

# Free Schools in 2013

## Application form

### Mainstream and 16-19 Free Schools

## Completing your application

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

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [REDACTED].

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

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

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

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

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

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

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

# Application checklist

| Checklist: Sections A-H of your application   |                                     |                          |
|---|-------------------------------------|--------------------------|
|   | Yes                                 | No                       |
| 1. You have established a company limited by guarantee  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. You have provided information to cover all of the following areas:   |                                     |                          |
| <b>Section A:</b> Applicant details – including signed declaration  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section B:</b> Outline of the school   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section C:</b> Education vision  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section D:</b> Education plan  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section E:</b> Evidence of demand and marketing  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section F:</b> Capacity and capability   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section G:</b> Initial costs and financial viability   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section H:</b> Premises  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. This information is provided in A4 format using Arial font, minimum 12 font size   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. You have completed two financial plans using the financial template spreadsheet  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. All relevant information relating to Sections A-H of your application has been emailed to <b>mainstream.fsapplications2013@education.gsi.gov.uk</b> between 13 and 24 February 2012  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Checklist: Section I of your application  |                                     |                          |
| 9. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

## Section A: Applicant details

| Main contact for this application  |   |  |   |  |  |   |   |                                |
|--|---|--|---|--|--|---|---|--------------------------------|
| 1.   | Name: [REDACTED]  |  |   |  |  |   |   |                                |
| 2.   | Address:<br>c/o Wootton Academy Trust<br>[REDACTED]<br>Wootton<br>Bedford<br>[REDACTED]   |  |   |  |  |   |   |                                |
| 3.   | Email address: [REDACTED]   |  |   |  |  |   |   |                                |
| 4.   | Telephone number: [REDACTED]  |  |   |  |  |   |   |                                |
| About your group   |   |  |   |  |  |   |   |                                |
| 5.   | <table border="0"> <tr> <td rowspan="5">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input checked="" type="checkbox"/> State maintained school</td> </tr> <tr> <td><input type="checkbox"/> Other</td> </tr> </table> | Please state how you would describe your group:  | <input type="checkbox"/> Parent/community group | <input type="checkbox"/> Teacher-led group | <input type="checkbox"/> Academy sponsor | <input type="checkbox"/> Independent school | <input checked="" type="checkbox"/> State maintained school | <input type="checkbox"/> Other |
| Please state how you would describe your group:  | <input type="checkbox"/> Parent/community group   |  |   |  |  |   |   |                                |
|  | <input type="checkbox"/> Teacher-led group  |  |   |  |  |   |   |                                |
|  | <input type="checkbox"/> Academy sponsor  |  |   |  |  |   |   |                                |
|  | <input type="checkbox"/> Independent school   |  |   |  |  |   |   |                                |
|  | <input checked="" type="checkbox"/> State maintained school   |  |   |  |  |   |   |                                |
| <input type="checkbox"/> Other   |   |  |   |  |  |   |   |                                |
| 6.   | If Other, please provide more details:  |  |   |  |  |   |   |                                |
| 7.   | <table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>  | Has your group submitted more than one Free School application in this round?  | <input type="checkbox"/> Yes                    |  | <input checked="" type="checkbox"/> No   |   |   |                                |
| Has your group submitted more than one Free School application in this round?  | <input type="checkbox"/> Yes  |  |   |  |  |   |   |                                |
|  | <input checked="" type="checkbox"/> No  |  |   |  |  |   |   |                                |
| 8.   | If Yes, please provide more details:  |  |   |  |  |   |   |                                |
| 9.   | <table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>   | In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? | <input type="checkbox"/> Yes                    |  | <input checked="" type="checkbox"/> No   |   |   |                                |
| In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? | <input type="checkbox"/> Yes  |  |   |  |  |   |   |                                |
|  | <input checked="" type="checkbox"/> No  |  |   |  |  |   |   |                                |
| 10.  | If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:   |  |   |  |  |   |   |                                |
| Details of company limited by guarantee  |   |  |   |  |  |   |   |                                |
| 11.  | Company name: <b>Wootton Academy Trust</b>  |  |   |  |  |   |   |                                |
| 12.  | Company address:<br>[REDACTED], Wootton<br>Bedford,<br>[REDACTED]   |  |   |  |  |   |   |                                |
| 13.  | Company registration number:<br>No. 7740758<br>Registered in England  |  |   |  |  |   |   |                                |
| 14.  | <table border="0"> <tr> <td>Does the company run any existing schools, including any Free Schools?</td> <td><input checked="" type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input type="checkbox"/> No</td> </tr> </table>   | Does the company run any existing schools, including any Free Schools?   | <input checked="" type="checkbox"/> Yes         |  | <input type="checkbox"/> No              |   |   |                                |
| Does the company run any existing schools, including any Free Schools?   | <input checked="" type="checkbox"/> Yes   |  |   |  |  |   |   |                                |
|  | <input type="checkbox"/> No   |  |   |  |  |   |   |                                |

|  |   |
|--|---|
| 15.  | If Yes, please provide details:<br>Wootton Academy Trust operates Wootton Upper School and Arts College |
| <p><b>Company members</b></p> <p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p> |   |
| 16.  | Please confirm the total number of company members:   |
| 17.  | Please provide the name of each member below (add more rows if necessary):                              |
|  | <b>1. Name:</b> ██████████  |
|  | <b>2. Name:</b> ██████████  |
|  | <b>3. Name:</b> ██████████  |
|  | <b>4. Name:</b> ██████████  |

### Company directors

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

|     |  |
|-----|--|
| 18. | Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary): |
|     | 1. Name: [REDACTED] ( [REDACTED] )   |
|     | 2. Name: [REDACTED] ( [REDACTED] )   |
|     | 3. Name: [REDACTED] ( [REDACTED] )   |
|     | 4. Name: [REDACTED] ( [REDACTED] )   |
|     | 5. Name: [REDACTED] ( [REDACTED] )   |
|     | 6. Name: [REDACTED] ( [REDACTED] )   |
|     | 7. Name: [REDACTED] ( [REDACTED] )   |
|     | 8. Name: [REDACTED] ( [REDACTED] )   |
| 19. | Please provide the name of the proposed chair of the governing body, if known:<br>[REDACTED]   |

### Related organisations

|     |  |  |
|-----|--|--|
| 20. | Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No |
| 21. | <p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>Wootton Academy Trust is an associate member of both the Vale of Marston Schools' Trust and also the Wootton Educational Trust</p> <p>Vale of Marston Schools' Trust – company number 7362459</p> <p>Wootton Educational Trust</p> <p>Children who attend the schools which make up these trusts will have children who ultimately will be eligible to attend Kimberley College. We will involve these schools in the following respects:</p> <ul style="list-style-type: none"> <li>• we will seek to attach our students to these schools as good citizens;</li> <li>• we will promote our College through these schools, including putting on STEM events for younger children.</li> </ul> |  |

|                           |  |   |
|---------------------------|--|---|
| 22.                       | Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). |   |
| <b>None</b>               |  |   |
| <b>Existing providers</b> |  |   |
| 23.                       | Is your organisation an existing independent school wishing to become a Free School?   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |
| 24.                       | Is your organisation an existing independent school wishing to establish a new and separate Free School?   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |
| 25.                       | Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No  |
| 26.                       | If Yes to any of the above three questions, please provide your six digit unique reference number here:  | 137522  |
| 27.                       | If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:  | <ul style="list-style-type: none"> <li>• 13 – 18 years</li> <li>• 1273 NOR</li> <li>• 1211Capacity</li> </ul> |
| 28.                       | If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:  | <ul style="list-style-type: none"> <li>• 17<sup>th</sup> + 18<sup>th</sup> March 2011</li> </ul>              |
| 29.                       | If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:  |   |
| 30.                       | If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:   |   |



**Please tick to confirm that you have included  
all the items in the checklist.**



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

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

**Signed:**

██████████

**Position: Chair of company / Member of company (please delete as appropriate).**

**Print name:** ██████████

**Date: 22<sup>nd</sup> February 2012**

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

## Section B: Outline of the school

|    |   |   |
|----|---|---|
| 1. | Proposed school name:   | Kimberley 16 – 19 STEM College  |
| 2. | Proposed academic year of opening:  | 2013 - 2014   |
| 3. | Specify the proposed age range of the school:   | <input type="checkbox"/> 4-11<br><input type="checkbox"/> 4-16<br><input type="checkbox"/> 4-19<br><input type="checkbox"/> 11-16<br><input type="checkbox"/> 11-19<br><input type="checkbox"/> 14-19<br><input checked="" type="checkbox"/> 16-19<br><input type="checkbox"/> Other<br><br>If Other, please specify: |
| 4. | Date proposed school will reach expected capacity in all year groups:   | 2015 - 2016   |
| 5. | Will your proposed school be:   | <input type="checkbox"/> Boys only<br><input type="checkbox"/> Girls only<br><input checked="" type="checkbox"/> Mixed  |
| 6. | Do you intend that your proposed school will be designated as having a religious character?<br><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No<br><br><b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b> |   |
| 7. | If Yes, please specify the faith, denomination, etc of the proposed school:   |   |
| 8. | Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?<br><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |   |

|     |  |                              |
|-----|--|------------------------------|
| 9.  | If Yes, please specify the faith, denomination, etc of the proposed school:  |                              |
| 10. | Postcode of the preferred site of the proposed school:   | [REDACTED]                   |
| 11. | Local authority area in which the proposed school would be situated:   | Bedford Borough              |
| 12. | If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:  | Central Bedfordshire Council |
| 13. | <p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> |                              |

## Section C: Education vision

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

### **C1. Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school**

#### **C1.1 Introduction**

We are bidding to open a 16 - 19 STEM Free School in Bedford Borough. We have identified a potential building to site our facility. It is currently called Kimberley, so for the purpose of this bid we are calling our new Free School, **Kimberley College**.

Our vision is to establish a world class STEM College for 16 – 19 year olds where every student can succeed. Kimberley College will be this Centre of Excellence for STEM learning, teaching and assessment within and around Bedford Borough and Milton Keynes.

Kimberley College will be:

- A nationally leading STEM provider that demonstrates inspirational leadership in the design, delivery and assessment of STEM education.
- The leading STEM education provider in the Eastern region that will provide a benchmark for others to aspire to.
- An inspirational learning environment for students who will develop the skills and knowledge necessary to progress along their chosen career path.
- A major educator of suitably qualified students who will demonstrate the skills, knowledge and ambition needed to address the regional and national shortfall in STEM related disciplines.
- A preferred partner for regional business.
- A key partner - working with local school-based, teacher training provider 'The Bedfordshire Schools Training Partnership' and also with 'Schools Direct' trainees from our local Teaching School 'St Thomas More' in Bedford - to provide innovative, world class teacher training in STEM subjects.

Thus, Kimberley College will be an iconic 16-19 Centre for STEM learning and provision for young people within and beyond Bedford Borough - improving choices and standards across the STEM curriculum.

'Kimberley' aspires to transform the lives of young people by providing them with a world-class STEM education. Kimberley students will leave the college to enter either higher education or employment with training, with outstanding qualifications and the skills that will make them highly attractive to their chosen universities and future employers.

'Kimberley' will challenge and support every one of its students to develop lively enquiring minds, to gain both the self-confidence and the determination to be successful in their future lives. Innovative pedagogy

and curriculum organisation will transform the daily learning of all students - with interactive technology informing each student's progression. Kimberley will also promote opportunities for its students to meet and be mentored by STEM ambassadors, including undergraduate and post-graduate STEM students, inventors, innovators and entrepreneurs and local, national and international employers.

Kimberley students will develop into resilient adults, able to communicate with confidence in English and to speak at least one other language, to challenge the status quo and to push boundaries. Our aspiration is that all Kimberley students will be independent in thought and skilful in considering ethical and philosophical issues, related to STEM and to other issues (e.g. nuclear weaponry, stem cell usage, gene alteration, climate science etc).

The proposed location for Kimberley College is an award winning building, built in 2009 by Hanson UK, never occupied and currently for sale. Therefore, the timing of this bid to open a 16 – 19 STEM College is opportune. 'Kimberley' is sited within the Oxford - Cambridge arc, in an area of imminent industrial regeneration. Our links with employers and Higher Education will enable us to continually refine and develop the curriculum to ensure that the student experience keeps pace with incremental changes in technology and the escalating needs of local and regional employers.

### **C.1.2. Set out clearly why you are seeking to establish a Free School.**

#### **C.1.2.1.a. Why STEM?**

Technology and Engineering, supported by Science and Mathematics, are the bedrocks on which our country's economic future primarily depends. If we are to compete in global markets it is imperative that the quality of education of our young people is at least as good as the best in the world. However, in terms of student outcomes in Science and Maths this is manifestly not the case (ref: OECD's PISA studies), either in the UK as a whole, or in this locality in particular. There is no reason why the quality of STEM education in secondary schools and sixth form colleges should not be as good as or better than, it is in Finland, Singapore, and Canada, but we need to learn from their experiences.

Whilst the National Curriculum ensures that Science and Maths - and in many cases technology - remain parts of the core curriculum until the end of Key Stage 4, there is no similar emphasis in Key Stage 5 where STEM subjects are accorded the same priority as every other subject and many students are lost to the arts, humanities and social sciences etc. There are probably many reasons for this: schools struggle to recruit outstanding teachers capable of teaching to 'A' level and beyond (e.g. just 3 out of 28,000 teachers who qualified in 2011 had a Computer Science degree), insufficient students opt for the subjects in some schools making them unviable; and the quality of CEIAG is uneven.

We believe that establishing a STEM college will encourage like-minded people (students and staff) to want to come together especially given the approaches we wish to adopt in terms of teaching and learning.

We recognise that we face real challenges in recruiting female students into STEM; the gender gap in the UK between male and female learners is the greatest in the EU.

#### **C.1.2.1.b Why a 16 - 19 STEM College?**

Whilst there are large numbers of students studying some STEM subjects (Mathematics and Biology) locally, the quality of educational outcomes for students at 'A' level across STEM is less than good in Bedford Borough. There are other subjects where numbers are lower (e.g. Computer Science) partly because it is not offered widely and outcomes for students in these subjects are also far less than good. There is also no opportunity to take a Level 3 Engineering courses in a Sixth Form in the Bedford area, save at the College of Further Education. The nearest Central Bedfordshire school to our proposed site has students who leave at the end of Key Stage 4 specifically to do Engineering at Key Stage 5. The distance to travel for these students is more substantial than if they came to Kimberley. (8.9 miles compared to 4.5 miles)

We applaud Bedford Borough Council's acknowledgment of the need for a STEM Academy locally (Bedford Borough Council's Local Area Statement 14-19 February 2012) and are heartened by its encouragement of our bid. The local authority's encouragement is genuine –as evidenced by its willingness to fund a STEM Teaching and Learning Advisor through the 16 - 19 Free School.

Wootton Academy Trust wishes to change the educational landscape by opening a STEM Sixth Form College.

#### **C.1.2.1.c. Why Wootton Academy Trust?**

Wootton Academy Trust operates Wootton Upper School, a highly successful Arts College of 1275 students aged 13 – 18 years in Bedford Borough. That school is significantly oversubscribed and is very popular with parents and students and the wider community. This year it was the top performing school at Key Stage 4 in Bedford Borough for students gaining 5 x A\* - C including English and Mathematics. It was also the second highest performing school on this measure across all of Bedfordshire. Wootton Academy Trust sees this proposal as a means of redressing the balance in terms of specialist STEM provision in the locality.

It believes that offering parents and students real choices can play a key role in raising standards. A 16 – 19 STEM College in this area will – for the first time - allow genuine local choice for Sixth Form STEM provision.

WATs directors (see *Annexe 1* Biographies) have the skill and vision to work with the Department for Education to make this 16 19 STEM College application successful and then to work with the appointed Principal to make it truly outstanding.

**C.1.2.2 Please explain the key features of your school, including the proposed age range, curriculum, location and approach to teaching and learning.**

**C.1.2.2.a Key Features of the College, including the proposed age range**

We are proposing to open a 16 - 19 Free School with 700 Sixth Form students from Bedfordshire and Milton Keynes. These students will specialise in one or more of Mathematics, Science, Computing, Technology and Engineering for their sixth form curriculum, prior to progressing on to university or employment.

Key features of the College will be our engagement with employers and higher education across the curriculum, to enable students to see the opportunities that STEM offers, and to enthuse them as learners who will develop analytical and enquiring minds seeking solutions to the challenges they are posed by employers and others. We will have both an extended school day and an extended school year to enable the students to have greater contact with employers and also to study their subjects in greater depth. In addition to having a form tutor to guide and to support them, as well as delivering the pastoral curriculum, every student will have a STEM mentor who will be an employer, employee or higher education student involved in STEM. Our STEM mentors will meet students regularly 'on-line' to support and guide them, especially with the students' projects, which will emphasize independent study.

The College will seek to work with other schools to raise the profile of STEM across Bedfordshire and to challenge stereotype assumptions r.e. Women in STEM.

**C.1.2.2.b Curriculum**

The College's curriculum, as described in depth in Section D, will be predominantly Level 3 A levels in Maths (including Further Mathematics), Science (Biology, Chemistry and Physics, alongside Applied Science, Computer Science and also Human Biology), Technology (Electronics, Systems and Control, Food Technology alongside Information Technology) a full time Engineering course, probably the BTEC National Extended Diploma which students would take alongside the FSQ Level 3 Maths for Engineers course.

The enrichment curriculum would be built around a range of qualifications including the Extended Project Qualification and the similar course entitled Perspectives in Science, the Pre U Global Perspectives and Research qualification and the Open University Y.A.S.S. Each of these is specifically chosen to encourage independent learning and to provide opportunities for liaison between student and STEM mentors.

The pastoral curriculum will include the study of philosophical, moral and ethical issues related to STEM; we want our students to be independent thinkers who understand the complex moral and ethical issues which they will meet in their future working lives. There will also be an explicit separate focus on students' personal development as good citizens in a diverse society.

Students will have the opportunity to learn to speak another language as well as continuing to deepen their communication skills, specifically presentation and interpersonal skills, and also, where appropriate, opportunities to enhance their qualifications in English.

#### **C.1.2.2.c. Location**

Our proposed location is on the edge of the village of Stewartby, part of Bedford Borough. It lies within the Oxford (50 miles to the west) and Cambridge (36 miles to the East) Arc which also includes Milton Keynes and Bletchley (15 miles to the West).

Stewartby is a former industrial village where employment was predominantly in the brick works, latterly owned by Hanson UK. The brick works have now closed and the brick yards are planned for redevelopment. The newly built, but no longer required, planned head office for Hanson UK is vacant and has been for sale for more than two years. Stewartby has good public transport links with bus services between Bedford and villages in the area. Significantly, there is also an excellent rail link connecting Bedford and Bletchley, Milton Keynes and Stewartby Station which is only 300 metres from the College.

Stewartby is also well served by road links, A421 dual carriageway linking the M1 and A1 passes the village. There are also two local universities within five miles of the site, Cranfield University, (a post graduate research university) and the University of Bedfordshire - and nearby major employers include Lockheed Martin and ARA, as well as potential employers (Covanta). There are also many local technological and scientific SME businesses with whom we will develop contacts prior to the College opening.

#### **C.1.2.2.d Approaches to teaching and learning**

We aim to empower our teachers to be innovative, rather than formulaic in their approaches to teaching and learning. We do not believe there should be a single lesson structure at Kimberley based on starter, main activity and plenary, although on occasions this may well be appropriate. Above all, we intend that learning should be related to what has gone before and also related to real-life situations. Therefore, at the heart of our approach will be the involvement of industry who we want to work alongside our staff in preparing programmes of study and challenges linked to these programmes. We know that industry will want to ensure that we focus on developing group and team working opportunities for students. We also want Kimberley students to develop these and other skills that industry and higher education need, so our approaches to teaching and learning must enable students to become genuinely independent and reflective. Therefore, supporting each student to plan his/her personal development alongside their tutor and mentor will be very important function at the College.

