

# Free Schools in 2012

## How to apply

### Alternative provision Free Schools

# Introduction

This guidance:

- sets out the aims of the Free Schools programme;
- outlines the timetable for the preparation, submission and assessment of applications to open alternative provision Free Schools in 2012;
- details the information you must provide in each part of your application;
- sets out the criteria against which your application will be assessed; and
- lists the minimum requirements which all alternative provision Free School applications must meet in order to be considered.

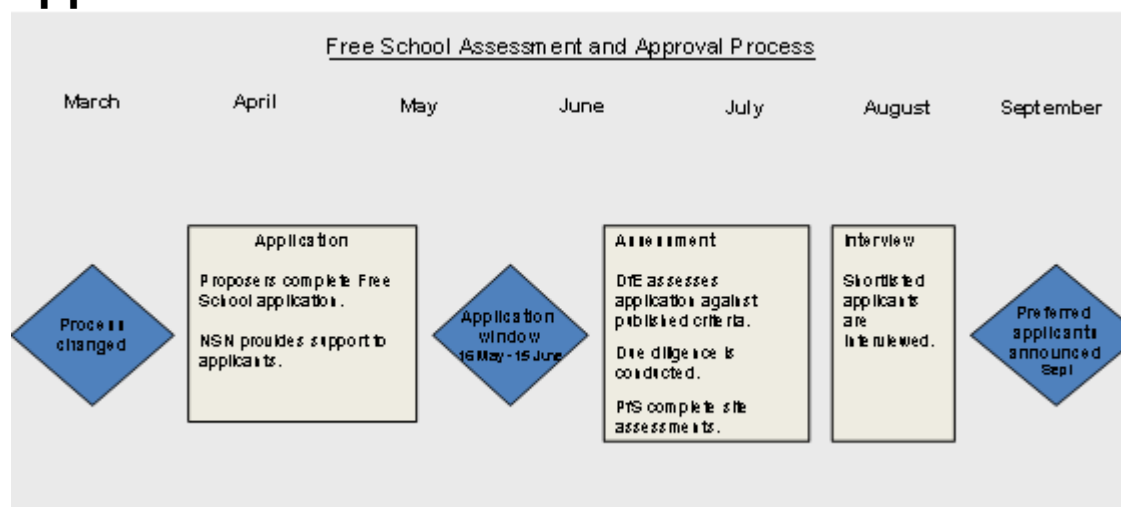
## Free School aims

The vision of the Free Schools programme is to raise standards by encouraging a range of new and diverse providers to play a much greater role in state education. These new providers will have the opportunity to propose establishing new schools in response to parental demand, thereby introducing increased competition, new ideas and greater diversity into the school system.

In delivering this change, the Free Schools programme aims to:

- drive up quality of provision and standards – not only by the introduction of new Free Schools, which are of high quality themselves, but also in other local schools;
- provide parents with greater choice about the school their child attends – with the power to propose to set up their own school if they are unhappy with existing options;
- encourage greater innovation in the education system by opening it up to a much wider range of providers and approaches;
- provide a value for money solution to creating new school places and driving system-wide change; and
- create an increasingly self-sustaining and self-improving system, relying far less on central government intervention and more on school leaders, teachers and parents themselves to ensure a good quality of education for all.

# The timetable for assessing and approving applications



## What happens when

### Preparing and submitting your application – up to 15 June 2011

- Read this guidance carefully;
- New Schools Network is able to provide advice and guidance to help you prepare your application; and
- **Please note that any applications received by the Department either before 16 May or after 5pm on 15 June will not be considered.**

### Assessment of your application – 15 June to 31 July 2011

- We will assess your application against the criteria set out in this document;
- Any applications that do not meet the minimum criteria will be rejected;
- All applications that meet the minimum criteria will:
  - be judged against each other on a competitive basis, using both the minimum and comparative criteria set out in this guidance;
  - be subject to due diligence checks - this means that we will use the personal information you provided to ensure your application is suitable to be submitted to the Secretary of State for his approval; and
  - undergo viability and cost assessments of your preferred site by Partnerships for Schools.

## **Interviewing applicants – 1 to 19 August 2011**

**If your application meets the minimum criteria *and* is assessed as one of the strongest applications against both the minimum and comparative criteria, we will invite you to interview in the first three weeks of August (1 – 19 August).**

This is a key part of the process. Therefore, please ensure that the key people in your team hold this time in their diaries in case your application reaches the interview stage.

## **Approval to the financial assessment stage – 19 August to end of September 2011**

- The first alternative provision Free Schools will be created in September 2012 and consequently there is not an established funding model for such schools. Funding will be determined as part of the work on the wider reform of the school funding system. In the meantime, as part of the application, proposers should set out their expected funding levels in line with the guidance in section 8 of this form.
- If you submit a strong application, the Secretary of State may approve your application to the financial assessment stage. This will be confirmed by the end of September, at which point you will be provided with a dedicated project lead from the Department.
- It is at the financial assessment stage that applicants will be judged against the minimum and comparative criteria in section 8. Approval to this stage does not guarantee that you will be approved to the pre-opening stage – but it will give you access to support from the Department as we make the final assessment of the financial viability of alternative provision applications. This may mean that applicants need to produce further financial information in light of the recommendations of the school funding review (which are expected in the summer).
- If you are then approved to the pre-opening stage, you will be provided with support to help you secure a site and open your school in September 2012. There will be a significant amount of work to complete between your alternative provision Free School application being approved and opening in September 2012.
- Assuming you make good progress against the key milestones in the pre-opening stage, the Secretary of State will then make a decision on whether to enter into a Funding Agreement – this represents final approval.

## Application guidelines and criteria

This guide to completing your alternative provision Free School application is divided into sections:

- Details of the **applicant group**, including information on the registered company and individual members;
- A **summary sheet** with basic details about the proposed school; and
- **Specific sections** on educational vision and plan, evidence of demand, organisational capacity and capability, premises, initial funding and financial viability.

Each section includes instructions on what you are expected to demonstrate, criteria against which your application will be evaluated and reference to any relevant laws, regulations or guidance.

### Format requirements

**Sections 1 and 2** require you to complete template forms. Please include these with the main part of your application.

**Sections 3 to 7** should be on A4 paper and in Arial font with a minimum font size of 12.

**Section 8** requires you to complete the template spreadsheet. Please include this with the main part of your application.

You are also required to complete **Section 9** (which is self-standing and is accessible in a *separate* downloadable form). This section asks you to provide and confirm personal details and declarations.

### Application deadline and instructions

We must receive your application no earlier than 16 May and no later than **5pm on Wednesday 15 June 2011** in order for it to be considered<sup>1</sup>. You must submit one copy of your application electronically and **two** in hard copy. You will need to return two copies of "Section 9: Suitability and Declarations" to us by hard copy using the address highlighted in that document within the same timescales.

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<sup>1</sup> Applicants should not submit additional supporting material after this date, although the Department reserves the right to request additional information if deemed necessary.

Further details on how to submit your application form will be available on our website on 9 May 2011.

We will inform applicants of the outcome of their application by the end of September 2011, if not earlier. Please note that there will not be any appeals processes.

## Process and criteria

We will assess your form in three ways:

- against the minimum criteria, to decide if your proposed alternative provision Free School is likely to be one of acceptable quality;
- against other alternative provision Free School applications, to ensure that only the best applications are approved; and
- against cost considerations, to ensure that the proposed alternative provision Free School is affordable and offers maximum value for public money.

To that end, please note that:

- **applications that do not meet all minimum criteria will not be approved.** These criteria are set out at the end of sections 3-8;
- **all applications that do meet the minimum criteria will then be assessed against each other**, using both the minimum and comparative criteria, also set out at the end of each of sections 3-8; and
- **value for money and overall cost will be a consideration throughout**, and applications will be assessed against each other in this regard.

## Wider contextual factors for alternative provision Free School applications

In assessing an application, we will take into account a wide set of contextual factors, including, but not limited to:

- the age range of the alternative provision Free School;
- the groups of pupils likely to access your provision;
- overall cost;
- value for money;
- the level of deprivation in the community that it serves;
- the quality and type of other providers of alternative provision in the local area;
- the type of alternative provision you are proposing; and
- its religious ethos or not.

## **Education Bill**

Under current legislation all Free Schools must provide full-time education based on a broad and balanced curriculum to at least five children of compulsory school age. Subject to Parliamentary approval, the Education Bill currently before Parliament will make it possible for alternative provision Free Schools to offer full and/or part time provision and remove the explicit requirement to offer a broad and balanced curriculum. Where proposers wish to offer part time provision or to offer a curriculum that is not broad and balanced they should make this clear in their application.

### **Additional criteria for existing providers seeking to become Free Schools**

Only existing providers that already offer high quality places will be considered. If existing providers do not meet the following minimum criteria, their applications will be rejected:

- Registration as an independent school (for existing providers which offer full time education for five or more pupils of compulsory school age or one or more such pupils with a statement of Special Educational Needs (SEN) or who is in public care (within the meaning of Section 22 of the Children Act 1989)). We expect all existing providers to have met this existing statutory requirement, if appropriate.
- For all existing providers:
  - There have been no significant complaints to the provider or local authority about the current provision. If there have been complaints, please provide an explanation (including the outcome) in your application; and
  - The existing provider has a good track record of managing their accounts (see section 8 below).
- For existing providers that are registered as an independent school:
  - For those inspected by Ofsted, the Bridge Schools Inspectorate or the School Inspection Service, judgements of good or better in each of the following areas of their latest inspection report:
    - (i) the quality of education;
    - (ii) safeguarding pupils' welfare, health and safety; and
    - (iii) promoting the spiritual, moral, social and cultural development of pupils;
  - For those inspected by the Independent Schools Inspectorate, judgements equivalent to good or better in each of the following areas of its latest inspection report:



- (i) the quality of academic and other achievements;
  - (ii) the contribution of curricular and extra-curricular provision;
  - (iii) the contribution of teaching;
  - (iv) the quality of the pupils' personal development;
  - (v) the contributions of arrangements for welfare, health and safety; and
  - (vi) the effectiveness of governance, leadership and management;
- There are no significant outstanding issues on compliance with the independent school standards.

If an existing provider meets these criteria, we will take into account not just the information included in the application form but wider contextual factors, including:

- examination performance, both in absolute and relative terms compared to other providers of alternative provision. Our expectation is that, where applicable, the existing provider should perform significantly better than other providers of alternative provision in the local area at the relevant key stage;
- where the existing provider does not have examination performance to compare, they should demonstrate how they measure success. This should include pupil progress and re-integration rates (our expectation is that the existing provider should perform significantly better than other providers of alternative provision in the local area at the relevant key stage);
- the demand for the existing provider (our expectation is that the existing provider is at or near maximum capacity in terms of pupil numbers and that local authorities and schools are willing to refer children there);
- the level of deprivation in the area - in the event of two similar applications, those from more deprived areas will be prioritised;
- overall cost – including judgements on revenue and capital cost estimates; and
- value for money.

# Checklist for applicants

Before submitting your application form, please ensure you have:

- established a Company Limited by Guarantee (also commonly known as an 'Academy Trust') and registered this with Companies House (not the Charity Commission) <sup>2</sup> - guidance can be found at the links below. Model documents for alternative provision Free Schools will be available on the Department's website shortly. Please do not set up your Academy Trust until the relevant model document is available. This version will be based on the arrangements for mainstream Free Schools, details of which are at the link below <sup>3</sup>;
- completed ALL SECTIONS of the application and suitability and declarations forms, using the section numbering and titling consistent with the guide below:
  1. Applicant details
  2. Outline of the school
  3. Educational vision
  4. Educational plan
  5. Evidence of demand and marketing
  6. Organisational capacity and capability
  7. Premises
  8. Initial costs and financial viability
  9. Suitability and Declaration (separate downloadable form);
- completed and attached the financial viability assessment spreadsheets (section 8); and
- considered your responses against the evaluation criteria for each section.

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<sup>2</sup> <http://www.companieshouse.gov.uk/>.

<sup>3</sup> Model Memorandum and Articles of Association are available from <http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0074737/free-schools-model-funding-agreement>

## Free School requirements

The Free Schools programme aims to increase the range and quality of education for children in a pluralist and democratic society. The Secretary of State will therefore seek to ensure that only suitable persons are permitted to establish Free Schools which will be publicly funded. In addition, any decision relating to the establishment of Free Schools must be affordable and in accordance with the Government's wider policies and guidelines.

The Secretary of State will consider each application on its merits and take into account all matters relevant to the application. He will reject any applications put forward by organisations which advocate violence or other illegal activities.

In order to be approved, applications will need to demonstrate that they would support UK democratic values including respect for the basis on which UK laws are made and applied; respect for democracy; support for individual liberties within the law; and mutual tolerance and respect.

### Assessing the suitability of applications

In addition to the evaluation criteria set out in this application form, you should also be aware of the following **minimum requirements**.

