



E-mail: [REDACTED]

Dear [REDACTED]

Please find enclosed our revised application for Ingleby Barwick Free School following feedback on our Business Case submission in May 2011. Issues raised which we needed to address in this revised application were:

1. Evidence of Demand to be as high as possible
2. Financial planning and additional analysis of scenarios
3. Staffing ratios
4. Admission over-subscription criteria

We have spent a significant amount of time addressing the points that you have raised, and also in seeking to develop appropriate content for new areas of this application on previously included in the Business Case application.

If you have any questions, please do not hesitate to get in touch with me directly, or with [REDACTED].

I look forward to hearing from you soon.

Best wishes

[REDACTED]

BO2SS APPLICATION FOR

INGLEBY BARWICK FREE SCHOOL

CONTACT [REDACTED], [REDACTED], [REDACTED], Cleveland, [REDACTED]

SUBMITTED 15th June 2011

Executive summary

This Business Case sets out the proposal for Barwick's Own 2nd Secondary School (BO2SS), in Partnership with the School Partnership Trust (SPTA) to open a 600 place 11-16 school with a 150 place Sixth Form Centre. This is in response to unprecedented parental demand for additional secondary school places **within the community**, for a community severely lacking suitable **local secondary provision**.

Our proposed new Free School in Ingleby Barwick will:

Add choice and diversity to the current education offer available to parents in Ingleby Barwick by delivering outstanding education from the outset **for the community within the community**. It will complement existing provision by working in strong partnership with existing local educational providers and not seeking to replace or compete with existing schools in the area in order to cater locally for the additional 600 secondary school places identified by Stockton Borough Council as required within the town.

Ensure students are **successful learners, confident individuals and responsible citizens** through a broad and innovative curriculum. BO2SS strongly recognises that education goes beyond what happens between 09:00 and 15:30 for 39 weeks of the year. It is envisaged that the Ingleby Barwick Free School will be at the heart of the community, providing additional resources not just for its own students, but to all young people, including those that are deprived of extracurricular or enrichment activities due to the location of existing secondary provision.

Demonstrate value for money through a formal relationship with the School Partnership Trust belonging to their family of schools, receiving support and making cost savings through access to centralized services. Additionally the Ingleby Barwick Free School will reduce the need to transport children to their secondary schools at a saving of [REDACTED] annually ([REDACTED] from Local Authority area based grant, [REDACTED] from parents).

Engender community cohesion and promote the ideas underpinning the Big Society as a hub of community activity and through the continued promotion of its grass roots beginnings. Due to its carefully chosen site that is accessible to all residents, the Ingleby Barwick Free School will ensure extensive income generation opportunities through the provision of much needed community resources, events and activities, enhancing the school's financial viability and contributing to its marketing, resulting in a school that will be self sustaining for generations to come.

It is envisaged that the school will open in September 2013 in a purpose built, inspirational, state of the art sustainable learning environment that is large enough to provide a broad curriculum and yet small enough to care for each and every child. With a full complement of Y7 and Y8 pupils (120 pupils in each year) and a KS4 that commences at Y9 the inaugural year will also offer 60 local young people the opportunity to enrol at the school at Y9 and begin their journey for GCSE learning. Maximum capacity will be reached in 2016.

The 6th form will also open in 2013 with 75 Y12 pupils, with maximum capacity being reached the following year.

As outlined in the Initial Proposal, Stockton Borough Council has identified that there are currently 1495 secondary aged children from Ingleby Barwick attending state funded schools within the boundaries of the Borough. Additional to this figure are the young people whose families have chosen to access education in neighbouring local authorities including Middlesbrough, North Yorkshire and Darlington as well as those that currently attend independently funded schools. It is accepted that this relatively new town will continue to grow, with an additional 2500 houses either planned or currently under construction. The town extensively bucks the regional trend with a rapidly rising birth rate coupled with a higher than average rate of multiple births. This signals extensive year on year growth in demand for secondary school places within the community.

Vision and Ethos

Our aim is place pupils at the heart of our learning community and learning in the hearts of our pupils. This will be delivered through a school that fosters learning communities and promotes and provides excellence in teaching, learning and relationships by setting high standards of behaviour, inclusion and engagement, instilling high personal and collective aspirations, developing lively and inquisitive minds and effectively engaging and communicating with parents, extended families and the wider community.

The school will become a centre where innovative leadership will be encouraged, where there will be no such thing as a bad idea, and there are no boundaries to learning, a caring community which values everyone. All staff, teaching and support will be expected to have the highest standards as they pursue the aim of creating fully rounded students who are **successful learners, confident individuals and responsible citizens.**

As the school will have been developed through grass roots community action it is strongly envisaged that this vein will continue in the governance, management and day-to-day school activity.

teacher's planning and, where appropriate, this will be made explicit to students. Assessment for Learning will be a key feature of delivery and all staff will be expected to have AfL at the heart of their practice.

The school's specialisms have been chosen to complement the existing offer in the area; Communication will equip students for life in a rapidly changing world, equipping our students with effective communication skills required for employment and lifelong learning in the twenty-first century. Communication will focus on all areas, from English and languages, through digital and media to non-verbal forms of communication such as the Arts. An International Schools Award will be expected to support this further and create links with partner schools in Europe and China. Further enrichment activities will come in the form of a structured programme of trips and visits, including opportunities for outdoor education and foreign study trips for all students. This will be underpinned by state of the art ICT infrastructure as we recognise the digital age and embrace a future culture of 'anytime, anyplace learning'.

A secondary specialism of sport will see the school aim to achieve Healthy School Status from the outset; the school will provide regular opportunities for all students to take part in health-related activities, promoting high quality physical education and "sport for all". This will incorporate a vision for the social and emotional wellbeing of all students and will be further supported by the strong house system implemented by the school.

Regular and accurate assessment, additional to effective use of other available data will support the school to track the progress of all students. High achieving students will be encouraged to exceed their potential through the creation of open-ended tasks that require greater depth of thought, extension activities and the requirement for the more able students to "teach" other students through the House system.

The school will ensure early intervention programmes to support underachieving students. This will include personalized learning programmes, delivered through innovative off site learning experiences and/or creative ICT solutions supporting varied learning styles to engage all students ensuring no child will be left behind.

Students that have a statement of special education needs will be actively engaged through specific support provided through small group provision with significant input from the SENCO and Teaching Assistants with a focus on SEN. There will be a commitment to liaison with staff and parents to ensure that effective provision results in progress. A team of Teaching Assistants based in individual faculty areas will be expected to support SEN provision and a small number of Teaching Assistants will have direct responsibility for statemented students or those with high levels of need.

A broad and appropriate post-16 curriculum has been designed to meet the

aspirations of students and parents. Largely based in the Free School's sixth form centre, the School will be able to draw on the strength, innovation and experience of SPT schools. SPT has developed the capacity to offer its sixth form students an extended range of subjects through the use of ICT and blended learning opportunities whereby students learn via the internet, video conferencing and face to face tutorials. Links with a variety of universities will help to prepare students for life beyond the sixth form and, for those students considering employment rather than further study, strong links to the private sector through a programme of work placements and job shadowing will augment the school's own internal enrichment and tutorial sessions.

Transition and partnership working

It is agreed that excellent transition from KS2 to KS3 is imperative to ensure there is a seamless link in the education provision across the town. Children from KS1 and KS2 will have regular access to the site for a variety of activities but especially linked to the school's specialist subjects of Communication and Sport. In the summer of Y6, a "bridging week" will ensure that all Y6 pupils are successfully inducted into the Free School. A focus on curriculum links between KS2 and KS3, particularly around a "Learning to Learn" project, will provide a seamless transition between the two phases and help to prepare primary students for their secondary education.

It is envisaged that the Free School will take a lead in deepening collaboration between all education providers in the town. Discussions have commenced that will see the formation of an 'Ingleby Barwick Learning Partnership', this will incorporate representation from both primary and secondary providers of education, and other key stakeholders including alternative post-16 providers to ensure effective transition from KS4 to Further Education whilst allowing all schools to maintain their own individual vision and ethos but work collectively to create a cohesive approach to a town-wide educational offer.

Additionally, this will support individuals with specific needs by ensuring they are identified early and offered an extensive range of suitable solutions. By creating an extended learning community, the Free School is committed to supporting outstanding provision for all students in the town.

Communication

There will be a clear focus on excellent communication with parent's residents and the wider community. Effective use of ICT will support this, a learning platform will be developed to ensure student's progress can be tracked and Student Planners will become an integral part of the home- school partnership. Regular student appraisals

will offer the opportunity for parents to liaise with Teaching Staff and the school will promote open dialogue with learning centre staff to all parents and carers. All form tutors and house system support staff will ensure every child is given a voice within the school and no child is left behind.

Extended services

A severe pitfall of current secondary school provision available to 60% of the young people of Ingleby Barwick is the deprivation of extra-curricular, enrichment and extended activities through a lack of suitable transport. There will be a strong focus on a suitable and innovative offer for all young people of the town. The development of a School Council and required sub-groups will enhance the development of strong leadership skills whilst ensuring that the offer is remains relevant to the current student body.

The Communications Specialism will support our young people with the challenges faced as the world gets 'smaller' additional language classes, foreign cookery and craft sessions will further enrich this experience, additionally innovative approaches to communication will be explored through a strong programme of drama, arts and music provision.

The schools secondary specialism of sport will naturally lend itself to this provision and a Sports Coordinator will ensure a broad range of team and individual physical activities cater for a diverse student body. Effective partnership working and links to national teams, coaches and initiatives will further ensure innovation within this provision.

Community provision

The sports provision will also be a community focus, somewhere for the residents of Ingleby Barwick to access the very best of facilities within walking distance. Again a link to the Communication specialism will provide an opportunity to deliver 'Holiday' courses and adult learning opportunities, foreign cookery and cultural awareness sessions are envisaged whilst also providing a suitable venue for traditional courses such as flower arranging.

It is expected that the school will become a hub for community activity, including community gala's and celebration events. Inter-generational volunteering opportunities will be developed by our Youth and Community Manager helping to further foster a sense of community within the town.

It is recognised that this provision will be an excellent source of income generation

for the school, allowing it to further develop its extended provision so that it remains a current and viable offer.

ICT

ICT will be a central component in realizing the vision of the Ingleby Barwick Free School. The embedding of ICT at all levels within the school and its functions will raise student standards and deliver a truly connected community.

The intelligent application of new technologies will ensure a complement of services and solutions that will have a significant impact on the teaching and learning that all students at the Ingleby Barwick Free School experience. The use of ICT at the school will motivate, engage, enthuse and stimulate all students and teachers to explore, create and innovate.

Governance

Governance of the school will follow the successful model currently used by the School Partnership Trust, this model will ensure current members of BO2SS are incorporated onto the Governing Body of the school.

Admissions

Our proposed Admissions Policy complies with the Admissions Code and seeks to provide oversubscription criteria that are sensitive to the extensive parental demand for this school, dictated by the complexity of the local situation. Priority is given to looked after children, children with special education needs and children with medical needs.

Once the site of the school is agreed an inner catchment area will be developed to ensure siblings and those that overlook the school are allocated a space and an outer catchment area will offer all Ingleby Barwick children the opportunity to access education based in their own community through random allocation. It is envisaged that the school will be oversubscribed from day 1 and, due to existing schools and their catchment areas and the depth of feeling throughout the town it is apparent that feeder schools or set catchment areas are not appropriate in this case.

Staffing

A relatively small senior leadership will support a comprehensive team of highly motivated and dedicated staff. Incorporating teaching staff, education support staff and administrative and support staff, the Ingleby Barwick Free School will demand highest levels of dedication, commitment and professionalism to deliver outstanding education provision and instil excellence in our young people. From day one of operation at the school we envisage having a total staff of 47 which includes 2 members of the leadership team and 23 teaching staff (including an Assistant Principal).

We will look to recruit the very best staff to the school even beginning to generate interest earlier than the anticipated recruitment schedule by attending SPT's termly recruitment open days. We will look at the possibilities with partners of appointing shared posts thus working efficiently by saving schools money.

Staff will benefit from Continuous Professional Development and a positive and nurturing working environment as the Free school seeks to support the Teaching School ethos being sought by the SPT group. A Youth and Community manager will ensure that successful partnerships develop, particularly in relation to the specialist subjects, out-of-hours provision, youth volunteering and intergenerational opportunities.

Financial plans

The Ingleby Barwick Free School will deliver economies of scale and efficiencies from day one and during the transition phase ready for opening. These will be achieved by accessing the SPT group services and core team in finance, HR, facilities management, ICT and school improvement.

Already we have managed to deliver a staffing cost which is only 74% of the budget from year 3, with greater planning and scrutiny and opportunities to develop potential shared staffing posts, we would envisage these costs to reduce to deliver a very cost effective school. A second scenario based on 90% occupancy has also been developed which sees reduced staff numbers where possible but still able to deliver the curriculum plan.

The greatest asset the free school will have except its students and staff is a new building. The building and its outdoor facilities will be open to the community seven days a week, 50 weeks of the year and will become an income generating asset which will filter back in to the school to maintain the facilities and enhance curriculum opportunities for students.

Evidence of demand

There is clear and extensive evidence of demand for further Secondary School places in Ingleby Barwick. Taking into account that we were unable to release details of the proposed site of the school until two weeks before our submission, there has been an unprecedented number of parents who have registered an interest in the school. In total **2,500** children have been registered by their parents as potential pupils at the school, 654 of these could potentially be the right age for the planned September 2013 intake of Y7/8/9 and 12 totalling 375 places (174%).

The information detailed in the full business case shows that all years would be heavily oversubscribed as the evidence of demand already details that parents of current primary school age children relevant to our 11-16 school and secondary school age children relevant to the sixth form that have expressed an interest in sending their children to our school already exceeds 150 - 200%.

Consultation

BO2SS, in partnership with SPTA have conducted extensive public consultation, this has been heavily publicised through the links developed with primary schools, use of social media and the group's website, publicising events and regular updates in a variety of local media including local newspapers, radio and television stations and temporary advertising opportunities.

There is an overwhelming consensus that an additional secondary school is required in Ingleby Barwick, there has been considerable local enthusiasm for the proposal; this has included additional parents and residents expressing a commitment to support the group practically wherever possible, including delivering leaflets, publicising consultation events and attending public meetings and focus groups. This is also demonstrated further by the extensive evidence of demand.

The process has included seeking the views and opinions of local residents and prospective parents, education professionals, neighbouring school governors and staff, local ward councillors, local MP's and council officers.

The consultation with our Local Authority and its elected members were initially limited due to Purdah, which ran from 25 March until 6 May, however discussions have been on-going up before and after this closed period and are of a positive nature.

During the last two weeks prior to the submission of this bid, BO2SS disclosed its preferred site for the school, and the reaction to this is covered in the consultation section of this proposal. Initial reactions have been broadly positive, with residents

recognising the need for an additional secondary school and the lack of suitable locations more centrally placed in the town.

Further consultation will include engagement with prospective parents and residents of the town to ensure stakeholders remain supportive, are kept well informed on any developments and most importantly are aware of the opportunity to apply for places at the school. A young persons steering group will be set up as part of this as we engage future students of the school in discussions on the school name, uniform and hidden learning.

Site, buildings and capital expenditure

Following the support of [REDACTED] when we developed our original business case in April 2011 BO2SS have announced the preferred site to the community as been that of [REDACTED].

Whilst there are other real options we have carefully considered the opportunities and threats of each to come the decision that this is the best site for all. The group has identified potential efficiencies and savings of up to [REDACTED] and would hope that this demonstrates the support and commitment BO2SS have but also that it is acknowledged we would require significant capital funds due to our unusual circumstances of having no empty properties.

The original plan for an ICT managed service can also be delivered cheaper and we believe better by using the SPTA ICT solution which will ensure educationally all students in Ingleby would be able to access the same curriculum pathways particularly at post-16.

1. Applicant details

Details of Company Limited by Guarantee

Name:
BO2SS

Company address:

[REDACTED],
[REDACTED]
Cleveland
[REDACTED]

Company registration number:
7287616

Main contact

Name:
[REDACTED]

Address:
[REDACTED],
[REDACTED]
Cleveland
[REDACTED]

Email address:

[REDACTED]
or [REDACTED]

Telephone number:
[REDACTED]

Members and Directors

Please confirm the total number of (a) Company Directors [3] and (b) any other members of the Governing Body [8] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.

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

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

Related organisations

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? ~~Y~~N

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

Ingleby Barwick Free School will be a Sponsor run school.

Name: School Partnership Trust Academies (SPTA)
Charity Commission Number: exempt charity under Academies Act 2010

SPTA will be the Educational Partner/ Sponsor of the Free School. BO2SS members passed the resolution in February 2010 to become part of the SPTA family of schools. As the Free School will be an SPTA school, it will be answerable to the SPTA Members and its own local Governing Body. SPTA will appoint the majority of governors on the Ingleby Barwick Free School Board of Governors – 8 in total, and will be complemented by parent and staff elected and an LA Governor.

The funding agreement for the Ingleby Barwick Free School will be a supplemental agreement to the Master Funding Agreement already in place between the Secretary of State for Education and SPTA. SPTA will also provide centralised services for the “back office” functions of the school operation. Further details on SPTA are given in Appendix 1. As SPTA have a wealth of school improvement experience they will focus their energies in this area from day one of the school, supporting BO2SS to recruit the very

best staff, to develop the very best curriculum and to ensure what we propose to deliver for the Children and community of Ingleby Barwick is fit for purpose.

It is envisaged that the existing company (BO2SS) will become the fundraising arm of the Ingleby Barwick Free School, and will therefore become registered appropriately in its own right to raise funds for the Ingleby Barwick Free School.

If your organisation is an existing independent school, please provide your six digit unique reference number:

Not applicable

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name: [REDACTED]

Date: 14th June 2011

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

2. Outline of the school

Proposed school name: Ingleby Barwick Free School *

Age range: 11-18

		2012	2013	2014	2015	2016	2017	2018
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	0	120	120	120	120	120	120
	Year 8	0	120	120	120	120	120	120
	Year 9	0	60	120	120	120	120	120
	Year 10	0	0	60	120	120	120	120
	Year 11	0	0	0	60	120	120	120
	Year 12	0	75	75	75	75	75	75
Year 13	0	0	75	75	75	75	75	

If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.

Not applicable

Will your school have a religious character (i.e. be a faith school)?

If Y, please specify which faith. Please see notes below (at the end of this table).

No, the school will be multi-faith and run along largely secular lines

Is this an application for a single-sex school? If so, please tick the relevant box.

Y / N. If Y, please tick one of the following boxes

Boys

Girls

Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).