We want Kimberley students to have the confidence to articulate when they need more support – this why we have built in ‘learning-bursts’ into our timetable structure. We want learners who can determine how they



approach tasks rather than being constantly told “do it this way”. Therefore, our teachers will need to develop lesson plans that give students much greater ownership of their own learning. Some qualifications, such as the Extended Project, Global Perspectives and Research and the OU’s Y.A.S.S. credits, ideally lend themselves to real independence and we plan to encourage our STEM Mentors to work with our students in these qualifications. We plan to deliver sessions in Modern Foreign Languages innovatively, again with a high level of independence and on-line learning, but deliberately timetabling the sessions after the end of the traditional school day so that we can buy-in Modern Language support from other providers, if required.

We are committed to embracing the power and potential of technology to enhance teaching and learning opportunities. The opportunity for students to be virtual learners will be embraced fully. For example, we are excited by one of the world's top-rated universities, Massachusetts Institute of Technology’s (MIT), recent announcement of a free online electronics project (MITx), which can be studied and assessed completely online. We also fully expect to use video-conferencing for learners to join other learning communities virtually to access learning (e.g. first year undergraduate lectures). We will encourage our teachers to plan innovative approaches, such as “Flip Learning” or other techniques, where they believe it will enable learners to make faster and greater progress.

We have planned a combination of thirty minute, sixty minute and one hundred and twenty minute sessions through the College day, recognising that diverse approaches need different time allocations (see Section D for more detail).

We plan to deliver a proportion of teaching and learning for subjects such as Maths, Physics, Biology and Chemistry through whole cohort lectures. This will enable us to afford the shorter ‘learning-burst’ sessions we plan. We do recognize that in order for us to attain our challenging outcomes we will need to ensure that there are always activities in lessons which will “stretch and challenge” our most able learners.

### **C.1.3 Identify what will make the school distinctive in its vision and ethos and how this has informed the education plan.**

#### **C.1.3.1. What makes the school distinctive in its vision and ethos?**

The focus on the STEM curriculum makes Kimberley College distinctive.

Our vision is to establish a world class STEM College for 16 – 19 year olds where every student can succeed. The College will, in time, become a beacon for other colleges and school sixth forms to learn from and alongside. Linked to this is our commitment to work in partnership with employers and Higher Education to provide relevant and challenging STEM learning opportunities for their potential future employees and/or future undergraduates.

The College’s ethos will be “learning in all its forms is what matters and it is a lifelong process”. Thus, we will value and celebrate learning in all its forms, recognising that our student body is likely to be diverse and include

many different types of learners. We wish to nurture not smother innovation and creativity in problem solving and the development of new, improved products and services. The ethos will also emphasize our support for all learners to enable them to progress at the College and onwards from the College with individually outstanding outcomes.

The ethos of the College will be to celebrate students' learning - and that of our teachers and employers' - be it in terms of outcomes of tests, students' individuality and uniqueness in seeking innovative solutions to problem solving challenges or students' independent research as well as celebrating successes in students' personal development. We will celebrate students' successes as good citizens and always seek to encourage opportunities for good citizenship.

### **C.1.3.2 How the vision and ethos has informed the education plan**

The education plan has a clear structure which enables students to follow programmes of learning suited to their interests. Students will select from a wide range of STEM subjects at Level 3, or a programme of relevant Level 2 GCSEs. Challenges suggested by employers will be built into every programme of study and we will welcome employers into the college to contribute and to observe and to participate as appropriate.

The extended day will provide us with the time to build employers' projects into our programmes of study and, additionally, the extended year will allow time for specific STEM projects to be timetabled. The proposed Leadership Structure identifies the Principal as being responsible for identifying opportunities and encouraging greater employer and higher education links.

The education plan also includes regular opportunities for students to meet with Form Tutors to access the College's pastoral curriculum and also separate opportunities to access the enrichment curriculum. The pastoral curriculum, with its emphasis on moral, ethical and philosophical issues, as well as its focus on developing students' personal growth, will enable our students to leave the college as highly sought after potential undergraduates or Level 3 qualified employees.

#### **In summary:**

- We plan that through regular contact with external mentors our students will be provided with opportunities to become more confident and articulate.
- We confidently expect that students' enrichment studies will make them resilient, analytical, reflective and independent learners.
- We are determined that our pastoral curriculum will enable our students to operate as moral and ethically conscientious young men and young women in an increasingly complex and diverse world.

### **C.1.4 Aspirations for the achievement of individual pupils, and the school as a whole, and why these targets are appropriate**

#### **C.1.4.1 Progress in the top ten percent nationally**

In terms of student progress, we are deliberately setting ourselves the most challenging of targets, namely that the progress of all students based on their prior attainment is in the top 10 percent using measures such as the Learner Achievement Tracker and against the ALPS Value Added Database. The College will use ALPS formatively to monitor progress throughout the time students are at the college. This will form part of the college's Quality Assurance Framework (QAF) which will oversee the attainment and progress of all students.

The College is committed to reviewing the progress of groups of students to ensure that no group is disadvantaged. In particular, we will review the performance of sub groups with low, middle and high prior attainment as well as male and female learners, CLA compared to non CLA, non FSM compared to FSM, students with SEN and those not on the SEN register and the performance of sub groups based on ethnicity.

Each student's attainment and progress will be monitored by their subject teachers, subject leaders, their form tutor, the Data Manager and by senior leaders.

The target is appropriate because we are committed to putting in interventions to support learners and to finding ways of overcoming learning blocks, by the use of innovative teaching styles, the development of students' abilities to manage their own learning and the support of STEM mentors.

The progress of students on Level 3 BTEC programmes will be similarly reviewed against the LAT and ALPS.

We expect similarly impressive achievement from our Level 2 students, however we recognise that there is not a robust national database to compare the progress of seventeen year olds who have taken a mixture of GCSEs in Year 12. Our minimum expected progress for these students would be to improve by at least two grades in each GCSE subject from their prior performance. We will review the progress of these students using appropriate benchmarking data, which we recognise we may need to generate ourselves or by working with others.

#### **C.1.4.2. Student attainment is in the upper quartile nationally**

We aspire that the A\* - B pass rate for all A level subjects will place us in the upper quartile of schools, Sixth Forms and Colleges nationally.

This is achievable, given that students who make applications to Kimberley will have genuine interest in studying STEM subjects and not be choosing only one STEM subject as part of their package of A levels or GCSEs. We believe that the students' immersion in a specialist environment will enable them to attain at higher levels and, similarly, the increased time they will spend studying will lead to higher attainment. Fundamental to these better outcomes will be the links with STEM employers and the challenges they set for students throughout the students courses.

We expect the specific subject entry criteria will be a forecast GCSE grade B in the subject to secure a place on the course. This is often the norm, but higher than some local providers. Therefore, our outcome targets must be high.

**C.1.5. Explain how the particular ethos of the school will be reflected in its curriculum**

The College's ethos, "*learning in all its forms is what matters and it is a lifelong process*", will be reflected in the curriculum structure through the differing approaches to learning we will make possible in terms of the variable units of time allocated to activities. Our emphasis on individual project work in the enrichment curriculum will encourage students to direct their own learning and to determine its direction and depth whilst being supported by their STEM mentors, teachers, and form tutors.

The engagement of STEM employers in curriculum planning, as well as the inclusion of specific STEM projects within the curriculum are specific examples of how we reflect the distinctive ethos of the College in the curriculum. Applied learning opportunities which students perceive to be real-life and relevant to them will really deepen students' learning opportunities.

The College's commitment to enabling all learners to succeed fully is exemplified by the support we will offer individuals in the guise of IEPS, to support vulnerable learners and in the use of differentiated learning outcomes to ensure that all learners are continually challenged in every lesson. The inclusion of thirty minute 'learning bursts', as part of the curriculum structure, will play a significant role in supporting students who need reinforcement of prior learning to enable them to succeed.

Recognising (and celebrating) the diversity of our student body will form part of the academic, enrichment and pastoral curriculums. Teachers will use every opportunity to value the achievements of STEM leaders from all backgrounds, genders, ethnicities and they will seek opportunities to invite a diverse range of visitors into the College to support this. We will also encourage even greater diversity of our future student body by holding extracurricular events targeted at specific sub groups of younger students so they see that STEM is relevant to them.

We will ensure that successful learning is celebrated in lessons by teachers and other students. We will work with our College Council to devise and implement a suitable Sixth Form recognition system to celebrate student success. Teachers will share with other good practice where they find new approaches are successful.

In terms of promoting both creativity in problem solving and innovation, our teachers will encourage students to be self-confident, to take risks and to try out different ideas. The use of extended periods of time on STEM projects will give students opportunities to do this, rather than being under pressure to produce a solution under time constraints because "the next lesson starts in ten minutes."

Planned opportunities for students to develop and show good citizenship will be in the pastoral curriculum through the discussion of moral and ethical issues and also in terms of the enrichment curriculum where students will have time to support younger students or get involved in their own projects. Subject teachers will also look for opportunities to cite examples of good citizenship in terms of how individual inventors and entrepreneurs have applied STEM concepts for the benefit of others, for example, advances in medicine, healthcare, sanitation, the development of the internet and other new technologies.

**C.1.6 Explain how your group’s religious beliefs and affiliations will be reflect in, or influence, the curriculum if you are applying to set up a Free School designated as having a religious character.**

This does not form part of our application.

## Section D: Education plan – part 1

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

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

|                  | <b>Current number of pupils (if applicable)</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Reception</b> |   |             |             |             |             |             |             |             |
| <b>Year 1</b>    |   |             |             |             |             |             |             |             |
| <b>Year 2</b>    |   |             |             |             |             |             |             |             |
| <b>Year 3</b>    |   |             |             |             |             |             |             |             |
| <b>Year 4</b>    |   |             |             |             |             |             |             |             |
| <b>Year 5</b>    |   |             |             |             |             |             |             |             |
| <b>Year 6</b>    |   |             |             |             |             |             |             |             |
| <b>Year 7</b>    |   |             |             |             |             |             |             |             |
| <b>Year 8</b>    |   |             |             |             |             |             |             |             |
| <b>Year 9</b>    |   |             |             |             |             |             |             |             |
| <b>Year 10</b>   |   |             |             |             |             |             |             |             |
| <b>Year 11</b>   |   |             |             |             |             |             |             |             |
| <b>Year 12</b>   |   | 300         | 350         | 350         | 350         | 350         | 350         | 350         |
| <b>Year 13</b>   |   |             | 300         | 350         | 350         | 350         | 350         | 350         |
| <b>Totals</b>    |   | 300         | 650         | 700         | 700         | 700         | 700         | 700         |

## Section D: Education plan – part 2

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

### **D1 Set out a viable curriculum plan with appropriate focus on core areas of learning**

#### **D1.1a Curriculum - core areas of learning**

The development of Technology and Engineering through the application of Mathematics and the Sciences will be at the heart of Kimberley College's curriculum. The curriculum will particularly focus on Mathematics, Further Mathematics, Computing, Physics, Chemistry and Engineering. As a Sixth Form College, we will offer courses for students aged 16, still working towards the Level 2 benchmark, to equip them to progress onwards, aged 17, for Level 3 courses. Therefore, our Level 2 curriculum is designed to enable students to progress to our Core Level 3 offer. This means we will offer Level 2 students GCSE qualifications in Mathematics, Triple Science, Computing and English. We will also offer the BTEC First Diploma in Engineering. Students who join Kimberley on Level 2 courses will be expected to spend three years at the college progressing onto Level 3 courses in their second and third years.

Given the local demographic the vast majority of our learners are expected to start Level 3 courses when they first enter the college. The core Level 3 offer will primarily be focussed on AS and A2 qualifications (with BTECS where appropriate especially in Engineering). Our curriculum plan will include opportunities for students to access some Level 4 provision to meet the needs of some of our most able learners.

#### **D1.1b Curriculum - other areas of learning**

Kimberley will also offer students exciting opportunities to develop new skills which employers indicate are lacking in many young people (e.g. *STEMNET's top 10 employability skills; SEMTA*). We will develop these skills both as part of the core curriculum and also as part of our wider curriculum. We will put emphasis on improving all students' communication and interpersonal skills, problem solving skills, team working and organisational skills as well as developing students' abilities to use their initiatives and be self motivated.

We will provide our learners with dedicated timetabled sessions to work on their communication skills and agree with them the most appropriate skills to work on: for some learners this will be to improve their GCSE English qualification, for others, it could include starting to learn a new foreign language. Some learners may even wish to access an additional AS and/or A2 qualification in a communication based discipline.

All Kimberley, students will undertake individual projects at the appropriate Level 2 – 4 in STEM related activities. These projects will be guided by the individual mentor (the virtual form tutor) that each students will be allocated. Some of these projects will be linked to qualifications such as the Pre U

Global Perspectives and Independent Research, Edexcel Extended Project Levels 2 and 3 and the Open University's Young Applicants in Schools Scheme (Level 4).

We will also provide all students with opportunities to undertake work placements in STEM related environments. In Year 12, students will develop a fuller understanding of the work place by being matched to employer mentors in two-week work related placements and structured internships during holiday periods. Employer designed, assessed individual and group projects will run throughout the year. In Year 13 students will undertake different projects diversifying their skills base and experience of the world of work.

Underpinning the core STEM curriculum will be our pastoral curriculum which will include moral and ethical issues as well as CEIAG, good citizenship and healthy lifestyles.

#### **D1.1.2 How we will organise our curriculum**

The curriculum design will enable students to tailor their courses according to their interests. We will do this by the use of five options blocks, each of which will be scheduled at different points during the timetable. Students will choose one subject from four of the five option blocks and access their enrichment and pastoral curriculum programme principally during the hours this option block is scheduled. Each option block will be allocated nine hours delivery time per two-week timetable cycle. However, we plan to timetable innovatively wherever possible, to enable all students who study the main STEM subjects (Mathematics, Physical Sciences and Computing) to come together as a single group at various points in the two-week timetable cycle. This will increase contact time for these students and lead to improved outcomes.

We plan to place students into tutor groups according to their specific STEM interests. We envisage that there will be tutor groups with students who are first and foremost Mathematicians, and similar groups made of Physical Scientists, Engineers and Computer Scientists. The role of Form Tutor will be very important in our college. The Form Tutor will be from the same subject specialism as the tutor group; he/she will lead students in terms of their CEIAG (supported by the student's mentor). The Form Tutor will facilitate opportunities for students to become STEM ambassadors in the wider community as part of the students' good citizenship programme. Part of this role will involve our students working in teams, entering competitions to assist in the development of some of our key skills (e.g. problem solving, team-building). Another aspect of STEM Ambassadorship will be the work our students do with younger students supporting them in STEM activities. This will also enable the college to market and promote itself with younger students who we hope will then aspire to join the college at the age of 16.

All students will also have a Virtual Form Tutor, i.e. their mentor, who will provide support for them in terms of CEIAG, progression opportunities, academic guidance and support with work placements and other enrichment activities.



One of the innovative aspects of our curriculum will be the delivery of the Philosophy and Ethics programme which will be tailored to STEM subjects. This programme will be available to all types of learners with a focus on developing skills of analysis and reflection. It will also be delivered through students' choices of enrichment qualification; for example, the Pre U Global Perspectives and Research course, includes a large ethical content. We want our learners to be "thinkers" who understand a wide range of ethical and philosophical issues raised by the science, engineering and technology advances of our consumer society.

As part of our aspiration that all students should achieve outstanding outcomes, we recognise that students' physical, mental and emotional well being plays a crucial part in this. The curriculum structure will allocate time to every student to enable them to manage their own physical fitness as well as giving them skills to lead healthy life-styles.

### **D1.1.3 Diagram of the Kimberley 16 – 19 STEM College Curriculum Plan** Please see *Annexe 2*

#### **D1.1.4 How curriculum delivery will improve pupil outcomes**

Kimberley College's curriculum will be designed to deliver the curriculum using a combination of sixty minute lessons, often timetabled in double periods, but not always, and also shorter sessions of thirty minute learning bursts scheduled immediately before double periods. These 'learning bursts' are designed to reinforce previous learning and improve student outcomes; they will be attended by any student who missed the previous sixty minute session, as well as students who are not forecast to reach the challenging FFTD + targets the college will set for its students. Other students may also attend the sessions voluntarily, if they feel they would benefit from reinforcement of previous learning.

Additionally, we are committed to maximising contact time in the curriculum by using some whole subject lectures which all students taking the subject will attend. This approach will also enable us to afford the time for staff to work with students in thirty minute seminars (see below D2.1.2)

All of our curriculum materials will be available on the college's VLE which will include links to industry, mentors, discussion forums and space for group project work; we intend to ensure that the VLE includes the use of videos of key sessions so that students are able to access teaching in their own time. These resources will enable students who have been absent from scheduled lessons to use the thirty minute 'learning burst' sessions more effectively, to sustain their progress and thereby improve their academic outcomes.

The curriculum will be designed to allow an innovative, pedagogical approach promoting investigative and applied learning. For example, we will work with employers and universities inviting them to set challenges linked to the courses our students are studying. Clearly, signposting how knowledge and skills learned is relevant to employers and also to higher education will enable students to see its importance and we believe will help promote better outcomes.

We will ensure there are on-going assessment points to review student progress and we recognise a key feature of improving outcomes is the quality of feedback and “feed forward” given to students. Our assessment policy will place high priority on using a wide-range of assessment practices including empowering our students to use self-assessment and peer-assessment techniques as well as teacher formative and summative assessment techniques. We will also use alternative modes of assessment i.e. digital vivas which will be designed to enable students to self-regulate and self-pace their learning in conjunction with their teachers, form tutors and mentors.

We recognise that securing outstanding outcomes in our curriculum depends in great part on the quality of the teachers and other adults working with students.

Finally, we will give very high priority to enabling our teachers and other adults to become genuinely outstanding in their roles. A rigorous performance management model, focussed on pupil outcomes, will play a role in this linked to access to the best CPD. However, we know that a really significant influence on curriculum delivery is the amount of time teachers and others have to plan their curriculum and to assess their students’ work. Clearly, there is a dichotomy between the number of lessons delivered and the size of teaching groups. We believe on the basis of our research the much greater factor is time for planning rather than the size of the group. This is evidenced by the size of teaching groups in some of the countries at the top of the PISA study. Therefore, giving teachers more time to plan and to assess will be a priority of Kimberley College.

The inclusion of dedicated time in the college’s enrichment programme for students to practise healthy lifestyles, for example, the availability and access to an on-site gym and other recreational activities will contribute to improved student outcomes. However, we also know that students’ emotional and mental wellbeing is crucial in enabling them to secure outstanding outcomes; the College’s pastoral curriculum will include these sessions in these key areas to enable students to be self aware and understand how they can access support if required. We plan that some support will be available on site for our students.

Kimberley College aspires to be a wholly inclusive institution. We will value the views of all our students and listen to what they are saying. We will promote student surveys on the quality of teaching and how much students have enjoyed their lessons in all subjects; we will train student volunteers to be involved in monitoring teaching and learning through joint observations. Neither of these things will improve outcomes per se, however, we will ensure that our practices are modified as a result of student views. We will create a College Council consisting of student and staff representatives; we intend for this Council to have a remit on enhancing the quality of learning and teaching across the College; this will include discussing student evaluations. We also intend to include student representation within the College’s leadership and governance structure.

We believe that student outcomes will improve when students know their voice is heard and that their voice is understood to be of equal value and literally is (re)shaping their future.

## **D2 Provide a coherent and feasible school timetable and calendar**

### **D2.1.1 Expectations about the length of the college day, term and year**

The College will operate a two-week timetable. The length of the college day between Monday to Thursday will be 08:00 - 17:00 and on Friday 08:00 to 15:30. In *general* terms the College expects to adhere to the same three term year with the same dates as other schools and colleges in the area. This is because we wish to provide learners in other schools the opportunity to access one or more STEM courses at Kimberley where they are not available in the students' home institution. We will make this possible through ensuring our timetable complements other local schools (there is existing collaboration pre and post 16 amongst schools in Bedford Borough and pre 16 across Central Bedfordshire, on which we will build).

