



Free Schools in 2013
Alternative Provision
Application Form

February 2011

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Reviewed by:

Name	Name & Title
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Approved by:

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Lawyers	
Education	

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Purpose of this Document

This document is an application to the New Schools Development Programme from Westside as an Alternative Provider.

Further information is available from [REDACTED], [REDACTED]:

[REDACTED]

Please find separately attached a covering letter and 'Applicant Details' and 'Outline of the School' in the Department for Education format.

A. Applicant details

Main Contact for this Application		
1	Names:	██████████
2	Address	██████████ London ██████████
3	Email Address	██████████
4	Telephone Number	██████████
About Your Group		
5	Please state how you would describe your group:	Independent School.
6	If other, please provide more details:	n/a
7	Has your group submitted more than one Free School application in this round?	No.
8	If yes, please provide more details:	n/a
9	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	No.
10	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	n/a
Details of the Company Limited by Guarantee		
11	Company Name:	Westside Independent School (Limited by Guarantee)
12	Company Address	██████████, London ██████████
13	Company Registration Number:	Companies Registration 05888220 Charities Registration 1116655 We understand that our Articles of Association may need to be amended in discussion with the Department for Education.
14	Does the company run any existing schools, including any Free Schools?	Yes.
15	If yes, please provide	The Company currently runs Westside Independent

	details:	School, which is Ofsted inspected.
Company Members		
<p>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16	Please confirm the total number of company members:	There are 10 members ("Trustees") of the company registered at Companies House. Their names are:
17	Please provide the names of each member:	1. [REDACTED] 2. [REDACTED] 3. [REDACTED] 4. [REDACTED] 5. [REDACTED] 6. [REDACTED] 7. [REDACTED] 8. [REDACTED] 9. [REDACTED] 10. [REDACTED]
18	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	1. [REDACTED]
		2. [REDACTED]
		3. [REDACTED]
		4. [REDACTED]
		5. [REDACTED]
		6. [REDACTED]
		7. [REDACTED]
		8. [REDACTED]
		9. [REDACTED]
		10. [REDACTED]
19	Please provide the name of the proposed Chair of the Governing Body, if known:	[REDACTED]
Related Organisations		
20	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-	No.

	commercial organisations.	
21	If yes, please provide the following information about each organisation 1. Their name; 2. Their Companies House and/or Charity Commission number, if appropriate; and 3. Describe the role that it is envisaged they will play in relation to the Free School.	n/a
22	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):	n/a
Existing Providers		
23	Is your organisation an existing provider wishing to become a Free School?	Yes.
24	If so, is your organisation registered as an independent school?	Yes.
25	Is your organisation an existing provider wishing to establish a separate alternative provision Free School?	No.
26	Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?	No.
27	If Yes to any of the above questions, please provide your six digit unique reference number here:	Unique Reference Number (URN): 135082
28.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	We are licensed for up to 20 students, and currently have 20 students on roll. Ages are 13-16.
29	If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website.	The latest Ofsted inspection was on 17 September 2009. This was published on 17 November 2009. Westside Independent School received a judgment of 'Good' in Quality of Education, Safeguarding Pupils' Welfare, Health and Safety and Promoting the Spiritual, Moral and Cultural and Development of Pupils. This can be found on the Ofsted site under Westside Independent School, Unique Reference Number (URN):

		135082 [REDACTED]
30	If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	Please see Annex 1.3 below for performance data for the last three years.
31	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	n/a.

Declaration to be signed by a company member on behalf of the company:

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

We reserve right to withdraw or review this application in light of the new rules governing Alternative Provision which are expected in 2013.

██████████

B. Outline of the school

1	Proposed school name:	Westside Free School
2	Proposed academic year of opening:	2013/14
3	Proposed age range of the school:	Other Age 13-16 (Years 9-11).
4	Cohort of pupils you intend to cater for:	Children with Behavioural Issues Excluded children Other We also expect around 25% of pupils to have a statement of Special Educational Needs. For more on this please see point 13 below.
5	Proposed number of pupils when at full capacity:	Full Time (FT): Up to 32 Part Time (PT): 0
6	Date proposed school will reach expected capacity in all year groups:	2016/2017.
7	Will your proposed school be:	Mixed.
8	Do you intend that your proposed school has a faith ethos?	No.
9	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	n/a
10	Postcode of the preferred site of the school:	Not yet identified.
11	Local authority area in which the proposed school would be situated:	The school is currently within Westminster [REDACTED], and close to the triangle of Brent, Westminster, and Kensington & Chelsea. Any new premises would be close to this position. We would consider moving just across the Harrow Road into Kensington & Chelsea if suitable premises could be found. We do not anticipate that this would have an impact on our referral patterns.
12	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Kensington & Chelsea, Westminster, Brent
13	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	Westside Free School will be a hybrid Alternative provider-Special School model. We will cater for students who have been unable to flourish in mainstream for a variety of reasons, including unmet learning needs, BESD, disrupted educational backgrounds and turbulent home lives. We expect around 25% of pupils to have a statement of Special Educational Needs. Given our level of demand from commissioners, this estimate is conservative. Please see section E below for more on this. We understand that this is will be unusual given the current Department for Education guidelines regarding placement options for students with statements. However, Westside School has a long history of providing successful provision to students with statements. We feel strongly that for many

		<p>students with statements in Years 10 and 11, our provision is the most appropriate option.</p> <p>For more on this aspect of our work, please see section D.1.3.5 below.</p>
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C. Educational vision

C.1.1 Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

C.1.1.1 *Set out clearly why you are seeking to establish your alternative provision Free School. Please explain the key features of your school, including the proposed age range, curriculum, location and approach to teaching and learning.*

Westside School was set up in 2006 to provide an alternative educational environment for young people who have been unable to flourish in mainstream. Our mission as Westside Free School will remain unchanged; to address the lack of academic, supportive, individually-focused and above all effective alternative educational options in our area for the following types of students:

- Students at risk of permanent exclusion.
- Students with turbulent family backgrounds that have interfered with their ability to access the curriculum in mainstream.
- Students with a history of challenging behaviour and Behavioural, Emotional and Social Difficulties.
- Persistent absentees or students with school phobia.
- Students involved with negative peer groups or with Youth Offending Teams.
- Students who need time out in a small and calm environment, for example as a result of bereavement.
- A minority of students with statements of Special Educational Needs, specifically Behavioural, Emotional and Social Difficulties, autism/Asperger's or ADHD¹

¹ We are aware of the guidance given by the Department for Education that students with statements of SEN should not be educated long-term in Alternative Provision Free Schools. However, we feel strongly that for some students with statements in Year 10, Westside Free School will offer the most appropriate provision. Please see section D.1.3.5 for more on this.

General Need

There is a compelling need for more good alternative provision places both within the area in which we envisage Westside Free School being located, and in the sector as a whole. The number of students accessing alternative provision has risen significantly over the last ten years.² 2% of students nationally are believed to be enrolled in alternative provision at the end of Key Stage 4, although accurate numbers are not known.³ Anecdotal evidence from a number of commissioners indicates that these numbers are likely to rise. Many of the students referred to these institutions are some of the most vulnerable and underprivileged in society. A recent study of children on roll in PRUs across the country found that:

- 50% had poor social skills.
- 20% had been exposed to domestic violence.
- 20% had parents with mental health problems or who are drug and alcohol abusers.
- 75% had behavioural problems at school.
- Over 50% had a history of poor attendance.
- Over 25% had been involved in offending behaviour.⁴

Our experience is that many of these students will also have Special Educational Needs, with or without statements. Often these will be Behavioural, Social and Emotional Difficulties.

The price of failure to provide adequate support for vulnerable students at risk in education is high for society. For example, for those who do go off track and end up in custody, the cost to the state is in the region of ██████████ per year.⁵ However, too often alternative education provision for vulnerable young people remains unfocused in its aims, unambitious in scope and untailored for the specific needs of students accessing it.

² T. Ogg (2010), *A New Secret Garden? Alternative Provision, Exclusion and Children's Rights*, (Civitas, London), p.13

³ Table 3: GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by admissions basis, government dataset ██████████, source at ██████████ at 10.43am, and conversations with ██████████ 2011.

⁴ National Children's Bureau study cited by A Eastman (2011), *No Excuses: A review of Educational Exclusion* (Centre for Social Justice, London) p.181

⁵ Conversation with ██████████ at ██████████, November 2011.. Equally, the Centre for Social Justice has noted that 73% of young offenders describe their academic achievement as zero. ██████████, accessed 13.01.12. Equally, 66% of juveniles brought before the Courts of Justice in relation to the public order offences of August last year had Special Educational Needs, and 36% were identified as having at least one fixed-term exclusion from school during 2009/10. ██████████, accessed 12.05pm 10.01.12

For many of the students that we anticipate supporting as Westside Free School, mainstream placements will have irrevocably broken down. These students are typically on the verge of referral to a Pupil Referral Unit, to independent alternative provider or to an internal inclusion unit. While some Pupil Referral Units do a good job in getting students back on track in education,⁶ the quality of this provision remains variable at best. Only 19.6% of students in PRUs nationally achieved 5 A* - Gs at GCSE in 2009,⁷ and 60% of the PRUs in our feeder boroughs were ranked 'low' by Ofsted for either pupil attendance or attainment in their most recent Ofsted inspection.⁸ Equally, while some independent alternative providers offer exciting and innovative programmes for students at risk, many provide a poor standard of education for their students. The Centre for Social Justice has highlighted concerns including 'poor attendance and lack of follow up; a narrow, de-motivating curriculum; a poor environment and lack of resources; unqualified, inexperienced staff; high staff turnover; and poor communication with placing schools.'⁹ Indeed, narrowness of curriculum is something that has particularly disturbed our group in the past; we are aware of no other centres in our feeder boroughs that offer GCSE-age the opportunity to sit 5 GCSEs. Only 13% of students on roll at Alternative Providers, PRUs and Hospital Schools nationally in 2010 achieved 5 A* - Gs including English and Maths, and only 19.2% of students achieved at least 1 pass at GCSE.¹⁰ Finally, while some schools offer excellent in-house internal units as a means of supporting vulnerable students, we have serious concerns about the unfocused and open-ended use of these facilities by some schools. For more on this, please see section D.1.1 below.

*'As a Principal I feel that the issue of high quality AEP [Alternative Education Provision] is my most pressing issue. I'm desperate for support. I'm on my knees trying to get the best outcomes for my students and for my families. These children are not going to disappear. They are entitled to a great education and we are failing these children, by sweeping them under the carpet and hoping it will go away. It's time now to make a difference, it's time now to face those children that we left behind.'*¹¹

Principal of an Academy

⁶ The Bridge Academy in London in particular is currently demonstrating what can be achieved through an ambitious programme focused on the needs of each learner.

⁷ Dataset given to Westside by previous Commissioning Manager (Additional Needs and Inclusion) Children's Services, Westminster.

⁸ Feeder boroughs include: Westminster, The Royal Borough of Kensington & Chelsea, Hammersmith & Fulham, Brent and Islington. Information taken from [redacted] accessed 14.12pm on 19.01.12.

⁹ Cited in A Eastman (2011), *No Excuses: A review of Educational Exclusion* (Centre for Social Justice, London) p.195

¹⁰ We have been unable to find any statistics isolating results achieved by students in Alternative Providers. However, given that the comparable figure for PRUs is 21.7%, it is safe to assume that the figure for Alternative Providers and Hospital Schools is significantly lower. Gov [redacted], accessed 31.01.12 at 09.58am.

¹¹ Quote from the Principal of an Academy, cited in A Eastman (2011), *No Excuses: A review of Educational Exclusion* (Centre for Social Justice, London) p.195

Local Need

At Westside we feel strongly that there is a clear need for high-quality cost-effective Alternative Provision in the specific area in which we envisage Westside Free School being located. Westside is currently based just off the [REDACTED] in Westminster, in one of the 3% most deprived Lower Layer Super Output Areas in England. 38.98% of adults of working age in this area have low or no qualifications and 32% claim a key benefit. Many of our neighbouring sub-wards have serious problems with violent crime and anti-social behaviour. The Queen's Park area near to us is home to an established gang, as is Lisson Grove to the east and Ladbroke Grove to the south. We take referrals from a range of supportive commissioners across the north-west London area.¹² Please see section E.2.2.2 below for a map with the locations of our current and prospective commissioners.

Alternative educational options for excluded young people in our area are currently limited. Westside School surveyed a range of our existing commissioners and community supporters as part of our Free School bid. 100% of the 11 commissioners and community supporters we surveyed indicated that they felt that there was not adequate provision in the area for the students of the type that Westside serves. 40% noted that there was a lack of provision offering excluded students the option of an academic programme. 25% noted there was a lack of provision providing effective support for young people with specific emotional and behavioural needs or those who feel socially excluded. Please see below for a range of quotes.¹³

Sources in two Local Authorities have also indicated that they feel that there is a lack of adequate provision in their boroughs for students of the type that Westside serves. The Royal Borough of Kensington & Chelsea's Diverse Pathways Group, whose core role is to 'lead on the identification of demand, the identification of a lack of provision, and the commissioning of provision to fill those gaps', have identified Year 9 students who need alternative provision before KS4 as a particular target group.¹⁴ Equally, the [REDACTED] has provisionally indicated that she would consider sending up to 10 students per year to Westside Free School, which we feel clearly indicates a lack of other suitable places.¹⁵

Support for the school has translated clearly into provisional commitments from a range of potential commissioners to place students with us at the agreed fee of [REDACTED] per year-long FTE place.¹⁶ Total projected demand for places at Westside Free School in 2013 and 2014 is equivalent to 124% and 144% of current number of places available. We would argue that this is the strongest demonstration of need for additional provision in our area.¹⁷

¹² At Westside we are committed to serving the students from the areas in which we currently operate. We have long-standing relationships with a range of supportive commissioners, with whom we work to ensure the best outcomes for students on the verge of exclusion in our area. However, the building in which we are located does not meet our needs. We anticipate relocating to nearby premises to improve the learning environment that we can offer our students. For more on this please see section H below.

¹³ For complete copies of statements of support from existing commissioners, please see Annex I.10. For responses to community surveys please see Annex I.12.

¹⁴ Minutes from Diverse Pathways Group meeting held 1st November 2011, supplied to Westside by RBKC contact.

¹⁵ Please see Annex I.10 below for full text of comment.

¹⁶ We will have a slightly different arrangement with SEN agencies which will have no impact on our assumed levels; please see E.2.2.2 G.1.2.2 below for more on this.

¹⁷ For more on this please see section E below.

'There is a real shortage of alternative provisions in London and in particular in quality placements which offer and persist with academic attainment... the provision [offered at Westside] is well-structured and has a good academic focus which is often lacking in other alternative provisions.'

██████████, Pimlico Academy.

'There are very limited providers offering students academic options in our area.'

██████████, Westminster Academy.

'We feel that there is a lack of good Alternative Provision places for vulnerable young people in our area. We are especially concerned by the lack of organisations offering young people who are unable to access the curriculum in mainstream the chance to sit GCSEs.'

██████████, Capital City Academy

'There is pressing need for such provisions to assist, support and encourage disaffected youths in the community.'

██████████, local youth mentor.

'Westside is the only local institution offering the chance of 6 GCSEs in such a dedicated and enthusiastic environment. It encourages a second education which is unavailable anywhere else in the local area and is currently easily accessible for the students.'

Local business supporter

'There is very limited provision... in the local area that provides adequate support for some of the emotional and behavioural challenges that these young people face. Westside is the only provision I know of that is willing and able to adapt to the complex needs and challenges facing young people [for whom]... a larger mainstream school is simply not appropriate.'

Just for Kids Law

'Young people aged 14-16 who are falling out of school for a variety of reasons need a lot of support in the best possible environment. There is a real and identified need for organisations such as Westside, for these young people benefit greatly in a smaller, more creative and nurturing environment.'

██████████
██████████

'Westside supports a very particular [type] of student; those who are and feel excluded from mainstream education – and life. Westside does an excellent and unique job of giving their students a feeling of once more belonging.'

██████████

It is clear that there is a local and national need for additional high-quality alternative educational options for students who have been unable to flourish in mainstream, which can demonstrate what is possible to achieve in the sector and drive up the quality and ambitions of other alternative providers and PRUs alike.

The Westside Model

Westside School has an established track record of supporting vulnerable students in Years 10 and 11 to go forward to further education, employment or training. Our current GCSE results are better than those achieved by all comparable institutions; in 2010, 40% of our graduating students attained 5 A* - Gs including English, Maths and Science, compared to only 13% of students nationally in Alternative Providers, PRUs and Hospital Schools. We are also very proud of our track-record in supporting students to go on to further education or training. 71% of students graduating July 2011 gained a place at college. 1 student is taking A Levels. Westside Free School will build on the success of our current model. For full performance data from the last three years, please see Annex I.3 below. Our website, www.westsideschool.org.uk, may also be of interest.

Westside Free School will serve young people in Years 9 – 11 who have either been permanently excluded, are at serious risk of permanent exclusion or have struggled to flourish in mainstream due to complex needs. Our model has its roots partly in the Human Scale Education Movement, and partly in networks of small schools in Japan, which have been set up to provide an alternative educational environment for young people who, for a range of reasons, have been unable to flourish in large and inflexible mainstream schools.¹⁸ For more on this, please see 'Staffing Structure and Approach to Teaching and Learning' in section D.1.10 below.

Westside Free School will provide a small, safe, supportive and ambitious academic environment in which young people can reengage with learning in a positive fashion, relearn key social skills and go forward to opportunities in workplaces or further education. All provision will be closely tailored to the needs of our typical student, including the specific needs of our students with statements of SEN.¹⁹ For more on this please see section D.1.3.5 below. Our approach to teaching and learning will be innovative. For more on this, please see 'Staffing Structure and Approach to Teaching and Learning' in section D.1.1 below.

In the future, Westside aims to expand to further sites in order to have an impact on the lives of as many young people as possible.

Westside School is currently located in the borough of Westminster on the borders of Brent and the Royal Borough of Kensington & Chelsea. While our site has served us well for a number of years, it will not be ideal for us going forward as a Free School. We hope to relocate within a reasonably short distance of our current site. For more on this, please see section H below.

We have thought hard before applying to convert to Free School status. We have concluded that conversion would be appropriate for us, and would support us to enhance our educational offer for the young people we serve, for the following reasons.

¹⁸ For more on the Japanese model please see 'Staffing Structure and Approach to Teaching and Learning', D.1.1 below.

¹⁹ Most of our students currently come from Black or Minority Ethnic groups, and the overwhelming majority have Free School Meals. Our typical student may have had an extremely disrupted educational background, lack a nurturing home environment and have missed learning general social skills. Most have come to view educational establishments as threatening and adversarial places and have a history of truanting. Many have a record of extremely challenging behaviour, and some operate on the periphery of local gangs. Around 25% have a statement of SEN.

- We are Ofsted-inspected and make every effort to conform to all relevant government guidelines. However we feel that Free School status would be an **additional stamp of quality for us**, and would reduce the amount of time it takes to develop these relationships, and allow us to focus on the more important business of promoting students' learning and achievement.
- At Westside we are proud to be part of a diverse and exciting community of Alternative Providers with whom we can share best practice and work to improve the quality of provision in the section as a whole. We anticipate that Free School status would support us to **develop closer links with the best and most exciting provision in our field**, and to enhance the learning and achievement of our students as we learn from other providers and in turn support other providers to improve.
- At Westside it has long been our aim to deliver innovative, independent and cost-effective education for an area in which there is insufficient provision. We feel that these **aims are very closely aligned with those of the Free Schools movement**, and that it therefore makes sense for us to move forward as a Free School.
- Our current school site, despite having served us well for a number of years, is no longer ideal for us for a range of reasons as noted above. We hope that Free School status will provide us with some of the additional support that we need both **to expand and to direct students' learning and achievement in a building that is more appropriate for us**.

C.1.1.2 Identify what will make the school distinctive in its vision and ethos and how this has informed the Education Plan.

Mission Statement

At Westside we are committed to improving the life chances of vulnerable and challenging youth. We provide a nurturing, safe environment in which young people aged 13–16 in Years 9–11 can gain GCSEs, re-engage positively with their peers and go forward to opportunities in college, employment or training.

Our Vision

We believe that:

Principle 1

Students who have struggled in mainstream will often substantially benefit from a small, stable, caring and individually-focused school environment.

Principle 2

Every young person has the capacity to make a success of him or herself, and all students who have the ability to sit GCSEs should be supported to do so.

Principle 3

General social skills, such as the ability to co-operate, negotiate, listen and interact positively with peers, must be nurtured.

Principle 4

Families are key agents for change and must be supported to play a positive role in their children's education.

Principle 5

Educational establishments should educate the whole student.

Ethos

The Westside ethos is:

Caring and Supportive

We believe that students at risk of disengaging with education often need a caring environment in order to grow as learners.

Ambitious

High expectations create high aspirations. Our staff team believes strongly in every student's potential to achieve.

Consistent, Fair and Understanding

Most students come to us with a long history of difficult interactions with inflexible disciplinary systems. We import an understanding of the specific needs of each student into all disciplinary contexts.

Empowering of Students

Many of our students have come to view school as a system that acts against them and not for them. We want students to feel like partners at Westside, and consult them on operational decisions ranging from curriculum to uniform.

There are some areas of cross-over between our Principles and our Ethos. This is because our Ethos are designed to be a shorter series of working commitments which our staff will use as a template for all interactions with students.

Our Principles and Ethos are closely reflected in our Education Plan. Please see the table below for examples.

Principle/Ethos	Content	Link with Educational Plan
Principle 1	Students who have struggled in mainstream will often substantially benefit from a small, stable, caring and individually-focused school environment.	This principle will influence all aspects of our curriculum delivery, staffing structure and approach to teaching and learning. Class sizes will be no larger than 13, and all classes will be supported by a minimum of 1 teacher and 1 Teaching Assistant. Westside Free School will grow to no larger than 32 students, which will allow us to focus on the cultivation of strong and positive relationships between students and staff. We will provide a programme of individualised support for all students depending on strengths and needs. Please see section D.1.1 for more on this.
Principle 2	Every young person has the capacity to make a success of him or herself, and all students who have the ability to sit GCSEs should be supported to do so.	Westside Free School will expect all Year 10 students referred to our 2-year programme to remain with us until the end of Year 11, when the vast majority will sit a minimum of 5 GCSEs.

Principle 3	General social skills, such as the ability to co-operate, negotiate, listen and interact positively with peers, must be nurtured.	At Westside Free School we believe that it is our responsibility to prepare our students for adult life. We nurture key social skills across subject areas, and will run a number of programmes designed specifically to support our students to develop the resources required to make a success of further employment, education and training. For more on this, please see section D.1.1 below.
Principle 4	Families are key agents for change and must be supported to play a positive role in their children's education.	Westside Free School's parents are likely to be some of the most socially-excluded in the country. At Westside we will have a unique opportunity to reach out to these individuals. We will expect parents to play an active role in their child's education from day one of referral by approving Individual Education Plans, attending Open Days and meeting with staff as appropriate to discuss their child's progress. Westside Free School will also offer a English language classes and a range of non-judgmental workshops for parents on issues including supporting their child to attend appropriately and to manage their behaviour.
Principle 5	Educational establishments should educate the whole student.	Westside Free School students are likely not to have had many of the basic cultural and social experiences that the majority of us take for granted. We will offer our students an exciting programme of extra-curricular trips designed to broaden their horizons and increase their confidence in dealing with institutions and individuals different from those in their immediate neighbourhoods. For more on this please see section p.27 below.
Caring and Supportive	We believe that students at risk of disengaging with education often need a caring environment in order to grow as learners.	See Principle 1 above.
Ambitious	High expectations create high aspirations. Our staff team believes strongly in every student's potential to achieve.	Staff will make it clear from the outset of a referral that they believe that every student has the potential to be successful in school. We will also set high expectations regarding behaviour and attendance. For more on this please see section D.1.5.1 below.
Consistent, Fair and Understanding	Most students come to us with a long history of difficult interactions with inflexible disciplinary systems. We import an understanding of the specific needs of each student into all disciplinary contexts.	Westside Free School's behaviour and attendance policies will be designed to take the individual needs of each student into account. For more on this please see section D.1.5.1 below.

Empowering of Students	Many of our students have come to view school as a system that acts against them and not for them.	We want students to feel like partners at Westside Free School. We will consult them on operational decisions ranging from curriculum to uniform, and will run a School Council to support students to feel that they have a stake in the school. In class we will make it clear in all subject areas that we value the unique contribution that every student can make to the learning process. For more on this, please see section p.30 below.
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C.1.1.3 *Set out your aspirations for the educational achievement of individual pupils (including their preparedness for everyday adult life), and the school as a whole and why these targets are appropriate.*

In order to achieve our vision we have set ourselves a number of targets. Targets 1, 2, 4 and 6 are closely linked to our Principles in order to ensure coherence across our Education Vision and Plan. For more detailed information on Westside's targets, including why these are appropriate for our students and how we plan to measure progress towards them, please see section D.1.4 below.

Target 1

To provide our students with a supportive and safe environment in which to grow in confidence as learners.

We will offer a positive and stimulating learning atmosphere, an exciting curriculum and a staff team who are committed to developing strong and supportive relationships with all students.

Target 2

To support at least 50% of students to pass 5 GCSEs including English, Maths and Science by the end of Year 11, for all students to make good progress against Individual Learning Plans and for Year 9 students to report that they feel more confident as learners by the end of their placements.

We will have the highest academic expectations for every child. We will tailor curriculum delivery to the unique needs and strengths of every student, and support learners who have become accustomed to view themselves as failures to develop belief in their capacity to succeed.

Target 3

To support all Year 10 and 11 students, many of whom will be at risk of becoming NEET post-16, to go on to further education, employment or training programmes after Westside, and to support all Year 9 students to make a success of placements after Westside.

We believe that every one of our students has the capacity to make a success of him/herself. We will offer a targeted Careers, Training and Further Education programme designed to support students into post-16 placements, and will offer a range of supportive measures to assist Year 9s to flourish in mainstream.

Target 4

For all our students' wellbeing and general social skills to improve. We also aim to broaden our students' horizons and increase their confidence in dealing with institutions and people different from those in their immediate communities.

We will actively seek to enhance students' confidence and social skills through a dynamic range of cross-curricular programmes and trips. We will be committed to demonstrably improving our students' wellbeing through a range of therapeutic interventions and a robust pastoral care system.

Target 5

For all students' behaviour and attendance to improve whilst they are at Westside, and for this improvement to be sustained following transfer back to mainstream in the case of Year 9s.

We know that students cannot go on to be successful in mainstream or in post-16 placements unless they have been supported to take charge of their behaviour and attendance. We will run a range of supportive programmes with these outcomes in mind, including Anger Management, Resilience and solution-focused coaching.

Target 6

To support families to become active partners in their children's education.

At Westside we know that parents are and will continue to be the most significant figures in our students' lives, and are best-placed to support our students to make a success of themselves as young adults. We also know that many of our parent-partners will be among the most socially-excluded in the country. We will strive to support all parents to develop the confidence to play a positive and active role in their children's education.

Target 7

To work in partnership with a wide range of educational organisations, Local Authorities, schools, agencies and businesses to ensure the best outcomes for excluded students in our feeder boroughs.

Strong partnerships with appropriate organisations make for most effective work in this sector. We will commit ourselves to developing supportive working relationships with a wide range of appropriate organisations.

Target 8

To innovate and lead in the Alternative Provision sector by providing a unique example of excellent practice.

Westside Independent School has an exceptionally good track record in getting students back on track in education. As Westside Free School we will aim to demonstrate exactly what can be achieved by students on whom others have given up.

D. Education Plan – part 1

D.1 Executive Summary

At full capacity, Westside Free School will cater for up to 32 students. We will take up to 13 full-time equivalent students in Year 10, up to 13 full-time equivalent students in Year 11 and up to 8 full-time equivalent students in Year 9. Year 10 and 11 students will attend the school from the point of referral until the end of Year 11, when they will sit GCSEs with us and go on to college, training or employment. Year 9s will attend the school on a short-term basis, returning to mainstream for the most part after 12 weeks. All students will attend Westside full-time while they are with us. Most of Year 10s and 11s will transfer to the Westside Free School roll for the duration of the referral. Year 9s will remain on the roll of their original school.

Pupil numbers	Year 9	Year 10	Year 11	Total
2013/14	4	12	10	26
2014/15	4	12	12	28
2015/16	5	12	12	29
2016/17	6	12	12	30
2107/18	6	12	12	30

Figure 1 – Pupil Numbers

Westside Free School will offer Year 10 and 11 students up to 6 GCSEs. We expect the vast majority of students to sit at least 5 GCSEs by the end of Year 11. There will be some scope for flexibility; particularly able students may take one or two exams early while, for the small minority of students for whom we feel GCSEs are not an appropriate option, we will offer Functional Skill accreditations in core subjects with EDI. We will also offer an exciting non-GCSE curriculum, including a range of additional qualifications depending on interest and aptitude. We will deliver a targeted Careers, Further Education, Employment and Training programme designed to support our students to go on to further education, employment or training after Westside. Individual Education Plans will be developed for all students on arrival, with input from the student, the student's parents and the commissioning body. We will use these Plans to ensure that individual needs are appropriately addressed.

Our Year 9 programme will offer short-term respite places to Year 9 students whose behaviour or attendance is placing their mainstream placement at risk. Year 9 referrals will last for one academic term, with the possibility of extension if this is deemed appropriate for the student. The programme will be designed to support students to consolidate core academic competencies including literacy and numeracy, and to develop the soft skills required to make a success of their mainstream placements. We offer a rigorous academic curriculum, a range of other additional subjects and a Resilience curriculum to support students to manage their behaviour in challenging circumstances. We will strive to support all students to make a success of their mainstream placements after Westside.

D.1.1 Set out a viable curriculum plan with appropriate focus on core areas of learning.

Curriculum for our Two-Year Programme for Year 10 and 11s

Westside Free School will offer a broad and balanced curriculum to Year 10 and 11 students. Our core curricular areas will be as follows:

GCSE Curriculum

We will run the following full OCR GCSE courses:

- GCSE English
- GCSE Mathematics
- GCSE General Science
- GCSE Art
- GCSE Citizenship
- GCSE RS

These subject areas form the core of our timetable. ICT is also part of all of our learning. From past experience we feel that the most appropriate ICT qualification for our students are the City and Guilds qualifications which we intend to offer to our students, described below.

Non-GCSE Curriculum:

We will also offer a variety of additional programmes to ensure that students have as broad a learning experience as possible. Students will also be offered the opportunity to gain accreditations in a range of vocational subjects.

- **Functional Skills in English, Maths and Science with EDI.** For the very small minority of our students whom we feel are not ready for GCSEs at the end of Year 11 we offer a Functional Skills programme.
- **An AQA accredited Nutritious & Delicious cookery programme.** This programme will allow students whose families may not cook at home the opportunity to learn about basic nutrition and try some simple recipes. We believe that this programme will be particularly effective in providing students with a forum in which to practise listening, negotiating and working in a group. It also allows us to provide our students with an opportunity to eat meals together as a group, which we feel is an important social skill.
- **Music and Music Production.** We currently offer off-site individual music sessions in conjunction with a local private school for students with particular aptitude, and will continue to offer this as a Free School. We will also aim to run computer-based Music Production sessions with both Year 10 and 11 leading towards an accreditation, which will take place in our Variable Programmes sessions, depending on students' interest. We are also hoping to develop our capacity to offer more on-site music-related workshops in the future.
- **PE.** Students will follow a multi-sports curriculum (including football, basketball, netball, cricket, volleyball, Boxercise and softball), designed to expose them to a wide range of sports. We find that the discipline and commitment involved in pursuing a sporting activity to be highly beneficial for students. Boxercise, which combines fitness training and pod work, is very popular. We will offer an accredited Sports Leadership programme (depending on student demand and ability) in which students will work towards leading sports sessions in local primary schools. This programme has proved effective in enhancing students' abilities to negotiate, co-operate and work in a group. We will also consider offering our students an additional coaching accreditation which would allow them to coach younger students on the weekends. This accreditation would run in the first week of the summer holiday, and would form part of our plan to move towards extended term dates for all students. Please see section D.1.2.1 for more on this.