LA area school would be situated = Stockton-on-Tees
Neighbouring LA's = Middlesbrough, Darlington, North Yorkshire, Hartlepool

* Please note that BO2SS are currently inviting suggestions for the school name from local residents and parents. Should the bid be successful, the school name will be selected from a short list of proposals. The short list current includes the following:

Ingleby Barwick High School

Barwick Manor Free School and Sixth Form

Three Rivers Academy

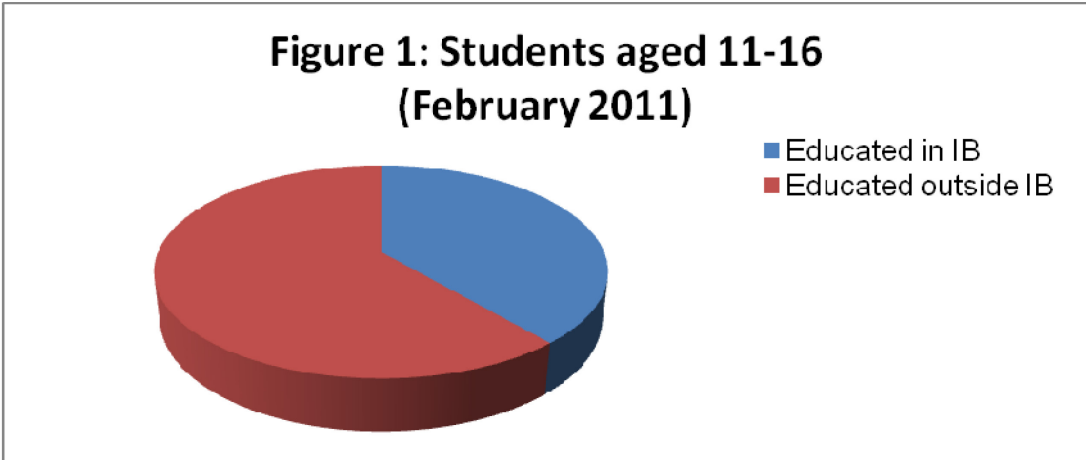
Chapters Academy and Sixth Form

3. Educational vision

Rationale for Ingleby Barwick Free School

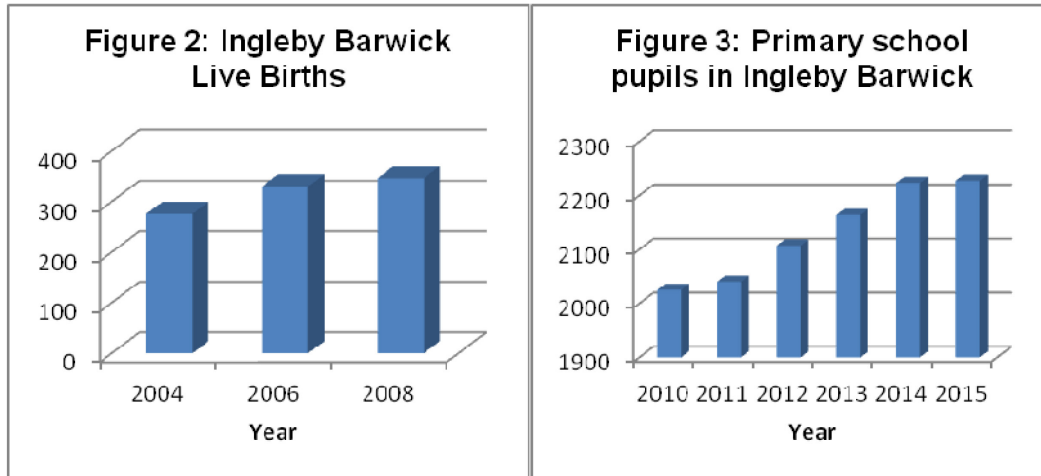
Ingleby Barwick is reputedly the largest new private housing estate in Europe and, due to its new town status, is reflective of modern Britain’s more diverse society. The original plan for the town (drawn up in 1978) included six primary schools, two secondary schools and extensive community facilities. Unfortunately these plans have been gradually reduced and the estate is now desperately under resourced in many areas, and particularly in terms of secondary education capacity with only one of the original two secondary schools being established, see Figure 1. It is also prudent to recognise that the existing secondary school is a faith-based establishment, marginalising some children and limiting parental choice further due to their religious beliefs.

Over the period of its development, the population of Ingleby Barwick has grown to over 21,000 and is expected to grow further over the next 10 years as another 2,500 family homes are built in the town (completion of “village 5” and “village 6” and the development of “village 7”). It bucks the regional trend, and is the only part of the Tees Valley that has a rising birth rate (Figure 2). In addition to this families with children are moving to Ingleby Barwick and the number of primary school pupils is also projected to rise significantly (Figure 3).



As a new town that is still under development, Ingleby Barwick still lacks a cohesive community, all residents have moved into the town and our children are the first generation to be born and raised here. It is apparent that it is through this next generation that a sense of community spirit, lasting friendships and strong moral values will be fostered, ensuring a successful future for Ingleby Barwick. The current education offer instils a sense of division in our young people; from an early age

children recognise that they will not continue their friendships with a number of their primary peers due to the likelihood of allocation to separate secondary schools.



As the majority of our young people continue their statutory education outside of the town the many of our young residents are unable to develop a ‘sense of belonging’, neither within their home town, due to the requirement to spend the majority of their time outside of it, nor within the town that they attend school, at which they are unable to access extra-curricular activities due to transport arrangements. Additionally a lack of resources within their home town deprives them of other suitable enrichment or social activities, isolating our young people further.

BO2SS recognises strongly that education goes beyond what happens between 09:00 and 15:30 for 39 weeks of the year, it is envisaged that the Ingleby Barwick Free School will be at the heart of the community, providing additional resources not just for its own students, but to all young people, their families and the wider community.

The application for a free school in Ingleby Barwick is about more than additional secondary school places. The free school programme allows us to develop choice and diversity of provision and a unique school which will deliver local solutions for local needs with an ethos and vision that:

- Meets the needs of individual pupils
- Ensures that every child achieves their maximum potential
- Meets the needs of the local community within the local community

Vision for Ingleby Barwick Free School

Our aim is to place pupils at the heart of our learning community and learning in the hearts of our pupils. This will be delivered through a school that fosters

learning communities and promotes and provides excellence in teaching, learning and relationships by being:

At the centre of the community, both as a resource, in its service to others, and in promoting community cohesion

An institution with high standards and high expectations

A caring and highly successful school

A learning centre which develops lively and enquiring minds

A highly inclusive school which promotes zero exclusion policies by working in partnership with local agencies and supporting a personalized curriculum for all students

A school where courtesy, cooperation, enterprise and initiative are paramount

An innovative and energising centre for both students and staff

A centre where innovative leadership will be encouraged, where there will be no such thing as a bad idea, and there are no boundaries to learning.

The school will have high expectations of its students, and adhere to traditional values and standards. Above all, the Free School will become a caring community which values everyone. All staff, teaching and support will be expected to have the highest standards as they pursue the aim of creating fully rounded students who are **successful learners, confident individuals and responsible citizens.**

As the school will have been developed through grass roots community action it is strongly envisaged that this vein will continue in the governance, management and day-to-day school activity. This will be achieved by ensuring a strong student voice, the development of a Student Council, including a diverse range of sub-committees, a focus on volunteering and community engagement activities and other enrichment opportunities including developing leadership and other non-academic courses such as the Duke of Edinburgh award, will underpin this aim and further support our Communication specialism.

Delivering the vision

The local context is such that Ingleby Barwick is continuing to grow as a community and the Free School sees an opportunity to establish an overarching vision for education across the town through working with existing schools. Steps have already been taken to ensure that there are excellent links with local primary schools and the Free School expects to take a lead in deepening collaboration between all education providers in the town, particularly around the continuing professional development of all staff. We will be a member of 'Campus Stockton', the borough wide secondary collaborative, group and discussions have commenced that will see the formation of an 'Ingleby Barwick Learning Partnership' attended by representatives of all schools within the town and other key stakeholders including

alternative post-16 providers. This will support a seamless transition throughout all Key Stages, whilst ensuring individuals with specific needs are identified early and offered an extensive range of suitable solutions. By creating an extended learning community, the Free School is committed to supporting outstanding provision for all students in the town.

The Free School's curriculum will promote excellence. All staff will be encouraged to be innovative and creative in the classroom, making effective use of the latest technology. Students will be encouraged to embrace new and emerging technologies and 'any time, any place' learning techniques in order to develop powerful independent learners with skills that equip them for a future yet to be defined by new technology.

Students will be provided with high quality information, advice and guidance commencing in Y7, with a focus on supporting curriculum choices at KS4 and clear progression routes into the sixth form that will result in large numbers using the school's post-16 provision as a stepping stone into Higher Education. Strong cross-sector links with external organisations including FE colleges will ensure support for students that choose not to continue in education but are looking towards an alternative study route, supporting the Borough to achieve its aim to lower the numbers of young people who are not in education, employment or training.

The sixth form will provide the inspiration and technology for post-16 students to excel in their learning whilst being supported in becoming confident young adults. A wide range of cross sector links and community partnerships will enrich provision, and the state-of-the-art learning spaces will be made available for a community education programme. The extended provision offered by the school will be accessible to all students living in Ingleby Barwick, including those who are unable to access this within their own school due to transport constraints, further fostering a sense of community. Larger team sports, such as rugby, cricket, netball and hockey will be the catalyst for supporting partnership working, and it is envisaged that teams incorporating both the free school and the existing Secondary School students will further support us to achieve our goal of a cohesive community and actively encourage parental and wider community engagement in the celebration of success. This will be further encouraged through sporting galas engaging primary school children and their families.

As a specialist school focusing on Communication and Sport, the vision is to provide an enriched curriculum that promotes high expectations and a passion for learning, ensuring that all students develop the effective communication skills required for employment and lifelong learning in the twenty-first century. As part of the Communication specialism, the Free School will develop a range of partners from Europe and China to support the delivery of modern foreign languages, and helping the school to progress to an International Schools Award. The Sports specialism

4. Educational plan

4.1. Admissions

Our proposed Admissions Policy complies with the current Admissions Code and seeks to provide over subscription criteria that are sensitive to the extensive parental demand for this school, dictated by the complexity of the local situation. Priority is given to looked after children, children with special education needs and children with medical needs.

Once the site of the school is agreed an inner catchment area will be developed to ensure siblings and those that overlook the school are allocated a space and an outer catchment area will offer all Ingleby Barwick children the opportunity to access education based in their own community through random allocation. It is envisaged that the school will be oversubscribed from day 1 and, due to existing schools and their catchment areas and the depth of feeling throughout the town it is apparent that feeder schools or set catchment areas are not appropriate in this case.

BO2SS have given careful consideration to our proposed admissions policy which remains subject to formal consultation and a decision on the preferred site. Throughout initial public consultation it has become clear to the group and to our community that this is a significant issue for parents and residents. As a result of feedback from the consultation, emerging themes are proposed below. However, we will be conducting further formative consultation in the coming months.

Principles

The key principles adopted in our policy are:

Consistency with national policy/guidance – the admissions code developed for this business case is consistent with the current Statutory Basis for the Schools Admissions Code. Our local admissions code will be further amended to ensure compliance with any future amendments to the national code.

Supporting a vibrant and successful secondary school economy — in developing our code we are committed to supporting a vibrant, successful and sustainable secondary school economy in Stockton. To support this aim we have developed a code that ensures admissions to the new school will have minimum impact on other local schools, particularly those that currently take higher numbers of pupils from Ingleby Barwick.

Supporting those in greatest need – our code recognizes the need to support children with identified special educational needs and children in care and to this end these cohorts form the basis of the top two priority criteria for admissions to the new school.

A family friendly policy – we recognize the importance of giving families the opportunity to have all of their children educated in the school of their choice and have therefore included as a priority criteria support for children where they have a sibling currently educated at the school at the time of their application

Equality of opportunity – we are committed to developing a policy that gives every child the opportunity to be educated at the new school irrespective of their background or educational ability. Our code does not therefore include criteria for streaming as we feel that this could have a negative effect on offering the widest possible choice to the maximum number of children.

Supporting our local community – our policy includes the adoption of a small inner admissions zone to support those families living closest to the proposed new school. The number of places ‘allocated’ to the inner admissions zone will be limited so as to offer additional choice to those living elsewhere in the area.

Supporting the environment – the adoption of an inner admissions zone will also help the local environment through giving all schoolchildren greater opportunity to walk and cycle to school rather than rely on other modes of transport.

Should the number of applications exceed the number of places available in a given year, the Free School propose to apply the over subscription criteria outlined below, subject to appropriate consultation.

Should a new Admissions Code come into place following current consultation, BO2SS are keen to consider how students who receive the pupil premium might be prioritised in our admissions code.

Admissions arrangements in line with local admissions cycle

With a planned opening date of September 2013, the BO2SS Free School will operate within the Local Authority admissions cycle for applications to year 7. This includes the necessary consultation in 2011/12 on the Free School admissions policy and applications to the school will be made through the Common Application Form (CAF). As BO2SS will open with a full intake of Y7, Y8, 50% of Y9 and a full Y12, admissions to the school for the first year of operation will consider siblings such that students applying for a place in Y7 will be considered to have a sibling (as defined in the oversubscription criteria listed below) if that sibling has been offered a place in

Y8 or in Y9. SPTA will manage the process of administering the Free School admissions policy and advise the LA of the outcome of this. The LA will advise applicants of their school in line with the national school admissions process.

Admissions arrangements outside of the local admissions cycle

Admissions to the school for Year 8 will be managed in co-operation with the LA, under their current "In Year Transfer Arrangements". For September 2013 opening, this admissions process will mirror the application procedure for year 7 with a defined application date. Over subscription criteria will be applied as per our secondary school (11-16) criteria outlined below.

BO2SS Free School 11-16 admissions procedures

Looked After Children (children with defined special educational needs, children in care, children with special medical or social circumstances), children with statements of special educational needs naming the school or special medical or social circumstances affecting the child where these needs can only be met at this school will be admitted.

Professional supporting evidence from a professional, e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why All Saints school is the most suitable school and the difficulties which would be caused if the child had to attend another school.

Where the number of applicants exceed the number of places available the following criteria will be applied in the priority order listed:

The following criteria are then applied to students who have returned a school admission form by the due date.

1. **Inner Admission Zone (Zone A)** – 30-40% of places will be reserved for students living within the defined admission zone A (A small area within Ingleby Barwick directly adjacent to the school site. This area will not overlap All Saints admission zone. Exact percentages to be agreed with DfE policy on approval of business case).

Priority will be given to students living in admission zone A as follows:

- a. (applicable for admissions from September 2014 onwards)
Those applicants who on the date of admission will have a sibling* who will be a current student of the school at the date of their entry to the Free School (excluding 6th form).

- b. On the basis of proximity, measured “as the crow flies” from the front door of their home to the centre of the school.
 - c. Any students from admission zone A who are not allocated a place under criteria 2 will be considered under criteria 3.
2. **Outer Admissions Zone (Zone B)** - this will include all of Ingleby Barwick and the villages of High Leven, Maltby and Hilton which form part of the Ingleby Barwick council wards). Priority will be given to students living in admission zone B as follows:
- a. (applicable for admissions from September 2014 onwards)
Those applicants who on the date of admission will have a sibling* who will be a current student of the school at the date of their entry to the Free School (excluding 6th form).
 - b. On the basis of random selection, as selected by a computer program.
3. **Outside the Admission Zone A or B (Out of Zone)** - priority will be given to student living outside of admission zones A and B as follows:
- a. (applicable for admissions from September 2014 onwards)
Those applicants who on the date of admission will have a sibling* who will be a current student of the school at the date of their entry to the Free School (excluding 6th form).
 - b. On the basis of proximity, measured “as the crow flies”

Other supporting information

Siblings - a sibling is defined as a natural brother or sister, or a half brother or sister, or a legally adopted half brother or sister, or a foster brother or sister, or a step brother or sister or any relative that has proof of receiving child benefit who will be living with them at the same address. Natural brothers or sisters living at separate addresses are also considered as siblings.

Qualifying Address - where parental responsibility is shared and a student lives for a part of each week at different addresses, the address of the parent/guardian who receives the Child Benefit Allowance for the child will be taken as the permanent address. Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the School, the offer of a place will be withdrawn and an appeal offered.

Twins and same year siblings - where applications are received from twins, triplets or same-year siblings, the following procedure will be followed. If one child is selected for a place within any of the criteria the twin/triplet/same-year sibling will be ranked immediately below criterion 1, and will also be offered a place at the school.

Tie Breaker - In the event of two or more applicants tying when any of the admission criteria is applied, positions will be determined by random allocation. For example, this may occur if the distance between the home and the School is exactly the same.

Late Applications - Where there are extenuating circumstances for an application being received after the last date for applications, and it is before the governors have established their list of students to be admitted, then it will be considered alongside all the others. Otherwise, if an application is received after the closing date, it will be classed as late and we will only consider it after all the forms we received on time.

If a child moves into the admission area after the closing date and we have not already decided where to offer children places, this application will be classed as being received on time. However, parents will need to provide the necessary proof.

If an application is received after the closing date and we have already offered the places, we do not guarantee that children will be offered a place at the school.

Waiting list - Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted. This waiting list will operate until the end of the autumn term only.

Non-routine admissions - It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine admissions. Parents wishing their child to attend this school should complete the Local Authority Request Form for a change of school, this form should be returned to School Admissions Section at the address given on the form. Parents will be provided with an application form once they have a definite local address. If there is a place in the appropriate class, then the governors will arrange for the admission to take place. If there is no place, then the admissions committee will consider the application and information about how to appeal against the refusal will be provided. Appeals for children moving into the area will not be considered until there is evidence of a permanent address, e.g. exchange of contracts or tenancy agreement with rent book.

September 2013 admissions: proposed modifications to proposals

We expect that the BO2SS Free School will open with Year 7, 8 and 12.

Applications to Year 12 will be based on separate admissions criteria, outlined below.

In the event that Year 8 places are oversubscribed, the over subscription criteria given in this document for Year 7 will be applied. Sibling link will not apply to pupils where a sibling has been offered a place in Year 12.

Sibling link criteria for Year 7 will apply to pupils where a sibling has been offered a place in Year 8.

Admission arrangements to sixth form

Admissions to sixth form will be in line with the admissions arrangements set out below:

- a. The school will admit any looked after students or statemented students whose statement names the school and which the school has agreed.
- b. Both internal and external candidates wishing to enter the sixth form will be expected to meet the minimum academic entry requirements for the sixth form. In addition to the sixth forms minimum academic entry requirements, students will also need to satisfy the minimum entrance requirements for the courses to which they are applying. If internal or external students fail to meet the minimum course requirements, they will be given the option of pursuing any alternative course for which they do meet the minimum academic requirements.
- c. When the sixth form is undersubscribed by internal students, external applicants will be admitted up to the maximum of 75 places to existing courses for Y12, provided that these applicants meet the academic entry criteria for the sixth form.
- d. When there are more external applicants for remaining post-16 places available, after internal applicants have been accepted and after the admission of students with statements of Special Educational Needs where the school is named on the statement, the criteria above will be applied in order of priority.
- e. There will be a right to appeal to an Independent Appeals panel for internal students refused transfer and external applicants refused admission.
- f. Student's position on a waiting list will be determined solely in accordance with the oversubscription criteria.

School organisation

Fundamental to the success of the school is the commitment to excellent pastoral provision, mixed-year tutor groups of 25 will foster an atmosphere of inclusion and engagement, each tutor group will be supported by teaching and other support staff and will be linked to a strong house system that will be used to foster traditional values including behaviour, appearance, resilience, aspirations and achievement.

This provision will be supported by 30 minutes 'house time' per day within the school timetable. The school day will commence at 8.30am, with a morning break of 15 minutes and a lunch time period of forty five minutes. The timetable details that the school day will incorporate 5x1hr lessons and end at 3.00pm, however all students will be expected to engage in a minimum of 2 sessions of extended activity per week and the learning centre will be open to all students until 5pm with access to structured and innovative home learning support and further enrichment activity as required.

Transition arrangements

Meetings with Headteachers and representatives of the Governing Bodies of Primary Schools within the town have highlighted the need for effective partnership working that goes beyond the normal transition arrangements adopted by many schools. The use of KS2 assessment information, including teacher assessments, will enable the Free School to set students by ability on entry, thereby minimizing the potential for regression in learning. A focus on curriculum links between KS2 and KS3, particularly around a "Learning to Learn" project, will provide a seamless transition between the two phases and help to prepare primary students for their secondary education.

It is anticipated that children from KS1 and KS2 will have regular access to the site for a variety of activities but especially linked to the school's specialist subjects of Communication and Sport. In the summer of Y6, a "bridging week" will ensure that all Y6 pupils are inducted into the Free School. Prior to this week, the Principal, along with the Assistant Principal for Care, Guidance and Support, and the school's SENCO, will have visited all primary schools to talk to children, meet teaching staff and, in the cases of vulnerable learners, held meetings with parents.

An interim review of progress will be held approximately half a term after transition so that tutors and House Leaders can discuss any emerging issues with parents as early as possible. However, the proactive pastoral policy will mean that, where significant concerns have already been highlighted, parents will have been contacted and possibly been invited into the school for a meeting with key staff.

The formation of an 'Ingleby Barwick Learning Partnership' that will be attended by representatives of all schools in the town will further support seamless transition whilst providing much needed cohesion for the learning vision for the whole town.

Organisation of the school day

The new school day will comprise of five 1 hour lessons, with house time taking place immediately after lunch. House time will support students learning, provide pastoral support and provide opportunities for PSHE, citizenship, information advice and guidance and mentoring. Official registration will take place at the start of Period 1 and at the start of House Time, although each teacher will take individual class registers. A timetable for the school day is illustrated in Table 1.