1. Section 149 of the Equality Act 2010 places a duty on the Secretary of State to promote equality of opportunity. The Secretary of State must have due regard to the need to:
  - Eliminate discrimination, harassment and victimisation;
  - Advance equality of opportunity<sup>4</sup>; and
  - Foster good relations (and tackle prejudice and promote understanding)<sup>5</sup>.Applicants are required to ensure that their proposed Free School will be able to further those aims.
2. Alternative provision Free Schools cannot be designated with a religious character and therefore cannot discriminate on the basis of faith when appointing staff or in admissions. They can, however, adopt a religious ethos and if they do, will have to balance the needs of all children (whether of a particular faith or none).
3. Creationism, intelligent design and similar ideas must not be taught as valid scientific theories.

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<sup>4</sup> This refers to people who do / do not share a protected characteristic; protected characteristics refer to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation

<sup>5</sup> *ibid*

4. Existing provider applicants should note the additional criteria set out on p.8-9.
5. Alternative provision Free School applicants will need to confirm that they understand and accept the following:
  - As set out in the Education Bill currently before Parliament, alternative provision Free Schools must be principally concerned with providing full-time or part-time education for children placed by local authorities under their statutory duty to make arrangements for education for pupils out of school. Other places may be filled by pupils placed by schools;
  - Alternative provision Free Schools must have arrangements to safeguard and promote the welfare of children who are pupils at the school. Subject to parliamentary approval, the regulations we will apply are set out in parts 3 and 4 of Schedule 1 of the Education (Independent School Standards) (England) Regulations 2010  
[http://www.legislation.gov.uk/ukxi/2010/1997/pdfs/ukxi\\_20101997\\_en.pdf](http://www.legislation.gov.uk/ukxi/2010/1997/pdfs/ukxi_20101997_en.pdf)  
; and
  - Before opening a Free School, Academy Trusts will need to enter into a Funding Agreement with the Secretary of State. This is the contract between the two parties and sets out the arrangements under which the Free School will operate. A model Funding Agreement for mainstream Free Schools is available here:  
[www.education.gov.uk/freeschools/a0074737/free-schools-model-funding-agreement](http://www.education.gov.uk/freeschools/a0074737/free-schools-model-funding-agreement). Details of the model Funding Agreement for alternative provision Free Schools will be available later in the year.

## Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

<b>Details of Company Limited by Guarantee</b>	
Name: Everton in the Community Free School Trust.	
Company address: Everton Football Club, [REDACTED], [REDACTED], Liverpool, Merseyside, [REDACTED].	
Company registration number: 07664278.	
<b>Main contact</b>	
Name: [REDACTED].	
Address: Everton in the Community, Everton Football Club, [REDACTED], [REDACTED], Liverpool, Merseyside, [REDACTED].	
Email address: [REDACTED].	
Telephone number: [REDACTED].	
<b>Members and Directors</b>	
Please confirm the total number of (a) Company Directors <input checked="" type="checkbox"/> and (b) any other members of the Governing Body <input checked="" type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name:	[REDACTED].
Position:	[REDACTED].
Name:	[REDACTED].
Position:	[REDACTED].
Name:	[REDACTED], [REDACTED], [REDACTED], [REDACTED].
Position:	[REDACTED].
Name:	[REDACTED].
Position:	[REDACTED].
Name:	[REDACTED].
Position:	[REDACTED].
Name:	[REDACTED].
Position:	[REDACTED].
Name:	[REDACTED].
Position:	[REDACTED].
Name:	[REDACTED].
Position:	[REDACTED].
Name:	[REDACTED].
Position:	[REDACTED].

<b>Related organisations</b>
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation?
Yes.
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the alternative provision Free School:
<p><b>Name:</b> Everton in the Community.  <b>Charity Commission Number:</b> 1099366.  <b>Company Registration Number:</b> 04851552</p>
<b>The Role of Everton in the Community in relation to the alternative provision Free school</b>
<p>Everton in the Community ('the charity') is the official charity of Everton Football Club. Established over twenty years ago, the charity is recognised both nationally and internationally for the work it carries out with some of the most hard-to-reach and hard-to-help members of the community. Using the power and influence of Everton Football Club's brand the charity is able to make sustained provision of community services for in excess of 30,000 participants each year in the fields of health, education, equality and diversity, sport and social inclusion, amongst others. The charity works to assist any disadvantaged member of society from any walk of life, for example, those members of the community furthest removed from the employment market, children for whom school is not the best environment for them to learn, as well as empowering those with special educational needs to reach their full potential. A copy of the charity's 2010 report is attached herewith to further expand upon the scope and breadth of the work undertaken by the charity.</p> <p>The charity regards the establishment of a Free School as a logical extension of the work it already undertakes to enable it to broaden the provision of community-centric and community-driven opportunities for self-improvement and entry into employment, education or training. As such the charity will be central to the establishment of the Free School and remain pivotal to the ongoing process of its educational provision.</p> <p>The charity has developed a Board consisting of highly influential and authoritative figures, many of whom boast impressive qualifications in the field of education and extensive real-world educational experience from all levels of teaching and learning, namely Primary, Secondary and university-level provision, not only from within the United Kingdom but internationally. Indeed, two of the Board members have been formally recognised for their work within the field of education, especially for their services to disadvantaged children, namely [REDACTED], knighted for his services to education and [REDACTED],</p>

██████████, honoured for her work in community education. Furthermore, three of the Board members hold professorial titles and the CEO of the charity, ██████████, was awarded a doctorate in 2010 following a five-year investigation into 21<sup>st</sup> century school leadership.

Should this submission be approved, it is intended that the charity and its Board will work integrally with the Free School to provide support and guidance in all aspects of operation, from strategic direction to educational delivery. In short, it is intended that the work of the charity will be at the heart of driving and leading the school itself to ensure its long-term success by raising academic standards of achievement through a unique partnership approach to learning. The school's Board of Governors will comprise those of the education sub-committee of the charity and through that Board the charity will be responsible for directing the school but the charity itself will continue to support and work with the school throughout its existence in any capacity the school may require.

It is envisaged that the school's links with the charity, itself a fundamental part of Everton Football Club, will provide additional benefits. Having a Premier League Football Club affiliated with the school will provide an immediate tool for engagement and commitment, not only with and for the students themselves, but for their parents/carers and potential employers and/or work placement providers. In addition, the raft of supplementary partners who work with Everton Football Club and its charity will be well placed to offer further benefits and permit young people to view learning through a different lens and offer alternative opportunities to prepare them for the world of work.

If your organisation is an existing provider of alternative provision that is registered as an independent school, please provide your six digit unique reference number:

Not Applicable.

**Declaration to be signed by a Company Director**

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

Signed:

Print Name: XXXXXXXXXX

Date: 13 June 2011.

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

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## Section 2: Outline of the school

Proposed school name:	Everton in the Community Free School Trust					
Age range:	14 to 19.					
Proposed numbers at each key stage at point of opening and explanation of how pupil numbers will expand to fill the school over time.		2012	2013	2014	2015	2016
	Key stage 1					
	Key stage 2					
	Key stage 3	40	40	40	40	40
	Key stage 4	80	80	80	80	80
	Post 16		40	80	80	80
If an existing provider of alternative provision which is registered as an independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	Not Applicable.					
Will your school have a religious ethos? If Y, please specify which faith.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
Is this an application for a single-sex school? If so, please tick the relevant box.	No. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls					
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Liverpool and Knowsley.					

## Section 3: Educational vision

The educational vision should describe why you are setting up *this* alternative provision Free School and its defining features and ethos. This is your opportunity to tell us in your own words about the overarching vision for your school.

### Information required

Set out why you are establishing your alternative provision Free School – the rationale for this age range, curriculum offer, location and pedagogy;

We believe passionately that Everton Football Club, through its brand and reputation, has a major contribution to make to children living in certain circumstances who face more obstacles to achieving positive outcomes. This can include not receiving a suitable education. Any child who is vulnerable will be considered. Amongst these are (this list is not exhaustive):

- children who are underachieving at school and courting exclusion
- children and young people under the supervision of the youth justice system
- children from families fleeing domestic violence
- children of homeless families, perhaps living in temporary accommodation, homes of multiple-occupancy or bed and breakfast
- young runaways
- children in families involved in anti-social behaviour
- children who are on the child protection register
- children affected by substance and/or alcohol abuse
- unaccompanied asylum seekers, children of refugees and asylum seeking families
- children in new immigrant families who are not yet established in the UK and may not have fixed addresses
- children of migrant worker families (who may not be familiar with the education system)
- children of families who can be highly mobile, e.g. parents in the armed forces, Gypsy, Roma and Traveller families
- children who do not receive a suitable education whilst being educated at home
- children who have been bullied
- children who have suffered discrimination on the grounds of race, faith, gender, disability or sexuality
- children at risk of sexual exploitation, including children who have been trafficked to, or within, the UK
- children at risk of 'honour-based' violence including forced marriage or female genital mutilation
- looked after children/children in care or children who go missing from care
- children who are privately fostered
- young carers
- teenage parents
- children who are permanently excluded from school, particularly those excluded unlawfully, e.g. for problematic behaviour or offending children whose

- parents take them abroad for a prolonged period
- children who were registered with a school that has closed and have not made the transition to another school
- children of parents with mental health problems
- children of parents with learning difficulties
- children with long term medical or emotional problems.

### **General Socio-Economic Context**

The rationale for the establishment of the Everton in the Community Free School is based upon the desire to provide a high quality, inspirational and transformational educational experience for the young people of Liverpool who have been impacted upon by almost 30 years of deprivation and poverty.

The decline in the once famous maritime industries in Liverpool in the 1970s and the resultant deterioration of the manufacturing sector, which led to tens-of-thousands of people being made redundant, has resulted in Liverpool currently being identified as one of the most deprived cities in England, with all of the Lower Layer Super Output Areas (LSOA) being ranked within the top 10 most deprived in the country. According to the UK Government's Social Disadvantage Research Centre (2008, cited in Kenyon and Rookwood, 2010) Liverpool is the most deprived Local Authority in the UK. It is important to note that although we seek to serve all areas of Liverpool there will naturally be a high demand from the most deprived parts of North Liverpool where Everton Football Club is located.

The multigenerational history of unemployment, poverty and social disadvantage in Liverpool has had a negative impact upon its young people. This is demonstrated through the Income Deprivation Affecting Children Index (IDACI) mean-score which, within Liverpool, is 0.40. Although not the lowest in the UK, this most certainly provokes, especially when viewed in combination with other factors and measurements, a fundamental cause for concern. There are other benchmarks which reveal the impact that the legacy of harsh social conditions has had on young people in Liverpool. For example, Liverpool has the third highest percentage of children known to be eligible for free school meals in the North West (26.5%) which, in Merseyside, is lower only than Knowsley (32.9%). Indeed, all of the Local Authorities within Merseyside have a percentage that is higher than the national average. Similarly, the number of children looked after by the local authority is higher in Liverpool than both the regional and national average. Of these looked after children, 500 have a Child Protection Plan in place. Across Merseyside, the most common reason for a Child Protection Plan being put in place is neglect. In addition, according to the Office for National Statistics (ONS), the rate of teenage pregnancies in Liverpool in 2009 was 50.1, a figure higher than the rates for England (38.2) and the North West generally (43.7).

It is self-evident that these levels of deprivation have a negative impact upon educational attainment. This view is supported by the data provided by central Government. According to these figures, Liverpool has the third lowest percentage of pupils achieving a Level 4 or above in English, Maths or Science in the North West of England. In addition, the average A-level point score, per candidate, is lower in Liverpool than both the regional and national average. Liverpool is ranked seventh in the North West, based upon the percentage of 16- to 18-year-olds who are 'Not in Education, Employment or Training' (NEET) and, based upon January 2009 figures from the Department for Education (DfE), it can be seen that all of the Local Authorities within Merseyside (with the exception of Sefton) had a higher percentage score than the regional average.

In addition, the schools within a 5 mile radius of the proposed location of the Everton in the Community Free School have persistent absence rates, ranging up to 13.60%, with 14 out of the 27 schools (where data is available) scoring over the National Indicator target of 5%. Further, Liverpool has the highest number of permanently excluded pupils within Local Authority Maintained Secondary Schools across Merseyside and has the fifth highest number of permanently excluded students across all phases of education and types of school within the North West.

It is against this background of high levels of deprivation and low levels of educational attainment that wishes to engage an innovative approach to educational provision. It is proposed that the establishment of a Free School - backed by the brand, values and Everton way of life - would use the power of sport to have a sustained, positive impact on young people, especially those living in the most disadvantaged areas. This proposition is supported and substantiated by the research undertaken by Kenyon and Rookwood (2010), already referred to above, which demonstrated that, for some young people (particularly those in the most deprived areas) sport - and specifically football - was a key factor in motivating them to complete courses in further education, coaching and vocational job training.