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- **Reading Recovery.** Many students will come to us with low literacy levels which materially interfere both with their ability to perform in other lessons and their long-term prospects in further education and employment. We will offer these students intensive one-to-one catch-up sessions once a week.
 - **Local Community-related sessions.** Westside Free School will endeavour to support all students, many of whom come from socially-excluded families, to become proactive citizens able to make a positive contribution to modern British society. As part of this aim we intend to run sessions on the history of the local community in conjunction with our Citizenship curriculum, with the support of the Beethoven Centre which is based in Queen's Park. We also intend to run discussion sessions on local community issues with our students, which have been successful in the past. We were excited to have recently had Ken Livingstone visiting the school to discuss gang problems and local policing with our students.
 - **Photography.** We intend run workshops with photographers to design and create a narrative photo-strip.
 - **Drama.** As a Free School we will run extended drama projects in conjunction with the Gate Theatre in Notting Hill. These have proved very engaging in the past for students with literacy or communication difficulties who struggle to express themselves conventionally. We are proud of an alumnus who is now running a Drama Club at a local college while studying for A Levels, and of an alumna who is now at Drama School.
 - **Film.** We have in the past found that many of our students are very interested in music videos produced by young people in the local area. As a Free School we would aim to deliver in-house afterschool film sessions in conjunction with our Music Production sessions to support students to develop their own short videos. We have strong and long standing relationships with Working Title Film, who we hope would support us to deliver these sessions.
 - **ICT.** Westside is currently in the process of updating computer equipment. As Westside Free School we plan to offer our students a City & Guilds Level 1 or 2 IT qualification depending on aptitude.
 - **Debating.** We run debating sessions partly to encourage students to take an interest in issues affecting their local communities and partly to give them a forum for expressing strongly-held opinions in a controlled and courteous way.

- **Careers, Training and Further Education Programme.** We will run an intensive Careers, Training and Further Education Programme for all students. Year 10s complete a work-experience placement in one of the various establishments with which Westside has links in the summer, which have in the past included: a PC gaming company, a local theatre, a high-profile UK-based clothes designer, a plumbing company, local schools and offices, a gardening centre, a garage, a hair salon and the Ecology Centre within [REDACTED]. Our dedicated Careers Advisor will discuss post-16 plans with all students at the beginning of Year 11, and will develop an exit plan for each student. This will include baseline assessments for each student, a list of potential onward destinations or goals and the steps that must be taken to achieve these goals (including attending Open Days for college, developing application and scheduling interviews). The Careers Advisor will support students through each stage of their plan. Members of staff will also accompany students to interviews and write references as required. We were delighted that 71% of students graduating July 2011 went on to college. However, we know that successful initial post-16 placements are not the end of the road for our students. We will continue to work closely with alumni after they graduate, and encourage them to return for help with CVs and careers advice. For students whom we identify as at risk of 'churning' between placements, we will arrange a series post-graduation mentoring sessions with a named member of the Westside staff team to support the student to make a success of his or her new placement. We are also currently considering offering a week-long workshop in employability skills for Year 11s during the summer term after they finish their GCSEs. We are aware that the Young Foundation in London is currently running a similar programme for graduates with some success. For more on the possibility of extended term dates, please see section D.1.2.1 below.
- **PSHCE.** We will aim to assist all our students to discover the social and emotional tools to go forward to opportunities in education or workplaces. PSHCE will form a core part of our curriculum for Year 10 and 11 students. We currently run a robust PSHCE programme for these year groups, which includes a variety of sessions ranging from externally-delivered workshops on gang and drug issues to Anger Management classes and in-house sex education. We also have a full and comprehensive PSHCE policy, which we anticipate would form the basis of Westside Free School's PSHCE policy.
- **Therapeutic work.** For those of our students who require therapeutic intervention, our SENCO currently delivers solution-focused coaching sessions designed to support students to actively explore their current resources and to begin to envisage a positive future for themselves in education and employment. We also make referrals to Child and Adolescent Mental Health Services (CAMHS) as appropriate. We will continue this practice as Westside Free School.

PSHCE, Reading Recovery and our Careers, Training and Further Education Programme run all year round. Other programmes do not all run concurrently. Please see section D.1.2 below for more on this.

██████████ is 17. He is quiet, shy and extremely bright. He was repeatedly bullied in Year 7 but did not receive appropriate support, and became very unhappy in school. He was permanently excluded at the end of Year 7 for losing his temper over a minor matter and throwing a chair at a teacher. Despite the uncharacteristic nature of this incident, ██████████ struggled to gain a new school place following exclusion. He was referred between three Pupil Referral Units between Years 8 and 9, and did not feel that he fitted in in any of these places. He experienced other students as aggressive, confrontational and unwilling to learn, and found lessons unchallenging. By the time he was arrived at Westside in 2008, he was afraid he would not be allowed to sit GCSEs, or be able to go on to college. We are very proud of ██████████ and of his achievements in our consistent atmosphere. He gained 6 GCSEs at grades A*-C in summer 2010.

'Westside is a school for second chances. Before I went to Westside, I was failing at everything, life even. I was excluded with nowhere to go. No school wanted me and I thought I'd end up without a proper education. Then, out of the blue, it was as if Westside scooped me out of the gutter and saved me. Two years later, I have completed my GCSEs and am going on to A-Levels in Politics, English Lit and Media.'

All names have been changed in this and subsequent case studies.

How do these aspects of the curriculum link with our Education Vision?

GCSE Curriculum:

Our academic curriculum will offer our students the opportunity to gain 5–6 GCSEs, in line with our belief that all students who have the ability to attain GCSEs should be supported to do so (**Principle 2** above). GCSE qualifications significantly enhance our students' employment prospects post-16, and most colleges look favourably upon applications from students with qualification in core subjects. By supporting students to achieve these qualifications we are supporting them to achieve in line with our aim for all students to make a success of placements after Westside (**Target 3** above).

Non-GCSE Curriculum:

Our non-examinable curriculum will support our students to enhance their social skill sets in line with our belief that general social skills must be nurtured (**Principle 3** above), and that educational establishments must educate the whole student (**Principle 5** above). It gives students the opportunity to try a range of activities for which they may have an aptitude, in line with our belief that every young person has the capacity to make a success of him or herself (**Principle 2**).

How appropriate are these aspects of the curriculum for our students, and how will it meet the different needs and interests of all pupils?

GCSE Curriculum:

Appropriate: At Westside experience has taught us that the vast majority of our target student groups can achieve GCSEs in core subjects with appropriate support. We believe strongly that all students who do have the capacity to pass GCSEs should be supported to do so, and that those with academic aptitude and behavioural problems should not be pushed towards vocational courses by default. We will make it clear from day one of a referral that we have very high expectations for students, and believe strongly in their capacity to succeed. Our curriculum delivery is highly supportive, and designed to restore students' confidence in their capacity to succeed. Please see 'Staffing Structure and Approach to Teaching and Learning' below for more on this. As noted below, we aim to choose subject areas to align with student interest.

We feel that the strongest vindication of the appropriateness of our academic curriculum is the results that we are able to achieve with students. Forty percent of our students achieve 5 GCSEs including English, Maths and Science, and all of our students passed at least 3 GCSEs including English and Maths, in the academic year 2010-2011.

Needs: As noted above, by supporting students to pass GCSEs we will widen their options post-16, and allows students who are academically able to pursue studies to a higher level. A significant minority of our students will go on to study for A Levels each year, and one alumnus is now applying for university. Our curriculum delivery will be carefully differentiated for those with varying needs. For more on this, please see section D.1.3 below.

Interests: Westside Free School will aim to align courses offered with student interest. For example, in the past we have exchanged History for RS due to student demand, and have considered adding a GCSE in French following expression of interest. We will strive to offer subjects that we know will be engaging for our students, and to deliver these subjects in a way that makes them feel relevant to students' lives. In Citizenship we intend to focus on campaigns which we feel are particularly relevant to young people in the local area, and we will focus on interfaith issues in RS. We will also supplement most subjects with an exciting programme of guest speakers and trips.

Non-GCSE Curriculum:

Appropriate: Our non-examinable curriculum will support our students to enhance their social skills in line with our belief that general social skills must be nurtured (**Principle 3** above), and that educational establishments must educate the whole student (**Principle 5** above). We are particularly excited about our new Resilience Programme which we hope will have a positive impact on students' capacity to manage their behaviour, and on their wellbeing. Our non-GCSE curriculum will also give students the opportunity to try a range of activities for which they may have an aptitude, in line with our belief that every young person has the capacity to make a success of him or herself (**Principle 2**). We believe that our therapeutic work, our PSHCE sessions and our intensive Careers, Training and Further Education Programme will provide the support necessary for students to transition appropriately to mainstream, in line with our commitment to supporting students to go on to further education, employment or training (**Target 3** above).

Needs: Students come to Westside from a variety of backgrounds and with a variety of needs. Some will be extremely academically able while others will have very low levels of literacy and struggle with basic mathematical concepts. Some are naturally gifted at sport while others are more artistic. We will offer a wide range of additional programmes in order to meet this range of aptitudes and needs, and a range of accredited courses for students with various talents. These programmes will also offer our staff ample opportunities to build in work on students' social skill sets, including speaking and listening, co-operating and negotiation in line with **Target 4** above.

Interests: We will strive to offer as broad a range of additional subjects as possible to ensure that all students are able to try activities for which they may have an aptitude.

How will these aspects of the curriculum improve pupil outcomes on a range of measures?

GCSE Curriculum:

We believe that our academic curriculum will make it easier for students to make a success of placements after Westside, in line with **Target 3** above.

Non-GCSE Curriculum

We believe that our non-GCSE curriculum will enhance our student's core social skill sets, in line with **Target 4** above. We also feel that allowing students to try a wide range of activities for which they may have an aptitude also enhances their self-esteem as learners, in line with **Target 1** above.

Other Comments

At Westside Free School we will continue to be strongly committed to ensuring the best outcome for every student at risk in education. For most students, we believe that it is deeply important that they are supported to remain in mainstream and to progress alongside their peers. We understand that it is unusual for alternative providers to retain students for up to two years. However we feel that for some students will option simply is not appropriate.

As professionals we have extensive experience watching students in Years 10 and 11 coming off track in the education system because they have behavioural problems, have unmet learning needs, live with unsupportive families, have witnessed domestic violence or lack structure in their lives. Most of the students we anticipate being referred to Westside Free School in Years 10 and 11 will have developed deeply confrontational relationships with staff and fellow students. Others have habitually truanted or have become entirely disengaged with the education system. Some will be unable to return to their school's premises due to police bail conditions. Many will have already been subject to a managed move between Years 7 – 9 due to a breakdown of placement. A significant minority of students currently referred to us have been placed in internal exclusion units on an almost permanent basis, with little or no probability of returning to mainstream lessons.

For these students, the best outcome is that they are referred between a series of short-term provisions likely to support them only to gain vocational qualifications during their crucial GCSE years, or that they are allowed to sit some GCSEs while remaining in isolation in their mainstream school.

We strongly believe that for students like these, our consistent two-year programme is by far the most appropriate option. With a new start in a non-confrontational and consistent environment, the vast majority of students can re-learn how to interact with peers and adults in a non-confrontational fashion, and to transition to productive further education, employment or training post-16. This would not be possible if our provision was short-term. We are committed to supporting these students to transition to further education, employment or training after Westside. For more on how we support students to transition effectively, please see section D.1.3.4 below.

██████████ is 16. She did well in primary school but when she moved to secondary things changed. She didn't get on with a lot of the girls in her class and began to truant and be disruptive in lessons. Her mother withdrew her from the school in Year 8 after a fight with another girl. She moved to another school nearby, and still did not settle. Following further disruptive behaviour and a series of fights, she was placed in the school off-site exclusion unit on a semi-permanent basis. ██████████ felt isolated from her friends, and her attendance became increasingly erratic. After 9 months and significant chunks of school missed, ██████████ was referred to Westside.

'I hated being in my other schools. I hated that unit because it was like no one was going to listen to me and no one was going to give me another chance to get back into school. Everyone else behaved so bad and we didn't get nothing done. Here it's different. We're like a little family. I'm happy now and focusing on my grades. They help me out.'

Curriculum for our Short-Term Programme for Year 9s

We will offer a differentiated curriculum for short-term Year 9 students, the majority of whom will be referred to us for two terms only. This curriculum will be delivered by our GCSE teaching staff. It will include the following core subjects:

- **English.** Students will study a range of topics in this subject, from poetry to drama to non-literacy texts. We will aim to use this curriculum to enhance students' confidence as learners, to support students to feel excited about literature and to develop their understanding of literary forms. We envisage the sessions operating as rigorous but fun tasters of areas that are relevant for GCSEs. We will support each student to put together a portfolio of work that they can take back to mainstream.
- **Maths.** Our Maths programme will be designed to consolidate KS3 skills and begin introducing KS4 skills. We will aim to tailor our curriculum following consultation with our feeder schools.
- **Science.** Our Science Curriculum will follow the Key Stage 3 National Curriculum, and will be developed in consultation with our feeder schools.
- **Literacy and Numeracy.** We anticipate that many of the students referred to us will have low literacy and numeracy levels. We find that students who struggle with these basic skills often feel frustrated by and ashamed of their difficulties, and begin to exhibit challenging behaviour in lessons as a result. We will use these intensive sessions to support students to develop the skills that they need to begin to feel successful in class again.

- **Art.** Our art curriculum will build towards an art show for parents and commissioners if appropriate. We will select a topic area and spend the period of the referral working in a variety of mediums on a project based around this theme. Possible themes will include: texture, shape, contrast or surfaces.
- **RS.** Our RS curriculum will include Ethics, Perspectives on World Religions and Christianity.
- **ICT.** We will offer a general ICT curriculum for Year 9 students, which will be developed in conjunction with our feeder schools.
- **PE.** Students will follow the mixed-sports curriculum we offer for Year 10s and 11s, which will be designed to expose them to a wide range of sports. We find that the discipline and commitment involved in pursuing a sporting activity to be highly beneficial for students. We will aim to offer the popular Boxercise, which combines fitness work with basic sparring.
- **PSHCE.** Our PSHCE programme will be based on the equivalent programme for Year 10s and 11s. Please see above for more information.
- **Resilience.** As part of our Year 9 package, Westside School will deliver six hour-long Resilience lessons to classes of up to 8 students and six 15-minute one-to-one Coaching Sessions to complement and reinforce the lessons. This programme will run for 6 weeks, and will be designed to help students to discover resilient thinking skills within themselves. This programme will be based partly on the University of East London's Resilience Curriculum which was developed in conjunction with the Young Foundation in London, partly on solution-focused Anger Management techniques and partly on our own experience of working with students who struggle to manage their behaviour. We intend to help students to recognise their own strengths as an individual and a learner, and to empower students to remain in control of their responses when they feel stressed or aggravated. We hope that these resources will form part of a portfolio of behavioural management techniques which the student can take back to mainstream. Several Localities Teams have expressed interest in our running this course as an Outreach programme. Please see sections D.1.6.2 and E.2.4.4 below for more on this.
- **Additional Transition Session.** We have timetabled in an additional optional session relating to transition, which will be used to explore some of the skills required by our cohort to make a success of their mainstream placement if this is felt to be necessary. These sessions will be tailored depending on the needs of each intake. For example, if we have a number of students with Anger Management issues, we will offer a session specifically on this issue.
- **Session in Feeder School.** Some feeders have indicated to us that they would like to offer students one session a week in school to ease the process of transition. We have scheduled these sessions for Friday afternoon, and will run an assembly at Westside for students whose school do not wish to offer this session.

We are very aware of the need to support students on short-term placements to transition to mainstream successfully. As it becomes clear that the student is ready to transition, an exit plan will be drawn up in conjunction with the commissioner, the student and the student's parents. This will detail the package of support that we, the commissioner and the student feel that the student needs going forward to make a success of their mainstream placement. This may include a mentor. We intend to encourage commissioning bodies to appoint a mentor for each student who will continue to work with the student following transition to mainstream, and who will act as a bridge between the positive changes at Westside Free School and the student's mainstream placement. Finally, we may stagger move from Westside to the commissioning school if this is felt to be appropriate by all parties. For more information on supporting students to transition successfully, please see section D.1.3.4 below.

How does this aspect of the curriculum link with our Education Vision?

Our programme for Year 9s, with its focus on supporting students to make a success of their mainstream placements, is linked with our belief that every student has a capacity to make a success of him/herself (**Principle 2** above). We believe that our Resilience, PSHCE, literacy and numeracy programmes and Transition Sessions will address the barriers that our Year 9s have experienced to succeeding in mainstream. This links with our aim to support students to make a success of educational placements after Westside, in line with **Target 3** above. Our focus on general social skills in our Resilience lessons also links with our belief that general social skills must be nurtured (**Principle 3** above).

How this appropriate is this aspect of the curriculum for our students, and how will it meet the different needs and interests of all pupils?

Appropriate/Needs: We have developed this curriculum following conversation with our feeder schools regarding what support they feel is most needed for Year 9 students referred on a short-term basis. Conversations with feeder schools have led us to believe that the students referred are likely:

- To have missed learning core literacy and numeracy skills
- To have a history of underachieving in school
- To have low self-esteem, and to be on the verge of losing faith in their ability to achieve in school
- To have difficulties interacting with peers in a positive manner, and to have a history of challenging behaviour
- To have turbulent home lives
- To feel profoundly disengaged with the education system
- To be at risk of exclusion from school.

With this in mind, we have developed a curriculum to be as engaging as possible, with a clear academic focus and sessions designed to consolidate basic skills. In English and Art students will work towards developing a portfolio and a small show at the school respectively, which we hope will provide those who have come to view themselves as underachievers with a sense of achievement. We hope that our Resilience curriculum will support students with a history of challenging behaviour to respond constructively in stressful circumstances.

Interests: We aim to offer a wide range of subjects to be relevant and interesting for our Year 9 students. We also intend for our students to take part in external trips and programmes of speakers.

How will this aspect of the curriculum improve pupil outcomes on a range of measures?

We expect that this aspect of our Year 9 curriculum will improve pupil outcomes on the following range of measures:

- Our academic curriculum and intensive focus on literacy and numeracy skills will enhance students' capacity to make a success of their placements on return to mainstream. Many students come to us with a history of challenging behaviour partly caused by frustration with their struggles to access lessons in mainstream. By supporting students to consolidate their core literacy and numeracy skills, we significantly improve likely academic outcomes for these students.
- Our focus on developing students' resilience enhances their capacity to respond constructively to challenging events. Given that many of the students referred are likely to be at risk of permanent exclusion from school and struggle to interact positively with peers, this represents a significant improvement in pupil outcomes.

Other Comments

We are aware of the guidance in a recent Ofsted report on Alternative Provision that stated that short-term AP placements are most successful when all parties are clear about the envisaged outcomes from the beginning.²⁰ We will set the criteria for the success of a Year 9 referral by asking students, commissioners and parents to outline their best hopes for a placement at Westside. Progress towards these goals will form a core part of our self-evaluation programme discussed in further detail in section D.1.4 below.

External Trips for all Students

Another important aspect of the curriculum will be our frequent external trips. We believe that experience of dealing with people and institutions outside their immediate neighbourhoods helps our students to become confident young people, and to behave appropriately in a variety of circumstances. Equally, exposure to a wide range of new experiences tends to raise student aspirations as they become aware of the very wide range of options open to them post-16. Visits in the past have included:

- The Globe Theatre
- The Natural History Museum
- The Monument
- Hampton Court Palace
- The Old Bailey
- A number of local and international businesses
- The Bank of England
- The Tower of London
- The London Planetarium
- A number of theatres including the Victoria Palace Theatre
- A naval ship in Portsmouth

²⁰Ofsted, (2011), *Alternative Provision*, London. Available online at [redacted] accessed 14.02.12 at 10.54am.

- Battersea Dogs' Home
- The London Aquarium
- Madame Tussauds
- The IMAX cinema
- The London Dungeon

We will continue to run this programme as Westside Free School. Trips will take place on a Friday afternoon when this is felt to be appropriate.

How does this aspect of the curriculum link with our Education Vision?

Our external trips are in line with our belief that educational establishments should offer educate the whole student (**Principle 5** above).

How appropriate is this aspect of the curriculum for the students in our provision, and how will it meet the different needs and interests of all pupils?

Appropriate: Previous experience has taught us that many students referred to us will not have had the basic life experiences that many people take for granted. Most will never have been to a theatre or an art gallery. Many will never have left London. We feel that exposure to a wide range of new experiences tends to raise student aspirations as they become aware of the very wide range of options open to them post-16.

Needs: As noted above, we believe that external trips significantly enhance our students' capacity to behave appropriately in a variety of circumstances, and to be ambitious for themselves and their families.

Interests: We find that external trips are among the most powerful means for bringing the curriculum to life for our students. Visits to the theatre have proved especially popular in the past.

How will this aspect of the curriculum improve pupil outcomes on a range of measures?

Our frequent external trips will support our students' holistic development in **Target 4** above. Many of our students arrive with minimal confidence in dealing with places and institutions unfamiliar to them, and with limited ambitions for their own futures. We believe that trips will significantly improve pupil outcomes on both these points.

Staffing Structure and Approach to Teaching and Learning for All Students

Staffing Structure: Westside Free School's curriculum will be delivered by a dedicated staff team consisting of 2.55 full-time equivalent teachers, each of whom will deliver 2 academic subjects, 2 full-time equivalent and term-time only Learning Mentors and 2.8 term-time only Teaching Assistants. For the job descriptions for each of these individuals, please see Annex I.1. We know that many of our students will lack positive male role models at home. We will make a point of employing young male TAs with whom students can identify. In the past we have often engaged a high-achieving student on a gap year between school and university as a volunteer TA, who helps to raise students' aspirations for their futures in education or employment. We will also aim to use volunteer subject specialists to offer additional booster sessions to students who are particularly able.

Lessons will be delivered by 1 teacher to groups of 13 students or less, supported at any time by 1 or more Teaching Assistants. Learning Mentors take smaller groups where appropriate for intensive focus on vital skill-sets including literacy and numeracy. Westside Free School will run additional afterschool booster sessions for students who we identify as gifted and talented, those who need stretching and students with subject-specific difficulties.

Our approach to teaching and learning will be:

Human Scale and Flexible: At Westside we believe that positive relationships between students and teachers and a schooling model that can adapt robustly to the unique needs of each student are the single most important means of re-engaging disaffected students with the process of learning. The Westside model has its roots partly in the Human Scale Education Movement, which was founded on the principle that 'small, human scale learning communities... foster positive relationships, enabling teachers to know their students well and make possible a more holistic approach to learning'.²¹ At Westside we intend for students to feel that they are part of a family. We will keep class sizes small, and cultivate an informal, friendly and trusting atmosphere, particularly between students and our Teaching Assistants, who will be addressed by their first names. Teachers will eat lunch with students and join in with games at break time. Students will be encouraged to look out for one another in school. We are proud that many students who have been described as involved in bullying behaviour at their previous schools can currently be seen taking less confident peers under their wings at Westside.

At Westside we are also aware that many of our students have unique needs which can make the application of inflexible behaviour and attendance policies inappropriate. We will aim to take account of the needs and strength of every individual in all disciplinary contexts. For more on this please see section D.1.5.1 below.

Theme-based: At Westside we feel that some topics are best explored on a theme-basis rather than in discrete subject-areas. Depending on the needs of the cohort, we will sometimes run theme-weeks in which we integrate work on core social competencies across subject-areas. These weeks will be PSHCE-led, and teachers will be free to incorporate work on the topics into their lessons as they see fit. Topics explored in the past have included *compassion, empathy and listening*.

Empowering of Students: At Westside we believe that inflexible teaching environments are not effective for students who have begun to experience educational establishments as hostile and adversarial places. The Westside model is based partly on Japanese small alternative schools, which favour education '*suited to the personalities and abilities of individual children... [which] has often been neglected in favour of... standardization*'.²² If students are to re-engage with the education system they must feel that:

- **They are directing their own learning and making steady progress.** We will assess all students on arrival using GOAL software, which will allow us to present them with a visual map of strengths and gaps in their learning. We will develop Individual Education Plans based partly on these results, with regularly-updated targets which are reviewed in progress meetings between students, parents and staff. We will check student progress on a regular basis through rolling assessment programmes, and update assessment plans as necessary.

²¹ [REDACTED], accessed 14.12.11 at 10.04am.

²² H Nelson (2011), *Alternative Education in Japan: Introduction*, (published online) [REDACTED] accessed 30/01/12 at 10.23am.

- **Staff respect their opinions, and are ready to incorporate their ideas and concerns into the shape of a lesson.** Most will students come to us following a long history of underachievement. Many feel like failures, and are unwilling to make an effort or contribute in lessons for fear of making mistakes, and strongly believe that educational establishments do not have their best interests at heart. These feelings of inadequacy, frustration and resentment often present as challenging behaviour. At Westside we will make it clear in all subject areas that we value the unique contribution that every student can make to the learning process. We will take pains to work any thoughts and concerns into the shape of our lessons, with the aim of assisting students to feel more engaged with the learning process. We will take student opinions into account across a range of operational decisions including uniform and curriculum. We will run a School Council formed of one female and one male student from Year 10 and 11, who will meet with the head once every two weeks to discuss issues of concern to students. These students will be elected by their year groups.

Caring and Supportive: Our high staff-student ratio and our Teaching Assistants allow us to cultivate the small, stable, caring and individually-focused school environment that we believe is deeply beneficial for students who have struggled in mainstream (**Principle 1** above). It also allows us to offer the individual focus necessary for students who have struggled in school to achieve GCSEs in line with **Target 2** above.

██████████ was referred to Westside in 2008. He had of statement of SEN and had been excluded from a Special School in 2006. Since then he had churned between a number of placements, including spending almost a year out of school being privately tutored. His progress was not age- appropriate. He was depressed and his drug use was of concern associated adults. His attendance at his latest placement was extremely poor, and there were family problems causing h anxiety at home.

██████████ was academically able and creative. We knew he could perform well with proper support in a small and caring environment. Staff invested a lot of time developing positive relationships with ██████████, and ensuring that he felt respected, valued and welcome in school. ██████████ went on to gain 4 full GCSEs including English, Maths and Art. He is now studying Media Studies at a local college.

"I know what the teachers at Westside did for me. They worked so hard to help me do well. I know they really care about us."

Family-Focused: At Westside we are clear that parents are and will remain the most significant figures in our students' lives, and that change in behaviour, achievement and attitude to education cannot be systemic unless parents are supported to play an active role in their child's education. Equally, we are aware that some of our parents will be among the most socially excluded in society. We feel that this presents us with an excellent opportunity to have a positive tangential impact on our wider community. At Westside Free School we will seek to engage parents with all aspects of their child's learning, and make the school a hub for local families in the following ways:

- We will involve parents heavily in the **drawing up and reviewing of Individual Education Plans** (please see section D.1.3 below for more on these).
- We will run a number of **Open Days** for parents per year, which will allow them to engage with staff and discover more about our curriculum.

- We will offer parents supportive and entirely non-judgemental **afterschool workshops** on supporting their children to attend and behave appropriately. We hope that our two Parent Governors will play a role in supporting us to deliver these workshops. For more information see section D.1.6.1 and D.1.5.1 below.
- As Westside Free School, we will aim to use our **building as a resource for parents and for the wider community**. We will offer it as a venue for family functions, and will aim to offer English classes and other relevant programmes onsite. For more on this, please see section D.1.6.1 below.

How appropriate is this aspect of the curriculum for the students in our provision, and how will it meet the needs and interests of all students?

We have found in the past that our individual focus and intensely-supportive lesson delivery is highly effective in assisting students with a history of underachievement to navigate the challenges of GCSEs and/or re-engage with the learning process. Gaps in literacy and numeracy in particular can be rapidly identified and intensely targeted. Small class sizes will allow teachers to set highly individualised learning goals through which students at varying academic levels can begin to feel successful in school. We will also be able to build work on relevant social skills into a diverse range of lessons. As figures with whom students can identify, our Teaching Assistants and Gap Students will also be particularly effective in helping students to envisage a positive future for themselves within education and employment.

How will this aspect of the curriculum improve pupil outcomes on a range of measures?

We feel that this aspect of the curriculum will improve pupil outcomes on the following range of measures:

- Our focus on **personalised learning** will allow gaps in students' learning to be intensely targeted, and will support students to begin to feel successful in school. We believe that this will translate into improved academic outcomes as students consolidate their key skills and perform better than expected at GCSE level.
- We believe that our focus on the **cultivation of positive relationships** between students and staff supports students both to feel re-engaged with the process of learning and to begin to develop positive relationships with their peers. This will translate to both improved academic outcomes and to improved future prospects in education, employment or training for students, as they develop the capacity to interact appropriately with others.

■■■■■ arrived at Westside in 2011. He has Asperger's, and found his previous school large and stressful. He began to develop signs of school phobia, and it was felt that his placement needed to change. He arrived at Westside with low self-esteem as a learner, and in the early stages of depression.

Since joining Westside ■■■■■ academic performance and self-esteem have both improved. He is making excellent progress towards GCSEs and has already sat one exam early. He has been very excited by our drama programme and is now attending drama classes on Saturday mornings. He is making plans to apply for an acting course at college after completing GCSEs. Most importantly, he feels happier, safer and more supported in his new environment.

'On my first day I was nervous but that soon changed... I soon realised that Westside is just one big, happy but slightly dysfunctional family. I know that ■■■■■ our Teaching Assistant really cares about us... he makes us believe that we can do anything.'

How will conversion to Free School status enhance the educational offer for pupils, so that pupil learning and achievement improves as a consequence of the provider becoming an alternative provision Free School?

Westside has operated as an independent school since 2006. We are very proud of our history of getting students back on track in education. Please see Annex I.3 for our performance data for the last three years. We value our independence and the uniqueness of our model, and have thought long and hard before applying for Free School status. We believe that Free School status would enhance student learning and achievement in the following ways:

- We are Ofsted-inspected and make every effort to conform to all relevant government guidelines. However we feel that Free School status would be an **additional stamp of quality for us**. Currently the variable quality of much of alternative provision means that developing relationships with potential new commissioners is often a lengthy process. We hope that Free School status would reduce the amount of time it takes to develop these relationships, and allow us to focus on the more important business of promoting students' learning and achievement.
- At Westside we are proud to be part of a diverse and exciting community of Alternative Providers with whom we can share best practice and work to improve the quality of provision in the section as a whole. We anticipate that Free School status would support us to **develop closer links with the best and most exciting provision in our field**, and to enhance the learning and achievement of our students as we learn from other providers and in turn support other providers to improve.
- At Westside it has long been our aim to deliver innovative, independent and cost-effective education for an area in which there is insufficient provision. We feel that these **aims are very closely aligned with those of the Free Schools movement**, and that it therefore makes sense for us to move forward as a Free School.

- Our current school site, despite having served us well for a number of years, is not ideal for us. It has a relatively small number of classrooms, which hampers our efforts to expand, it lacks an outdoor space for student use and our hours of access are limited, which makes it difficult for us to run some of the afterschool projects that we would like to offer (please see section D.1.2.1 below for more on this). We hope that Free School status will provide us with some of the additional support that we need both **to expand and to direct students' learning and achievement in a building that is fit for purpose.**

D.1.2 Provide a coherent and feasible school timetable and calendar.

D.1.2.1 Set out expectations around the length of the school day, term and year. This should include the number and length of lessons each day and your plans for extended hours and should make a clear distinction between compulsory and optional activities;

Westside Free School will follow the term dates for the borough in which it is located (currently Westminster). The term dates for 2013/14 have not yet been agreed. However as an example for the academic year 2011/12 these are as follows:

Term	Start	End	Days
Autumn Term - 1	Wed 7 Sep 11	Fri 21 Oct 11	33
Autumn Term - 2	Mon 31 Oct 11	Fri 16 Dec 11	35
Spring Term – 1	Thu 5 Jan 12	Fri 10 Feb 12	27
Spring Term – 2	Mon 20 Feb 12	Fri 30 Mar 12	30
Summer Term - 1	Mon 16 Apr 12	Fri 1 Jun 12	34
Summer Term - 2	Mon 11 Jun 12	Fri 20 Jul 12	30

Figure 2 – Term Dates

These comprise 190 teaching days over 38 weeks; plus a number of inset days for staff.

We are currently considering extending the summer by term by between 1 and 2 weeks. We would consider running a coaching qualification and a cross-curricular project week for Year 10s, and a programme on employability skills for Year 11s. We are aware that the Young Foundation in London has run a similar programme with some success for young graduates. We will aim to develop these ideas more thoroughly once we have a staff team in place.

Our timetable will alter slightly in summer, when Year 11s will take study leave. We currently are and expect to continue as a registered OCR exam centre. All students will sit exams in school.

Through-out the school year, and especially in the run-up to exam season, we will hold a range of additional booster classes for students which take place afterschool. These will be run by Westside staff and are differentiated by academic ability.

