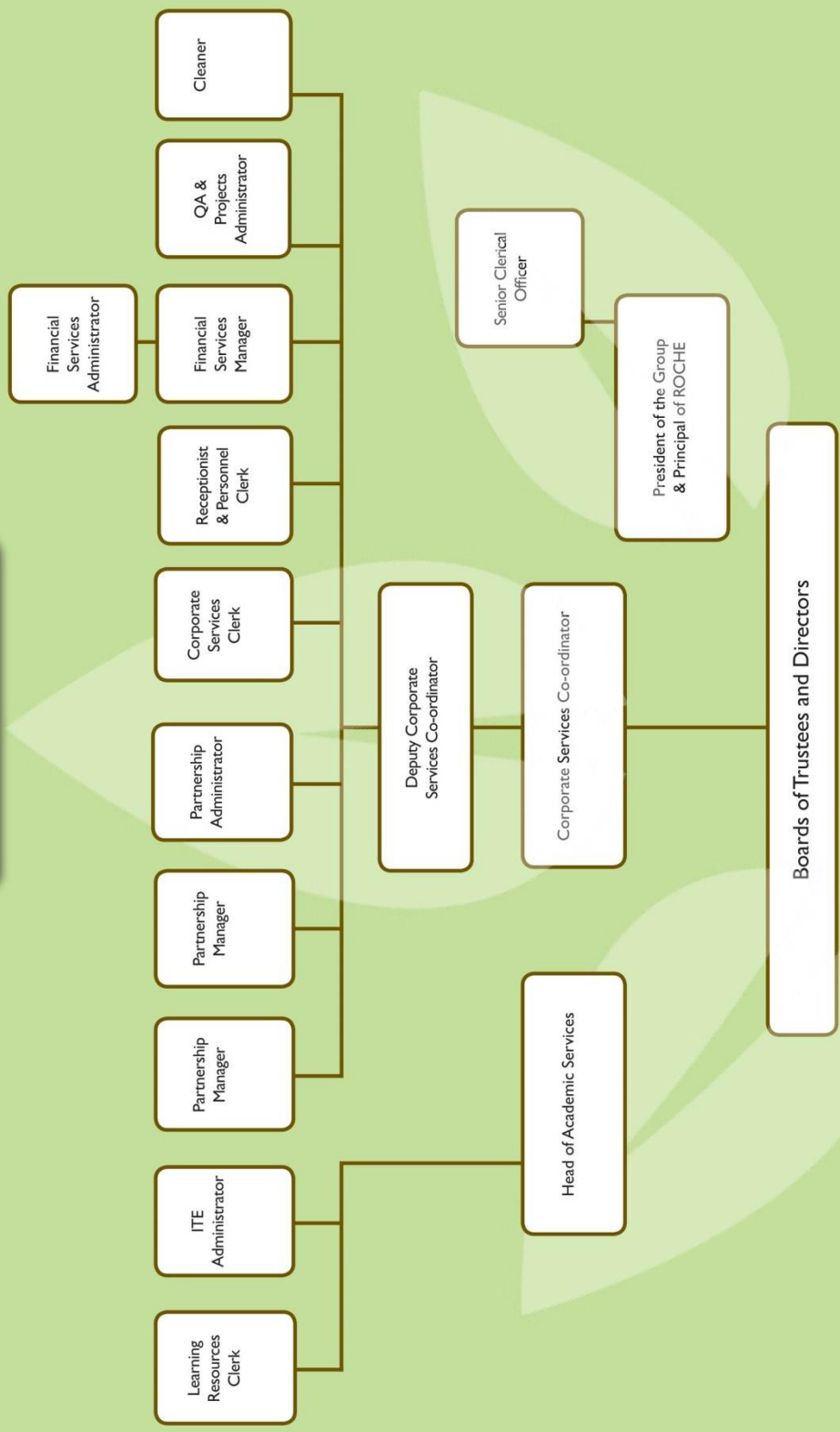
Project Lead	<ul style="list-style-type: none"> • Board's nominated representative • Responsible for project delivery and implementation of the actions agreed by the Governors 	Full time	Pre-opening only
Finance management	<ul style="list-style-type: none"> • To provide financial guidance • monitor budgets and funding processes 	One day per week	Pre- and post-opening
Lawyer	<ul style="list-style-type: none"> • Agrees terms set out in the Funding Agreement • Understands legal responsibilities and implications • Oversees all legal issues 	Services to be purchased as required	Pre- and post-opening
Human Resources	<ul style="list-style-type: none"> • Provide HR support in recruitment, induction and training • Provide guidance on employment and recruitment processes 	One day per week Specialist advice to be purchased as needed	Pre- and post-opening
Marketing	<ul style="list-style-type: none"> • Marketing support • Design and branding support • Recruitment support 	One day per week	Pre- and post-opening
Payroll	<ul style="list-style-type: none"> • Payroll and pension administration for employees 	One day per week	Pre- and post-opening
Quality Assurance	<ul style="list-style-type: none"> • To monitor achievement of student targets • To monitor appraisals of staff • External QA review 	One day per week	Post-opening only
CRB checking	<ul style="list-style-type: none"> • To undertake CRB checks on staff and others as appropriate 	One day per week	Pre- and post-opening
Reception Services and Admin	<ul style="list-style-type: none"> • To provide clerical support as needed 	Full-time	Pre- and post-opening
Principal Designate	<ul style="list-style-type: none"> • Leads on educational aspects of setting up the school • Overall responsibility for running the school post-opening 	Full-time	Pre- and post-opening