Table 1: Timetable for the school day

Period 1	08:30 – 09:30
Period 2	09:30 – 10:30
Break	10:30 – 10:45
Period 3	10:45 – 11:45
Period 4	11:45 – 12:45
Lunch	12:45 – 13:30
House time	13:30 – 14:00
Period 5	14:00 – 15:00
Enrichment and extension activities	15:00 – 17:00

Key Stage 3

The Free School has adopted a two year model for the delivery of units of learning at KS3 and will use the National Curriculum as the backdrop to planning. Thus, in a 25 hour timetable, students in Y7 and Y8 will be required to follow the programme outlined in Table 2 below:

Table 2: Y7/8 curriculum plan

Subject	Number of hours per week
Mathematics	3
English	3
MFL	3
Science	3
Art/Design/Tech	3
PE	2
Humanities (History, Geography, RE, PSHE)	4
Performing Arts (Music, Dance, Drama)	3
ICT	1
House time	2.5

Setting by ability, based largely on KS2 assessments, will take place in Mathematics, English, Science and Languages. Movement between sets will be enabled after key assessments through careful timetabling. Mixed ability teaching will take place in all other areas at KS3 and staff will receive appropriate training on effective differentiation as part of their induction programme. The provision for the Free School's gifted and talented students will be mapped by the Vice Principal, both in terms of challenge within the curriculum and in the extra-curricular programme that will enabled students to deepen their understanding and awareness. The Free School's SENCO will map provision for the least able students, as well as all students identified as having special educational needs. A culture of high aspirations for all students will underpin the need for all staff to focus on personalising the curriculum as much as possible for every student.

A focus on literacy and numeracy across the curriculum will support the drive, in KS3, on ensuring good rates of progress for all students in English and Mathematics. All parents will be required to promote reading in the home as part of their commitment to support learning and progress, and students will be required to log their wider reading in the student planner. Where there are significant concerns with literacy and/or numeracy, there will be the option of reducing the time allocated for MFL in favour of an additional two hours of basic skills support. Further sessions, at the end of the school day, will be provided for those students who still require more support.

The delivery of ICT will be a discrete subject in Y7 and Y8 but all areas of the curriculum will be expected to support the development of ICT skills through a co-ordinated programme. ICT will be embedded across the school and all subjects will be expected to deliver any time, any place learning.

The Learning Platform will house a Virtual Learning Environment (VLE) that will enable staff and students to share resources, complete work and communicate

effectively. Parents will also be able to access materials that will help them to support home learning activities and to track such things as student progress, attendance and positive achievement.

A programme of Home Learning will be established with students and parents that incorporates all subjects. Expectations will be made explicit at the start of each term and the tutors and assistant tutors will continue to monitor attitudes to learning, personal organisation and students' ability to meet deadlines. Subject staff will evaluate the quality of home learning tasks and make recommendations for improvement. The school's Learning Centre will be open each weekday evening until 5.00pm to ensure that students can access materials and additional staff support in school if they require it. The aim of the school's Home Learning strategy will be to:

- Generate enthusiasm and motivation for learning through the creation of innovative, creative and engaging tasks;

- Develop skills in independent learning, including personal organisation;

- Embed the learning, knowledge and skills that have been developed in class time;

- Involve parents in the learning process, this will include the use of a 3-way Home Learning contract detailing the role and responsibilities of the school, the pupil and the family.

Personal, Social and Health Education (PSHE) will be delivered as part of the Humanities programme in Y7 and Y8. Thematic days, every half term, will provide a specific focus for aspects of PSHE and the regular tutorial sessions, combined with the Assembly programme will augment this provision. Strong links to external organisations will further support this provision and a strong risk and resilience format will be delivered to ensure students are empowered to make informed choices.

The "thematic" days will also create opportunities for staff to work creatively and collaboratively, addressing a number of cross-curricular strands, and the development of Personal Learning and Thinking Skills. Health and Fitness days will support the Sports specialism and the school's Healthy School status and a number of Challenge Days will develop the students' understanding and awareness of communication skills. Business mentors will also be used extensively to bring a "real world" element to these days and to support the school's drive on preparation for employment.

Provision for Special Educational Needs

A “nurture” group will be created for those students who are deemed to be vulnerable in Y7 and Y8. Small group provision with significant input from the SENCO and Teaching Assistants with a focus on SEN will provide specialist support and consistent provision.

In terms of Special Educational Needs, the Ingleby Barwick Free School will employ its own SENCO to ensure that there is full compliance with the SEN Code of Practice. Additionally, there will be the expectation that the SENCO coordinates provision across Ingleby Barwick including primary provision so as to maximize opportunities for students with special educational needs. Higher Level Teaching Assistants, along with a team of Teaching Assistants, will complement the school’s commitment to establishing a fully inclusive ethos.

The school’s SENCO will be responsible for identifying students with special educational needs and for liaising with staff and parents to ensure that effective provision is not only captured in terms of an Individual Educational Plan but that it also results in progress. The SENCO will also work closely with partner primary schools to formulate transition plans so that students with SEN are supported in the move to secondary education. A team of Teaching Assistants based in individual faculty areas will be expected to support SEN provision and a small number of Teaching Assistants will have direct responsibility for statemented students or those with high levels of need. Teachers and classroom assistants will contribute to regular reviews that take into account the views of the student and the parents.

Each faculty area will be led by a Curriculum Leader who is experienced in identifying need and making provision for students with SEN whilst all teaching staff will be provided with appropriate training and guidance as part of their induction programme. Ongoing training sessions in aspects of SEN will then form part of the school’s CPD planning. This will ensure that early identification of potential barriers to learning can be addressed and students’ learning needs can be met, thereby ensuring good levels of progress.

The use of external SEN consultants and specialists will be considered as and when the need arises.

Key Stage 4 options

At the end of Y8, students will be able to select from a range of KS4 options. Assessment data will be used to inform choices and all tutors will be given training so they can all provide appropriate information, advice and guidance. A Careers Education programme will also underpin students' decision making. Parents' evenings will be held to ensure that they are fully involved in the process and an area of the school's website will be used to provide a forum for discussion as well as links to resources and other useful websites.

From Y9 onwards, the core subjects of English, Maths and Science will continue to be set by ability. In English, all students will begin GCSE courses in English and English Literature. In Science, the top two sets will follow a triple science programme with the remainder being entered for dual award. Other subjects will be set by ability wherever possible but it is expected that option subjects will be taught in mixed ability grouping according to student choice. Curriculum planning for Y9 is outlined in Table 3.

Table 3: Y9 curriculum plan

Subject	Number of hours per week
Mathematics	3
English	4
Science	4
PE	2
RE/PSE	1
ICT	1
Option 1	2
Option 2	2
Option 3	2
Option 4	2
Option 5	2
House time	2.5

Option 1 (2 hours)

As a Free School with a specialism in Communication, it is expected that all students will continue to study a modern foreign language until the age of sixteen and the school is keen to promote a dual language option for as many students as possible. Students will, therefore, be able to opt from the following:

- Spanish (2 groups)
- French
- ICT
- Sport

Students not selecting a language option in this block will be guided in their choice of a Modern Foreign Language in Option 5.

Option 2 (2 Hours):

To maximise opportunities for students to gain the English Baccalaureate, students will be guided in their choice of a Humanities subject. Able students not selecting either Geography or History from the following list would, therefore, be expected to choose Geography in Option 4:

- History (2 groups)
- Geography
- Drama
- ICT

Options 3 (2 Hours)

Students will be able to select freely from the following list of subjects:

- Art
- Fashion
- French
- Sport
- Engineering

Option 4 (2 Hours)

Similar to Option 3, the students will be free to select from one of the following subjects:

- Business Studies
- Media
- Dance
- Geography
- Art

Option 5 (2 Hours)

Please also see comments on Option 1. As students will be expected to select at least one foreign language, French and Spanish have been made available in this block so as to maximise course combinations. This also means that sufficient language teachers will be available to deliver the subjects in each block. Students having chosen a language in Option 1 will also benefit from a variety of other options:

- French
- Spanish

Drama
Sport
Music

Curriculum collaboration

Evolving partnerships, including relationships with All Saints and other SPT schools, are all with institutions that currently deliver a similar curriculum model in terms of a two year KS3 and a three year KS4, making it conceivable that the schools could align their timetables at KS4 and have shared option blocks. This would mean that students would be accessing a sustainable and wider range of options. We hope that this will also complement and enhance Campus Stockton at a local level.

ICT

By the end of Y9, it is anticipated that all students will have been entered for an OCR Level 2 qualification in ICT. Having ICT as an option choice from the start of Y9 will enable students with a passion for the subject to progress through KS4 and achieve further qualifications which, in turn, will allow for a clear progression route into the Sixth Form and beyond. The Free School will develop a partnership with the University of Teesside which has a national reputation for the quality of its work in this field.

Y10 and Y11 curriculum plan

The Y10/11 curriculum plan will follow a similar structure to that in Y9, although the end of compulsory ICT means that an additional hour of learning time can be given to Science to ensure outstanding outcomes in terms of triple and dual award science. Within Option 1 and Option 5 (Languages), students will have an additional option to study Mandarin as a GCSE subject and this will be supplemented by, extra support at the end of the school day. Table 4 illustrates the Y10/11 curriculum plan.

Table 4: Y10/11 curriculum plan

Subject	Number of hours per week
Mathematics	3
English	4
Science	5
PE	2
RE/PSE	1
Option 1	2
Option 2	2
Option 3	2
Option 4	2
Option 5	2
House Time	2.5

Work related learning

A programme of Work Experience will be offered for all Y10 students. In the main, students will be based with local employers representing a wide range of sectors, but some students will experience high quality work experience simulations in such areas as law, creative media and public services.

The Free School's focus on Applied Learning across all subjects from KS3 will ensure that students are aware of the relevance of all subjects to the world of work and, as part of the PSHE programme students will follow a Careers Education module. As students progress through KS4, the theme of "preparation for employment" will become increasingly important with tutorial sessions and assemblies being used to convey key messages. All students will be expected to communicate effectively and to have a good, basic grasp of literacy, numeracy and ICT. Students will be taught, explicitly, how to write a good CV and letter of application and how to prepare for an interview.

Business will also be invited into school to engage with learners and staff, to inspire and generate an excitement and interest to want to learn more about the world of work and the opportunities which exist. For example local employer Johnson Matthey delivers a young scientists programme we will look to engage children in this opportunity and also develop new ones. Staff will have CPD opportunities through business engagement both at an individual and group level.

Post-16 curriculum

The sixth form will offer a broad range of affordable post-16 options aimed at inspiring students to progress to higher education or providing them with the qualifications to enter employment at an advanced level. The vast majority of courses will be at Level 3 and it is expected that partnership arrangements will enable the Free School to deliver the following AS/A2 subjects:

- English Literature
- English Language
- Mathematics
- French
- Spanish
- Mandarin
- Physics
- Chemistry
- Biology
- Sociology
- Psychology
- Media Studies
- Business Studies
- Dance
- History
- Geography
- Music

In addition, the following subjects will be offered as double or single awards as BTEC Nationals (or equivalent):

- Sport
- ICT
- Art
- Fashion Design

Further accreditation can be gained in the following subjects through the SPTA sixth form offer across its family of schools whereby students follow a blended learning approach comprising of face to face sessions as well as learning via the internet and through video conferencing:

- Law
- Accounting
- Applied mathematics
- Further mathematics

Religious studies
Economics
Travel and tourism
Photography
Health and social care
Statistics

It is expected that high numbers of students will want to progress to higher education so, as preparation for University, there will be a strong programme of tutorial support that makes use of external speakers. This programme will also encapsulate a bespoke programme for high achieving students who will receive coaching for Oxbridge applications.

A bespoke, one year programme of Level 2 courses, where appropriate, will be offered to all those students unable to progress to the Level 3 programme. On an annual basis, staff will consult with identified students and their parents in an attempt to plan an effective programme that will eventually lead them onto the Level 3 courses in Y13. Any student not achieving a Level 2 qualification in English and/or Mathematics will be expected to follow a programme of study designed to reach this standard at the age of seventeen.

Enrichment in the sixth form will also be given a high priority and, every Wednesday, a timetabled programme will ensure that all students have two hours of activities. The following list is an illustration of the type of programme that the Free School will establish:

Competitive team and individual sports
Recreational sport and fitness
Volunteering/community work
Duke of Edinburgh Award
Additional accreditation e.g. sign language

The specialist subjects

The Free School is committed to developing specialisms in Communications and Sport. This will mean that students are encouraged to opt into the related subjects at GCSE and A Level and that a distinct specialist school ethos pervades the curriculum. To achieve this, the Free School intends to:

provide key Curriculum Leaders with additional free time to plan enrichment activities and to monitor progress towards specific and challenging targets that will be set for the specialist subjects

allot specific time to develop links with partner primary schools
develop links with external partners in order to provide a sustainable network
of specialist subject support.

Communication

Our students will have the opportunity to understand the value of effective communication and learn how to communicate effectively with others. This will have an impact on many areas of the school curriculum, and not be confined to a single specialist area.

One of the many ways in which we communicate is through language, be it English or other Modern Foreign Languages. At KS3, all students will be required to study either French and/or Spanish throughout Y7. In Y8, students will also be introduced to Mandarin and the Free School will provide opportunities for students to engage in links with partner schools in China via the internet and through the carefully monitored use of social networking sites.

From the start of Y10, students will be able to opt for Mandarin as an examination subject and links with Schools of Oriental and Asian studies at universities in the region will be established. Foreign study trips will be guaranteed for each GCSE and A Level student and Language Assistants will provide frequent individual and small group coaching sessions. As part of this specialism, the Free School will ensure that it gains an International Schools Award.

Teaching staff, along with sixth form students, will develop links with local primary schools and a “Languages Day” will provide a festival whereby students of all ages can demonstrate their learning and engage with the wider community.

Students will also have the opportunity to learn sign language through enrichment and the extended school day.

We also communicate in many other ways such as music, drama or art and technology based channels for communication such as media and ICT. Our attitudes towards others are demonstrated and communicated through our willingness to get involved and become active members of our community. All of these areas will underpin the curriculum of the Free School. Students will have the opportunity to engage in a wide variety of drama, dance and musical performances designed to develop confidence and self-esteem.

Specific work on preparation for employment will involve local, regional and national employers such that all students develop the effective communication skills that are required for the twenty-first century workplace.

Sport

All students will be guaranteed at least two hours of high quality physical education each week, although an extended range of extra-curricular activities (see section on extra-curricular provision) will encourage high levels of participation whether it be for recreation and enjoyment or coaching to improve performance.

The school will expect to operate as a Healthy School and the notion of “sport for all” will be at the heart of its vision with all students expected to undertake some additional form of health related activity each week. The Free School has already begun to promote excellence in sport through the development of links with several local sports clubs and will employ a school sports co-ordinator to ensure that students are able to access the very best coaching whether it be at local, regional or national level. The school’s facilities will be made available to support a strong network of sporting provision. Links with partner primaries will be developed and students at the Free School will be given an opportunity to develop skills in sports leadership to enable them to be effective in spreading their enthusiasm and their expertise across the primary network.

Carefully designed options will ensure that large numbers of students are able to opt for Sport at KS4 and in the Sixth Form.

Extra-curricular provision

The Ingleby Barwick Free School will develop an extended network of partners in order to support staff in providing a wide range of extra-curricular opportunities for students. This extra-curricular provision will also provide a rich opportunity to stretch gifted and talented students and to support those students failing to reach acceptable levels of progress.

The school’s sports specialism will support a range of sporting opportunities comprising of the following:

Traditional competitive team sports: football, hockey, rugby, netball, cricket

Targeted “development” sports: lacrosse, handball

Individual sports: athletics, cross-country, mountain-biking

Access to the school’s fitness suite

Dance and exercise classes

Outdoor education, including water sports on the tees barrage centre

The school’s Learning Centre will be open from 7.30am until 5.00pm each weekday, thus enabling students to access support for an extended period after the close of

the school day. Additional homework clubs will be staffed by Teaching Assistants and GCSE coursework sessions and tutorials will be held on a regular basis to be determined by the senior leadership team.

A comprehensive programme of educational trips and visits will be established including foreign study trips and opportunities for educational exchanges that will support the language specialism. As well as the above, all students will be guaranteed access to the following opportunities:

- Performance opportunities in dance, drama and music
- Music tuition and vocal coaching
- Circus skills
- Science club (to include STEM activities)

A rich and varied programme of holiday activities will also be established, providing opportunities for students of all ages to become engaged in sport, technology and the creative arts as well as “catch-up” sessions for those students not making expected progress. Particular emphasis will be placed on ensuring that under-achieving students are engaged in positive activities whereby they can experience success.

Support for learning

A House system will provide the structures to support all aspects of student development. This is outlined in more detail in the section on Personal Development but, in brief, the aims of the House system are:

- To raise aspirations and ensure the highest of expectations;
- To monitor progress, both academically and in terms of personal development;
- To provide a structure whereby any emerging issues can be dealt with swiftly and effectively;
- To promote a healthy dialogue with parents;
- To celebrate success in all its forms.

As an “extended school”, the Free School will ensure that excellent relationships with a variety of external agencies lead to high levels of support for any child that faces a barrier to learning. The SENCO will liaise with Heads of House to review support for learning and to identify new sources of support.

A tutor, along with an assistant tutor, will provide a regular point of contact for students and the vertical or “family” tutor groups are designed for older students to

4.3. Organisation of pupils

As previously mentioned, fundamental to the success of the school is the commitment to excellent pastoral provision, fostering an atmosphere of inclusion and engagement, with each tutor group supported by teaching and other support staff and linked to a strong house system that will be used to foster traditional values including behaviour, appearance, resilience, aspirations and achievement.

The House system

Students at the Ingleby Barwick Free School will be organized in vertical tutor groups within a House system designed to promote excellent levels of student development.

Each of the four Houses will contain six tutor groups of 25 students ranging in age from 11-16. Sixth form students will have their own tutorial system but will be expected to play a significant role in supporting the House system, contributing to discussions, leading activities and mentoring younger students. Each group will be led by a qualified teacher who will act as the group tutor and an assistant tutor, typically a member of the school's support staff, will also support the following activities:

- Monitoring of student academic progress
- Promoting and monitoring personal development
- Development of peer learning activities
- Regular contact with parents
- Oversight of Home Learning

The role of the tutor will be critical in ensuring the success of the pastoral system and every teacher will have clear guidance and the necessary training as part of a House induction programme. Whilst each House will develop a distinct ethos of their own, they will all subscribe to the Free School values. The House system itself will promote healthy competition in sport, the arts and all aspects of academic progress including attendance and behaviour. House points will be awarded for students making a positive contribution and the regular celebration of success and achievement will encourage all students to have high expectations.

Regular assemblies will support the personal development of students, mainly in House groups, and will provide opportunities for personal reflection as well as containing key messages and opportunities to celebrate success. Assemblies will reflect the school's commitment to establish a broadly cohesive ethos, embracing all faiths and will also deal with moral and social issues as appropriate and often led by invited speakers, including various business and religious leaders of all faiths.

Students will also be required to lead a “Thought for the Day” each morning in tutor time.

Pastoral structures

In terms of the school’s pastoral structures, students will be organized in mixed age tutor groups within four Houses, each led by a senior leader. This will:

- create family groups where students take responsibility for themselves and their fellow students through active citizenship
- encourage respect for all members of the school community and positive attitude to learning
- foster a strong sense of identity that leads to healthy competition
- promote excellence in terms of staying safe, being healthy, enjoyment and achievement, achieving economic well-being and making a positive contribution
- enable students not only to succeed but to thrive as they aspire to the highest possible achievement.

Curriculum delivery

Delivery of the curriculum will be in traditional year groups with students being grouped by ability in the core subjects, including languages, based on KS2 assessment. In other subject areas such as the humanities, performing arts and sport, students will be taught in mixed ability groups but teaching staff will be expected to differentiate the curriculum in the following ways:

- Planning for three levels of ability, including a focus on stretching the most able;
- Use of questioning and other classroom strategies;
- Targeted use of resources;
- Effective Teaching Assistant support for weaker students.

At KS4, setting will remain in the core subjects but options groups will largely be mixed ability. Effective Individual Educational Plans will support provision for SEN students and the Vice Principal will map provision for students identified as “gifted and talented”.

To promote a positive learning culture, the school will operate a rewards policy based on House points, merits and commendations with prizes also being made available for those students making the most progress, overcoming barriers to learning or achieving outstanding results. Monitoring of student progress will be focused in the school’s House system and the tutors will be chiefly responsible for

maintaining a healthy dialogue with parents.

Home school agreements

Every student will be issued with a student planner and this will be a key tool in promoting excellent levels of personal organisation, as well as enabling quick and effective communication between home and the tutor. A copy of the home school agreement will exist within the student's planner, and underpin the relationship between parents and the Free School. The planner will also contain useful information about the school, space to record key targets and assessment information as well as advice on learning. In addition to the student planner, every student will have their own e-planner. This will enable students and their parents to access the school's Learning Platform from home on a regular basis and provide a source of support for Home Learning activities.