The School Day

Years 10 and 11

The school day will start promptly at 9.00am and will end at 3.00pm. Our experience has taught us that this is the optimum length for maintaining student focus throughout the day. All sessions taking place between these hours are compulsory. Additional sessions will take place afterschool. These will be on a voluntary basis, however students will be strongly encouraged to attend. Tutor time will take place between 9.00am and 9.10am. Lesson 1 will last for 50 minutes and will be followed by a 20 minute break. Lesson 2 will last for 1 hour and will be followed by a 10 minute break. Lesson 3 will last for 1 hour and be followed by a 1 hour lunch break. Lessons 4 and 5 will last for 45 minutes each. Lessons have been set at this length because we find that concentration tends to be less good in the early morning and late afternoon. Students often arrive at school without having had breakfast. We have tried to run breakfast clubs in the past, however these have generally been poorly attended. Our short first lesson will allow students to get a healthy snack during first break, which we find improves concentration for the remainder of the morning.

We will focus on academic subjects in the mornings and will often spend afternoon sessions on more physical/creative subjects, which we find works well for our students. For more on this please see sample Year 10 and 11 timetables, below.

Projects including drama, debating, photography, Nutritious and Delicious, Film Production and Music Production take place during designated Variable Programmes sessions. These sessions will be run in cycles throughout the school year, depending on student interest. If students demonstrate a particular aptitude for a programme we will direct them towards a local club where they can continue to pursue it after the programme has ended at Westside. We intend to work towards qualifications in a number of these subjects, including Nutritious & Delicious and Music Production.

Sports Leadership programmes will run in the place of PE depending on student interest.

Year 10									
PERIOD	09.00 09.10am	09.10-10.00am	10.00 - 10.20am	10.20 - 11.20am	11.20 - 11.30am	11.30- 12.30pm	12.30 - 1.30pm	1.30 - 2.15pm	2.15 - 3.00pm
MON		ENGLISH		CITIZENSHIP		ENGLISH			P.E
TUE	Registration	CITIZENSHIP		ENGLISH		ART			ICT
WED		R.E	Break	MATHS	Break	ENGLISH	Lunch	MATHS	SCIENCE
THUR		VARIABLE PROGRAMMES		VARIABLE PROGRAMMES		MATHS			ART
FRI		PSHCE		PSHCE		SCIENCE		MATHS	ASSEMBLEY

Figure 3 – Year 10 Timetable

Year 11									
PERIOD	09.00 09.10am	09.10- 10.00am	10.00 - 10.20am	10.20 - 11.20am	11.20 - 11.30am	11.30-12.30pm	12.30 - 1.30pm	1.30 - 2.15pm	2.15 - 3.00pm
MON		ART		ENGLISH		CITIZENSHIP			R.E
TUE	Registration	ENGLISH		CITIZENSHIP		ENGLISH			ART
WED		MATHS	Break	ENGLISH	Break	SCIENCE	Lunch		CIRCUIT TRAINING
THUR		ENGLISH		CITIZENSHIP		VARIABLE PROGRAMMES		SCIENCE	MATHS
FRI		MATHS		MATHS		PSHCE		ICT	ASSEMBLY

Figure 4 – Year 11 Timetable

The bulk of our timetable will be spent on GCSE subjects, particularly English and Maths. The percentage of lesson time spent on English, Citizenship and RS increases between Years 10 and 11 to take account of coursework requirements. The amount of time spent in Variable Programmes decreases, as we encourage students to focus on their academic work during school-time and pursue activities that they enjoyed in Year 10 during their own time.

Core subjects take up the following portions of the school timetable:

	Year 10	Year 11
English	17%	21%
Maths	17%	17%
Science	8%	8%
Citizenship	8%	12.50%
Art	12.50%	12.50%
RS	4%	8%
ICT	4%	4%
PE	8%	8%
PSHCE	8%	4%
Variable Programmes	12.50%	4%

Figure 5 – Core Subjects

Additional Sessions

Westside will run a range of additional afterschool and lunch-time sessions for gifted students, or for students who are struggling with particular subjects. We will seek the support of volunteer subject specialists to deliver sessions for our gifted students, while our sessions for students who are struggling will be delivered by Westside staff. These sessions will not be compulsory as we do not feel that it is possible to make good progress with students who are forced to attend afterschool. However we will make it clear to both students and parents that we strongly advise that they attend these sessions if requested to. We have budgeted up to 7 hours per week teaching time for Additional Sessions. Please see section F.1.4 below for more on this.

SEN Timetables

In addition to supporting students with particular aptitudes and those who have fallen behind academically, Westside has a very strong history of supporting students with Special Educational Needs, with or without statements. Historically the majority of our students with SEN have had Behavioural, Emotional and Social Difficulties, however we have always supported a small minority with autism, Asperger's syndrome and ADHD who have struggled to adjust to large school environments. Westside School's current SEN policy is included in Annex I.4. We do not anticipate that our policy as a Free School will differ materially. Our team will include fully SEN-trained staff. We will run a substantial programme of additional sessions to support students with specific needs to flourish in mainstream. Support sessions for students with SEN are scheduled depending on their level of need. These mostly take place during the course of the school day. Please see below for a sample SEN timetable. Support sessions will be delivered by our SENCO and our two Learning Mentors, with support from other staff members as required. For more information on Westside Free School's work with students with statements please see section D.1.3.5 below.

Student 1			
Statement for BSED (10 hours/week) and low literacy and numeracy levels			
Support	Length	Delivered by	During School Hours?
Solution-focused coaching	1 hour	SENCO	Yes.
Anger Management sessions	2 hours	Learning Mentor	Yes.
1 to 1 class support	6 hours	Teaching Assistant	Yes.
Aspiration session	1 hour	SENCO	Yes.
Afterschool numeracy sessions	1.5 hours	Teacher	No.
Afterschool literacy sessions	1.5 hours	Teacher	No.

Figure 6 – SEN statement for BSED

Student 2			
Statement for Asperger's (10 hours/week) low self-esteem and Gifted and Talented			
Support	Length	Delivered by	During School Hours?
Solution-focused coaching	2 hours	SENCO	No.
Counselling	1 hour	CAHMS	No.
Aspiration session	2 hours	SENCO	Yes.
1 to 1 class support	5 hours	Teaching Assistant	Yes.
Afterschool sessions with subject specialists	3 hours	Subject Specialists.	No.

Figure 7 – SEN statement for Asperger's

Westside is aware of the following guidance issued by the Department for Education: '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.' However, we are convinced that for some students with statements, the two-year programme offered at Westside is a highly appropriate option. For more on this, please see section D.1.3.5 below.

Year 9s

The timetable for Year 9s will be a little different. Students will attend from 9.30am to 2.30pm, which will reduce cross-over with other year groups and ensure that focus is maintained throughout the school day. Please see our sample timetable below.

Year 9							
Monday	Tutor Time, 9.30 - 9.45am	Period 1 9.45 - 10.45am Maths	Break 10.45 - 11.00am	Period 2 11.00 - 11.45am Science	Period 2 12.45 - 1.30pm Maths	Period 3 1.45 - 2.30pm Literacy	
		Period 1 9.45 - 11.00am PE		Period 2 11.00 - 11.45am Science	Period 3 12.45 - 1.30pm Literacy	Period 3 1.45 - 2.30pm Maths	
Wednesday		Period 1 9.45 - 10.45am ICT	Break, 10.45 - 11.00am	Period 2 10.11 - 11.45am Numeracy	Lunch, 11.45 - 12.45 pm	Period 3 12.45 - 1.30pm RS	Period 4 1.45 - 2.30pm English
Thursday		Period 1 9.45 - 10.45am Resilience Programme		Period 2 11.00-11.45am English /Transition Session		Period 3 12.45 - 1.30pm Numeracy + COACHING	Period 4 1.45 - 2.30pm English + COACHING
Friday		Period 1 9.45 - 10.45am Art Project	Break, 1.30 - 1.45p	Period 2 11.00 - 11.45am Art Project	Period 3 12.45 - 1.30pm PSHCE	Period 3 1.45 - 2.45pm Assembly / Session in feeder school	

Figure 8 – Year 9 Timetable

We will offer Year 9 students additional literacy and numeracy sessions as we anticipate that many of the students referred will have gaps in their learning. We will tailor these sessions depending on our intake. Our transition session will also be tailored depending on needs. For example, if we find we are being referred a large number of students with Anger Management issues we will use this session to explore Anger Management strategies.

Core subjects will take up the following percentages of the school timetable:

Year 9	
English	10%
Maths	15%
Literacy	10%
Numeracy	10%
Science	10%
Art	10%
RS	5%
ICT	5%
PE	5%
Resilience	5%
Transition	5%
PSHCE	5%
Session at Feeder School	5%

Figure 9 – Year 9, Timetable Balance

D.1.2.2 Specify whether pupils will attend full-time or part-time and whether they will all have the same school day and week. If not, set out how you will manage the different attendance patterns within the school;

Our Year 10 and 11 students will arrive at 9.00am, have lunch at 12.30 and finish at 3.00pm. Contrastingly, our Year 9 students will arrive at 9.30am, have lunch at 11.45 and leave at 2.30pm. All students will attend full-time, aside from a very small portion of Year 9 students who may attend part-time if stakeholders decide that it would be appropriate to stagger a move back to mainstream.

We do not anticipate that these patterns of attendance will cause significant difficulties within the school. All classes will be supported by a TA full-time, who will keep track of attendance patterns, ensure that movement around the school is orderly and that no other classes are disturbed.

D.1.2.3 Set out how you will integrate and cater for pupils with varying referral lengths: from short placements to longer ones;

Westside Free School will take short-term referrals of Year 9 students only; our Year 10s and 11s will be with us for longer term placements. Given that these year groups will be taught separately, we do not anticipate that the varying referral lengths will cause integration problems.

D.1.2.4 Explain how pupils will be organised, for example through year groups, tutor groups or other class structures and how this links with and supports the Education Vision.

Westside students will be organised and taught in year groups. Small tutorial groups may also be run alongside main lessons by Learning Mentors depending on particular needs. At capacity, Westside will have up to 32 students. Classes will normally take place in three main classrooms, with smaller rooms reserved for split classes and SEN support work. We hope that this structure will support students to develop the strong and supportive relationships with their peers that we feel are important in keeping them engaged with education.

Each year group will have an assigned Teaching Assistant, who will take the register in the morning and who will be the first point of contact for pastoral needs. This individual will be responsible for:

- Providing support and advice to students in line with promoting their social care and personal development
- Responding to and taking steps to resolve relationship issues between students
- Providing general student support for example with relation to lost items etc
- Collecting and collating statements relating to incidents.

At Westside Free School we will strive to ensure that all our students' wellbeing improves over the course of a referral (**Target 4** above). We expect that our Teaching Assistants will play a key role in supporting the school to achieve this outcome.

We do not anticipate that this system will change as the school develops and expands. We feel that the model suggested is the most appropriate for our Education Vision, and that our expansion from 26 to 30 FTE students will not make a significant enough difference to merit altering our school structure.

D.1.3 Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

D.1.3.1 Demonstrate an awareness of the varying needs of individual pupils and have an effective strategy for meeting them, including supporting those who need it and stretching the most able (gifted and talented pupils);

D.1.3.2 and describe the strategies you will use to overcome barriers to learning and achievement such as pupils' behaviour or other factors that have kept them out of mainstream schools;

At Westside we are committed to providing the individually tailored support that each student needs to flourish in education, and to make a success of further education, employment and training. We are aware that each of our students will have a unique fingerprint of needs and strengths, and that many will have Special Educational Needs. We pride ourselves on the variety of students we are able to support, ranging from academically-able students with school phobia or Asperger's to students with complex learning needs. We will offer each student a unique package of support to enable them to achieve their potential. Our Deputy Head and joint-SENCO will co-ordinate SEN policy for the school. He or she will also be responsible for delivering SEN hours with support from 2 FTE Learning Mentors when the school is at full capacity. We expect roughly 25% of our average intake to have statements of SEN, mostly for BESD.²³ Please see section D.1.3.6 below for more on this. The individual needs of our typical intake have altered over the years as our demographic has changed. As Westside Free School we will continually assess the appropriateness of the additional support that we offer for students, and will respond rapidly to all changes in our cohorts' needs.

Individual Education Plans

At Westside Free School we will assess students' numeracy, literacy and National Curriculum levels on arrival using GOAL software. We will conduct additional assessments as appropriate and will gather detailed information from our commissioners on the strengths and needs of each student. We will also conduct interviews with parents and students on the support that they feel is most appropriate. We will use this information to develop a comprehensive Individual Education Plan for each student. While this measure is typically used in mainstream schools for students on 'School Action' and 'School Action Plus', we feel that the vast majority of our students require the additional support that these plans provide. Plans will be drawn up by a senior staff member. These plans will contain:

- A description of the student's **academic and personal strengths** and areas where the student would like to improve, as agreed with the student and parent.
- Specific **short-term and long-term academic targets**, agreed by staff, students and parents. We encourage students to choose targets that are aspirational and achievable. For students with particular academic aptitudes, targets may include sitting a GCSE exam early. Equally, for the small minority of students who are unlikely to cope with a GCSE syllabus, targets can include attaining Functional Skills in English, Maths and Science and a range of our vocational qualifications.

²³ Given demand from potential commissioners laid out in section E, this figure is low. We have found in the past that school estimates for future referrals numbers tend to be lower than referrals actually made, which means that the balance of referrals we will receive is likely to shift in favour of more students without statements than is currently indicated in section E. If numbers of students with statements is higher than 25%, support staff levels will rise in line with increase in SEN funding.

- Specific **short-term and long-term personal development goals** agreed by staff, students and parents. These can range from enhancing capacity to manage anger, to interacting with peers in a more positive fashion, to developing ability on a particular extra-curricular activity in which the student is interested, to achieving a college place.
- A **description of the additional sessions** deemed necessary for the student, for example additional afterschool sessions for gifted students and students with specific subject-related difficulties, and attendance at our Music or Film programmes as appropriate.
- An **Annex of Additional Support** if appropriate for students on 'School Action Plus' and above. This will detail the additional SEN-specific support agreed to be appropriate for students.
- Details of **the teaching strategies deemed most appropriate** for the student, if this is considered necessary by our staff.
- For Year 11s, Individual Education Plans will also include details of a **comprehensive exit plan** which is drawn up in conjunction with our dedicated Careers Advisor.

Staff and Teaching Assistants will be aware of each student's targets, and unique needs and strengths. They will aim to support students to make good progress towards these targets across the curriculum. They will take account of all needs and strength in Curriculum delivery. Teachers will set differentiated tasks in lessons, including bite-sized achievable activities for students who have lost faith in their ability to achieve. We will use Teaching Assistants to offer one-to-one support in class for students who are struggling, and to take small groups for intensive support sessions on challenging subjects.

Plans will be reviewed on a termly basis with parents and students, and with teacher feedback. Targets that have been achieved will be struck off the list and new ones devised.

Support for Students with differing strengths and needs

By student type, we offer the following types of support across the curriculum and in Individual Education Plans:

Gifted and Talented

We are consistently referred a small minority of very academically able students who either have school phobia or have been unable to flourish in mainstream due to challenging family circumstances. We are very ambitious for these students and work hard to support them into college to sit A Levels. We are especially proud of an alumnus who is now applying for university. As Westside Free School we will run individually-tailored additional sessions for students whom we identify as Gifted and Talented. We anticipate that these sessions will be run afterschool by volunteer subject specialists. These students will also be entered for Higher Papers in all GCSEs. Westside School has a long history of history of association with dedicated volunteers, who have supported us to run a number of programmes including our Wellbeing initiative in the past. We already have relationships with the following range of prospective volunteers and volunteer bodies, and would seek to cultivate more links of this type going forward as a Free School:

- A financial analyst who would specialise in maths teaching.
- Two public schools for very high achieving students. We would anticipate using alumni of these schools on gap years to tutor in a range of subjects.

- A well-regarded London-based tutor group, who we hope would offer tuition on a pro-bono basis.

We understand that identifying Gifted and Talented students is not an exact science. We will expect commissioners to act as partners in this process by notifying us if they believe that a referred student is significantly ahead of peers in his or her year group in one or more areas of attainment, or has the capacity to be so. Staff at Westside Free School will also play an active part in identifying students as Gifted and Talented students, and will be encouraged to put forward student names for consideration for this programme of additional support.

Asperger's/Autism

Westside has a strong history of supporting students with Autism or Asperger's who have been unable to flourish in mainstream. We find that our small and safe environment provides precisely the kind of consistency that many of these students require to reach their potential in school. We are very proud of two of our alumni with these conditions, one of whom is currently applying for university and the other who is studying for 4 A Levels in college. All Westside Free School staff will be trained in best practice for working with students with these conditions. We are aware that students with Asperger's are likely to be Gifted and Talented. We will offer them the additional package of support for Gifted and Talented students outlined above.

Subject-Specific Difficulties, or low levels of Literacy and Numeracy

Westside Free School will run a range of additional afterschool or lunch-time sessions for students with subject-specific difficulties. These difficulties can act as a real barrier to students' learning and achievement, as they struggle to engage on a level with their peers in lessons and often become frustrated and disillusioned with the learning process. Additional sessions in the past have focused on specific mathematical concepts, essay-writing technique and basic literacy and numeracy skills. These sessions are run in small groups or one-to-one by teachers and Teaching Assistants. Additional support for these students is also timetabled into the school day. Teaching Assistants may take small numeracy support groups during Maths sessions, and one-to-one handwriting and spelling sessions are timetabled for students who are identified as in need of this support following initial assessment. These students may also be eligible for our Reading Recovery programme, which runs once a week.

Anger Management issues/BESD

At Westside we believe that all students can learn the capacity to manage their behaviour appropriately, and to express themselves skilfully in words rather than physically. As Westside Free School we anticipate being referred a significant number of students with BESD. We will support these students to overcome this barrier to learning achievement in the following ways:

- Through clear and consistent implementation of our **positive behaviour policy**. Specifically, our implementation of clear boundaries and focus on rewarding good behaviour has proved to be deeply constructive for students with behavioural issues. Full details of our policy can be seen in section D.1.5.1 below.
- Through a tailored package of **additional sessions** to assist them to develop the capacity to respond constructively to challenging circumstances. For Year 10s and 11s, this will include group Anger Management sessions delivered by our Deputy Head and joint-SENCO. For Year 9 students this will include our Resilience programme and Anger Management sessions if appropriate. These sessions are tailored to the needs of specific groups of students.

Low self-esteem

A significant portion of our students have typically presented with low self-esteem. Low self-esteem can prevent students from attending appropriately, leave them unwilling to engage in lessons and make it more likely that they will disrupt classes in order to divert the course of lessons which they find challenging. Signs of low self-esteem in students can include:

- Constantly comparing themselves with peers in a negative way.
- Often putting themselves or others down.
- Displaying bullying behaviour towards peers.
- Tending to avoid new and different situations.²⁴

We will support students to overcome this barrier to their learning and achievement in the following ways:

- Through developing a school environment in which those with low self-esteem can feel **safe and supported**. At Westside Free School we will take pains to ensure our atmosphere is friendly and supportive. TAs will be addressed by their first names, and will join in with games during break time. Staff will eat lunch with students, and students will be encouraged to look out for one another in school.
- Through a **supportive curriculum delivery system**. At Westside Free School, staff will also be careful to adapt curriculum delivery to develop the potential of students with low self-esteem. For these students, additional positive support from a TA may be appropriate in challenging lessons. Equally, teachers will take pains to offer students with low self-esteem a series of bite-sized and achievable tasks in lessons over their first few weeks, to enhance their belief in their capacity to succeed in an academic environment. Our positive behaviour policy promotes the use of praise rather than sanction, with five praises offered for every sanction as a rule of thumb. We find this to be deeply beneficial for students who have lost faith in their capacity to succeed.
- Through **solution-focused coaching sessions and Aspiration sessions**, which our SENCO will offer to students as required. Solution-focused coaching sessions are designed to support students to focus on areas of success rather than failure. Aspiration sessions consist of small groups facilitated by our SENCO, in which future plans and current successes are discussed. These sessions are designed to broaden students' horizons, to enhance their self-belief, and to give them an opportunity to offer constructive support to their peers.
- For students with mental health problems, we **make referrals to CAMHS and other agencies**, including suitably experienced counselling experts as appropriate.

A history of irregular attendance at school

Around 10% of a typical intake at Westside School presents with signs of school phobia. Many more will have a history of truancy. Irregular attendance can have a devastating impact on students' academic performance in school. At Westside Free School we will support students with a history of irregular attendance to attend appropriately in the following ways:

²⁴ From Hands On Scotland website; [REDACTED] Accessed 11.30am on the 21/12/11.

- Westside Free School will run a supportive attendance policy with comprehensive additional packages of support for students and the parents of students with a history of poor attendance. For more detail on this policy please see section D.1.5.1 below.

A history of associating with negative peer groups

We anticipate that a number of students at Westside Free School will have a history of associating with negative peer groups, including local gangs. These associations are often an intense source of anxiety for our parents, and act as barriers to students' learning and achievement as they make students more likely to truant, become involved with Youth Offending Teams and neglect schoolwork. At Westside Free School we will use the following strategies to overcome this barrier to our students' learning and achievement:

- **Workshops on gang involvement** as and when appropriate, as part of our PSHCE programme. We have links with a number of practitioners who deliver informative, engaging and strongly affecting workshops on the possible consequences of gang involvement for young people, families and communities. We have found these to be deeply effective in the past in supporting our young people to make positive changes in their lifestyles.
- **Positive role-modelling** from our Teaching Assistants. At Westside Free School we will make a point of hiring male TAs from our local area with whom our students can identify. Our TAs will always model the highest standards of courteous, assertive, respectful and compassionate behaviour for students, many of whom lack appropriate male role models at home.

D.1.3.3 Show how you will use ICT, other agencies and partners' resources to support the learning and achievement of pupils of varying abilities and needs;

At Westside Free School we believe that every child has the capacity to make a success of him/herself (**Principle 2** above). We are also aware of the constraints that our size can place on our curriculum. We will continue to use GOAL software to develop clear and differentiated targets for students as they move forward through our programmes. We will also continue to use a range of external partners to support the learning and achievement of students with varying abilities and with a range of interests.

- **Local schools and Academies.** We already have excellent relationships with a number of local schools and Academies, who allow us to use their resources to offer additional subjects to our students. A local private school currently allows our gifted students to attend their music lessons. We have previously offered a Business qualification in conjunction with a local Academy, and are currently in consultation with another Academy about the possibility of using their resources to develop a Geography programme for our students, and using their labs to offer our students additional science lessons.
- **Local theatre groups.** At Westside we are proud to have had a number of keen actors among our student body. In addition to our drama programme, we have in the past partnered with a theatre group to offer our students a Saturday morning drama programme.

- **Local businesses.** Westside has excellent relationships with a range of local business, who offer our students work-experience in Year 10. Placements in the past have included a PC gaming company, a local theatre, a plumbing company, local schools and offices, a gardening centre, a garage, a hair salon and the Ecology Centre within Holland Park.
- **Skilled volunteers.** At Westside we are strongly aware of the contribution that skilled subject volunteers can make to the school. As a Free School we would aim to develop links with a number of specialists who could undertake work with our gifted students.

D.1.3.4 *Set out how you will prepare pupils to successfully return to mainstream schools or to enter further education, training or employment*

Westside Free School's short-term and two-year programmes are designed to prepare students to make a success of subsequent placements, in line with **Target 3** above. We will support students to transition successfully to mainstream or to further education, employment and training in the following ways:

By running an intensive **Careers, Training and Further Education Programme** with Year 10 and 11 students. This programme is designed specifically to support students to transition successfully to further education, employment or training. As described above Year 10s complete a work-experience placement in one of the various establishments with which Westside has links in the summer. Our dedicated Careers Advisor then discusses post-16 plans with all students at the beginning of Year 11, and develops a detailed exit plan for each student. Our Advisor supports students through the process of selecting an appropriate onward destination, identifying skill gaps and putting together a CV or a college application. We were delighted that 71% of our students went on to college last year. However, we know that initial placements are not the end of the road for our students. We continue to work closely with alumni after they graduate, and operate an open-door policy with regard to alumni dropping in for help with CVs and careers advice following college. We are aware that the transition period between school and college or work can be challenging for our young people. Westside Free School will offer each student a package of support for the transition period, depending on their needs. For Year 11 students identified as at risk of 'churning' between placements, we will arrange a series of meetings over the first few months after exit between the students and a named member of the Westside staff team, who will act as an informal mentor for the student. This package of meetings may also include parents if this is felt to be appropriate.

For Year 9 students, we will offer students **Transition Sessions and Sessions in Feeder Schools** to support them to prepare for transfer to mainstream. When it becomes clear that a Year 9 student is ready to transition to mainstream, we will develop **clear exit plans** for all Year 9 students in conjunction with students, parents and commissioners. The plans will detail the appropriate additional support to be put in place to make the move to mainstream as smooth as possible. As part of this plan, we will seek to ensure that the commissioning body allocates a dedicated member of staff to act as a mentor for the student during their time at Westside. This mentor will retain a relationship with the student as he or she transfers back to mainstream, and will hopefully support the embedding of the behavioural changes that have taken place while they are at Westside. We may also stagger the move between Westside Free School and mainstream if this is felt to be appropriate.

We will also equip students with **good literacy and numeracy skills and GCSE qualifications in core subjects**, which we believe will render our students significantly more employable and more likely to succeed in subsequent undertakings. At Westside Free School we will strive to improve Year 9 students' literacy and numeracy skills, to equip at least 50% of Year 10 and 11 students with 5 GCSEs at grades A* - G including English Maths and Science, and all students with passes in English and Maths as a minimum.

We will also support students to **manage the issues that have kept them out of school environments** in the first place. Westside Free School's additional sessions tailored to the needs of each student, including Anger Management sessions and solution-focused coaching will be highly effective in paving the way for students to transition successfully to further education, employment and training.

D.1.3.5 Set out your approach to supporting disabled pupils and pupils with special educational needs, who may or may not have a statement; and

At Westside we are aware of our responsibility to act in line with the 2010 Equality Act. We do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation, or against pupils who are pregnant or undergoing gender reassignment. We will seek to ensure that our premises have appropriate facilities for meeting the needs of disabled students.

Westside has a long and successful history of working with students with SEN and with statements of SEN, specifically students with Asperger's/Autism, ADHD and BESD. We have the very highest ambitions for all of these learners, and a strong focus throughout the school on individual needs. We have robust procedures in place for ensuring that students with SEN receive appropriate support that is tailored to their needs. We understand that providing provision for students with statements of SEN is unusual for an alternative provider given the guidance released by the Department for Education. However, we feel very strongly that for some students with statements, Westside Free School's two-year programme is the most appropriate provision for the following reasons:

- We feel that students with moderate Special Educational Needs who are nevertheless unable to flourish in mainstream school benefit hugely from a **small, calm environment in which they can associate with students with a range of strengths and needs**. We feel that placements in Special Schools for some students can compound difficulties, as they are exposed to significant numbers of students with similar but more severe needs. Equally, we have found in the past that placement in Special Schools can lead some students to view themselves primarily as an individual with a specific and unchangeable issue, and to begin to lack the motivation to move forward.
- We feel that by Year 10, a referral to a Special School is not always the most appropriate option for students with statements of SEN. This process can be both time-consuming and highly disruptive for the student, and is likely to leave them **lacking the necessary coursework to proceed to GCSEs**. We feel that our stable two-year programme is a significantly better option for those whom schools identify as unable to flourish in mainstream relatively late in the day.

- Westside School has an **excellent track record** of offering high quality provision to students with statements of SEN. We list two SEN agencies as among our referrers, and have strong support from both of them. Both of these agencies have indicated that it would hope to continue to refer students to Westside Free School's two-year programme. Please see section E for more on this.

Westside Free School will have robust procedures in place for supporting students with Special Educational Needs. We will expect all commissioners to provide us with a full schedule of additional student needs, and will ask for a full copy of all student files on transfer to the Westside Free School roll as standard. All students' literacy and numeracy skills be will assessed on arrival using GOAL software. Other assessments we may use include:

- Hodder Oral Reasoning test
- Robin Hedderley sentence completion test
- Digit memory test
- Vernon Warden reading test.

If we identify a student as requiring support to the level of 'School Action', we will seek input from parents regarding the type of in-class support that they feel is most appropriate for their child. Staff will be fully briefed on students' additional needs by our SENCO, and relevant targets will be appended to the student's Individual Education Plan (for more on Individual Education Plans please see section D.1.3 above).

If we identify a student as requiring support to the level 'School Action Plus', we will append an Annex of Additional Support to their Individual Education Plan. This Annex will include a plan for supporting the student to flourish at Westside Free School. A detailed description of appropriate teaching strategies will be developed with input from staff as necessary, and a programme of tailored support sessions will be drawn up. This Annex will include an additional series of targets for the student based on areas of strength and weakness. This Annex will be reviewed once a term along with the full Individual Education Plan by our SENCO in conjunction with parents and students. We will seek to involve outside agencies as appropriate, and will seek full parental consent before doing this.

If a student referred to us has a statement, or is identified as requiring a statement by our SENCO, we will follow the procedures laid out for students on 'School Action Plus'. However we will identify significant additional sessions for the student in line with the hours of need on the statement, or in line with what we feel these hours should be. We will push for full statutory assessments for un-statemented students as appropriate.

Details of the typical contents of these packages could relate to additional attendance support, behavioural management support, support relating to low self-esteem or for specific subject difficulties including handwriting, literacy and numeracy. More details on these packages are included in sections D.1.3 above and D.1.5.1 below. We will also use a range of other agencies and partners' resources to support the learning and achievement of pupils with SEN as appropriate. Westside already works with the following agencies to support the needs of students with SEN on a regular basis:

- The Local Education Team including the Educational Psychologist.
- The Physical and Sensory Impairment Support Service.
- Speech therapists.
- The Child and Adolescent Mental Health Service.

We understand that students' educational needs may change as time goes by. Westside Free School will review Individual Education Plans on a frequent basis, and will take a leading role in annual reviews of statements.

For a full copy of our current SEN policy, please see Annex I.4. We do not anticipate that this policy would change materially as we convert to Free School status.

D.1.3.6 Set out how you will have regard to the Special Educational Needs Code of Practice.

Westside Free School will have reference to the Special Educational Needs Code of Practice. We will not discriminate against disabled children in our admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school. We will not treat disabled pupils less favourably for a reason relating to their disability, and we will take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled. We are aware that teaching students with statements of SEN is a whole-school responsibility, requiring a whole-school response. We will in all circumstances:

- Use information from the pupil's previous school to provide starting points for the development of an appropriate curriculum for the pupil
- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class
- Ensure that on-going observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences
- Ensure that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning
- Ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do are maximised through the pastoral programme
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing and implementing a joint learning approach at home and in school.
- Adopt a graduated approach through School Action and School Action Plus to help match provision to students' needs.

Our current full SEN policy is laid out in Annex I.4. This policy aims to provide every possible opportunity to develop fully the potential of all children in our inclusive environment. As Westside Free School we will publish an updated version of this policy and make it readily available to all parents.

D.1.4 Outline the targets that are proposed, why these are suitable to measure the delivery of your Education Vision, and what your strategy will be to achieve these, describe the proposed success measures for individual pupils and the whole school and how these will be monitored, reviewed and reported and set out plans to develop pupil assessment and tracking systems

The targets outlined below are an expansion on the targets presented in section C.1.1.3 above (excluding Targets 7 and 8 from section C.1.1.3, which we do not feel are appropriate for inclusion in this section). Please see below for a comparative table.

Target (as laid out in C.1.1.3)	Content	Target (as laid out in D.1.4)	Content
Target 1	To provide our students with a supportive and safe environment in which to grow in confidence as learners.	Confidence-building Target	To provide a safe and supportive environment in which students can grow in confidence as learners.
Target 2	To support at least 50% of students to pass 5 GCSEs including English, Maths and Science by the end of Year 11, for all students to make good progress against Individual Learning Plans and for Year 9 students to report that they feel more confident as learners by the end of their placements.	Academic Target	We will aim for 50% of our students to pass at least 5 GCSEs including English, Maths and Science by the end of Year 11, and for all students to make good progress against Individual Learning Plans. We aim for short-term students to report that they feel more confident as learners by the end of the placement, and to have achieved the majority of Personal Development Goals identified by the students, teacher and parents as priorities for the student prior to referral.
Target 3	To support all students, many of whom will be at risk of becoming NEET post-16, to go on to further education, employment or training programmes after Westside, and to support all Year 9 students to make a success of placements after Westside.	Future-focused Target	We expect all our students to go on to further education, employment or training at the end of Year 11. We expect all Year 9s to make a success of their placement in mainstream after Westside.
Target 4	For all our students' wellbeing and general social skills to improve. We also aim to broaden our students' horizons and increase their confidence in dealing with institutions and people different from those in their immediate communities.	Holistic Target	We aim for all students' wellbeing and general social skills to improve by the end of Year 11. We also aim to broaden our students' horizons and increase their confidence in dealing with institutions and people different from those in their immediate communities.
Target 5	For all students' behaviour and attendance to improve whilst they are at Westside, and for this improvement to be sustained following transfer back to mainstream in the case of Year 9s.	Attendance and Behaviour-based Target	We expect all our students' behaviour and attendance to improve while they are at Westside.
Target 6	To support families to become active partners in their children's education.	Family-orientated Target	We aim to support all our students' families to become more active partners in their children's education.
Target 7	To work in partnership with a wide range of educational organisations, Local Authorities, schools, agencies and businesses to ensure the best outcomes for excluded students in our feeder boroughs.		
Target 8	To innovate and lead in the Alternative Provision sector by providing a unique example of excellent practice.		