In the case of Everton Football Club, its identity is already firmly embedded within the local community. There is in excess of 198,000 Evertonians residing within Merseyside, many of whom will be parents/carers of young people and, as such, opinion-makers within the family. Further, a high percentage of these Evertonians could offer employment opportunities to students graduating from the school. The work of Everton in the Community is well known and highly respected amongst the fan-base of the Club (see, again, the attached 2010 report of the charity for further details of the breadth and depth of our work and the external awards which have been secured over the last year). The power-of-feeling generated by allegiance to Everton Football Club is not easy to describe but palpable when experienced first-hand. This allegiance produces in people a commitment to the Club, the Everton brand and a belief and trust in its community work that will readily translate into the field of education, producing a desire to send their children to a school connected with the club and an aspiration to succeed within the school. Additionally, the knowledge of the quality of the work undertaken by Everton in the Community generally will inspire confidence in the educational provision of a school backed by that organisation and the Everton brand. Further, the commitment to the Everton name, which generates the initial placement of the pupil within the school, is anticipated to result in increased levels of discipline and personal application to the school's curriculum. This school will focus not only on the traditional three 'R's' required for academic success but also the concept of social success underpinned by 'Respect, Responsibility and Resilience', developing high performing, socially mobile citizens who will make a valuable and sustained contribution to society through active employment.

### **Age Range**

The anticipated age range of students is 14- to 19-years-of-age. This has been selected as the range within which it has been identified by, for example, Connexions and the Local Authority, that there is most demand in the local community for transformational educational provision. This age group traditionally presents particular difficulties in engaging and focussing educational attainment and which may best be served by the 'brand ethos' envisaged by Everton in the Community's Free School submission. Furthermore, this is the age range that the business community associated with Everton Football Club may best support when seeking to provide education and pathways into the

world of work. Importantly, the role played by Everton in the Community Free School would be considered not in competition with core school offerings and, further, allows for direct progression into employment and Higher Education through Liverpool John Moores University and Liverpool Hope University partners.

### **Location**

The proposed location of Everton in the Community's Free School is [REDACTED], Liverpool, [REDACTED]. This location is within an extremely affluent area of Liverpool in an architecturally significant historical building, boasting a walled garden with significant opportunities for external learning. The reasons for this choice of location are manifold. Of primary significance is the safety of the attending pupils: parents will feel secure in entrusting their children to the school given its location. In addition, the building in itself will assist in raising the aspirations and self esteem of our students in contrast to the quality and location of existing provision.

Of more long-term significance is, perhaps, the exposure the pupils will have to experience a different lifestyle. The building itself has all the hallmarks of an independent fee-paying school, something these pupils would never otherwise have the opportunity to experience. In addition, this exposure to a different lifestyle provides the opportunity to aspire to something more: the pupils will see what is available to them if they themselves aspire to achieve it. Thus, the environment itself could be an instrumental catalyst for change.

Finally, the school will be located directly opposite the buildings of Liverpool Hope University with whom Everton in the Community is collaborating in support of this submission. It is intended that this physical proximity with the university will facilitate enhanced involvement and co-operation between the institutions which itself will lead to a reduction in, or even elimination of, the 'anxiety' many students from more deprived backgrounds associate with advancement to Higher Education.

An additional attraction of this building is its equidistance between Everton Football Club stadium and its new multi-million pound Training Academy in Halewood.

### **Curriculum**

It is not intended that Everton in the Community's Free School should depart significantly from the National Curriculum. Rather, it is intended that the school will provide a novel means of engaging with that curriculum, thereby inducing a feeling of being part of and involved with the learning experience. It is anticipated that the pupils of Everton in the Community's Free School will be exposed, through Everton Football Club's brand and influence, to opportunities that other schools are simply unable to provide, for example, the First Team manager, [REDACTED], providing seminars on the importance of resilience, dedication and teamwork for personal success and achievement. The commitment of pupils and families to the Everton Football Club brand is expected to result in increased application to the school curriculum, whatever that may be.

Such dedication can be witnessed through the response to Everton in the Community's variety of programmes. For example, one recent programme gave rise to a 100% achievement rate and 97% attendance rate (the 3% being represented by authorised leave) resulting in the award of 42 A-Levels to young people for whom a traditional approach to schooling has not erstwhile proved the correct forum for achievement.

The pedagogical approach will be determined by the individual needs of the pupils and will be flexible and adaptable enough to accommodate the full spectrum of needs and abilities. As will be apparent throughout the course of this submission, the Everton in the Community Free School is intended to provide a varied curriculum to assist and benefit the most hard-to-reach pupils and especially those at risk of exclusion from mainstream school or even society generally. Such provision does not lend itself to rigid prescription but the expertise of the personnel driving this objective should inspire confidence that the determined curriculum will be appropriate for any individual pupil. The intended aim of the curriculum is to provide for the full range of students, from potential undergraduates to those with less academic aspirations.

### **The People's Club**

Everton Football Club is known locally and nationally as "The People's Club". This ethos is translated into direct action through the endeavours of Everton's official charity, Everton in the Community, which provides extensive facilities for the support and assistance of, not only Evertonians, but any member of the community who seeks or needs its services. Evertonians (and others) frequently look to Everton Football Club in times of need and know well that they will receive unstinting aid in times of strain or stress. It is intended to extend this ethos into the Everton in the Community Free School to establish a learning environment where otherwise disadvantaged children may receive an extremely high quality education and life-training, reinforced by the Everton brand and the commitment and goodwill fostered through association with Everton Football Club. In summary, this is intended to be a radical and innovative approach to educational provision by harnessing the dedication, loyalty and responsibility generated by the commitment of young people and their families to a much-loved and adored sporting brand. As a Premier League Club benefiting from the full support and weight of the Premier League itself, we are confident of the endorsement from our sporting governing body in submitting this expression of interest.

### **Distinctive Vision and Ethos**

Our unique 'P Plan' will be a distinctive feature of the ██████████ Everton in the Community Free School, with each student being supported in their learning through a distinctive set of principles: presence, participation, performance and progression through personalisation and partnership.

Our aim will be to raise the aspirations of parents and students to embark on a journey through to employability, Further or Higher Education and greater prosperity. The key to this will be to work with our partners in order to harness the energies of the community, to provide access to the resources available within Everton in the Community and to create opportunities previously unavailable to the young people of Liverpool city region.

The Everton in the Community Free School will teach the National Curriculum Programmes of Study in English, maths and ICT to all pupils in Years 10 and 11. The school will pay specific attention to the development of a broad, balanced 14-19 programme that provides both vocational and academic studies. Key to this will be its partnership with other schools, FE and HE organisations, local community groups and businesses to improve the attainment of its students and increase their participation in education and training.

A key priority for Everton in the Community's Free School is to ensure that there is an appropriate curriculum available for all young people in the school, which includes working collaboratively to implement not only GCSEs but the Diplomas, Functional Skills and the Foundation Learning Tier.

- Learners will develop new relationships with information and create meaning in different ways.
- Learning will move beyond the classroom setting through access to rapid, interactive communication between those who are geographically dispersed to include other learners, adults and experts.
- Learners will take a central role in the direction of their own learning, challenging traditional hierarchical relationships between teachers and learners.

To ensure a rise in standards of achievement in English, mathematics and ICT, students will cover these areas as an entitlement each day. They will be offered a personalised curriculum and delivery styles that meet their needs as learners. Each student will be able to choose a learning mentor who will facilitate their way through a range of differentiated and personalised routes including academic, applied and vocational pathways which will provide progression onto a full range of Further and Higher Education and employment opportunities.

Four suites of qualifications will be offered as an entitlement to all young people:

□ **Diplomas** will be available in an applied learning pathway for the full ability range; their alignment with local sector skills and an entrepreneurial flavour will reflect the regeneration focus in the area. They will help to prepare young people to become highly employable and ready for the local and regional labour market. Employability skills, such as customer service, communication, team working, numeracy and problem-solving, will be embedded in the experiences provided which will, where possible, include 'real life' scenarios.

**GCSEs** will be available in an academic pathway that will be suitable to the full ability range through the provision of programmes of study that will engage learners with the opportunity to study in a way that meets their interests and learning styles.

**Apprenticeships** will be available in a vocational learning pathway to those students who wish to pursue this route. To meet the challenge of apprenticeship, entitlement will require a significant increase in capacity in the area and the sponsors will lead the way by providing a range of apprenticeship opportunities to young people in the School. Through the apprenticeship programme young people will be directed and guided into the world of work.

**The Foundation Learning Tier** will be available to all young people, regardless of their age, working at Level 1 and below. It will underpin all of the above qualifications and will provide a range of opportunities for accredited learning that will offer the learner choice, the opportunity to explore current interests and also tasters of new experiences. All learners will have the security of guaranteed local post-16 progression.

As well as the conventional academic outcomes above, Everton in the Community Free School will differentiate itself by ensuring that each child will have an opportunity to engage with a mentor so that we may also measure their personal, social, economic and emotional development. These outcomes will be measured against the key skills of:

readiness, resilience, reflectiveness, resourcefulness, reasoning and responsibility. We will assess their success against measurable outcomes agreed through a negotiated charter and individual learning plan that includes clear expectations in respect of attendance, punctuality, participation and progression. A major measure of success for our school will be that no child who leaves Everton in the Community's Free School will be found or positioned in the NEET group.

Identify what will make the school distinctive in its vision and ethos.

The vision and ethos of the Everton in the Community Free School Trust will share precisely those of Everton Football Club, whose motto - *Nil Satis Nisi Optimum* (Nothing But the Best is Good Enough) - sums up our view that nothing but the best will be good enough for or indeed *from* our students. In a mirror reflection of the Club's traditional and contemporary nicknames, many of today's supporters, while recognising the primacy of *Nil Satis*, often use the words of a popular song as an unofficial alternative motto: "You're In My Heart, You're In My Soul." The incredibly powerful forces and influences that this football club exercises will be brought to bear to ensure that each student enters this school, this enterprise, with all their heart and soul. The principles that underpin elite performance on the pitch - high expectations, dedication, commitment to fulfil potential, teamwork, positive reinforcement - will be transposed to everyday attitude and performance in the school.

The traditional nickname of Everton Football Club is "The Toffees", which recalls 19<sup>th</sup> Century links with a local sweet maker who gave away free toffees on match days. While supporters respect such traditions enormously, the 21<sup>st</sup> Century Evertonian is likely to respond more knowingly to the reference to Everton Football Club as "The People's Club", a tag already noted above that illustrates the club's close ties with its predominantly home-grown fan-base and the strong sense of communion with local people, institutions and industry employers engendered by the extraordinary and highly praised work of the club's charitable arm, Everton in the Community.

The entire concept of a Free School in the name of Everton Football Club is centred upon the club's perceived image as the People's Club and also affords a unique opportunity for Everton in the Community to further extend its enviable outreach work to the disadvantaged and the displaced. This school will indeed be a People Place...

### **A People Place**

*(by William J Crockett, Poet)*

If this is not a place where tears are understood,  
Where do I go to cry?  
If this is not a place where my spirits can take wing,  
Where do I go to fly?  
If this is not a place where my questions can be asked,  
Where do I go to seek?  
If this is not a place where my feelings can be heard,  
Where do I go to speak?  
If this is not a place where you'll accept me as I am,  
Where can I go to be?  
If this is not a place where I can try to learn and grow,  
Where can I be just me?



Everton is a football club steeped in a great history. Founded in 1878 and one of the founder members of the Football League in 1888, only 3 teams have won more league titles and no team has played more top flight games than Everton. The record of our most famous player, [REDACTED], in scoring 60 league goals in one season will never be broken. We see it as a privilege to associate our name in reaching out to help vulnerable young people and as an act of genuine altruism to lend our skills and expertise to try to impact positively on young lives in need of direction. Everton in the Community already has an amazing portfolio of community impact and this bid to take advantage of recent legislation to become a serious provider of learning will stir the conscience of many who could offer more to reclaim the decent society for decent people that the whole country wants to see.

Everton in the Community's Free School intends to concentrate on raising academic standards, challenging traditional pedagogy but offering a solution to learning that will complement (rather than compete with) other Secondary schools, thereby driving standards of academic achievement across the board by addressing the needs of the more challenging and disruptive students. Whilst more challenging students are with us, then other schools can focus on target and achievement rates, whilst we work specifically with those young people who require dedicated support, attention and a very personalised approach to learning.

Everton in the Community has been in existence for in excess of twenty years, in which time it has developed a very strong and successful foundation in community work. Everton in the Community's Free School submission is not merely a response to a "call to bid" to establish a Free School but rather an extension and enrichment of the deeply embedded philosophical rationale of the purpose of Everton in the Community, namely improvement of local society, in this instance, through its young people in need of structure, support and academic guidance.

## **Evaluation Criteria**

Minimum Criteria:

A clearly focused vision that underpins the application; and

A vision that aligns with the aims of the Free Schools programme, which are: in delivering this change, the Free Schools programme aims to:

- drive up quality of provision and standards – not only by the introduction of new Free Schools, which are of high quality themselves, but also in other local schools;
- provide parents with greater choice about the school their child attends – with the power to propose to set up their own school if they are unhappy with existing options;
- encourage greater innovation in the education system by opening it up to a much wider range of providers and approaches;
- provide a value for money solution to creating new school places and driving system-wide change;
- create an increasingly self-sustaining and self-improving system, relying far less on central government intervention and more on school leaders, teachers and parents themselves to ensure a good quality of education for all.