Architect	<ul style="list-style-type: none"> • To provide advice, guidance and expertise in the design and delivery of the school • To provide drawings, costs and timings for the construction and/or refurbishment of the school 	To be purchased as required	Pre-opening only
Quantity surveyor	<ul style="list-style-type: none"> • Responsible for monitoring costs and contracts on construction projects 	2 days per week	Pre-opening only
Project manager	<ul style="list-style-type: none"> • To provide support to the Project lead and oversee individual work packages are completed on time 	3 days per week	
Business Manger	<ul style="list-style-type: none"> • To participate as a member of the School's Senior Leadership Team and to contribute to the overall management and development of the School; • To lead and advise the Senior Leadership Team on matters of the School's effective business management. 	Full-time	Pre- and Post-opening
Head of Education	<ul style="list-style-type: none"> • To participate as a member of the Robert Owen School's Leadership Team and contribute to the overall management and development of the School; • To lead and advise the Leadership Team on strategy in relation to 14-19 Learning; • To work with the sub regional family of schools, colleges and training providers to ensure that the Robert Owen school is a mainstream provider of 	Full time	Pre- and Post-opening

	effective 14-19+ education & training provision.		
Head of Vocational	<ul style="list-style-type: none"> •To participate as a member of the Robert Owen School's Senior Leadership Team and to contribute to the overall management and development of the School; •To lead and advise the Senior Leadership Team on strategy in relation to 14-19 Vocational Learning and Training. 	Full time	Pre- and Post-opening

Robert Owen Group Operational Structure: Corporate Services Directorate

Corporate Services Directorate



The detailed Implementation Project Plan for the establishment and opening of the Robert Owen School is attached at Appendix G.

Relevant expertise

The Robert Owen Group has access to a wide range of skills and experience from within the existing Board of Trustees of the Robert Foundation and employees of the Robert Owen Group. The specialist skills identified are detailed below:

Project start-up and management: The Group employs an accredited PRINCE 2 Project Manager and has over its twenty-year history initiated and managed a wide-range of projects including:

- Vocational Education and Training Opportunities (VETO);
- Alternative Learning Pathways for Success (ALPS);
- Headteachers into industry;
- Work experience log book for schools, colleges and the Careers Service (Connexions); Student Associates Scheme (SAS);
- Industrial master classes for aspiring school managers;
- Women into Science & Engineering (WISE);
- Developing new assessment methods for schools with the National Council for Educational Technology (NCET) – Recording of competence, knowledge, education & training (ROCKET)
- A range of TDA funded projects related to the support of Initial Teacher Training.

School governance: Sound governance and leadership will be provided through the Group's Trustees who have extensive experience as educationalists and as school governors. The School's Governing Body will have delegated responsibility for the day-to-day running of the school.

Legal and accounting: The Group Financial Services Team is experienced in the field of educational establishments, from Higher Education Colleges to the financial management of the Initial Teacher Training Programme. Haines Watts, the Group's Auditors and accountants have given this proposal their full support and will offer added expertise to the running of the school.

Specialist legal advice will be obtained from the Group's firm of solicitors as and when required.

Marketing: The Group employs a Marketing Manager who is experienced in producing publicity material for all the Group community and commercial activities, including recruitment for the ITT programme. The Marketing Team also publishes the Annual Vision and Service Delivery Plan and manages the Group website, organises promotional events and ceremonies. The Robert Owen Group currently has two Partnership Managers who engage with the Group's membership, promoting the work of the Group and listening to members' requirements and needs. The work they currently carry out with schools and community groups will lay the groundwork of reaching out to the wider community to promote the Robert Owen School.