Figure 10 - Table of Comparative Targets

This section gives more detail on why these targets are appropriate for measuring the delivery of our Education Vision, what our strategy will be to achieve them and details on the tracking systems that will be in place to monitor progress towards these targets as part of our programme of continuous self-evaluation. We also understand the importance of a robust self-evaluation system, and strong internal systems of accountability that holds individuals to account in a supportive fashion for overall school performance. We are clear that there are strong links between leadership, teaching, the curriculum, assessment, pupils' attendance, behaviour and attitudes to learning, parental involvement, the effective use of resources. We will monitor all these areas as part of our self-evaluation programme designed to ensure that the school is performing to the highest possible standard.

Westside's evaluation system will be linked to the targets described below. Other areas that will be monitored include:

- Quality of teaching
- Quality of leadership and management
- Pupil's enjoyment of school
- Cost-effectiveness of the provision.

Data obtained from our self-evaluation programme will be used to inform our Annual Plan for the school, which will be developed by our Headteacher in conjunction with the Governing Body. This plan will benchmark school performance against relevant datasets and previous school performance, and will contain robust targets for continuous improvement on a year-by-year basis. Progress towards this Plan will be reviewed on a termly-basis in Governing Body meetings.

Westside School currently completes SEF forms as appropriate. We will consider our use of this practice going forward.

As part of our self-evaluation process we are also currently completing a 2-year impact study of Westside School outcomes with NEF Consulting. We expect this study to be ready for publication in April.

A clear system of accountability will hold individuals across the school to account for progress towards specific targets, and will offer positive as well as negative incentives to staff members to achieve targets. Staff accountable for the range of targets laid out below will meet with the Headteacher on a half-termly basis to review progress towards targets. Please see below for a diagram demonstrating accountability within the school. Normal competency procedures will be followed if staff are deemed to persistently underperform.

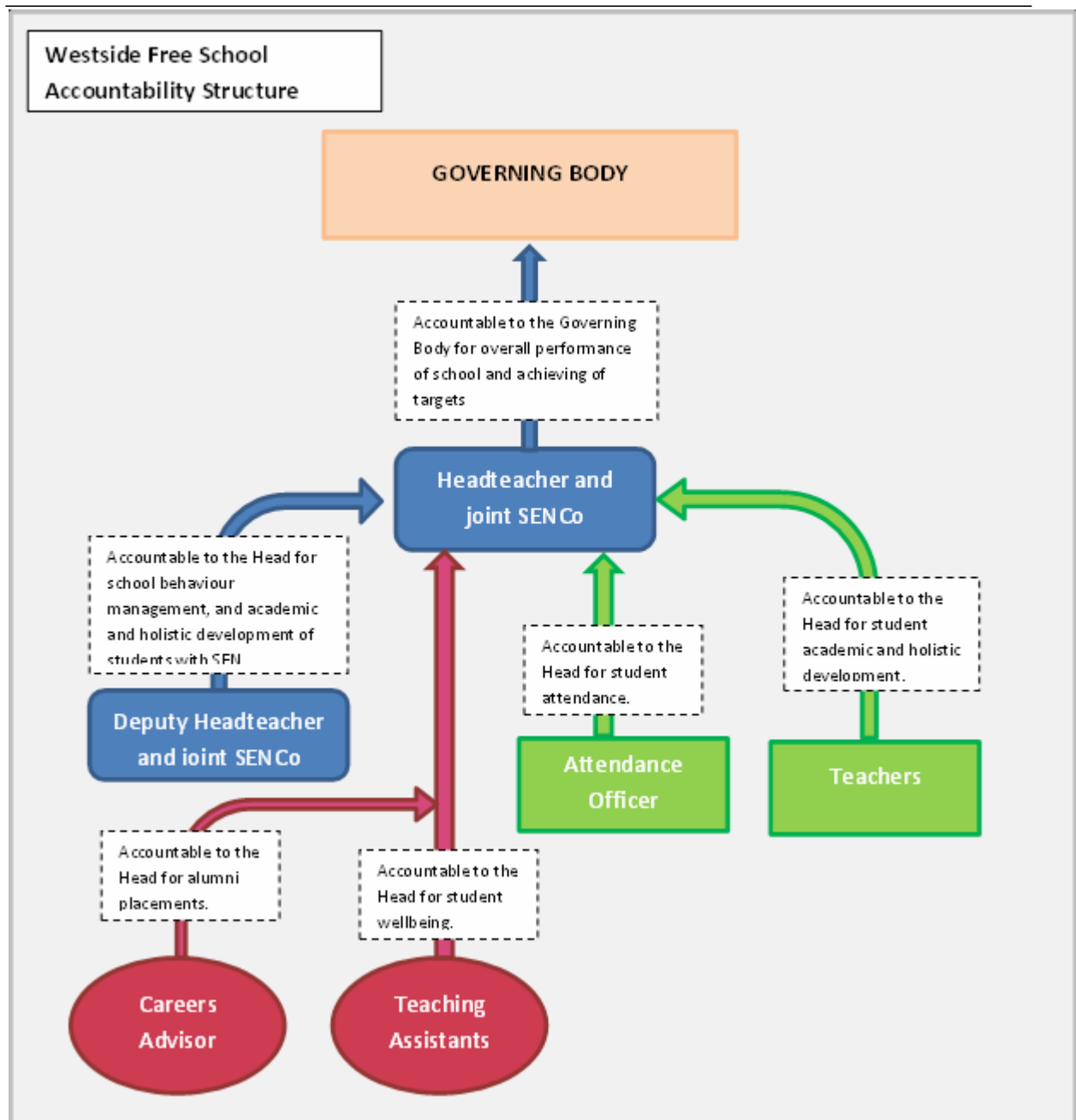


Figure 11 - Westside Free School Accountability Structure

The targets outlined below will form the core of targets to be reviewed through our self-evaluation system in the academic year 2013/2014.

Confidence-Building Target:

To provide a safe and supportive environment in which students can grow in confidence as learners. We will aim to achieve this target directly from opening as a Free School.

Appropriate

This target is appropriate because we have had ample opportunity to observe over the years the impact that a supportive and safe environment can have on the students we support. Many have forgotten how it feels to work with an adult who believes in their capacity to succeed. This target is appropriate for measuring the delivery of our Education Vision because it is an integral part of this vision. Our belief in the efficacy of the small and supportive environment is one of the cornerstones of our faith in the Westside model.

Achieved by:

This target will be achieved partly through restrictions on our size and partly through consistent implementation of our approach to teaching and learning, described in section D.1.1 above which we feel will strongly support the development of an atmosphere of the type described above.

Tracking and Accountability:

Student and parent evaluation will form the core part our tracking process for this target. We will seek feedback from students regarding how safe and supported they have felt at Westside Free School (among other questions) following graduation from either of our programmes. We will ask parents about how satisfied they felt with the atmosphere generated at Westside following their child's graduation from either programme.

The Headteacher will be accountable to the Governing Body for achieving this target.

Self-Evaluation and Reporting:

Responses to student and parent surveys will form a key part of Westside's self-evaluation programme. The Headteacher will collate responses on students and parent feedback forms, and will use the data collected to develop new and ambitious targets for school improvement.

Academic Target:

We will aim for **50% of our students to pass at least 5 GCSEs including English, Maths and Science by the end of Year 11, and for all students to make good progress against Individual Learning Plans.** We aim for **short-term students to report that they feel more confident as learners by the end of the placement, and to have achieved the majority of Personal Development Goals identified by the students, teacher and parents as priorities for the student prior to referral.** We will aim to achieve this target within 2 years of opening as Westside Free School.

Appropriate

This target is appropriate because it is both attainable and ambitious. We have been delighted with the progress achieved at Westside by students in the past, who have come to us at serious risk of not gaining basic qualifications, and of disengaging entirely with the learning process.

This target is also appropriate because GCSE success will significantly widen our students' options post-16. Many jobs now require GCSE English and Maths as standard. Without these basic qualifications students can find themselves cut out from sections of the job market. Academic success will become a springboard for success in other areas of students' lives, as they become more confident as learners and more ambitious for their futures.

This outcome is appropriate for measuring the delivery of our Education Vision for the following reasons:

- It is directly linked with **Target 2** above in our Education Vision.

- It ties in with our **Ambitious Ethos** in our Education Vision. We are also aware that our GCSE target is significantly higher than the results achieved by comparable schools nationally.
- It is also linked to our belief that all students who have the ability to sit GCSEs should be supported to do so (**Principle 2** above).

Achieved by:

We are already close to achieving this key performance indicator with our Year 10 and 11s. 40% of our students graduating July 2011 achieved 5 A* - G grades at GCSE. Our strategy to make the leap to 50% will involve consolidating what we already do well and pursuing a culture of continuous improvement at Westside Free School. Staff will evaluate all lessons in line with Ofsted regulations, and undertake a number of professional development programmes each year. Examples of best practice will be shared across the school in staff meetings, and additional programmes including booster sessions to support student performance will be suggested and run by staff depending on need. For Year 9 students, we will use our literacy and numeracy programmes to consolidate basic academic skills, and will deliver lessons in bite-sized chunks with achievable goals to ensure that students feel that they are making progress in line with our approach to teaching and learning, described above. For students with SEN, our Deputy Head and joint SENCO will be responsible for ensuring that appropriate additional support is in place.

Tracking and Accountability:

For tracking on a student-by-student basis, we will use EDI software to measure National Curriculum levels and changes in literacy and numeracy. This data provides a simply and straight-forward means for tracking and assessing progress against baseline assessment conducted when the student arrives at Westside. Teaching staff will review student progress on a regular basis to ascertain if it is appropriate, including producing half-termly reports for parents and commissioners,. If progress is felt not to be appropriate, a senior staff member will be alerted and steps will be taken to assess if more support is needed and to update a student's Individual Education Plan accordingly.

For tracking on a whole school basis, progress achieved by students compared to baseline data will be logged on a centrally-stored database by our Headteacher. For Year 11 students, exam results will also be stored. These figures will be compared with school targets, results achieved in previous years at the school, with relevant datasets including National Progression data where possible and with best hopes for the referrals as envisaged by Year 9 parents and commissioners on referral. Our Headteacher will use this information to identify areas of strength and weakness across the school, and inform our Annual Plans going forward.

Teaching staff will be accountable to the Headteacher for progress by students in their subject. Our Deputy Head and joint-SENCO will also be accountable to our Headteacher for academic progress of students with SEN. The Headteacher will in turn be accountable to the Governing Body for student progress towards school targets.

Self-Evaluation and Reporting:

Student academic progress will form the core of Westside's self-evaluation system. As part of our culture of continuous improvement, results will be logged, compared with previous years and with results achieved by comparable schools as part of our Annual Plan. The Headteacher will report back to the Governing Body on this information, and will use this it to develop plans for improvement for the school and individual staff members going forward. Westside Free School will also take our duties to our commissioners very seriously. Whole school results are reported to commissioning institutions and all other key stakeholders as appropriate.

Future-focused Target:

We expect all our students to go on to **further education, employment or training at the end of Year 11**. We expect all Year 9s to **make a success of their placement in mainstream after Westside**.

Appropriate

This target is appropriate for the following reasons:

- It is both attainable and ambitious for our students, many of whom come to us at serious risk of being permanently excluded or of becoming Not in Employment Education or Training (NEET) post-16. We are proud of our alumni and their success in onward destinations, which for Year 10s and 11s range from university to hair and beauty college to utility companies.
- Young people who are permanently excluded or become NEET post-16 often go on to be long-term unemployed. This represents a huge cost to the country and is a disaster for the young person as he or she becomes socially excluded and loses confidence in his or her capacity to make a valuable contribution in workplaces and communities.

This target is appropriate for measuring the delivery of our Education Vision for the following reasons:

- It is linked our belief that every young person has the capacity to make a success of him or herself (**Principle 2** above).
- It is linked to our target to support all students to go on to further education, employment and training programmes after Westside (**Target 3** above).

Achieved by:

Our strategy for ensuring that Year 9s make a success of their mainstream placement is laid out under 'Curriculum for short-term Programme for Year 9s', section D.1.1 above. 71% of our most recent graduating cohort of Year 11s went on to college. We are confident that within 2 years we can achieve our target of 100%. This will involve consolidating our current practice. Our dedicated Careers Advisor will be responsible, in co-ordination with Connexions, for ensuring that all students secure employment, training or an appropriate college course post-16. He or she will be in regular touch with local colleges, with senior staff members who review student progress over the course of Year 11, and with teaching staff who identify skills gaps and suggest appropriate destinations based on student ability and interest. Our Headteacher will oversee this programme and will set robust new targets for improving practice based on input from students and our Careers Advisor. Our Headteacher will be responsible for developing an exit plan in conjunction with commissioners to ensure that the mechanisms are in place to support our Year 9 students to successfully transition to mainstream.

Tracking and Accountability:

For tracking on a student-by-student basis, our Careers Advisor will produce a half-termly report on Year 11 students' progress towards the targets outlined in their exit plan, and will meet with senior staff on a half-termly basis to review progress. Our Headteacher will review Year 9 exit placements with commissioners on a half-termly basis to ensure that appropriate progress towards transition is being made.

For whole school tracking, all information about student placements following Westside will be centrally logged. Placements for students graduating from our two-year programme will be reviewed at 3 months, 1 year and 2 years following graduation. Year 9 placements will be reviewed at 2 weeks and 4 weeks following student reintegration to mainstream. Data collected will be compared to national averages where this information is available, and to performance in previous years at Westside. Westside Free School will be thorough in using information gained to improve standards and set goals for continuous improvement.

Our Careers Advisor will be accountable to our Headteacher for the onward destinations of students. The Headteacher will be accountable to the Governing Body. The Governing Body have high expectations in this area.

Self-Evaluation and Reporting:

As noted above Westside Free School will follow up with alumni from our two-year programme on placements 6 months, 1 year and 2 years after graduation, and with Year 9 students 2 and 4 weeks after a return to mainstream. This data will form one of the core criteria of success for the school. The Headteacher will use this data to hold individual members of staff to account for school performance, and to develop plans for further school improvement as part of our Annual Plan.

Holistic Target:

We aim for all students' **wellbeing and general social skills to improve** by the end of Year 11. We also aim to **broaden our students' horizons and increase their confidence in dealing with institutions and people different from those in their immediate communities.**

Appropriate

These outcomes are appropriate for our students for the following reasons:

- Enhancing our students' wellbeing and general social skills significantly improves their life chances. Many students come to us with very low self-esteem as learners. Others struggle to engage positively with staff and peers, to concentrate, to listen, to negotiate and to co-operate in a group. This can have a very negative impact on their academic performance in school and on their opportunities in further education and workplaces.
- Increasing our students' exposure to alien institutions enhances their capacity to behave appropriately in a variety of circumstances and widens their sense of opportunities for themselves and their families; students often return from work-placements and trips with a deeper understanding of how to conduct themselves in a formal environment and with new ideas about potential life paths.

These outcomes are appropriate for measuring the delivery of our Education Vision for the following reasons:

- They are linked to our belief that education establishments should educate the whole student (**Principle 5** above).
- They are linked to our commitment to improve students' wellbeing and general social skills (**Target 4** above).

Achieved by:

We will achieve this target partly by exposing students to a wide range of new experiences through work experience and trips, and partly by focusing intensely on the development of general social skills across the curriculum. Skills including concentrating, speaking and listening, negotiating and co-operating will be built into all lessons through group work, and students' progress in these skills will be monitored by staff and noted in termly reports. Students will be set concrete, positive and achievable targets based on teacher reports in Individual Education Plans. Progress towards these targets will be reviewed in tri-annual meetings attended by students, parents and Westside staff. Equally, we anticipate that targets relating to social skills will form a core part of the Personal Development Goals set by and for Year 9 students. Progress towards these targets will be reviewed on a fortnightly basis by teaching staff and the Headteacher, and reviewed with parents on a half-termly basis. The school will also make use of theme-based learning to explore general concepts including *empathy*, *compassion* and *listening* (for more on this please see 'Theme-Based Learning' in section D.1 above). Our Deputy Head and joint SENCO will be responsible for ensuring that appropriate individual provision is in place for students with SEN.

Tracking and Accountability:

On a student-by-student basis, we will track progress towards this target through teacher assessment and assessment from our Deputy Head and joint SENCO for students with SEN. Assessments will be compiled on a half-termly basis. We are considering investing in EDI software to measure our students' progress in SEAL.

For whole school tracking, data collected on student wellbeing through Wellbeing Survey designed by New Philanthropy Capital and administered three times a year will be logged centrally. SEAL levels will also be collated if appropriate. Student and parent surveys administered on graduation from either programme will also be used to assess progress. This data will form a key tool through which the Headteacher can assess the school's success rates in this target and develop strategies for improvement going forward.

Teaching staff will be accountable to our Headteacher for supporting students to improve their social skill sets. Our Teaching Assistants will be accountable to our Headteacher for student wellbeing. Our Deputy Head and joint-SENCO will be accountable to our Headteacher for the holistic development of students with SEN. Our Headteacher will be responsible to the Governing Body for students' overall holistic development.

Self-Evaluation and Reporting:

Student wellbeing, social skill-sets and holistic development form a core part of our self-evaluation programme. The Headteacher will review data gathered on this target and compare it if possible with results achieved by other providers and by the school in previous years. This data will be used to set ambitious new targets for individual teaching staff and for the school as appropriate.

Attendance and Behaviour-based Target

Target:

We expect all our students' **behaviour and attendance to improve while they are at Westside.**

Appropriate

This target is appropriate for our students for the following reasons:

- Many of our students will come to us with a poor attendance record and a history of very challenging behaviour. These factors will often materially interfere with their capacity to be successful in mainstream placements, and make it significantly less likely that they will be in a position to flourish in subsequent education, employment or training.

This outcome is appropriate for measuring the delivery of our Education Vision for the following reasons:

- It is linked with **Target 5** in our Education Vision above. Improved behaviour and attendance enhance our students' capacity to make a success of their subsequent placements, in line with **Target 3** in our Education Vision.

Achieved by:

We will achieve this target through robust implementation of our Attendance and Behaviour policies. For more on these policies, please see section D.1.5.1 below.

Tracking and Accountability:

On a student-by-student basis our Attendance Officer will be responsible for tracking student attendance from day to day. He or she will produce a weekly report for senior staff on student attendance. Students behavioural 'points' will be tallied up by our Deputy Head at the end of each week (for more information on our points system please see section D.1.5.1 below. The student with the highest number of points is mentioned in the weekly assembly, while students whose behaviour is a cause for concern can be easily flagged up. Behaviour will also be reviewed by all staff members in staff meetings once a week.

For whole school tracking, data on student attendance and behaviour points will be logged and compared with data from previous years. We will seek to benchmark our attendance data against national averages, however we are clear that the unique nature of our behaviour points system will mean that it is difficult to do. We will also seek parent and student feedback following graduation about any changes that they have perceived in student's ability to behave appropriately in a variety of circumstances.

The Attendance Officer will be accountable to the Headteacher for ensuring that students attend appropriately. The Deputy Head will be responsible to the Headteacher for supporting teaching staff to facilitate appropriate behaviour by students within the classroom. The Headteacher will be responsible to the Governing Body for both these areas.

Self-Evaluation and Reporting:

Attendance and behaviour form two of the key indicators that Westside Free School will use in the process of self-evaluation. The Headteacher will review reports on behaviour and attendance half-termly except in cases of concern which will be reviewed more regularly. He or she will use these reports to set new targets for the school and for specific staff members going forward as part of our Annual Plan.

Family-orientated Target

Target:

We aim to support all our **students' families to become more active partners in their children's education.**

Appropriate

This is outcome appropriate for our students for the following reasons:

- We believe that change cannot be systemic unless it is actively supported and reinforced by parents and carers, who remain the key figures in our students' lives.
- Supporting families to become active partners in their child's education can produce a knock-on effect whereby the educational outlook for siblings, cousins, neighbours and friends are all improved.

This outcome is appropriate for measuring the delivery of our education vision for the following reason:

It is linked to our belief that families are key agents for change and must be supported to play a positive role in their children's education (**Principle 4** above).

Achieved by:

Our small size will allow us to be in very regular contact with the families of students. Staff members will speak regularly with families on issues ranging from behaviour to attendance to homework. We will strive to accommodate all parental feedback about the support we are offering students into our practice. We will run numerous Open Days to allow family members to meet key members of staff, and will operate a drop-in policy for parents to visit afterschool two days a week. In larger premises we hope to make the school a hub for our students' parents, who are often on the verge of being socially excluded. We would make rooms available for community and family functions, and intend to run afterschool workshops on supporting young people to attend and to manage their behaviour in school. These sessions would be designed with the aim of supporting parents to feel more confident in their ability to support their child's learning. For more on this please see section D.1.5.1 and D.1.6.1 below.

Tracking and Accountability:

We will track progress towards this target through a parental survey administered on an annual basis or following the end of a referral, and through monitoring attendance at our workshops for parents. We will consider whether this second indicator is appropriate during the course of Westside Free School's first academic year. Senior staff will also informally monitor progress towards this target. They will use weekly staff meetings as a springboard for sharing details of family contact, discussing strategy for further engaging families, and suggesting meetings and home visits where appropriate.

Our Headteacher will be accountable to the Governing Body for achieving this target.

Self-Evaluation and Reporting:

Our Headteacher will report back to the Governing Body during Progress Reviews regarding our progress towards this target. He or she will use the information gathered through our tracking system to develop targets for school improvement for our Annual Plan with relation to this target.

D.1.5 Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

D.1.5.1 Set out detailed strategies for promoting good behaviour and attendance that are appropriate for your pupils;

At Westside we are aware of the connection between good attendance, appropriate discipline, high achievement, pupil safety and wellbeing, effective teaching and learning and good pastoral care. We have developed a series of joined-up policies that are designed to support students to achieve their full potential in a learning environment, and to feel safe, happy, accepted and included.

Strategies for Promoting Good Behaviour

Westside Free School operates a positive behaviour policy. Please see Annex I.5 for a full copy of our current policy. This will be slightly updated on conversion to Free School status. This policy aims:

- To lead young people towards more independent management of their emotional expression and behaviour. To lead families towards a clearer understanding of appropriate care and support strategies.
- To prepare students for a successful transition into further education.

We expect students to:

- Listen to and follow instructions.
- Engage with their learning.
- Skilfully express their emotions verbally and not physically.
- Keep themselves and everyone safe.

We utilise a 4 Rs framework, which we believe supports students with behavioural issues to begin to take charge of their behaviour.

- **Rights:** Students and staff have the right to be treated with respect. Positive language should be used at all times to create an environment where students feel confident and praised.
- **Rules:** Students in each class are included in writing positively phrased rules which reflect the needs of the class. This enables students to understand the purpose of rule-making and be aware of the element of choice.
- **Responsibilities:** Students are consistently reminded that they have a responsibility to make appropriate choices. They will be aware of the inevitability of the positive and negative consequences of their choice.
- **Routines:** It is vital that routines are taught in the classroom to promote effective teaching and learning as they establish an orderly atmosphere and minimise the risk of inappropriate behaviour at critical points during the day.

We use rewards, praise and a transparent points system to promote good behaviour in school. This last system gives numerical evidence that can be analysed, and therefore help to plan further intervention. Each student is able to achieve 10 points per lesson, broken down into areas including:

- Attendance and punctuality

-
- Standard and effort
 - Achieving lesson aims
 - Classroom behaviour
 - Completed homework to a satisfactory standard
 - Participation.

We also reward:

- Keeping the school rules
- Keeping calm
- Managing anger
- Special efforts, working hard, trying hard
- Supporting each other
- Making good progress learning something new
- Good citizenship
- Living the school values. Rewards

for high points-scorers include:

- Leaving school at 2.30pm on Fridays.
- Letter home to parents.
- H/T awards.
- Certificates of Achievement.
- Year Group awards.
- Vouchers – mobile phone credit, retail.
- Trips.

We aim to offer five praises to every one sanction.

Some unacceptable behaviour includes, **bullying, verbal abuse, name-calling, teasing, physical abuse, damage to school/off-site property and theft.** The Incident Log is used to record all incidents of unacceptable behaviour. Westside has a clearly defined series of sanctions for each of these behaviours. Please see Annex I.5 for more on this. Our SENCO is responsible for co-ordinating exclusions and ensuring that they are used effectively and appropriately.

At Westside we know that students with BESD often perform significantly better in a small, calm and safe environment. We are also aware that these students' needs present additional challenges for our staff. We will offer additional targeted support for students with BESD depending on need, including referral to Anger Management sessions with our SENCO, and time-out periods in a quiet location if necessary. Our behaviour policy will be understood by all students and consistently implemented by staff. It will be clearly explained to parents, who will be asked to read and sign it during their child's induction period.

If behaviour proves to be a frequent problem for a student, Individual Education Plans will be updated in conjunction with parents and carers to include a list of the additional support that a student requires to behave appropriately. This could include Anger Management sessions or temporary alternation to a student timetable to take account of difficulties at specific points in the school day for example. As Westside Free School we also intend to offer families the following range of support relating to student behaviour:

- Non-judgemental and supportive workshops on supporting their child to behave appropriately in school. We are currently considering whether these will be delivered by senior staff or an external body. In the case of the former, we will seek external funding to train our staff to deliver these. If the latter, we will seek additional funding to buy in the support of an external body.
- Buddying schemes, whereby we will link parents who are interested with a Year 11 parent, building parents' capacities to support one another. We would expect our two Parent Governors to play a significant role in this scheme.

All staff will receive support to implement the policy consistently and appropriately from our senior staff, and an annual refresher course delivered by our Deputy Head on our behaviour policy. External training will be bought in as necessary, including training for school governors on responsibilities under exclusion guidance.

How is this strategy appropriate for our students?

These strategies are appropriate for our students for the following reasons:

- **Clear and consistent:** Both our points and sanctions systems are clear, easy to understand and are perceived by staff and students to be fair. Many of our students with behavioural issues come to us having been referred between a number of education establishments with a range of expectations and norms relating to behaviour. We find that these students benefit hugely from consistent environment created by our clear and simple rules.
- **Ready to Learn:** All Incident Sheets are analysed once a term by the SENCO, who uses data collected to inform and improve the school's Behaviour Management Plan and track the progress of students with BESD. Data collected will in turn inform our Annual Plan.
- **Reward-focused:** Many learners at Westside suffer from low self-esteem. Our teachers are firm, but also seek to focus on good behaviour more than on bad behaviour. As a rule of thumb, we aim to offer 5 praises for every 1 sanction.
- **Student-centred:** At Westside we know that many students come to us with a long history of negative interactions with an inflexible disciplinary system. We do not wish to replicate this. Our positive behaviour policy seeks to focus on what students do well rather than what they do badly. We take account of the individual circumstances of each student in all disciplinary contexts.

How is this strategy informed by our vision and linked to raising standards and educational outcomes, and how will it assist us to achieve the targets outlined in section D.1.4 above?

These strategies are informed by our vision in the following ways:

- Our consistent yet understanding behaviour policy is directly linked with our **Consistent, Fair and Understanding** ethos.
- Our desire for individual behaviour plans to be developed in conjunction with students, is linked to our **Empowering of Students** ethos.
- Our aim to assist families to support their children to attend appropriately in school is in line with our **Family-focused Target**.

These strategies are linked to raising standards and educational outcomes in the following ways:

- Our behaviour policy is as inclusive as possible for students with a wide range of needs. Our clear and simple expectations facilitate good behaviour from students who are at risk of underachieving in school, who are enabled to progress alongside their peers.
- Our focus on students' responsibilities under the 4 Rs framework supports them to develop tools for managing their own behaviour, which has the effect of both improving their performance at GCSE and enhancing their capacity to be successful in further education, employment or training. This enables students to achieve in line with our **Academic Target** and our **Future-focused Target**.
- Our plan to assist families to support their children to behave appropriately in school will hopefully ensure that changes are systemic rather than short-term. These changes will make it more likely that students will be able to focus in school, and achieve in line with our **Academic Target** above.

Strategy for Promoting Good Attendance

At Westside we are clear that if students do not attend appropriately they will not be able to achieve the results at GCSE level that we expect, nor will they be able transition successfully to further education, employment or training. We have high expectations for both attendance and punctuality. We require all students:

- To attend regularly.
- To arrive punctually and neatly dressed.

We expect all parents:

- To ensure that their child attends regularly and punctually.
- To phone the school at once if their child is unwell and unable to attend, and to inform the school at the latest by 10am on the morning of the first absence. There is a 24 hour answerphone to make out-of-hours contact easier.
- To provide a doctor's note if their child is unwell for an extended period of time.

Students will register twice a day; once during morning tutor session and once at the beginning of afternoon lessons. Students will not be allowed to leave the school premises without prior permission from their parent/guardian. We reward good attendance in the same ways as we reward good behaviour. For poor attendance we operate the following system:

- If any student fails to sign in for the first registration without explanation, an urgent call is made home by the school Attendance Officer to establish the student's whereabouts. If the absence is unauthorised, the student is given a detention on arrival at school.
- 2nd incidence: repeat.
- 3rd instance: the parent is invited to school for a meeting with a senior staff member to discuss which range of additional supportive measures should be put in place to ensure that the student attends appropriately (please see below for more on these). The student is given a set, time-limited target for improving attendance.
- If the target is not reached within the time set, the parent will be recalled to school for a meeting. Staff will assess whether it is appropriate to involve the Education Welfare Officer.

Our Attendance Policy is clearly communicated to parents when their child is accepted to Westside. We will explain the importance to all parents of good and regular attendance, and will offer the following support to develop appropriate strategies for ensuring that their child attends if they feel that this would be helpful or following a third instance of unauthorised absence.

- **Workshops with staff on promoting attendance.** We are currently considering whether these will be facilitated by senior staff members or by external bodies. If the former, we will seek external funding to train our staff to run these. If the latter, we will seek external funding to buy in the services of an external body.
- **Buddying schemes**, whereby we will link parents who are interested with a Year 11 parent, building parents' capacities to support one another. We would expect our two Parent Governors to play a significant role in this scheme.

Westside Free School is very likely to be referred students who have attended erratically at previous schools. Students whom we identify as at risk of attending poorly will have attendance flagged in their Induction Meeting with a senior staff member and a parent. The senior staff member will explore with the student and parent what additional support measures could assist the student to attend appropriately. This will also happen following a third instance of unauthorised absence. Packages can include:

- Additional reward schemes based on year group attendance levels, which we hope will lead to students beginning to support one another to attend appropriately.
- A student referral to a solution-focused coaching session if this is thought to be appropriate.
- A parent referral to an attendance workshop.
- A phone call home every morning from a Learning Mentor to encourage a student to attend.
- Morning home visits from a Learning Mentor to support the student to develop a good pattern of attendance on a short-term basis, if this can be made to work with locations/resources.

For students with a record of poor attendance, attending appropriately will feature prominently in Individual Education Plans. These targets will be reviewed by staff members with parents on a termly basis. At Westside experience has taught us that poor attendance can also be an indicator for underlying problems at home. Where we suspect that there are serious underlying issues of this type, we will make further referrals to CAMHS and Social Services as appropriate.

Our Attendance Officer keeps an accurate Attendance Register, and is responsible for ensuring that students' attendance and punctuality is good. He or she will be accountable to the Headteacher for ensuring good attendance, who will in turn be accountable to the Governing Body. Our Attendance Policy and Attendance Promotion Plan will form a core part of our Annual Plan, and will be reviewed on a regular basis by our Headteacher in conjunction with Educational Advisors and the Governing Body. At Westside we will solicit feedback from parents on all aspects of our performance, and will work to incorporate this feedback into our future policy-making.

Appropriate support will be provided for school governors in relation to statutory guidance.

How is this strategy appropriate for our students?