## Section 4: Educational plan

The educational plan should describe the structure of your school and the experience that pupils will have whilst attending it. You should set out what pupils will achieve, how they will achieve it and how the school will evaluate performance, both of individual pupils and the school as a whole. As well as pupils' educational outcomes, you should set out how you will address pupils' behavioural or other challenges, with a view to them returning to mainstream school or to further education, training or employment.

### Information required

#### Admissions

Set out how local authorities and schools will refer children to you. You should set out in detail the links you will establish with your local authority (or local authorities), other local schools and/or other organisations to support the referral process and how you intend to maintain these links once the alternative provision Free School has opened.

As described in paragraphs 1.56 and 1.57 of the School Admissions Code (SAC), the Trustees/Governing Body of the Everton in the Community Free School will pro-actively provide places for young people who are in care and/or have a statement of Special Educational Needs (SEN). Criteria will be employed, including those highlighted within the SAC, which make reference to children with SEN and in care. In addition, criteria will also be established for the benefit of pupils who have medical and/or social needs. Based upon these criteria, students will be accepted when a doctor or social worker provides evidence in support of their application. This evidence would be submitted on the basis that, for medical or social reason, the child needs to go to the Everton in the Community Free School above all others. Along with this evidence, issues relating to social deprivation/vulnerability will also be taken into account, including:

1. Household income/eligibility for Free School Meals.
2. Educational success of the household.
3. Risk of permanent exclusion (in particular two or more exclusions).
4. Risk of being taken into custody.
5. Persistent and/or prolonged absence.
6. Teenage pregnancy.
7. Substance abuse.
8. Any other complex medical/social need, preventing access to 'mainstream' education.

Everton in the Community Free School will join the present family of Local Authority and Academy schools across Liverpool and work in very close proximity with headteachers from those schools, particularly those represented on the Fair Access panel and members of the Local Authority's Behaviour and Inclusion team, to develop partnership agreements to effectively support student referrals.

As the Fair Access panel meets regularly it is anticipated that strong and sustainable relationships will be forged between our Free School and its neighbouring educational establishments to develop a centralised and co-ordinated referral process tailored to individual student/family need. Our initial research indicates that our local Secondary school headteachers would welcome this provision and recognise it as being not in

competition with mainstream provision but rather a welcome and much needed solution to engaging at-risk young people on the verge of social and educational exclusion.

You should also specify how you will manage referrals throughout the academic year, and the possibility of high in-year turnover of pupils.

The core function of the Everton in the Community Free School is to provide an education for those young people who are most at risk of exclusion from other schools or who have significant needs which mean that mainstream schooling is not appropriate. Therefore, it is anticipated that referrals will be accepted at any time in the school year from the Local Authority and other local schools (through the Fair Access panel).

Referrals will be managed throughout the academic year through a close working relationship with the Local Authority in accordance with local procedures/protocols and with an insistence that parents/carers of the referred pupil are also involved in the process. In particular, we envisage a productive partnership with the local Secondary schools who, from the feedback we have received, would welcome an institution that has the capability to tackle inappropriate behaviour and attitudes *and* to provide access to a rigorous examination-orientated curriculum without the absolute need to return pupils to their original school.

Local anecdotal evidence sees a major flaw in NEET provision that requires pupils to return to their school at odd times for specialist lessons. We will provide a carefully structured induction programme that will ensure smooth transition into the school. This programme will have a strong emphasis on pastoral care whilst carefully tracking academic achievement and attainment. We know that high in-year turnover of pupils can adversely affect pupils already established in the school and therefore systems and processes will be put in place that will effectively address any such issues.

You should note that, while many children with special educational needs access alternative provision, children with statements of special educational needs should not normally be educated by such providers on a long-term basis.

Everton in the Community's Free School will make a clear distinction and differentiation between its core function (above) and the specialist role played by schools providing long-term education for 'statemented' children. Our role will be twofold: pre-emptive and redemptive. We believe that the brand-association with a top Premiership football club will help many pupils to motivate themselves to want to modify any behaviour that the brand regards as unacceptable. It is axiomatic that positive changes made to behaviour will result in the removal of a major barrier to learning.

In the former aspect of its role the school will seek to inject desired changes at an early stage so that pupils at risk of being excluded are given emotional, practical and incremental strategies for coping with life and learning. For those pupils who arrive already having been excluded from another school, the emphasis will be on rebuilding their self-esteem and, again, the link with Everton and its club motto will be key to conveying an understanding that only high self-expectation is acceptable.

### **Curriculum and Organisation of Learning**

The Everton in the Community Free School will strive to achieve the five core outcomes under the **Children Act 2004**:

1. Being Healthy
2. Staying Safe
3. Enjoying and Achieving
4. Making a Positive Contribution
5. Achieving Economic Wellbeing.

Our focus will be on the development of:

- Physical and mental health and emotional well-being
- Protection from harm and neglect
- Education, training and recreation
- The contribution made by them to society
- Social and economic wellbeing.

Each student will be part of the Everton in the Community 'P Plan', as set out above: Presence, Participation, Performance and Progression through Personalisation and Partnership.

Our aim will be to raise the aspirations of parents and students to embark on a journey through to employability and Further or Higher Education and greater prosperity. The key to this will be to work with our partners and fans in order to harness the energies of the community, to provide access to the resources available within Everton in the Community Free School and to create opportunities previously unavailable to the young people of Liverpool city region.

We will also be guided by the five principles embodied in the Decade of Health and Wellbeing 'five-ways to health and wellbeing' to:

- Connect
- Be active
- Take notice
- Keep learning
- Give.

The Everton in the Community Free School will teach the National Curriculum Programmes of Study in English, mathematics and ICT to all pupils in Years 9, 10 and 11. The school will pay specific attention to the development of a broad, balanced 14-19 programme that provides both vocational and academic studies. Key to this will be its partnership with other schools, FE and HE organisations, local community groups and businesses to improve the attainment of its students and increase their participation in education and training. A key priority for Everton in the Community Free School is to ensure that there is an appropriate curriculum available for all young people in the school, which includes working collaboratively to implement not only GCSEs but the Diplomas, Functional Skills and the Foundation Learning Tier.

- Learners will develop new relationships with information and create meaning in different ways
- Learning will move beyond the classroom setting through access to rapid, interactive communication between those who are geographically dispersed to include other learners, adults and experts
- Learners will take a central role in the direction of their own learning, challenging traditional hierarchical relationships between teachers and learners.

To ensure a rise in standards of achievement in English, mathematics and ICT, students will cover these areas as an entitlement each day. They will be offered a personalised curriculum and delivery styles that meets their needs as learners. Each student will be able to choose a learning mentor who will facilitate their way through a range of differentiated and personalised routes including academic, applied and vocational pathways which will provide progression onto a full range of Further and Higher Education and employment opportunities.

Every child that attends the Everton in the Community Free School will have daily access to English, mathematics, ICT and sport, health and physical activity. Beyond this, the curriculum entitlement will be determined through individual negotiation as part of a bespoke, personalised plan.

Everton in the Community Free School will provide an environment in which technology is the platform for learning; where we have aligned its use with our core goals for teaching and learning to deliver tangible and measurable improvements and outcomes. We will create a step change in the way that technology is used to achieve outcomes for learners and their communities. This step-change will involve learners taking greater control of their learning through access to resources anytime, anywhere allowing students to engage in more meaningful learning experiences. Through a bold approach to the use of technology, the building will be equipped in a way that will enable learning to take place in and through many media. Learners will use mobile technology to communicate with each other, to search for information, to capture images and share them. Learning will take place in new ways and our students will use mobile technology to interact with their tutors, their timetables, their learning materials and each other. The building design challenges the concept of everyone learning in a classroom all the time and will enable learners to interact with their learning programme and their peers from multiple locations. It will also be used to ensure a safe learning environment for all learners. During the feasibility stage Everton in the Community Free School will investigate the options for providing all learners with a device suitable for their needs, both in the school and at home.

### **Special Educational Needs**

A passionate commitment to inclusion will drive everything we do. All pupils learn and develop at different rates and have both areas of strength and interest and areas of weakness. A pupil may have a special educational need if, despite appropriate classroom activities, planning and support, they continue to experience a greater difficulty than their peers in learning and developing skills. A special educational need is a barrier to learning that might take a variety of forms.

Everton in the Community's Free School will employ a wide range of strategies employed by skilled staff to overcome such barriers by setting suitable learning challenges and responding to pupils' diverse learning needs. Such strategies might be planning appropriately challenging work for those whose ability and understanding are in advance of their language skills or using positive behaviour management with a clear system of

rewards and sanctions. These strategies and arrangements are often effective even when pupils have more persistent or serious difficulties.

The way in which the Everton in the Community Free School meets the needs of **all** children will have a direct bearing on the nature of the additional help required by children with special educational needs and the point at which additional help is required. The key to meeting the needs of all children will lie in the teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child. The teacher will be at the centre of this process.

### **Organisation of Pupils**

The establishment of the Everton in the Community Free School will create a school with 200 places for Secondary Students aged 14-19.

Students will enrol by the following criteria:

- the full 14-19 age range
- fully comprehensive in terms of ability, including students with statements of special educational needs
- city-wide catchment area
- fully reflective of catchment area in terms of cultural background and gender
- non-denominational.

Each student will be a member of a vertically grouped pastoral/social unit of ten students led by a tutor with the support of learning mentors and support assistants. All staff, including the Head and senior team in collaboration with business, FE and HE partners and the Football Club staff will take responsibility for a tutor group. Class sizes will vary but a pupil teacher ratio of 12 to 1 is envisaged.

### **Pupil Development and Achievement**

All students will have an individual learning plan and will work to negotiated targets around attendance, punctuality, participation, achievement, progression, private study, subject progress, community involvement, world of work and peer support.

All learners will receive weekly/monthly/termly feedback through assessment for learning to build their confidence, skills and aspirations as learners; this will involve their teachers, mentors, peers and themselves in reflection on learning, on how they are progressing and what they need to do to achieve their targets. The process will encourage the learner to develop independence, the ability to work collaboratively, a close involvement in decisions about their own learning and to value learning as a lifelong engagement. Online Individual Learning Plans (ILPs) will be used extensively to support learners, monitor progress and aid progression-planning and target-setting.

All students will experience a Personal Learning and Thinking Skills curriculum to afford them the opportunity to acquire the fundamental inter- and intra-personal skills demanded by local, regional and national employers. These skills are also a key component of an emotionally healthy, inclusive school culture that helps all pupils to participate and succeed and to value and celebrate diversity. They will support pupils to:

- Establish positive relationships with staff and their peers.
- Manage their emotions such as anger and frustration.

- Learn to feel good about themselves, which reduces the likelihood of disruptive behaviour and increases capacity for independent learning.
- Manage anxiety and stress, including around tests and examinations.
- Raise their aspirations.

By the time our students leave, each will have achieved:

- Higher than expected standards of achievement and attainment.
- High aspirations for themselves and their community.
- The self-esteem and self-belief to exploit their full potential.
- A sense of compassion and empathy towards others within and outside their community.
- The self-confidence and emotional resilience to cope with adversity.
- A sense of independence and fulfilment as preparation for living and working in a 21<sup>st</sup> Century global society.
- The ability to use modern technology as a means of problem-solving, innovation and inspiring others.
- The ability to communicate effectively and to work collaboratively in teams.
- Understanding and commitment to the importance of lifelong learning.

### **Partnership Working**

The Free School will work in partnership with key stakeholders in Liverpool city region, including Schools, Academies, Children's Services, Housing, Health, Looked After Children Team, CME Team, Connexions, PCT, Alder Hey Hospital, Youth Offending Team (YOT), FE and HE providers, partner Football Clubs, employers, The Liverpool Safeguarding Children's Board, Police, alternative education providers and voluntary organisations. This Free School provides an opportunity for us to extend our list of existing partners. For a full list of current partners please refer to Everton in the Community Charity Report 2010.

### **Behaviour and Attendance**

Everton in the Community will concentrate on prevention and not cure. In line with the current OfSTED inspection criteria - teaching, leadership, behaviour and attainment - we see quality leadership and inspirational teaching as key to the establishment of a culture of engagement in which staff and students feel that they belong, are safe, have an identity, are challenged, have their opinions respected, have a voice which is heard and have their achievements recognised. Inevitably, there will still be students who 'cross the line'. Clearly defined consequences and rewards will be agreed and will be the result of choices made by students. A systematic, consistent referral system will be in place to enable each student to measure the seriousness of the situation in which they find themselves. Challenge and support will follow them through the process. Every effort will be made to separate out the student from the act and to let them understand that our school does not give up on people.

Policies relating to behaviour and attendance will be developed and implemented by staff, students and parents. Behaviour, attitude to learning, attendance and punctuality will be rigorously monitored. While it is accepted that student and staff welfare will be the personal responsibility of each member of the school community, it is envisaged that a designated team responsible for pupil and staff welfare will be co-ordinated by a key member of the management team.