Giving students a voice

The Free School will establish structures that are designed to give all students a voice in how the school operates, thereby promoting high levels of engagement. Each House will elect student representatives drawn from every tutor group. Facilitated by the House Leader but led by outstanding sixth form students, these committees will act as focus groups, raising concerns and discussing significant issues as well as making decisions that relate to their particular House. The full School Council will be comprised of students drawn from each of the House committees and this group will debate whole school issues and make recommendations to the school's leadership team. The Vice Principal in partnership with the Youth and Community Manager will be charged with the important role of ensuring that students see how their "voice" leads to clear improvements in the school. The School Council, working alongside staff and sixth form members will work in sub-groups focused on charitable fund raising, learning and extra-curricular activities.

A Head Boy and a Head Girl will lead a team of senior students who will also contribute to shaping the role of the school, particularly in terms of community events. Acting as ambassadors for the Free School, they will look at ways of supporting the Principal in communicating positive messages and building effective relationships with the wider public.

Equality

In line with the Equalities Act 2010, the Ingleby Barwick Free School will not discriminate against students because of their sex, race, disability, religion or belief, sexual orientation, students who are pregnant or students are undergoing gender reassignment. This incorporates discrimination, harassment or victimization and will apply to

Prospective pupils (in relation to admissions arrangements).

Pupils at the school (including those absent or temporarily excluded).

Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

The Free School policies will be in line with existing SPT policies on Equality, copies of which can be obtained from SPT on request. A sample document is enclosed in Appendix 10.

Work experience and employability

Every student in Y10 will be guaranteed either a work placement or an extended work-related simulation activity designed to give students more of an insight into the realities of the world of work. Links with business and enterprise across the region, including Tees Valley Enterprise Zone and beneficiaries of the regional growth fund will provide a rich supply of potential placements for individual students and these will be augmented by group activities focused on media, law and the public services.

The Free School will also support sixth form students in taking up opportunities of work shadowing as part of the post-16 guidance programme. All students will receive instructions on how to write a CV and letter of application, including the effective use of English, as well as being taught how to prepare for interview. Interview role-plays will be held for students in Y11 and the sixth form as appropriate.

4.4. Pupil development and achievement

Defining and measuring success

The Free School expects to become rated by OfSTED as an “outstanding” provider and the school will certainly have succeeded if all students become **successful learners, confident individuals** and **responsible citizens** as set out in the its aims. Success with learning will be evident through student attainment and the Free School will develop its systems for tracking students’ progress after KS4/Sixth Form in an attempt to “capture” success and use it to inspire the next generation of students. A further measure of success will be a deep sense of community cohesion with parental engagement being seen to be at the heart of the school’s ethos.

Measuring success

The Free School will use analysis of data to measure success. At KS4, the school would expect to be significantly above the national averages for the following measures:

5 A*-C including English and Maths

English Baccalaureate

Expected Levels of progress from KS2

In the Sixth Form, success will be measured in terms of successful transition to university or into employment. Academic success will mainly be measured in terms of average points score and average points per entry.

Ultimately, the Governors of the Free School will hold the Principal accountable for standards, although a distributed leadership model will mean that staff at all levels will be encouraged to play a significant role in ensuring success. The Principal, along with colleagues on the Senior Leadership team, will hold all middle leaders to account and a robust system of performance management will ensure that every teacher is held to account, as well as guaranteeing access to training and development. A commitment to “outstanding” levels of leadership at all levels will underpin the Free School’s quest to ensure that every student is able to fulfil their maximum potential.

Overarching principles

The Free School’s overarching principles can be summarised in that each student should:

Be entitled to a “world class” education that is delivered by inspirational and highly motivated teachers;

Receive outstanding levels of individual and/or group support so that their progress with their learning is significantly better than national averages;
Have extensive opportunities for personal development such that each student not only becomes a **successful learner** but also a **confident individual** and a **responsible citizen**;

Summary of KPIs and/or outcomes for pupils

The main Key Performance Indicators that the Free School will focus on are as follows:

- Attendance
- 5 A*-C including English and Maths
- English Baccalaureate
- 5 A*-C including English and Maths
- Capped Average Points Score
- KS2-4 Levels of Progress
- A Level average points score
- Post-16 average points per entry
- Behaviour
- Community and business engagement and fundraising

Roles and responsibilities across all staffing levels

The Principle will lead a team of senior staff whose mission will be to secure the very best in terms of educational attainment. They will work with a middle leadership team, largely comprising of subject and faculty leaders, whose responsibility it will be to support and challenge every member of their team to follow best practice guidelines. House Leaders, assisted by teams of tutors, will focus on the overall academic and pastoral progress of each student and ensuring that high levels of parental engagement exists to support the educational process. Support staff throughout the Free School will be highly valued and expected to contribute significantly to secure the best outcomes for all learners.

Achievement

Regular and accurate assessment information will enable staff to track the progress of all students. Wherever students are deemed to be falling behind expected rates of progress, the flexible curriculum will enable intervention to take place and the school's support staff structures have been specifically designed to provide additional focus on English and Maths. In Y9, students identified as being "at risk" of

not achieving the EBACC qualification will be encouraged to follow a curriculum pathway that will offer greater levels of support, thereby ensuring greater chances of success.

Assessment

Every half term, subject teachers will be required to assess students' progress against challenging targets. Each student will be expected to make at least three levels of progress (or equivalent) in every subject and regular testing, both formal and informal, will be built into Schemes of Learning. The results of these assessments will be shared with parents in a format that is easily understood, having been co-designed by parents themselves.

Each year, students will have the opportunity to sit formal examinations, whether internal or external, and the results of these examinations will be reported to parents and used to determine future setting arrangements and to inform lesson planning.

The school's data manager, overseen by the Vice Principal, will be responsible for managing the assessment processes whilst it will be left to the Curriculum Leaders of each Faculty area to ensure that a programme of standardisation is in place such that the integrity of assessment information is reliable and robust.

The role of the tutor, in conjunction with the House Leaders, will be central to the tracking of individual student progress and for ensuring a healthy dialogue with parents. A range of intervention strategies will be employed, in agreement with students and their parents wherever potential underachievement is identified. Examples of such strategies may be:

- Specific subject targets to be addressed in class
- Additional learning after school in the Learning Centre
- Work sent home for parental support
- Peer support
- One-to-one tutorials with teaching or support staff

Personal mentors

The Free School will ensure that, as well as every student having a tutor and assistant tutor, as many as possible will be assigned a personal mentor. In some cases, this will be a sixth form student offering support for junior students but local business leaders, industrialists and employers will also be engaged to act as mentors, particularly to those students in KS4 and in the sixth form. As a direct

result of the Free School's strategies, it is expected that the school will be able to set a realistic target of zero for young people not in employment, education or training.

Multi-agency support

It is recognized that in order to provide the full range of services to students and parents, the Free School will be required to place itself at the heart of an extended network of agencies and educational professionals. A commitment to outstanding levels of support for every child means is reflected in the school's leadership structure with an Assistant Principal holding the responsibility for Care, Guidance and Support. This leading professional will also be a line manager for the school's SENCO, meaning that the co-ordination of services will be effective and result in a positive impact within the school.

Examples of agencies that the Free School will engage with:

- Health services
- Education professionals or consultants specialising in SEN, behaviour and attendance
- Integrated youth support service
- Local, regional and national voluntary and community sector organisations
- North East social enterprise partnership

Students as leaders

Throughout the school, opportunities will be created whereby students are actively encouraged to develop leadership skills, such as:

- Acting as "buddies" to new students
- Representing their Tutor Group in the school council
- Playing an active role in student development groups such as
- Raising money for charity
- Volunteering
- Sports Leader Awards
- Peer mentors
- Staffing the school "shop"
- Liaising with the Parish Council
- Becoming members of the Youth Parliament

As a specialist Sports College, the Free School will expect a significant number of students to act as sports leaders who, through guidance and support, will quickly be

in a position to lead House sporting activities for other students. The sports leaders will also work alongside the school sports co-ordinator in arranging activities and festivals for primary school children.

Gifted and talented students

All staff at the Free School will be given training in stretching the most able students. This will include the creation of open-ended tasks that require greater depth of thought, extension activities and the requirement for the more able students to “teach” other students through the House system. House Leaders will monitor the progress of this cohort of students and liaise with parents on a regular basis in an attempt to ensure motivation and commitment. At sixth form level, students will be provided with an external mentor drawn from business, industry or one of the professions.

Students identified as being “talented” in Sport or Performing Arts will be provided with coaching and opportunities to perform at the highest levels through the local, regional and national coaching networks.

Under achieving students

The school will work together with local multi-agency organisations, in developing and delivering Individual Action Plans (IAPs) for all students that require additional support, whether they are statemented or not. Effective data analysis will ensure early identification of needs. By sharing relevant data with students and parents, the school will put in place early intervention programmes to support underachieving students. This will include personalized learning programmes, delivered through innovative off site learning experiences and/or creative ICT solutions supporting varied learning styles to engage all students ensuring no child will be left behind.

ICT – MIS systems and usage

ICT in the Free School will be targeted at supporting teachers in their roles. Access to accurate and real time student data in the classroom will provide teachers with the information they need to make informed decisions about pupils and their needs at an individual level, delivering personalised learning, feedback and support. The Free School’s managed information system (MIS) will be developed to both collect and display data to the appropriate staff.

The MIS system in the Free School will enable the following:

Tracking of student performance, attendance and progress against targets for attainment and behaviour

Enable the capture of initial assessment of students upon entry to the Free School and the facility to monitor progress.

Monitor key indicators of performance and facilitate appropriate intervention strategies at an early stage of under achievement and under performance of teachers and students

Integrate with the Virtual Learning Environment to allow students, teachers and carers to access appropriate information relating to targets and achievement as well as health and well being indicators.

Ensure that the Free School meets the national agenda committed to Online Parental Reporting for 2010 in line with the local authority framework for secure and safe access where possible. For students and carers this will mean access to live MIS data both formative and summative in nature.

The sharing of appropriate data between other Academies and support services within the School Partnership Trust Academies, through a safe and secure ICT infrastructure.

As a member of the School Partnership Trust Academies, the Free School will have access to proven methods of school improvement through access to central core services. This will include tracking tools for lesson observations, learning walks and quality of teaching.

The Senior Leadership Team will also have access to data from other School Partnership Academies to allow benchmarking, comparison and validation of initiatives within the Free School.

All leaders in the school will be supported to ensure high levels of ICT competence to ensure they have an understanding of the potential of ICT to deliver and support an innovative and challenging curriculum.

The strength and sharing of success from across the SPTA academies through online collaborative areas will further support the leadership team in the Free School.

The ICT Infrastructure and systems within the Free School will support and reduce the administrative burden on the Free School. The administrative tasks will include ICT systems to deliver:

Electronic registration both on and offsite

Reporting and data gathering from teachers into a single source only once.

Examination and timetabling completion

Electronic dissemination to staff of key information. This will be achieved through integration with the Virtual Learning Environment to enable access from any web enabled device.

The integration of the Virtual Learning Environment, MIS and mobile technologies will improve the quality and access to communications within the Free School and wider community. An alert system will ensure that staff and parents/carers are informed 'real time' of relevant communications. A texting system for parents/carers will inform them of absence and achievement to strengthen the engagement of parents/carers in students learning and the raising of standards.

Working in collaboration with the parents/carers of our students is a high priority for all the School Partnership Trust Academies and the Free School. The engagement of families at both student and community level will be supported through the appropriate technologies:

In line with government targets parents/carers will have access to live, where appropriate, MIS, Management Information Systems, providing accurate data about their child any time. This will be delivered through the Virtual Learning Environment in a secure and safe fashion. This will include not only academic information but other appropriate information such as attendance, behaviour and progress in learning. All information collected, manipulated and shared with students, carers and staff will be done so, wherever appropriate, always within the limits set by the Data Protection Act.

Access to an online, collaborative, supportive environment covering a range of matters to include social, academic, behaviour and pastoral areas. This area overall is designed to keep parents/carers informed about local and national issues relating to their child, and family and the community. This will include supporting their child with schoolwork, careers information, language support, managing and dealing with their child's behaviour.

Online access to accurate and up to date school information. This will include calendar events, newsletters, menus, curriculum and course information, careers and other school service information and contact information for key departments and personnel.

Access where appropriate to other services offered by Free school partners through the online Virtual Learning Environment. This will include NHS, Police, educational services and local authority services such as leisure services. The ability to pay online through Parent Pay or an equivalent for a variety of services such as catering, uniform and photographs

The Free School ethos of community engagement and families learning together will be realised and supported through use of the online Virtual Learning Environment to deliver content and support to all families as well as wider community use of ICT services and facilities both in and out of school hours.

For a full copy of the Free Schools vision for ICT please see Appendix 02.

4.5. Behaviour and attendance

Attendance

The Free School is committed to providing a quality education for all pupils and believe that pupils can only benefit from the education in our school through regular school attendance. We will, therefore, strive to achieve the maximum possible attendance for all pupils and we will make sure that any problems are identified and resolved quickly. Wherever possible, we will make contact with parents where a pupil is absent from school without good reason. The Home-School Agreement presents the Free School with an opportunity to underline the importance of regular and punctual attendance at school.

The Free School recognises that

All pupils of statutory school age have an equal right to access an education. No pupil should be deprived of their opportunity to receive an education that meets their needs and personal development. In the first instance, it is the responsibility of pupils and their parents to ensure attendance at school as required by law. Many pupils and their parents may need to be supported and rewarded at some stage in meeting their attendance obligations and responsibilities. Situations beyond the control of pupils and/or parents may impact on attendance. We will, with the agreement and support of parents, work in partnership with external agencies to resolve these. The vast majority of pupils want to attend school to learn, to socialise with their peer group and to prepare themselves fully to take their place in society as well-rounded and responsible citizens with the skills, knowledge and understanding necessary to contribute to the life and culture of their communities.

It is expected that all parents will support the school by ensuring their child(ren) always attend lessons unless illness or some unforeseen problem arises. Appointments at hospitals, medical centres, clinics and dentists should be made outside school hours unless impossible to rearrange.

When there is a problem with attendance, parents are invited to a meeting to discuss the problem before a referral is made to the AIO (Attendance Improvement Officer). If there are child protection concerns then the Child Protection Procedures should be followed immediately.

The Free School will therefore expect the following from pupils:

That they attend school regularly.

That they will arrive on time and be appropriately prepared for the day.
That they will tell a member of staff about any problem or reason that may prevent them attending school.

The Free School will expect the following from parents:

To ensure their children attend school regularly and punctually.
To ensure that they contact the school as soon as is reasonably practical whenever their child is unable to attend.
To ensure that their children arrive in school well prepared for the school day and to check that they have done their homework.
To contact the school in confidence whenever any problem occurs that may affect their child's performance in school.

Parents and pupils can expect the following from the Free School:

Regular, efficient and accurate recording of attendance.
Early contact with parents when a pupil fails to attend school without providing good reason.
Immediate and confidential action on any problem notified to us. (Confidential means that the member of staff notified will not disclose that information to anybody without the consent of the student or their parent).
Recognition and reward for good attendance.
A quality education

Encouraging attendance through good practice and rewards

Attendance will be encouraged in the following ways:

Registers taken and accurately completed at the beginning of each session and within 15 minutes of the start of the session.
Attendance checks at appropriate times.
Recording of good attendance on individual reports and /or Records of Achievement.
Rewards for students with 100% attendance in a given school year
Identifying and supporting pupils who have attendance problems in advance of the transition between KS2 and KS3 or when leaving one school for another. Relevant information should be shared with the destination school.
Establishing a mechanism for working with those parents who are concerned that their children may be experiencing difficulty in attending school.
Sending parents appropriate absence reports as and when necessary.

Responding to non-attendance

When a pupil does not attend, the school needs to respond effectively.

If a note or telephone call is not received from parents, whenever possible the parents will be contacted early on the first day of absence by telephone or by letter if parents are not on the telephone.

Where there is no response, a second letter will be sent after three days of unexplained absence or there may be a visit from the AIO.

Where non-attendance continues, the case will be discussed with the AIO for the school and further action planned. This may, in appropriate cases, result in a formal referral to the Local Authority and may result in further action.

Responding to late coming

Students attending the Free School are expected to be punctual for the beginning of each session.

If students are continually late to school parents would be invited to attend a meeting with the form and year tutor to address issues and see if / where the school can support the student and family to overcome any issues. If there are significant social issues we would look to enlist the support of the relevant agency / partner to ensure the student is supported. Any persistent absence which was not a social issue would be managed via detention and sanctions

Reintegration

The return to school for a pupil after long-term absence requires special planning. For example, it may be appropriate to establish a Pastoral Support Programme as detailed in the DCSF Social Inclusion: Pupil Support Guidance (Circular 10/99)

A designated member of staff should be responsible for deciding on the programme for return and for the management of that programme.

All staff need to be aware that this is a difficult process that will require careful handling and that any problems should be notified to the responsible staff member as soon as possible.

Programmes may need to be tailored to meet individual need and may involve phased, part-time re-entry with support in class as appropriate.

The success of the support programme will require the involvement of appropriate school staff, other agencies, the young person and parents. Support programmes should be reviewed regularly and amended as necessary.

Authorised and unauthorised absence

Authorised absence is where the school has either given approval in advance for a pupil to be away or has accepted an explanation offered afterwards as a satisfactory reason for absence. All other absence must be regarded as unauthorised.

The following may be reasons for authorising absences:

- Pupil illness
- Family bereavements
- Family holiday (up to ten school days) but see notes below.
- Medical and dental appointments where proof is available.
- Days of religious observance.
- Fixed term exclusion
- Permanent exclusion until removed from roll or re-instated.

Family Holidays

Parents should not normally take pupils on holiday during the school term though schools are able to exercise their discretion when granting parental requests. However, each request should be considered individually taking into account the age of the child, previous attendance patterns, parental views and the educational progress of the child.

Absence will not be authorised during the first two weeks of the autumn term.

If a request is not granted and the parent takes the child on holiday, the absence should not be authorised. If a request is granted the absence should not normally be for more than ten school days in any school year. If the holiday goes on for longer than agreed, the extra days absence should be unauthorised.

The school is not responsible for setting work during a family holiday. However, independent work is encouraged.

Liaising with external agencies

Poor school attendance may be a symptom of a wide range of institutional, community, family or individual circumstances. It may be necessary in exceptional cases to require support beyond the remit of the school or the AIO. It is therefore vital that strong partnerships are established with all agencies that work with children and young people. The AIO may be able to help schools establish multi-agency meetings or may be able to advise on how schools can become involved in existing local arrangements.

Other Agencies to be used where appropriate in individual cases.

Educational Behavioural and Support Services.

Educational Psychologists.

Special Educational Needs Service.

Social Care.

Local police

Behaviour overview

The Free School will create an environment which encourages, reinforces and supports positive, acceptable behaviour. It is also recognised that the wider community expects acceptable behaviour to be an important outcome of the educational process. Students are expected to promote and display positive, appropriate behaviour and become role models for their peers at all times.

The Free School will be a caring and positive place of learning where rules and standards are in the best interests of all. We are committed to ensuring that every member of the Free School behaves in a responsible and acceptable manner

All Free School staff and students will aim to maintain the highest standard of behaviour at all times.

Behaviour Principles

The Free School will be a caring and positive place of learning where rules and standards are in the best interests of all. The Free School is committed to ensure that every member of the School behaves in a responsible and acceptable manner which demonstrates:

- Care, courtesy and respect for others, regardless of whether they are staff, students, friends or visitors
- Care and respect for each other's property and belongings
- Care and respect for the school environment

Promoting excellence in behaviour

The Free School will focus its attention on the positive management of student behaviour to ensure that the potential for poor behaviour is minimized. Examples of such strategies are:

An engaging curriculum that motivates students to learn
Outstanding teaching that enables all students to access the curriculum
A system of rewards
Modelling positive behaviour
Student Council group focused on behaviour for learning strategies
Positive relationships with parents
High levels of pastoral support
House ethos that values positive attitudes
Effective support for those students in need of additional resources

Where negative behaviour is identified, the Free School will aim to be as proactive as possible and ensure that parents become involved at the earliest opportunity.

A range of sanctions will be employed where appropriate, largely based on the notion of “payback” as students are encouraged to reflect on mistakes and make amends. Wherever a “victim” can be identified, they will be included in the process of effective resolution.