Many of our students have a history of truancy or very poor attendance at school, and have parents who have not previously supported them to attend well. Our attendance policy is appropriate for the following reasons:

- It **takes unauthorised absenteeism very seriously**, and holds students individually accountable for their attendance. The Attendance Officer often speaks directly to students during calls home in the case of unauthorised absence, and is careful to explain the consequences of a choice not to attend by the student. It sets out clear expectations for parents and students, and is supportive. Senior staff members outline to students and parents both verbally and in writing why regular attendance is important, and, if unauthorised absence becomes an issue, discuss strategies with parents for ensuring that students attend appropriately.
- It takes account of the **individual needs of particular students**. Westside has in the past offered provision to a number of school-phobics and students with mental health problems who find coming to school a real challenge. We are ready to take account of the needs of each individual in all discipline decisions relating to attendance, and offer additional packages of support to all students with a history of poor attendance.

How is this strategy informed by our vision and linked to raising standards and educational outcomes, and how will it assist us to achieve the targets outlined in section D.1.4 above?

This strategy is informed by our vision in the following ways:

- Our focus on supporting families to support their children's attendance is in line with our aim to support parents to become active partners in their child's education (**Target 5** above).
- Our expectations for attendance are high, in line with our **Ambitious ethos**.
- Our attendance policy takes into account the individual needs of each of our students, in line with our **Consistent, Fair and Understanding ethos**.

This strategy will raise standards and educational outcomes, and assist us to achieve the outcomes outlined in section D.1.4 above, in the following ways:

- Attendance in many Pupil Referral Units, to which our students would otherwise probably be referred, is poor. We aspire to do better than this, and to raise standards for vulnerable learners. By supporting students to attend well, we are supporting them to achieve in line with our **Attendance Target** above.
- Good attendance puts students in a significantly better position to achieve at GCSE level. By supporting students to attend well, we are enhancing their capacity to achieve GCSEs, and supporting them to achieve in line with our **Academic Target** above.
- Experience of attending an institution regularly and on time is a vital skill for students if they are to succeed in subsequent employment, education or training. By ensuring good attendance from the majority of pupils we facilitate the development of a key social skill and support our students to achieve in line with our **Future-focused Target** above.

D.1.5.2 Describe how you will promote pupil wellbeing, including through pastoral care and strategies for tackling bullying;

Pastoral Policy

At Westside Free School we will be responsible for the care, welfare, safety and learning environment of students. We have a caring commitment to guide and advise our students, equipping them with the skills needed to face the outside world. We will also be committed to ensuring our students' social, spiritual, mental, physical and emotional wellbeing. At Westside Free School we know that many of our students are likely to be referred to us with lower than average levels of wellbeing. Many will have low self-esteem as learners, and lack confidence in their ability to achieve. Others may have a history of turbulence at home or a parent with mental health problems. Our pastoral care strategies and strategies for promoting wellbeing must be correspondingly robust.

Our pastoral policy aims:

- To create and maintain an atmosphere where students feel they are safe, valued, respected and happy.
- To nurture within our pupils self-esteem, self-confidence, a sense of personal responsibility, and independence.
- To support our pupils in developing healthy lifestyles.
- To assist our pupils in taking responsibility for their physical wellbeing.
- To help pupils to build and maintain positive relationships with others.
- To ensure pupils have readily available access to staff to share concerns and seek immediate support.
- To promote and sustain responsible behaviour and attitudes.
- To support strong relationships between teachers, pupils, parents, outside agencies and the wider community.
- To support all members of staff in creating an environment of care and trust.

The pastoral structure

A well-organised management structure for pastoral care is in place in which all staff have clearly defined roles and responsibilities. Oversight of the system is the responsibility of the Headteacher, who assumes responsibility for ensuring that all staff are effectively supported in their pastoral roles and that all pupils have access to quality support. Teaching Assistants are the first port of call for students with pastoral concerns, and will be appropriately trained to deliver support to students. In the case of serious concerns or where there is a safeguarding issue, Teaching Assistant will refer the matter to the school's Child Protection Designated Person, who will be our Headteacher.

The year group

The Teaching Assistants assigned to each year group play a key role in our students' welfare. The Teaching Assistant sees all members of the tutor group daily at registration, and supports the students throughout lessons during the week. The Teaching Assistant will also support the delivery of Personal, Social, Health and Citizenship Education (PSHCE) to the year group. Teaching Assistants will meet weekly with the Head, who will probably also be the Child Protection Designated Person, to discuss issues relating to the year group as well as concerns about individuals. Pastoral and wellbeing issues are also discussed among all staff as part of our weekly staff-meeting. The Head will liaise as appropriate with:

- Parents
- Learning Mentors
- Teachers
- Outside agencies, as required.

The school

All staff will build an atmosphere of care and respect with positive pupil relationships. This generates a positive climate within the school community where every individual feels valued and cared for at all times. All teaching and non-teaching staff have a responsibility for the care and welfare of pupils. All staff will learn in detail students' strengths, weaknesses, aspirations and needs.

The staff

Staff needs relating to Pastoral Care will be identified in our annual staff review. Training may comprise of:

- Timetabled meetings
- INSET training
- School based professional development
- Mentoring
- Attendance at external courses.
- Training on Child Protection will take place for all staff, in a three yearly cycle.

PSHCE Curriculum

Our PSHCE curriculum will play a central role in supporting our students' wellbeing. Westside School has a full PSHCE policy. We do not anticipate this policy changing materially as we convert to Free School status.

Other Curriculum areas

We feel that learning is most effective when it is cross-curricular, and will endeavour to explore topics relating to wellbeing across subject areas. We have in the past explored issues around social isolation in Citizenship and mental health in English lessons, for example. We also value exercise as a means of improving students' wellbeing. We discuss these topics as part of our PE programme. We keep abreast of new developments in thinking about young people's wellbeing, and seek to apply these in our own work. For example, we are currently in the process of developing a Resilience programme based partly on a curriculum designed by the University of East London.

Parents

At Westside we believe that successful pastoral care is a partnership between school and the home. Westside Free School will be committed to developing and maintaining strong links with parents. Regular formal contact is made through reports and Open Days. Individual issues are discussed through letter, telephone, progress meetings and other appointments. Other staff are informed as necessary. Please see section D.1 above for more on our strategy for engaging families.

Counselling and Mentoring

Students deemed to be particularly at risk are offered in-house solution-focused counselling sessions, or mentoring from our Deputy Head. When we are seriously concerned for students' wellbeing we will make referrals to CAMHS and Social Services as appropriate.

Measurement

At Westside we are committed to ensuring that all our policies have impact. We have recently begun measuring students' wellbeing through a survey designed by New Philanthropy Capital. We aim to track changes in students' wellbeing to ensure that our policies are effective. We anticipate having the first batch ready for analysis over the coming months.

Anti-Bullying Policy

Westside also has a clear Anti-Bullying Policy. Please see Annex I.6 for the full text of this policy. We follow the government definition of bullying:

'Behaviour by an individual or group usually repeatedly over time, that intentionally hurts another individual or group either physically or emotionally.'

This policy aims:

- To assist in creating a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at Westside.
- To make sure that everyone feels safe to learn whilst at school, and encourage pupils to report incidents of bullying.
- To deal effectively and sensitively with bullying.

- To support and protect targets of bullying and to ensure that they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour, and to understand why it needs to change. Additional support, including self-esteem building programmes, will be put in place as deemed necessary for students with a tendency to bully.
- To liaise with parents/carers and other appropriate members of the school community.
- To offer parents and carers the extra assistance that they may need to support their child to behave appropriately in school.
- To ensure that all members of the school community act responsibly in combatting all forms of bullying.

Prevention and Sanctions

- Accurate reports are kept of all incidents of bullying. Pupils are encouraged to report incidents. All teaching and non-teaching staff report any concerns about possible bullying to Deputy Head in writing. For all serious incidents, statements will be taken from those involved and witnesses, parents contacted and details kept on file by the Headteacher.
- After finding out the facts about a bullying incident, the school can use a wide range of measures and sanctions available, and consult with other agencies (police etc) where necessary. The school's response to each case of bullying will obviously depend on the circumstances of each incident. Exclusions are issued in the case of severe and consistent bullying. Sanctions for inappropriate behaviour are clearly stated in the school's Behaviour Policy.
- The school makes expected standards clear to pupils, and involves them in making decisions about rules and appropriate ways of behaving at the beginning of each academic year.
- Westside School encourages students to notify staff of bullying through solution focus sessions. These sessions are designed partly to empower students with the confidence to address bullying.

Our Board of Governors will have overall responsibility for the implementation of the Curriculum including monitoring the safety of each child in the school. The senior management team will ensure that pastoral care is given a high profile in the school development plan. Each member of staff will work to build up pupils' self-esteem and encourage them to be assertive and to resist negative peer pressure. Our Teaching Assistants will be the first port of call for pastoral care issues.

How are these strategy appropriate for our students?

These strategies is appropriate for our students for the following reasons:

- At Westside we are aware that students referred to us are likely to have relatively high levels of pastoral need. It is important that our policies respond to this. Our pastoral policy is **clear, simple and provides a framework for rapid response** to perceived pastoral needs.

- It is **robust, and provides mechanisms for dealing promptly and effectively** with any cases of bullying. Westside School has in the past ben referred both students with a history of negative behaviour towards peers and students who have been bullied at previous schools. We do not anticipate that these referring patterns will change following conversion to Free School status. Given the potential vulnerability of our cohorts, it is vital that our Anti-Bullying policy provides the means for us to respond rapidly and appropriately to suspected cases of bullying.
- Our Anti-Bullying Policy is **constructive**, and supports students who have a tendency to bully to **understand the consequences of their actions and to change their attitudes as well as their behaviour**. At Westside we understand that a tendency to bully is likely both to be indicative of underlying self-esteem issues and to prevent our students from developing the capacity to form positive relationships with peers that will be vital as they progress to further education employment or training. It is therefore deeply important for our Anti-Bullying policy to contain mechanisms for supporting students to make a change.
- Our Anti-Bullying Policy is **empowering for students**, who are expected to contribute to the development of appropriate rules for conduct at the beginning of the academic year. We have found in the past that many of our students have begun to experience school as a system that acts against them rather than for them. By encouraging students to take an active role in the defining of appropriate conduct in school, we both make them key stakeholders in the disciplinary process and support them to feel ownership of our school community.
- Both policies **involve families in an appropriate fashion**, and treat them as key stakeholders from the outset of a referral. At Westside we have found that the parents of students prone to bullying often feel that they have lost control of their child's behaviour. In some cases, bullying behaviour is exhibited as part of a pattern of aggressive behaviour which can be an indicator of gang involvement. Families of students displaying this type of behaviour often feel frightened, vulnerable and powerless to take positive action. By offering families the additional input they may need to support their child to behave appropriately in school, we believe that we will go some way towards assisting families to operate as effective and empowered units.
- Both policies provides effective means for ensuring that all Westside students feel **safe, happy, accepted and included**.

How are these strategies informed by our vision and linked to raising standards and educational outcomes, and how will it assist us to achieve the targets outlined in section C.1.1.3 above?

These strategies are informed by our vision in the following way:

- They support our aim to provide our students with a supportive safe environment in which to grow as learners (**Target 1** above). Through appropriate cross-curricular focus on wellbeing, they support our aim for all students' wellbeing to improve (**Target 5** above).

These strategies are linked to raising standards and education outcomes, and will assist students to achieve the targets outlined in section D.1.4 above for the following reasons:

- By supporting our students' wellbeing we are enabling them to achieve in line with our **Holistic Target** above.

- By supporting our students to develop positive relationships with one another through our Anti-Bullying policy, we are supporting students to achieve in line with our **Holistic Target** above.
- Supporting our students to feel ownership of our school community is in line with our **Empowering of Students** ethos.
- By supporting families to feel empowered to take charge of their children's behaviour, we are making progress towards our **Family-focused Target**.

D.1.5.3 How will we ensure that pupils are kept safe and how will we comply with the safeguarding requirements?

Child Protection Policy

Westside has a clear Child Protection policy which details how we will comply with safeguarding requirements. The main purpose of this policy is to ensure the welfare, protection and safety of children who come into contact with all Westside staff. Westside School provides information and training to its entire staff team on the information and guidelines set out in this policy, and a course on this policy is part of its induction process for all new employees. It is vital for all staff to be fully conversant with this policy and the procedures laid out in this document. The key features are as follows:

- The Child Protection Designated Person is responsible for acting as a point of contact for all Westside staff in matter relating to child abuse, undertaking and providing training in Child Protection matters and managing the process of referring on allegations, concerns or suspicions of child abuse.
- The Trustees are responsible for undertaking an annual review of the Child Protection Policy and procedures, and of the efficiency with which they are carried out.
- All staff and volunteers will be checked using interviews, two references and a CRB check. All Westside staff will be CRB checked at the start of each academic year, or more often if appropriate.
- Child Protection training will be provided for all staff at the beginning of each academic year.

The policy also contains detailed guidelines for the appropriate actions when dealing with any Child Protection issues and guidance on how to identify suspected child abuse.

Please see Annex I.7 for the full text of the policy. We do not anticipate that this policy will change as we convert to Free School status.

Westside School also has full policies relating to Risk Assessment and visits and out-of-school activities. We comply fully with all guidance relating to safer recruitment. For more information on this, please see section F.1.5.3 below.

Staff are not currently Team Teach-trained, however we are considering training key staff members in September 2012. We expect our new Principal Designate to support us to develop a full Care and Control policy going forward as a Free School. This policy will aim to support students to manage their behaviour. Students will be supported by routines and boundaries which are clearly defined. This will provide a structure to daily life and a foundation for establishing the principles for living with other people.

Consideration of issues of control will be guided by thinking about the individual and collective needs of young people rather than a rigid adherence to a set of rules or a dependence on the use of punitive measures to influence their behaviour. Positive handling will only be used:

- To prevent the student from harming himself/herself
- To prevent the student from injuring others
- To prevent students causing significant damage to property
- When students engage in behaviour prejudicial to maintaining good order at the school.

We are currently in the process of upgrading our IT facilities at Westside School. We are aware of our common law duty of care to take reasonable steps to ensure that pupils and staff are safe from foreseeable harm relating to the internet. We are currently producing a safe internet use policy in conjunction with this update. The key features of this policy will be as follows:

- Reasonable limitations will be placed on use by staff and pupils, with procedures for access authorisation.
- We will have a strategy for what to do if an incident or violation occurs and will make clear the disciplinary procedures that may be applied in the event of misuse.
- Details of the filtering systems and monitoring carried out by the school will be made known to pupils and staff.
- There will also be safeguards to prevent personal information being inappropriately accessed. We intend to integrate our internet safety policy with other school policies such as child protection, health and safety and anti-bullying.

D.1.6 Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

D.1.6.1 Demonstrate a good understanding of the community your pupil intake will come from and show how the Education Plan reflects that while retaining high expectations for pupil achievement;

Westside School is currently located off the [REDACTED] in Westminster, in one of the 3% most deprived Lower Layer Super Output Areas in England. 38.98% of adults of working age in this area have low or no qualifications and 32% claim a key benefit.²⁵ Many of our neighbouring sub-wards have serious problems with violent crime and anti-social behaviour. The Queen's Park area near to us is home to an established gang, as is Lisson Grove to the east and Ladbroke Grove to the south.

²⁵ Calculated using the English Indices of Deprivation. Westside School is located in [REDACTED].
For relevant datasets please see

[REDACTED] and [REDACTED] accessed on 13.10.11 at 10.24am.

Westside Free School will serve young people in Years 9 – 11 who have either been permanently excluded, are at serious risk of permanent exclusion or have struggled to flourish in mainstream due to complex needs. Most of our students currently come from Black or Minority Ethnic groups. The majority are currently Muslim. The overwhelming majority have Special Educational Needs and are on Free School Meals. Our typical student may have had an extremely disrupted educational background, lack a nurturing home environment and have missed learning general social skills. Most have come to view educational establishments as threatening and adversarial places and have a history of truanting. Many have low self-esteem and have lost confidence in their capacity to be successful in a school environment. Many have a record of extremely challenging behaviour, and some operate on the periphery of local gangs. Most are at risk of becoming NEET post-16. We do not anticipate that our student cohort will change as we move to Free School status.

We base the assumptions above on formal conversations we have had with all our prospective commissioners and community organisations over the last year regarding the type of students they feel are most in need of our provision. We also base these assumptions on a long history of previous referral patterns. These student types have been identified as trends across our referral history in a self-evaluation study which we are currently undertaking with NEF Consulting. For more on this study please see section D.1.4 above. We are confident that these predictions will prove representative of the types of students we are likely to be referred.

We are aware that our school will be required to adapt provision to the changing needs of the communities that we serve. We will consider on a regular basis the changing needs of the following key stakeholders:

- **Commissioning bodies, including schools, Academies, Local Authorities and SEN agencies.** Westside School already has an excellent relationship with our existing and prospective commissioners, who are forward in informing us of possible changes in referral patterns and community needs as they perceive them. Indeed, our Year 9 programme has been developed partly on the basis of input from commissioners regarding need in this area. Going forwards as Westside Free School, we will expect our Headteacher to meet formally with commissioners on an annual basis (probably during the summer term) to discuss evolving needs. Current communication with these organisations is strong. Our processes for developing new focus or new programmes in response to needs of commissioners will be rigorous. We have a full training budget for Westside Free School staff, and we intend to reinvest a small portion of our annual surplus into developing new programmes as appropriate.
- **Families of students accessing our provision.** At Westside we believe that families are normally best-placed to understand the needs of our students. As Westside Free School we ask for bi-annual feedback from all families of students in Years 10 and 11, and for feedback following the end of a referral for Year 9 students. We will use this feedback as a basis for further developing our curriculum offer. Our Headteacher will be responsible for developing the questions to be put to our families, and for ensuring that these questions will assist Westside Free School to further develop our Annual Plan. Responses will be collected during summer term Progress Meetings with parents.

- **Students themselves.** At Westside Free School we will take student feedback very seriously. We will seek feedback from students on an annual basis or following the end of a referral for Year 9 students. Our Headteacher will be responsible for developing the questions to be put to students, and for ensuring that these questions will assist Westside Free School to further develop our Annual Plan. Responses will be collected during summer term by Teaching Assistants, or following the end of a referral during an exit interview with Year 9 students and senior staff.

Our Education Plan is designed specifically with the community of students we intend to serve in mind. For more information on how our programme will also meet the needs of commissioning organisations, please see section E.2.4.2 below.

GCSE Curriculum

We will have high expectations of all students at Westside Free School. We will expect all of our students to sit at least 5 GCSEs including English, Maths and Science by the end of their time with us, and we will aim for 50% to pass at least 5 GCSEs. We believe that English, Maths and Science allow our students to develop key skills including literacy and numeracy which are vital if they are to make a success of subsequent placement. We will seek to choose other subject areas that are interesting for students and relevant to their lives; for example we often have a large Muslim cohort and have chosen to offer RS based on interest from this community. While many of our students will find this curriculum challenging, we have an excellent track record in supporting students to succeed in these exams. We feel strongly that this curriculum will be appropriate for the student cohort that we aim to serve.

Non-GCSE Curriculum

We will offer a wide range of additional subjects designed to support students' learning, enhance their social skills and give them the opportunity to try a range of activities for which they may have an aptitude. The majority of these activities have proved extremely popular with students in the past, in particular our mixed-sports curriculum and our Nutritious & Delicious programme. We are proud of our therapeutic work, our PSHCE sessions and our intensive Careers, Training and Further Education Programme, which we feel will provide the support necessary for our students to transition appropriately to mainstream. We expect the majority of students referred to us to be at risk of being NEET post-16. We are particularly excited about our new Resilience Programme which we hope will have a positive impact on students' capacity to manage their behaviour, and on their wellbeing. We are aware that some of our students' parents have been reluctant to allow them to participate in subjects such as Sex and Relationships Education in the past. We are aware of these issues and handle them appropriately and sensitively.

Year 9 Academic Curriculum:

Our consultations with feeder schools and our experience of some of the difficulties faced by vulnerable students in mainstream school have convinced us that our curriculum will be appropriate for the community of students from which referrals are likely to come. The majority of referred students will have missed learning key numeracy and literacy skills, will have a history of underachieving in school, will have low self-esteem, and will be on the verge of losing faith in their ability to achieve in school, will have difficulties interacting with peers in a positive manner, will have challenging home lives and will feel profoundly disengaged with the education system. With this in mind, we have developed a curriculum to be as engaging as possible, with a clear academic focus and sessions designed to consolidate basic skills. In a number of subjects we will work towards the completion of a project to provide those used to failing in school with a sense of achievement.

Holistic Development

Westside Free School will be committed to facilitating our students' holistic development (**Principle 5** above), and to supporting students to make a positive contribution to modern British society. We feel that this is particularly relevant for our students, a significant minority of whom will have been involved in youth offending. Citizenship is a core part of our curriculum. We will use this topic as a springboard to explore subjects ranging from parenthood to gang involvement with our students, often in conjunction with other subject areas (for example, gang issues and *Romeo and Juliet* are readily connected). We will use debate sessions to encourage students to take an interest in their social environment, and on issues that can affect themselves and their families. We will also invite a range of visitors to the school to speak on citizenship issues. This programme has proved very successful in Westside School. Recent speakers have included Ken Livingstone, [REDACTED], [REDACTED] and [REDACTED], [REDACTED].

Westside Free School will also be in touch with a range of local organisations which support us to help students to play a positive role in their communities. Organisations with whom we currently have links include:

- A local care home, which has allowed our students to visit and work with the inhabitants on an art project in the past.
- A local law firm, which has worked with our students on young people's rights.
- Public schools including St Pauls Girls School and Eton College, which send us high-achieving young people on gap years between school and university to work with our students and support them to feel ambitious for themselves and their families.
- The Beethoven Centre, which will support us to deliver some sessions on the history of the local community in conjunction with our Citizenship programme.

We anticipate that these links will remain in place as we transition to Free School status. At Westside Free School we also expect to find that students referred to us have not had many of the basic cultural experiences that the majority of us take for granted. Many will never have been to an art gallery or seen a play, and some will never have been outside London. Many will not have had the opportunity to interact with institutions outside their immediate neighbourhoods, and will find alien environments frightening and threatening. At Westside Free School we will offer students an exciting programme of trips designed to broaden their horizons, enhance their capacity to behave appropriately in a variety of circumstances and become more confident in dealing with institutions different from those in their immediate neighbourhoods.

School Calendar:

Our students' parents have historically been deeply supportive of all aspects of our school calendar.

Curriculum Delivery:

We have found in the past that our individual focus and intensely-supportive lesson delivery is highly effective in assisting students with a history of underachievement to navigate the challenges of GCSEs and re-engage with the learning process. Gaps in literacy and numeracy in particular can be rapidly identified and intensely targeted. Small class sizes will allow teachers to set highly individualised learning goals through which students at varying academic levels can begin to feel successful in school. We will build work on relevant social skills into a diverse range of lessons. As figures with whom students can identify, our Teaching Assistants and Gap Students will be particularly effective in helping students to envisage a positive future for themselves within education and employment.

Focus on Individual Needs:

Westside students are drawn from very deprived areas. Many will have difficult family lives and Anger Management or self-esteem issues. Many will have missed learning key social skills, or have low levels of numeracy and literacy. At Westside School we believe in providing every possible opportunity to develop fully the potential of all children. As a Free School we will seek to offer each student a tailored programme to address their particular difficulties and support the development of their strengths. This involves creating an Individual Education Plan for each child, containing both academic and personal development goals. Our staff will support our students to reach their targets through creative and appropriate curriculum delivery. We will offer targeted intervention work when appropriate for issues such as Anger Management and poor self-esteem. Please see section D.1.3.5 above for more on this. The individual needs of our typical intake have altered over the years as our demographic has changed. We strive at all times to assess the appropriateness of the additional support that we offer, and to respond to changes in our cohorts' needs.

Behaviour, Attendance, Pastoral and Safeguarding Policies:

We are aware that the students referred to us are likely to have a history of poor attendance and often will have behavioural issues. Our attendance policy is clear and holds students directly accountable. Equally, it seeks to form strong and supportive links with parents and to support them to assist their children to attend regularly. Our behaviour policy prioritises keeping students and staff safe, and is clear, consistent and positive. We feel strongly that simple rules, a robust system of sanctions for inappropriate behaviour and a focus on what students do well rather than on what they do badly are deeply appropriate for the community of students from which we take referrals. Our pastoral policy is rigorous and consistently followed-through. Our Safeguarding policy adheres to all relevant guidelines.

Family Involvement

At Westside we understand that some of the students with whom we plan to work have extremely challenging home lives and families who are on the verge of social exclusion and difficult for agencies to reach. We believe that families are key agents for change, and must be empowered to play an active role their children's education (**Principle 4** above). We feel that Westside Free School will be strongly placed to make a real difference in the communities of the students that we serve, and to assist a range of local families to become confident in supporting their children's education. Our Education Plan includes capacity for us to invest time in supporting families to feel that they are active partners in their children's education, in line with our **Family-focused target** (section D.1.4 above).

If we secure new premises we intend the school and school buildings to act as a hub for socially excluded families in our area. We would aim to:

- **Offer non-judgemental workshops for parents on a range of issues**, from supporting children to attend school regularly to handling challenging behaviour and supporting children to behave appropriately in school. We would seek external funding to deliver these workshops. We are currently considering whether these would be facilitated by members of our senior staff or by a local charity. If the latter, we would seek external funding to deliver these. The principal aim would be to support family members to feel more confident in their ability to parent effectively. We hope that these events would also support families who are likely to be socially excluded to develop a supportive network of other parents within the local community. We hope that our Parent Governors would also play a prominent role in supporting these workshops. For more on these, please see section D.1.5.1 above.
- **Offer English language classes**, if this is of interest to parents. Westside School has been referred a number of students over the years whose parents speak only very basic English. We have found that this can make it more challenging for parents and especially mothers to make friends within the community and to lead an independent life. If there is interest, we would seek external funding to run language classes in school. Again, we hope that these would also act as an opportunity for parents to meet other parents and to develop a local supportive network.
- **Make our venue available for community and family events**. We intend a new Westside premises to act as a hub for our families and for the local community. We would make the school buildings routinely available for family events, and are considering other ways in which we could welcome our families into the space after school. We would seek to develop ties with community organisations or projects who wish to use our space. We feel that the tangential beneficial impact of this usage for our students and parents is likely to be high, as it will support those who may choose to attend to develop the supportive links with the community that are deeply important for socially excluded families. We are aware that a number of our students in the past have found support provided by community organisations that they have come into contact with through the school to be very positive. For example, in recent years a Muslim Girls' discussion group has used our current premises afterschool. A number of our students chose to attend, and many reported that it made them feel more confident in their religious and cultural identity.

D.1.6.2 Describe any plans you have for working with other schools, educational establishments or the wider community;

At Westside we already work in partnership with a very wide range of organisations. We understand that partnership working is the best means for ensuring that all students receive the support required to reach their potential. Westside Free School will work closely with the following organisations:

- **Law Enforcement Agencies and Youth Offending Teams.** As Westside Free School we will aim to develop strong and constructive relationships both with local police and with local Youth Offending Teams. A significant minority of the students currently referred to Westside School are known to Youth Offending Teams. We already liaise closely with these teams on a variety of matters, including on supporting students to attend YOT appointments appropriately, to complete community service to a high standard, to make the most of extra-curricular opportunities offered by YOTs and to understand the consequences of their actions going forward. As a Free School we continue to work closely with these teams. Our relationship with local police is currently less productive than we would like. We are aware that our students are frequently subject to stop-and-searches, which we know can materially damage their relationship with Law Enforcement Agencies. As a Free School we would hope to develop a strong link with local police, and invite them to the school to speak on a regular basis. We hope that this experience will support our students to develop respect for local police and an understanding of their role in the community. We hope that this will have a long-term beneficial impact on students' relationships with Law Enforcement Agencies going forward.
- **Child and Adolescent Mental Health Services.** A small minority of students referred to Westside School currently have mental health problems, including depression and eating disorders. We work closely with CAMHS in cases like these, liaising on specific student needs with the permission of parents to enable us to develop strategies for supporting students in school most effectively. We do not anticipate that this relationship will change as we go forward as a Free School.
- **Social Services and Child Protection Agencies.** A significant minority of students referred to Westside School currently are involved with Social Services and Child Protection Agencies. At Westside we are aware of the vital importance of good communication between schools and Social Services for appropriate safeguarding. Westside senior staff attend all Child Protection conferences as appropriate. We liaise with Social Services on a regular basis in order to enable us to improve outcomes for particularly vulnerable students and safeguard as appropriate. We also report all Child Protection concerns to the relevant agencies as appropriate. We do not anticipate that this relationship will change as we convert to Free School status.
- **PGCE providers.** At Westside we are committed to improving outcomes for vulnerable students within mainstream. We know that for many students, exhibiting challenging behaviour in the classroom is the single largest barrier to their learning and achievement. We feel strongly that PGCE training ought to place more emphasis on equipping teachers with the skills necessary to support students to behave appropriately in class. As a Free School we intend to consider offering short courses to PGCE students in our approach to managing challenging behaviour, led by our senior staff team. We have in the past offered a programme of this type to a group of 11 students from the Institute of Education, which proved very successful. Please see Figure 19 - Letter of from Institute of Education Tutor regarding our programme for PGCE students below for more on this. Depending on timetable constraints going forward, we are considering using the pilot course as a basis for developing a full programme which we will market to PGCE providers.

- **Local schools and Academies.** One of our prospective commissioners for Year 9 places has expressed a strong interest in our Resilience programme and has asked if we would consider offering it on an outreach basis. If the programme proves to be a success with Year 9s, we would seek external funding to deliver an outreach pilot which would hopefully become self-sustaining as schools pay fees for places. We have an external individual in mind to deliver this programme.

We will ensure that Westside Free School is in close dialogue with these services at all times. We will accept and make referrals as appropriate.

At Westside we believe strongly that every young person has the capacity to make a success of him/herself (**Principle 2** above). We are committed to offering all our students the best possible educational experience. We are also aware that our resources are finite, and that the range of GCSE subjects that we can offer cannot realistically match that on offer in large mainstream schools. We will aim to remedy this by working in partnership with a range of other schools, businesses and community groups to ensure that we are able to offer our students the most enriching and varied school experience possible. Organisations that we have worked with in this way over the years include:

- **A local Academy**, with whom we have shared resources in previous years in order to offer a Business Qualification to our students. In recent years we have not done this as it has proved challenging to incorporate this programme with our current curriculum. We hope that to revive this programme as we convert to Free School status, and potentially offer a Business Qualification as an alternative to Art, for example, for students who would rather study Business.
- **Another local Academy**, with which we have been in talks about sharing resources to develop a Geography programme. These conversations have so far been provisional. However we intend to continue to discuss this idea as a Free School, as it would allow us to continue to develop our curriculum in line with student interests.
- **A local private school**, which currently allows our musically gifted students to attend their music classes on an individual basis. As a Free School, in the long-term we hope to develop the capacity to offer music in-house. Until we do, we intend to continue this relationship with the private school in order to stretch our most gifted students and align the curriculum with student interest.
- **A local theatre**, which offers Saturday morning drama projects to our students. These are currently attended on an individual basis by students who have enjoyed our drama projects. As a Free School, we intend to continue to support our students to attend these projects.
- **A large number of local businesses and organisations** which offer work experience placements to our students. For more information on the range of placements that we have been able to offer in the past, please see Non-GCSE Curriculum in section D.1.1 above. These placements are a vital part of our Careers Further Education and Training programme, and provide our students with some of the exposure and support necessary to achieve in line with our **Future-focused Target** above. We intend to continue these relationships as Westside Free School.

- **The Avenues Youth Club**, whose premises we use and whose staff deliver a range of projects including film-making, hair and beauty sessions with emphasis on building self-esteem and promoting safe behaviour and cookery classes, which are used by our students on a regular basis. Depending on location of our new premises going forward, we intend to continue to encourage our students to access these programmes, which we feel support them to achieve in line with our **Holistic Target** described above.

Other local organisations with whom we currently have links include:

- The Dalgarno Neighbourhood Trust
- The Kensington & Chelsea Foundation
- The Paddington Community Trust.

While these organisations do not typically provide us with direct services, we feel that it is invaluable to have the support of range of local organisations. Going forward as a Free School we will aim to continue to develop supportive relationships of this type. We will also work closely with schools and colleges to ensure that we meet our target of supporting all Year 10 and 11 students to go on to further education, employment and training post-Westside (**Target 3** above).