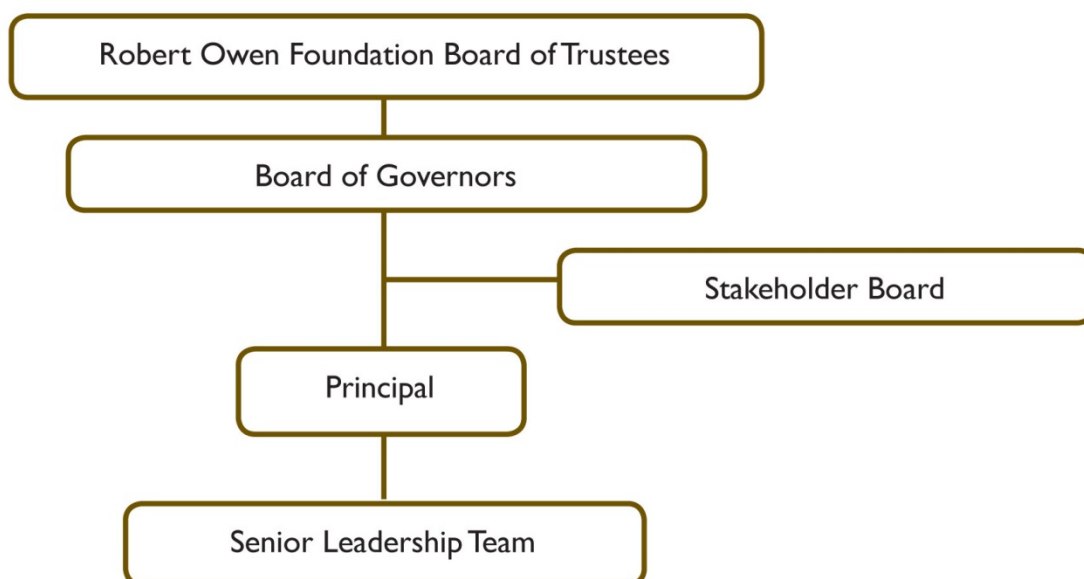
Buildings and site: The Robert Owen Group currently operates on three sites and is experienced at providing facilities management. We have experience in sourcing new premises and in converting buildings into suitable educational delivery properties, as in the Robert Centre for Higher Education. Specialist services such as architects and quantity surveyors will be obtained locally.

Information and Communications Technology: It is envisioned that ICT expertise would be contracted to an external supplier. This could be from the Group's existing supplier but would be subject to competition.

Human Resources: The Robert Owen Group has extensive experience in recruitment, from employees to trainees and will manage these processes on behalf of the Robert Owen School.

Clerk to the Governors: The Clerk to the Boards of the Robert Owen Group would initially provide this function to the Board of Governors of the Robert Owen School.

Robert Owen School Governance Structure



F.4 Show how the staffing structure will deliver the planned curriculum

The staffing structure for the Robert Owen School is shown diagrammatically at the end of the F.4 section. The staffing structure is also illustrated in the Robert Owen School Staffing Overview 2013 Onwards spreadsheet in Appendix G/overleaf. The School Staffing Overview spreadsheet shows how the staffing structure and posts grow as the school's number on roll increases year on year.

For each position in the school's staffing structure clear job descriptions and areas of responsibility will be created to ensure all individuals understand their roles.

Accountability for managers and staff will be considered and monitored as the school grows and develops. Staff will be kept focussed on their unique responsibilities to ensure that responsibilities are not duplicated or off loaded. Communication will be key between all members of the school's staff. All meetings will be minuted and distributed to all parties, with clear actions and responsibilities.

The staffing structure will deliver the school curriculum as follows:

Curriculum Areas:

Core Curriculum:

The following members of staff will teach the Core Curriculum:

- Curriculum Co-ordinator (QTS)
- Head of English (QTS)
- Head of Maths & ICT (QTS)
- Head of Science (QTS)
- English/Literacy Teachers (QTS)
- Maths/Numeracy Teachers (QTS)
- Science Teachers (QTS)
- Other Core Subject Teachers (QTS)

Class sizes for the Core Curriculum (including GCSE Maths, English and Science) will range from 20 to 30 students, depending on the year and the cohort.

The number of staff teaching the Core Curriculum is show in the Robert Owen School Staffing Overview 2013 Onwards spreadsheet. It is anticipated that members of the Senior Leadership team will undertake teaching on the Core Curriculum.

Common Core Skills:

The following members of staff will teach the Common Core Skills:

- Vocational Tutors
- Other Core Subject Teachers (QTS)

Class sizes for the Common Core Skills will range from 20 to 30 students depending on the year and the cohort.

The number of staff teaching the Common Core Skills is show in the Robert Owen School Staffing Overview 2013 Onwards spreadsheet. It is anticipated

that members of the Senior Leadership Team will undertake teaching on the Common Core Skills curriculum.

Vocational Education:

The vocational element of the schools' curriculum will be managed by the Head of Vocational and co-ordinated by a number of Vocational Co-ordinators.

Each Vocational Co-ordinator will have approximately 30 students allocated to them. The Robert Owen School Staffing Overview spreadsheet shows how the number of Vocational Co-ordinators increases in line with students on role. The Vocational Co-ordinators will organise appropriate vocational experience and placements for each student; visit and assess students in their vocational placements; and co-ordinate each student's individualised vocational education programme.

Residentials:

The Outdoor and Sports Education Co-ordinator will co-ordinate and manage all Residentials and deliver the Optional Core and Extension Studies on Saturdays. The Residentials will be supported by other teaching staff including the Vocational Tutors who will teach the Common Skills Core as part of the Residential experience.

Examinations:

An Examinations Officer will be employed by the school. The Examinations Officer will be responsible for the smooth running and administration of all public examinations and to liaise with teachers, students, parents and examination boards in respect of examination requirements, entries, results and communications, ensuring that the school adheres to all awarding bodies' regulations.