This will also be the case with any issues of bullying. Whilst the school’s pastoral systems are designed to minimize the potential for bullying to take place, effective whole school anti-bullying strategies will be established. Tutors will be trained to detect and manage incidents of alleged bullying and regular awareness-raising will encourage students to speak out at the first sign of potential bullying. Information relating to bullying, including who to contact, will feature prominently on the school’s website.

Where fixed term or permanent exclusions are required, they will follow national guidance as well as the practices adopted across the family of schools. The Ingleby Barwick Free School will sign up to the behaviour and exclusions annex as part of the funding agreement process and will adopt the policies that SPT has already developed that are available for adoption across the SPT group of academies, including a policy on exclusions. Copies of the exclusion and other policies are available on request.

Rewards and Sanctions

Rewards will be used to encourage and reward good behaviour and sanctions will be applied in cases of unacceptable behaviour both on and off the Free School site.

The Free School will be a praise-dominated environment. Effective use of praise and reward is the most significant factor in raising students’ self-regard

and achievement. Praise and rewards should significantly outweigh sanctions. Praise and rewards must be given whenever appropriate for students' work, attitude and conduct. Wherever possible, the Free School will celebrate positive behaviour and student achievement. The Free School will have a system of rewards that includes:

- Verbal praise
- Good comments in books and students' journals
- Sending good work to the Principal or Senior Leadership Team
- Informing parents / carers via postcard, text, phone call or e-mail
- Mention in assembly
- Mention in newsletters
- Certificates
- Prizes
- Trophies (Sporting /Academic)
- Presentation Evenings
- Media publicity
- Achievement displays
- Form and House competitions.
- Rewards trips
- An achievement evening at the end of each academic year.

Students can expect to be rewarded for:

- Good or improved school work.
- Positive or improved behaviour.
- Positive attitudes to learning.
- Positive effort.
- Excellent attendance and punctuality.
- Commitment to extra-curricular activities.
- Contribution to Inter-form events, charity, and House activities.
- Excellent standard of uniform.
- Contribution to the positive ethos of the academy e.g. care shown for others and leadership.

Sanctions

Wherever possible the Free School seeks to work in a positive manner to promote positive behaviour amongst students but on occasions and where necessary, appropriate sanctions are used that are reasonable and proportionate to the poor behaviour being demonstrated.

The sanctions adopted by the Free School will include:

- Completion of work at home or extra work (in school or at home).
- Carrying out useful tasks to help the school or in the spirit of restorative justice e.g. litter picking as a punishment for dropping litter.
- Detention (subject to appropriate government legislation).
- Warnings within a class that are recorded on the Free Schools information management system.
- Removal from a group, class or particular lesson or activity following persistent disruption.
- Pastoral referral during before school, after school, breaks and lunchtimes
- Withdrawal of break or lunchtime privileges.
- Attendance at an internal inclusion area for either a particular lesson or for a fixed period of time

For some students, their behavioural difficulties may be so severe and complex that they may require a statement of special educational needs. This will be determined by the Special Educational Needs service.

Use of Student Planners

There will be a clear focus on excellent communication with parent's residents and the wider community. Effective use of ICT will support this, a learning platform will be developed to ensure student's progress can be tracked and Student Planners will become an integral part of the home- school partnership. Regular student appraisals will offer the opportunity for parents to liaise with Teaching Staff and the school will promote open dialogue with learning centre staff to all parents and carers. All form tutors and house system support staff will ensure every child is given a voice within the school and no child is left behind.

Free School Behaviour Code of Conduct

This will be displayed in all learning spaces within the school.

Role of the tutor

The Free School attaches great importance on tutors. Tutors will be carefully chosen to support Students in their learning and make sure they are happy. Tutors will be the main contact person between the Free School and your parents/carers. All reports and information about Students in their time at the Free School will be

sent to their tutor. If parents/carers have any concerns, they should always contact the students tutor.

Where students experience behavioural difficulties or have communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught. Some students will need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all students. In all cases, every student should be made clear about what is appropriate behaviour for them.

Draft Code of Conduct

Students are responsible for arriving to lessons on time and appropriately dressed.

Students will move around the Free School in an orderly manner.

Students will not eat or chew in lessons.

Students will listen to each other and take turns to talk.

Students will listen quietly to all staff and follow their instructions.

Students will be properly prepared for learning.

Students will complete the work set for the lesson which may include homework.

Students will remove their outdoor clothing in indoor learning spaces.

Students will work to the best of their ability at all times and behave in a way that allows others to do the same.

Students will give and receive respect to every member of our Free School, regardless of their status, culture, physical appearance or interests.

Students will be in lessons, unless they have permission to be elsewhere.

Students will wear full school uniform correctly and with pride.

Students will respect the safety of other people.

The Free School will operate a hierarchy of rewards and sanctions to support positive behaviour.

Students tutor and parents will be informed about their successes or problems.

4.6. Community engagement

Our proposed new Free School in Ingleby Barwick will:

Provide education for the community within the community by catering locally for the additional 600 secondary school places identified by Stockton Borough Council as required within the town

Add adding to the choice and diversity of the existing provision currently available for parents

Reduce the need to transport children to their secondary schools at a saving of [REDACTED] annually ([REDACTED] from council, [REDACTED] from parents) allowing these valuable monies to be spent more effectively elsewhere

Compliment existing provision by working in partnership with existing local educational providers and develop excellent links to Further and Higher Education providers

Benefit from a formal relationship with the School Partnership Trust belonging to their family of schools, receiving support and centralized services

Be well placed with a carefully chosen site for a new school, ensuring that local schools in Ingleby Barwick can cater for the planned growth of up to 2,500 additional houses in the town.

Engender community cohesion and promote the ideas underpinning the Big Society

Ensure all students residing in Ingleby Barwick have access to high quality extra-curricular activities regardless of transport arrangement or other barriers

Provide much-needed community resources and activities that will promote a healthy lifestyle, embrace the diversity of the town and ensure access for all

Not seek to replace or compete with existing schools in the area.

Partnership working

The Ingleby Barwick Free School will have its own unique ethos and vision, and this is described fully later in this document. However, the school recognizes the importance of working in partnership with other education providers in the local area.

Extended provision and community links

As previously detailed, it is apparent that as a new town, Ingleby Barwick is lacking a sense of community spirit and cohesion. It is therefore imperative that we fully engage the wider community in the ethos of the school.

Extra-curricular provision will be a significant feature of the Free School as BO2SS have identified that a major drawback of current provision at secondary schools outside the town is that most children are unable to access after school clubs, enrichment and events because of transport. It is envisaged that all young people resident in Ingleby Barwick will have access to the schools extended provision, regardless of the school they attend. This provision will link to our proposed specialism's including, but not exclusively, volunteering and charity events, sporting activities, drama, music and performing arts sessions, language lessons and world cookery classes.

Extended Provision, Partnership working and Community engagement

Extended provision

As one of the school's twin specialist subjects will be Sport, there will be an extensive variety of after school sessions where students will play team or individual sports. The school will employ a school Sports Coordinator to develop excellent links with a network of local, regional and national coaches so that students will be able to compete at the highest standard. It is envisaged that partnership arrangements with All Saints VA CofE School will allow students to participate in larger team sports as an 'Ingleby Barwick' team. The sports provision will also be a community focus, somewhere for the residents of Ingleby Barwick to access the very best of facilities within walking distance. As a Healthy School, the school would also provide regular opportunities for all students to take part in health-related activities, promoting high quality physical education and "sport for all". Links to existing community groups such as Thornaby and Ingleby Barwick Soccer Club, Ingleby Barwick Golf Club and Maltby Cricket Club have been explored and will be further developed, further promoting cohesion across the town.

In addition to sporting opportunities, an International Schools Award will be expected to support the school's Communication specialism and create links with partner schools in Europe and China. Further enrichment activities will come in the form of a structured programme of trips and visits, including opportunities for outdoor education and foreign study trips for students. The school will also offer activities in dance, drama and music. As with the Sport specialism, it is envisaged that external clubs and societies will play a major role in supporting such developments and that a sub-group of the Student Council will lead on identifying demand and developing a programme of suitable events and activities.

Given that the conception of the school has been born from true community activism it is envisaged strongly that this will continue to be promoted throughout the running of community activities, young people, their families and other residents of the town will be supported to access local volunteering opportunities, with a focus on

intergenerational activities to promote cohesion across the town. The student council will have a sub-group that is dedicated to community payback; this will support young people to develop leadership qualities as well as adding substance to the 'student voice'.

In order to achieve this vision, strong links will be developed with local and national voluntary and community sector organisations, as well as international charities in support of our communication specialism. Again, a sub-group of the student council will lead on this and it is expected that students will support local charities and causes through a mix of fundraising, awareness raising and volunteering opportunities. It is important that in this semi-affluent area we ensure our young people and the wider community are fully aware of the deprivation and challenges faced by our local neighbours.

Partnership working

The Ingleby Barwick Free School will have its own unique ethos and vision, however, the school recognizes the importance of working in partnership with other education providers in the local area. Detailed negotiations are therefore taking place that will ensure effective and excellent partnership working with the existing successful 11-16 school in the town, All Saints VA CofE School (All Saints). This agreement will enable both schools to work in collaboration whilst maintaining their individual ethos and identities. Active steps have also already been taken to ensure that excellent relationships exist with all the providers of primary education within the town and it is envisaged that, by working in partnership, we will be in a strong position to establish a thriving learning community. To this end, the Ingleby Barwick Free School will take the lead in the formation of an Ingleby Barwick Learning Partnership, incorporating representation from both primary and secondary providers of education working collectively to create a cohesive approach to a town-wide educational offer.

The school specialisms will be the catalyst to ensure excellent transitional arrangements from KS2 in partnership with all education providers in the town. Discussions have already taken place that will ensure the MFL element of the Communications specialism of the new school will further develop and support the transition from KS2.

Wider partnership working arrangements will include strong links to statutory provision, as the school will have a strong focus on information advice and guidance we recognise the need to engage with the local Integrated Youth support Service, incorporating Connexions and our youth and community provision will ensure strong links to Local Authority Youth Service provision.

Healthy School status will encourage effective and engrained links to health

services; within the curriculum offer as well as all extended activities and partnership links there will be focus on embedding a risk and resilience approach to learning in the young people of the town. This will be further developed through strong links to organisations offering specialist advice and support services such as substance misuse and harm minimisation, teen pregnancy and contraception services and organisations that support those engaged in or at risk of youth crime and anti-social behaviour, including Cleveland Police Force. Where students have passed the threshold identified for child protection it is imperative that the school engages fully in local child protection procedures and will continue to promote a multi-agency approach to tackling any identified issues. The child protection lead will work closely with Learning Support Assistants as well as the wider staff team to ensure risk factors are identified early and addressed appropriately.

Additionally there will be a strong focus on links to the private sector, the Tees Valley has recently been awarded funding from the Regional Growth Fund and is to host a designated Enterprise Zone, where appropriate these opportunities will be exploited to support the vocational learning of our students. The town is surrounded by business parks and industrial estates, relationships with local and national companies based in the area will offer the opportunity for young people to access business and professional mentoring and shadowing as well as extensive work experience opportunities. Ingleby Barwick has a high proportion of self-employed residents; further engagement with such individuals will ensure an innovative array of options for our young people with regards to future employment, education and training opportunities. These arrangements will also fully support the vocational provision that will be offered through the school. Given the town's higher than average number of graduate residents and that throughout school life there is a vision that we will be preparing our children to access further and higher education, partnership with local providers of outstanding FE and HE will support this wide range of opportunities further.

Private enterprise will further be encouraged through the use of the school buildings by local entrepreneurs, Dance classes, art sessions and other activities will not only ensure income generation for the school but actively encourage wider participation in school life by all members of the community.

Community Engagement

Wider community engagement will be enhanced through the provision of much needed community resources, including but not limited to adult learning, sporting activities and community courses. For example, the MFL element of communication would lend itself to encouraging participation in international cookery and craft courses, intensive language tuition and cultural awareness.

The sports provision will also be a community focus, somewhere for the residents of Ingleby Barwick to access the very best of facilities within walking distance. It is expected that this provision will be an excellent source of income generation for the school, allowing it to further develop an extended offer so that it remains a current and viable offer.

It is expected that the school will become a hub for community activity, including community gala's and celebration events. Inter-generational volunteering opportunities will be developed by our Youth and Community Manager helping to further foster a sense of community within the town.

It is expected that this provision will be an excellent source of income generation for the school, allowing it to further develop its extended provision so that it remains a current and viable offer.

The location of our school lends itself to our vision for effective extended provision and ingrained community engagement, additional resources within the boundaries of the town are in great demand and access links to the site are excellent, promoting extensive and continued use.

Organisations involved in this school

This business case has been developed by Barwick's Own 2nd Secondary School (BO2SS), a parents and residents group consisting of parents from various professional backgrounds including marketing, voluntary and community sector infrastructure support and accountancy, locally elected officials and the mayor of Ingleby Barwick. The clear separation between BO2SS and the Ingleby Barwick Independent Society (IBIS) are outlined in Appendix 03.

BO2SS are working in partnership with the School Partnership Trust (SPT), whose educational knowledge and expertise have helped us to complete an excellent application. This application details: the extensive demand for this school, locally and across the area; a curriculum that respects the traditional whilst being innovative in its approach to delivery and complimentary of the existing educational offer within the local area; a holistic offer of extended provision that will compliment the curriculum. BO2SS have resolved to work with the School Partnership Trust (SPT) not only as its education partner but to formally join the SPT group of schools.

SPT is now a multi academy sponsor which operates as a single academy trust with a Master Funding Agreement, legally tested with ministerial and DfE approval. New schools joining the SPT group do so under this agreement and BO2SS has resolved to join this federation and for the new school to be party to the single funding agreement and be subject to the SPT governance structure once the funding

agreement is signed following a successful business case submission (see Appendix 04 for SPTA letter of commitment to BO2SS and the Ingleby Barwick Free School).

From the outset, the school will deliver outstanding education for 750 students aged 11-19, including 150 in the sixth form. With our preferred model for opening this school, we will have an anticipate occupancy of 375 pupils, which will be made up of a full Y7, Y8 and Y12, with 50% in Y9. As a multi-academy sponsor with a growing portfolio of schools, SPT has built substantial capacity to support other schools and is in a position to offer the full range of support services including finance, Human Resources and facilities management, ICT and School Improvement.

5. Evidence of Demand and Marketing

In the 2010/11 school intake there are 1495 students aged 11-16 attending secondary schools within the Stockton Borough and 620 student places within Ingleby Barwick. The remaining 875 students are educated at other schools in the South of the Borough and are transported to these other schools via 15 buses daily. This does not account for the students educated in neighbouring North Yorkshire, Middlesbrough and Darlington schools, or those that attend independently funded schools.

There is clear evidence of demand for a new secondary school within Ingleby Barwick, and this is supported by:

- A 5,000 letter petition from residents of Ingleby Barwick collected by BO2SS in 2008

- Applications for the current secondary school on Ingleby Barwick

- Pressure groups and Ward Councillors in the neighbouring towns of Yarm and Eaglescliffe (Appendix ED1)

- The Local Authority

- Local MPs

- Statistics that demonstrate the growing population in Ingleby Barwick compared to a falling birth rate in the rest of the South Stockton Borough.

- The increasing number of primary school places required in Ingleby Barwick due to its growing population

- Plans to build an additional 1250 houses in “village” 6 and an addition 1000 houses in “village” 7, most of which will be family rather than starter homes and apartments.

- Parents “Register of Interest” via the BO2SS website and consultation

- A poll of current Y10 and Y11 students attending the existing 11-16 VA CofE school in Ingleby Barwick to identify interest in post-16 learning

The Evidence of demand for a Free School from parents in Ingleby Barwick is overwhelming, with more than **2,500** individual children and young people registered. These range from birth/preschool up to existing Year 9 students already at secondary school. Further detail of this is given in section 5.1 of this application.

Petition of support from residents of Ingleby Barwick

In 2008, BO2SS members collected nearly 5,000 letters from parents and residents on Ingleby Barwick in support of another secondary school for the town. The background to this petition was highlighted in our original application for our Free School.

Applications to attend the current secondary school in Ingleby Barwick

The existing secondary school on Ingleby Barwick, is always oversubscribed, as illustrated in Table ED1.

Table ED1: Applications to Ingleby Barwicks Existing Secondary School

	September 2010	September 2011
Number of places available	120 (increased to 140 due to demand)	140
Number of applications	315	306
Allocations according to oversubscription criteria:		
Public Care/SEN/Medical	4	3
Foundation (faith based)	15	30
In zone – siblings	42	22
In zone	74	63
Out of zone – siblings	5	5
Out of zone	0	17
Cut off distance for out of zone	0.673 miles	1.068 miles

All children admitted to the school had selected the school as their first choice.

According to data from the LA, admissions for September 2011 are at the bottom of the curve, and over the coming years the number of in zone students may exceed the number of places available, dependent on the number of faith based places allocated in that year. This data is available on request from All Saints school.

Pressure groups and Ward Councillors

Prior to the introduction of the Free School programme, one of the options for another secondary school closer to Ingleby Barwick was to rebuild Egglecliffe Secondary School in Preston Park. This was strongly opposed and a local opposition group “Save Preston Park” was formed. This group campaigned to

prevent a Secondary School from being built in the park, and support the solution that another school for Ingleby Barwick students should be built in Ingleby Barwick itself (see Appendix ED1).

As a part of the initial application for a Free School, Ingleby Barwick local Ward Councillors met with Ward Councillors from Yarm and Eaglescliffe. During this meeting, Ward Councillors from both of these areas confirmed that they supported a new secondary school in Ingleby Barwick (see Appendix ED1). BO2SS intend to meet with the newly elected Ward Councillors from Yarm and Eaglescliffe over the coming months to discuss the school situation further.

Local Authority

The LA recognize the need for additional secondary school places in Ingleby Barwick, and have put forward proposals to increase the number of places at All Saints VA CofE school. According to council records the proposals under consideration include increasing the number of places at All Saints to 1050 (an increase of 450 places). However, [REDACTED], [REDACTED], confirmed during the Council Meeting on 14th

October 2010 on Capital Investment Strategy for Primary and Secondary School Buildings, that the “substantial increase in places” referred to in the Stockton Borough Council “School Organisational Plan 2010 – 2015” is to 1200 places. This information was confirmed by [REDACTED] during a meeting with BO2SS on 02/03/2011. This is an increase of 560 places above the number places available at All Saints VA CofE school in September 2011.

The LA differs in its approach to how the additional Secondary School places should be achieved and has stated that the most effective way of achieving this would be through an extension of All Saints VA CofE school. However, during a meeting with BO2SS, the [REDACTED], [REDACTED], and [REDACTED], [REDACTED], confirmed that any extension to All Saints was a low priority for the council and how this might be achieved was unclear. See Appendix ED2 for minutes of this meeting.

Whilst the LA proposal meets the need for additional secondary school places within Ingleby Barwick, it does not achieve the aims of our Free School proposal, which go significantly beyond this.

Local MPs

The demand for additional secondary school places in Ingleby Barwick is also recognized by the MP for Stockton South (James Wharton) and the MP for Stockton North (Alex Cunningham). A letter from Alex Cunningham and the BO2SS response are included in Appendices C6 and C7 (Consultation Appendices).

Increasing number of primary school places required

The Stockton Borough Council “School Organisational Plan 2010 – 2015” shows that by 2014, there will be the need to provide additional primary school places for the increasing number of children in Ingleby Barwick. The increasing number of primary aged children in Ingleby Barwick is also illustrated by the data provided on pp13-14 in Appendix ED3. Parents attending public consultation have highlighted the “lottery” of being able to secure a place in their local primary schools, and more than 50 Ingleby Barwick primary aged children are currently educated outside of Ingleby Barwick.

Ingleby Barwick building still not completed

At the time of writing this business case, there are an estimated 1250 additional family homes to be built in “village 6” and an additional 1000 family homes planned for “village 7” in Ingleby Barwick. It is anticipated that the town will therefore continue to grow for at least another 10 years, adding 25% more houses to the town.

Ingleby Barwick is a popular area, particularly for people with young families; it has good primary schools, a low crime rate, it has an excellent network of footpaths and cycle paths around the entire town. Housing ranges from 1-2 bed apartments and 2 bed semi-detached houses to large 6 bed family homes. The population of the town is extremely diverse, ranging from tradesmen and blue collar workers to graduates, professionals and premiersip footballers. Most importantly however, housing is affordable and costs considerably less than an equivalent house in neighbouring Yarm and Eaglescliffe.