The overall length of the school year at forty weeks will be longer than Local Authority Schools, enabling time for work placements and projects.

### **D2.1.2 The number of lessons per day and the number of hours.**

The college timetable will consist of sixty one-hour sessions in each two-week cycle and additionally thirty-eight, thirty minute intervention/learning burst seminars. Each day there will be six sixty minute sessions alongside four thirty minute sessions giving a total working day of eight hours except on Friday when there will be five sixty minute lessons and three thirty minute seminars. (see *Annexe 2b*)

In general terms, thirty minute 'learning-burst' seminars will *precede* every other sixty minute session; thirty minute sessions are multi-purpose - *compulsory* for some learners and *optional* for others (see **D1.1.4**). There will also be a seminar at the end of the college day.

Students will have the flexibility to use a proportion of the thirty minute sessions for other independent project work (e.g. enhancing their communication skills).

The timetable will allocate all students the required number of guided learning hours (glh) (e.g. each GCSE 120 glh, each AS and A2 150 glh etc) over the college year. However, we will deliver additional glh to students who are at risk of underperforming by delivering a proportion of these glh to the whole cohort taking the main STEM subjects – in lecture style. This will enable us to afford to deliver the thirty-minute seminars. For example, in each of our core STEM subjects we plan to deliver, seven hours of learning to class groups and two hours of lecture style learning for all students taking the subject. This is possible as we will run more than one group in each year in these subjects.

Our Level 3 learners will study four subjects to AS level, together with their enrichment curriculum and either three or four subjects to A2 level - four A 2 subjects is our preferred model.

Our Level 2 learners will complete five GCSE subjects alongside their enrichment curriculum.

In addition to the main timetable, we plan to allocate time to enable our students to complete both their own projects and to access specific STEM days on site and away from the college. Much of this dedicated time will be in the final half term of Year 12 after AS examinations have been completed. This time will be used by students to complete their own independent projects or alternatively to undertake, for example, a 100 hour OU Young Applicant in School Scheme Level 4 course.

We plan to allocate ten days of offsite work related learning opportunities to all learners; this learning will take place during weeks 39 and 40 of the college year and overseen by the college's Work Related Learning Administrator.

### **D2.1.3 Student Organisation**

Kimberley students will be organised into year groups, each overseen by a Year Tutor. Each year group will have fourteen tutor groups (assuming 350 learners).

Level 3 students' Form Tutors will remain with the students throughout their time at the college to nurture them and support their personal development, as well as delivering key aspects of the pastoral curriculum. In addition, the Form Tutors will monitor students' overall progress, intervening where necessary, leading students' CEIAG support and supporting students' applications to universities, both in the UK and overseas or to higher level apprenticeships.

Level 2 students in Year 12 will be in their own dedicated tutor groups. Level 2 students who then reapply to remain in the college the following two years for Level 3 courses will be placed into a new Year 12 tutor group according to their interests.

The Head of Year 12 and the Head of Year 13 Year will be fixed positions and will not follow the cohort unlike the Form Tutors. This structure will enable generic roles - such as liaison with local schools and admissions into the College and progression from the College to be led by the same person year-on-year.

Students' choice of options will determine which class they join in most subjects; we expect that there will be a number of classes running in some subjects (e.g. Maths, Physics, Chemistry, and Computer Science). We do not plan to operate academic setting within the curriculum structure. Our expectations of every student will be universally high and we will use our planned interventions to enable all students to succeed.

These strategies are informed by our commitment within our education vision to an inclusive and supportive ethos in which all are challenged and all are supported. Underpinning this is our firm belief that everybody can achieve.

### **D3 Set out a clear strategy for ensuring that the needs of pupils of differing abilities are met**

#### **D3.1.1 Awareness of learners' individual needs**

The first data set we will use to assess potential learners' individual needs will be their forecast GCSE grades, which they include on their applications for a place at the college. Using this data we will make an initial assessment as to whether their choice of curriculum is likely to be appropriate or not. We will also request references on all applicants from learners' current schools. These references will seek a broad range of information including on attendance, punctuality, general behaviour, attitude to study and aptitude for the proposed course of study.

We will deepen our understanding of learners' individual needs when we invite the students and their parents/carers to individual meetings to discuss their application and to make our own assessment of the appropriateness of their application. We will update each potential student's learner profile once GCSE results are published in August. This will enable the College to confirm offers of placements and, if necessary amend subject choices. At this stage we will also set individual academic targets for every student using an existing statistical database (e.g. ALPS). We will share the updated learner profile with the students' Form Tutor, and also subject teachers. We will also share targets with students and their parents/carers.

#### **D3.1.2 Equality Act 2010**

Integral to Kimberley College's ethos will be the equality of opportunity for all the students at the college. In particular, whilst we do not propose to offer either entry level, or Level 1 provision at Kimberley, all students with disabilities who are capable of accessing Level 2 or Level 3 provision will have equal access to the College (our preferred site is fully accessible to students and staff with disabilities.)

Similarly, it is our intention that students with Special Educational Needs who can access Level 2 or Level 3 provision will have priority admission over all other students. We are aware of, and support, the 2011 Green Paper "*Support and aspiration - a new approach to special educational needs and disability*". We concur with the view that the focus for all students should be on achievement and not labelling and we plan to provide training to our staff to enable them to support the achievement of all students. Kimberley College will have SEN Co-ordinator with operational responsibility for implementing support strategies as defined in the SEN Code of Practice.

Kimberley College will adopt a rigorous approach to stretching and challenging its most able learners. The availability of higher level qualifications, e.g. YASS, and the opportunities for students to take control of their learning in independent projects, e.g. Edexcel's Extended Project and the Pre U Global Perspectives and Research course will enable learners to really control the depth of their studies. We plan to have a student/ virtual form tutor (mentor) link in these projects and we hope our mentors will really challenge the thinking of their mentees. Stretching the most able will always be the responsibility of all staff in the college. Our expectation is that every lesson should include significant "stretch and challenge opportunities". The

enrichment curriculum will also include specific challenges in the form of competitions (e.g. Young Enterprise, British Maths Olympiad, British Physics Olympiad etc) which we believe drive students on to attain even better outcomes.

### **D3.2 Using ICT, other agencies and partners resources to support the learning and achievement of students of varying abilities and needs.**

#### **D3.2.1 ICT**

Kimberley students will have worldwide access to a comprehensive Virtual Learning Environment. We will include all programmes of study, lesson plans, enrichment materials, hyperlinks, assessment materials and other resources here. Our teaching spaces will all have ICT facilities with “plug-in and play” compatibility so that students can bring their own ICT equipment into the college, plug it into the main frame and use it for learning purposes. This greatly expands IT capacity. We recognise there are issues involved in this, but it is the way ahead. The College will have dedicated learning spaces for students to use for “anywhere-anytime” learning. We intend to develop video conferencing facilities in the college to enable students to have virtual attendance at lectures as well as using the technology to “meet” with their mentors as appropriate. Additionally, we will encourage the use of videoing teachers delivering lessons, or part lesson which students can watch, if they have been absent from the lesson or watch again in their own time to reinforce what it is they have learned.

#### **D3.2.2 Other agencies and partners resources**

There is a huge potential for learners of all abilities to access support from a wide range of agencies and partners resources. Many resources are available on the World Wide Web. Subject Leaders will be familiar with some but not all resources. We will develop this aspect of our work in two distinct ways: first we will have a specific leadership role dedicated to developing links around the world for our learners to access, liaising face to face with universities, employers in the East of England and “virtually elsewhere”. We will also use our most powerful resource to develop partner resources, namely our student body.

As part of the college’s drive to develop good citizens we will encourage students to share resources they find with other learners. We will recognise these contributions in the form of Kimberley Good Citizen Awards.

We will work with the Open University to develop the Y.A.S.S. scheme and plan to work with local universities e.g. Cranfield, Cambridge and the University of Bedfordshire to build up a large group of student mentors. We will also develop links with universities further afield including overseas, as we recognise an increasing number of our students are likely to want to study in Europe and elsewhere.

In terms of liaison with employers, the person appointed as Principal will be responsible for leading the development of these links to enable students to access STEM work related learning opportunities. Wootton Academy Trust’s current school already has a number of links, including with Lockheed Martin and ARA.

We intend to also work with Develop EBP (the Education Business Partnership for Bedford, Central Bedfordshire and Luton) to source onsite work related experiences during weeks 39 and 40. This organisation will undertake health and safety checks prior to these experiences taking place.

### **D3.3 Strategies to overcome barriers to learning and achievement, such as E2L or EAL.**

The college's genuine commitment to meet equality of opportunity will ensure that financial need will not be a barrier to learning and achievement. A remissions policy will ensure students from deprived backgrounds are supported to access provision off site (educational visits etc). We will publicise our remissions policy to all potential students and their families and will ensure that potential students are informed in their induction programme of the support which will be available. The Business Manager will be aware of which students qualify for free school meals, and also which students apply for financial help from the Sixth Form Bursary Fund, and will, therefore, be cognisant of students who are at risk of not being to access all learning opportunities. The availability of good public transport rail and bus links will ensure that all students are able to travel to and from the college.

The site identified for Kimberley College already has provision which will enable any student with physical disability to have full access to all facilities. The needs of students with E2L or EAL will be identified by the Year Tutor at the point of interview and other staff will be involved as appropriate to meet these students' needs. Strategies for ensuring the achievement of students with SEN will be co-ordinated by the SENCo liaising with teaching staff and the Form Tutor, providing CPD where necessary. Students who speak English, either as a Second Language or an Additional Language, will be identified at entry and support will be provided as appropriate. Individual Education Plans will be written for these students where necessary and support will be purchased from specialist E2L and EAL teaching assistants. The College will seek to work closely with the Community Development Office at Cranfield University in respect of E2L and EAL support.

The College is also conscious that there are other barriers to learning, for example certain vulnerable groups such as Children who are Looked After (or previously looked after) and Persistent Absentees. The attainment and progress of students who are Persistent Absentees, or who are Looked After, will be monitored as specific sub groups. We will share the membership of these subgroups in confidence with their teaching staff, form tutors and mentors so they can be aware and focussed on ensuring there is no learning gap between these and other subgroups and the cohort as a whole.

The College will also develop an attendance policy that includes the monitoring of students' attendance by the Year Tutor, who will be responsible for working with persistent absentee students, and their parents/carers, where appropriate, to identify the reasons for absence and strategies to improve their attendance.

A member of the Senior Leadership Team will be responsible for Children

who are Looked After and for liaising with external agencies in respect of this. This person will also be the college's main Child Protection Officer.

We recognise that there is a huge challenge in encouraging women into STEM - the gender gap in the UK is enormous. We will adopt a strategy whereby we promote the achievement of women in STEM and use this to encourage girls into studying STEM subjects at Kimberley. Female mentors and academics will also actively recruit female learners into Kimberley, partly through marketing events which we will organise and also "girl only activities". We will look to appointing outstanding female teachers and senior leaders into the college.

#### **D 3.4 Supporting disabled students and students with special educational needs.**

The College recognises students with disabilities may need support and commits to meeting these students' needs. Individual Education Plans will be prepared and agreed with the student and the students' parents/carers prior to the student starting at the College. These IEPs will highlight the support required and indicate how it will be provided.

We reiterate our commitment to support for students with special educational needs (see section D3.1.2 for further detail) who are eligible for places at the College. We expect to purchase, as required, Learning Support Assistant Time to support these students' needs. We recognise the nature of the support we provide will differ from year to year and also in light of new legislation (e.g. *"Support and aspiration – a new approach to special educational needs and disability"*). All learners who have either statements of Special Educational Needs or are at other stages on the SEN register will have IEPs outlining the strategies which will be used for supporting the learners, including where required purchasing specialist support.

The College is aware it does not *have* to follow special needs legislation; however, the College wishes to base its practice firmly on the existing Special Code of Practice. The College's Special Educational Needs Policy will be based on the Code of Practice, or on the replacement legislation resulting from the current Green Paper.

### **D4 Definitions and measures of success**

#### **D4.1**

Kimberley College's overarching definition of success will be to become and remain "an outstanding College". The principal measure of this will be external validation and benchmarking activities.



#### **D4.1.1 Outcomes contributing to Kimberley College becoming an outstanding college**

Outcomes which will contribute to Kimberley College attaining outstanding status include:

| <b>Outcomes</b>   | <b>Outcome Measurement(s)</b>   | <b>Accountable</b>   |
|---|---|--|
| Student attainment is outstanding   | <ul style="list-style-type: none"> <li>• Student attainment is in the upper quartile u/q of national results.</li> <li>• Internal forecast data in u/q.</li> <li>• Internal lesson observation judgements.</li> </ul> | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> </ul>  |
| Students make excellent progress  | <ul style="list-style-type: none"> <li>• Student progress will be in the highest decile nationally based on their prior attainment.</li> <li>• Internal assessment data.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> </ul>  |
| Students are committed to doing as well as they can                         | <ul style="list-style-type: none"> <li>• Data on the Learner Achiever Tracker (LAT) shows significant value added.</li> <li>• ALPs value added grade is 1 or 2.</li> </ul>  | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> </ul>  |
| Students are excited and happy at the college                               | <ul style="list-style-type: none"> <li>• Student surveys 95% + satisfaction.</li> <li>• Attendance is 95% +.</li> <li>• Very low level of Persistent Absentees.</li> </ul>  | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> <li>• Head of Year</li> <li>• Member of SLT</li> </ul> |
| Students behaviour is outstanding   | <ul style="list-style-type: none"> <li>• Ofsted grade 1.</li> <li>• Internal lesson observations at grade 1</li> </ul>  | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> </ul>  |
| Student Attendance is outstanding   | <ul style="list-style-type: none"> <li>• Attendance is 95% +.</li> <li>• Very low unauthorised absence.</li> </ul>  | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Head of Year</li> <li>• Member of SLT</li> </ul>  |
| Students live healthy lifestyles  | <ul style="list-style-type: none"> <li>• Student survey reports 95% students regularly use college and other sports facilities.</li> <li>• College achieves Healthy Schools Award.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Head of Year &amp; Form tutors</li> <li>• Principal and SLT</li> </ul>  |
| Students live ethical lifestyles and have a strong sense of right and wrong | <ul style="list-style-type: none"> <li>• Internal lessons observation data indicates students have strong ethical views.</li> <li>• Student surveys demonstrate their SMSC....</li> </ul>                             | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> </ul>  |

| <b>Outcomes</b>   | <b>Outcome Measurement(s)</b>   | <b>Accountable</b>   |
|---|---|--|
| There is no attainment gap between vulnerable and other students.         | <ul style="list-style-type: none"> <li>• Performance tables demonstrate all students attain equally well.</li> <li>• Internal monitoring of attainment.</li> </ul>  | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> </ul>  |
| There is no progress gap between vulnerable and other students.           | <ul style="list-style-type: none"> <li>• Performance tables demonstrate all students make the same high levels of progress.</li> <li>• Internal monitoring of progress data.</li> </ul>   | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> </ul>  |
| Leadership and Governance is outstanding                                  | <ul style="list-style-type: none"> <li>• Ofsted grade 1.</li> <li>• Student and parental surveys grade L &amp; G outstanding.</li> <li>• Student targets are met in full.</li> </ul>  | <ul style="list-style-type: none"> <li>• Governance: Wootton Academy Trust</li> <li>• Leadership: Principal</li> </ul>   |
| Teaching and Learning is outstanding                                      | <ul style="list-style-type: none"> <li>• Ofsted grade 1.</li> <li>• Internal observations grade T &amp; L 1.</li> <li>• College seeks Teaching School designation.</li> </ul>   | <ul style="list-style-type: none"> <li>• College level: Principal and SLT</li> <li>• Subject level : Subject Leaders</li> <li>• College level: Principal and SLT</li> </ul>                                  |
| Parents/carers are actively engaged with and as advocates for the college | <ul style="list-style-type: none"> <li>• Analysis of parental surveys shows 95% approval.</li> <li>• Evidence of parental focus groups.</li> <li>• 80% + attendance at information and consultation events.</li> </ul>  | <ul style="list-style-type: none"> <li>• Principal and SLT</li> <li>• Principal and SLT</li> </ul>   |
| Students are actively engaged with and as advocates for the college       | <ul style="list-style-type: none"> <li>• College Council minutes demonstrate student involvement and leadership of college initiatives.</li> <li>• High level of participation in external competitions.</li> <li>• Students supporting younger learners in other schools.</li> </ul> | <ul style="list-style-type: none"> <li>• Principal and SLT</li> <li>• Head of Yr 12 &amp; Head of Yr 13</li> <li>• Subject Leaders</li> <li>• Head of Yr 12 &amp; Head of Yr 13 &amp; form tutors</li> </ul> |
| Students are active citizens and make a difference in their community     | <ul style="list-style-type: none"> <li>• Community surveys show high approval rating for students involvement</li> </ul>  | <ul style="list-style-type: none"> <li>• Principal and SLT</li> <li>• Head of Yr 12 &amp; Head of Yr 13 &amp; form tutors</li> </ul>   |

| <b>Outcomes</b>   | <b>Outcome Measurement(s)</b>   | <b>Accountable</b>   |
|---|---|--|
| Kimberley College has a positive impact on school improvement across Bedfordshire and beyond. | <ul style="list-style-type: none"> <li>• Application for Teaching School Status</li> <li>• Staff are designated as Specialist Leaders of Education (SLE).</li> <li>• Principal designated as a National Leader of Education.</li> </ul> | <ul style="list-style-type: none"> <li>• Principal and SLT</li> <li>• Governors and Principal</li> </ul>                             |
| Very high level of employers and others (e.g. universities) involved                          | <ul style="list-style-type: none"> <li>• Evidence that all students participate in onsite and offsite employer designed STEM projects.</li> <li>• All students have mentors.</li> </ul>   | <ul style="list-style-type: none"> <li>• Principal &amp; Assistant Principal STEM ambassador</li> </ul>                              |
| Students show genuine independence when learning  | <ul style="list-style-type: none"> <li>• Internal lesson observation judgements and learning walk data.</li> <li>• Outcomes in YASS, Extended Project and Pre U GPR courses in top decile.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Principal and SLT</li> <li>• Head of Yr 12 &amp; Head of Yr 13 &amp; form tutors</li> </ul> |

#### **D4.1.2 Strategies to achieve the targets and outcomes in 4.1.1**

The college will have a relentless drive on continuous and focussed improvement.

Student progress and attainment will be tracked according to a published assessment calendar. On-going monitoring and reviews of student forecasts will form a crucial part of our strategy in securing our target outcomes. Subject Leaders will undertake their own independent analysis of assessment data and be responsible for identifying where student interventions are needed.

The College will use SIMS to record all student information including all assessment data and to generate data reports. In addition, the College will develop its own bespoke system for assessing progress data against statistical predictors such as ALPs.

This data will also be analysed separately by the Data Manager – and members of the College’s Assessment Team - as part of our Quality Assurance - processes. The purpose of this is to ensure that that Subject Leaders’ analysis is robust. The Assessment Team will include senior staff responsible for vulnerable sub groups - for example, the SENCo, the Senior Leader responsible for PA and CLA etc. The Data Manager will provide reports after each assessment to Line Managers.

Line Managers - members of the SLT - will meet with Subject Leaders, after each assessment point and once the Subject Leader has analysed the data, will listen to their evaluation and, if appropriate, challenge their analysis. Line Managers will agree with subject leaders the schedule for formal observations of lessons, lectures and seminars – alongside trained members of the student body. Line Managers and Subject Leaders will also identify and agree themes for lines of learning enquiries.

Subject Leaders will be responsible for scrutinising student work and for meeting with student focus groups to review student perceptions and to discuss the outcomes of student surveys.

Forecast student attainment and progress data will be shared with the Governing Body after each assessment point, initially through a Governors' subcommittee focussing on curriculum issues and then reported to the full governing body. Reports will compare forecast performance for the cohort and all sub groups against targets agreed for the year. If attainment or progress is failing to meet the challenging targets the Principal and Senior Leadership Team will oversee the implementation of appropriate intervention packages.