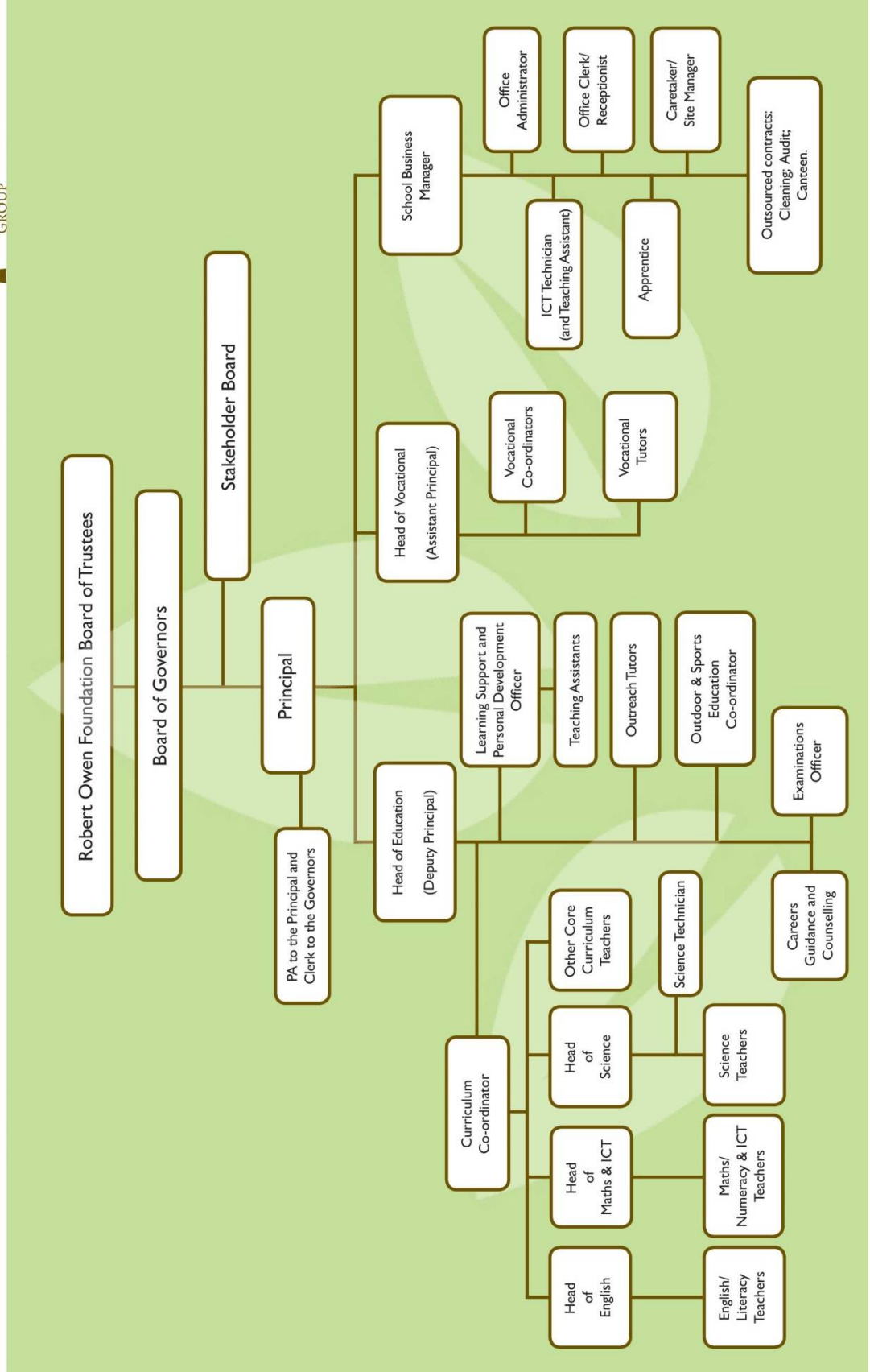
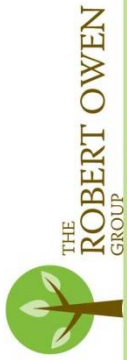
Learning Support:

The following members of staff will provide the Learning Support function of the school:

- Learning Support and Personal Development Officer
- Careers Guidance and Counselling Officer
- Teaching Assistants
- ICT Technician (and Teaching Assistant)
- Science Technician (and Teaching Assistant)
- Examinations Officer

Again, the number of staff employed in each area is illustrated in the Robert Owen School Staffing Overview 2013 Onwards spreadsheet in Appendix G / overleaf.

Robert Owen School (Full Capacity)



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

Staff recruitment:

As an accredited teacher training provider, the Robert Owen Group well understands what makes a high quality teacher. The Group currently employs numerous high quality teachers in running its teacher training courses.

Appropriate job descriptions for all roles will be drawn up in consultation with educational experts from the Robert Owen Foundation Board of Trustees and current practitioners from our network of schools, colleges and training providers. Advertising, subsequent shortlisting and interviewing will take place in accordance with the Robert Owen Group's current practice. It is the Group's policy that a least one member of the Board of Trustees takes part in all interviews. For the Robert Owen School this will be extended to include at least one member of the Board of Governors.