We anticipate that Ingleby Barwick will continue to be an extremely popular place to live; most of the newly built homes in the borough of Stockton-on-Tees are being built in Ingleby Barwick and the affordability of homes coupled with the government’s new policy to help first time buyers purchase new build properties will see continued growth in the town.

5.1. Demonstration of Parental Demand

As part of our application, BO2SS have asked parents from the Ingleby Barwick area to “Register their Interest” in sending their child to a new secondary school on Ingleby Barwick, clearing stating that this was the Free School. Until the last 2 weeks of this consultation, parents have been registering their interest without knowing the exact location of the school, only that it is within the Ingleby Barwick area and that their children will be able to walk or cycle to school and that the longest possible journey to school would be approximately 2 miles (the distance across Ingleby Barwick). More than **2,500** individual children and young people have registered an interest in attending the new Free School.

BO2SS have used their website and paper copies of forms to ask parents the following question:

Secondary school:

Would you be interested in sending your child to the new Free School?

Sixth form:

Would you (or your child) be interested in attending a new state of the art sixth form in Ingleby Barwick?

A copy of the forms used in this process are given in Appendix ED4. A complete table of applications by postcode and current school year is also given in Appendix ED5. Evidence of demand was collected in several different ways as follows:

Our website with parents and students signing up directly

Paper forms signed outside of the local Tesco supermarket or outside primary schools

Paper forms sent out through primary school book bags (Y3 – Y6)

Paper forms signed by future 6th form students at the local park and outside All Saints school.

We believe that the demand for the sixth form would be even higher if we had a direct route to inform all of the existing Year 7,8 and 9 students in Ingleby Barwick of the proposed new sixth form.

Table ED2: Data on registration of interest from parents of eligible future students for the secondary school

Current school year	School year Sept 2013	boy	girl	Total	Entry year numbers	% subscribed
Secondary school						
preschool		196	195	391		
nursery		120	122	242		
reception	Y3	127	119	246	120	205%
Y1	Y4	124	95	219	120	183%
Y2	Y5	134	106	240	120	200%
Y3	Y6	133	129	262	120	219%
Y4	Y7	109	90	199	120	166%
Y5	Y8	85	105	190	120	158%
Y6	Y9	82	63	145	60	242%

Table ED3: Data on register of interest from parents of eligible future students for the sixth form

Current school year	School year Sept 2013	boy	girl	total	Number in year	% interest
Sixth form						
Y7	Y10	82	40	122	75	163%
Y8	Y11	56	57	113	75	151%
Y9	Y12	53	67	120	75	160%

Table ED 4 and ED 5 show the breakdown between responses of “Yes definitely” and “maybe, I need more information”. Of the parents who responded, 88% said that they would definitely apply to send their child to the Free School. We received less than 10 responses in total where people said that they would not be interested in sending their child to the Free School.

Table ED4: Data on registration of interest from parents of eligible future students for the secondary school

Current school year	School year Sept 2013	Yes definitely	Maybe	Grand total	Number in year	% interest
Preschool		351	40	391		
Nursery		213	29	242		
Reception		226	20	246	120	205%
Y1	Y4	196	23	219	120	183%
Y2	Y5	213	27	240	120	200%
Y3	Y6	241	21	262	120	219%
Y4	Y7	172	27	199	120	166%
Y5	Y8	161	29	190	120	158%
Y6	Y9	127	18	145	60	242%

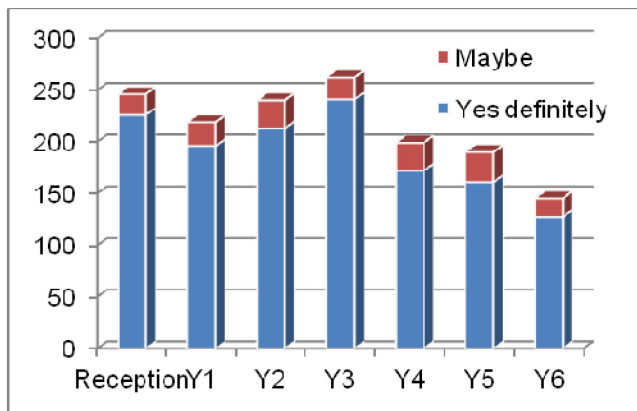
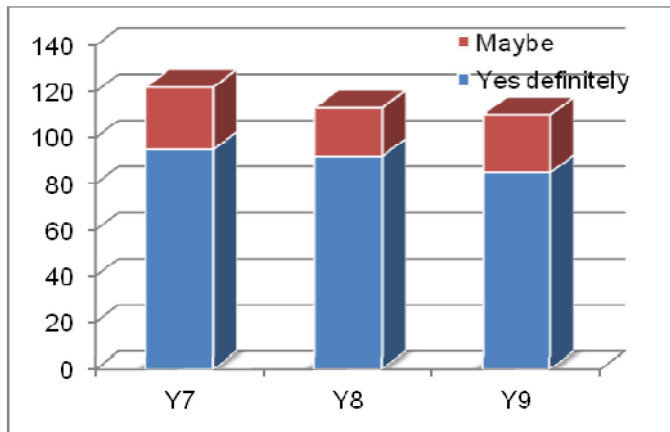


Table ED5: Data on register of interest from parents of eligible future students for the sixth form

Current school year	School year Sept 2013	Yes definitely			Number in year	% interest
Sixth form						
Y7	Y10	95	27	122	75	163%
Y8	Y11	92	21	113	75	151%
Y9	Y12	95	25	120	75	160%



The reasons behind this demand from parents for another secondary school on Ingleby Barwick are discussed in detail in the Consultation section of this submission. These reasons include:

Allowing students to walk or cycle to and from school

Access to enrichment and extracurricular activities, not available to children who have to travel by bus at a specified time at the end of the school day

Not having to transfer children by bus, which has been hazardous on a number of occasions

Development of a sense of community in a new town (less than 30 years old) that is still in its infancy.

Provision of additional community facilities that can be used by the whole community out of school hours

Admission by the LA that the likelihood of additional places at the existing Secondary School are “not a priority”

Options to extend one or both secondary schools in the future as demand for secondary school places continues to rise in line with the increasing population.

6th Form provision within the town supporting 16-18 yr olds to continue their education

Environmentally friendly option as opposed to continued use of buses.

This Register of Interest clearly shows that the Free School will be extremely popular with local parents, and 654 registers of interest for 375 places in our opening year (**174%**).

Poll of current Y10 and Y11 students

BO2SS recognize that the decision on which sixth form a student wishes to attend is more likely to be made by the student than by the parent. In support of the Free School application for a sixth form, All Saints VA CofE Secondary School undertook a basic poll of their current Year 10 and Year 11 students on Thursday 31st March 2011. In this poll, [REDACTED], [REDACTED], asked the students to complete a basic questionnaire. This questionnaire was delivered without any additional materials or “marketing” of a potential sixth form, and a copy is available from All Saints school on request.

100 Year 11 and 87 Year 10 students completed the poll. Of these completed papers, 58% said that if the option were currently available, they would wish to continue into sixth form either at their current school or at a sixth form linked to their current school. 42% of the students stated that they would still wish to attend a sixth form elsewhere.

It is reasonable to assume that this poll represents the views of typical students who would attend a secondary school on Ingleby Barwick. Therefore it can be extrapolated that 70 students from the Free School are likely to wish to attend its sixth form in each school year, with at least another 50 from the existing All Saints secondary school. This is in keeping with the estimates of [REDACTED], the [REDACTED], who believes that if All Saints had its own sixth form, 70 – 80 of its students would choose to continue their education within Ingleby Barwick. This would be in excess of 120 applications for sixth form places from the schools within Ingleby Barwick, and does not include any potential applications from students who attend other schools in the area.

The data gathered by BO2SS over a period of 3 weeks in March 2011 and 3 weeks in May/June 2011 show clearly that there is **overwhelming support for the Free School from local parents, with 2,500 individual children and young people registered, and 174% interest for the first year of the school.** Indeed, a number of parents have expressed their disappointment that the Free School will not be large enough to ensure that all children from Ingleby Barwick can be educated locally.

5.2. Consultation

As part of its application, BO2SS has completed a significant body of consultation alongside SPTA.

It is evident from our 3 weeks of consultation that all year groups will be oversubscribed from day 1 and in subsequent years based on the evidence of demand data that we have collated.

We have consulted with a number of key stakeholders regarding its proposed Free School. These include:

- Stockton Borough Council Officers (SBC)
- Elected Ward Councillors
- Parish Councillors
- Local MPS
- Local primary schools (Ingleby Barwick)
- Other primary schools (Yarm & Eaglescliffe)
- Local secondary school (All Saints)
- Other secondary schools (Conyers and Egglecliffe)
- Students
- Parents & Residents
- General public

We have utilised a number of different consultation tools, all of which are discussed here and examples (where applicable) included in Appendices. A summary of the consultation undertaken by the group is summarised in Table C1.

Table C1: Consultation conducted to date

Activity no	Meeting/contact	Venue	Date	Time	BO2SS/SPTA attendees	Attendees (other)
Local Authority						
1	LA Admissions meeting	Stockton Borough Council, Municipal Buildings	18/02/2011	15:00 – 16:00	[REDACTED]	[REDACTED]
2	Ward Councillors of neighbouring wards	letter	n/a	n/a	n/a	n/a
3	LA overview and planning meeting	Stockton Borough Council, Municipal Buildings Stockton Borough	21/03/2011 & 7/6/11	14:30 – 15:50	[REDACTED]	[REDACTED]
4	LA meeting to discuss application made on April 15, 2011.	Council, Municipal Buildings Stockton Borough	10/05/2011	15:00 – 16:30	[REDACTED]	[REDACTED]
5	LA catch up meeting on status and progress	Council, Municipal Buildings	03/06/2011	09:00 – 10:00	[REDACTED]	[REDACTED]
Ingleby Barwick primary schools						
6	Primary Head teachers	letter	n/a	n/a	n/a	n/a
7	Primary Head teachers and Chairs	Fox Covert	31/03/11	16:00 – 17:00	[REDACTED]	
8	Primary Head teachers and Chairs	e-mail	various	n/a	n/a	n/a
Other local primary schools						
9	Primary Head teachers	letter	n/a	n/a	n/a	n/a

BO2SS (Barwick's Own 2nd Secondary School)

[REDACTED], [REDACTED], Cleveland, [REDACTED] Registered in England No 07287616

Activity no	Meeting/contact	Venue	Date	Timing	BO2SS/SPTA attendees	Attendees (other)
Local secondary schools						
					[REDACTED]	
10	Diocese of York and All Saints	All Saints school	02/03/11	16:00 – 17:00	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]
					[REDACTED]	[REDACTED]
11	Education partnership working with All Saints High School	All Saints school	Various	Mar - June	[REDACTED]	teacher) [REDACTED]
12	Conyers Head and Chair	Conyers	04/04/11	16:15 – 17:00	[REDACTED] [REDACTED]	
13	Egglescliffe Head and Chair	Conyers	04/04/11	16:15 – 17:00	[REDACTED] [REDACTED]	
Public consultation						
14	Parents	school newsletter	n/a	n/a	n/a	n/a
15	Parents & Residents	letter	n/a	n/a	n/a	n/a
16	Local residents	Tesco	various	all day	all BO2SS core group members	general public
17	Local parents	Leaflet	w/c 01/04/11	n/a	via school book bags	general public
18	Local parents	Letter	n/a	n/a	via school book bags	n/a
19	Local parents & residents	e-mail shot	various	n/a	BO2SS core group members	21
20	Local parents	Whinstone Primary	various	n/a	BO2SS core group members	22

BO2SS (Barwick's Own 2nd Secondary School)

[REDACTED], [REDACTED], Cleveland, [REDACTED] Registered in England No 07287616

e-mail addresses submitted

general public general public general public

Activity no	Meeting/contact	Venue	Date	Timing	BO2SS/SPTA attendees	Attendees (other)
23	Local parents	St Francis Primary	various	n/a	BO2SS core group members	general public
24	Focus group	St Frances Assisi Church, Ingleby	02/04/11	10:00 – 12:00	[REDACTED]	parents and residents (7)
25	Focus group	St Frances Assisi Church, Ingleby	17/05/2011	19:00 – 20:00	[REDACTED]	Parents and residents (5)
26	Public Consultation	St Frances Assisi Church, Ingleby	09/04/11	11:00 – 13:00	[REDACTED] BO2SS core group	parents and residents (15)
27	Public Consultation	All Saints school	12/04/11	19:00 – 21:00	[REDACTED] BO2SS core group	parents and residents
28	Public Consultation	St Frances Assisi Church, Ingleby	07/06/11	19:00 – 21:00	[REDACTED] BO2SS core group	parents and residents (40 +)
Students						
29	All Saints Year 10 & 11	All Saints school	31/03/11	n/a	n/a	Ashley Lees (school Deputy Head)

BO2SS (Barwick's Own 2nd Secondary School)

[REDACTED], Cleveland, [REDACTED] Registered in England No 07287616

students

BO2SS (Barwick's Own 2nd Secondary School)

■■■■■■■■■■, ■■■■■■■■■■, Cleveland, ■■■■■■■■■■ Registered in England No 07287616

Activity no	Meeting/contact	Venue	Date	Timing	BO2SS/SPTA attendees	Attendees (other)
General consultation						
30	Press Releases	n/a	ongoing	n/a	n/a	n/a
31	Local media (print, TV, radio)	n/a	ongoing	n/a	n/a	n/a
32	Posters	n/a	ongoing	n/a	n/a	n/a
33	PVC banners	n/a	ongoing	n/a	n/a	n/a
34	Website	n/a	ongoing	n/a	n/a	n/a
35	Politics Show	n/a	12/06/11	11:00	n/a	n/a

Overview of outcomes

Support for additional secondary school places in Ingleby Barwick

All of the stakeholders consulted (with the exception of Conyers and Egglecliffe Head Teachers) agree that additional secondary school places are required within Ingleby Barwick for the students of Ingleby Barwick. The main areas of difference were on how these places should be delivered, and whether or not sixth form should be included.

Parents and residents clearly support the proposed Free school for a variety of reasons as listed under Evidence of Demand (section 5.1 of this application).

Vision and Ethos

There has been overwhelming support for the vision and ethos of the school, particularly in relation to the community ethos and wider community engagement of the school, both with residents and other schools in Ingleby Barwick, extending from sports through to the performing arts. Parents are particularly pleased with the proposal for a return to traditional values and expected standards of behaviour and appearance, and that leadership skills will be fostered amongst the students themselves.

Specialisms

The proposal for Sport as one of the school specialisms was well received, particularly as this allows students to learn a variety of life skills including team work and leadership.

The proposal for Modern Foreign Languages was well received by the local primary schools and considered to be a good balance by the local authority when compared to other specialisms on offer in the South Stockton borough. However, modern foreign languages were not a popular choice with parents at the first focus group (the focus group did not explain in depth how different specialisms could be developed).

As a result of the focus group feedback, another focus group session on the school academic specialism was planned for early May 2011. In this session, we presented an alternative specialism of Sports with Communication.

Admissions proposals

Admissions proposals were of most interest to the parents and residents of Ingleby Barwick. All of the groups felt strongly that there should be no preference given to aptitude, and no admissions exams for banding. The idea that those immediately adjacent to the school would be guaranteed a place was welcomed, along with the proposal for random selection from the rest of Ingleby Barwick. Whilst parents felt that this was the fairest way to manage over subscription to the school, the fact that not all children would have the opportunity to be educated within Ingleby Barwick was clearly an issue for some parents, how would like a guarantee that their child would qualify for a place. Some parents suggested that students from All Saints admission zone would have two choices of school on Ingleby Barwick, while others were subject to a lottery for a single choice. Other parents highlighted how stressful it has been waiting for the “lottery” results on primary school applications and they do not wish to experience this again for secondary school places.

Action: As a result of the public consultation feedback the admissions policy will be considered again, particularly in view of additional discussion with the LA and All Saints on potential changes to other admissions arrangements.

School site

A number of stakeholders at the early meetings had heard various rumours regarding the proposed site for the school. We were unable to confirm or deny any rumours on particular sites, but we confirmed that PFS were currently undertaking feasibility studies on two potential sites. We confirmed that the site was within the greater Ingleby Barwick area and that this meant it would be no more than 2 miles from any potential students home, and the expectation was that the majority of students would walk or cycle to school. Stakeholders were generally pleased to hear that no bus service would be required, and that the potential sites were not further away from Ingleby Barwick than the existing schools of Conyers and Eggescliffe.

In late May 2011 we released details of the preferred site via our website and the local press, and held a public consultation meeting to discuss the site. Interested local residents attended this event and asked relevant questions. The group were clear in that the site named was the preferred site for the school, but this did not mean that it would be the actual site for the school. We also stressed that appropriate planning processes would have to be completed if the application is successful in moving to the next stage.

Analysis of consultation

A summary of the various elements of consultation is given below, with detailed accounts provided in the relevant Appendices. A description of a Free School and the Business Case process was described at the beginning of each meeting.

Stockton Borough Council Officers

LA Admissions meeting (Appendix C1)

BO2SS met with SBC to discuss admissions to the Free School, and confirmed that the Free School would not open until September 2013. SBC confirmed that Free School admissions would be handled through the common application form (CAF), and their requirements and timescales for the Free School to become a part of this process.

LA overview and planning meeting (Appendix C2)

BO2SS met with the Head of Children Schools and Complex Needs prior to submission of the application for an Aril 15 deadline. This is part of developing a positive working relationship between BO2SS and the LA, despite our differences of opinion on how the additional secondary school places for Ingleby Barwick should be achieved. SBC confirmed that the corporate management team (CMT) had agreed that the primary schools in Ingleby Barwick should support the process of informing parents about the Free School proposal.

As purdah would significantly restrict any response that the local council could make before the business case was submitted, a process for managing this and to meet again at the earliest opportunity post purdah.

Additional LA meetings

BO2SS met with the Head of Children Schools and Complex Needs to discuss the educational content of the Business Case application and again to update the LA on progress to date, including the move to the new process. The Head of Children Schools and Complex Needs confirmed that she thought that educationally the bid was very strong. We discussed how the council position may change with newly elected Councillors, and the impact and dates for the new Free School process. Positive working relationships are being developed between BO2SS and the LA, allowing us to work in a positive and constructive manner.

Elected Ward and Parish Councillors

A letter was sent to all Ward and Parish councillors of the neighbouring areas to Ingleby Barwick (Thornaby, Yarm and Eaglescliffe) on 17th

will All Saints and all of the local primary schools, how we would work together on the specialism and how excellence in primary to secondary transition should be a key part of each child's experience. The overall view of the Head Teachers is reflected in an e-mail received from the [REDACTED] the following week: "I went away from the meeting feeling much more comfortable with the idea and was very interested in your proposals for the development of the school, particularly the link with All Saints and the potential for curriculum development that will be increased through that partnership."

Since then, BO2SS has maintained regular contact with the Primary Head Teachers via e-mail.

Local Primary schools (other)

The primary schools in Yarm and Egglecliffe were sent a letter in February 2011, a copy of which is in Appendix C8. Due to the timescales for the Business Case, no further meetings were held, and these are planned as part of the formal consultation process.

All Saints VA CofE School

Meetings were held between All Saints VA CofE School and BO2SS at various times during the last 4 months, details of which are recorded in Appendix C12. It was clear that All Saints wish to work in close co-operation and partnership with the Free School if it goes ahead, allowing both schools to deliver wider curriculum choice for students in Ingleby Barwick. All Saints are keen supporters of a sixth form in Ingleby Barwick, and the options for joint sixth form provision are under discussion.

Other local secondary schools

BO2SS requested a meeting with the Head Teachers and Chairs of governors at both Conyers and Egglecliffe schools as outlined in Appendix C13. The minutes of the meeting are recorded in Appendix C14.

Students

Decisions on attending sixth form are usually made by the students themselves rather than parents. All Saints VA CofE secondary school conducted a straw poll of their current Y10 and Y11 students on behalf of BO2SS to determine the level of interest in a sixth form on Ingleby Barwick. Details of the questionnaire and methodology are covered in the Evidence of Demand section of this business case. 58% of the students

responding to the survey stated that if it was available, they would wish to attend a sixth form either at their existing school or at a linked school within Ingleby Barwick. Direct discussions with secondary school aged students in the local park confirm a strong demand for the sixth form from these local students.