### **Community Engagement**

Everton in the Community Free School will engage with the community to support the development of these skills in different contexts through work placements with local employers, workplace visits, mentoring (both electronic and face to face) and real work scenarios. In addition to offering role models and providing both emotional and physical support, the football club itself will offer a wide range of opportunities for students, particularly in the area of employment opportunity. Local FE and HE establishments have already committed time, resources, expertise and the promise of progression routes to support the school. Everton in the Community Free School will also benefit from existing, well established school networks in Liverpool city region.

Our award winning Everton in the Community charity will provide our students with the opportunity to make a positive contribution to society through volunteer service learning in the local community.

#### Minimum Criteria:

A clear plan for how your referral process will ensure that the alternative provision Free School is accessed by your target group of children and how you will manage admissions throughout the academic year.

### **Curriculum and organisation of learning**

Set out expectations around the length of the school day, term and year. Specify whether all pupils will have the same school day/week. If not, set out how you will manage pupils with very different patterns of attendance.

Due to the nature of the students who will be attending the school, a regular school day may not be appropriate. Each pupil's attendance pattern will be determined based upon individual need. For example, for those students who are on certain types of medication or have a complicated/challenging home life, such as young carers, it may be more beneficial for those learners to undertake classes in the afternoon or even twilight sessions. However, there will be core hours when the school will provide activities and a curriculum offering: this will be between 10.00 and 18.00 Monday to Friday for 39 weeks of the year between September and August.

Additionally, flexible learning opportunities will be provided outside of the school. These will be supplied in partnership with Everton Football Club as well as a range of local businesses and community organisations, which already have a strong relationship with Everton in the Community and the football club. These work-based learning opportunities will primarily be offered in Key Stage 4 and for Post-16 students and will range from sustained placements outside of the school to one-day placements over the course of the academic year. In addition, opportunities will also be made available outside of the school year for those young people who request or require this support.

University partners will also be utilised in order to provide additional facilities for sport and physical education lessons, as well as providing a 'student workforce' who will act as "achievement ambassadors". These achievement ambassadors will work alongside learners, often on a one-to-one basis, following a flexible delivery plan to support the raising of educational standards and to promote and develop aspirations to attend higher



education and prepare for the world of work.

Overnight and evening residential opportunities will be made available for those students who are most in need. This process will be managed through a multi-agency approach, using coaches/mentors, social workers and teaching staff, along with training-teachers to support the young person and their parents/carers to ensure that the student receives the best possible support.

If applicable, set out how you will meet the needs of pupils who will be in your school for varying lengths of time, from short placements to a full year or longer.

Pupil needs will be met through academic teams, pastoral panels, coaches/mentors and achievement ambassadors who would work through the whole life cycle from the student entering our provision, inducting and advancing the student through the learning process and then into transition, back into mainstream education or further employment, education or training.

There will also be regular '*Keeping In Touch*' (KIT) meetings and exchanges with each learner's host-school teachers, parents/carers and social workers. These meetings will ensure that individual needs are being met and that at all times students are aware of their targets and progress plans so that they are able to take responsibility for directing and managing their own learning and progress (which may, in many instances, involve a reintegration plan).

Describe the curriculum in detail, setting out how it will meet the different needs and interests of all pupils including, for secondary students, the range of qualifications, which might be offered. You will need to confirm whether or not you will offer a broad and balanced curriculum, why your curriculum is appropriate for the children in your provision and how you will meet their educational requirements.

The school's curriculum will be innovative and personalised in preparing young people for both life and career. We shall seek out leaders of learning able to cultivate a connected curriculum in this "school without walls" and who themselves inspire and ignite a lifetime love of learning. The school day will be flexible and supportive of work-based learning. The core curriculum will consist of English and mathematics and a good GCSE pass in those subjects will be seen as mandatory, including for those students engaged primarily in vocational courses. The links with the universities will enable their trainee teachers to gain teaching experience in a wide range of subjects. The connection to Everton Football Club will be fully utilised in obvious ways such as professional coaching in PE lessons and we will use our Players and First Team staff to mentor and coach students, offering personal support and acting as key role models for our students. There can be no underestimation of the power of football to unite and engage people and, as well as the students, we anticipate increasing the involvement of their parents/carers who will see less the "threat" of a school and more the opportunity to be a part of Everton.

Set out a curriculum model that shows what proportion of learning is given over to each subject or area of learning for each age group.

The core curriculum of English, mathematics and ICT (comprising 40% of the total) is non-negotiable, as is an integrated and constant agenda that emotional health and wellbeing underpins all achievement. Beyond that, each pupil will become a partner in their own

learning and will be guided and encouraged to select a relevant curriculum plan that offers them a realistic challenge to succeed. We aim to be able to offer an eclectic choice of pathways by utilising the strength of our partners and contacts eager to associate themselves with the Everton brand.

The location of the school could not be more optimal in terms of access to the finest university teaching and facilities, particularly those of Liverpool Hope University (LHU), which is a matter of metres away, directly across the road. LHU is already a partner in this enterprise and we would seek to negotiate, for example, access to its drama and art studios and teaching. The latter might also comprise student teachers under supervision of their tutors. Everton Football Club itself, especially the specialist coaches employed by Everton in the Community, will be tasked to provide the kind of physical education normally accessible only to young people on an elite athletic programme. Liverpool Community College, one of the highest rated FE colleges in the country, will supervise work-based apprenticeships with local employers keen to associate with Everton Football Club. The Everton players themselves have much to offer, both as role models/mentors and in promoting internationalism.

Set out your approach to disabled pupils and pupils with special educational needs, who may or may not have a statement, and set out how you will have regard to the SEN Code of Practice.

All disabled pupils and those with SEN will have an equal entitlement to the curriculum. The proposed school building already has many amenities to facilitate disabled access, including ramps, lifts and rail bars. As set out above, all admissions to the school will be on the basis of positive partnerships that respect local protocols. All staff will be trained to assess and place pupils on the SEN register at the appropriate level and additional support will be offered according to the stage the pupil is at on that register. As well as Local Authority and host-school support for any placement (long or short-term), we would also require the commitment of each pupil's parents/carers to our philosophy that a willingness to learn about and embrace positive attitudes is fundamental to success in life and learning. The approach we shall take is to "close the gap", to intervene positively to ensure better than expected progress.

#### Minimum Criteria:

A viable and appropriate curriculum plan, tailored to meet the individual needs of pupils. This can either be a broad and balanced curriculum<sup>6</sup> or include at least the functional elements of English, maths and ICT.

#### Organisation of pupils

Explain how pupils will be organised, for example through year groups, tutor groups or other class structures.

Initially we envisage the school being for the 14- to 19-year age group (Years 9 through to 13 academically), with the capacity for up to 200 places. Whilst we intend to start with the 14- to 19-year age group, we do envisage that we shall "drill down" to accept younger

<sup>6</sup> In order to be considered broadly based and balanced, the curriculum must (a) promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

children who may be referred to us at an earlier, pre-emptive stage. These children could include those with statements, behavioural problems, difficult family circumstances, disability, school-phobia, or those who are persistent non-attenders, in care, carers for others, bullied or generally fragile. Crucially, too, the school will be able to offer, in its residential accommodation, opportunities for short-stay and crisis relief. The 27 rooms we will have will also afford Everton in the Community a facility to run courses or study weekends for vulnerable adults on independent living, or to provide parents/families with additional support. This may relate to short-term respite (such as, for example, those experiencing a marriage break-up, who may wish their child to spend one or two nights at the school in order to shield them from emotional distress or permit the opportunity to resolve alternative arrangements between the parents) or more long-term facilities (such as those suffering illness, addiction or disability). The residential facilities could be utilised to secure additional income for the school which would be re-invested back into learning, making this a sustainable and financially viable educational enterprise.

The capacity of the school will be 200 students, reaching maximum numbers between 2012 and 2014 by accepting a new Year 9 cohort of 40 students each year. Apart from in the first year of opening when a cohort of 40 Year 9, 40 Year 10 and 40 Year 11 pupils will be accepted. Although it is anticipated that the class sizes will vary depending upon the needs of the pupils, opportunities for students to engage in small group activities, one-to-one tuition and mentoring (as well as a range of work-based and work-related learning) will also be available. The target number will be 40 students per year-group, comprising 2 tutor-groups of 20 students.

## **Pupil development and achievement**

Show how your school will define, measure and hold people accountable for the success of: (i) the whole school; and (ii) individual pupils.

This will be a school linked inextricably to the philosophy of a football club whose motto states “nothing but the best is good enough”. The first step is to define the identity of the school - and all members of its community - as one that expects only the highest standards. The headteacher will constantly stress that the school is a community of learners and that everybody - all staff and parents/carers - are as involved in the process of learning as the pupils. All staff will receive appropriate training to define their responsibilities and their accountability to the whole school and to individual pupil needs and will agree together, and adhere to, a rigorous system of monitoring. Staff and pupils alike will be expected to understand the prime importance of relationship building and to know their individual and collective moral purpose. This will underpin the high expectations of academic achievement. Every individual will know their specific goals, the success criteria for these goals and their progress towards them by regular management review or reviews of their learning plans and there will be considerable emphasis on celebrating achievement of those goals throughout the learning journey.

Explain how your school will, where appropriate, prepare pupils to return to mainstream schools or to continue in education, employment or training. This should, where applicable, include how you will meet any needs concerning pupils’ behaviour or other factors that have kept them out of mainstream schools.

The criteria for admissions, the referral system already discussed and the pre-acceptance assessments undertaken to develop the individualised learning plans, etc., will clearly

identify and set out to address the particular issues concerning any pupil accepted into the school. The early focus on the specific needs of each and every particular pupil and the tailored individualised learning plans to be implemented are all designed to meet the needs of the pupil from the outset. In consequence, there should be very few “surprises”.

The protocols for admission will set out clearly the appropriate ‘exit strategy’ which may mean, in some cases, the pupil not returning to the host school at all. In all cases the detailed individualised learning plan will be based upon a pervasive promotion of emotional health and wellbeing, together with the commitment to good standards in the fundamental skills of literacy and numeracy and the ability to use ICT effectively. This is intended to ensure a high rate of continuation in education and, where more appropriate, the smooth transition into employment and training.

The whole purpose of the school will be to facilitate the development of every individual pupil to provide for growth, personal improvement and their advancement into the most appropriate remunerative employment commensurate with their needs and abilities, whether immediately or via the conduit of higher/further education, as appropriate to their personal capacity.

Minimum Criteria:

A clear strategy for ensuring that the needs of pupils with different abilities are met;

A clear definition of success and how it will be measured;

### **Partnership working**

Set out how your school will engage and work with other partners such as the local authority (or local authorities), other local schools, other providers of alternative provision, agencies and services.

During the last 23 years Everton in the Community has developed a strong community presence based upon partnership and collaborative endeavours. As evidenced in the attached Charity Report 2010, Everton in the Community delivers work with a range of public, private and third sector organisations and will be able to utilise all of these partnerships to best benefit for Everton in the Community Free School.

If you propose to offer part-time provision you will need to explain how you intend to work with schools and other providers to ensure that your provision complements the other provision that children are receiving as part of their full-time education.

Not Applicable.

### **Behaviour and Attendance**

Show how the alternative provision Free School will promote good behaviour, positive relationships and good attitudes to learning; and show how the alternative provision Free School will maintain high levels of attendance.

It is intended to harness and utilise the passion, commitment and dedication engendered by and toward Premier League football generally – and Everton Football Club specifically –

to instil in pupils of the school that sense of belonging, camaraderie and loyalty associated with sporting endeavour. The Everton Football Club brand and the ethos surrounding allegiance and devotion to football teams generally will be employed and exploited to develop the personal desire and obligation to want to achieve. It is firmly believed that pupils and their families will regard it as an honour to be involved with the Everton in the Community Free School and such personal devotion will be seized on to promote its own code of discipline.

In addition, Everton Football Club is currently in the process of establishing an innovative strategy of encouraging discipline and appropriate conduct through a consensus between players, fans, club staff and officials – known, provisionally, as the “Everton Way”. This common set of values, including commitment to integrity, respect, resilience, honesty and fairness, will play its part in forming the basis of a consensual school in which the emphasis will be on the holistic development of the young person. Primacy will be afforded to the social, emotional, psychological and spiritual development of the student, in addition to the more orthodox learning and vocational curriculum. Clear links of the inter-relationship between good character attributes and high achievement will be made evident and emphasised.

Adherence to the appropriate standards of behaviour and discipline - and meeting their individual targets - will enable students to take advantage of the school’s partnerships with Liverpool John Moores University and Liverpool Hope University to take pathways into further and higher education or to seek employment with the many local employers keen to align themselves with the Everton brand.

Minimum Criteria:

A sound approach to behaviour management and attendance;

## **Community Engagement**

Explain how, when the alternative provision Free School is established, it will aim to foster good community relations and promote active contribution to modern British society, in line with the Equality Act 2010.

Everton in the Community is currently delivering the National Citizenship Service programme and is one of only eight agencies to deliver this qualification nationally and one of but two delivery agencies in Liverpool itself. Everton in the Community has also been selected to pilot a project based upon volunteering which will be the subject of a Cabinet Office research project later this year. The award of the pilot study and the involvement in the research project are due to Everton’s history of good practice in relation to community engagement and participation.