The safer recruitment guidelines will be used in recruitment of all staff and on each interview panel a member of staff who is trained in safer recruitment will be present.

In line with the Group's current practice, we will undertake performance reviews regularly with our staff and all staff will be part of the annual appraisal process. This process will be important with the new school in ensuring we retain the right staff for our school.

Recruitment of Principal Designate:

The following steps will be taken in recruiting the Principal Designate, and in all staff recruitment for the school:

- The Board of Trustees will draw up the job description for the Principal, in consultation with educational experts and current practitioners.
- Clear advertisements will then be placed in the Times Educational Supplement (TES); eteach.com; the local press and with our members. The advertisements will be clear about the sort of person wanted and the requirements of the role. Advertisements will include a statement about our commitment to safeguarding and promoting the welfare of children.
- Comprehensive information will be made available for potential applicants, including the job description and information about the school. Potential applicants will also be informed that appointment to the position is subject to a CRB check.
- All applicants will be required to complete an appropriate application form. The application form will include all relevant information and will make it clear that references will be sought before interview.
- An interview panel will be brought together, consisting of at least one member of the Board of Trustees and one member of the school's Board of Governors. At least one member of the interview panel will have successfully completed safer recruitment training.

- The interview panel will shortlist the candidates in line with the attributes, experience and qualifications detailed in the job description.
- Before interview, references will be sought and referees will be asked to comment on the candidate's suitability for the post and their suitability to work with children.
- The interviews will be conducted fairly.
- Appointment to the position will be subject to satisfactory pre-employment checks, including satisfactory references, a CRB check and qualifications check.

It is anticipated that this appointment of Principal Designate will commence in January 2013, two terms before the school opens. From March 2012 to January 2013 a project manager will manage the Robert Owen School Implementation Plan. It is anticipated that the Principal Designate will then take on the final stages of project management before the school opens. A clear project plan, in line with PRINCE 2 guidelines, has been developed and this will be maintained during the implementation phase up to January 2013. The Principal will work with a handover and input from the project manager in bringing the implementation through its final stages to September 2013.

The Robert Owen School Implementation plan in Appendix H shows the timescales and milestones in this recruitment process.

Recruitment of other staff:

Other staff will be recruited as outlined in the School Implementation plan in Appendix H. The processes that have been detailed in the recruitment of the Principal Designate above will be used across all staff recruitment.

Notable staff appointments in the implementation phase are as follows:

Outreach Tutors: the Outreach Tutors will be recruited in the Summer term 2012, ready to start in post in September 2012. The Outreach Tutors will be key in communicating the vision of the new school to the wider community and will play a key role in recruiting pupils to the school.

Senior Leadership Team: it is anticipated that positions in the Senior Leadership Team will be advertised and recruited to by the Spring term 2013. The Senior Leadership Team will work alongside the Principal Designate in successfully delivering the school implementation plan during the final stages towards the school opening in September 2013.

The Robert Owen School Implementation plan in Appendix H shows the timescales and milestones in this recruitment process.

Recruitment of Governors:

The Robert Owen Foundation Trustees will initially draw up the terms of reference for the Board of Governors. Skill sets required in the function of the Board of Governors, considering those skills required in both the setting up of the school and the running of the school, will be clearly identified and

positions on the Board of Governors will be advertised as appropriate. For example the Board of Governors will require a Governor with financial expertise and a Governor with legal expertise to oversee that all compliance issues are dealt with appropriately.

One member of the Stakeholder Board will be elected to the Board of Governors. At least two members of the Board of Governors will be Parent Governors and the Principal of the Robert Owen School will also be a member. There will be one nominated Governor with a dedicated SEN responsibility

The Robert Owen School Implementation plan in Appendix H shows the timescales and milestones in this process.

F6. Demonstrate a clear understanding and describe the respective roles of the company members, governing body, and principal designate in running your school:

Clear terms of reference and job descriptions will outline responsibilities for each level.

The Robert Owen Foundation

Through the remit of the Robert Owen Foundation to work in the area of education, training and regeneration the Board of Trustees will provide strategic leadership and expertise to the Board of Governors.

The Objects of the Board of Trustees of the Robert Owen Foundation:

- To advance education for the public benefit, in particular through (i) the provision of education and training for young people and adults; (ii) identifying education and training needs and establishing arrangements to meet such needs; (iii) promoting education and training; and (iv) working collaboratively with schools, colleges, employers and training providers to better provide training and educational opportunities for individuals of all ages;
- The prevention and relief of poverty for the public benefit, in particular through encouraging and supporting individuals in the achievement of their full potential to enable individuals to secure employment and other opportunities;
- The advancement of citizenship or community development, in particular by the provision of vocational training and services to equip young people and adults with the necessary skills and support to serve the community; and
- Such other charitable purposes as the Trustees shall from time to time determine.