Parents, residents and general public: local supermarket stall & primary schools

BO2SS undertook consultation with the general public on a number of separate occasions outside the local supermarket and local primary schools. Interested residents and parents were given copies of the leaflets in Appendix C9, and Appendix C15. The leaflet in Appendix C15 was also distributed via school book bags by five of the local primary schools (all excluding St Therese of Lisieux RC School). Parents who wished to register their interest in sending their child to the school were asked to do so via the website or by completing a form (Appendix C16). Members of BO2SS answered questions on the vision and ethos of the school, impact on neighbouring schools, the need for another school on Ingleby Barwick and fielded questions on the school site. Very few people approached were disinterested, and many clearly support the groups aim to open a Free School, as demonstrated by the Evidence of Demand collected during this consultation. Some parents took additional copies of leaflets to distribute to their friends and neighbours.

Parents and residents: focus group 1

A focus group was held on 02/04/2011 with a small number of parents and residents from Ingleby Barwick (see Appendix C17), concentrating on the proposed school specialism and admissions policy.

While the focus group generally agreed with sport as a specialism, modern foreign languages was not initially popular and one thought that this might actively discourage parents from choosing the school. Technology or engineering were more favoured options. As a result of this consultation, BO2SS will hold an additional focus group on the academic school specialism as part of its formal consultation in May 2011 to explore specialism options further.

Everyone in the focus group agreed that the proposed admissions policy for the Free school was fair and no proposed changes were suggested.

Parents and residents: focus group 2

A focus group was held on 17/05/2011 to further and explore issues around the school specialism, particularly in relation to Modern Foreign Languages. Unlike previous focus groups, most attendees at this group came from education, and had a broad understanding of the different specialisms on offer.

After a discussion about the general move away from specialisms by schools under the new government, [REDACTED] introduced the idea of Communication as a specialism. We explored what this might mean, and confirmed that whilst we would keep the language options available as part of this, it had a broader appeal for both parents and students. As a result of this focus group, it became clear that we would need to define how a Communications specialism might work across the school, as this is not a specialism previously defined.

Parents, residents and general public: Public consultation events

Two public consultation events were advertised using the group website, Facebook, Twitter, leaflets distributed through school book bags, in person and via local shops, posters, PVC banners, local radio and the local press. Examples of these are shown in Appendix C18. The presentation given by BO2SS and SPT at each event is shown in Appendix C19. This was positively received.

Questions at the events included queries on school policies, specifically relating to anti bullying, the impact of the school site and governance. The impact on other schools in the area was also addressed. The major concern for many parents attending was that of admissions and how this would be managed – clearly many parents wish to have their children educated within Ingleby Barwick, and the fact that some will still have to be bussed out of the town is of concern. The potential for expansion of both schools in future years was also raised, as with the increasing birth rate the situation with secondary school places in future years will remain a significant issue for parents.

A number of parents at the event on 09/04/2011 raised the issue of a letter distributed by Conyers School via e-mail, providing a copy of their response to DfE on the Free School proposal (see Appendix C20). These parents were extremely angry as they felt that the letter contained a number of inaccuracies, and implied that it reflected their views as the parents with children attending the school. Some of these parents now intend to write to their local MP regarding this letter and putting forward

their own point of view on the issues. Notes from each public consultation event are given in Appendix C21.

An additional public meeting was held on 7th June and advertised in a similar manner. This public meeting was to discuss more details on the preferred site for the school. Local residents were clearly interested and concerned about the impact of the preferred school site, and this was discussed. Notes from this public consultation are given in Appendix C22 A and B.

General public: website and electronic marketing

A website has been set up for the Free School, and can be viewed at www.inglebybo2ss.co.uk. The website provides the latest information on the Free School. Interested parties can contact the group via a Contact us form or e-mail. A “register your interest” and “name our school” pages also encourage interaction with local parents and residents. There has been significant traffic to the BO2SS website throughout the past 4 months, with interest peaking at close to 600 page views per day when local press have run news items regarding the school. An example of website traffic for the past month as recorded via our website hosting is shown below



Similarly a Facebook group and Twitter account have been set up. These information sources have been widely publicised through local media and other marketing tools.

General public: media

BO2SS has developed positive relationships with the local media, including TV, Radio and Press over the past few months. The Free School has received positive coverage as a result of this (see Appendix C23 for examples), and provided contact details for the group website. We have also used other media, including leaflets, posters in local shops, pop up banner stands and PVC banners to provide information to the general public regarding the Free School application, consultation and ways to contact the group.

The Ingleby Barwick Free School was featured on the Politics Show on Sunday 12th June 2011, and included interviews with a BO2SS member, a local secondary school head teacher and our local MP.

Next steps: Future planned consultation

BO2SS have already set out a plan for formal consultation if its bid for a Free School is successful. A detailed plan of this is outlined in Table C2.

In addition to this, BO2SS have received a letter from Stockton Riverside College, requesting a meeting to determine how the Free School and the college might work together on both pre and post 16 delivery. BO2SS and SPT will start initial discussions with Stockton Riverside College in the coming weeks prior in anticipation of a positive outcome for this application.

Table C2: Formal Consultation Plan

Consultation Timeline		week commencing						Additional comments
Activity no	Meeting/contact	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Local Authority								
1	Local Authority Senior personnel	█						
2	Ward Councillors		█	█	█			
3	Parish Councillors		█	█	█			
Ingleby Barwick primary schools								
4	Primary Heads, Governors and staff	█						
5	All Primary Heads		█					Cluster school meeting
Other local primary schools								
6	Primary Head teachers		█	█	█	█	█	Cluster school meeting or appropriate alternative
Local secondary schools & sixth form colleges								
7	Diocese of York and All Saints	█	█	█	█	█	█	On going discussions between SPT and school
8	Colleges x4 (Riverside, Stockton 6th Form, Bede and Middlesbrough)		█	█	█	█		
9	All Secondary Heads		█	█	█	█		Cluster school meeting or appropriate alternative
Public consultation								
10	Local parents, residents	█	█	█	█	█	█	Ongoing
11	Parents focus group - specialism	█						
12	Public Consultation - name our school		█	█	█			
13	Public Consultation Event inc site				█	█	█	
14	Public Consultation Event inc site				█	█	█	

Activity no	Meeting/contact	week commencing						Additional comments
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Students								
15	Students (11-16)		[Redacted]					
16	Students (primary age) - uniform design		[Redacted]					
Other local stakeholders								
17	Children's Trust Board		[Redacted]					
18	Local Strategic Partnership		[Redacted]					
General consultation								
19	Press Releases	[Redacted]						
20	Consultation documentation	[Redacted]	[Redacted]					
21	Local media	[Redacted]						
22	Posters	[Redacted]						
23	PVC banners	[Redacted]						
24	Website	[Redacted]						

5.3. Marketing strategy

Five year marketing strategy

An effective marketing strategy combined with a marketing plan and defined marketing tactics to put them into action are invaluable for building awareness and an institutional identity for the Free School within our local community. By presenting an appropriate image and communicating our key message in a way that clearly identifies with our target market (local parents, Y6 students and future sixth form students) we will be able to demonstrate the value for money that the Free School delivers, and ensure that the Free School will be self sustaining into the future.

Our marketing plan will concentrate on delivering both internal and external marketing. Internal marketing will ensure that prospective parents and students receive a consistent, friendly and informative message, regardless of who they speak to at the school, be it the Principal, secretary, future pupils or school governors. External marketing will ensure that prospective students are aware of the school, its ethos and vision and how it will develop students who are **successful learners, confident individuals** and **responsible citizens**.

In order to achieve this prior to opening, BO2SS and SPT will utilize a variety of different techniques to ensure that the school is appropriately marketed. This will include, but not be limited to:

- Direct marketing to parents or students who have already “Registered an Interest” via the existing BO2SS website or paper copy

- School website, Facebook and Twitter accounts

- Viral marketing through e-mail address provided by parents or students interested in the sixth form.

- High quality school prospectus and admissions literature sent to all parents of Students within Admission zones A & B

- “Open evenings” including a virtual tour of the new school using appropriate technology and/or scale models

- Visits to the six local primary school to discuss the new school directly with prospective students and their parents

- Visits to local secondary schools to market the new sixth form directly to prospective sixth form students

- A project within the local primary schools to develop aspects of the school uniform and hidden curriculum areas (e.g. entrance hall artwork).

- A project for local secondary school children to design artwork or themes within the sixth form centre.

Local media including print, radio and television where appropriate.

The effectiveness of the Free School marketing will be analysed using both quantitative and qualitative marketing research using a variety of traditional and electronic techniques. A set of criteria will also be developed to measure and determine the effectiveness of the school marketing.

In addition to marketing the Free School as a location for secondary and post 16 education, the Free School will also market its facilities to the local community for community use, developing the school as a centre for the community and providing much needed facilities.

6. Organisational capacity and capability

6.1. Capacity and capability of the company

BO2SS and SPTA have a vast array of capacity and capability between them, in total a team of over 20 core team members. BO2SS is a parent and community group based in Ingleby Barwick. As such its core group is made up of volunteers from the local community.

[REDACTED] / Parent	[REDACTED]
[REDACTED] Parent [REDACTED]	[REDACTED] [REDACTED]
[REDACTED] Parent [REDACTED]	[REDACTED]

	[REDACTED]
[REDACTED] Company Secretary / Parent [REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED] [REDACTED]

In addition to residents and parents, BO2SS has the support of SPTA and a number of different individuals from within their organisation.

<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>

<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>

<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED] [REDACTED]</p>	<p>[REDACTED] [REDACTED]</p>
<p>[REDACTED] [REDACTED]</p>	<p>[REDACTED]</p>

During the delivery of the Free School the team above will be instrumental in making it happen however there are many more involved. Not just those at SPTA but BO2SS have a list of a dozen residents who have asked to be involved as the group moves forwards. SPTA will support in curriculum planning and timetabling as well as recruitment and CPD.

When the school moves to be operational it will be lead by our Principal, he/she will take full day to day responsibility for management of the school. The Principal will be supported further by Governors and BO2SS, they will:

- continue to support the marketing drive to recruit students and raise awareness of the new school
- add short-mid term capacity in the early years to complement the long term structure
- challenge the school leadership to ensure the vision is being protected and delivered
- work alongside the Principal to develop community relations and engagement
- act as ambassadors to the Free School process both locally and nationally

Project management

SPT alongside BO2SS will explore the need to procure a project management company for the implementation phase of delivery of this Free School or alternatively to deliver this themselves. SPT has access to resources that we will look to utilise during this phase but equally we may require additional capacity for example with the education deliverables and general project management.

An experienced National Leader of Education has been procured to support this part of our application, and we would look to continue this support through implementation. Any additional capacity to be procured would be done in consultation and with agreement of the DfE looking to identify the most efficient and effective route for all. We would be happy to explore the development of this project for the proposer group to conduct the work and equally to determine if the DfE PMC framework was an option.

6.2. Hiring the Principal Designate

In our draft project plan (see Appendix 05) we have identified starting the recruitment of the PD in May 2012 with a view our new Principal could be in post full-time by January 2013, 2 terms in advance.

Through the SPTA core team we would look to recruit the very highest calibre of individual someone who can bring energy, enthusiasm and commitment to the very first Free School project in the SPTA group and Teesside. SPTA would take a lead role in the recruitment process facilitating the task ensuring all recruitment guidelines and procedures were adhered to.

A job description and person specification would be drafted and posted on the SPTA group website as well as nationally advertised in publications such as TES online. The process of recruitment will be a transparent one, we wish to recruit the best and to ensure we have every chance of doing that the recruitment process and panel would be led by [REDACTED] an experienced school leader himself.

Essential skills and qualities we will look to find in our Principal Designate:

1. experience of senior leadership in an outstanding school
2. ability to articulate a powerful vision for the future
3. possess highly developed planning and organisational skills to transform vision into reality
4. ability to inspire staff and students to achieve excellent standards
5. ability to build confidence within an extensive network of community partners
6. able to drive something brand new, working independently and as part of a wider team

The remainder of the support prior to opening would come from the SPTA core team and BO2SS members.

6.3. Governance

What is role of governing body pre and post opening?

School governing bodies carry out the key roles of providing a strategic view, acting as a critical friend and holding school leadership teams accountable. The process for forming a Trust for the Ingleby Barwick Free School, appointing a governing body and determining the organisation of that governing body have formed a key part of BO2SS considerations for its Free School.

BO2SS are aware that as a parent and community group, we lack the expertise required to run a school and to ensure that it is successful. Having entered into an agreement with School Partnership Trust that this organisation would be the educational partner for the Free School, on 18th February 2011, BO2SS formally resolved to join the School Partnership Trust Academy (SPTA) trust.

The School Partnership Trust is one of only a handful of organisations to be awarded 'Accredited Schools Group status' by the then Department for Children, Schools and Families in recognition of its track record and capability of supporting schools.

The School Partnership Trust is now a multi-academy sponsor which operates as a multi academy trust with a master funding agreement, legally tested with existing Ministerial and DfE approval. New schools joining the SPTA group do so under this agreement and BO2SS has resolved to join this federation and for the Free School to be party to this funding agreement. A supplemental agreement will be put in place between SPTA and BO2SS, outlining the conditions and arrangements for the Free School as part of the master funding agreement. The school will be subject to the SPTA's governance structure once the funding agreement is signed following a successful business case submission.

What skills and capabilities will be needed?

The Governing Body will have the following skills, knowledge and capability;

- A strong vision for leading improvement in schools
- Strong governance, leadership and management experience
- A track record of improving outcomes for children and young people
- Business and educational expertise and school improvement experience
- The capacity to achieve transformational change in the school

We will be looking for representatives from our local community, people that are willing to challenge, bring fresh ideas and are innovative in their approach to learning.

How many governors, and roles and responsibilities

The Ingleby Barwick Free School will have a board of 15 governors, made up from the following appointments:

- 8 SPTA appointed governors
- 2 staff elected governors
- 2 parent/community elected governors
- 1 Local Authority nominated governor
- 1 BO2SS nominated governor [School Charitable Body]
- Free School Principal [ex-officio]

The governing body will operate three subgroups on finance, staffing and behaviour and inclusion.

SPTA will monitor the governance of the Ingleby Barwick Free School through its advisory group. This group comprises of the Chairperson from each SPTA academy/Free School local governing body, together with the SPTA Chief Executive officers and directors. The advisory group carefully monitors the performance of each governing body through minutes of meetings and all appeals. The SPTA advisory group assess the performance of each of its schools against key performance indicators, identified in each school education brief and annual improvement plan. Scrutiny reports feature in each of the SPTA advisory group self-evaluation plans. The scheme of delegated authority for the Ingleby Barwick Free School is attached in Appendix 06.

As the Free School moves through the pre-opening phase a shadow governing board shall be appointed, working in co-operation with the Project Steering Group prior to the opening of the school.

BO2SS status and membership

SPTA hold the majority share of the governing body places. BO2SS members will be nominated as SPTA governors, up to a maximum of 6 of the SPTA appointments. BO2SS will not have a Trustee on the SPTA board.

BO2SS have elected that once the school is operational, its company will become

the fund raising arm of the Free School, and as such will convert to a charitable status, under the Charities Act 2006, given the groups aims to support the advancement of education and the advancement of citizenship and community development. Registering as a charity will allow the group to generate further income through Gift Aid as well as ensure we do not have to cap the schools charitable income at [REDACTED]. The remit of BO2SS will be to support the school through a variety of means this will include general fundraising activities, identifying and applying for relevant grant funding opportunities, developing parental and community engagement and events, building links to the Private Sector including assessing opportunities for corporate sponsorship, provision of youth and community activities and delivery of a youth volunteering program, in partnership with school staff. Although BO2SS members are aware that our partnership with SPT will ensure the day-to day running of the school will be well taken care of all are keen to continue with their commitment to the school throughout pre-opening stage and beyond.

How will we recruit governors?

As we are joining an established organisation in SPTA we will be fortunate to have identified at least 6 of the proposed Trust appointed Governors prior to opening who will act as a shadow governing body to help planning, preparation and transition. As we know we cannot appoint to the elected roles until the school becomes operational in September 2013 and the Principal Designate would not be in post until January 2013 therefore we will not have a full quota of Governors until the end of September 2013.

Elected Governors will be recruited following the process below:

- Information publicising governor vacancies will be posted in the press, on the school website and during consultation events
- Registrations of interest from parents/community or staff
- Biographies and statements to be prepared by all those who register highlighting why they should be elected
- Voting slips to be distributed and returned within a set timeframe
- We will write to Stockton MBC asking them for nominations to the role of LA Governor, should they decline the invitation we will appoint from our BO2SS group

6.4. Financial oversight

Finance at the Free School will be managed at a Director level by [REDACTED]. [REDACTED] is an experienced schools finance Lead and currently is accountable for the finance of 15 academies which are either members of SPTA or will be in September 2011.

In developing the costs for the Free School we have generated efficiencies by utilising not only [REDACTED] skills and knowledge but that of the SPTA core finance, HR and administrative team. The back office team consists of over 15 colleagues and we see these being instrumental in the development of the Free School between September 2011 and 2013.

When developing our initial costs and financial oversight spreadsheets we have developed a costing model which sees staffing costs between 74-78% of the total school budget.

Summary of staffing structure and costs

Payroll Summary	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
	No's	No's	No's	No's	No's	No's
Leadership	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teaching Staff	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Education Support	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Admin/Support Staff	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total number of staff	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Cost for the year	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

A full breakdown can be seen in Section 8.

6.5. Leadership and staffing

Senior Leadership Team Structure

The Senior Leadership Team will be comprised of the following roles:

Principal – appointed two terms in advance of opening in January 2013

Vice Principal – appointed in year two; 2014/15

Assistant Principal (AP's) – our proposal has been developed based on the need for three AP's, one to be in post at opening in 2013/14 and the two remaining in 2015/16.

Responsibilities include:

Vice Principal will line manage Maths, English and ICT

Assistant Principal 1 (appointed to start yr 1) will line manage Sport, Performing Arts and 6th form

Assistant Principal 2 (appointed yr 3) will line manage Science and Humanities

Assistant Principal 3 (appointed yr 3) will line manage MFL, design, technology and art

Middle Leadership Roles and Responsibilities

A faculty based structure will require a team of nine key curriculum leaders of the following areas:

English(TLR1) Maths
(TLR1)

Science(TLR1)

Languages(TLR2)

PE and Sport(TLR2)

Humanities(TLR2)

Art and Design(TLR2)

Performing Arts(TLR2)

SEN(TLR1)

Teaching Staff

Initial curriculum planning suggests that, when the Free School is full, a teaching staff of 43 FTE will be required to deliver the curriculum effectively. The staff will comprise of a mix of individuals with a breadth of skills, those who can teach post-16 curriculum to newly qualified teachers (NQT's). With 750 students on roll, the Pupil Teacher Ratio would be a healthy 17.44.

Our first round of teaching recruitment to attract 23 teachers we envisage will commence in February 2013 and be complete by May 2013 ready to take up post by September 2013.

Subsequent years of recruitment will take place February – May in advance of the new academic year commencing.

Education Support Staff

A High level teaching assistant and learning support assistants and/or technicians will be allocated to each of the faculties listed above, as outlined in the recruitment plan in section 8.

ICT we propose would be managed through a managed service provider and as a result no ICT technicians have been costed in our model.

The Premises team will be led by a Site Manager who will be line managed by the Vice Principal. A team of mid-day supervisors will be appointed to support teaching staff, including senior leaders, in delivering effective lunchtime provision.

Other key roles include the school's Data Manager, line managed by the Vice Principal. A Youth and Community Manager will be appointed and will be expected to generate income for the school as well as establishing a range of additional provisions. The School Sports Co-ordinator will be a member of the PE team and devote part of their working week to establishing and maintaining excellent links with partner organisations as well as arranging extensive opportunities to play competitive and non-competitive sport. The Learning Centre Manager will be another significant non-teaching post designed to support a thriving learning culture in the school, including the monitoring of Sixth Form independent study and the tracking of UCAS applications.

Admin Support Staff

The school office will be managed by the Principal's Personal Assistant who will lead a team of administrative staff working alongside the SPT core team. Staff will be expected to work flexibly but the main roles will be as follows:

- Website and MIS
- Reception
- Administration
- HR Finance
- Attendance

We envisage 2 Finance Officers will operate 1 FTE and 1 TTO at the school on a daily basis, the Finance Director role will be delivered by SPTA.