The Governing Body will also receive each term a report on the College's self evaluation. This evaluation will be against the priorities identified in the College's Improvement Plan.

The College will work with students through the College Council to agree the mechanisms for collecting and analysing information in student surveys, but we expect this to be achieved on-line.

Responsibility for building the matrix of industry and higher education links and projects crucial to Kimberley's success will lie with the Principal (STEM Ambassador). Ultimately, this work will be shared with others as colleagues develop the skills and confidence to build their own links. However, we recognise that it is critical to the College's success that it is co-ordinated to prevent the same employers/university staff being approached by numerous colleagues.

Ultimate accountability for the quality of teaching and learning lies with the principal, however, all staff are personally responsible for ensuring that teaching and learning in their areas is outstanding. Lesson observations, Learning Walks, work scrutiny and student focus voices all play a part in evaluating teaching and learning. The College strategy for making teaching and learning outstanding will involve teachers and others having more time to prepare genuinely outstanding lessons.

**D5 Describe your admissions policy, confirming your commitment to fair and transparent admissions practices**

**Kimberley College proposed admissions criteria for September 2013**

**1. Policy Statement**

- 1.1 Kimberley College is committed to producing a fair, transparent and consistent approach to admissions practices.
- 1.2 The College will have regard to the requirements of the Equality Act (2010)
- 1.3 Students will normally be admitted into Year 12 at the age of 16; in exceptional circumstances students younger than 16 who have completed Year 11 may be admitted.
- 1.4 Students who complete a one-year Level 2 course at the College may then apply for two-year Level 3 courses.
- 1.5 The College will determine annually the total number of Year 12 students who can be admitted in the light of accommodation and other resources available. Subject to this overall limit, the College will admit applicants who have the potential to benefit from and achieve success through the criteria in the case of over subscription.
- 1.6 Applications must be made from the address at which a student is living with their parents at the time of application. Students are expected to live with their parent(s) for the duration of their course unless, in exceptional circumstances, an alternative is agreed with the College in advance. Places are offered on the understanding that information on the application form is true at the time of writing.
- 1.7 If false information is supplied on the application form, the College reserves the right to withdraw its offer of a place.

**2. Application and interview:**

- 2.1 The College will set a closing date for applications which will be published in the prospectus and on the website. Applications received after this deadline will only be considered if space is still available or if space subsequently becomes available at a later stage in the admissions and enrolment process.
- 2.2 Students must agree to accept the College's programme expectations, on their application form prior to any offers of places being considered.
- 2.3 Interviews will be offered to all applicants who apply by the published deadline.
- 2.4 The interview is an informal guidance interview with a member of staff at Kimberley College. Its purpose is to offer advice on AS/A level subject combinations and post-18 progression, to discuss the enrichment interests of applicants and to answer questions about the College. No decision about the offer of a place is made at interview.

### **3. Admission Guidelines and Offers of Places:**

- 3.1 The total number of places available each year will be determined by taking into account the following:
- The availability of accommodation
  - The availability of teaching and other resources
  - The capacity of individual subjects
  - The need to maintain a broad curriculum provision across the College.
- 3.2 Students who receive an offer of a place at the College will normally have satisfied the entry criteria published in the prospectus:
- 3.2.1 Can demonstrate a serious commitment to study (normally through a school reference indicating no significant concern regarding record of attendance, punctuality, general behaviour, attitude to study or aptitude for the proposed course of study).
- 3.2.2 Can demonstrate their commitment to meeting the programme expectations for their chosen course.
- 3.2.3 The student's overall combination of subjects at Key Stage 4 provides a suitable foundation for progression onto their chosen AS/A level STEM programme.
- 3.2.4 The student is estimated to achieve the specific grade requirements for their chosen AS/A level or BTEC or GCSE subjects as specified in the College Prospectus.
- 3.25 Agree to programme expectations of the college and any agreement made between the College and individual students and/or their parents/carers that the College can reasonably require.
- 3.3 If the number of applicants satisfying the above criteria exceeds the number of places available, places will be offered taking into account the following:
- 3.3.1 First priority will be given to CLA and precious CLA students.
- 3.3.2 Second priority will be given to students who qualify for FSM or who have in the last five years qualified for FSM.
- 3.3.3 Third priority will be given to students based on the availability of space in the subjects they have applied for, taking into account the need to maintain a broad STEM curriculum provision across the college;
- 3.3.4 Fourth priority will be given to students, contingent on the contribution that the student could make to the overall life of the college, based on the evidence available.
- 3.3.5 Fifth priority will be given to students based on the strength of recommendation from schools prior to final decision.
- 3.4 Offers will be made for a place at the College. Once an offer has been made, the College will aim to allow students to follow their first choice combination of subjects requested. Where this is impossible, for reasons such as timetable clashes or over-subscription of particular subjects, guidance will be offered about suitable alternatives.

3.5 Kimberley College will discuss applications with each prospective student's school, either through a visit or by telephone, before making decisions about the offer of places.

#### **4. Students moving into the area from overseas:**

4.1 Applications from students from overseas will be considered if the student is moving into the area with his/her parents for duration of the course applied for. Students from overseas may have to pay tuition fees and they should contact the Head of Year 12 for further details.

4.2 If students apply with non-standard qualifications, the College will consider whether those qualifications are equivalent to those recognised by the College and will seek to assess whether or not the student is ready to progress to GCSE/BTEC or AS and A2 study.

#### **5. Confirmation of places:**

Students holding offers will normally have their place confirmed at enrolment, following receipt of GCSE results, provided that they meet both the general criteria and the grade requirements for specific subjects as described in **3.2.4** above. The College reserves the right not to confirm a place at this stage if a student's grades fall significantly short of estimates, to the extent that their overall grade profile is considered unsuitable for the courses applied for.

If particular subjects are oversubscribed at enrolment, then places in these subjects will be allocated on the basis of a student's overall profile, although consideration will be given to individual cases on their merits.

Guidance will be given to students who wish to consider a change of subject following publication of GCSE results, although we cannot guarantee to meet requests made at this stage.

#### **6. Applications to join the College in Year 13**

Applications to join the College in Year 13 will be considered from students who have taken appropriate BTEC and AS courses elsewhere on the following basis.

- Students are moving into the area
- Students meet the normal admissions criteria for the College and are clearly recommended for progression to A2 courses
- Entry is dependent on there being sufficient room in the classes students wish to take.
- Students have satisfactory references including comments on performance and attendance from applicant's previous school.
- Students provide the College with details of examination specifications being taken at AS level, so that the College can confirm that a transfer of examination board (where necessary) is acceptable.
- Enrolment takes place in June of Year 12. At the end of the AS qualification.

## **7. Review/Appeals Procedure**

Following decisions about offers, the parents of any applicant who is not offered a place at the College have a right to a review of the decision made, if they believe that the admissions policy has not been implemented correctly. Any parent wishing to have an application reviewed should write to the Principal and request a review within two weeks of notification that a place is not being offered. Before writing, parents are encouraged to discuss the application with the Head of Year 12.

The Principal's judgement will be final in relation to the decision about whether or not to offer a place at the College.

## **8. Complaints Procedure**

Parents who feel that their case has not been fairly dealt with may make a complaint to: The Regional Director, Education Funding Agency, Commissioning and Implementation Team, [REDACTED], [REDACTED], Ipswich, [REDACTED]

## **Notes**

### **Programme Expectations Level 3 courses (normally two year courses)**

Students are admitted to Year 1 to study programmes of four Advanced Subsidiary level subjects or equivalent qualifications (e.g. BTEC National). They will also be required to attend an enrichment programme, including the college's pastoral curriculum and appropriate additional studies leading to one or more other qualifications. Students are also required to complete work related learning STEM projects during our extended summer term.

In Year 2, all students are expected to continue to study for a *minimum* of three A2 qualifications subjects or equivalent qualifications (e.g. BTEC National). They will also be required to continue attending the College's enrichment programme, including its pastoral curriculum and appropriate additional studies leading to one or more other qualifications.

### **Programme Expectations Level 2 courses (one year courses)**

Students on a one-year course will study 5 GCSEs including Maths and English where they have not already gained a grade C. They will also be required to attend an enrichment programme, including the college's pastoral curriculum. Kimberley College will be a specialist 16 – 19 STEM College.

All who apply to us should understand and agree to these expectations.



**D6 Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.**

Kimberley College will be founded on the principle of mutual respect. Every individual in our college will have three rights: the right to learn, the right to feel safe and the right to be respected. These rights will extend to all of our students, the staff and governing body, parents, and others in our community. We recognise that behaviour affects outcomes and, therefore, individuals must be accountable for their behaviours towards others. We will work relentlessly with students and others to ensure that the optimum conditions for learning are in place.

We recognise that if we are to achieve challenging outcomes the conditions for learning must be ideal. However, this is not just about conditions in the classroom. At Kimberley our mantra will be “everybody influences outcomes”. If the learning environment is not clean - students will not be as motivated and excited as we need them to be. If the catering facilities are providing substandard food or an unhealthy diet our students and staff will not be able to give of their best. Accountability must not become oppressive as distinct from challenging and supportive - or outcomes will fall. Therefore, our approach will be to support and challenge and to develop the confidence of every individual at the college to the extent that they take calculated risks in the search for excellence but they learn from rather than repeat their mistakes. While we will have a relentless focus on improvement by our staff, the College’s first priority is the safeguarding of its students and nurturing their well-being. Our curriculum has been designed with this in mind. By timetabling the pastoral curriculum in curriculum blocks we intend to raise its profile in our students’ eyes. It will not be seen as an adjunct to the curriculum, with students regarding the Form tutor as the person who merely takes the register. We will seek to work with parents, students and other agencies to promote outstanding attendance.

**D.6.1 Detailed strategy for promoting good behaviour and attendance**

The learning environment will be inclusive, safe and secure. The behaviour policy will ensure that the needs of all learners are catered for. At the heart of our behaviour policy will be courtesy, self-respect and respect for others. The range of teaching styles used at Kimberley will be broad and planned to promote investigative learning, which we believe will promote engagement, attainment and progress which will result in a high level of attendance and learning related behaviours. Instances of poor behaviour will be addressed by the college’s disciplinary code; this will be explicit and accessible to all. We will model this on examples of good practice in the work place. We will always seek to work with students in the spirit of inclusion and to seek resolution.

Our recording systems at the College will champion student successes as will our monthly news letter to students, parents and others. All staff will be responsible for recording issues of concern with respect to students’ behaviour and attendance on a bespoke spreadsheet which will automatically notify parents of concerns as well as sharing the information with others in the college (e.g. Form Tutor, Year Head as appropriate).

We also intend to develop a work place model for annual student reviews, along the lines of staff appraisal and performance management. We believe that Kimberley students will react positively to this adult approach.

The College's attendance policy will require students and/or parents to let us know each day, by email or telephone, if the student will not be able to attend College, due to sickness or other reason. If we are not told we will contact the student and/or parent by text and email to ensure initially that the student is safe and then to ascertain the reason for absence.

We will use an electronic registration procedure for recording student attendance on a lesson by lesson basis. This system will be adapted so that it indicates which students *must* attend the learning-boost sessions and also record other students who attend the sessions.

If a student who is recorded as being in college misses a lesson or learning-boost session we will, in the first instance, attempt to contact the student electronically. If we are unable to locate the student we will then contact the student's parent/carer and notify the unexplained absence on our student concern database.

We will inform all students of their individual attendance data and include this data on their termly reports.

If any student is at risk of becoming a Persistent Absentee we will support the student (and the parents). The appropriate Head of Year will work with the student, parents and Form Tutor to identify the reasons for the absence and to address these issues, where necessary organising additional support and help.

#### **D.6.2 Detailed strategy for promoting pupil well-being, including through pastoral care**

All students will have a dedicated Form Tutor from the same STEM discipline as their primary interest as indicated at the point of application to the College. Where possible, Form Tutors will be involved in the interview process which forms part of the admissions process.

The Form Tutor will meet regularly with their tutor group and will be available throughout the working week in person during breaks and also remotely by email. The Form Tutor will deliver the pastoral curriculum as well as monitor the personal development and academic growth of each student, reviewing where students are below, on, or beyond their target and, where necessary, identifying situations where further intervention is required.

The pastoral curriculum will include units of work on personal safety, financial competence, recognising and dealing with stress as well as cyber safety. The pastoral curriculum will also encapsulate next steps planning, both in terms of higher education and employment and apprenticeships.

The Form Tutors will work under the guidance and support of a Head of Year who will lead the Form Tutors in the delivery of the pastoral curriculum.

All employees will share collective responsibility for the well-being of all students ensuring that information is recorded to address any concerns or issues that are seen or heard. The culture of the College will be that it not

acceptable practice to leave it to the Form Tutor, or the Head of Year. We recognise that ultimate responsibility for pupils' well being and safety lies with the Principal. We anticipate that the Principal may wish to delegate some responsibility, for example, responsibility for Health and Safety, to one or more individuals in the Senior Leadership Team.

We will actively promote students' physical fitness (through our enrichment programme) as part of students' well-being, providing them with opportunities for exercise and fitness activities at the College. Our aim is to encourage students to take responsibility for maintaining high levels of physical fitness and develop life-long habits with respect to exercising regularly. Therefore, students will follow individualised programmes which we believe they are more likely to continue practising after leaving the College.

We will ensure that food purchased at the College from the Refectory is healthy and varied, and we will involve the Student Council in menu selections.

We will ensure that there are appropriate support services available for students to support their emotional well-being. We would promote the availability of national help lines as well as locally available services. In addition, we would seek to buy in professional Student Counselling services to support students.

#### **D.6.3 Detailed strategies for tackling bullying**

The College will have an anti bullying policy which will apply to all students and staff at the College.

The College's emphasis on maintaining a positive and supportive culture will constitute part of our strategy as will be the deterring of bullying behaviour, dealing with it by counselling and/or disciplinary sanctions and if necessary by exclusion.

The anti bullying culture will be built around the College's three rights (the right to learn, right to feel safe and the right to be respected). Alongside this, we will expect all members of the College community who witness bullying in whatever form in the first instance to report it and not to do so could have disciplinary consequences. The College will always take complaints of bullying seriously. All staff will receive training and promoting an anti bullying culture by celebrating achievement, anticipating problems and providing support as well as making opportunities to listen to students and acting as advocates of students.

Our strategy is built around the reality that unless we take bullying allegations with the utmost seriousness, and deal with complaints correctly and effectively - in the belief that there is a solution to nearly every problem of bullying - victims and/or witnesses may not report allegations in the first place.

We will inform students through our pastoral curriculum that bullying will not be tolerated in the College. We will develop systems to deal with bullying based on vigilance at all times, but particularly before lessons, at break times, during lessons and independent study periods. Bullying will be

discussed regularly in meetings between the Senior Leadership Team, Form Tutors and the Head of Year, Departmental Teams as well as Form Tutors and students and the College's Student Council.

Education will form a key part of our anti bullying systems in terms of the pastoral curriculum where there will be sessions built in on:

- Who is the bully and who is the victim?
- Why are some people "bullies" and others "victims"?
- What should a student do if s/he is bullied?
- What constitutes bullying? Where are the boundaries?
- What should be done if bullying is confirmed?

We will publicise what we mean by bullying - including cyber bullying - in our publications (staff and student handbooks and our website) as well as ensuring that there are anti bullying posters placed around the college. The anti-bullying strategy will primarily aim for bullying to cease, not the punishment of the bully, unless this is necessary.

We will develop clear guidelines for reporting, without delay, incidences of bullying by victims or witnesses or exceptionally the bullies themselves. We will ensure that students and parents and staff know that bullying may be reported verbally by the student telling his Form Tutor, Academic Staff, Head of Year or any member of the College Support Staff.

The strategy will provide for alternative means of reporting bullying including telling parents to enable them to pass the information to the College, sending emails to a central anti bullying email address, placing notes in the an agreed central place of the College, contacting the College Counsellor, or contacting Child Line (0800 1111) or the National Society for the Prevention of Cruelty to Children (0808 800 5000) or the Bedfordshire Designated Office for Safeguarding Children (██████████).

Whilst the College's anti bullying strategy will focus primarily on the bullying of students by students, it is recognised that a staff member could be a victim or on occasion be perceived to be guilty of bullying. Our strategy will include procedures for staff to who are concerned about being bullied or harassed to report it. Complaints against staff will be dealt with in accordance with staff disciplinary procedures. This strategy will require those in authority (a member of the College staff) to respond quickly and sensitively by offering advice, support and reassurance and then recording the incident on the student database. This will enable the allegation to be reported to the victim's Form Tutor, and Head of Year as soon as possible.

The Head of Year will arrange to see the victim and witnesses without delay and form an initial view of the incident. The assessment will be based on the nature of the incident, frequency, has physical injury has been caused, who should be informed and whether the alleged bully be seen on a no-names basis.

If the incident is deemed to be a serious bullying behaviour the Principal must be informed and the Designated Person for Child Protection who will then interview the alleged victim, bully and any witnesses separately to establish the facts. The Principal or another member of the Senior

Leadership Team will separately interview the victim and bully separately to confirm the facts of the case, if considered necessary, and to decide in the action to be taken in accordance with the established Range of Actions.

In serious cases, our strategy will be that the Principal will notify the parents of the victim and the bully giving them details of the case and the action being taken.

The range of actions will include advice and support for the victim and where appropriate establishing a course of action to help the victim, advice and support to the perpetrator in trying to change their behaviour. This may include clear instructions and a warning or final warning, a supervised meeting between the perpetrator and the victim to discuss their differences and the ways in which they may be able to avoid future conflict, a disciplinary sanction against the perpetrator in accordance with the College's Discipline Policy, moving the victim or the perpetrator to another class if possible after consultation with the student, his/her parents and the relevant staff, involving Social Services or the Police, notifying the parents of one or both students about the case and the action which has been taken, such other action as may appear appropriate to the Principal.

In addition to the training all staff will receive, additional training will be provided for key staff, such as Year Heads, Designated Person for Child Protection etc.

The strategy will include built-in, follow-up monitoring by staff to ensure that incidences do not recur.

Every alleged bullying incident and the outcomes resulting through investigation will be logged on the College's recording and monitoring systems. The Senior Leadership Team and the Heads of Year will review the log weekly and ensure that data in terms of the number of entries is reported to the Governing Body regularly.

Finally, our strategy will include the right for a victim or his/her parents to make formal complaints according to the complaints procedure on the College's website.

#### **D.6.4 How these strategies are informed by our educational vision and linked to raising standards and educational outcomes.**

These strategies are informed by our commitment within our education vision to an inclusive and supportive ethos in which all are challenged and all are supported. Underpinning this is our firm belief that everybody can achieve.

#### **D7. Meeting the needs of our local community and sharing facilities with other schools and the wider community**

Our local community lies within Bedford Borough, parts of Central Bedfordshire and the south and east sides of Milton Keynes. Employment opportunities lie within the Oxford – Cambridge Arc and also in London, East and South East England. Our research indicates that by 2020 46% of all UK jobs will require learners to have qualifications at Level 4 or above; in London 55% of all jobs will need these qualification levels. Therefore, our students will need high quality Level 3 qualifications to enable them to progress to

Levels 4-8 in Higher Education. (Source: Working Futures 2010-2020 study published in December 2011). The same study indicates that the greatest growth in jobs over the next eight years is likely to be linked to skills in computing. There will also be growth in manufacturing, but the expansion in employment opportunities will be linked to engineering companies and others with a high level of research and development.

**D7.1 The community where our students will come from and how the education plan reflects their needs while retaining high expectations for pupil achievement**

The local community will come, in the main from Bedford Borough and Central Bedfordshire: **Bedford Borough:** Bedford and Kempston and the villages of Elstow, Stewartby, Wilstead, Wixams and Wootton.

**Central Bedfordshire** Ampthill and the villages of Aspley Guise, Cranfield, Houghton Conquest, Lidlington, Marston Moretaine, Millbrook, Ridgmont and Shelton, will have easy transport access to our site.