We will ensure that a range of local stakeholders are aware of Westside Free School and the services that these offer. These will include:

- **Our local MP.** Westside School currently has a good relationship with our current local MP Karen Buck, who has visited the school on a number of occasions. If we were to move premises we would be in touch with the relevant individual early on in the process of setting up the school.
- **Local community groups**, including neighbourhood watches and local lobbying groups. Westside School has found it productive in the past to have relationships with these organisations. We are currently in touch with an organisation that is lobbying around the issue of gang violence in our area.
- **Local secondary and primary schools.**
- **Local businesses including food vendors.** Aside from work-experience opportunities discussed below, we have found that our students are significantly more likely to feel a part of their communities if they are known to local people in the area and therefore not perceived as troublemakers.
- **Local police.** As noted above, our students tend to be among young people most prone to be stopped and searched. We are aware that this has an extremely negative impact on their perception of the police. Westside Free School will ensure that local police are aware of our presence and have some knowledge of our students. We hope that this will improve relationships going forward.

D.1.6.3 Set out how you will promote good community relations.

Westside Free School will promote good community relations by making contact with a range of community groups prior to opening, and operating an open-door policy for community groups wishing to discuss issues with us. We currently maintain cordial and frank relationships with a wide number of organisations in the local community, and continue to forge relationships with new groups on a regular basis. We believe that contributions from local organisations are integral to the success of the school, and to the development of our students as young people who feel that they have a stake in their communities. As Westside Free School we will continue to make every effort to ensure that our relationships with local and otherwise associated organisations remain strong.

We are aware that the students for whom we are offering provision are sometimes identified with groups causing problems in local areas. We take pains to remind our students of the consequences of their actions, and have a run a number of workshops in the past relating to gang issues. We continue to run these as and when need arises.

E. Evidence of Demand and Marketing

E.1 Evidence of demand and marketing - Part 1.

In the table below:

- Column A contains the proposed number of places in each year group.
- Column B contains the anticipated demand from our existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- Column C contains the anticipated demand from our additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Column D expresses the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

Please see below for tables calculating demand through the method described above.

We have included Lower End and Upper End estimates for demand. One school has said they will refer '1 – 2' students in both Year 9 and Year 10 categories. Our Lower End and Upper End estimates model this variation. Columns B and C include student numbers as FTE. For example, 1.3 column B under 2013 indicates 4 Year 9 students referred for a term at a time. For a specific reason demand for our Key Stage 3 programme does not appear as high as we were hoping. We are confident that we can address this over the coming months and in the run-up to interview. For more information please see E.2.2 below.

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 1	-	-	-	-	-	-	-	-
Key Stage 2	-	-	-	-	-	-	-	-
Key Stage 3	4	1.5	1.3	70%	4	1.5	1.3	70%
Key Stage 4	22	22	3	114%	24	22	4	108%
16-19: commissioner referred	-	-	-	-	-	-	-	-
16-19: pupil application	-	-	-	-	-	-	-	-
Totals	26	-	-	-	28	-	-	-

Figure 12 – Evidence of Demand Table Lower End

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 1	-	-	-	-	-	-	-	-
Key Stage 2	-	-	-	-	-	-	-	-
Key Stage 3	4	1.8	1.3	77.5%	4	1.8	1.3	77.5%
Key Stage 4	22	23	3	118%	24	23	4	113%
16-19: commissioner referred	-	-	-	-	-	-	-	-
16-19: pupil application	-	-	-	-	-	-	-	-
Totals	26	-	-	-	28	-	-	-

Figure 13 - Evidence of Demand Upper End

Demand for places at Westside Free School from commissioners equates to the following percentage of places currently available. Column A = current places at Westside School per Key Stage. Column B = demand from existing commissioners. Column C = demand from new commissioners. Column D = demand as a % of current places at Westside School.

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 3	2	1.5	1.3	140%	2	1.5	1.3	140%
Key Stage 4	18	22	3	139%	18	22	4	144%

Figure 14 - Demand as % of Current Places, Lower End

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 3	2	1.8	1.3	155%	2	1.8	1.3	155%
Key Stage 4	18	23	3	144%	18	23	3	144%

Figure 15 - Demand as % of Current Places, Upper End

E.2 Evidence of demand and marketing – Part 2.

E.2.1 Clearly state your referral process setting out how you will effectively manage referrals and engagement with your commissioners throughout the academic year.

E.2.1.1 Set out how you will manage the referral process for those local authorities, schools and Academies that will refer children to you to ensure on-going referrals once open and that appropriate pupils access your provision;

At Westside Free School we will accept referrals from Local Authorities, schools and Academies to our Year 9 programme, and from Local Authorities and Academies to our Year 10 and 11 programme. We are aware of guidance in the 'Free Schools in 2013 – How to apply' Handbook released by the Department for Education that suggests that referrals to alternative providers from Academies ought to be subject to the same safeguards as referrals from schools (p.21). We do not feel that these safeguards are appropriate for Westside Free School, as our Year 10 and 11 programme is explicitly designed to run for two years. However, we will ensure that referrals to this programme are reviewed as part of progress meetings with commissioning Academies at least once a term to ensure that they remain in the best interests of the student.

At Westside we feel that there are two aspects to ensuring appropriate and on-going referrals from commissioners. We explore both in more detail below.

Relationship-Building

At Westside we know that good relationships with our feeder schools, agencies and Local Authorities are one of the best means of ensuring good outcomes for the students we serve, and for ensuring appropriate and on-going referrals once we are open. We take time to develop strong relationships with all potential commissioners, and to ensure that all commissioners are clear about the type of student that the Westside programme is best placed to support. As Westside Free School, our robust marketing strategy will ensure that we continue to be in touch with a range of potential commissioners. Please see section E.2.4.1 below for more on this strategy. Following initial contact, all commissioners be given a pack on information on Westside Free School and will be invited to visit us. Senior staff will carefully talk through the range of students that Westside has supported most successfully in the past. These include students with the following characteristics:

- Anger Management issues and BESD
- School phobia or persistent absenteeism
- Profound disengagement with the learning process
- Turbulent home lives
- Involvement with negative peer groups including local gangs
- Low self-esteem.
- Poor social skills.

Westside Free School will not be able to support the needs of:

- Students whose behaviour consistently puts themselves or others at risk.
- Students whose behavioural or educational needs we feel unable to meet.

We expect all commissioners to act as partners with Westside Free School to ensure that referrals are appropriate and in the best interests of the referred student and Westside Free School's existing student body.

Referral Process

We have a professional referral system which is straight-forward and transparent for schools, agencies and Local Authorities, and which manifestly has the best interests of students at heart. We hope that as Westside Free School, this process will support us to achieve a high level of appropriateness in referrals from commissioners and to ensure on-going referrals from commissioning bodies.

Year 10s and 11s:

We take referrals of Year 10 students throughout the academic year on a first-come-first-served basis until the school is full. We will not accept students whose needs we feel we cannot meet, or whose behavioural and educational needs we feel unable to meet. We have found in the past that the vast majority of students are referred either in the summer term prior to their entering Year 10, or in the autumn term of Year 10 itself as it becomes clear that their mainstream placement has broken down. We have in the past taken some additional referrals to our body of Year 11s if the year group is not full, and may continue to do so if we feel that a referral is in the best interests of the student. However going forward we will be unlikely to accept referred Year 11s after the Autumn Term of Year 11, as we feel that this leaves them with inadequate time to complete GCSE coursework to a high standard and disrupts the learning of the remainder of the year group.

Generally we aim to develop a key relationship with a single figure in potential commissioning organisations in order to streamline the communication process. Within Local Authorities this figure tends to be the [REDACTED]. Within schools this individual may be the Head of a particular year group, a Deputy Head or an Alternative Provision Co-ordinator. Following the development of a relationship, the following referral process is followed.

- Our key contact will contact us if he or she identifies a student for whom our programme might be appropriate.
- He or she will then request and complete a referral form.
- Following receipt of a completed referral form, we will ask the student to visit the school with his or her parents, and an appropriate adult from the commissioning body. The best interests of the student will be thoroughly explored during these visits with parents and the student by a senior member of the Westside team.
- If it is agreed that a referral to Westside might be appropriate, a second more detailed referral form will be completed.
- If all stakeholders agree following completion of this form that it would be appropriate to proceed with a referral, we ask the student to complete a trial week at the school to assess whether the Westside programme will meet his or her needs. We aim not to have more than one student trialling at a time, as we feel that this can be disruptive for the year group.
- Following the completion of a successful trial week, we will decide whether to offer a place to the student.
- If a place is offered, we expect commissioning bodies to complete our contract. We also request a full copy of the student's file, and complete our own assessment of the students during their first non-trial week. We expect all commissioners to sign a full contract.

The process of referral tends to take 2.5 weeks from beginning to end.

Year 9s

We will take referrals of Year 9 students on a first-come-first-served basis until the school is full. For commissioners who have been unsuccessful in gaining a place we will suggest that they reapply for the start of the next academic term. Year 9 students begin at the start of academic terms, and we ask schools to begin the referral process in the last 2 weeks of the term prior to the envisaged start date. Year 9 student places tend to be commissioned through the same channels as Year 10 and 11 places, although for commissioning schools we may have a second contact specifically for Year 9s. The referral process for Year 9s is broadly similar to the process for Year 10s and 11s. Differences are as follows:

- Referring organisations complete a different referral form for Year 9 students, which includes a series of provisional personal development targets for the student.
- Students and parents complete a different second referral form which details the student's and the parent's criteria for the success of a referral.
- If all stakeholders agree that they wish to proceed with a referral, we ask the student to complete a shorter 3 day trial period before we offer a place.
- We do not request a complete copy of the student file for Year 9 students.

The process of a referral will probably take 2 weeks from beginning to end.

Other Means for Ensuring Appropriate and On-going Referrals

Westside Free School will also use the following means for ensuring appropriate and on-going referrals from commissioners:

- We will offer a very **high standard of provision for referred students**. We feel that sustained and proved success in supporting vulnerable students to flourish in education is the single most important means for ensuring that we continue to receive referrals from commissioning bodies.
- We will offer a **high quality system for feeding information about student performance back to commissioning bodies**, to ensure that they are confident in our procedures and practices. For more on this please see E.2.1.2 below.
- We will strive to ensure that we are **continually adapting to meet the needs of our referrers**. While we are very proud of the provision that we offer at Westside, we understand that in order to remain a useful and relevant service we must strive to meet the needs of referrers. At Westside Free School senior staff will meet with referring organisations twice a year to discuss their evolving requirements, our place in their commissioning plans and how we can continue to meet their needs. We will pursue a culture of continuous improvement and offer staff training on a regular basis to ensure that we can continue develop our capacity as needs change. Equally, we intend to reinvest a portion of the modest surplus in our Full Financial Plan into developing new programmes as appropriate.

E.2.1.2 Set out how you will establish and maintain links with your commissioners to ensure that you receive information about the pupils' needs and attainment levels before they are referred and how you will then work with each commissioner to keep them informed of the pupil's progress and readiness for reintegration;

At Westside we are clear that strong links with commissioners are vital for ensuring that both we and commissioners receive the information we need to ensure that students are receiving appropriate support to progress in education. We use the following means for ensuring that both we and commissioners have the information we need to support students appropriately.

Information about Student Needs

Like many Alternative Providers, we have in the past had issues with receiving full information about students referred. As Westside Free School our referral forms will contain a clear checklist of information required, which we expect to receive prior to commencing a trial. Information requested includes:

- A copy of the student's most recent school report, and current estimated National Curriculum levels for English, Maths, Science, RS, Art, ICT PE and Citizenship if applicable.
- Details of any Special Educational Needs and a copy of student's statement if applicable.

- A copy of the student's most recent Registration Certificates, and Registrations Certificates for the previous academic year if applicable.
- A list of all recent fixed-term exclusions with date and reasons.
- A copy of school's log of positive and negative behavioural incidents relating to the student, for example a Connetix/Sleuth print-out if appropriate.
- A short summary of interventions previously used with this student, for example Anger Management classes, nurturing groups or referrals to Inclusion Centres.
- Any details of any existing medical conditions that we should be aware of.
- Details of any Child Protection Information including contact details for Social Services if applicable, and details of any other agencies involved.

If a student is accepted on to our two-year programme, we will then request a full copy of the student's file. We do not proceed with referrals unless all information has been received. As described in section D.1.4 above, we use this information to create a new paper student file which can be easily cross-referenced with behavioural and attendance information logged about a student on our computer system.

This student file will be fully examined by senior staff members prior to the development of an Individual Education Plan in conjunction with the student and the student's parents. The information received will strongly inform the targets that are set as part of this plan, and the additional package of support that is recommended for the student. For example, if a student's Registration Certificate shows evidence of a history of truancy, we may put in place some of the supportive attendance measure described in section D.1.5.1 above. Equally, if a student is described as having Anger Management issues and a long history of ineffective interventions in relation to this area, we will consider carefully how best to tailor the provision relating to this issue that we offer to be most effective for the student. Senior staff members will also flag any relevant information with staff members responsible for achieving the key student outcomes described in section D.1.4 above. For example, low levels of numeracy will be flagged with the Maths teacher, previous erratic attendance with the Attendance Officer and a history of challenging behaviour with the Deputy Head.

Student files will be stored in the staff room and available for consultation by staff at all times. Confidential information will be stored in a separate student file which will be locked in the Headteacher's office.

Updating Commissioners on Student Progress

We will keep in frequent contact with commissioners to inform them of student progress and/or readiness for reintegration into mainstream. We will not generally expect our Year 10 and 11 students to return to mainstream after a referral to Westside Free School. However Year 9 students will be reintegrated into mainstream after a set period, generally a term, although we can extend provision at Westside if this is felt to be appropriate by commissioners, students and parents. The feedback that we offer to commissioners is as follows:

- Details of the student's attendance, sent every Monday.
- Academic reports, sent every half term.
- Behavioural reports and reports on progress towards Personal Development Goals for Year 9 students, sent every half-term.
- Details of any significant contact with parents, or any other information that we feel is appropriate to pass on.

- Meetings between senior staff members and key figures from commissioning bodies to discuss student progress. For Year 10s and 11s these meetings take place on a termly basis. For Year 9 students they take place on a bi-termly basis, and include a discussion on whether the student is ready to be reintegrated to mainstream.

Other Means for Ensuring Strong Communication Channels with Commissioners

On a general basis, we will seek to develop relationships with single named individuals in organisations, as we feel that this streamlines the communication process and ensures accountability at both ends. We will also check in with commissioners with whom we have existing relationships on a termly basis, in addition to our contact regarding any student we currently have on our books.

Supporting Students to Transition to Mainstream

At Westside Free School we will be strongly committed to ensuring that both we and our commissioners are best placed to support students to transition back to mainstream at appropriate times, and to ensure that the transition period is as successful as possible for the students in question.

Year 10s and 11s

We do not expect Year 11 students to transition back to mainstream, as we feel it is important for them to have the option to complete their GCSEs in a consistent environment. Typically we do not expect Year 10 students to transition either as again we feel that this would be deeply disruptive to the GCSE process, especially given that mainstream schools may be working to different exam boards. However in exceptional circumstances, it may transpire that transition is appropriate. In this case, senior staff will develop an exit plan for the student in conjunction with the relevant commissioner. This will detail the range of support we believe is necessary for assisting the student to successfully transition, and will specify a time-frame within which this ought to be in place. Additional support from Westside Free School may include a series of regular meetings with a named Westside staff member, across the transition period, or a staggered move from Westside to a new provision. In the event that a student does not have a school place to return to, we will work closely with the relevant Local Authority team to ensure that a place is found. We hope that our process of exit planning in conjunction with commissioners will ensure that commissioners are working with you to make the transition period as successful as possible for every student.

Year 9s

If it is agreed that a student is ready to transition back to mainstream, we will begin to construct an exit plan described in more detail under 'Curriculum for our Short-Term Programme for Year 9s' in section D.1.1 above. Again, this exit plan will be constructed with input from the student, student's parents and the relevant commissioners, and will detail the support that all key stakeholders is required to assist the student to transition successfully to mainstream. We expect this to include the on-going support of a mentor nominated from the commissioning body, a staggered move from Westside Free School or the range of interventions that ought to be in place in the new mainstream placement. We expect the vast majority of Year 9 students referred to remain on roll with a school while they are with us, so sourcing an appropriate school place ought not to be a problem. Again, we hope that our process of exit planning in conjunction with commissioners will ensure that the transition period is successful as possible for every student.

E.2.1.3 *Specify how you will manage a potentially high in-year turnover of pupils; and if appropriate.*

At Westside Free School we do not anticipate turn-over of students being excessively high. We expect Year 10 and 11 students to remain with us from the point of referral until the end of Year 11. This means that at full capacity, 80% of our cohort will not be subject to high turnover. The remaining 20% of our intake will be made up of Year 9 students, who will be with us for a term at a time, or longer depending on need. We will manage this level of turnover in a number of ways:

- We will encourage commissioners to think about **initiating the process of referral in the final weeks of the term prior to the term in which the referral is envisaged as beginning**. This will allow students to begin at Westside School at the beginning of an academic term rather than in the middle of one, which we feel will support them to settle more quickly and be less disruptive for the remainder of our student body.
- We will offer all Year 9 students a **short trial period** and a **robust induction** by a senior staff member to ensure that they are clear about the rules of our provision and our expectations for their behaviour and attendance. We will clearly explain our behaviour and attendance policy, and discuss any concerns with students as necessary.
- Following explanation during induction, **our clear and simple behaviour policy will be robustly and consistently implemented**. This will support all students to settle quickly and behave appropriately. For more information on our behaviour policy please see Annex I.5.
- Equally, following explanation **our supportive attendance policy will be consistently and robustly implemented**. This will support students to attend punctually, and to break out of any negative patterns if applicable.
- Our **small class sizes and relatively high staff-student ratio** will allow students to receive the individual attention that they need to feel comfortable and settle quickly.

Westside Free School will have strong administrative procedures to ensure that we are able to manage a relatively high level of student turn-over. In particular, we hope that the following measures will support us to manage turn-over appropriately:

- We will have **standardised referral forms** which are issued to all commissioners on inquiry about referrals. We hope that these will ensure that the information we are receiving about each student is consistent and complete.
- We will have **clear procedures** for forwarding a referral once it has been received. For more information on our referral process please see section E.2.1.1 above.
- We will have **clear procedures and timelines** for processing payment by commissioners. Currently we expect invoices to be paid within a month of receipt. We stress to commissioners the importance of prompt and full payment for the effective running of our school.
- **Single central registers** will be kept, updated and expanded appropriately.
- We will have **strong systems** for communicating information about new students to relevant staff members. Information received will be communicated to staff in half-termly briefings. Student files will also be created and kept for reference in the office.

E.2.1.4 *In preparing your application, it is important to 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.*

We understand that students with SEN should not normally be educated by alternative providers on a long-term basis. However we feel very strongly that for some students with statements, our two-year programme is deeply appropriate. For more on our work with students with statements of SEN, please see section D.1.3.5 above. Please see Annex I.4 for our SEN policy.

E.2.2 **Provide evidence of demand from commissioners that they would make referrals to your alternative provision Free School for pupils of compulsory school age and, if appropriate, students aged 16-19 and would pay the per pupil rates you intend to charge.**

E.2.2.1 *Set out what you consider to be your steady state for pupil numbers over the course of an academic year, based on full-time equivalents (FTE).*

We anticipate that our steady state for FTE equivalent students will be 30 by 2016, while our capacity will be 32. We have estimated a slightly lower number of FTE students to take account of possible referrals of Year 10 students after the beginning of the academic year, and possible inconsistent referrals of Year 9 students. We will strive not to take late referrals of Year 10 students however, as we feel that this could be disruptive for the year group.

Due to restructuring of Local Authority services in Westminster, we have not been able to source completed forms from the [REDACTED] in this area. However expected referral levels from this department have been included in our demand figures. For a full justification of this decision, please see below.

E.2.2.2 *Provide information that clearly shows the level of demand from your commissioners (local authorities, schools and Academies). Evidence should include agreements from them that they would be willing to refer children to your provision and to pay the costs of that referral (which you can set). Please ensure that the evidence you have collected is set out in terms of full-time equivalent (FTE) places over the academic year. For example if a commissioner anticipates needing to refer 3 children full time for a term each, that would count as evidence of 1 FTE referral over the academic year; and consider providing wider demographic data and evidence about local need in the area to add context to your evidence from commissioners.*

We have gathered information regarding demand for spaces from a range of existing and new commissioners. Please see the table below for a breakdown of demand. We base our assumption of Year 11 numbers in 2013 on a question about referral intentions to our two-year programme in September 2012 that was put to existing commissioners and prospective commissioners in our Evidence of Demand surveys. Please see Figure 16 - Evidence of Demand Form below for a copy of the wording from our Evidence of Demand surveys, including the text for existing commissioners about referral intentions in the academic year 2012/2013.

Free Schools Bid 2012
Evidence of Demand

Westside School is applying to become a Free School, opening in September 2013.

Please see overleaf for more information on the school and our fees. As part of this application process, we are collecting evidence of demand from prospective feeder bodies, including schools, Academies and Local Authorities and relevant agencies. If you could complete the form below, it would help us to measure demand.

Thank you, from the staff and students of Westside School.

Name of Commissioner:

Name of Respondent:

We, the above named commissioner, confirm that we support Westside’s School application to become a Free School opening in September 2013. We understand that Westside Free School will offer provision of the type described overleaf.

We would anticipate making [xx] referrals per academic year to Westside Free School, [xx] to the long-term programme and [xx] to the short-term programme. We would anticipate referrals to the long-term programme lasting for [two] years, and referrals to the short-term programme lasting for [xx] terms.
(Please see overleaf for a description of the programmes)

As an existing commissioner, we would anticipate continuing to refer to Westside School’s existing long-term programme in the academic year 2012-2013. We would anticipate making [xx] referrals during this academic year, and would anticipate these referrals lasting for [two] years.

We would be willing to pay a fee of [redacted] per year per FTE (full-time equivalent) student.

Signature: **Date:**

Figure 16 - Evidence of Demand Form

We have assumed that anticipated referrals ‘per academic year’ indicates at least two years of referrals.

As noted above, commissioners have agreed to pay our current fees. We will have a slightly different arrangement with SEN agencies who will be referring us only children with statements of Special Educational Needs. These departments will view funding direct from the government as core costs funding, and will fund us additionally depending on the Special Educational Needs of the student. For SEN agencies, we have agreed a fee of [redacted] for additional SEN support. For a child with 10 hours additional support a week, this works, this works out as approximately equivalent to our per-student fee of [redacted] to other providers:

$$[redacted] \times 10 \text{ hrs/week} \times 38 \text{ weeks/year} = [redacted]$$

We have reached the assumption of 10 hours per week per student on the basis of previous referral patterns and conversations with our commissioners. 100% of the 12 referrals received from SEN agencies over the past 3 years have been for students requiring 10 hours of additional SEN support or more. Formal conversations with our commissioners have indicated to us that they do not expect this referral pattern will change.

For the purposes of the Financial Plan, we have assumed the lower per student funding level of [REDACTED] across the board.

Please see Annexes I.9 and I.10 for full copies of Evidence of Demand Forms and for Statement of Support Forms.

Below is a table illustrating breakdown of demand by commissioner type, based on the Lower End estimate of student numbers.

		Academic Year 2013-2014			Academic Year 2014-2015		
		Short term KS3 referrals (FTE)	Two-year KS4 referrals in Year 10 (FTE)	Continuing Year 11 students (FTE)	Short term KS3 referrals (FTE)	Two-year KS4 referrals in Year 10 (FTE)	Continuing Year 11 students (FTE)
Schools	<i>Holland Park School</i>	0.3	2	1	0.3	2	2
	Pimlico Academy	0.3	1	1	0.3	1	1
	<i>Phoenix School</i>	1	0	0	1	0	0
	Westminster Academy	1.2	4	4	1.2	4	4
	Total	2.8	7	6	2.8	7	7
Local Authorities	Westminster (SEN Department)	0	3	3	0	3	3
	Brent (SEN Department)	0	3	3	0	3	3
	Total	0	6	6	0	6	6
Number of place available:		4	12	10	4	12	12
Demand:		2.8	13	12	2.8	13	13
Demand as % of places available:		70%	108%	120%	70%	108%	108%
							[REDACTED] = 'provisional'

Figure 17 - Evidence of Demand by Commissioner Type

The commissioners listed in bold italics are prospective rather than current commissioners for Westside Free School. Holland Park School is listed as a prospective commissioner, despite the fact that they already have one student placed with us. This student was placed as a result of our efforts to develop relationships with new providers for this application. Given that this relationship is very new, we have listed the school as a prospective rather than an existing commissioner.

As noted above, one set of figures listed here are described as 'provisional'. This is for the following reason. The boroughs of Westminster, Hammersmith & Fulham and Kensington & Chelsea are in the currently in the process of merging their Education Services. Westminster Special Educational Needs agency, which is involved in this merger, has been one of our largest and most consistent referrers over the last 2 years. However this agency is currently unable to formally comment on referral needs or ability to pay fees due to a review of commissioning strategy that is currently underway within the tri-boroughs. We have been informed that this review will come out in March. We will continue to engage with this commissioner in the run-up to interview, and will be in a position to offer firmer data on demand as soon as the review has been completed. In the interim, this service has offered us the following statement of support:

'Providing the provision maintains good quality standards Westminster will use this provision for suitable pupils and will bring the provision to the attention of parents as we always have to take account of parental preference. We will consider the provision at annual reviews of pupils and will make referrals as is considered appropriate. This provision will complement and supplement Westminster's own provision but we would anticipate sending up to ten pupils per year to this provision if it becomes state funded tbygvb9 as we are reducing our reliance on the independent sector.'

██████████, Westminster

From verbal conversations with this commissioner we expect that they would fund the school in line with our arrangement with Brent SEN. This commissioner has previously only ever referred to our two-year programme, and conversations indicate that this trend will not change as we convert to Free School status. Based on this information and the statement above we feel that our current working estimate of 3 FTE students per year from this commissioner is not only reasonable but indeed very conservative.

Please see below for a map displaying the locations of our current and prospective commissioners.

██████████

Figure 18 - Westside School Commissioners Map

We are also aware that, unlike our Year 10 and 11 programme, we are not currently showing 100% demand for our Year 9 programme. We had been assured by the previous Commissioner for Vulnerable Children at RBK&C that despite the changes in the tri-borough arrangements, we would be receiving a signed Evidence of Demand form indicating demand for both Key Stage programmes. However on the 21st of February, we received a message RBK&C would not be referring to Westside Free School. We have had a very supportive relationship with this commissioner in the past. Various agencies in this borough have referred a number of students to us over the years, and have informed us that they were pleased with the outcomes for these students. We know this borough has particular need for Year 9 provision, as indicated in discussion with the LA and by the Diverse Pathways Group. We would be very surprised if in the long term they did choose no longer to refer to us given our relatively low fees compared to PRUs and Special Schools and our students' academic results and success in subsequent educational placements.

While this presents us with a difficulty in relation to the demonstration of demand for our application form, we do not feel that the loss of this commissioner will be a problem for us going forward. While we have not yet secured Evidence of Demand from the following potential commissioners, all have expressed interest in our Year 9 programme:

- Burlington Danes Academy
- Henry Compton School
- Chelsea Academy
- Paddington Academy.²⁶

We will continue to engage with these organisations in the run-up to interview, and are confident that we will be able to secure additional evidence of demand for our Year 9 programme.

Given demand from potential commissioners, we are aware that our estimation of 25% of students having statements is conservative. If numbers of students with statements is higher than 25%, support staff levels will rise in line with increase in SEN funding. We have chosen to give a conservative estimate in order to ensure financial viability in the case of unexpected financial pressure (please see section G for more on this). Equally we have found in the past that school estimates for future referrals numbers tend to be lower than referrals actually made, which means that the balance of referrals we will receive is likely to shift in favour of more students without statements than is currently indicated.

We are aware that parents cannot refer to the Alternative Providers going forward. However at Westside we believe that parents are the most significant figures in our students' lives, and that it is deeply important for families to feel that the programme we offer is appropriate for their children. We have not gone out for support to prospective parents as part of our current application, partly because the parents of our target student groups are often socially excluded and therefore very difficult to reach. However supportive comments from our current cohort of parents make us feel confident that the provision offered at Westside Free School will be deemed appropriate by prospective parents, and that parents will be likely to support transfer to Westside Free School.²⁷

²⁶ While Paddington Academy does have 2 students placed with us at the moment, they are currently undergoing a review of their Alternative Provision commissioning model. They have informed us that they will be in a better position at the beginning of March to let us know if they anticipate referring students to Westside Free School.

²⁷ These responses were provided to a survey undertaken in October 2011 that was for the purposes of our on-going self-evaluation rather than the Free Schools bid.

'I am overwhelmed with the level of support that Westside offers, there is no comparison to [my daughter's] old school.'

'My child wants to attend and he wants to learn. At the old school he did nothing'.

'Westside is way more flexible at dealing with real children and their needs.'

'I feel welcomed here. Everyone is so friendly at Westside.'

'My daughter is happier now.'

Comments from Westside parents October 2011

E.2.2.3 *Consider providing wider demographic data and evidence about local need in the area to add context to your evidence from commissioners.*

We feel strongly that our high level of demand from local commissioners is reflective of a clear local need for additional, good quality alternative provision places in our feeder boroughs. For additional demographic information indicating a lack of places in our local area, please see information in section C.1.1.1 above. We are clear that there is a defined local need for additional alternative provision places in our boroughs; The Royal Borough of Kensington & Chelsea's Diverse Pathways Group, whose core role is to 'lead on the identification of demand, the identification of a lack of provision, and the commissioning of provision to fill those gaps', have identified Year 9 students who need alternative provision before KS4 as a particular target group.²⁸ Equally, the [REDACTED] has provisionally indicated that she would consider sending up to 10 students per year to Westside Free School, which we feel clearly indicates a lack of other suitable places.²⁹

E.2.3 **For schools providing alternative provision for 16-19 year olds, provide evidence of demand from students of the relevant age that they would apply to your alternative provision Free School in each of your first two years of operation.**

n/a.

²⁸ Minutes from Diverse Pathways Group meeting held 1st November 2011, supplied to Westside by RBKC contact.

²⁹ Please see Annex I.10 below for full text of comment.

E.2.4 Demonstrate how you intend to engage with the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

E.2.4.1 Demonstrate how you have made or plan to make the school known to a number of commissioners;

At Westside Free School we will continually explore avenues for possible referrals to ensure that our student population remains as diverse as possible. A particular strength of the school in the past has been the opportunity it presents for students to start again without reputations. This situation is best maintained through contact with a relatively wide range of commissioners. We see the following possible commissioners as most likely to deliver us students within our target range:

- Local Authority Commissioners for Vulnerable Children
- Local Authority Looked After Children Departments
- Local Authority Special Educational Needs Departments
- Academies
- Schools.

We have existing relationships with a wide range of current and potential commissioners, who are aware of Westside and what we do:

- Head of Commissioning for Vulnerable Children in RBKC and Westminster.
- Looked After Children Agencies/Virtual Schools in RBKC and Westminster.
- Brent Special Educational Needs Agency
- St Augustine's High School
- Burlington Danes Academy
- Capital City Academy
- Chelsea Academy
- St George's Roman Catholic School
- Henry Compton School
- St Marylebone's Church of England School
- Paddington Academy
- Phoenix High School
- Pimlico Academy
- Westminster Academy

We have developed these relationships through a targeted marketing programme managed by our Headteacher, who we have expected in the past to dedicate one afternoon a week to marketing and developing relationships. This programme has previously run as follows:

- We identify potential appropriate commissioners in the area through conversations with our contacts and online research.

- We either seek an introduction to potential appropriate commissioners through our contacts or we make contact ourselves by telephone or email.
- We arrange a meeting to explore whether the potential commissioner might have need for our services.
- We send out a comprehensive information pack for potential commissioners expressing interest. For a sample copy of a marketing pack, please see Annex I.8. We also direct commissioners to the school website, www.westsideschool.co.uk. We have been lucky to have the pro-bono support of The Clinic Creative Agency in London to design this site. If we were to gain Free School status we would aim to redesign this site to make it more interactive for parents and students.
- We invite the potential commissioner to visit the school once they have a stronger idea of what we do at Westside and how it might fit in with their requirements.
- If we feel that we could have a productive working relationship with the potential commissioner going forward, we get in contact once a term from the point of a visit to touch base and discuss the commissioner's referring needs going forward.

We do not envisage that this marketing plan would change as we convert to Free School status. Given that we are a small school with strong existing relationships with a range of supportive commissioners, we do not anticipate that it will be necessary to reach out through the media, or to hold public meetings. There are cost implications associated with redesigning our website, however aside from this, cost implications are minimal as marketing will already form a core part of our Headteacher's duties. We have budgeted [REDACTED] for marketing in our start-up year, and thereafter [REDACTED].