The Robert Owen Foundation has the following powers, which may be exercised only in promoting the Objects of the Charity:

- To provide education or educational facilities or to support (including by making grants or loans or by providing facilities for) others engaged in the provision of education or educational facilities;

- To provide vocational training as a means of preventing or relieving poverty or to support (including by making grants or loans or by providing facilities for) others engaged in such activities;
- To organise (or to make grants or loans towards the costs of others organising) meetings, lectures, conferences, broadcasts or courses of instruction;
- To enter into any funding or other arrangement with any government or any other authority (supreme, municipal, local or otherwise and to obtain from such government or authority any rights, concessions, privileges, licences and permits.

Governing Body:

The primary purpose of the Board of Governors is to determine the strategic direction of the school; appoint the Principal and other staff as appropriate; support the Principal in developing and delivering the operational plan to achieve the strategic aims; to monitor statutory compliance and standards; ultimate legal and financial responsibility for the school.

This will entail the following roles and responsibilities:

Chair of the Board of Governors:

- To ensure that business of the Board of Governors is conducted properly, in accordance with all legal, statutory and Robert Owen School delegation requirements;
- To ensure that meetings of the Board of Governors are run effectively focusing on priorities and making the best use of time available, ensuring that all members have an equal opportunity to participate in discussion and decision making;
- To establish and foster an effective relationship with the Principal based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Board of Governors acts as a sounding board to the Principal and provides strategic direction.

Clerk to the Board of Governors:

- To work effectively with the Chair of Governors, the other Governors and the Principal to support the Board of Governors;
- To advise the Board of Governors on Constitutional and Procedural matters, duties and powers;
- To convene meetings of the Governing Body;
- To attend meetings of the Board of Governors and ensure minutes are taken;
- To maintain a register of members of the Board of Governors and report vacancies to the Board of Governors;
- To give and receive notices in accordance with relevant regulations.

Governors:

The Board of Governors will approve the following:

- Budget
- Appointment of the Principal, Vice-Principal and Assistant-Principal

- Curriculum statement
- Policy and strategic direction
- Sex education
- Admissions Policy
- Discipline Policy
- Charging and Remission Policy
- Religious Education and Worship Policy
- Pay Policy
- Determining the strategic aims for the school
- Setting targets for achieving those aims and objectives

The full Terms of Reference for the Board of Governors of the Robert Owen School are attached at Appendix F.

The Senior Leadership Team will comprise of the Principal Designate; the Head of Education; the Head of Vocational and the School Business Manager. The roles and responsibilities for these roles are set out below.

Principal Designate:

Job Purpose

The core purpose of this role is to provide professional leadership and management of the Robert Owen School that will create secure foundations from which to achieve the planned growth of student numbers and outstanding performance in all areas of the school's work.

General Responsibilities:

- Provide strategic leadership and management for the Robert Owen School;
- Lead the development of the new school, ensuring it is ready to open in September 2013 and create a successful ethos and practice;
- Effectively lead and manage teaching, learning and vocational education to secure the highest possible levels of progress and attainment;
- Promote excellence, equality and high expectations of all students;
- Effectively and efficiently deploy resources to achieve the schools aims;
- Evaluate school performance and identify priorities for continuous improvement;
- Work with the Group's members; the wider community and encourage the involvement of parents and carers;
- Create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all students.

Main Responsibilities:

- Work within the community and with the Stakeholder Board to translate the school's vision into practice that promotes and sustains continuous improvement in the school;
- Work with the Project Manager to plan the opening of the Robert Owen School;
- To lead the School's Senior Leadership Team and report to the Governing Body; the Stakeholder Board and the Robert Owen Foundation's Board of Trustees as required;
- Advise the Governing Body on the formulation and implementation of policies;
- Work with the Senior Leadership Team to deliver an innovative curriculum based in excellence for all through individualised learning in line with the Robert Owen School's ethos and vision;
- Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the school's vision and goals;
- Provide effective induction, continuing professional development and performance management for staff;
- Assisted by the School Business Manager, plan and manage the Robert Owen School's finances and resources to ensure maximum benefit for all students;
- Be responsible for the School's campus, including the building, equipment and grounds and plan and organise accommodation efficiently to ensure it meets the needs of the students and staff;
- To promote the Robert Owen School's core co-operative values to staff & students to ensure that inclusion and equality are promoted at all times.

Head of Education (Deputy Principal):

Job Purpose:

As a member of the Robert Owen School's Leadership Team the Head of Education will lead the development and implementation of the School's strategies in relation to 14-19 Learning and Skills.

General Responsibilities:

- To participate as a member of the Robert Owen School's Leadership Team and contribute to the overall management and development of the School;
- To lead and advise the Leadership Team on strategy in relation to 14-19 Learning;
- To work with the sub regional family of schools, colleges and training providers to ensure that the Robert Owen school is a mainstream provider of effective 14-19+ education & training provision.