**Milton Keynes:** South and East Milton Keynes, Bletchley and Woburn Sands

Our research shows that large numbers of Sixth Form students wish to study STEM based courses in Bedford Borough and Central Bedfordshire as the two tables reproduced below indicate. The College’s emphasis primarily on Science (Physics, Chemistry, Biology, Forensic Science, Human Biology and Computer Science) will respond to demand.

| <b>Bedford Borough</b>                   | <b>Learning Aims Studied by SSFs &amp; Academies by Subject</b> |                |                |                |
|--|---|----------------|----------------|----------------|
|  | <b>2007-08</b>  | <b>2008-09</b> | <b>2009-10</b> | <b>2010-11</b> |
| Science & Mathematics                    | 1665  | 2038           | 1975           | 2066           |
| Engineering & Manufacturing Technologies | 234   | 103            | 125            | 107            |

| <b>Central Bedfordshire</b>              | <b>Learning Aims Studied by SSFs &amp; Academies by Subject</b> |                |                |                |
|--|---|----------------|----------------|----------------|
|  | <b>2007-08</b>  | <b>2008-09</b> | <b>2009-10</b> | <b>2010-11</b> |
| Science & Mathematics                    | 2790  | 2896           | 3139           | 3555           |
| Engineering & Manufacturing Technologies | 424   | 390            | 481            | 457            |

We have not been able to access similar Learning Aims data for Milton Keynes, but we know that Milton Keynes College, based in Bletchley does not offer Further Mathematics or Computing and we anticipate that students wishing to study these subjects will use public transport to reach our proposed site.

Data from Bedford Borough Council ALPS reports indicate that students' achievement levels, i.e. progress, are barely satisfactory based on ALPS Value Added data. STEM subjects are graded as follows:

| <b>Subject</b>                        | <b>ALPS 2009</b> | <b>ALPS 2010</b> | <b>ALPS 2011</b> |
|---------------------------------------|------------------|------------------|------------------|
| Biology A2                            | 6                | 6                | 5                |
| Chemistry A2                          | 7                | 7                | 6                |
| Human Biology A2                      | 7                | 2                | 2                |
| Physics A2                            | 5                | 6                | 4                |
| Applied Science A2                    | 2                | 6                | 5                |
| Maths A2                              | 6                | 5                | 5                |
| Further Maths A2                      | 5                | 6                | 6                |
| Computing A2                          | 7                | 3                | 7                |
| Information Tech A2                   | 9                | 8                | 4                |
| Design Technology (3D Design) A2      | NA               | NA               | 3                |
| Design Technology (Food Tech) A2      | 3                | NA               | 7                |
| Design Technology (Product Design) A2 | 6                | 6                | 6                |
| Design Technology (Textiles) A2       | NA               | 3                | 4                |
| Electronics A Level                   | 6                | 4                | 2                |

| <b>Subject BTEC</b>               | <b>ALPS 2009</b> | <b>ALPS 2010</b> | <b>ALPS 2011</b> |
|-----------------------------------|------------------|------------------|------------------|
| BTEC Nat Award Forensic Science   | No data          | No data          | 5                |
| BTEC Dip Forensic Science         | 4                | No data          | 3                |
| BTEC Cert Electronic Engineering  | No data          | 5                | No data          |
| BTEC Cert Mechanical Engineering  | 3                | 3                | No data          |
| BTEC Dip Aerospace Engineering    | 3                | 3                | 4                |
| BTEC Dip Applied Sciences         | No data          | 4                | No data          |
| BTEC Dip – Electrical Engineering | No data          | 5                | 2                |
| BTEC Dip – Mechanical Engineering | No data          | 2                | 6                |
| BTEC Dip – Vehicle Technology     | No data          | No data          | 9                |

ALPS grades student progress on a nine point scale, where 1 is outstanding and 9 is the lowest in the country. This data set shows that for the vast majority of STEM based subjects, progress is as best satisfactory, which in itself indicates that there are areas for real improvement. The College outcomes in D 4.1.1 indicate that progress will be in the top decile, which in ALPS terms means attaining Grades 1 and 2 for progress, far higher than is being achieved in Bedford Borough currently.

#### **D7.2 Working with other schools, educational establishments and the wider community.**

Kimberley College is committed to working with others to secure its stated outcomes. Fundamental to this will be the work we will develop with a wide range of employers in the wider community.

We are already working with the Universities of Bedfordshire and Cranfield in the development of this proposal and are committed to building links with other universities in the region to meet our vision of becoming a national leading STEM provider.

We are planning to hold business breakfasts across the potential admission area if the bid is successful to garner support for our proposal. Wootton Academy Trust has already established links with Lockheed Martin, ARA and a range of smaller industries. We will seek the support of employers in providing mentors to our students and in their designing challenges and projects for our students to undertake. The importance we attach to working with industry is reflected in the fact that one of the Principal's core responsibilities will be to the College's STEM Ambassador creating new and developing existing links with companies and educational establishments and other institutions for the benefit of both Kimberley students and also the wider community.

We will work with other schools - through existing Sixth Form Consortium arrangements. Wootton Academy Trust has a track record of nurturing partnerships at pre and post 16 playing a major role in the existing Bedford Borough Sixth Form Consortium. The planned timetable structure for Kimberley College has been devised with this mind. We will offer students from other schools the opportunities to access one or more STEM courses as part of these consortium arrangements. We will maximise the use of technology to support these arrangements. We will use video conferencing where appropriate to reduce the frequency of travel to learn journeys for visiting students (for example where there is a one hour lecture - it makes greater sense for visiting students to attend 'virtually').

We will work in co-operation with Bedford College to enable students to access specialist facilities (e.g. in aeronautical engineering) at the Bedford College site and similarly to provide opportunities for Bedford College students to access courses at our College. Wootton Academy Trust already has established links with Bedford College pre-16 and there is a willingness on both parts to develop links post-16. Together, we will complement a new and expanding STEM offer to Sixth Form students.

The *Local Area Statement of Need for Bedford Borough* identifies the importance of encouraging STEM participation of students and is looking for the establishment of a STEM Academy. Bedford Borough Council is endorsing our bid and Brian Glover, Chief Education Officer has provided us with a letter of support.

We have stated in D.4.1.1. that one outcome will be that Kimberley becomes a Teaching School with staff designated to be Specialist Leaders in Education and our Principal as a National Leader in Education. We plan to achieve this through appointing outstanding teachers and through our relentless drive to secure continual improvement. We will seek to work collaboratively with others to share good practice, in common with other teaching schools, and to organize CPD opportunities for teachers to work alongside Kimberley staff. In addition, we plan to work with both a local, school-based provider of ITT (The Bedfordshire Schools Training Partnership) and with the Schools Direct trainees from our local training Schools (St Thomas More in Bedford) to deliver specialist teacher training in STEM subjects.

We also plan for Kimberley College's website to have a section dedicated to



its work with the wider community which will, in part, promote the work of the College, but we expect also to lead to others asking us to work with them.

### **D7.3 Promoting good community relations.**

Kimberley will promote good community relations, community cohesion, good race relations and equality throughout the community. It will do this by inviting the wider community into community events and Open Days to publicise the College's vision for education. It will encourage the community to participate in the life of the College and organise events for the Community on STEM related activities. These will be open to people of all ages. Whilst these will be timed throughout the year there will be special activities organised at key points e.g. National Science Week.

The College will ensure that its pastoral curriculum includes the themes of community cohesion, race relations and equality and that students' personal development is nurtured so that they become caring, responsible young adults who make their own personal contribution to the wider community. We plan to do this partly through a good citizenship programme involving our students helping in local schools (KS2 – KS4) and other community groups.

We will work with other education providers to enable our vision for Kimberley to become part of a shared educational vision for the area. We will develop positive relations with the media and promote issues impacting on equality (e.g. Women into STEM, where the UK has the second biggest gender gap in Maths and the third biggest gender gap in Science in terms of females studying these subjects in Higher Education. With respect to the EU the UK gender gap in the UK is the greatest of all EU countries) and race relations. We will celebrate the achievements of inventors and entrepreneurs from different cultures, rather than concentrating on a purely euro centric view of innovation.

We will promote community cohesion by building community relations with overseas colleges, developing opportunities for students to work together, using modern technology on joint projects.

We will monitor admissions to the College and staff appointment to ensure that our 'equality of opportunity' policy is consistently implemented and maintained.

## Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

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

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

|           | 2013 |    |   |    | 2014 |    |   |    |
|-----------|------|----|---|----|------|----|---|----|
|           | A    | B  | C | D  | A    | B  | C | D  |
| Reception |      |    |   |    |      |    |   |    |
| Year 1    |      |    |   |    |      |    |   |    |
| Year 2    |      |    |   |    |      |    |   |    |
| Year 3    |      |    |   |    |      |    |   |    |
| Year 4    |      |    |   |    |      |    |   |    |
| Year 5    |      |    |   |    |      |    |   |    |
| Year 6    |      |    |   |    |      |    |   |    |
| Year 7    |      |    |   |    |      |    |   |    |
| Year 8    |      |    |   |    |      |    |   |    |
| Year 9    |      |    |   |    |      |    |   |    |
| Year 10   |      |    |   |    |      |    |   |    |
| Year 11   |      |    |   |    |      |    |   |    |
| Year 12   | 300  | 92 |   | 31 | 350  | 81 |   | 23 |
| Year 13   |      |    |   |    | 300  |    |   |    |
| Totals    |      |    |   |    | 650  |    |   |    |

## Section E: Evidence of demand and marketing – part 2

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

### **E.1 Evidence of demand from parents, with children of relevant age for each new year group in each of our first two years of operation including confirmation from parents that they would select our College as the first choice for their child.**

The demand indicated in Section E part 1 represents merely the number of parents who have indicated their support on our website over twelve days. We know demand is far higher and will be able to demonstrate this both in this section and also if invited to the interview stage. We are in an on-going process of gathering information from parents regarding their firm commitment for their children to join our 16 - 19 STEM College. In December 2011 we issued a questionnaire to parents. We have included data from these questionnaires as part of our submission.

In February 2012 we established a website <http://www.stemcollege.co.uk> and we are currently collecting data from this site of firm demand from parents. With the establishment of this website we have broadened our data collection area, both geographically and chronologically to look beyond students in the two relevant year groups to younger students in middle schools who will be the students of the college from 2016 onwards.

Marketing our College and collecting data from parents and students will remain a key priority for our group in the coming months. Whilst this is true for all proposals, it is especially so for 16 – 19 STEM Colleges given the timing of the announcement for this type of free school coming in Chancellor's Autumn Statement in 2011.

#### **E.1.1 Data on the number of parents with children of the relevant age wanting to send their children to our 16 - 19 College bearing in mind our stated admissions policy and the proposed location of the college.**

We issued 185 parents with a questionnaire in December 2011. In acknowledging to parents that Year 11 students would not be able to access our College we still felt it prudent to assess demand from these parents, given their focus on Sixth Form choices and progression. The rationale for asking current Year 11 parents was based on the hypothesis that if they indicated they would have wished their children to access our STEM College had it actually been available to them – their indications would be made as well-informed preferences, given the information they were being provided at that time of all local opportunities available to them.

We were encouraged by these responses - see E.1.2. - and determined to ask the views students in Year 11 to confirm the parental response and also students in Year 10 - see E.1.5.

### **E.1.2 The questions we asked both parents and students in our initial questionnaires were:**

- Would you welcome the development of a 16-19 Sixth Form STEM College at Kimberley?
- Would you be interested in the possibility of this College operating a longer taught day?
- Would you welcome the new College concentrating upon STEM?
- Would you welcome a 16-19 Arts Baccalaureate, as part of the curriculum of the College?

A summary of the responses from parents is as follows:

#### **95 out of 185 questionnaires issued to Year 11 parents were returned:**

- 92 parents welcomed the development of a 16–19 Sixth Form STEM College at Kimberley.
- 81 parents indicated they would welcome the new College concentrating upon STEM.
- 84 parents supported an extended day.
- 80 parents wanted the college to also offer an Arts Baccalaureate.

In January 2012, we determined to set up a website for our proposed College but were delayed whilst we tried unsuccessfully to secure permission to use images of our preferred building (the vendors feeling it would compromise their negotiating position re price of the facility). On February 10<sup>th</sup> we established a website <http://www.stemcollege.co.uk> without images of the preferred location.

This website includes a survey WAT is asking parents in the relevant age groups to complete.

#### **Between February 10th - 21st 2012 a summary of responses is as follows:**

##### **Year 9 parents**

- 81 parents had completed the survey - 86% indicating they would choose the College as their first choice

##### **Year 10 parents**

- 92 parents had completed the survey - 86% indicating they would choose the College as their first choice

### **E.1.3 The templates we used for the initial questionnaire and the website survey**

Please see *Annexe 3*

### **E1.4 Engaging with the community.**

In terms of promoting our 16 – 19 STEM College we have:

- Held four meetings for parents in December 2011 where we outlined our proposals and issued parents with a written questionnaire to indicate their support.

- Addressed Year 9 and Year 10 students in school assemblies.
- Met with Bedford Borough Council's relevant senior officers of (Elected Mayor, Dave Hodgson; Chief Education Officer, Brian Glover) and explained the rationale behind our vision. The Council is very supportive and sees our STEM College fitting into its matrix of local provision. They are keen to work with us to secure the success of our proposal and Brian Glover has provided a letter of support (see *Annexe 4*).
- Attended the local 14 - 19 Strategic Partnership Board (which includes representatives of the Local Authority, Schools, College of Further Education, University of Bedfordshire, the Voluntary Sector) and promoted our proposal. The proposal was well-received.
- Met frequently with Bedford Borough Council's Lead Officer for 14 -19 provision; this officer is working with us to broaden our base of employer support.
- Explained our proposal to local Headteachers (e.g. Bedford Borough Secondary Head's group which includes representation from all schools, academies and Bedford College) and also to Deputy Heads (Bedford Borough 14 – 19 Operational Group).
- Liaising with local businesses to secure their support (see Appendix 1 for letters of support).
- Met with representatives of the two local universities (Universities of Cranfield and Bedfordshire).
- Established a website - <http://www.stemcollege.co.uk>
- Met with the Principal and Deputy Principal of Bedford College to outline our proposals and discuss ways of working together.

**E 1.5 Demonstrate demand directly from young people of the relevant age in addition to demand from parents.**

Demand from young people comes firstly in the form of the initial questionnaire we issued to Year 10 and Year 11 students in December 2011. Once again, we acknowledge that Year 11 students are not in the relevant age group; however we felt it prudent to assess demand from this cohort, given their focus and local knowledge of available provision re their Sixth Form choices. Secondly, since the launch of our website we have been collecting demand from students in the relevant age groups, namely the current Year 10 and Year 9 students.

**Initial questionnaire responses December 2011:**

**260 Year 10 students returned their questionnaires:**

- **255** students welcomed the development of a 16 -19 Sixth Form STEM College at Kimberley.
- **226** students indicated they would welcome the new College concentrating upon STEM.
- **217** students supported an extended day.
- **245** students wanted the college to also offer an Arts Baccalaureate.

**262 Year 11 students returned their questionnaires:**

- **257** students welcomed the development of a 16 –19 Sixth Form STEM College at Kimberley.
- **186** students indicated they would welcome the new College concentrating upon STEM.
- **208** students supported an extended day.
- **222** students wanted the college to also offer an Arts Baccalaureate.

**Data from the detailed website survey – February 10th onwards is still being collected. On February 21st 2012 a summary of responses is as follows:**

**Year 9 students**

- **185** students indicated Kimberley would be their first choice.

**Year 10 students**

- **132** students indicated Kimberley would be their first choice.

Please see *Annexe 5a and 5b* for an analysis of our survey and maps showing where demand is coming from.

**E 1.6. How we intend to update evidence of demand after the bid has been submitted**

We will continue to market our STEM College through our website, leafleting and newspaper advertisements. We plan to hold further Information Evenings. After Easter we will plan to invite local employers' and higher education representatives to a seminar where we will develop our plans in more detail alongside employers and university suggestions. We will also contact professional institutions such as the Institute of Mathematics and the Institute of Physicists, British Computer Society to secure their support for our bid.

**E2 How we intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Evidence of demand beyond our existing pupil and parent base.**

Based on our analysis of responses, Wootton Academy Trust (WAT) expects that a large proportion of its current students will transfer from Wootton Upper School and Arts College (WUSAC) to the proposed 16 – 19 STEM College after Year 11. This will create capacity at WUSAC for younger children to access places. WUSAC has been oversubscribed every year since 1992.

In terms of the area which both WAT's current Arts College and its proposed STEM 16 - 19 College will draw applications, there are four Lower Social Output Areas (LSOA) - in Bedford - that are in the 10% of most deprived LSOA in England and a further seven in the next 10% of most deprived LSOA in England. For example, many of WUSAC unsuccessful applicants live in Kempston North. Kempston North is a ward with a higher proportion of people in unskilled occupations as well as a higher proportion with no qualifications and, additionally, a lower proportion of people with degree level qualifications. More than 26% of children in Kempston North

live in income deprived households. These children would be able to access WUSAC, which they cannot do currently and subsequently progress as well qualified 16 year olds to either WUSAC Sixth Form to WATs 16 – 19 STEM College.

We have already cited the gender divide in STEM subjects' participation at Sixth Form level in this bid. Therefore, we will actively promote women into STEM using talks from female academics at our supporting universities as well as using our own female students so potential applicants. This will enable prospective students to see positive role models. We will also include in our marketing, opportunities for women qualified in STEM subjects.

**E.2.1 How we plan to make the school attractive to pupils of different backgrounds and abilities. This should include pupils from deprived or disadvantaged families;**

The high priority we propose to give to “Children who are Looked After”, as well as to other children qualifying for Free School Meals in our Admissions Criteria is one way we will reach out to children from poorer backgrounds. Similarly, our determination for the College to be located where there are excellent rail and bus transport links is another strategy to secure wider participation. The College will promote the Local Authority's subsidised travel permits for Sixth Form students in our marketing literature and actively support students applying for places at the College to make applications to the relevant local authority for travel permits as part of the induction process.

We will seek to work with local authorities when they prepare their annual Transport Policies to ensure that transport is not a barrier to such students accessing education at our College in particular but also to education in general.

We will promote the EFA 16 - 19 Bursary Scheme to support the most vulnerable students and offer guidance and support to help parents to complete applications who qualify against the criteria. Our remissions policy will support disadvantaged students to access off-site provision such as educational visits.

We will highlight the STEM successes of technologists, engineers, medics, inventors and scientists from **all** backgrounds, irrespective of their gender, nationality or ethnicity. We will celebrate their achievements and draw attention to their backgrounds so that students can see that background need not be a barrier to success. We will celebrate the achievements of Nobel Prize winners in recent times and our senior staff will endeavour to create contacts with them.

Above everything else, we will value and celebrate the achievements of all our students and be careful to ensure that our celebration of student success includes students of all backgrounds.

**E.2.2. Tell us if you are planning to use the school as a resource for the wider community (e.g. hiring out premises) and, if so, how will this be managed:**

We intend to allocate part of the College's premises to third party use e.g. lectures, training and employer conferencing. We are exploring this possibility already with one provider. Our proposed facilities, in a brand new award winning building, will be attractive to employers. They will include specialist teaching facilities as well as large classrooms and also: large lecture theatre, conferencing facilities, IT facilities, onsite crèche and catering facilities, which will allow employers to design training days, conferences and 'away days' for their offsite business focuses.

The College will be able to offer short courses, e.g. summer schools; after hours evening short activities such as lectures in STEM as well as In-service Training opportunities to others, in conjunction with teaching schools.