In addition, Everton in the Community is also responsible for the delivery of the largest disability programme within the Premier League which has been recognised, both nationally and internationally, for its success in working with disabled young people and adults. As the same strategic team leading the charity would also lead the school, this ethos of equality would flow into all aspects of policy and procedure within the Everton in the Community Free School.

Given the wealth of experience Everton in the Community has developed in this field, this organisation is most well placed to deliver the aims of the **Equality Act 2010**, encouraging community relations and promoting active contribution to society in the pupils of its Free School by advancing its already well-established philosophy of community engagement. Pupils of the Free School will be brought on by witnessing first-hand the power and advantage of being involved with specific community projects but also the personal pleasure and fulfilment that may be experienced simply by engaging generally with – and, just as important, belonging to – the wider community. Everton in the Community exists, as an organisation, specifically to promote and contribute to community and society and this culture will naturally and inevitably be carried over into its operation of the Free School and therefore the make-up of the pupils who eventually leave its confines and branch out into the world of work.

The Everton in the Community Free School Trust will ensure that all students, teachers and partner organisations are aware of their obligations to others within modern British society and that all involved with the school adhere to the practices described within the **Equality Act** in relation to ensuring that no incidences of direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment or victimisation occur in relation to an individual's sex, sexual orientation, gender, race, religion or belief or whether the individual is disabled or during pregnancy or reassignment maternity. Similarly, where necessary the school will ensure that positive action is taken to protect more vulnerable members of society.

Minimum Criteria:

A description of how the school will foster good community relations and promote active contribution to modern British society, in line with the Equality Act; and

### **Further Guidance**

Behaviour and exclusions:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

SEN code of practice:

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>

Equality Act 2010:

[http://www.equalities.gov.uk/equality\\_act\\_2010.aspx](http://www.equalities.gov.uk/equality_act_2010.aspx)

## Section 5: Evidence of demand and marketing

You must demonstrate that you have sufficient demand for the type of provision and number of places proposed, and that you have engaged with the wider community. As set out in the Education Bill currently before Parliament, alternative provision Free Schools must be principally concerned with providing full-time or part-time education for children placed by local authorities under their statutory duty to provide education for pupils out of school. Other places may be filled by pupils placed by other local schools.

Solid evidence of sufficient current demand is a minimum requirement and you **must** provide the information required in order for your application to be considered.

### Information required

#### Evidence of demand

Provide information that clearly shows the level of demand from your local authority (or local authorities) and other local schools for the type of provision and number of places proposed. Evidence should include agreement from local authorities and, where appropriate, schools that they would be willing to refer children to your alternative provision Free School.

Within Merseyside approximately 25% of the population are aged 19 or under and within all of the Local Authority areas the populations aged 9 and under are expected to increase. In contrast, there will be a decrease in the population aged 19 and under by 2015. The largest fall in population will occur amongst those aged 15 to 19, with Liverpool experiencing a 21.6% decrease.

In relation to the school aged population in Liverpool the number of pupils attending primary schools will increase from 31,873 (2010) to 34,035 by 2015 and the Secondary school population will fall from 26,578 (2010) to 24,428 by 2017. The January 2010 school census for Liverpool stated that there were 35,665 pupils in maintained Primary schools, 28,019 pupils in maintained Secondary schools, 1,000 pupils in Special schools, 69 students in Pupil Referral Units (PRU's), 1,703 pupils in independent Secondary schools and 2,747 pupils in Academies. Within this population, 1,423 pupils reside in other Local Authorities but attend schools maintained by Liverpool Local Authority, in comparison to 1,470 who live in Liverpool but attend schools maintained by other Local Authorities. This represents a net loss of 47 pupils.

Liverpool is ranked seventh in the North West, based upon the number of Secondary schools which are either full or have pupils in excess of places, and third based upon the number of Primary schools which are either full or have pupils in excess of places.

Liverpool City Council has been consulted, on a strictly confidential basis, about Everton in the Community's Free School application and its views sought on the viability of such a project and the likely demand for the school. The Local Authority has repeatedly expressed its full support for the application and is not only satisfied of demand but is committed to, and wholly enthusiastic about, referral of pupils. This support has been evinced by the Local Authority throughout all of Everton in the Community's consultation and dealings with the Local Authority as evidenced by the minutes of relevant meetings and discussions. However, when requested to provide a letter in support of this

submission [REDACTED], the [REDACTED], felt he ought to conduct further consultation within the Local Authority in line with similar requirements placed upon UTC applications. If necessary, the aforementioned minutes of meetings and email communication will be relied upon in support of this submission, though it is hoped formal confirmation of support will be forthcoming in early course.

The proposed school will accommodate 200 pupils and Everton in the Community is entirely confident in there being appropriate demand for places. Indeed, it is realistically anticipated that demand will significantly exceed available spaces, which anticipation has already been accounted for in formulating the criteria for, and approach to, initial assessment and acceptance of pupils, as set out above.

As a Premier League Football Club we attract significant press interest and as such must be extremely sensitive to any media coverage. Due to the current stage of this application (being in its initial phase only) specific schools have not yet been consulted about the level of referrals to be expected and the consequent demand for placements arising therefrom. It has been deemed inappropriate, prior to any positive Department for Education approval regarding this current expression of interest and initial submission, to expose the Everton Football Club brand to any potentially negative reaction to an unsuccessful bid for establishment of a Free School. School, parent/carer and local community consultation is an essential requirement of Free School status and is intended to be conducted post-consideration of this submission. However, [REDACTED], [REDACTED] has had a 'no names' discussion on our behalf with the steering group of Liverpool Association of Secondary Headteachers which has resulted in confirmation of a sufficient level of interest in support of this Free School submission.

Having consulted with the Director of Education in Liverpool and CEO of Connexions Merseyside, plus the extensive experience of our Trustees, Everton in the Community is entirely satisfied of appropriate demand from its own local knowledge, current referrals from local schools for its community services and its confidential negotiations conducted with Liverpool Local Authority and would clearly not contemplate making this submission without being assured of appropriate levels of anticipated demand. Should this submission receive the necessary measure of support from the Department for Education to enable positive steps to be taken toward the establishment of an Everton in the Community Free School then the next step of wider consultation will take place, as set out below. It is important to Everton in the Community and Everton Football Club that this submission be considered viable and centrally supported prior to local community expectations being raised and potentially disappointed if the submission was not ultimately approved. However, if this submission is accordingly approved then Everton in the Community would be warranted in proceeding with the wider consultation process secure in the knowledge that the bid would be unlikely to founder through lack of Government support. In essence, it has been assessed that local support and demand has been thoroughly assured and that Government approval remains the final hurdle before announcing this Free School application in the wider community. Once announced Everton in the Community is entirely confident of significant levels of community interest and high levels of demand for school placements.

The Everton in the Community Free School Trust has agreed to work with partner Local Authorities and adopt local pupil referral procedures. Information about our students will be transferred through the electronic Common Transfer File (CTF). Referrals will, in the main, be full-time although there will be opportunities for some children to be part-time, day and/or residential. The Free School will work in partnership with key stakeholders,



primarily Liverpool and Knowsley including all of the secondary schools, special schools, Academies, Children's Services, Housing, Health, Looked After Children Team, CME Team, Connexions, Youth Offending Team (YOT), The Liverpool Safe-guarding Children's Board, Police, alternative education providers and voluntary organisations.

An Everton in the Community School pupil referral panel, made up of three members of the Governing Body and the Principal, will assess each referral on its merits. Acceptance into our school is dependent upon all parties agreeing and signing the Everton in the Community Free School Charter. The panel will also negotiate reintegration procedures into mainstream and will work in partnership with families and receiving organisations to ensure that the process is smooth and in the best interests of the student. The school will maintain links with the student throughout his/her time in education. 'Once an Everton in the Community Free School person, always an Everton in the Community Free School person.'

The expectations of Everton in the Community are fortified by the following remarks:

*"Our experience and evidence of working with young people demonstrates that there are a significant number of young people that fail to achieve their potential whilst in school. Often this is due to a range of factors, some very complex. We know that those young people who are NEET (not in education, employment or training) 6 months after leaving school are much more likely have achieved fewer or no qualifications and have lost significantly more days of schooling than those who have achieved to a good or moderate level and who have progressed into further education, training and employment. We believe that the Everton in the Community venture to operate a Free School for young people who are most susceptible to becoming NEET offers a tremendous opportunity to keep them engaged in learning, raise their aspirations and achieve the qualifications and skills that help prevent them becoming and remaining NEET into their adult lives".*

██████████, ██████████, **Greater Merseyside Connexions Partnership.**

Everton in the Community is fully cognisant of its duty under section 10 of the **Academies Act 2010** to consult with such persons as appear appropriate before entering into Academy arrangements with the Secretary of State in relation to an additional school. This duty will naturally be complied with once this initial submission has been considered and approved. Everton in the Community envisages the widest possible consultation to ensure full public opinion is assessed in order to avoid potential difficulties in the advanced stages of the Free School formation. The consultation process will include all interested parties but, in particular, local schools, parents, community leaders, universities, multi-agency practitioners, and, of course, students themselves.

You should also provide any other evidence to support your application such as details of: any consultation or discussion with the local authority in whose area the alternative provision Free School is situated, as well as other local authorities, schools, and organisations; wider demographic data; and any other evidence of local need.

Please see preceding section.

You may also wish to include evidence of support from parents whose children currently access the type of provision you propose. If you have completed surveys to evidence demand, please **do not** provide us with copies of individually completed survey forms; however, do tell us the questions that you asked in your survey - which should be specific

to your school.

As an alternative provision Free School we envisage that the majority of places will be filled through referrals from the Local Authority and therefore parental consultation has not been entered into at this stage.

We expect alternative provision Free Schools to have reached their steady state for pupil numbers by the beginning of their third year. Steady state for alternative provision Free Schools is unlikely to be 100% capacity for the full academic year due to the nature of alternative provision. You should set out what you consider will be your steady state for pupil numbers over the course of an academic year, based on full-time equivalents.

Steady state for pupil numbers annually is intended to reach 200 between 2012 to 2014 [see preceding sections above].

Through consultation and working with the Local Authority we are confident that there will be a sufficient number of referrals to make the school financially viable in the short-, mid- and long-term phases of operation.

Demonstrate how you have - or how you intend to – make the school known and attractive to the local authority (or local authorities), other local schools and/or other organisations.

Discussions have been held with the Local Authority and this proposal has been deemed to be an attractive solution for Liverpool for engaging hard-to-reach and vulnerable students.

However, a unique advantage of Everton in the Community is its natural association with and connection to a prestigious Premier League football club. This exclusive relationship provides the opportunity to utilise a range of promotional media that a standard school could never hope to access. Everton Football Club makes a significant investment in marketing and communications as part of its business enterprise and naturally maintains a connection with fans and commercial organisations. Just a few of the examples of promotional opportunities available through Everton Football Club include Everton TV, match day programmes, advertising hoardings across Merseyside, stadium advertising, radio advertising, the official Everton website, social media, corporate suppliers and partner relationships and current educational and community partners. Due to the alignment of the Free School, the charity and the football club all these benefits will be afforded to the Everton in the Community Free School Trust.

Perhaps most important is the ready accessibility of a highly skilled and competent media team. Due to the competitive global corporate environment in which Everton Football Club operates, the skill-set of its media team is second to none and it is these skills and experience, as much as the physical media, which will equip Everton in the Community Free School Trust to deliver a long-term high quality communication and advertising/information strategy on behalf of the school from the moment of foundation and throughout the life of the school.

However, despite the availability of information media and a skilled team, Everton in the Community Free School is expected to have a unique attraction for pupils and families all of its own. Not only does the positioning of the school fill a gap in the provision of education in Liverpool accommodating and addressing, as it will, the needs of the most hard-to-reach pupils, but it carries with it an enormous heritage of sporting excellence and

goodwill. In addition, the foundation of a Free School carrying the Everton name will be a source of intensive interest in the local – and perhaps national – media, which will generate awareness and stimulate significant interest in its provision amongst the local community from the outset.

#### Minimum Criteria:

- Evidence of demand – that the local authority (or local authorities) and, where appropriate, other local schools anticipate needing to refer children to your type of provision. You will need to show that this anticipated need is high enough for you to be financially viable in your first two years of operation; and
- Confirmation from the local authority (or local authorities) and, if appropriate, other local schools that they would use the provision.

#### Comparative Criteria:

- Demonstrate how you intend to work with the wider community, including children from a range of backgrounds and faiths (if relevant) and across the ability spectrum.
- Existing providers will need to demonstrate evidence of demand beyond their existing pupil base.

### **Consultation and equality of opportunity**

For all applications that are approved, the Academy Trust will need to carry out a statutory consultation. Please detail your plans for consultation as set out under section 10 of the Academies Act 2010; in doing so, you will want to consider your wider responsibilities under equalities legislation.

Following approval of this submission, a programme of consultation events and open days would begin in early 2012, in order to develop professional support for the school as well as advertise the school to prospective parents/carers and students.