Main Responsibilities:

- To develop and implement the Robert Owen School's strategy for 14-19+ learning that responds to national & local priorities;
- To build relationships with external partners and to represent the School on appropriate 14-19 forums;
- To ensure that the School has an appropriate curriculum offer that maximises recruitment & progression;
- To liaise with the appropriate member of the School's staff to ensure that all students experience an effective interview, enrolment, induction and assessment & diagnostic process;
- To liaise with appropriate staff to ensure that the School maintains outstanding levels of student support;
- To line manage the curriculum heads of department and to liaise with the Principal and Head of Vocational Studies to establish, monitor and achieve appropriate targets in conjunction with the Robert Owen School's Development Plan;
- To liaise with the Principal and the Head of Vocational studies to ensure that a culture of continuous improvement is established;
- To manage the human and financial resources so that all areas of the School's activity achieve maximum efficiency, effectiveness and economy in line with the Robert Owen School's financial regulations;
- To promote the Robert Owen School's core co-operative values to staff & students to ensure that inclusion and equality are promoted at all times;
- To undertake any additional responsibilities that may be required by the Principal commensurate with the grade & nature of the post;
- Oversee the effective delivery of special needs provision together with the safeguarding and welfare of the School's students.

Head of Vocational

Job Purpose:

As a member of the Robert Owen School's Senior Leadership Team the jobholder will lead the development and implementation of the School's strategies in relation to 14-19 Learning and Skills with a particular focus on Vocational Education and Training.

General responsibilities:

- To participate as a member of the Robert Owen School's Senior Leadership Team and to contribute to the overall management and development of the School;
- To lead and advise the Senior Leadership Team on strategy in relation to 14-19 Vocational Learning and Training.

Main responsibilities:

- To develop and implement the Robert Owen School's strategy for 14-19 Vocational Learning that responds to national and local priorities;

- To build relationships with external partners, employers, training providers, communities and vocational accreditation bodies and to represent the Robert Owen School on appropriate employer and training forums;
- To ensure that the Robert Owen School has an appropriate Vocational curriculum offer that maximises recruitment and progress;
- To ensure that each student has a planned programme of Careers Education, Information, Advice and Guidance;
- To manage and implement the Experience of the World of Work Programme for each student;
- To provide each student throughout the 14-19 Programme with every opportunity to receive individual information, advice, guidance and counselling for effective career planning;
- To ensure that the Vocational Studios within the Robert Owen School reflect the true work environment;
- To oversee the implementation, assessment, support and monitoring for each Robert Owen School student in the workplace;
- To ensure that co-operative values and co-operative business models are integral to the Vocational Training Programme;
- To create a sustainable environment for self employment and to ensure that each student is helped to understand the values of this form of working and to create a self employment incubator unit within the Robert Owen School and its Learning Hubs;
- To line manage the Vocational Education & Training delivery team and to establish, monitor and achieve appropriate targets in conjunction with the Robert Owen School's Development Plan;
- To liaise with appropriate staff to ensure that the Robert Owen School maintains outstanding levels of student support;
- To ensure within the Vocational Education and Training delivery that there is a culture of continuous improvement;
- To promote the Robert Owen School's core co-operative values;
- To be responsible for maintaining a healthy and safe working environment for all the Robert Owen School's students and staff by ensuring that health and safety policies, procedures and codes of practice are followed. This includes the work places where the School's students will be placed;
- To support and develop the Robert Owen School's internal controls and risk management processes;
- To support the Senior Leadership Team in ensuring safeguarding and welfare of our students;
- To undertake any additional responsibilities that may be required by the Principal commensurate with the grade and nature of the post.

School Business Manager

Job Purpose:

As a member of the Robert Owen School's Senior Leadership the jobholder will lead the development and implementation of the School's co-operative

values and ethos in relation to successfully managing finance, Human Resources and support functions as this person works with others to enable school improvement and ultimately raise achievement among students.

General Responsibilities:

- To participate as a member of the Robert Owen School's Senior Leadership Team and to contribute to the overall management and development of the School;
- To lead and advise the Senior Leadership Team on matters of the School's effective business management.

Main Responsibilities:

- Managing self and personal skills in a way that leads to high quality resource management whilst maintaining professional development with effective networking;
- Providing direction so that leadership skills are utilised to drive the School's improvement;
- To facilitate change through bringing innovative and change management skills to the work of the Senior Leadership Team;
- To work effectively with people through developing and leading teams, building relationships with colleagues and managing performance;
- To make effective use of resources through high quality operational skills around managing the Robert Owen School's finance, technology, physical and human resources;
- To achieve results as the School's service delivery and improvement is driven forward.

Section G: Initial costs and financial viability

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

The Robert Owen School Multi functional Vocational Centre

The unique nature of the 14-19 curriculum offer which the Robert Owen School will offer our students means that as the student body grows in size the need for in house specialist occupational areas will increase. Providing structured vocational experiences for the 14-15 year old age group particularly, which is Phase 1 of the 4yr+ education and training curriculum offer, will be a challenge. The opportunity to make at least some of this provision in house with eight specialist Vocational Studios will enhance the student offer considerably. In addition each Vocational Studio, e.g. Food Preparation & Service could become a business in its own right offering services to the student body and the local community.