We will create a trading arm to manage these and other wider-community links with other providers and employers. The trading arm will be managed by WAT's Business Manager. In her previous employment, WAT's Business Manager had experience of running a Traded Service with training, bursary, helpdesk support etc. This traded service made full cost recovery with a trading surplus annually of circa £100K. The Trust's Business Manager will be responsible for the costing, booking and hiring the facilities, and this revenue will further support the College's income. A schedule of hire charges will be agreed with the Trust board and offered competitively to our business supporters, other employers and hirers, thus ensuring ongoing promotion of the College's facilities to the wider academic and business communities. The Principal, Trust Board and Governors would actively seek to promote the college to ensure that they have secure revenue streams other than from the EFA.

The College will offer part-time courses on a consortia basis as a STEM leader to other schools and colleges in the area, generating further income for the college and promoting the use of the facilities available.

**E.2.3. Include details of any discussions you have had with the local authority about pupil admissions or any details you have gathered about the need for more school places in the area.**

We have asked Bedford Borough Council about the availability of school places. Bedford Borough Council's *Local Area Statement of Need* identifies that additional places are required due to preparing for the Raising of the Participation Age. This same statement highlights the need for STEM provision in Bedford Borough.

More significant is the **Milton Keynes and South Midlands Sub Regional Strategy** (MKSM SRS) for housing development and specifically *Policy No. 1* which indicates there will be 19,500 new dwellings built between 2001 - 2021. Of these, **16,270 are in Bedford Borough**. This strategy allocates Bedford, Kempston and Northern Marston Area as the focal point for growth in housing. Northern Marston Vale is defined as being "Wootton, Stewartby and the area of land between the A421 and A6".



Bedford Borough Council's Housing Monitor Report (2010 – 2011) includes progress on these planned expansions. A further **10,500** dwellings remain to be built in Bedford/ Kempston/Northern Marston Vale\* in the next decade (2011 – 2021); half of these dwellings being planned for building by 2016. In particular, **1,050** houses are planned for developments in Wootton itself (Fields Road developments) - see *Local Plan Written Statement - Policies H11 and H12* and also further development of **750** houses is planned in Stewartby off Rousbury Road – *Policy H13*. In nearby Central Bedfordshire villages, there are **700** houses being built in Cranfield and another **850** plus dwellings planned for Marston Moretaine.

Many of the College's potential students will live in the MKSM SRS Growth Area. Therefore, we are confident that there will be very considerable increased demand for places at our proposed college, and in primary and secondary phases of education from the immediate locality.

## Section F: Capacity and capability

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

### **F1 Access to appropriate, and sufficient, educational expertise to deliver our vision**

#### **F.1.1 Identification of the resources, people & skills needed to set up and operate a school.**

WAT operates a very successful school and is able to call on Senior Leaders there to take on roles to implement its vision to set up and operate a 16 - 19 STEM College. In particular, the Trust has asked [REDACTED], Deputy Head, to project-manage the educational aspects of its proposal. [REDACTED] has [REDACTED]. The Trust is also able to call on the support of [REDACTED], [REDACTED]. Support has also been offered to WAT by the University of Bedfordshire and the University of Cranfield. (see *Annexe 4* Letters of support)

Current and former academic staff at [REDACTED] will play a significant part in bringing the vision for the college to reality. In particular, [REDACTED], [REDACTED], and two Emeritus Professors from the University, [REDACTED], and [REDACTED], will provide curriculum guidance and support and specifically develop contacts with other companies. We have support offered to us from other academic staff at [REDACTED] (for example [REDACTED], [REDACTED] and [REDACTED]). One member of Wootton Academy Trust, [REDACTED] is [REDACTED]. [REDACTED] has offered to support curriculum development, through [REDACTED], [REDACTED], specifically in terms of language acquisition and computer science.

The Trust will establish an education committee consisting of [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], and [REDACTED]. This committee will be responsible for co-opting others as required to implement the education plan. The committee will invite our industrial supporters to devise specific STEM projects and identify ways how examination syllabuses can be developed into programmes of study with real emphasis on applied learning.

#### **F.1.2 Confirm time commitments to the project from relevant individuals**

WAT will restructure staffing responsibilities internally at WUSAC to enable [REDACTED] to lead on this project with respect to delivering the education plan through to implementation stage. Forty percent of [REDACTED]'s time will be dedicated to this project. [REDACTED]'s college has agreed to release him to work on the project; currently [REDACTED] is spending the equivalent of one day per week on the project

[REDACTED], [REDACTED] and [REDACTED] are retired and have all agreed to work on the development of our education plan during the

implementation period. This will involve them working independently, nurturing and developing links and also as members of the education committee. [REDACTED] will be a member of the Education Committee and provide specialist help as necessary.

**F.1.3 Clear and detailed plans for identifying and securing any necessary educational expertise currently missing from our group.**

The Education Committee will be responsible for overseeing the work of group members and for ensuring that the curriculum is developed in line with our vision and educational plan. The committee will begin to meet formally, once approval of the bid is confirmed by the DfE. Its first function will be to agree clear terms of reference with WAT Company Members.

**F.2. Accessing appropriate and sufficient financial expertise to manage our school budget.**

**F.2.1. Identification of the resources, people and skills needed to set up arrangements for and undertake the financial management of a school.**

WAT's Company Secretary, [REDACTED], is [REDACTED]. WAT has asked [REDACTED] to be involved in the management of this project in respect of financial management. [REDACTED] is well placed to do this because of her previous experience in [REDACTED]. The delivery of schools budgets and ensuring that the available funding is spent in line with DfE, EFA guidance is well understood. [REDACTED]. Prior to this, [REDACTED] worked in the private sector for [REDACTED]. [REDACTED] has a detailed knowledge of educational budgets and understands the delivery of value for money principals for public funding.

Alongside [REDACTED], [REDACTED], a [REDACTED]. [REDACTED], one of the company members will be responsible for legal matters; [REDACTED] is a [REDACTED].

[REDACTED], Chair of WAT, and also [REDACTED], and [REDACTED] will also assist in [REDACTED]. [REDACTED] is [REDACTED].

WAT will establish a finance committee to be responsible for financial management of the project. [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] will be core members of this committee. [REDACTED], [REDACTED] will also be a member of this committee, as will [REDACTED]. Others will be co-opted as required.

**F.2.2. Confirm the time commitments to the project from relevant individuals**

WAT will restructure responsibilities internally at [REDACTED] to enable [REDACTED] to lead on this project with respect to Financial Management through to implementation stage. Forty percent of [REDACTED]'s time will be dedicated to this project.

**F.2.3. Clear and detailed plans for identifying and securing any necessary financial expertise currently missing from our group.**

The Finance Committee will be responsible for ensuring that financial

expertise is sourced where it is missing. The committee will begin to meet formally once approval of the bid is confirmed by the DfE. Its first function will be to agree clear terms of reference with WAT Company Members.

### **F.3 Accessing other relevant expertise to manage the opening and operation of our school.**

#### **F.3.1. Details of 16 - 19 STEM College project group - including WAT company members, and their particular areas of experience and expertise.**

In addition to the Directors, and other staff employed at WUSAC, WAT has access to expertise from the University of Bedfordshire and also Cranfield University and also from employers (see F.1.1 for personnel and expertise). We will continue to expand this support mechanism as the bid progresses.

#### **F.3.2. Set out clear time commitments to the project from the relevant individuals**

WAT will make available the time of key staff it employs to ensure the success of this project. WAT recognizes that many of its Year 9 and 10 students at WUSAC will make-up a significant proportion of the intake of the new 16 – 19 STEM College and, therefore, it is in those students' interest for WAT to provide this guarantee to the *DfE*.

Company members themselves are wholly committed to the project. WAT is fortunate in that some of its supporters are semi-retired professionals who are able to substantial time to the project.

#### **F.3.3 Explanation of how work on this school will be balanced against the development of others if our group is seeking to establish more than one school.**

WAT is seeking to establish only **one** 16 - 19 STEM College.

#### **F.3.4 Clear and detailed plans for identifying and securing any necessary expertise currently missing from our group.**

WAT has a wide range of skills and expertise to ensure the successful implementation and operation of this 16- 19 STEM College. In particular, it has expertise in:

- Curriculum
- Teaching and Learning
- Leadership and Management
- Governance
- Finance and Accountancy
- Human Resources
- Health and Safety
- Marketing
- Strategic Planning
- Quality Assurance
- Training and Development

See *Annexe 10* for biographies for our group.

We know that we will need to source additional help from professionals, including those in local and national government, to open our college. We will actively seek help in terms of our ICT strategy and Project Management to support our group, given the size and scope of this venture.

In addition to the education and finance committees, which have been working together on this bid, WAT recognises that it will need to establish other committees to work on its key plans. WAT has identified the following as key planning areas: staffing, curriculum, facilities, procurement, maintenance, marketing and transport.

#### **F.3.4.1. Staffing**

We are committed to appointing high quality staff and, therefore, will place national advertisements for all posts starting with the appointment of our principal designate (See F.5.1). The Principal Designate will work with the Governing Body to appoint the other members of the College's Leadership Team during the first half of the spring term 2013.

We will appoint the most outstanding individuals we can recruit. This has clear implications for the quality of marketing materials for potential employees. Our staffing structure will be arranged so that potential applicants are attracted by the salary of senior posts. WAT will want to assure itself these applicants are also attracted by the challenge that being employed at the College brings. The Principal Designate will draw up Person Specifications and Job Descriptions for each post on the Staffing Structure and these will be agreed by WAT. WAT follows accepted procedures in terms of the safe recruitment of employees to the College.

Short-listed applicants for teaching posts will be expected to teach during their interview assessment day. Since there will not be students at the College WAT will assess applicants teaching abilities using sixth form students in STEM classes at WUSAC. Staff will also be assessed according to how far they share the vision of the College; we will expect short-listed applicants to make presentations on how they will deliver our vision. Additionally, short-listed applicants will be presented with in-tray exercises requiring them to study and interpret data on student performance.

We want applicants to recognise the real differences between our college and other colleges and school Sixth Forms. Therefore, we will always ensure there is an employers' panel for teaching interviews; we believe that the College and employers will gain an insight into applicants' abilities to forge links with employers during our interview assessment process.

WAT is committed to involving students in the appointment of staff process. We recognise that this will be difficult in terms of appointments made prior to the College opening. However, where possible we will support the Principal Designate by asking WUSAC students to fulfil this role prior to the College opening formally.

Appointments for two Assistant Principals and the Head of Year 12 will take place in the first half of the Spring term in 2013. Other appointments - subject leaders and teachers - will be made, ideally, in the second half of the spring term – once firm student numbers are known. Once again short

listed applicants will be expected to teach and undertake a range of assessment tasks in addition to a formal interview. Any final appointments to teaching positions, not already filled, will take place in the first half of the summer term. We recognise that there are national shortages in some subjects (e.g. computing) and therefore early appointments are essential.

In the first year we will have limited numbers of staff as the College builds up to capacity. In addition to the Principal, we would envisage having two Assistant Principals – the precise subject discipline of these individuals will depend on the specialism of the Principal. If the Principal's own subject specialism is engineering or technology then we would seek to appoint an Assistant Principal (Maths/Computing) and an Assistant Principal (Science). (Section F. 4.1)

We anticipate that some part-time appointments may well be needed in 2013 - 2014. However, in Year one if it is unfeasible to appoint all the required part-time staff, because contact ratios are too small then WAT will work with the 16 - 19 College's Principal, and the Principal of WUSAC, to buy-in current WUSAC staff as necessary.

Support staff, starting with a PA for the Principal Designate, will be appointed by the Principal Designate and Business Manager of WAT. We believe there is wisdom in planning to use WAT's Business Manager in this role as she is already fully conversant with the systems operated by WAT.

WAT plans to achieve *Value for Money* by buying-in services at the 16 – 19 College from WAT's current employees. Whilst both institutions will need their own office staff (reception, general administration and assistance) we envisage that finance, payroll, exams office, data management and network management will be bought-in services. The College will need general IT support (to oversee day-to-day maintenance as well as its own Engineering workshop and Science technicians. However we intend to buy in from WAT network management.

We plan that WAT's Business Manager will be responsible for budgeting at the 16 – 19 College working alongside the Principal. We estimate that the Business Manager will spend 30% of the working week dealing with 16 – 19 STEM College business and the remaining 70% at WUSAC.

We will seek the early release of staff from their current roles, probably for the last week of the summer term 2013 to ensure the college is ready for opening in September 2013. We recognise there will be a cost involved in terms of supply payments to our future employees' current institutions.

#### **F.3.4.2. Curriculum Plan**

The **curriculum plan** will be a key factor in securing our outcomes. An obvious challenge facing the group will be the preparation of curriculum materials by staff prior to taking up formal appointment at the College. Once the staff are appointed we envisage holding a number of *pre-start* days, where staff will begin work in terms of drawing up long term plans for STEM subjects, the Pastoral Curriculum and also for our STEM projects. We will invite employers who are keen to work with the College to these days. We

will expect our Principal Designate to build on the employers' links the group is establishing currently prior to the pre start events. The attendance of employers will enable relationships between teachers and employers to be established.

We would expect to meet travel and subsistence expenses of our future employees and also those of employers in respect of the pre-start days. We believe that we can secure the commitment of our staff to attend these events given the opportunity of being involved in this pioneering adventure.

One outcome from these days will be for subject leaders to empower their teams in populating our Virtual Learning Platform in preparation for a September 2013 start.

WAT is committed to offering as full a curriculum as possible in 2013 - 2014 but is mindful of the need to balance its books. Therefore, the curriculum plan will be demand led. When the College opens, if there is insufficient demand to make a course viable we will not timetable it. However, we will look at ways of being creative to make groups viable in what we expect to be *minority* subjects, in terms of demand, e.g. computing, by working collaboratively with others, especially WUSAC.

If our bid is successful, WAT will cease offering some of its current STEM provision at WUSAC. Whilst WUSAC will retain (reduced) provision in Mathematics, Physics and Chemistry it proposes to not offer/introduce Computing, Systems and Control or Electronics or Level 3 Engineering at WUSAC. This is another way in which WAT can secure value for money over two sites. WAT will expect to be advised by the 16 – 19 STEM College Principal and the Principal of WUSAC, as well as the Business Manager, as to how this collaboration can be best achieved.

#### **F.3.4.3. Facilities Plan**

In terms of **facilities** we will work with the *DfE* to secure our site. Kimberley is currently for sale and has been for more than two years - WAT does not have a member skilled in buying and selling commercial property.

Similarly, one of our university supporters, University of Bedfordshire, has offered support in terms of managing the refurbishment of the site from its planned original use as a corporate headquarters into a 16 - 19 STEM College. We know what facilities we wish to develop at our preferred site in terms of teaching and learning areas and we have outlined these in detail in Section D.

Creating these facilities will involve internal remodelling of the site in terms of stud walls being installed to create usable spaces, as well as the construction of twenty-first century science laboratories and technology and engineering spaces. Therefore, the creation of a site/facilities committee including representation from the University of Bedfordshire will become a priority during the summer once the outcome of the bid is clear.

Many facilities are already in place at our preferred site including catering, crèche, gymnasium and all of the wiring for IT infrastructure. However, the

site/facilities committee will need to ensure that there is **auditing of the facilities and space** available.

#### **F.3.4.4. Procurement Plan**

The **procurement plan** for the College will be on similar lines to WAT has implemented at WUSAC. WUSAC already benchmarks services with other schools/academies in the area to ensure value for money is achieved. WAT ensure that contracts currently in place at WUSAC have been procured via CPC (Crescent Purchase Consortium), ESPO (Eastern Shires Purchasing Organisation); or local business whether the Governors have wanted locally sourced trades/services for the school, providing they offer good value for money for WAT. The Business Manager would be tasked with ensuring that all procurement is carried out within the guidelines of the current purchasing and tendering procedures documented in the Schools Financial Handbook, linked to the Financial Handbook for Academies 2006.

#### **F3.4.5. Maintenance Plan**

The **maintenance plan** will be led by the Business Manager directing the Site Agents and other trade professionals when maintenance is required. The preferred site should require very little in the way of maintenance other than “snagging” for the two years as it is a new building that will have been fitted out to the college’s specification. Routine checks such as boilers, air conditioning; fire safety; PAT (Portable Equipment Testing) will be carried out as per the maintenance schedule. This will be expanded over the time to include more routine maintenance in line with the age of the building.

#### **F.3.4.6. Marketing Plan**

We intend to market our new College as soon as the project is given final approval. Whilst we are already building a firm base of committed support, we will proactively seek to expand this support through a focussed **marketing plan**.

##### **F.3.4.6.a Website development**

We will seek opportunities to market the College by developing our website to include information on businesses and higher education supporting our 16 – 19 STEM College, pen portraits on the Principal and Staff once they are appointed a Governors page, College policies, curriculum information – including the courses and specifications offered by the College, pastoral structure as well as travelling to and from the College.

The College’s website will include video clips promoting STEM in general and include clips on Women into STEM and great inventions.

Instructions on “How to apply for a place,” including the admissions policy and application form, will be displayed prominently on the website.

We recognise that much of the curriculum information will need to be determined in the first instance by the group, since only the Principal Designate will be in place by the time students start making applications. WAT has a highly experienced team of curriculum planners who will be able to work with our Principal designate to put information together on how to apply for a place, make presentations on the courses on offer as well as undertaking virtual tours of the facility.



The website is the first point of reference not only for potential students but also our potential staff.

#### **F.3.4.6.b Other publications**

A College prospectus and brochure will be prepared during the Autumn Term. The Principal Designate will want to review and update these documents prior to them being printed in time for January 2013 Information Evenings. We will want to have available hard copies of all course information, in addition to them being available on our website.

#### **F.3.4.6.c Visiting potential students**

We will request permission for our Principal Designate to visit Middle Schools and Upper Schools in our area during the Spring Term 2013 to promote the new College and to answer questions. We recognise that some providers may not be “wholly” co-operative in this respect, hence our desire to work with Middle as well as Upper Schools. We recognise the importance of looking to the medium term, even before the first group of students joins the College.

#### **F.3.4.6.d Marketing the College using other Media**

We will seek opportunities to market the College in the local media including local newspapers, magazines and radio. We will produce leaflets which we will place in Libraries and Estate Agencies and make use of large display hoardings which are plentiful in Bedford Borough.

#### **F.3.4.7. Transport Plan**

Once our proposal is approved we will create a **transport plan**. Our aim will be to minimize environmental effects due to student and staff journeys to and from our College. Therefore, we will look to encouraging the use of public transport and cycling where possible. We indicate in Section E.2.1. that the College will seek to work with local authorities in the preparation of their transport plans. As part of this commitment we will work with transport providers to ensure that transport does not become a barrier to learning. We will liaise with existing public transport user groups regarding our College opening, namely:

- [REDACTED]

[REDACTED] We will seek to work with these groups to help them improve further local services. The opening of our College is likely to lead to increases in passenger usage on the rail line and also on bus transport linking Bedford and Stewartby.

#### **Current public transport links to our preferred site are as follows:**

- One train per hour from Bedford St. John’s Station to Bletchley stopping at Stewartby station and also one train per hour in the opposite direction.
- One bus (route number 68) every ninety minutes connecting Bedford, Kempston and Stewartby.

See *Annexe 10* and *Annexe 11* for timetables

#### **Buses**

We will lobby [REDACTED] to enhance public transport bus provision to our

College. [REDACTED] currently operates a route (number 52) linking Bedford, Marston Moretaine, Shelton, Cranfield and Cranfield University. This route goes past the end of Green Lane, on which our proposed site is located. The site is no further than 800 metres from where the bus passes. We will request the company adds a stop at this junction, or ideally includes the College itself as an official stop at the start and the end of the College day. We are committed to supporting students applying for subsidized public transport travel to enable them to travel to and from our College.

### **Trains**

Rail transport links to our preferred facility are already very good; Stewartby railway station is very close to the College site. Since trains already run in both directions, one per hour throughout the day, there will be no difficulty in student reaching the College. Additionally, there are also connecting services from Bedford to Luton and St. Pancras and from Bletchley to Central Milton Keynes and Euston. Furthermore, a new station is planned in 2015 for the village of Wixams connecting it to Bedford and thus giving students who move into this new village access to our proposed site.