In addition to traditional methods a variety of technology-based solutions will be utilised in order to enhance and maintain regular communication with partners, parents/carers and the local community, such as text messaging, e-mail, social networking and video.

#### Comparative Criteria:

A clear plan for the statutory consultation which must be undertaken by the applicants (should the application be approved), including consideration of how you might respond to feedback.

## Marketing strategy

Provide a plan for how you will market the school and engage with local authorities, other local schools and other organisations on an ongoing basis. You will need to be able to achieve the demand you have identified for your school so that places will be filled in each year going forward.

The marketing of the Everton in the Community Free School would be supported by the marketing department within Everton Football Club, as set out above. Everton's media team will be able to coordinate a number of resources (print, internet, television) in order to raise awareness of the activities of the school, as well as open days at the Everton football stadium, which will be used to inform potential applicants about the vision and ethos of the school. A full marketing strategy and schematic has been included to evidence the groups within our community who we wish to engage.

### Comparative Criteria:

A robust marketing strategy built on your educational vision and plan, taking into account your proposed intake and the demand that you have already gathered.

## Further Guidance

Statutory Consultation:

<http://www.legislation.gov.uk/ukpga/2010/32/section/10>

Equality Act 2010:

[http://www.equalities.gov.uk/equality\\_act\\_2010.aspx](http://www.equalities.gov.uk/equality_act_2010.aspx)

## Section 6: Organisational capacity and capability

You must demonstrate to us that your group / team has the capacity to set up and run a school that will meet the needs of your target pupil group, and has access to the relevant educational and financial expertise.

If your application is approved, we will then support you to secure additional expertise that you may need in relation to project management, ICT and sites and buildings.

Before submitting an application for an alternative provision Free School, you **must** have established a Company Limited by Guarantee (also commonly known as an Academy Trust) with members and directors appropriately skilled to discharge their duties. The company number should be provided in Section 1 and copies of the registered Memorandum and Articles of Association should be appended to your application. We will not consider applications that do not have this information attached.

### Information required

#### Capacity and capability to set up a school

Provide details of the members of the company, their particular areas of experience and expertise, and the time they are able to commit to the project.

The Academy Company has been formed initially with but three Governors. However, please note that this is simply a matter of convenience. We have a project group or "Shadow Board", all of whom are identified within this application and all of whom will become Governors in early course, and certainly immediately upon confirmation that our application has been approved. We believe this to be a strong and credible group to take this proposal forward in the months and years ahead. Those who are not yet Directors of the Company (or Governors) will still attend project group meetings until they are formally appointed in post.

Shadow Board meetings are currently taking place fortnightly, however, individual Board members also devote between five and fifteen hours of their personal time on tasks and activities specifically for the Free School on a weekly basis.

The Board of Governors of the proposed Free School will consist of the following:

Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED] and [REDACTED]
Name:	[REDACTED]
Position:	[REDACTED] and [REDACTED]

Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]

As can be seen from the current positions and qualifications of the above-mentioned Board members, Everton in the Community's Free School Trust will initially comprise significant expertise from the fields of Secondary education, Special education, international education, Further and Higher education, charity law, Public Relations, finance and financial management and business. The board will extend to include experts from Human Resources, ICT and Project Management at the necessary time. Everton Football Club currently employs experts in all of these areas and will extend responsibilities for staff to include the Free School, providing the highest level of advice, guidance and support with scoping exercises, installations, the development of policies and best practice procedures.

Show that you have considered the resources; people and skills that you will need to set up a school, and in particular demonstrate that you have educational and financial expertise in your long-term team.

Once again, through the unique relationship between the Everton in the Community Free School Trust and Everton Football Club, the school will be in the enviable position of being able to draw upon the expertise and the full resources of the football club, including the finance director and his team to support the development of financial plans and cost models. This expertise is founded upon the successful management of an £80m global business and a team made up of a range of highly successful professional financiers.

The Board of Everton in the Community and, more particularly the education sub-committee established by that Board to take responsibility for the proposed Free School, comprises a number of extremely experienced educationalists, as set out in the preceding sections. It is submitted that a more qualified and competent a group of professionals could not be conceived to found a Free School. Their knowledge and experience will be the cornerstone of founding the school and appointing those with appropriate expertise to deliver the curriculum. Once again, the judgement and experience of such an esteemed group will be invaluable in structuring the Free School and ensuring appropriate educational expertise is applied to its formation and future management.

Despite the resources available through affiliation with Everton Football Club the Free School will, naturally, be self-managing and the first appointment will be the Principal who will then work with the board to recruit staff. The first priority will be the Business Manager who will be responsible for managing the core budget and securing outside investment to support the operation of the school through all phases of development.

Pedagogical appointments will be the responsibility of the experienced educationalists already referred to and thereafter day-to-day functioning of the school will be maintained by the school staff, supported by the governing body. As noted, however, the school will continue to benefit from the considerable resources afforded through association with the charity and the football club.

Identify if there are skills gaps within your group / team at present and how you propose to address these if your application is approved. This could be through the involvement of people with expertise as part of the applicant group, through voluntary partnership with a provider, or through having procured this support from another organisation (once your application has been approved and you have agreed support arrangements with the Department).

Everton in the Community has afforded considerable thought and debate to this proposal and sought to ensure that every potential issue has been considered and addressed prior to submission. Given the extremely high quality of the personnel involved in formulating the concept of an Everton in the Community Free School and the production of this submission it is believed that every possible issue has been considered and that consequently there are no skills gaps within the current team or the proposed venture. Should any gaps be identified the group will utilise all available resources (from all sources) to take appropriate action to address this perceived need.

Set out plans for recruiting your school's Principal Designate (headteacher) and the role you envisage him/her playing in the pre-opening phase. *If you have already identified your preferred Principal Designate you should provide their CV and evidence of their ability to deliver your educational vision and lead your proposed school.* You should be aware that if your application is approved, you will – subject to Departmental considerations – be able to appoint a Principal Designate two terms in advance of the school's opening date.

If the application were to be approved the team would take immediate action to identify and appoint a Principal. This appointment would be made in line with the Department's guidelines and be directed by the expertise of the Everton in the Community educational sub-committee, as identified in the foregoing sections.

We are acutely aware that this is arguably the most important decision we shall have to make. Fortunately, given the experience within the team, it is a decision we are well equipped to make. The group consists of one currently serving Headteacher with particular expertise in Special Educational Needs and two former Headteachers who have worked in a range of inner-city Comprehensive schools. Furthermore, the Chair, [REDACTED], is an internationally respected authority on school leadership and we shall be guided by him in making the appointment. In addition, our Chief Executive has recently completed a PhD in 21<sup>st</sup> Century School Leadership, comprising a five-year investigation into multi-agency approaches to engaging hard-to-reach learners. This experience will also be called upon in assessing suitable candidates.

The intention is to establish a search committee to seek proactively the kind of candidates we would wish to interview. As well as far reaching advertisements we shall also use the extensive knowledge in the team to identify and engage with potential candidates.

It is intended that we would use the Urban School Leadership Development Centre model for recruitment of all staff, including the Principal. This involves a two-day assessment centre hosted by our panel of educational experts. Further, we would invite a Local Authority representative to take part in our assessment days, plus parent and pupil representatives. For further information on the Urban School Leadership programme please visit: <http://www.urbanleadershipcentre.com/>.

Set out plans for appointing a committed Governing Body with the breadth of skills needed to oversee both the pre-opening and post-opening phases.

The Governing Body would comprise the nominated individuals outlined in this submission. However, the board would also seek to nominate an individual with a strong financial background who, if determined appropriate to the needs of the school, may be the [REDACTED] at Everton Football Club along with the specialist Human Resource expertise, IT and Project Management.

### **Capacity and capability to run a school**

Set out how you will have appropriate financial expertise to oversee the financial management of the school.

This issue has been addressed in the preceding sections above. Self-management of the Free School will, if necessary, be supported, reinforced and sustained through the experience, expertise and resources of Everton Football Club.

Set out your plans for the leadership and staffing of your school (including staff to pupil ratios). This should reflect both the arrangements upon opening and as the school develops to full capacity, with clear delineation of roles and responsibilities.

In its inaugural year the Everton in the Community Free School Trust will already have appointed a Principal (in the range L24 – L33 on the leadership pay scale), which individual will be supported by a Vice Principal (L14 – L22 on the leadership pay scale) and a Business Manager (L3 on the leadership pay scale) each of whom will have leadership responsibilities. In the case of the Principal and Vice Principal there will also be additional teaching responsibilities.

In year one the school will accept 40 Year-9 students, 40 Year 10 students and 40 Year 11 students which will be divided into two form or teaching groups of 20 students. In order to support these groups each class will be assigned a teacher (minimum M4 on the teachers' pay scale). Providing a staff-to-pupil ratio of 12:1. In addition, the Year Groups will also be supported by two Teaching Assistants, (1 HTLA2; 1 HTLA1) who will be responsible for working with small groups and individuals as appropriate.

For each of the following years, up to the third year of opening, as a new Year Group starts at the school, with the original cohort reaching Year 13, two new members of teaching staff (minimum M4 on the teachers pay scale) and two new teaching assistants (1, HTLA2, 1 HTLA1), will be employed to support the students. These staff and the teaching assistants will be responsible for teaching core subjects and in particular supporting the development of numeracy and literacy skills through a variety of innovative approaches.

Staffing and leadership arrangements will be reviewed throughout the school year and any necessary amendments will be made. In addition to the above-mentioned full-time teaching staff, students will also be supported by Undergraduate and Postgraduate students following the graduate teacher programme and, if appropriate, those following the Teach First programme.

There will also be opportunities for pupils to work with Everton Football Club players (who



will be trained to support learning) as well coaching staff who will be able to deliver physical education and sport lessons. Similarly, through the unique range of partners who will be involved in the development of the Everton in the Community Free School it is anticipated that a wide variety of work-based and work-related learning opportunities will also be available to the students. In particular, due to this partnership arrangement and the location of the proposed school site, students from the school will be able access the various high quality facilities and services available at the school's partner Higher Education institutions.

## Evaluation Criteria

Minimum Criteria:

- Company Limited by Guarantee established; and
- Access to appropriate and sufficient educational and financial expertise.

Comparative Criteria:

- The experience of the individuals involved in the project and the time they will be able to commit to it, (where you are relying on external support, you will need a clear plan for accessing that support);
- An adequate staffing structure to deliver the planned curriculum, building up from year 1 to when the school is at full capacity. You will be asked to demonstrate the financial viability of this staffing plan later in the application form in Section 8: Initial costs and financial viability;
- A robust and realistic set of plans for recruiting high quality staff and governors in accordance with your proposed staffing structure and educational plans; and
- Clear understanding of the respective roles of the Company, Governing Body and Principal Designate.

## Further Guidance

Companies House:

<http://www.companieshouse.gov.uk/>

Procurement Guidance: <http://www.education.gov.uk/freeschools/b0073235/procurement-guidance-for-free-schools/>

Governance Guidance:

<http://www.governor.net.co.uk>

## Section 7: Premises

You will need to set out the range of possible site options available for your alternative provision Free School including details of the preferred site. This information is to allow Partnerships for Schools (PfS) to evaluate your site options. PfS are assisting Free School applicants to secure sites.

You are not required to enter into any negotiations for sites and **must not** do so at this stage. Where an application meets the minimum criteria for consideration, PfS will undertake visits to assess proposed sites for their suitability, procurement plans, and consideration of any work required. We will make an overall cost and value for money assessment of your proposed site options. You must be aware, however, that if it proves impossible to identify a preferred feasible site by mid-July 2011, it is highly unlikely that we will be able to approve your application for opening in 2012. You should bear in mind that those applications that are able to achieve the best overall cost and best overall value for money will naturally be prioritised for approval over those that do not.

### Information Required

#### Possible site options

Please provide brief details of the steps you have taken to search for suitable sites and what sites (if any) are available in the local area.

#### Details of your preferred site

Please set out (where you can):

##### Your reasons for choosing the site

Everton in the Community is determined to ensure that this will be no ordinary school. The preferred site selected for the Everton in the Community's Free School has been chosen for a variety of reasons: practical, functional, aesthetic and inspirational.

Prior to selection of the preferred site, Everton in the Community appointed a sub-committee to identify appropriate sites by means of a blueprint for the proposed school, consisting of compulsory and preferred elements.

Compulsory elements included:

- Safe and secure local environment.
- Inspirational environment conducive to learning in which all students can enjoy and achieve.
- Easily accessible premises.
- Strong transport links.
- Capacity to accommodate 200 students.
- Mixed physical room sizes to provide for: large teaching areas; smaller study rooms; communal social spaces; dining area; assembly hall; internal sports space; school offices; plus external play/sport/recreation facilities.

Preferred elements included:

- Close proximity to Higher Education and/or university facilities.
- Access to local open green spaces which may provide for external educational opportunities.
- Residential facilities for students.
- Residential accommodation for teaching/supervisory staff.
- Close proximity to Everton Football Club's Training Academy.
- A building and location with a physical presence which inspires a sense of awe, admiration and respect intended to produce and enhance personal aspiration and commitment to learning and achievement.