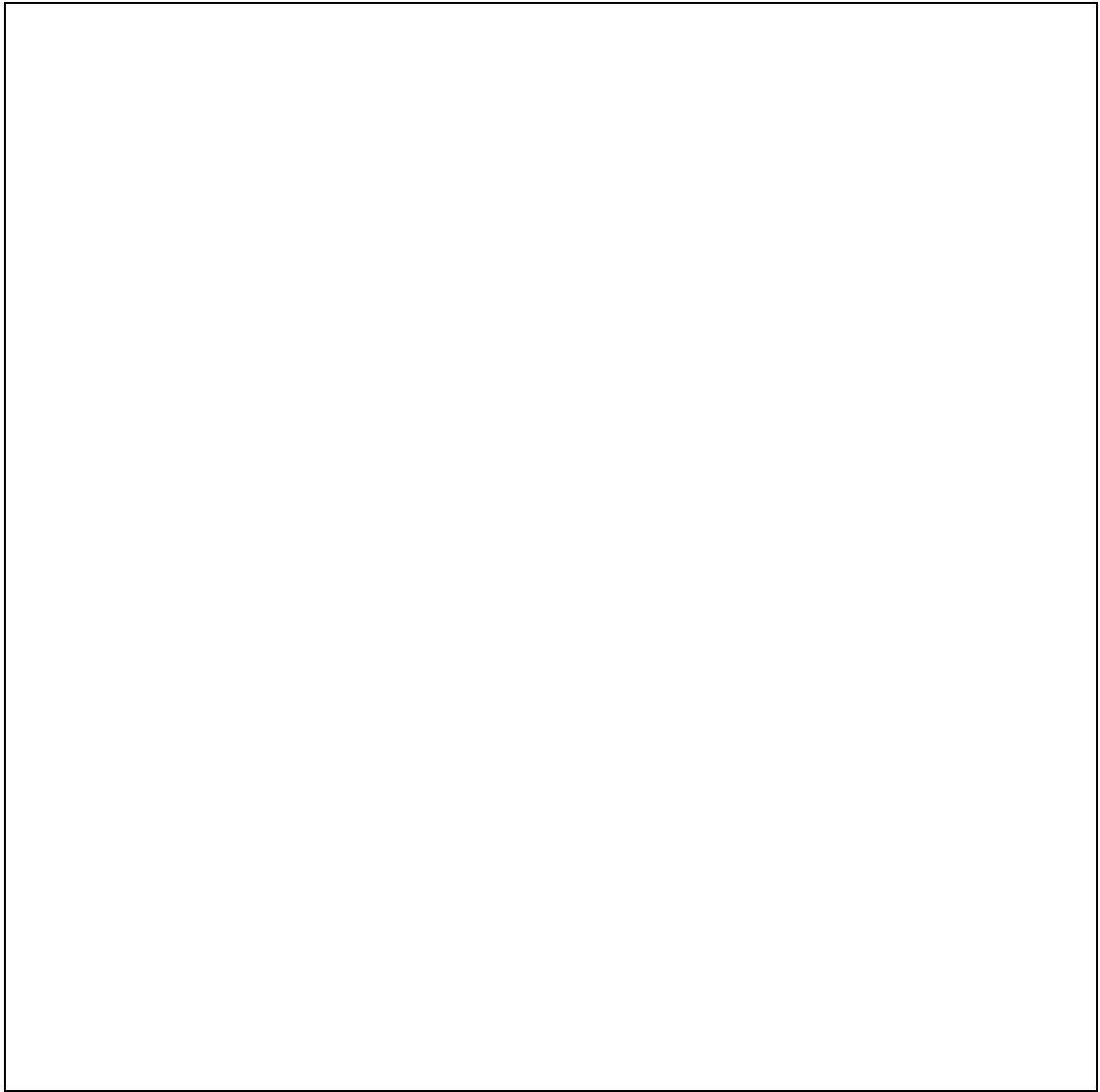
We have evaluated the publicly owned properties currently listed on the DfE website that Partnerships for Schools have identified as being suitable for Free Schools. We note that none of these properties are currently in the area in which we are looking to establish the Robert Owen School.

It will thus be important to seek the acquisition of a suitable building which will allow incremental physical growth and adaptation over a five year period. The search has started for such suitable accommodation and detailed discussions are ongoing with officers of Herefordshire Council as well as with commercial estate agencies and local business parks. It is anticipated that the Robert Owen School premises will be located in Hereford City or environs with significant local learning and training hubs in key strategic communities. Every effort will be made to use redundant public buildings and unused capacity in education facilities.

The Robert Owen Group has so far identified the following premises as potentially being suitable for the Robert Owen School:

- [REDACTED], Hereford, [REDACTED]
- [REDACTED], Hereford, [REDACTED]
- Various premises on [REDACTED], Hereford ([REDACTED]), in liaison with Herefordshire Council
- [REDACTED] ([REDACTED])

Additional premises are being investigated and a final decision will be made when all options have been fully evaluated.



Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

APPENDIX	SECTION	TITLE
A	C	Core Skills Strategy
B	D	SEN Code of Practice
C	D	Admissions Policy
D	E	Community Consultation letter
E	E	Letters of Support
F	F	Governing Body Terms of Reference
G	F	School Staffing spreadsheet
H	F	Implementation Project Plan

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