### **Cycling**

The opening of the A421 bypass means that the local road linking of Wootton and Stewartby has light traffic only and is now suitable for cyclists. We wish to promote cycling to and from the College as a preferred means of transport for students in Wootton and elsewhere. Part of our transport planning will be to investigate the feasibility of having bicycles available at both WUSAC and the 16 – 19 STEM College which students may use as a means of getting between the school and the College. We will wish to provide cycle sheds for students to keep their bicycles safe on our site.

### **Private motor transport**

Our preferred facility already has a 230 place car park including extensive disabled parking very close to the main entrance.

## **F.4 How our staffing structure will deliver the planned curriculum**

The appointment of an *inspirational* Principal Designate is critical to the successful delivery of our Curriculum Plan. The integral involvement of employers in our curriculum has to be led by the Principal for it to have credibility. The role of the Principal Designate in building a high performing Leadership Team over the first two years of the College's operation is also crucial. All Senior Leaders will play a vital role in establishing the culture of accountability at all levels. We reiterate that we will support our staff to take risks in the pursuit of outstanding outcomes, as long as the risks are managed. We expect the Senior Leadership to appoint excellent teachers as subject leaders who themselves will be expected to provide inspirational leadership to their STEM curriculum specialism. Subject leaders will be responsible for ensuring programmes of study are in place, teaching and learning is cutting edge and for marketing their discipline. Subject Leaders will be accountable to one of the Assistant Principals for standards.

### **F.4.1 Planning for an appropriate and phased build up of staff (where the school is increasing in size over time) in line with planned pupil**

**numbers and financial resources.**

We anticipate the College being fully operational by 2015 – 2016. The College's Leadership Team will be fully in place by the beginning of 2014 – 2015, as well as all key post holders.

Roles and responsibilities will need to be designated for 2013 - 2014 by the Principal Designate to make the project affordable. In 2013 - 2014 it is inevitable that some roles and responsibilities will need to be combined and shared by senior post holders as the College grows. Our staffing structure ultimately sees the Principal being supported by three Assistant Principals. In 2013 - 2014 we envisage two Assistant Principals supporting the Principal - with precise areas of responsibility being determined according to the subject specialism of the Principal.

WAT's Business Manager will be shared between WUSAC and the 16 – 19 STEM College. In 2013 – 2014 the Business Manager will have a reduced proportion of time allocated to 16 – 19 College whilst the College is growing.

- 2013 - 14 300-students
- 2014 - 15 650 students
- 2015 - 16 700 students
- 2016 - 17 700 students

**F.4.2 Description of the final staffing structure, showing how it is sufficient, affordable and appropriate to deliver the education vision and plan.**

Under the leadership of the Principal, the College's Leadership Team (see *Annexe 9*) will be:

- Three Assistant Principals
- Head of Year 12
- Head of Year 13
- Business Manager.

The Principal will Line Manage the Leadership Team.

The Leadership Team will work to secure our aspirational outcomes. The three Assistant Principals will line manage subject leaders who in turn will line manage their subject teams. Strategic Leadership of the Science, Technology, Engineering and Mathematics will lie with the Assistant Principals.

Both Year 12 and Year 13 will have a Head of Year. Heads of Year will be responsible for leading the enrichment curriculum and identifying suitable

mentors to reflect student interests. Heads of Year will be involved in the delivery of the enrichment curriculum and will lead teams of tutors and have line management responsibility for tutors.

The support staff structure will include a PA for the Principal, General Administration, and Reception staff, all line managed by the Business Manager, as well as two Science Technicians and an Engineering Technician, line managed by the appropriate Assistant Principals. Learning Support Staff will be employed as needed in light of students offered places at the college.

A full time ICT technician will be employed by the college as will cover supervisory staff.

We are planning to buy in some services from WAT including:

- Payroll and additional HR
- Data/Information (Management Information Systems)
- Exams Officer
- Finance and Procurement
- Network/IT services

Buying in services from WAT represents good value for money students rather than duplicating an existing system.

#### **F.4.3. Setting out the structure of the senior leadership team, heads of department and support staff, as well as a clear description of their roles and responsibilities.**

##### **Roles and Responsibility**

Please see *Annexe 6a* and *Annexe 6b* for diagrams of the proposed staffing and support staffing structures.

We recognize that our Principal Designate will want to refine our proposed roles and responsibilities.

##### **Principal**

- Safety of students and staff
- Standards in the College
- STEM Ambassador responsible for employer engagement (and universities) locally, nationally and internationally.
- Policy implementation
- Recruitment up to Leadership Team
- Performance Management and Support Staff Appraisal
- College Self evaluation
- Marketing
- OFSTED

- Quality Assurance
- NLE
- College council
- Meeting with other Principals in Bedford Borough and Central Bedfordshire

### **Assistant Principals**

- Whole College Leadership role (e.g. Teaching and Learning, Data Analysis, Timetabling, Curriculum, Training and Development, Representing the college at local meetings –e.g. LA)
- Membership of Governing Body committees as required
- Departmental Standards (Quality Assurance role therein)
- Formative and Summative Data Analysis and with reports to Principal and Governing Body
- Curriculum Delivery
- Curriculum Development in the department
- STEM projects within the discipline
- Line Management and interventions (including where appropriate relevant support staff)
- Faculty evaluation
- Development and leadership of community based events in the faculty
- Course marketing literature
- Excellent teacher
- STEM Ambassador for the department responsible for inviting visiting speakers and other events and monitoring the quality

### **Head of Year 12**

- Attached to College Senior Leadership Team
- Leadership of Year 12 Form Tutor Team
- Leadership of Enrichment Curriculum Year 12 including Good Citizenship
- Responsibility for Pastoral Curriculum for Year 12 (including CEIAG)
- Leadership of admissions process including organization of student interviews
- Liaison with feeder schools
- Responsibility for the induction of students into the college
- Child Protection and Safeguarding
- Formative and Summative Data Analysis and with reports to Line Manager
- G & T provision
- Excellent teacher
- Member of College Council

### **Head of Year 13**

- Attached to College Senior Leadership Team

- Leadership of Year 13 Form Tutor Team
- Leadership of Enrichment Curriculum Year 13 including Good Citizenship
- Responsibility for oversight of Pastoral Curriculum for Year 13(including CEIAG)
- UCAS process and other university application systems (e.g. OU and overseas)
- Higher level apprenticeships
- Oversight of completion and checking of references for university and employment
- Child Protection and Safeguarding
- Formative and Summative Data Analysis and with reports to Line Manager
- G & T provision
- Excellent teacher
- Member of College Council

### **Heads of Subject**

- Excellent teacher including aspiring SLE
- Programmes of study in place and reviewed annually
- Line Management of teachers
- Curriculum development
- Formative and Summative Data Analysis and with reports to Line Manager
- G & T provision in subject
- STEM Ambassador for the subject responsible for inviting visiting speakers and other events
- Engagement with employers in planning STEM projects, arranging visits, lectures etc.

### **SENCo**

- Ensuring the needs of students with Special Education Needs are provided for on an individual basis.
- Liaison with local Assessment and Monitoring teams re student needs
- Identifying and ensuring student needs are identified and provided for.
- Liaison with students' previous schools.
- Liaison with subject teachers, Heads of subject as required
- Providing an annual report to the Governing Body

### **Teachers**

- Preparation and delivery of inspirational lessons
- Assessment and marking of students' work
- Writing programmes of study alongside other teachers as directed by the Subject Leader.
- Participation in STEM Projects.

## **Form Tutors**

- Responsibility for the personal development of students in the tutor group.
- Delivery of pastoral curriculum including Philosophy and Ethics and PSHE issues
- Producing references for Higher Education, Employers and others

## **Business Manager**

- Budgeting
- Business Generation
- Health and Safety
- Human Resources
- Line management of support staff (other than Science and Engineering technicians)

### **F.4.4. Reflect both the arrangements for the first term and year, and for the longer term as the school builds to full capacity, with clear delineation of roles and responsibilities.**

Our planned roles and responsibilities will need amending for 2013 – 2014, by the Principal Designate, to make the project affordable. It is inevitable that some roles and responsibilities will need to be combined and shared by senior post holders. Our staffing structure ultimately has three Assistant Principals. In 2013 – 2014, we envisage two Assistant Principals supporting the Principal – with precise areas of responsibility being determined according to the subject specialism of the Principal. There will be no Head of Year 13 when in 2013 – 2014 and subject leader roles will also be combined (e.g. if the Assistant Principal Science is a Physicist then we will not appoint a Subject Leader in Physics until 2014)

### **F. 4.5. Ensuring the information we provide is consistent with that provided in Section G**

The information above matches the financial plan in Section G.

### **F.5 Realistic plans for recruiting a high quality principal/designate, other staff and governors in accordance with our proposed staffing structure and education plans.**

#### **F.5.1 Plans for recruiting our school's principal designate (head teacher) and the role we envisage him/her playing in the implementation phase.**

##### **Appointment Process**

WAT will advertise nationally in recognized journals (e.g. TES) for a Principal Designate. We propose to pitch the salary at £70,000 which we believe is affordable. We plan to advertise in early September 2012 and hope to make an appointment before October half term. This will enable the Principal Designate to take up to take up his/her appointment in January 2013.

WAT recognizes that this is the most crucial appointment that it will make in terms of securing the College's success and we will want to work with

others to secure the best candidate. In this respect, we envisage that others for example the DfE, Cranfield University and University of Bedfordshire may wish to be involved in the appointment alongside members of Wootton Academy Trust.

WAT will produce an application booklet for applicants including sections on our vision for the college, the Leadership Team structure, and benefits of working in our College, Person Specification and Job Description. We have already produced a *draft* job description (see *Annexe 7.*)

Section F.3.4.1. - Staffing Plan - indicates that we expect all candidates to teach; and we would expect candidates short listed for the Principal's post to do so. It is very important to the group that our Principal is recognized as an outstanding teacher. We will also require short listed candidates to observe and assess a lesson of an existing WUSAC teacher, - who we judge to be a "good teacher" - giving the teacher feedback as to what needed to be done to make it an outstanding lesson, assuming the lesson was not judged outstanding in the first place.

Other activities will be designed to assess the candidate against our published person specification.

#### **Principal's role during Implementation Phase**

During the implementation stage WAT is keen to support the Principal Designate take on much of the project management by agreement; we are confident in being able to make this offer of support given our experience and expertise. WAT will find office space at WUSAC for both the PD and the PA to the PD until the College's site is available. This will enable the PD to have close contact with members of our group who will be focussing on the project.

Key roles we wish the PD to undertake prior to the College opening include the appointment of staff, marketing of the college to potential students and employers, preparing policies for approval by the board, producing one, three and five year development plans for the College linked to securing our aspirational outcomes, providing leadership to all groups leading on key plans (e.g. staffing, curriculum, facilities etc)

#### **F.5.2. The CV of your preferred principal designate, if we have already identified one, along with evidence of their ability to deliver our education vision and plan and lead our proposed school.**

WAT has not identified a preferred principal designate.

#### **F.5.3 Plans for recruiting high quality members of staff**

In Section F.3.4.1. we indicate our plans for appointing high quality staff in detail. In summary they are:

- National Adverts (TES) using quality information (Job Description, and Person Specification and Marketing of the College)
- Competitive Salary Level
- Rigorous Interview/assessment process (including of teaching and commitment to vision.)
- Observing safe recruitment procedures.



- Involvement of governors, employers and students in the process.

#### **F.5.4 Information on individuals already identified as prospective governors and their relevant skills and expertise**

We intend that the four founding members of WAT ( [REDACTED], [REDACTED], [REDACTED] and [REDACTED] ) will be on the Governing Body of the College. We intend to offer one position each to the nominees of Cranfield University and The University of Bedfordshire.

#### **F.5.5 Description of how we will identify and appoint committed governors, with the breadth of skills needed to oversee successfully both the implementation of a school and its operation once open.**

We will advertise in the local press inviting applications from employers to become Governors of the College and invite applicants to meet with the group and subsequently complete a skills audit. We will also appoint for the implementation process other individuals since there will be no parent or staff governors until the autumn of 2013. The Principal Designate will be an ex officio governor.

#### **F.6. Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.**

##### **F.6.1 Clear description in both writing and in a diagram the structure, lines of accountability and methods of escalation between the company members, the school's governing body (the company directors) and the principal.**

The Principal, an ex officio member of the Governing Body (see *Annexe 8a*), is in effect the Chief Executive, accountable to the Governing Body, with responsibility for implementing policies, procedures and strategies agreed by the Governing Body. The Principal is in-charge of the day-to-day running of the College. The Principal's performance is reviewed by the Governing Body.

The Business Manager is in effect the Finance Director, reporting to the Principal on budgetary matters as well as to the Governing Body. In our model, the Business Manager undertakes this role at both the 16 - 19 STEM College and also WUSAC and therefore reports to both Governing Bodies. The same person sits on the Wootton Academy Trust Board fulfilling the role of Company Secretary.

##### **F.6.2 Clear definition and set out the respective roles and responsibilities of the company members, the governing body and the principal designate**

The (four) company members will also be directors of the College. The

members will appoint the remaining (eight) directors of the College. The principal will be a director. The directors will oversee the Principal Designate's day-to-day management and governance of the College. This will be achieved through a range of committees which will ensure that each of the plans for the College, e.g. staffing, curriculum, etc. We envisage the College's Governing Body operating three committees once open: Curriculum, Finance (and Staffing), Site (and Partnerships). The Principal Designate will be a member of each of these committees and the Assistant Principals will join one or more of these committees according to their key responsibilities. The members, as the legal owners of the company, have a strategic role in running the College and ultimate control over the company. (see *Annexe 8b*)

**F.6.3 Arrangements that seek to ensure that any potential conflicts of interest are avoided and that deliver independent challenge to those with executive functions.**

Leadership and Governance will ensure that all decisions are determined based on the "Seven Principles of Public Service" – Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership - as identified by the Committee on Standards in Public Life.

Therefore, it will be our policy for declarations of interest to be made prior to discussion; minutes will be as detailed as possible so we can demonstrate our openness and the thinking behind decisions. The Governing Body's Committees will use benchmarking to hold the Principal and other members of the Leadership Team to account. It will exercise its responsibility to conduct the Principal's Performance Management rigorously and ensure that similar arrangements are in place for all other staff.

## **Section G: Initial costs and financial viability**

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please

use this section for the narrative. **Section H:**  
**Premises**

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

We have identified a vacant site in the village of Stewartby, an outlying village in Bedford Borough. (see Annexe 13) Built in 2009, by [REDACTED] as its headquarters, it has never been occupied. [REDACTED] was taken over by [REDACTED] during the building stage. Consequently, the building has been for sale since shortly after it was completed, but to date a buyer has not been found.

### **Why [REDACTED]?**

Our proposed site (see *Annexe 15*) is in an area of Bedford Borough which has seen significant housing growth and there is further growth planned (see section E). It has excellent public transport links – both rails and bus. It is close to the A421 bypass but the minor roads only have light traffic meaning that cyclists could access the site. Parents of students who live in outlying areas would be able to access the site using the A421 bypass.

The building has been built to modern building regulations and to a high specification; it is environmentally friendly (subterranean heating/cooling system, light sensors meaning that the running costs would be lower than in a traditional building. It is already fully accessible to students and adults with disabilities having two 13 people lifts.

It is adjacent to [REDACTED] which will enable our students to access recreational facilities, other than those provided in the gym on site.

There is already car parking for 285 vehicles as well as some cycle parking.

### **[REDACTED] address and post code**

Kimberley

[REDACTED]

Bedford

[REDACTED]

### **The current use of the proposed site**

[REDACTED] has had vacant possession since it was built in 2009.

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

[REDACTED] owns the freehold.

The estate agents are [REDACTED] – [REDACTED].  
Locally we have been liaising with [REDACTED] and [REDACTED] with respect to [REDACTED]

### **Brief description of the site including size (in square metres) along with the pupil numbers you are proposing**

The total site is 5,905 square metres. The accommodation has two distinct wings each over three floors and is currently open plan. We believe that this will provide us with the option to create the units of space we need, both in terms of “anytime anywhere” learning as well as creating more traditional spaces such as workshops and classrooms.

We are proposing to have 700 students in the College.

**Availability of the site and the nature of the tenure**

The site is vacant and is potentially available either as leasehold or acquiring the site outright.

**Why [REDACTED] is suitable for our 16 - 19 STEM College and how it will support delivery of your education vision?**

The building is iconic and will be inspirational in its own right. In our vision statement we indicate we want to provide an inspirational learning environment. We want to provide a cutting edge education to transform the lives of our young people.

## Annexes

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

**Annexe 1: Biographies of Wootton Academy Trust**

**Annexe 2A: 16-19 STEM College Curriculum Diagram**

**Annexe 2B: The College Day**

**Annexe 3: Questionnaire template and website survey template**

**Annexe 4: Letters of Support:**

- **Mr. A. Burt, MP, North East Bedfordshire**
- **Ms. N. Dorries, MP, Mid Bedfordshire**
- **Mr. R. Fuller, MP, Bedford**
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] **Mr. B. Glover, Assistant Director, Chief Education Officer, Chair of 14-19 Partnership Board, Bedford Borough Council**

**Annexe 5A: Survey Analysis**

**Annexe 5B: Maps/Postcodes**

**Annexe 6A: Staffing Structure**

**Annexe 6B: 16-19 College Support Staff**

**Annexe 7: Draft Job Description & Person Specification**

**Annexe 8A: Governance Model**

**Annexe 8B: Proposed Lines of Escalation**

**Annexe 9: Leadership Team**

**Annexe 10: Bus Timetables**

**Annexe 11: Train Timetables**

**Annexe 12: Plan A - Financial Plan 100% Capacity**

**Annexe 13: Plan B - Financial Plan 90% Capacity**

**Annexe 14: Risk Analysis**

**Annexe 15: [REDACTED]**

**Annexe 1 - Biographies of Wootton Academy Trust**

[Redacted]

,  
Member of Wootton Academy Trust

[Redacted]

Member of Wootton Academy Trust

Member Wootton Academy Trust

[Redacted]

[Redacted]

Member of Wootton Academy Trust

[Redacted]

[Redacted];

Director Wootton Academy Trust

[Redacted]

[Redacted]

, [Redacted].  
Director Wootton Academy Trust

[Redacted]

[Redacted];

Director Wootton Academy Trust

[Redacted]

[Redacted]

Director Wootton Academy Trust

[Redacted]

[Redacted]

Director Wootton Academy Trust

[Redacted]

[Redacted]

Director Wootton Academy Trust

[Redacted]

[Redacted]

Director Wootton Academy Trust

[Redacted]

[Redacted]

Director Wootton Academy Trust

[Redacted]

Biographies of other individuals involved in the project:

[Redacted]

Company Secretary

[Redacted]

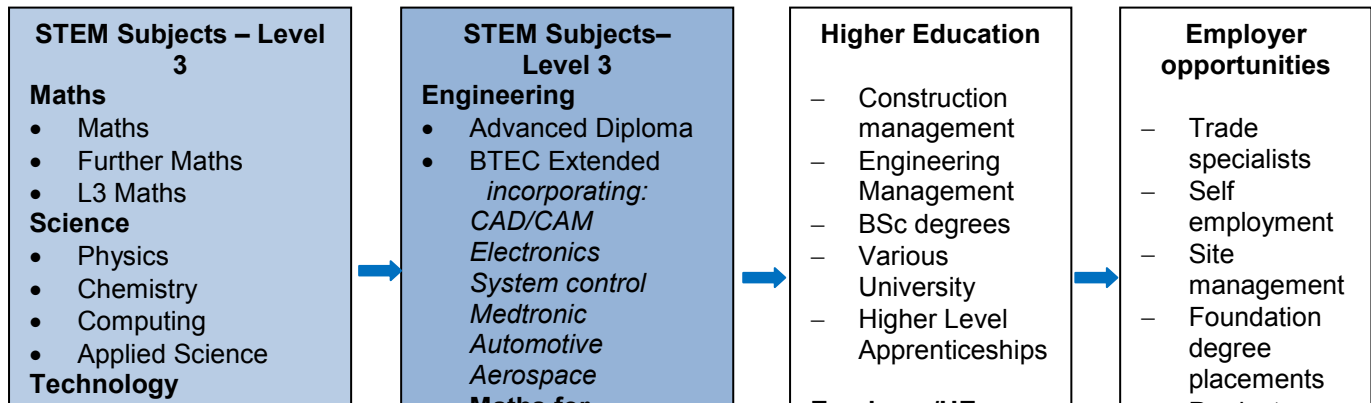
[Redacted]