A list of potential locations was identified which was reduced to two propositions acceptable to the full Board. The first was [REDACTED], Liverpool, [REDACTED]. This is a large former tea warehouse meeting all of the criteria stipulated by the Board save for access to external grounds. However, this is a site which would provide for exceptional real 'world of work' opportunities for students rather than the traditional school environment. The second premises (identified below) fulfilled all the Board's stipulated criteria and have therefore been selected as the preferred proposed school site for the reasons outlined below. Due to enquiries already made with the current owner, the Board has every confidence in the availability of this preferred site and its financial viability. However, should this preferred site become unavailable/not viable for any reason then the second option remains a suitable alternative.

The actual proposed Free School location is situate at [REDACTED], [REDACTED], [REDACTED], Liverpool, [REDACTED]. This impressive South Liverpool setting is close to many amenities and is well serviced by public transport. The premises are set in enclosed grounds affording safety and security to pupils and peace of mind for parents/carers. A particular benefit of this location is its proximity to Liverpool Hope University. This institution is a close partner of Everton in the Community and has been instrumental in supporting this Free School submission. This close relationship and close physical proximity will lead to even closer collaboration between this Higher Education facility and the school itself. This connection will be mutually beneficial for the reasons stated elsewhere in this submission but may be summarised as cross-collaboration between the school and the university.

Aesthetically the location boasts a sandstone construction with ornate decorated stuccoed ceilings, tile-stoned hearths and its own peaceful landscaped grounds. In short, these are the buildings and grounds of a superior fee-paying private school, the kind of environment that the vast majority of young people in Liverpool will never have seen, let alone experienced.

Visually and metaphorically this building and its location dictates that its staff and students are charged with being part of a tremendous heritage. The very bricks and mortar will afford a sense of pride and responsibility in being a part of the school and has been purposefully selected to this end. This is intended to be a school that is truly inspirational, from its physical settings and foundations to its ethos and philosophy.

Most importantly, the physical dimensions of the property and its location have been identified to provide for the effective practical delivery of education and wellbeing services. The structure of the premises has been assessed to provide appropriate space for the following required areas:

- A large internal space to provide for sports provision and assembly functions.
- Twenty-seven small study rooms, which could also be converted to provide for residential opportunities.
- Several large classroom spaces.
- Several small tutor rooms.
- IT provision.
- Seminar spaces.
- Large kitchen and dining area.
- Administration/office spaces.
- Medical room.
- Social spaces.
- External gardens.
- Separate Caretaker's Lodge in grounds.
- Headteacher's Lodge in grounds.
- Additionally, enhanced laboratory, art and specialist workspaces will be provided through Liverpool Hope University (opposite the premises).

The site is currently available for £2.3m. It is believed this site may actually be obtained for a figure in the region of £1.8m.

Probable costs of refurbishment of the building to bring it into line with a 21<sup>st</sup> Century learning environment have been sought from [REDACTED]. Copies of the architect's drawings are attached for information. It is estimated that the cost of the proposed refurbishment will be in the region of £2m.

**The address of the proposed site**

[REDACTED], [REDACTED], Liverpool, [REDACTED].

**The current use of the proposed site**

During the twentieth-century this building was converted into a convent and then a Catholic residential home for convalescence. The former use as a care home has ceased and the property is now vacant.

**The current freeholder of the proposed site;**

The site is currently privately owned by a commercial building and land developer, [REDACTED].

**A brief description of the site including size (in sqm) and the proposed pupil numbers**

Dating from 1845, with considerable heritage-value due to architectural features, [REDACTED] was constructed as a substantial house set in its own grounds emphasising the wealth of Victorian Liverpool.

The property is situated in its own grounds with a high boundary wall to [REDACTED] and a grade II listed Entrance Lodge, currently a caretaker's house. To the rear of the boundary is a screen of trees and shrubs with lawns adjacent to the drive and buildings. To the east

side are extensive lawns with pathway, shrine and gateway leading to the adjacent church from which the property is now separated but was presumably once linked when it functioned as a convent. The rear gardens are more utilitarian with gradually sloping pathways and handrails from its period as a home for the infirm. To the west side, to the rear of the coach house, enclosed by a stone wall and adjoining houses, is a small service yard.

The size of the property is 2,212 square metres and will accommodate up to 200 students.

#### The availability of the site and the nature of the tenure;

The property is available for purchase as a freehold site.

#### The suitability of the site for your specific type of provision

Due to the building being vacant and the nature of its previous use, the building will require some renovation and modernisation in order to transform it into a learning environment. This will include the refurbishment of the 27 bedrooms and the changing of internal spaces into classrooms/learning spaces. In addition, it is recommended that additions be made to the existing conservatory structures to create larger learning spaces.

However, due to the historic features and stunning architectural design, the Board of Directors/Governors have no hesitation in suggesting that it represents an ideal environment for learning and social development.

You **must not** enter into any negotiations for sites at this stage if you are seeking Government support to purchase your site.

### Capital investment

Please detail any sources of funding available to you to support site acquisition.

None.

### Evaluation criteria

Minimum Criteria:

For this section, there are no minimum criteria that must be met at the point of submitting your application; however, please note that if it proves impossible to identify a preferred feasible site by mid-July 2011, it is highly unlikely we will be able to approve your application for opening in 2012, simply because of the time available to do whatever is necessary to prepare the site for the opening of the school.

Comparative Criteria:

- We will make an overall value for money and cost assessment of your preferred site options. Applications which are able to achieve the best value for money and best overall cost will naturally be prioritised for approval over those that do not.

## Further Guidance

Guidance on accommodation requirements:

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/buildingsanddesign>.

Partnerships for Schools:

<http://www.partnershipsforschools.org.uk> and

<http://fsk.partnershipsforschools.org.uk/default.htm>.

This website shows where schools, rather than providers of alternative provision, are located in an area. This may be useful in identifying schools that may want to refer pupils to you.

Database of providers of alternative provision:

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/alternativeprovisiondatabase>. This website is not a comprehensive list of providers, as registration is not compulsory, but it will give you an indication of the current provision in your local area.

## Section 8: Initial costs and financial viability

You must demonstrate that the cost of establishing your proposed school and bringing it to full capacity represents value for public money, making best use of available resources, while maintaining the school's educational vision and objectives.

You will also need to demonstrate that the alternative provision Free School will be financially viable in the long-term and sustainable within the funding which it is likely to receive. Funding for schools from September 2012 and beyond is yet to be confirmed and is subject to work on the wider reform of the school funding system. While the Department appreciates that most alternative provision, because of its nature, will require funding above the mainstream per pupil funding figures, applicants are asked to first look at the mainstream funding figures for 2011/12 when completing this section. If, after careful consideration, applicants deem that they will require a higher level of funding to provide their specific educational offer, they should clearly demonstrate why. You could support this by consulting local authorities and schools that will refer children to ascertain the funding levels that they would expect the provision you propose to cost. Any higher levels of funding requested are not guaranteed. If your application is progressed to the financial assessment stage, the Department will examine further the value for money of your proposal.

### Information Required

#### Financial spreadsheet and long-term viability

You will need to set out the level of funding required in order for your proposed alternative provision Free School to be financially viable and sustainable. You should set this out as funding for full-time equivalent pupils even if you are proposing part-time provision, as the Department will make value for money assessments based on the full-time equivalent pupil funding. We recognise that, even once the alternative provision Free School has reached steady state, it will still be required to respond flexibly to shifting patterns of local need and to manage in-year admissions. As such, you should demonstrate how the school would remain financially viable during these times.

You should use the **'financial plan template- alternative provision' spreadsheet** ([www.education.gov.uk/freeschools](http://www.education.gov.uk/freeschools)) provided as a framework to enable you to build up indicative income and expenditure academic year budgets for the proposed school from opening until pupil numbers are forecast to have reached steady state. You should ensure it covers a minimum of five years.

The 'financial plan template-alternative provision' spreadsheet must be used for all alternative provision Free Schools. You should start from the assumption that you will receive mainstream per pupil funding for the relevant phase, using the number of full-time equivalent pupils averaged over the year. If you consider that you will require more funding to provide your specific educational offer for that phase, use the separate income line to include your best estimate of your additional requirements. You will need to provide a full and detailed explanation of how you have assessed your funding requirements within your application. This should include any relevant benchmarks and sources of information that would justify the level of funding sought and a clear rationale for why you require a higher level of funding in order to deliver your educational offer. For 16-19 provision you should use the 16-19 ready-reckoner and should not expect to receive additional funding.

Instructions for completing the spreadsheet are contained within it.

Your application should also include detailed assessment of how you would manage your budget and remain financially viable in the following scenario: the school's intake is 10% lower, in terms of pupil numbers, than the number at which you would be financially viable, and the school's funding is amended to reflect this drop in intake. You might find it best to provide this as an amended version of the financial spreadsheet.

If you are assuming significant income from sources other than DfE grant e.g. third party contributions, you should provide a detailed assessment of how you would manage your budget and remain financially viable if these contributions were significantly less than expected. You might find it best to provide this as an amended version of the financial spreadsheet.

There may be uncertainties in some parts of the budgets. In these areas, you should use your current best estimates, referenced to established benchmark information where available. You should state clearly the assumptions which you have made in the appropriate place in the financial template.

Companies Limited by Guarantee, known also as Academy Trusts, are not permitted by their Funding Agreement to enter into borrowing arrangements without the specific approval of the Secretary of State. Such approval may only be granted in limited circumstances. Academy Trusts are not permitted by their Funding Agreement to carry over excessive balances (presently 12% in total, of which 2% can be revenue). Your financial plans should not therefore be predicated on your school being able to borrow or to carry over significant balances of funding from one year to the next.

Your completed financial template(s) should be submitted alongside your main application.

### **Start-up funding**

Start-up funding is intended to enable a new school to cover essential costs when the school opens, such as employing a headteacher and buying books and equipment, where these costs could not otherwise be met by the per pupil funding initially received. While policy for alternative provision Free Schools is still being developed, we expect start-up funding to be provided in a similar way to mainstream Free Schools, but for a maximum of two years.

Start-up funding guidance and a template are included in the financial spreadsheet to allow you to see how much of this funding is likely to be needed by your alternative provision Free School proposal. Most elements of start-up funding are calculated on a formulaic basis. This is based on the number of pupils the school will have.

**Formulaic** elements of start-up funding include funding for books, materials and equipment, post-opening recruitment costs and some initial staff training. These formulaic elements will automatically complete in the financial spreadsheet once you have entered pupil and teacher number information.

There may also be some funding available to meet the costs of employing staff when the school opens and before it is operating at steady state. This will depend on the way the pupil numbers are building up and which staff are essential for the school to be able to operate.



The **staffing diseconomy** lines of the spreadsheet are blank for you to complete, so you will need to estimate how much diseconomy funding your school will need as a minimum while building up your pupil numbers. Diseconomy funding should reduce proportionately in the second year after opening as pupil numbers build up and will not be available after the second year.

Please note that existing providers becoming Free Schools will not normally be eligible for start-up funding.

### **Prior year audited financial statements (existing providers only)**

Existing providers seeking to become alternative provision Free Schools should submit their last two years' audited financial statements with their completed application form. We would normally expect to receive an up to date set of audited accounts before we can approve your application. If you are unable to provide audited accounts please explain why, and supply an alternative.

### **Evaluation Criteria**

Minimum Criteria (alternative provision Free School applications will be assessed against these criteria during the financial assessment stage. Before this assessment, applicants may have the opportunity to produce further financial information in light of the recommendations of the school funding review).

- Demonstrate that the proposal to establish the school represents value for money in the use of public funding - any additional funding considered necessary e.g. staffing diseconomies, and any formulaic start-up funding, should be kept to the absolute essential items to provide a balanced budget whilst ensuring that the educational vision of the school can still be delivered; and
- Demonstrate that the planned school will be financially sustainable from the beginning of the third year (as an expectation, this means generating in-year operating surpluses).

#### Comparative Criteria:

- Show that the planned school would be financially resilient to reductions in income caused by failure to recruit pupils to your best estimate recruitment pattern or failure to receive contributions from third party sources (where these are expected to be significant) - as a minimum, this means demonstrating that there is sufficient flexibility in the budget so that the school will be able to realistically change its expenditure to keep within reduced levels of income, without detriment to the delivery of the educational vision;
- Financial plans that are consistent with other aspects of the application and are based on supportable and realistic assumptions about the demand for places; and
- For existing providers, show that the existing provider has a good track record of financial management and that there are no other existing financial issues which would impact on the transfer to Academy status.

## Further Guidance

Academies Financial Handbook:

[http://readingroom.ypla.gov.uk/ypla/ypla-academies\\_financial\\_handbook-gn-nov06.pdf](http://readingroom.ypla.gov.uk/ypla/ypla-academies_financial_handbook-gn-nov06.pdf)

Visit the Schools Benchmarking website to see examples of maintained school finances:

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/a0014737/financial-benchmarking>. While some of the information will not be applicable to alternative provision, many of the costs will apply when running any type of school.

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