E.2.4.2 Show clearly how your approach reflects the requirements of specific commissioners; and demonstrate the appeal of the alternative provision Free School to commissioners who do not currently refer pupils to you

At Westside, we are aware of the importance of ensuring that our services meet the needs of a wide range of commissioners. We are very proud of our long-lasting and supportive relationships with our feeder bodies. Over the years we have developed continually re-evaluated our programme in light of the changing needs of commissioners to ensure that we are meeting a wide range of needs. Our feedback from existing commissioners is excellent (please see Annex I.10), and we have a strong track record of cultivating new relationships with commissioning bodies.³⁰ As part of this process of engaging with commissioners to measure demand for places at Westside Free School, the following new commissioners have agreed to refer students to us:

- Holland Park School
- Phoenix School

We have identified a number of areas that commissioners tend to find particularly attractive about the programmes that we will offer at Westside Free School. These are as follows:

³⁰ Over the previous year we have received referrals from three new commissioning bodies and have had strong expressions of interest from a further two.

- We offer a **full programme of GCSEs** for students at risk in education. We are aware of no other London-based Alternative Provider offering students the opportunity to sit 5 GCSEs. Anecdotal evidence from Academies and Local Authorities has informed us that commissioners often feel that students with behavioural problems are pushed into vocational provision through lack of alternative educational options outside of school. The academic nature of the provision that we offer is frequently cited by commissioners as a particular strength of our programme, and as a reason for repeated referrals over time. The following quotations, taken from statements of support that we have received from [REDACTED], illustrates this point. We are confident that this academic programme will make us attractive to potential commissioners who do not currently refer to us.

'There are very limited providers offering students academic options in our area... there is a strong local need for this provision'.

Westminster Academy, [REDACTED].

'We would recommend the provision of Westside to other Local Authorities as it provides good provision for our pupils including... the chance to sit 5 GCSEs'.

Brent Special Educational Needs Service,
[REDACTED].

'There is a real shortage of alternative provisions in London and in particular in quality placements which offer and persist with academic attainment... [Westside], has a good academic focus that is often lacking in other alternative provisions'.

Pimlico Academy, [REDACTED].

'There is a lack of good Alternative Provision places for vulnerable young people in our area. We are particularly especially concerned by the lack of organisations offering young people who are unable to access the curriculum in mainstream the chance to sit 5 GCSEs... Results achieved by [Westside] are excellent'.

Capital City Academy, [REDACTED].³¹

- We offer a **small, nurturing and consistent environment** for students with challenging family lives. One of the particular strengths of Westside Free School will be the opportunity that it offers for socially- excluded students who have previously experienced educational establishments as confrontational environments to begin to feel that they are part of a community once more. We will seek to develop this atmosphere partly through our approach to teaching and learning, which will recognise the importance of positive relationships between students and staff and students and their peers. For more on this please see section 'Staffing Structure and Approach to Teaching and Learning' above. Current and potential commissioners have repeatedly noted the value of the environment that we seek to cultivate. Please see below for a range of supportive quotes from these bodies.

³¹ Financial constraints currently prevent this body from referring to us.

'I feel that the nurturing side of Westside works extremely well and stops young people being involved in crime'.

Westminster Academy, [REDACTED].

'The nurturing atmosphere at Westside is very appropriate for students who have become disengaged with learning'.

Capital City Academy, [REDACTED].

'Westside provides... good provision for our pupils including a small environment, and an opportunity for the outcomes of pupils to be improved'.

Brent Special Educational Needs Service,
[REDACTED].

- We offer a range of **provision including short-term respite for Year 9** students. A number of feeder and potential feeder organisations have altered us to the lack of provision for Year 9 students in our area. As noted above, RBK&C Diverse Pathways Group considers this year group to be a priority. We are confident that the high-quality, short-term provision that we plan to offer will prove to be popular with a range of institutions.
- We offer **tailored programmes of support** for students depending on their particular needs. Anecdotal evidence from a number of [REDACTED] has highlighted the concern that exists about providers failing to meet the specific needs of the student referred. For example, one [REDACTED] informed us that she was concerned about the lack of therapeutic intervention being offered as part of a package of support for students in alternative provision who have experienced trauma. Another [REDACTED] informed us that she was concerned by the narrowness of curriculum offered in some centres, and how it failed to take account of the needs of more academically-able students and students with subject-specific difficulties. We hope that our focus on meeting individual needs across and curriculum and in pastoral contexts will make us an attractive option for commissioners concerned about the outcomes for the students they refer to alternative provision.
- We offer **feedback to commissioners on a regular basis**. Anecdotal evidence from [REDACTED] has informed us that it can be difficult for [REDACTED] to secure adequate feedback from the providers with which their students are placed. At Westside we feel strongly that without strong channels of communication between [REDACTED] and providers it is impossible for the best outcomes to be secured for vulnerable students. Going forward we intend strong communication to be a particular strength of Westside free School.
- We are **relatively cost-effective**. We are aware that for SEN agencies our provision is cheaper than the majority of Special Schools in the area. For the small number of SEN agencies who do feed to us, we are confident that this, and our high-quality level of provision, will continue to make us an attractive option.³²

³² We base this assertion on a conference held by the West London Alliance which we attended on the 8th November 2011. We were informed at this conference that with per student fees of [REDACTED], we will be significantly cheaper than the majority of SEN providers in our feeder boroughs, who currently charge [REDACTED] and upwards.

E.2.4.3 Demonstrate a good understanding of the community your pupil intake will come from and show how the education plan takes this into account

As an existing school, Westside has an excellent understanding of the communities from which our pupil intake comes. We have worked hard to tailor our education plan to the needs of these communities. Westside Free School will serve young people in Years 9 – 11 who have either been permanently excluded, are at serious risk of permanent exclusion or have struggled to flourish in mainstream due to complex needs. Most of our students currently come from Black or Minority Ethnic groups. The overwhelming majority have Special Educational Needs and are on Free School Meals. Our typical student may have had an extremely disrupted educational background, lack a nurturing home environment and have missed learning general social skills. Most have come to view educational establishments as threatening and adversarial places and have a history of truanting. Many have low self-esteem and have lost confidence in their capacity to be successful in a school environment. Many have a record of extremely challenging behaviour, and some operate on the periphery of local gangs.

For more on how our Education Plan takes these needs into account, please see section D.1.6.1 above.

E.2.4.4 Set out how your school will work with other partners or the wider community

At Westside Free School we will be committed to developing productive working relationships with our wider community. We value our strong and supportive relationships with schools, Academies and Local Authorities, as evidenced by the responses to our Surveys of Support in Annex I.10. We are clear of the value that community support will add to our school and of the contribution that we are able to make across the community by offering our services in innovative ways. We are proud of the good relationships that we already have with a wide range of local supporters and stakeholders, and already draw on the resources of a range of partner organisations to support the work we undertake with students. For more information on these relationships please see sections D.1.6.2 and D.1.6.3 above and E.2.4.6 below.

We aim to continue to enhance our relationships with the following key stakeholders as Westside Free School, in order to further enhance the educational offer we can make to our students:

- **Parents:** As described in sections D.1.4 above, we are aware that parents are the key figures in students' lives. Currently we strive to engage closely with parents and support them to feel confident in supporting their children's education. As a Free School we will continue to seek to develop close and supportive relationships with parents and carers through the means described in section D.1.4 above.
- **Community organisations:** As described in section D.1.6.2 above, we believe that community organisations can have a profound and positive impact on the lives of our students and parents. We will continue to work closely with these organisations as we convert to Free School status to ensure that our students and parents continue to have access to high-quality local support. We will also hire out our premises as appropriate to these groups.
- **The Local Authority:** We have strong relationships with the three Local Authorities on whose boundaries we are currently located, and a long history of successful referrals from these organisations. We will continue to work closely with them as we transition to Free School status.

- **Local schools and Academies:** our local schools and Academies have provided us with a range of additional support in the past, including support to deliver extra-curricular activities or additional learning courses. We will continue to work closely with these organisations as we convert to Free School status. Please see section D.1.6.2 above for more on this.
- **Local businesses:** Aside from work-experience opportunities discussed below, we have found that our students are significantly more likely to feel a part of their communities if they are known to local people in the area and therefore not perceived as troublemakers.
- **Further Education Colleges:** At Westside Free School we will be committed to ensuring that students go on to further education, employment or training. We will therefore prioritise developing links with these organisations, including hopefully offering our students the opportunity to visit colleges. We hope that this will assist them to achieve in line with our Future-focused Target.

We are also committed to using our resources to support the wider community and a range of other associated organisations in various ways. Wider organisations with whom we plan to work include, among others:

- **PGCE providers:** At Westside we are committed to improving outcomes for vulnerable students within mainstream. We know that for many students, exhibiting challenging behaviour in the classroom is the single largest barrier to their learning and achievement. We feel strongly that PGCE training ought to place more emphasis on equipping teachers with the skills necessary to support students to behave appropriately in class. As a Free School we intend to consider offering short courses to PGCE students in our approach to managing challenging behaviour, led by our senior staff team. We have in the past offered a programme of this type to a group of 11 students from the Institute of Education, which proved very successful. Please see Figure 19 - Letter of from [REDACTED] regarding our programme for PGCE students below for more on this. Depending on timetable constraints going forward, we are considering using the pilot course as a basis for developing a full programme which we will market to PGCE providers.
- **Local schools and Academies:** One of our prospective commissioners for Year 9 places has expressed a strong interest in our Resilience programme and has asked if we would consider offering it on an outreach basis. If the programme proves to be a success with Year 9s, we would seek external funding to deliver an outreach pilot which would hopefully become self-sustaining as schools pay fees for places. We have an external individual in mind to deliver this programme.

██████████
Westside School

London ██████████

6th February 2012

Dear Sarah,

Thank you so much for welcoming the PGCE students so warmly last week. I know from the 'buzz' in my seminars this past Thursday and Friday that word is getting around about the whole experience and I know the group of six students coming to you on 6th and 7th February will also benefit hugely from their time with you and your staff. The students you met are very definite about the value of both the experience of their two days at the school and about the value of the school itself as a form of 'alternative education'. We talked about ways to offer this kind of 'school experience' to more PGCE students in the cohort and perhaps you and I could talk about this, particularly with next year in mind.

One student's comment you will remember: 'I know I just couldn't do what they do at Westside!' In his tutorial with me the following day I asked him more about that and the discussion we then had was illuminating. This student believes completely in the 'community' you are building at the school, but, with a touching honesty and openness, he said he felt his commitment to the subject – to English studies – needs to be 'more centre-stage' in his teaching. We went on talking about that, about what you and your staff are trying to do and what kind of 'teaching' this is. The experience was valuable for him partly for this opportunity to reflect critically on his own strengths and 'the kind of school where I think I could make a difference'.

As you know, others in the group reacted differently and they can see their careers leading in the direction of a school like Westside. 'If I could make a difference with those kids,' said one, 'I'd feel so satisfied.' For her the intensive work with individual students and what she referred to as an 'holistic view of education' would more than make up for what she might lose as an 'English' teacher. She realises that her views might change: she asked me about 'burn-out' at the school and it's something about which I know your teachers could speak thoughtfully and with deep understanding. Another student spoke very thoughtfully to me afterwards about the challenges she and her peers are meeting constantly in the mainstream school, those challenges related to balancing the needs of particular individuals with a 'whole-class approach' to teaching, learning and the curriculum. 'How can these be integrated at Westside?' She could see how far the staff do indeed work with and within these tensions and contradictions and this left her full of admiration; but said she did not feel ready - 'yet'- for what this kind of work requires from and takes out of a teacher.

It was, I think, an important two days for the students. They have some insight now into the kinds of support that could be offered to those students who are 'failing to thrive' in the mainstream. PGCE students are of course meeting such young people in their schools, but as one student said, 'They are usually in a bottom stream, are seen as "trouble" and we usually feel pretty helpless.' Seeing it from 'another side' has given them some sense of 'possible futures' for such students and a sense of what can be achieved with the kind of dedication and skills your staff demonstrate. I think this last point is an important one: my students were adamant that the work your teachers do is not some kind of 'hug a hoodie' (I quote) soft-hearted indulgence; rather it requires many of the same intellectual and pedagogical skills that are at the heart of our ITE course. At the same time, the PGCE students appreciate some of those 'extra' skills required for this kind of teaching – and they found working with such committed staff 'humbling'.

I hope it's clear from our conversations and from this letter how much I admire what the school is trying to do at a time when resources are so hard to come by – in so many areas of education.

Let's 'keep talking'. I do wish you the very best in everything you and your extraordinary group of teachers are trying to do at Westside

██████████

Figure 19 - Letter of from ██████████ regarding our programme for PGCE students

E.2.4.5 *Tell us if you are planning to use the school as a resource for the wider community (e.g. hiring out premises) and, if so, how will this be managed*

At Westside we are aware that our work with vulnerable students gives us indirect access to some of the most socially-excluded, hard-to-reach communities in the country. We are keen for our premises to be available as a **resource beyond the school community**. We will offer rooms for hire by local families and community groups afterschool as appropriate. We feel strongly that community use of our facilities afterschool will have a clear tangential beneficial impact for our parents and our students, as it will foster the development of community groups equipped to address some of the more challenging issues in local areas, and it will offer our families a wider opportunity to develop the supportive links within the community that we feel deeply important for socially excluded families. For more on this please see section D.1.6.1 above. Hiring would be managed by our administrator and overseen by our Headteacher.

E.2.4.6 *Set out how you will promote good community relations.*

At Westside we draw from some of the most deprived areas in the country. Many have serious issues with vandalism, violence and unemployment. We are strongly aware of the need for our students to feel that they have a stake in their communities and to grow up as adults empowered to make a positive contribution to the areas in which they live. With this in mind, we will deliver a Citizenship GCSE with a strong focus on community solidarity. Projects in the past have included and trip to a local care home where students ran a craft project for residents, and contribution to a community consultation on gang issues. We will also continue to develop strong relationships with a range of organisations and individuals in our local area in order to promote good community relations. We will engage with organisations both over the telephone and in face-to-face meetings, and will invite significant local figures to speak at the school. We already have relationships with the following range of local organisations:

- **Local businesses**, who accept our students for work experience.
- A number of local charitable organisations, including the **Dalgarno Neighbourhood Trust and Into University**. These organisations currently offer us indirect support.
- **The Avenues Youth Club**, whose facilities we share and whose projects our students use.
- [REDACTED], [REDACTED], [REDACTED].
- **Our local primary school**, which is aware of our presence.
- **Our local MP, Karen Buck** who has visited our school on a number of occasions to discuss issues in the community with our students.
- **A local private school**, which allows our gifted and talented students to attend music classes.
- Our local **Youth Offending Teams**, with whom we work closely to support students involved in Youth Offending.
- **Several Academies**, with whom we have shared facilities in the past to offer courses to students.
- **Several secondary schools**, with whom we remain in close contact.

-
- Several Local Authorities and Local Authority agencies, including those based in **Westminster, Kensington & Chelsea, Ealing and Brent**, who support us both directly through referrals and indirectly through supporting us to continually develop and ensure the appropriateness of the provision that we offer.

As a Free School we will continue to use our network of supportive relationships within the local area to promote good community relationships and enhance outcomes for our students.

F. Capacity and capability

F.1.1 Show how you will access appropriate and sufficient educational expertise to deliver your vision.

F.1.1.1 Show that you have identified the resources, people and skills that you will need to set up and operate a school, including experience or understanding of leading and teaching in high quality alternative provision.

F.1.1.2 Confirm time commitments to the project from relevant individuals.

Westside School has been running successfully for 6 years. We have an experienced and dedicated staff team. In September 2009 we welcomed an Ofsted inspection, which commented:

Westside School is a good school which succeeds in its aims and where students are highly valued as individuals. Through a varied curriculum and good teaching, the students make good progress, both academically and socially. They report that the school has done a lot to help them. Students' spiritual, moral, social and cultural awareness and their welfare, health and safety are promoted effectively. The school's procedures to safeguard students are very good and all regulations are met.

Ofsted Report, November 2009

Our current [REDACTED], [REDACTED], will be [REDACTED].
[REDACTED]:

- A high standard of teaching and educational support
- Robust curriculum development
- Strong systems of support for students with SEN
- Excellent relationships with commissioning bodies
- A strong self-evaluation system

We are grateful for the contribution she has made to the success of the school to date, and for the capable staff team that she has put together. We are currently looking to appoint a new Head to begin in post by September 2012. Please see section F.1.5.1 below for more information on our plans to recruit a high-quality Principal Designate. We anticipate converting to Free School with our other [REDACTED], [REDACTED], [REDACTED], [REDACTED]. We also expect to retain the majority of our current staff team, who also have significant experience working with challenging students.

We therefore believe we have an acceptable educational infrastructure as a base from which to convert to Free School status.

Westside School is also lucky to have support from a panel of expert educational advisors. These include the following individuals:

- [REDACTED], [REDACTED], [REDACTED], [REDACTED].
- [REDACTED], [REDACTED], [REDACTED].
- [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED].
- [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED].
- [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED].

-
- [REDACTED], [REDACTED], [REDACTED], [REDACTED].
 - [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED].
 - [REDACTED], [REDACTED], [REDACTED], [REDACTED].

We are very proud of our track record in providing students with an excellent standard of education. Last year 40% of graduating Westside students achieved GCSEs at grades A* - G, and 100% of students passed GCSEs in English and Maths. Over 70% of graduating students went on to further education, employment or training from Westside. However, we do not underestimate the challenges associated with setting up a Free School. Going forward, we believe that we will need the following range of educational competencies in place to successfully set up and run Westside Free School:

Relevant teaching experience and experience supporting challenging students to access a curriculum

We anticipate converting to Free School status with the majority of our current staff team, who have an excellent track record in delivering inspiring teaching to our students. However we do not underestimate the challenges of continuing to deliver a high standard of teaching and classroom support. We will expect our new Principal Designate to have experience in fostering strong staff teams, and will pursue a culture of continuous improvement through a strong staff-training programme. We will follow current recruitment practices to ensure that the staff who are recruited as we grow in size are of a high calibre. For more on this please see section F.1.5.3 below.

Experience of robust curriculum design and development

As Westside School we have used the expertise of our Headteacher and our range of educational consultants including Jane Cameron in the past to design and develop strong curriculums with appropriate areas of core focus for our students. Going forward as a Free School, we would hope to appoint a strong Principal Designate able to take development of our curriculum plan forward.

Experience of developing strong provision for students with SEN

Our current staff team and especially our [REDACTED] have extensive experience working with students with SEN. Our [REDACTED] including [REDACTED] and [REDACTED] have provided us with invaluable support in this area. Our SEN provision is currently very good. We have received statements of support from current SEN feeder agencies, including Westminster SEN and Brent SEN. Please see Annexes I.9 and I.10 below for copies of these statements. Going forward as a Free School we expect our new Principal Designate to have extensive experience working with students with SEN. We expect to retain the services of our current advisors and of our [REDACTED]. We will use these resources to pursue a culture of continuous improvement in this area.

Experience of staff management

██████████. As a Free School with an expanded staff-base we understand that the challenges of effective management will increase. We expect our new Principal Designate, supported by our ██████████, to further enhance our management processes.

Experience in delivering an educational vision to budget

At Westside we understand the importance of providing a provision that is both of a high standard and cost-effective. Our current ██████████ has supported our current Head to develop a robust budget in consultation with our Bursar on a number of occasions. We feel that his expertise in this area will be invaluable. We will also expect our new Principal Designate to have experience in this area.

Experience developing strong relationships with Local Authorities and other potential commissioners

At Westside School we are proud of our record of cultivating strong and supportive relationships with commissioners. We understand that as a Free School we will draw from a wider range of commissioners and that the challenges associated with maintaining these relationships will increase. Our ██████████ has done an excellent job in cultivating new relationships over the past year. We expect that she will support our new Principal Designate in this area during the role transition.

Experience setting up and running a self-evaluation system

We are proud of our current evaluation system at Westside, which we feels deliver excellent outcomes for the school, for students and for individual staff members. Going forward we expect our current Head to support our new Principal Designate to take over this practice.

Our senior staff team are currently all employed full-time at the school, and would anticipate dedicating a portion of their working week to supporting the process of conversion to Free School status. Our ██████████ is committed to supporting us to develop and finalise our Education Plan while ██████████. Our advisors would continue to offer us the same level of support as they currently provide. Please see above for the hours that we receive from consultants.

F.1.1.3 Set out clear and detailed plans for identifying and securing any necessary educational expertise currently missing from your group.

Our current skills gap in this area is our Principal Designate. We expect this individual to be in post by September 2012, and are following a robust timeframe for recruitment. For more on this process please see section F.1.5.1 below.

F.1.2 Show how you will access appropriate and sufficient financial expertise to manage your alternative provision Free School budget.

F.1.2.1 Show that you have identified the resources, people and skills that you will need to set up arrangements for and undertake the financial management of a school.

F.1.2.2 Confirm time commitments to the project from relevant individuals.

We do not feel that we have a skills gap in the area of finance.

We believe that, at a high level, the expertise required to manage the financial operations of a successful Free School are:

- Authorisations and Monitoring
- Controls
- Compliance
- Daily operations

Authorisations and Monitoring

The Trustees (as Governors and as Members) approve the budget, capital expenditure, delegate authorities, and monitor the school as a Going Concern.

As a [REDACTED] we have [REDACTED] who is a [REDACTED]. [REDACTED].

Other [REDACTED] also have [REDACTED], including [REDACTED], [REDACTED], and [REDACTED]. For full biographies of these individuals please see section F.1.5.4 below. These individuals attend [REDACTED] on a regular basis, and contribute additional support as required.

On the business management side we also have support from [REDACTED], [REDACTED]: SSE's core service is a year-long 'action learning' based programme supporting early-stage social entrepreneurs from a wide range of backgrounds. [REDACTED].

Controls

The cycle of Trustee meetings is: strategy in the Autumn; planning in the Spring; and budgets in the Summer.

Budgets are prepared bottom up. That is to say, once plans are agreed by Trustees at the beginning of the summer term, all teachers are involved in preparing a schedule of what is required to meet this plan for the coming autumn term. With the help of the Bursar the budget is collated by the Head, with salary recommendations, and presented to the Trustees for approval. The Trustees approve or reserve portions of the budget as they deem necessary to fulfil the objectives of the school.

Management accounts are currently presented at each of the Trustee meetings in the year. These include a bank status report, progress against budget to date, forecast outturn for the year. Other reports, such as cashflow, are presented as required.

Debtor and creditor positions are managed weekly by the school office. Discrepancies are reported in the Bursar's Report at the next Trustee Meeting.

The Bursar is responsible to the Trustees for financial procedures, as laid out in the manual. This outlines the necessary procedures for financial responsibilities, conflicts of interest, budget authorities, purchasing, credit controls, banking, salaries, HR, asset management, insurance and risk, management of restricted funds, tax, and audit.

Together the Trustees and Bursar are competent in managing these controls.

Compliance

██████████, have independently examined ("audited") and prepared our accounts for the past six years. Copies for the two most recent years are attached. Annual Returns, Financial Accounts, charity returns, and other statutory filing have been submitted regularly to Companies House and the Charities Commission, and are up-to-date.

Daily operations

██████████ has been a ██████████. ██████████. ██████████. ██████████.

Banking operations will be under dual control. There will be no petty cash.

Restricted funds will be recorded as such in the accounts.

Westside Free School will have only an additional 10 students. We anticipate that the existing level of operations, systems, and support is sufficient.

F.1.2.3 *Set out clear and detailed plans for identifying and securing any necessary financial expertise currently missing from your group.*

We do not feel that we have a skills gap in this area.

F.1.3 Show how you will access other relevant expertise to manage the opening and operation of your school.

F.1.3.1 Provide details of your group, including the Members of the company, and their particular areas of experience and expertise;

F.1.3.2 Show that your group has identified other relevant expertise, such as individuals or organisations with successful experience of setting up a new organisation or business, school governance, human resources, ICT, property/construction, marketing and project management;

F.1.3.3 Set out clear time commitments to the project from the relevant individuals;

Our current group consists of the following individuals, who are all current [REDACTED] of our company limited by guarantee:

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

For a full biography of each group member, please see section F.1.5.4 below. The Steering Group for Westside Free School is comprised of individuals from this [REDACTED] group. The [REDACTED] are also advised by a number of individuals, some of whom have been listed above in section F.1.1 above and some of whom are listed in the current section below. We believe that this group and body of advisors have the necessary expertise to manage the successful completion of the Free School project and the opening and operation of the school.

Relevant Skills

We anticipate that the skills we require to successfully manage the opening and operation of our Free School are as follows:

Educational:

Our range of educational expertise is listed in section F.1.1 above. With the addition of a Principal Designate, who we aim to recruit in the immediate future, we feel that these skill sets are ample for the purposes of managing the educational side of opening and operating a successful Free School.

Financial:

Again, please see section F.1.2 above for more information on our financial capacity.

Project Start-up and Management

We have a number of individuals associated with the school who provide expertise in this area.

██████████, ██████████: ██████████, ██████████, ██████████, ██████████.
██████████: ██████████, ██████████.

School Governance

As an existing school with a dedicated and effective body of governors, we feel strongly that we have all the appropriate expertise in this area. For more information on our current governing body, please see section F.1.5.4 below. Trustees currently meet twice a term to oversee the operation of the school, or more often if necessary.

Legal and Accounting:

We understand that significant legal and accounting expertise is required for setting up and running a successful Free School. The following members of our group offer us expertise in this area:

██████████, ██████████, ██████████, ██████████, ██████████.
██████████, ██████████, ██████████, ██████████, ██████████.

Marketing

██████████, ██████████.

[REDACTED] [REDACTED].
[REDACTED] [REDACTED].
[REDACTED] [REDACTED] [REDACTED] [REDACTED].

Building and Site

We are currently looking to secure both a new school. We hope to receive support from Partnerships for Schools in this regard. We also have a **pro-bono associate** with experience in the real estate sector supporting us to carry out an effective search. For more information please see section H below.

Information and Communications Technology

[REDACTED] [REDACTED].

We also have an established relationship with **Media Information Solutions** who provide us with affordable and school-appropriate IT support. On the website front the **Clinic Creative Agency** in London provides us with pro-bono support.

Human Resources

As a hiring body our current Governing Body has extensive expertise in the area of Human Resources. The following more specific expertise is also represented in our group:

[REDACTED] [REDACTED] [REDACTED].
[REDACTED] [REDACTED].

Going forward, we expect our new Principal Designate to have significant experience in the area of Human Resources, and to make appropriate and timely hires as we convert to Free School status.

Clerk to the Governors

We anticipate going forward that our [REDACTED] [REDACTED].

The Steering Group

A Steering Group has been established for the purposes of supporting our application. Primary responsibility for setting up the school will remain with this group. However, given that our Governing Body is already in place and is relatively compact, we anticipate that they will significant input into the process of setting up the school. When the school is close to opening the Steering Group will be disbanded and responsibility will be dispersed to the Governing Body. We understand that the process of conversion to Free School status will require a great deal of work from the Steering Committee. We are confident that our group has the dedication, expertise and commitment to support a conversion to Free School status.

The Steering Group is comprised of members of the Governing Body and key staff, and will include the following individuals. For full biographies please see section F.1.5.4 below.

- [REDACTED]. [REDACTED].
- [REDACTED]. [REDACTED]. [REDACTED].
- **New Principal Designate:** This person has not yet been appointed, however we would envisage him or her playing a key role on the Steering Group, and supporting in the fine tuning of our Education Plan, complete set of school policies and Human Resources policies. We expect this individual to have significant experience working with challenging students, and to be passionate about the Westside mission. He or she will dedicate up to 1 day a week to the project, and additional time as required.
- [REDACTED]. [REDACTED].
- [REDACTED]. [REDACTED].
- [REDACTED]. [REDACTED].

The Steering Group is advised by the following individuals and organisations, who have a range of relevant expertise.

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

F.1.3.4 Explain how work on this school will be balanced against the development of others if your group is seeking to establish more than one school.

n/a

F.1.4 Show how your staffing structure will deliver the planned curriculum.

F.1.4.1 Set out plans showing an appropriate and phased build-up of staff (where the school is increasing in size over time) in line with planned pupil numbers and financial resources.

The table below shows staffing structure for the school. Staff build up is described below.

- **Teaching Staff:** Not scalable. A full complement of 2.6 teaching staff (including 2 FTE teachers, 40% of the Head's timetable and a 0.2 TTO teacher) are required to deliver lessons to 3 classes of students, and to run additional afterschool sessions for students as required. We feel that this is adequate to deliver the full curriculum, and to support our students to achieve in line with our Academic Target above. As we begin with 3 classes this requirement cannot be phased.
- **Learning Mentors:** Not scalable. Learning Mentors will support teachers in the classroom and will support our Deputy Head to deliver SEN hours. As the number of students rises, Learning Mentors will spend more time working with students with SEN and less time supporting teachers in the classroom. We will begin in September 2013 with 1 FTE and 1 full TTO Learning Mentor (equivalent to 1.75 FTE).
- **Teaching Assistants:** Scalable. We will open Westside Free School in 2013/2014 with 2 TTO Teaching Assistants (equivalent to 1.5 FTE). Our Teaching Assistants will play a vital pastoral role in Westside Free School, and will support our students' Wellbeing to improve in line with our Holistic Target above. Each of our 3 classes will be supported by a Teaching Assistant or a Learning Mentor full-time from the 2013-2014. As the school grows in size and the number of SEN hours that our Learning Mentors are required to deliver increases, we will employ a further 1.8 TTO Teaching Assistants (equivalent to 1.35 FTE). One of our Teaching Assistants will also act as Careers Advisor for Year 11 students.
- **Administrative Staff:** Not scalable. The numbers of administrative staff employed in 2013/2014 match the number of administrative staff currently employed at Westside School. This is the minimum level of administrative support that we believe we require. There will be minor economies of scale as we expand in this overhead.

Please see below for a table outlining breakdown of staff build-up.

	<u>2013/2014</u>		<u>2014/2015</u>		<u>2015/2016</u>		<u>2016/2017</u>	
	No's	FTEs	No's	FTEs	No's	FTEs	No's	FTEs
Student Numbers		26		28		29		30
Staff FTE								
Leadership	2	2.00	2	2.00	2	2.00	2	2.00
Teaching Staff	3	2.20	3	2.00	3	2.00	3	2.00
Learning Mentors	2	1.75	3	1.75	2	1.75	2	1.75
Teaching Assistants	3	1.50	3	1.50	3	2.10	4	2.85
Admin/Support Staff	1	0.40	1	0.40	1	0.40	1	0.40
Totals:		7.85		7.65		8.25		9.00

Figure 20 – Student & Staff Numbers

F.1.4.2 *Describe the final staffing structure and show how it is sufficient, affordable and appropriate to deliver the education vision and plan.*

At full capacity, Westside Free School will employ the following members of staff:

- 2 FTE Senior Leaders (Headteacher and Joint SENCO and Deputy Head and Joint SENCO).
- 2.15 FTE teachers (including one teacher on 0.2 TTO, equivalent to 0.15 FTE).
- 1.75 FTE Learning Mentors, (including one LM on TTO, equivalent to 0.75FTE).
- 2.8 FTE Teaching Assistants (all on TTO – 3.8 TTO equivalent to 2.8 FTE).
- 0.4 FTE administrative staff (outsourced).

We have based our staff model on the following assumptions:

- **2.55 FTE teachers** are required to deliver a full GCSE and academic curriculum to 3 classes in order to support them to achieve in line with our Academic Target above. We have based our model on employing 2.15 FTE teachers, and expect our Headteacher to devote 40% of his or her timetable to teaching. This is equivalent to having 3 teaching staff on site at all times during the school day, with some additional capacity for delivering afterschool sessions, which we assume would run from 2013/2014.
- Up to 70 SEN hours a week requires **2.15 FTE members of staff** to deliver. We expect the Deputy Head and 2 additional Learning Mentors (LM 1 and 2 in the table below) to spend between 65% and 75% of their timetable on SEN work. The remaining hours would be delivered through in-class support from Teaching Assistants.
- Each class requires **full-time support from a Teaching Assistant or Learning Mentor**, with whom they can develop a strong and positive relationship in line with our **Caring and Supportive Ethos** above. An additional 0.8 TTO of a TA required to support across challenging lessons as required. This relatively high staff-student ratio will support our students to achieve in line with our **Academic Target** outlined above.

We have run a calculation on staff-time distribution, and have arrived at the following conclusions about our staffing balance. Staff hours are assumed at 35hrs/week. School hours are assumed at 85hrs/week (6 hrs/day for Year 10s and 11s and 5 hrs/day for Year 9s).