A full copy of the staff roles, salaries (including on costs) and years of recruitment can be found in Section 8 (scenario one at 100% and scenario 2 at 90%).

HR Services

The School Partnership Trust provides a team of staff dedicated to HR services and this team will support the recruitment plan detailed below. The team will work alongside the Principal's PA on a day to day basis ensuring that there is HR capacity on site and at peak times in the transition years as the school achieves full capacity.

All contractual arrangements for staff remuneration, pensions and conditions of service will be aligned to SPTA's agreements across its group of schools

The School Partnership Trust is committed to recognising trade unions and a recognition agreement would be entered in to at a local level.

Recruitment Plan

The Principal Designate will be appointed to SPTA and BO2SS representatives will be involved in the whole recruitment process.

In the year running up to the school opening we envisage 2 recruitment rounds:

1. Principal Designate (Feb – May 12) taking up post in January 2013
2. Year 1 teaching staff (Feb – May 2013) x23 roles
3. Year 1 support staff (May – July 2013) x23 roles

Once appointed, the Principal Designate will be responsible for overseeing the following recruitment plan. Teaching posts will be advertised on TES online and/or the local press as well as on the school's and SPT's website. Non-teaching posts will normally be advertised in the local press and on the school website. Recruitment "rounds" will be organised for specific groups of staff in order to manage the HR processes as effectively as possible. There will also be a series of recruitment open days held.

Date	Posts	Activity
Feb - May 2012	Principal Designate	Commence recruitment and appointment made for January 2013 start date.
Feb – May 2013	Teaching staff x23 (including SENCO and 1 Assistant Principal)	Commence recruitment and appointments made for September 2013 start date.
May – July 2013	Education support and admin staff x23 in yr 1 (including cleaners and catering assistants)	Commence recruitment and appointments made for September 2013 start date.
Feb – May 2014	VP and 10 teaching staff	Commence recruitment and appointments made for September 2014 start date.
May – July 2014	Education support and admin staff x17 in yr 2	Commence recruitment and appointments made for September 2014 start date.
Feb – May 2015	AP x2 and 4 teaching staff in yr 3	Commence recruitment and appointments made for September 2015 start date.
May – July 2015	Education support and admin staff x8 in yr 3	Commence recruitment and appointments made for September 2015 start date.
Feb – May 2016	3 teaching staff in yr 4	Commence recruitment and appointments made for September 2016 start date.
May – July 2016	Education support and admin staff x4 in yr 4	Commence recruitment and appointments made for September 2016 start date.

Throughout the recruitment process on all counts [REDACTED] as [REDACTED] will oversee the plan, ensuring it is delivered on time and to budget.

7. Premises

Identifying the site

Following our original application in November 2010 and work on our original business case submission with PfS, DTZ and T&T we have considered over 10 site options most of which have been ruled out due to location, limited space or cost.

The public interest in our preferred site is significant and supported by many in Ingleby Barwick particularly those residents which would be most affected in terms of adjacency.

Geographic area

Ingleby Barwick is a large private housing estate and civil parish built at the southern perimeter of Thornaby airfield in the borough of Stockton-on-Tees. It consists largely of owner-occupied properties, along with a small number of recently constructed, purpose built rental properties. Ingleby Barwick is almost entirely surrounded by small rivers or streams. It is bordered by the Leven to the West, the Tees to the North, and Bassleton Beck to the East.

It is our intention that the Free School will serve Ingleby Barwick and the villages of Maltby, High Leven and Hilton.

Site availability in Ingleby Barwick, an outline summary.

Ingleby Barwick is a large new residential development of approximately 7100 dwellings increasing upon completion to 8740. Commenced in 1979 in a series of co-located 'villages', Ingleby Barwick continues to grow in size and population. As a result of its original planning; lack of public open space and a lack of a historic commercial and industrial base, Ingleby Barwick does not possess any under-utilised or redundant commercial premises that could be remodelled into a viable secondary school. Those that do exist are located some distance outside of the town in the adjacent towns of Stockton and Thornaby-on-Tees. The original master plan from 1978 (see appendix 07) clearly highlights 2 schools and a sixth form centre for development one of which is situated on our preferred site.

Site appraisals

A comprehensive site search has been conducted that conforms to the processes that are agreed with HMT. The search has focused on Ingleby Barwick, Stockton

upon Tees as the location identified by the group as having the greatest need for the Free School. The site search was commenced by the Free School Group with pro bono support of local architects and later with support from PfS and DTZ. The search methodology is as follows:

Method Statement

Areas searched: Ingleby Barwick, Stockton – upon – Tees

Area of building needed: 6,230sqm

Types of building: All options to be considered, including development land due to lack of appropriate vacancies in the area

Results

The site search identified a number of sites which were appraised in order to select the most suitable location for the school. An appraisal matrix has been completed identifying all of the properties identified. In summary, each possible site was considered against the following criteria:

- a. Location - is the site in the preferred area for Proposer and parents?
- b. Is the site available, marketed for sale/lease and vacant?
- c. Acquisition arrangements – Freehold or Leasehold
- d. Acquisition costs (Freehold or Leasehold)
- e. Does the site and existing accommodation provide sufficient area for the proposed pupil numbers?
- f. Does the site provide access to outdoor play / recreation? On site or close by (e.g. near to a public park)
- g. Does the building allow flexible and adaptable accommodation
- h. Can the existing buildings allow the school to open in September 2012, will temporary accommodation be required and if so is there scope for this to be provided
- i. Extent of capital works required to put the properties into good order, to extend the properties or to adapt to provide accommodation suitable for the Free School
- j. Does the property solution represent good value (Purchase or Lease costs and anticipated refurbishment and adaption costs)?
- k. Potential risks around Planning, Change of Use and Listed Building Consent
- l. Other key risks to development of a school on the site

The site options appraisal concluded that two options were to be considered further developing feasibility studies to determine the preferred option. The summary below sets out why the two sites, All Saints and Little Maltby Farm, have been short-listed.

Green short-listed sites

Pink ruled out

Table 1 – Summary of options appraisal



The location of the sites are mapped below:



Table 2 - Availability Schedule/DTZ site searches.

█	█	█	█	█	█
1	█	█	█	█	█
2	█	█ █	█	█	█

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

█	█	█	█	█	█
	█	█	█	█	█
6	█	█	█	█	█

[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]	[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]

Details of the preferred site

All potential development sites were subject to an outline appraisal. Our preferred site accorded with the appraisal and selection of the potential sites available and also the aim to create greater choice and diversity of provision in the town.

The preferred site is: Little Maltby Farm, off [REDACTED], Ingleby Barwick, Teesside

Landowner: [REDACTED]

Contact: [REDACTED]

Size of the site: [REDACTED]

Availability of the site and nature of tenure: Leasehold and immediate access subject to planning

Current use of the site: Green wedge scrub land

The site offers a well located site with sufficient land available; has good access for both pedestrians and vehicles, and is centrally located to a large part of the projected student role. It will enable the sports specialism to be realised and will allow pupils to walk to school and participate in extended school activities, offering Ingleby Barwick's residents access to public sports facilities that has been overlooked and not funded through s106 capital receipts provided to the LPA during the development of Ingleby Barwick.

We are keen to make it clear in our submission that we would be willing to explore other options if this was deemed to not be feasible for any reason.

Legal / Issues to note

All legal issues of note have been addressed in the options appraisal above.

Capital Cost

There may be an option to lease land at LMF at an indicative cost of [REDACTED] for 20 years followed by a nominal [REDACTED] per year for a further 105 years.

As land and buildings are scarce in Ingleby Barwick the group is limited to choice on where we can build a new school. Whilst we are happy to explore options [REDACTED] is our preferred site. Anticipated costs range between [REDACTED], with efficiencies and additional fund raising we believe we can save at least 30% on the capital budget if not more.

Rationale for choice

BO2SS and SPT are keen that the education and curriculum for our new Free School drives the building requirements and design. When reviewing the site options we have considered the following areas:

Adding to the choice and diversity of the existing provision currently available for parents

Placing pupils at the heart of our learning community and learning in the hearts of our pupils

Commitment to excellent pastoral provision, mixed-year tutor groups of 25 will foster an atmosphere of inclusion and engagement

ICT infrastructure which connects to SPT's VLE and MLE offering blended learning to all learners enhancing post-16 opportunities

Extended provision and community links

Sustainability financially and environmentally

An institution with high standards and high expectations

A caring and highly successful school

A learning centre which develops lively and enquiring minds

A highly inclusive school which promotes zero exclusion policies by working in partnership with local agencies and supporting a personalized curriculum for all students

A school where courtesy, cooperation, enterprise and initiative are paramount

An innovative and energising centre for both students and staff

At the centre of the community, both as a resource, in its service to others, and in promoting community cohesion.

A centre where innovative leadership will be encouraged, where there will be no such thing as a bad idea, and there are no boundaries to learning.

BO2SS consider this site to be the most suitable potential site for the Ingleby Barwick Free School. The pro's and con's considered are outlined below:

The site has significant space, allowing for easy future expansion of the school as the size of Ingleby Barwick continues to grow. The site also enables our sport provision to be provided on one site.

The site would allow for the addition of a primary school when "village 7" is built on adjacent land; there are currently plans to build an additional 1000 family homes in this area within the next 10 years. It is therefore the right site for the long term educational provision for Ingleby Barwick.

It has been highlighted by DTZ as the most suitable site for the new school.

This site is the most expensive option in the short term but longer term gives the greatest flexibility for growth and expansion for both the Free School and All Saints

All Saints VA CE school would retain the option to expand significantly in the future as demand arises.

Traffic pressures compared to other options are reduced as we would start the school day earlier than the local primary, students can walk and any traffic is moving away from the town centre not towards it

It will allow the new school to be completely separate from the existing All Saints VA CE school in Ingleby Barwick, and provide the community with much needed additional external facilities in the form of playing fields etc.

The separate site will establish the Ingleby Barwick Free School in its own right in the minds of the local community, making it easier to establish the schools identity, vision and ethos.

With regard to the “Green Wedge” status of the Little Maltby Farm site, and the assertion from Stockton Borough Council that building permission for this site would be difficult, BO2SS would like to highlight the following. In 2004 SBC themselves granted planning permission and built Ingleby Mill – a three form entry, 620 place primary school – on green wedge adjacent to the Little Maltby Farm site. SBC have also granted planning permission for some 544 houses that have now been built on previously designated green wedge land in Ingleby Barwick. BO2SS therefore do not understand how the green wedge status of the land could be a barrier to building the school there due to the precedent already set.

Site area requirement

We have used the work conducted during our original business case development to arrive at a total gross site area. However, we recognise that this is a maximum area, and we have actively pursued options with local sports clubs to use the existing locally available playing fields and cricket pitches during the operational school day to help reduce the amount of land required for the proposed Free School.

Description	Area (m²)
Sports Pitches	36250
Soft Informal/ Social	2675
Hard Informal/ Social	1525
Games Courts	2100
Habitat	950
Float	4750
Total Nett Area	48250
Building Footprint GEA	3500
Gross Site Area (Range)	51750–60250

However, recent negotiations with PfS and the Landowner of our preferred site has

resulted in an agreement which would allow the potential lease of the whole 15 acres, equal to BB98 guidance, upon a modest annual rent. This would increase the potential availability of Sports facilities to the local community as a whole.

Sources of financing / Value for Money

We are very clear about the need to maximise any investment that a Free School would bring to Ingleby Barwick and Stockton-on-Tees. The group have identified four ways in which money can be saved generating a saving for the tax payer.

1.

██████████, ██████████ has stated they are proud and extremely keen to become involved in a meaningful way with the development of the new Free School at Ingleby Barwick. The need for the new school has been well known for many years now and they hope to assist in bringing this school forward as quickly as possible. We feel our site at Little Maltby Farm is well suited to the development of the new school as it is well related to the main areas of Ingleby Barwick and provides an excellent opportunity for the school to be part of this growing community. ██████████ are keen to open meaningful dialogue with BO2SS, the Borough Council and other Agencies involved making this project happen.

BO2SS have been conscious not to enter into commercial discussions with ██████████ with regards to the Little Maltby site however from our earlier work we know that they are happy to contribute to expense with regards to introducing services to the site and adaptation to highways which may be required these costs would be in excess of ██████████ alone.

2. Genesis Equity

Genesis Equity is a newly formed Partnership and is the brainchild of two Businesses, namely Bardsley Construction Ltd and AA Projects. These are a Building Contractor/ Developer and an independent Project Management Consultancy, respectively.

The root of the concept was the failure of the funding stream into the Colleges sector following the well billed collapse of the Learning and Skills Council requiring an innovative response from the Private Sector in the absence of Public Sector alternatives.

After almost two years investigation into the area, Genesis has developed a financial model which will be administered within a Charitable Trust vehicle to replace the costly and inflexible PFI format yet demonstrates value for money through full

compliance with the OJEU procurement process where applicable.

The Genesis financial model will provide solutions for Capital Projects in such diverse areas as the provision of Schools, Colleges, University buildings, Healthcare facilities such as Medical Centres and Extra Care facilities, Student Accommodation and potentially Social Housing.

The Genesis model involves a Build Now, Pay Later approach with the full project costs being attracted into the project by the Genesis Equity business and fully repaid by the expiry of the Lease Purchase term, typically 25 years.

At the end of the term, the assets will be transferred to the Client at no additional cost together with any surpluses which may have accrued.

During the term, surpluses may be applied into Charitable purposes such as the provision of Bursary places in Education projects, cross subsidisation of future build phases and refurbishment at the end of the Lease term.

Genesis offers a One Stop Shop service intended to engineer lower output costs and design efficiency through collaborative working involving the Client at all stages. This will be a true Partnership.

The Genesis model will potentially unlock stalled Capital Projects whilst at the same time enabling the Client to take a strategic approach to the realisation of assets and excess stock properties, should they need.

The Client will become a Member of the Charitable Trust and will be involved in the decision making process for the duration of the Lease and, therefore, will have transparency through all aspects of the Build, Fund and Management process.

The model transfers procurement risk to Genesis and in so doing, minimises the potential for abortive costs to the Client.

Funding will be supplied from Blue Chip funds such as High Street Banks and Pension Funds carefully blended to ensure most competitive cost outcome.

3. Scape

The Scape framework is an OJEU tendered strategic national procurement arrangement created specifically for public sector organisations to deliver construction projects as efficiently as possible.

Key features of the framework are:

- True partnership working
- National delivery for projects [REDACTED]
- Delivers both design and construction services
- Access is simple and straightforward
- Inbuilt processes reduce the stress of delivering projects
- OJEU tendered on-costs
- Projects tendered in transparent “open book” manner
- Best value delivered
- Focuses on employment of local companies

The framework has many possible benefits to the Free School, central Government, local business and to local people in Stockton-on-Tees through for the following reasons:

- Saves time, money and energy
- Community buy in
- Legals are done
- Costs are defined
- Procurement is done

We believe this framework offers us the opportunity to save up to 20% on capital costs purely by working effectively and efficiently. For full details on Scape please see appendix 08.

4. 3rd party investment

BO2SS are looking at further investment in support of the Sport specialism and the extended school/community emphasis through investment from two national organisations who are looking for investment in the Teesside region. This would see the delivery of a fitness centre and 5-a-side football centre which would not only reduce capital investment costs overall for this project but would see 50% of the profits re-invested in the school on a quarterly basis when operational!

We will continue to source additional funding streams and BO2SS will also commit to raise funding from community fundraising events both before opening and post opening.

Overall, as BO2SS and SPTA work together to deliver the Free School we are extremely confident that with the support of DfE and partners we can deliver this school for at least 30% less than the costs would be. We look forward to working with you to make our dream a reality.

8. Initial costs and financial viability

The Ingleby Barwick Free School will be full from day one in the years allocated and this is clearly demonstrated in our evidence of demand collated – the average percentage being 185% per year group intake.

Based on current funding levels and our experience of managing school budgets we are extremely confident that our financial viability is strong from day one. SPTA have experience of managing smaller schools but yet still delivering a broad and balanced curriculum that ensures all students can access areas this wish to.

If funding were to become an issue over the next two years whilst our school is developed we would envisage limiting outgoings by:

- Reviewing staffing levels
- Identifying shared posts which may be available with other partners or within the SPTA group of schools
- Possibly increasing the intake in year 9 to 120 and taking year 13 students in year one

8.1. Creating the budget

Five year financial plan

Section 8 attached spreadsheets includes our full five year financial plan which incorporates staffing costs year on year till the school is full in year 4 of operation. Start up allocations and dis-economy funding is also allocated where applicable. SPTA have worked with BO2SS to deliver a viable and sustainable costing model which means we can deliver the very best curriculum and choice for students and families.

Our current financial predictions show a 74% total cost of budget against staffing costs when the school is full and this will reduce as our planning evolves over the coming months and years. Staffing costs are based on national scales but also reflect SPTA's pay scale structure which is often lower than many schools recognising a need to reflect local situations and that the Free School would be new.

We have developed two financial scenario's one based on the school being full and one at 90% occupancy.

We are already in discussions regarding collaborative working with partners to generate efficiencies for the Free School and others. For example the possibility of joint staff appointments with schools in Ingleby Barwick (at Primary and Secondary level). We would look to pursue this over the coming months and to make it a reality for all.

There will not need to be any funds allocated to the employment of ICT technicians as this will be covered in the managed service costs which PFS proposed in their earlier involvement. SPTA do believe though that we could deliver an equivalent ICT solution if not better for much cheaper – another possibility to explore should we be successful in September 2011.

If it is agreed an ICT Managed Service is appropriate we have developed a five year ICT financial plan with PFS which is included separately in Appendix 09.

8.2. Additional assumptions and scenarios

The group have developed two financial scenarios (see section 8 separate spreadsheets):

- 1 – 100% occupancy year on year until full
- 2 – 90% occupancy in year 1

Within the financial modelling we have made a number of assumptions around income and expenditure which are as follows:

Income

- 1 We have assumed that the academy will be over subscribed and therefore each year open to admissions will be fully subscribed
- 2 FSM 11%
- 3 Insurance and rates income covers expenditure included for these categories and is based on schools of a similar size
- 4 Catering income - this is included based on Approx 35-40% uptake
- 5 Extended services and lettings - assumed marketing activities will take place in year 1 to generate income from lettings and other activities out of school hours
- 6 Voluntary contributions - these are included at a low level - amounts to be raised by parent and community groups are unknown. This amount could be higher
- 7 No FFI funding included from LA as numbers unknown
- 8 Start up grant calculation - salaries included for Business manager Finance

- manager and facilities manager - included at similar level to assistant principal salaries
- 9 Start up grant - New intake included in 2012/13, 2013/14, 2014/15 and 2015/16
 - 10 Start up grant calculation - SLT training included at 2012/13
 - 11 No Capital grants have been included
 - 12 Start up grants appear to continue indefinitely at [REDACTED] from year 2 -for training for SLT. This has been removed by minus figure in assessed start up field

Expenditure

- 1 Payroll - the Principal is appointed prior to the Academy opening - costs are included only from the date the Academy opens.
All prior costs we have assumed will be covered by implementation
- 2 Payroll - Vice principal not employed until year 2
- 3 Payroll - Assistant Principals - 1 staff member included for first 2 years and then this increase to 3 in post
- 4 Payroll - House directors not recruited to staff until year 3
- 5 Payroll - all other staff, teachers and support, increase to ensure that adequate provision for teaching and learning and the management and administration of the academy is maintained
- 6 Business rates and insurance will be reimbursed in full by YPLA and income has been included for similar amounts
- 7 Other payroll costs - these relate to supply/cover for absences and special leave. Cover supervisors will be employed to ensure these costs are kept to a minimum
- 8 SPT core services calculated 3.9% of YPLA grant income
- 9 Professional services include audit (internal and external) legal fees, recruitment, payroll services, admissions
- 10 Cartering costs 60% of income - additional costs also incurred within payroll
- 11 Insurance cover - PL, EL, Buildings, contents, business interruption, personal accident, trips, fidelity, legal, governors indemnity and terrorism
- 12 Admin costs include phone, printing postage stationery
- 13 IT refresh shown to be purchased out of YPLA grant income - no capital grants (DFC) have been included at present
- 14 ICT managed service included at [REDACTED] from year 1 - actuals may be lower and rise to this level in year 4 and 5
- 15 Large spend anticipated on Education materials and books in year 1

9. Suitability and Declaration

The required documents and details have been sent to the appropriate department by registered.

Envelopes sent 14th June registered delivery.