Our staff structure for the academic year 2016/2017 allows us the following hours:

- **77 teacher-led teaching hours per week.** This allows for a full GCSE and non-GCSE curriculum as laid out in our Education Plan to be delivered for all year groups, discounting sports sessions, ICT sessions and 50% of Variable Programmes for Year 10 students which will be led by our TAs. The Head and other teachers, unlike Teaching Assistants, will not normally be expected to support during lunch breaks. This leaves us with up to 14 additional Head-and-teacher hours per term-time week, to be spent on admin or one-one tutorial sessions as required.
- **Up to 8.8 hours of teacher-led and TA-led additional afterschool sessions per week.** This will include additional sessions on specific subjects areas for students who are falling behind as laid out in our Education Plan.
- **Up to 110.3 hours of in-class support from Teaching Assistants and Learning Mentors per week.** The 23 hours week excess capacity will allow 1 TA or Learning Mentors to offer additional behaviour management support across classes depending on need.
- **Up to 11.2 careers hours per week.** Our Careers Advisor will support our students at risk of becoming NEET post-16 to go on to further education, training or employment in line with our Future-focused target above. They will also provide support in classes as a Teaching Assistant.
- **Up to 85.1 SEN hours per week.** This is comfortably in excess of the 70 SEN statement hours that we anticipate offering, especially as a number of our SEN sessions will be run in small groups. Our Anger Management sessions and some of Reading Recovery groups will be delivered in this way. We find that this allows students who feel that they are failures to act as reservoirs of expertise for their peers, which is often a profoundly positive experience. This leaves us the capacity to offer an appropriate level of support to students identified as 'School Action' or 'School Action Plus'.
- **19.3 pastoral hours per week.** We assume that this figure is appropriate given that our students are likely to have a relatively high level of pastoral needs.

This staffing structure allows us to deliver our Education Plan in full. Our Financial Plan shows that this level of staffing is affordable based on our current fee schedule.

F.1.4.3 Set out the structure of the senior leadership team, heads of department and any other staff, as well as a clear description of their roles and responsibilities.

The school is small and consequently the organisational structure is very simple. All staff report to the Head (Principal). There are no Heads of Department.

The Senior Leadership Team – for day-to-day operations – consists of the Head, Deputy Head, and Bursar. Their responsibilities are detailed in the Job Descriptions Annex attached, but in summary they are as follows:

- **The Head** is responsible for all aspects of the school, some of which are delegated. In particular the Head is responsible for ensuring the academic and pastoral education of the students, the hire and management of staff, school operations, and the marketing and good management of the school. He or she is also responsible for jointly supervising SEN work. Teaching staff report to the Head. The Head reports to the Governing Body.
- **The Deputy Head** is primarily responsible for ensuring smooth running of the daily timetable, SEN tuition, pastoral support, pupil and staff attendance, pupil behaviour, sport and non-educational activities. Non-teaching staff report to the Deputy Head.
- **The Teacher** is responsible for education of Westside Free School students, having due regard to the requirements of the National Curriculum and school policies. The Teacher reports to the Head.
- **The Learning Mentor** is responsible for assisting the Deputy Head to provide a high quality level of SEN tuition and additional support for Westside Free School students. The Learning Mentor reports to the Deputy Head.
- **The Teaching Assistant** is the first port of call for students with pastoral concerns. The Teaching Assistant works under the instruction/guidance of teaching/senior staff to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. The Teaching Assistant reports to both the Teacher and the Deputy Head.
- **The Bursar** is responsible for the good financial management of the school, as well as the good and proper use of facilities, insurance, and staff contracts. The Bursar works in conjunction with the Head and reports to the Governing Body.

Please see Annex I.1 for full job descriptions for all staff members. Please see the diagram below for a description of how the relevant departments and individuals fit together within the school.

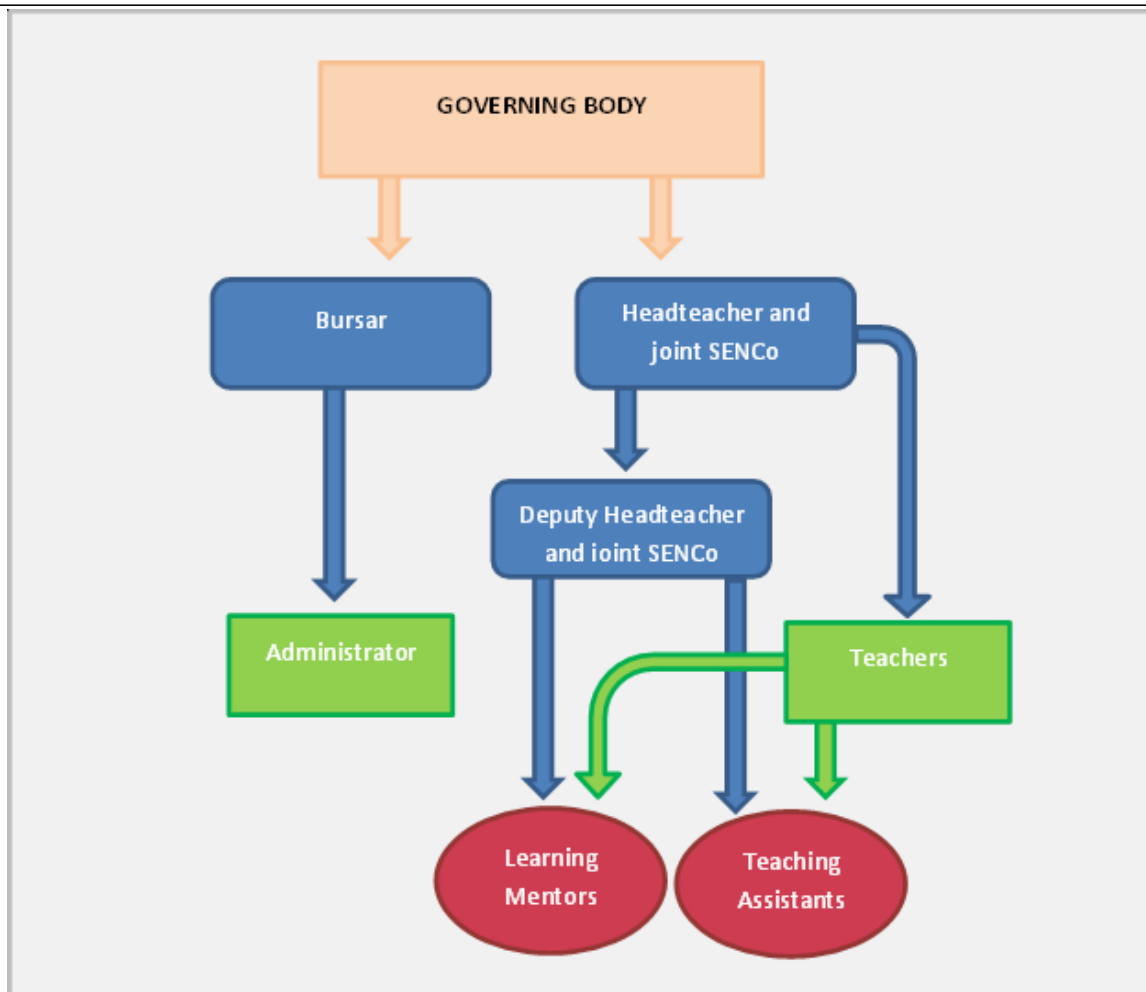


Figure 21 - Staffing Structure

F.1.4.4 *Reflect both the arrangements for the first term and year, and for the longer term as the school builds to full capacity, with clear delineation of roles and responsibilities.*

We do not anticipate that these roles will vary significantly as the school builds to capacity. Westside's major staffing variant as the school grows will be the number of Teaching Assistants.

F.1.5 **Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.**

Our operational practices in the area of recruitment will be based on our extensive previous experience of recruiting as an independent school.

F.1.5.1 You must: set out plans for recruiting your school's principal designate (headteacher) and the role you envisage him/her playing in the implementation phase

██████████. We are very grateful for the contribution that she has made to establishing a strong infrastructure and supporting the successful running of the school over the past ██████████ years. We are currently being supported in identifying a list of appropriate candidates by ██████████ from Pentir Talent Solutions. This organisation has an excellent track-record in recruiting inspirational leaders for schools and Academies. We are looking forward to work with this organisation as continue in our search for an outstanding leader.

We aim to appoint a new Headteacher to begin in post from September 2012. Pentir have supported us to develop a robust timetable in which to do this. In order to make this appointment an appointment panel will be formed (most likely composed of two current trustees, an existing head of school and two independent advisors) will be set up to select the best candidate for the role. We will advertise the post in the national press, local press, in local job bulletins and on our website. Advertisements for the post will come out on March the 2nd February for appointment by the end of April 2012.

We do not under-estimate the challenge of attracting and appointing the right candidate to the role of principal designate. We believe that quality of leadership is the single most important factor in determining the success of our school. We are strongly aware of the need to recruit an individual who is vision-aligned with Westside Free School, who is passionate about supporting excluded young people to get back on track in education and who is equipped with the drive and professional experience to make this vision a reality. We are in the process of developing a high-quality person-specification for the role in conjunction with Pentir, however we believe that the key qualities required for an individual in this post will be as follows:

- Qualified teacher status.
- Experience delivering successful educational programmes to challenging young people.
- Commitment to raising educational standards for all young people.
- Excellent and proven leadership skills.
- Ability to communicate Westside Free School's vision in a compelling way, and to empower, challenge and motivate others to carry the vision forward
- Ability to manage the school on a day-to-day basis, and to set and pursue the highest standards of academic and behavioural expectations for our students.
- High ambitions for both Westside Free School and for the Alternative Provision sector as a whole, and the experience, professionalism, charisma and dedication to drive change in the sector.

We will offer a salary in line with National Pay Scales. However, we are clear that for many of the best candidates, salary is not the only motivating factor. We are aware of the framework set out by the National College for School Leadership on factors that motivate and demotivate high-quality headteachers. We will be aware of these pointers as we recruit.

We would envisage this individual jointly overseeing our conversion to Free School status with our Chair of Trustees and Bursar during the last 6 months of the implementation stage. We imagine that the principle duties of this individual would be as follows:

- To oversee the implementation of all aspects of our Education Plan, and project-manage the start-up of our new Year 9 project including marketing to Local Authorities and schools and further developing the curriculum in conjunction with key staff.
- To recruit and appropriately train new staff members as required, and to ensure that they are supported to work in line with our Education Vision and to perform to the very high standards that Westside expects.
- To continue to develop relationships with a range of new commissioners and community stakeholders.
- To oversee the equipping of new premises if appropriate, and to ensure that it is appropriately furnished to support the delivery of our Education Vision.
- To develop our Vision and Plan as appropriate in response to any challenges that may arise.
- To model the highest standards of professional conduct for our staff team at all times.

F.1.5.2 Provide the CV of your preferred principal designate, if you have already identified one, along with evidence of their ability to deliver your education vision and plan and lead your proposed school;

We have not yet identified a preferred Principal Designate.

F.1.5.3 Set out your plans for recruiting high quality members of staff;

Westside School has an excellent track-record in recruiting high-quality members of staff. As Westside Free School we will follow our current recruitment procedures, with reference to the safer recruitment procedures outlined in the Children's Workforce Development Council. Our structured recruitment process aims to:

At Westside School we know that our staff team are our most valuable resource. As noted in 'Staffing Structure and Approach to Teaching and Learning' in section D.1.1 above, we believe that the quality of relationships developed between staff and students are among the most powerful means for supporting students to re-engage with the learning process. Recruitment of the right members of staff is therefore of the highest importance. We are proud of our current staff team, and of the results they have achieved with our students. Please see Figure 19 above for a letter from the Institute of Education commending the work that they do.

Going forward, Westside Free School will seek to recruit staff with the following characteristics:

- Capacity to deliver inspiring teaching or high quality learning support if appropriate to students who have become profoundly disengaged with the education system
- To be passionate about supporting young people at risk in education to go forward to opportunities in further education employment or training.
- Demonstrable experience developing positive, mutually respectful and appropriate relationships with young people in a teaching environment.
- Demonstrable experience supporting students with a range of behavioural and pastoral needs.

- High levels of resilience and the capacity to respond calmly and constructively in the face of challenge from students.
- Capacity to be consistent in the implementation of the school's positive behaviour policy.
- Commitment to acting as a positive role model for young people at all times.

The recruitment of the Head and the Deputy is a matter for the Trustees. Recruitment of other members of staff is the responsibility of the Head and is subject to approval by the trustees.

The normal process is as follows;

- Define the need and skills required, taking into account school objectives and curriculum.
- Draw up a job description.
- Agree a suitable salary level to match market conditions and budgetary constraints.
- Agree selection criteria.
- Advertise.
- Acknowledge expressions of interest. Send out information pack.
- With regard to Equal Opportunities etc, draw up long list; short list;
- Interview.
- Check references and qualifications. CRB check.
- Trial teaching session, observed by members of interview panel.
- Depending on level of appointment, recommendation to Trustees for approval.
- Make written offer (keeping runner up available in case)
- Appoint subject to probation.
- Introduction, induction, HR procedures.
- Letter of thanks to unsuccessful applicants.

F.1.5.4 Tell us about any individuals you have already identified as prospective governors and their relevant skills and expertise; and

Westside Free School will continue to operate with the same governing body as Westside School, with the addition of the Headteacher, the Bursar and two Parent Governors. We are lucky to have group of dedicated Trustees with expertise in a wide range of areas.

██████████ : ██████████
 ██████████ ██████████ ██████████

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

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

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

Other Associates:

Our Principal Designate will automatically become a member of the Governing Body on conversion to Free School status. Westside Free School will also, in line with regulation, appoint two parents to the Governing Body, who we hope will support us to continuously reassess and improve our educational offering for our students. Our school Administrator will continue to serve as clerk to the Governing Body.

F.1.5.5 Describe how you will identify and appoint committed governors with the breadth of skills needed to oversee successfully both the implementation of a school and its operation once open.

At Westside we are lucky already to have a group of Trustees with the range of skills and experience including change management, financial management, education, education psychology, law, accountancy and the charity sector. We feel that we currently have access to all the skills required necessary to oversee the conversion of the school to a Free School, and to guarantee the quality of operations once we are open. However we hope to begin life as a Free School in new premises, and are committed to developing strong relationships with the communities we serve. If we were to move site, we would approach local community and voluntary organisations to recruit a governor with a strong understanding of the new area in which we were operating.

While we aim to keep the body of Trustees slim, and to maintain a balance of those with operational skills and those with educational expertise, we are always open to recruiting new members whose skills are particularly relevant and who share our vision and passion about supporting young people to get back on track in education. Subject to the available of skills and experience,

Parent governors would serve for a period of one year on our Governing Body. This is a relatively short tenure but reflects that fact that students are often with us for a short period of time. We would approach appropriate parents and encourage them to stand for election. We would ballot parents for appointment.

F.1.6 Demonstrate a clear understanding and describe the respective roles of the company Members, governing body and Principal Designate in running your school.

F.1.6.1 You must clearly describe both in writing and in a diagram the structure, lines of accountability and methods of escalation between the company Members, the school's governing body (the company directors) and the principal

Westside Independent School is a company limited by guarantee, company registration number 05888220 (England and Wales).

All current Trustees are registered at Companies House as directors of the company and are the Directors of the company for the purposes of company law. All current Trustees acknowledge their duties as Members of the company.

Westside Independent School is registered with the Charities Commission number 1116655. All Trustees are Trustees for the purposes of the Charities Commission.

In this application the body of trustees and directors of the company are the same, and will be referred to henceforth as the Governing Body. Going forward this body will include the Headteacher, the Bursar and two Parent Governors. Company Members are the current Trustees only.

The Governing Body meets twice a term, or six times per year. The Head and Bursar attend these meetings. Other ad hoc staff or advisors invited to attend to discuss relevant items on the agenda. An administrator attends in the role of Clerk to the Governors.

Company meetings may also take place depending on need. Company meetings are attended by Company Members only. The Company Secretary will also attend all these meetings.

The School is too small to have standing committees for Building and Finance, Education, Health & Safety, Discipline, Remuneration, etc. Instead these are run as small projects, being formed of a number of experienced Governors capable of handling the points in question. Normally at least one and sometimes two company Members will be involved. All findings are reported at the next meeting of the Governing Body.

In practice given the size of the school a small executive committee consisting of the Head, the Bursar, and one other Governor are capable of managing the day-to-day decisions, appealing for advice from other Governors as necessary.

In the case of an appeal, a small appeal committee would be formed of Governors and others who are uninvolved with the case. The committee will include at least one person external to the school, with relevant experience and impartiality. The findings of the appeal committee would be final.

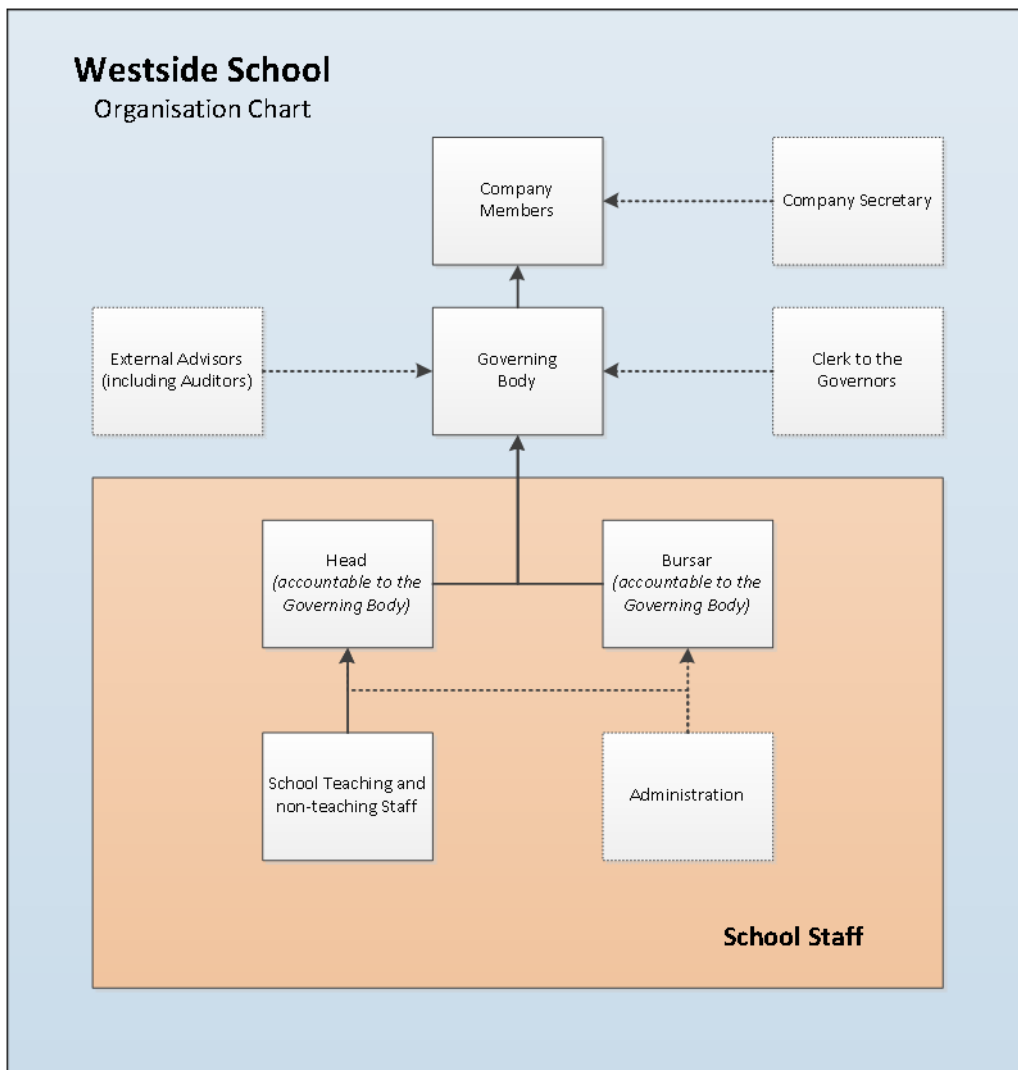


Figure 22 – School Organisation Chart

F.1.6.2 *Clearly define and set out the respective roles and responsibilities of the company Members, the governing body and the principal; and Role of the Company Members:*

Role of the Company Members

The company Members are the legal owners of the company limited by guarantee established for the purposes of running the school. The Members appoint the directors of the company, who will carry out the day-to-day governance of the school. We anticipate that all Members will be Directors, but not all Directors will be Members. The company Members will oversee the governance of the school. In certain circumstances, Members may assume executive function in relation the following areas:

- The performance of the Headteacher.
- The school's strategic direction.

- The school's finances.
- The school's legal responsibilities.

Role of the Governing Body

The governing body will have responsibility for day-to-day governance of the school. The roles of the governing body will change as the school develops.

Role of the governing body before opening

A Steering Group will be formed to plan and to manage the project. Within our group we already have strong project management skills and tools. Prior to opening the governing body will review and approve these plans. The Steering Group will report back to the Governing Body at pre-defined milestones and agree intervals. The plans will include:

- Initial budget and financial plans.
- Project plans, including timetable, responsibilities, deliverables and milestones.
- Education Plan and curriculum.
- Premises and fitting-out.
- Plans made for the appointment of the Principal Designate.
- Staffing plans (teaching, SEN, TAs, Admin, premises).
- Resources (furniture, IT, etc).
- Plans for new pupils.
- Communication plans.
- Quality control. Whether plans are cost effective and represent the best use of both the school's and the Department for Education's resources

Members of the governing body will also provide consultation to members of the Steering Group as and when appropriate.

Role of the Governing Body after opening

After opening, the governing body will be responsible governance of the school. We see governance as including the following duties

- To approve the budget every financial year.
 - To investigate any irregularities
 - To approve contracts, and to delegate responsibility to
 - To approve the financial procedures and authorities for expenditure.
 - To approve a fees policy.
 - To appoint the Head;
 - To approve the process for the selection of staff;
 - To approve staff remuneration policy.
 - To approve disciplinary /capability procedures
 - To approve staff numbers
 - To ensure that all necessary policies and procedures are up-to-date.
 - To suspend a member of staff; and to cancel that suspension.
-

- To approve dismissal procedures, and any payments in compensation.
- To approve the curriculum.
- To be responsible for the standards of teaching
- To set targets for pupil achievements
- To approve the exclusions policy; to review exclusions.
- To ensure that pupils receive an appropriate level of pastoral care.
- Any of the above responsibilities may be delegated to a committee, the Head, or to another responsible person, who is then accountable to the governing body for the correct execution of those functions.

Role of the Principal Designate

Role of the Principal Designate prior to opening:

The Principal Designate will be responsible for:

- Managing the development of the Education Plan, and ensuring that robust systems are put in place for monitoring educational and personal development outcomes for students.
- Managing the development of the day-to-day curriculum for students.
- Overseeing the furnishing/refurbishment of a new premises is relevant, and ensuring that it is appropriate for the delivery of our Education Plan.
- Recruiting and training new staff members.
- Developing key relationships with relevant commissioners, and supervising the development of marketing materials.
- Developing relationships with key figures within the local community.

Role of the Principal Designate after opening:

- Recruitment of students through liaison with local providers
- Recruitment and management of staff
- Teaching of students
- Overall achievement and progression of students
- Quality of provision
- Client and other stakeholder feedback and satisfaction
- Together with the Trustees, development of future strategy for Westside and implementation of agreed approach
- Management of the school office
- Effective Communication with Chair of Trustees and Staff.

F.1.6.3 Have arrangements that seek to ensure that any potential conflicts of interest are avoided and that deliver independent challenge to those with executive functions.

New governors and newly appointed members of staff are asked to sign a “Declaration of Interest” form. This form aims to understand in what areas they may have financial interests, family connections, moral, or other areas which may present a potential conflict with the interests of the school.

In preparing for any decision of material consequence such trustees or members of staff are expected to declare up front any point which might eventually be considered to be a conflict of interest. A view can then be taken whether such a potential conflict may adversely influence the outcome of the decision or the interests of the school, and if necessary that person may be replaced.

All members of the Governing Body and other staff assuming executive function will be accountable to the Governing Body as a whole. The Governing Body will be accountable to Company Members.

G. Initial costs and financial viability

G.1.1 [REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*G.1.1.1 Show in **both financial plans** that income, including start-up funding, would exceed expenditure for each year up to and including the first year where you have a full cohort of pupils (the 'start-up' period). The latest that this can be is the fourth year.*

██████████.

G.1.1.2 Demonstrate you have minimised the need for any start-up funding, particularly staffing diseconomy funding. For example, where the school is building-up we would normally expect principals to do some teaching, and for support staff to fill multiple roles.

██████████ ██████████.

██████████

██████████:

- ██████████.
- ██████████.
- ██████████.
- ██████████.
- ██████████.
- ██████████.

[REDACTED]

[REDACTED]

[REDACTED]:

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

[REDACTED]

G.1.2 Show how the school will be financially sustainable once there is a full cohort of pupils.

*G.1.2.1 Demonstrate in your **first financial plan** that income will exceed expenditure once the school is no longer eligible for start-up funding. The last year in which schools are currently eligible for start-up funding is the first year in which they have a full cohort of pupils. The latest that this can be is the fourth year; and*

[REDACTED]

G.1.2.2 Set out clearly and explain in your application form the supporting assumptions for this first financial plan.

[REDACTED]:

- [REDACTED]
- [REDACTED]

G.1.3 Show how the school will be financially resilient to reductions in income.

*G.1.3.1 Show in your **second financial plan** how you would reduce your expenditure to spend less than your income if you were not able to achieve the levels of income you assumed in your first financial plan. You must show how you would do this whilst still being able to deliver high quality education in line with your stated education vision and plan;*

G.1.3.2 Show in your second financial plan how you would manage if only 80% of pupil places were filled in each year.

G.1.3.3 Also take into account any other areas that could impact on your school's income. In particular, where relevant, you should show in your second financial plan how you would manage if you did not reach the assumed level of income from sources other than grants from the Department for Education and your commissioner per pupil funding (e.g. if you are expecting to receive any third party contributions);

G.1.3.4 Set out clearly and explain in your application form the supporting assumptions for your second financial plan.

██████████:

- ██████████.
- ██████████.
- ██████████.
- ██████████.

██████████:

██████████.

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

[REDACTED]

- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]

[REDACTED]

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

[REDACTED]



G.1.4 For existing providers, show that the existing provider has a good track record of financial management and explain any existing financial issues which could impact on becoming an alternative provision Free School.

G.1.4.1 Submit the school's audited financial statements for the last two years with your completed application form or supply alternative evidence of financial viability where the existing provider has not been open long enough to have two years' worth of audited accounts.

G.1.4.2 Tell us about any relevant financial issues and explain how you will seek to address them. You should expect to discuss these in greater detail in later stages of the application process. Examples of financial issues which may impact on becoming an alternative provision Free School include running at an operating deficit or having outstanding loans, including mortgages.

██████████.

██████████.

██████████.

H. Premises

H.1.1 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.

Westside School is currently located in a modern building managed by the Avenues Youth Project, a local authority supported scheme providing courses and facilities for young people at various times of the day. While these premises have served us well for the last six years, it would be less than ideal as a location for Westside Free School.

The total area of the current premises is 687m² (7,400 ft²). Westside School has access to 2 classrooms, 1 small study room, a staffroom and a hall. The issues with the current premises are:

- The current school is located just at the point where a **number of gang territories converge**. A number of parents are concerned about the location of the school knowing the reputation of these different gangs. We have had one or two students who had to miss a few days of school because of inter-gang rivalry with the areas they came from. While we are committed to continuing to serve the community we are in, we would like to move a short distance to an area with fewer gang affiliations. It is important that students feel safe to travel and to attend Westside Free School. For a map of gang territories in our area, please see Annex I.2.
- While our current building is large enough for 20 students, we are concerned that it **may not have the capacity to expand to 30 FTE students**. During the school day we would anticipate running up to three SEN sessions at any one time, including solution-focused coaching. There is not sufficient private space in the building to undertake this work. We are licensed for only 20 students with the Department for Education, and we were advised during our previous Ofsted inspection that we may not be granted a license for many more students than this.
- While we can currently support our students to make good use of the diverse range of programmes offered by the Avenues Youth Project, without our own building it will be difficult for us to **run some of the programmes for parents that we would like offer at Westside Free School**. We envisage a Westside building acting as a hub for our local community. As mentioned above, many of our parents are among the most socially-excluded people in the country. We would hope to use new premises to assist students and our parents to develop supportive connections with other parents and with local organisations. Please see sections D.1.6 and E.2.4.5 above for more on this.
- The current building does **not have access to an outside space** which students could use for physical activities during break and lunch. While currently students use a local gym for PE and Boxercise, as Westside Free School we would hope to offer our students a higher standard of facilities including space for lunchtime games. We feel that activities of this type support students to develop skills including co-operation and discipline. Indeed, one of our commissioning schools has noted the lack of outdoor space as something that concerns them.

-
- Whilst sharing premises has been a cost-effective solution for Westside, we are aware that our position as junior partner in the share **has an impact on the way that the students perceive the school**. For example, we are unable to display students' work on many of the school walls, to purchase new furniture without consultation, to leave artwork out in the art room or to meet with parents after school hours on several days of the week. We are committed to ensuring that Westside Free School's premises costs represents the best possible value-for-money for commissioners and other funding bodies. However we feel strongly that students with a history of BESD, low self-esteem or Anger Management issues perform significantly better when they feel some ownership of the premises in which they spend their school life, and some control over their physical environment in school.
 - While the Avenues have been an acceptable landlord for us for a long time, we are becoming increasingly concerned about their **ability to maintain the building in a reasonable state** due to cuts to their budget.

Westside Free School would envisage renting premises reasonably close to our current location. Both Westminster and the Royal Borough of Kensington & Chelsea Local Authorities are aware that we are looking for new premises, and have been supportive. These boroughs, and Hammersmith & Fulham, are currently in the process of merging their Education Departments We aim to identify a site within one of the tri-borough area, outside of the gang areas noted on the map in section Annex I.2 below.

We have been in touch with Partnerships for Schools. We also have a pro-bono associate who works in the real-estate sector supporting us with this process. We will continue search through these channels in the time leading up to interview. Partnerships for Schools have said they are confident that it would not be difficult to identify a suitable site to rent given our requirements, which are laid out in the table below:

Westside		Provision for up to 30 students.				Notes
Ideal space requirements	Approx. Size		Approx. Size (metres)			
	Length	Width	Length	Width		
Offices:						
Head's Office					Close to reception area. Meeting table. Computer.	
Admin / Accounts Office					Close to reception area. With safe for exam papers. Shelves, filing cabinets. Computer.	
Study Room / Private Tuition					Would also contain library. Computer. Meeting table & chairs.	
Study Room / Private Tuition						
Study Room / Private Tuition						
Staff Room					With 5 desks computers for staff. Staff lockers. Close to reception area. Stationery cupboard.	
Store Room					For sports equipment.	
Sickbay					With bed, sink & running water.	
Server cupboard					With broadband, telephone.	
Classroom 1					With one computer. 12 desks / chairs. Cupboard.	
Classroom 2					Smartboard.	
Art Room					With one computer. 12 desks / chairs. Cupboard.	
Hall					Classroom & general use. 12 desk / chairs. Doubles as eating area.	
Computer Room					With 8/10 computers. Desks / chairs.	
Student Common Room					Student lockers.	
Services:						
Lavatories					Usual facilities - Girls, Boys, & staff. Disabled. Changing area, shower.	
Heating, lighting electricity					Plant, boilers, etc.	
Parking					3 places. Head, Visitor, Delivery/Services.	
External enclosed space					Suitable for outdoor games.	
Reception Area						
Cooking area					Stove, sink, fridge, store, worktop. Gas or electricity.	
Local sports					Convenient access to local sports facilities, swimming, etc	
Communications					Good access to buses, tubes, etc.	
Security					Intercom, electronic door opening.	
		Total Area Required excluding services (square feet)		2466		
		Total Area Required excluding services (square metres)		229.3143		

Figure 27 – Space Requirements

We understand that cost-efficiency is a priority in the current climate. We are prepared to be flexible and are ready to explore a range of options both in terms of location and size.

We are fortunate that we can stay in our current building until we find the right location.

H.1.2 Please detail any sources of funding available to you to support site acquisition. Existing providers should not normally expect to receive any capital funding unless they plan to expand their pupil numbers. If existing providers are planning to expand their pupil numbers as a consequence of becoming an alternative provision Free School, they may be eligible for some limited capital investment.

Westside Free School would envisage renting a site with an appropriate existing set of rooms. We would therefore not require funding to support site acquisition. As we intend to expand pupil numbers and are currently located in an inappropriate building we do hope for some capital funding to refurbish new premises if necessary.