[Redacted]

[Redacted]

Annexe 2A: 16-19 STEM College Curriculum Diagram

16-19 STEM College Curriculum







## Annexe 2B: The College Day

07.30 College Refectory opens for breakfast

17.00 College day ends 17.30 Rectory closes

|       | Week 1   |                        |                      |                    |         |  | Week 2   |                        |                      |                    |         |
|-------|--|------------------------|----------------------|--------------------|---------|--|--|------------------------|----------------------|--------------------|---------|
|       | Monday   | Tuesday                | Wednesday            | Thursday           | Friday  |  | Monday   | Tuesday                | Wednesday            | Thursday           | Friday  |
| 08.00 | Intervention 1 / Independent Session 1                         |                        |                      |                    |         |  | Intervention 1 / Independent Session 1                         |                        |                      |                    |         |
| 08.30 | A  | B                      | A                    | B                  | D       |  | A  | B                      | A                    | B                  | D       |
| 09.30 | A  | B                      | A                    | B                  | D       |  | A  | B                      | A                    | B                  | D       |
| 10.30 | Break  |                        |                      |                    |         |  | Break  |                        |                      |                    |         |
| 10.45 | Intervention 2 / Independent Session 2                         |                        |                      |                    |         |  | Intervention 2 / Independent Session 2                         |                        |                      |                    |         |
| 11.15 | C  | D                      | E                    | C                  | E       |  | C  | D                      | E                    | C                  | E       |
| 12.15 | C  | D                      | E                    | C                  | E       |  | C  | D                      | E                    | C                  | E       |
| 13.15 | Lunch  |                        |                      |                    |         |  | Lunch  |                        |                      |                    |         |
| 14.00 | Intervention 3 / Independent Session 3                         |                        |                      |                    |         |  | Intervention 3 / Independent Session 3                         |                        |                      |                    |         |
| 14.30 | Maths<br>Lecture   | Engineering<br>Lecture | Chemistry<br>Lecture | Biology<br>Lecture | Project |  | Maths<br>Lecture   | Engineering<br>Lecture | Chemistry<br>Lecture | Biology<br>Lecture | Project |
| 15.30 | Physics<br>Lecture   | E                      | B                    | Guest<br>Lecture   | Project |  | Physics<br>Lecture   | A                      | C                    | D                  | Project |
| 16.30 | Intervention 4/ Independent Session 4/ Language<br>Acquisition |                        |                      |                    |         |  | Intervention 4/ Independent Session 4/ Language<br>Acquisition |                        |                      |                    |         |

### Annexe 3 Questionnaire template and website survey template

#### Website survey:

1. **Would you choose the proposed Vale of Marston 16-19 Sixth Form College as your child(ren)'s first choice?**

- Yes
- Not sure
- No - I'm satisfied with the local provision

2. **Would you choose the Vale of Marston 16-19 Sixth Form College because (select all that apply):**

- The College makes provision for boys and girls aged 16-19.
- The College provides a stimulating and challenging STEM curriculum to help your child achieve their potential.
- The College develops a strong partnership with parents to help achieve and maintain high standards.
- The College has inspiring staff that will deliver exciting, exceptional quality education.
- The College will give your child the tools to become responsible citizens and members of the community.
- Other (please state below)

3. **The College plans to open its doors in September 2013. In which school year group(s) will your child(ren) be in September 2013?**

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Sixth Form

4. **Please tell us when your children were born:**

|             | DD                   | MM | YYYY                 |   |                      |
|-------------|----------------------|----|----------------------|---|----------------------|
| Child one   | <input type="text"/> | /  | <input type="text"/> | / | <input type="text"/> |
| Child two   | <input type="text"/> | /  | <input type="text"/> | / | <input type="text"/> |
| Child three | <input type="text"/> | /  | <input type="text"/> | / | <input type="text"/> |
| Child four  | <input type="text"/> | /  | <input type="text"/> | / | <input type="text"/> |
| Child five  | <input type="text"/> | /  | <input type="text"/> | / | <input type="text"/> |
| Child six   | <input type="text"/> | /  | <input type="text"/> | / | <input type="text"/> |

**5. Where do you live?**

- In Bedford
- 3 mile radius of Bedford Town Centre
- 4-6 mile radius of Bedford Town Centre
- 7-9 mile radius of Bedford Town Centre
- 10+ mile radius of Bedford Town Centre

**6. Please provide your postcode here:**

**7. Would you like to be updated on our progress?**

- Yes
- No

**8. Please provide your contact details, including e-mail and telephone number here:**

Name:

Address 1:

Address 2:

City/Town:

County:

Postcode:

E-mail Address:

Telephone No:

**9. If you are interested in joining the group of volunteers currently working hard to achieve a 2013 opening of the Vale of Marston 16-19 STEM College, please leave your contact details here with a brief description of your area(s) of interest or expertise (even if you're just good at giving moral support or spreading the word) and we will be in touch. Many thanks.**

**10. Where did you hear about the Vale of Marston 16-19 STEM College?**

- Leaflet
- Radio
- Other
- Friends/Family
- Newspaper



# WOOTTON UPPER SCHOOL & Arts College

To: Year 11 Parents/Carers and Students

## Kimberley : A 16-19 (STEM) College

|               |  |
|---------------|--|
| Name:         |  |
| Address:      |  |
| Telephone No: |  |
| E-mail:       |  |

Please tick as appropriate:

|  | YES | NO |
|--|-----|----|
| I/We would welcome the school developing a 16-19 Sixth Form College at the site of Kimberley   |     |    |
| I/We are very interested in the possibility of this College operating a longer taught day (9.30 a.m. - 12.30 p.m., 2.00 - 5.00 p.m.) |     |    |
| I/We would welcome the new College concentrating upon STEM (Science, Technology, Engineering and Mathematics)                        |     |    |
| I/We would welcome a 16-19 Arts Baccalaureate as part of the curriculum offer of the new College                                     |     |    |

|            |  |       |  |
|------------|--|-------|--|
| Signature: |  | Date: |  |
|------------|--|-------|--|

**THANK YOU FOR YOUR TIME AND SUPPORT**

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Registered in England, Company No. 7740758



**WOOTTON UPPER SCHOOL  
& Arts College**

**TO: YEAR 10 STUDENTS**

**Kimberley : A 16-19 (STEM) College**

|                     |  |
|---------------------|--|
| <b>Name:</b>        |  |
| <b>Tutor Group:</b> |  |

**Please tick as appropriate:**

|   | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|
| <b>I would welcome the school developing a 16-19 Sixth Form College at the site of Kimberley</b>  |            |           |
| <b>I am very interested in the possibility of this College operating a longer taught day (9.30 a.m. - 12.30 p.m., 2.00 - 5.00 p.m.)</b> |            |           |
| <b>I would welcome the new College concentrating upon STEM (Science, Technology, Engineering and Mathematics)</b>                       |            |           |
| <b>I would welcome a 16-19 Arts Baccaulaureate as part of the curriculum offer of the new College</b>                                   |            |           |

|                   |  |              |  |
|-------------------|--|--------------|--|
| <b>Signature:</b> |  | <b>Date:</b> |  |
|-------------------|--|--------------|--|

**THANK YOU FOR YOUR TIME AND SUPPORT**

Wootton Upper School & Arts College is operated by Wootton Academy Trust  
Registered in England, Company No. 7740758

**Annexe 4: Letters of Support**

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



## Annexe 5A: Survey Analysis

Total Number of responses up to 3pm on 21st February 2012 - 520.

### 1. Would you choose the proposed Vale of Marston 16-19 Sixth Form College as your child(ren)'s first choice?

|                | Yes         | Unsure     | No       |
|----------------|-------------|------------|----------|
| <b>All</b>     | 469 (90.2%) | 48 (9.2%)  | 3 (0.6%) |
| <b>Parents</b> | 148 (85.5%) | 24 (13.9%) | 1 (0.6%) |
| <b>Pupils</b>  | 321 (92.5%) | 24 (6.9%)  | 2 (0.6%) |

### 2. Would you choose the Vale of Marston 16-19 Sixth Form College because (select all that apply):

|                | The College makes provision for boys and girls aged 16-19. | The College provides a stimulating and challenging STEM curriculum to help your child achieve their potential. | The College develops a strong partnership with parents to help achieve and maintain high standards. | The College has inspiring staff that will deliver exciting, exceptional quality education. | The College will give your child the tools to become responsible citizens and members of the community. |
|----------------|--|--|---|--|---|
| <b>All</b>     | 415 (79.8%)  | 431 (82.9%)  | 376 (72.3%)   | 338 (65.0%)  | 308 (59.2%)   |
| <b>Parents</b> | 131 (75.7%)  | 145 (83.8%)  | 123 (71.1%)   | 108 (62.4%)  | 95 (54.9%)  |
| <b>Pupils</b>  | 284 (81.8%)  | 286 (82.4%)  | 253 (72.9%)   | 230 (66.3%)  | 213 (61.4%)   |

### 3/4. Dates of Birth converted into the current Academic Year Group as of 21<sup>st</sup> February 2012\*

|                | 7  | 8  | 9   | 10  | 11 | Other |
|----------------|----|----|-----|-----|----|-------|
| <b>All</b>     | 25 | 28 | 266 | 224 | 8  | 74    |
| <b>Parents</b> | 24 | 27 | 81  | 92  | 7  | 54    |
| <b>Pupils</b>  | 1  | 1  | 185 | 132 | 1  | 20    |

\*Note. When a parent has a child in more than one year group, they are counted in more than one column.



**5. Where do you live?**

|                | <b>In Bedford</b> | <b>3 mile radius of Bedford Town Centre</b> | <b>4-6 mile radius of Bedford Town Centre</b> | <b>7-9 mile radius of Bedford Town Centre</b> | <b>10+ mile radius of Bedford Town Centre</b> |
|----------------|-------------------|---|---|---|---|
| <b>All</b>     | 89 (17.1%)        | 57 (11.0%)                                  | 214 (41.2%)                                   | 120 (23.1%)                                   | 40 (7.7%)                                     |
| <b>Parents</b> | 24 (13.9%)        | 17 (9.8%)                                   | 66 (38.2%)                                    | 44 (25.4%)                                    | 22 (12.7%)                                    |
| <b>Pupils</b>  | 65 (18.7%)        | 40 (11.5%)                                  | 148 (42.7%)                                   | 76 (21.9%)                                    | 18 (5.2%)                                     |

**7. Would you like to be updated on our progress?**

|                | <b>Yes</b>  | <b>No</b>  |
|----------------|-------------|------------|
| <b>All</b>     | 427 (82.1%) | 93 (17.9%) |
| <b>Parents</b> | 166 (96.0%) | 7 (4.0%)   |
| <b>Pupils</b>  | 261 (75.2%) | 86 (24.8%) |

**10. Where did you hear about the Vale of Marston 16-19 STEM College?**

|                | <b>Leaflet</b> | <b>Radio</b> | <b>Friends/Family</b> | <b>Newspaper</b> | <b>Other</b> |
|----------------|----------------|--------------|-----------------------|------------------|--------------|
| <b>All</b>     | 54 (10.4%)     | 2 (0.4%)     | 64 (12.3%)            | 1 (0.2%)         | 399 (76.7%)  |
| <b>Parents</b> | 31 (17.9%)     | 0 (0%)       | 54 (31.2%)            | 1 (0.6%)         | 87 (50.3%)   |
| <b>Pupils</b>  | 23 (6.7%)      | 2 (0.6%)     | 10 (2.9%)             | 0 (0%)           | 312 (89.9%)  |

## **Annexe 5B: Maps/Postcodes**

**Postcodes - Parents and Students Survey (458) responses - Map 1 Individual Postcodes**



**Parents and Students Survey (458) responses - Map 2 Grouped Postcodes**



**Parents and Students Survey (458) responses - Map 3 Postcodes by distance**



**Parents Survey (148 responses) - Map 1 Individual Postcodes**



**Parents Survey (148 responses) - Map 2 Grouped Postcodes**



**Parents Survey (148 responses) - Map 3 Postcodes by distance**



**Students Survey (310 responses) - Map 1 Individual Postcodes**



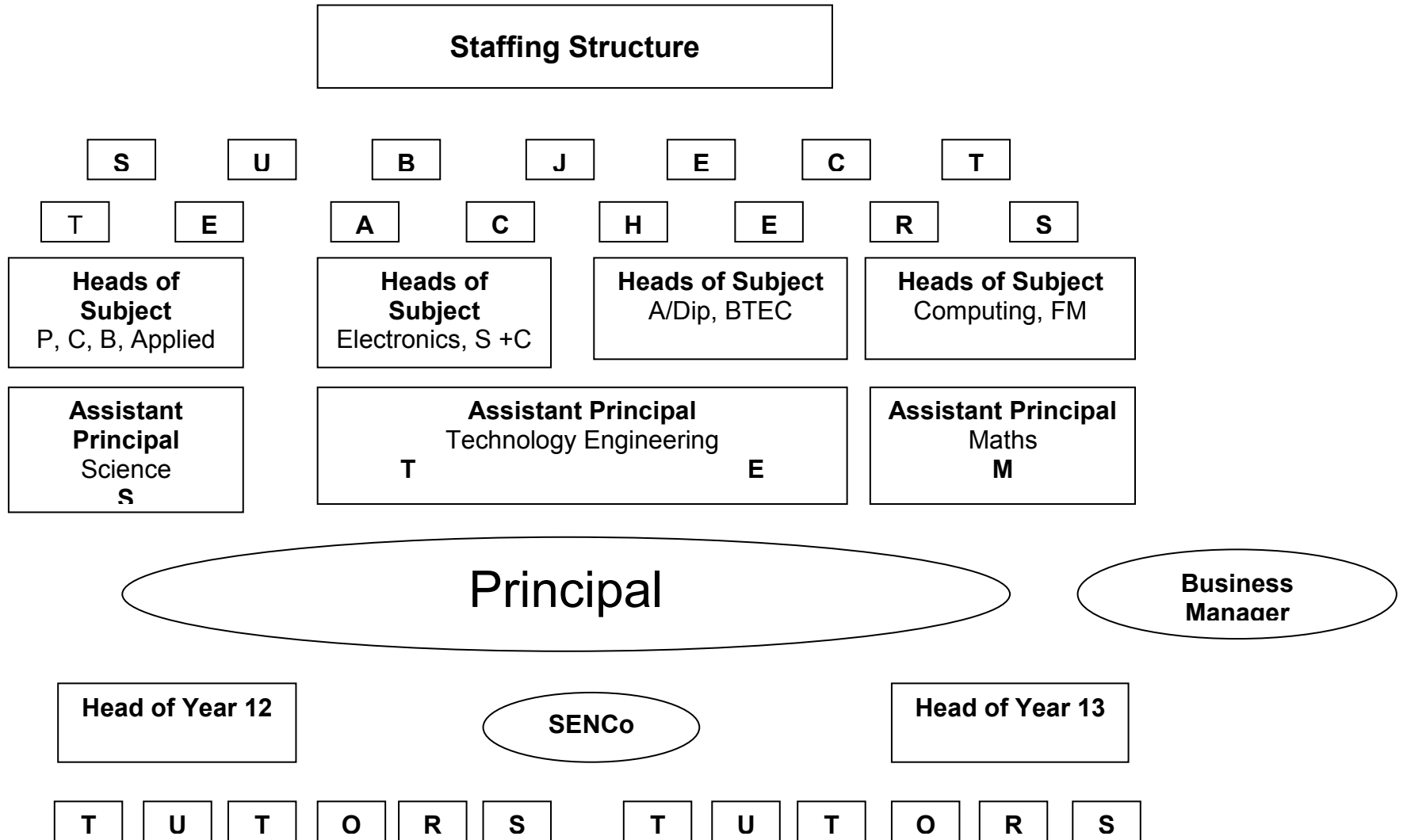
**Students Survey (310 responses) - Map 2 Grouped Postcodes**



**Students Survey (310 responses) - Map 3 Postcodes by distance**



**Annexe 6A: Staffing Structure**



**Annexe 6B: 16-19 College Support Staff**

**16-19 College Support Staff**

**Business Manager (30%)**

**Administration**  
Principal's PA FT  
Reception PT x 2  
Administrator TTO x 2

**Premises**  
Site Agents x 1.5  
Cleaners x 7

**Student Welfare**  
Guidance Office TTO  
Careers Support PT  
Student Counsellor PT TTO

**Curriculum Support**  
Science Tech PT TTO x 1.5  
Engineering Tech PT TTO  
Cover Supervisor TTO

**Network/IT**  
IT Technician FT

**Bought In**

**Payroll & HR**  
WAT

**Data/Information**  
MIS  
WAT

**Exams Officer**  
WAT

**Finance & Procurement**  
WAT

**Network/IT Services**  
WAT

## **Annexe 7: Draft Job Description and Person Specification**

**Job Title:** Principal

**Responsible To:** Wootton Academy Trust

**Responsible For:** All College employees and students

**Job Purpose:** To provide the highest level of strategic leadership in order to achieve the College's strategic objectives in accordance with the requirements of Wootton Academy Trust

### **RESPONSIBILITIES:**

1. To provide exceptional leadership to enable the College to flourish in an increasingly competitive and challenging environment.
2. To motivate and inspire staff and students to achieve outstanding performance and the highest standards.
3. To promote excellence in teaching and learning to ensure outstanding levels of student success and outcomes.
4. To ensure the College's financial stability and maximise funding opportunities available under the funding methodology currently in force, or from other sources.
5. To promote the College with STEM employers and other stakeholders and develop strong external relationships locally.
6. To ensure the health and safety of students and staff.
7. To ensure the security of the College estate and all College assets.
8. In accordance with the Articles of Government and subject to the responsibilities of the WAT, the Principal shall be responsible for the following functions:
  - a. making proposals to WAT about the educational character and mission of the institution and implementing the decisions of WAT;
  - b. the determination of the institution's academic and other activities;
  - c. preparing annual estimates of income and expenditure for consideration and approval by WAT, and the management of budget and resources within the estimates approved by the WAT;

- d. the organisation, direction and management of the institution and leadership of the staff;
  - e. the appointment, assignment, grading, appraisal, suspension, dismissal of staff and determination, within the framework set by WAT, of the pay and conditions of service, other than the holders of senior posts or the Clerk, where the Clerk is also a member of the staff; and
  - f. maintaining student discipline and, within the rules and procedures provided for within the Articles, suspending or expelling students on disciplinary grounds or expelling students for academic reasons.
9. To carry out all roles and responsibilities required by the Financial Memorandum with the current Funding Body and to take personal responsibility, which shall not be delegated, and to assure the Corporation that there is compliance with the financial memorandum.
10. To be a member of the FE Corporation and attend all committee meetings.
11. In common with all College employees, the Principal is expected to:
- Maintain discretion and confidentiality.
  - Comply with all College policies and procedures particularly the Health and Safety, Safeguarding, Equality Policy and Procedures.
  - Contribute to the management of students throughout the College.
  - Promote a positive image of the College internally and in the local community.
  - Participate in College events, as required.
  - Maintain own continuing professional development.
12. To carry out any other duties in accordance with the Delegation of Powers and as deemed appropriate by WAT.



## **PERSON SPECIFICATION**

The College regards the following as important criteria and will look for evidence that candidates meet as many as possible.

### **1. QUALIFICATIONS**

- Degree or equivalent level of education in a STEM Discipline.
- An appropriate professional qualification and/or post-graduate qualification.

### **2. EXPERIENCE, SKILLS & KNOWLEDGE**

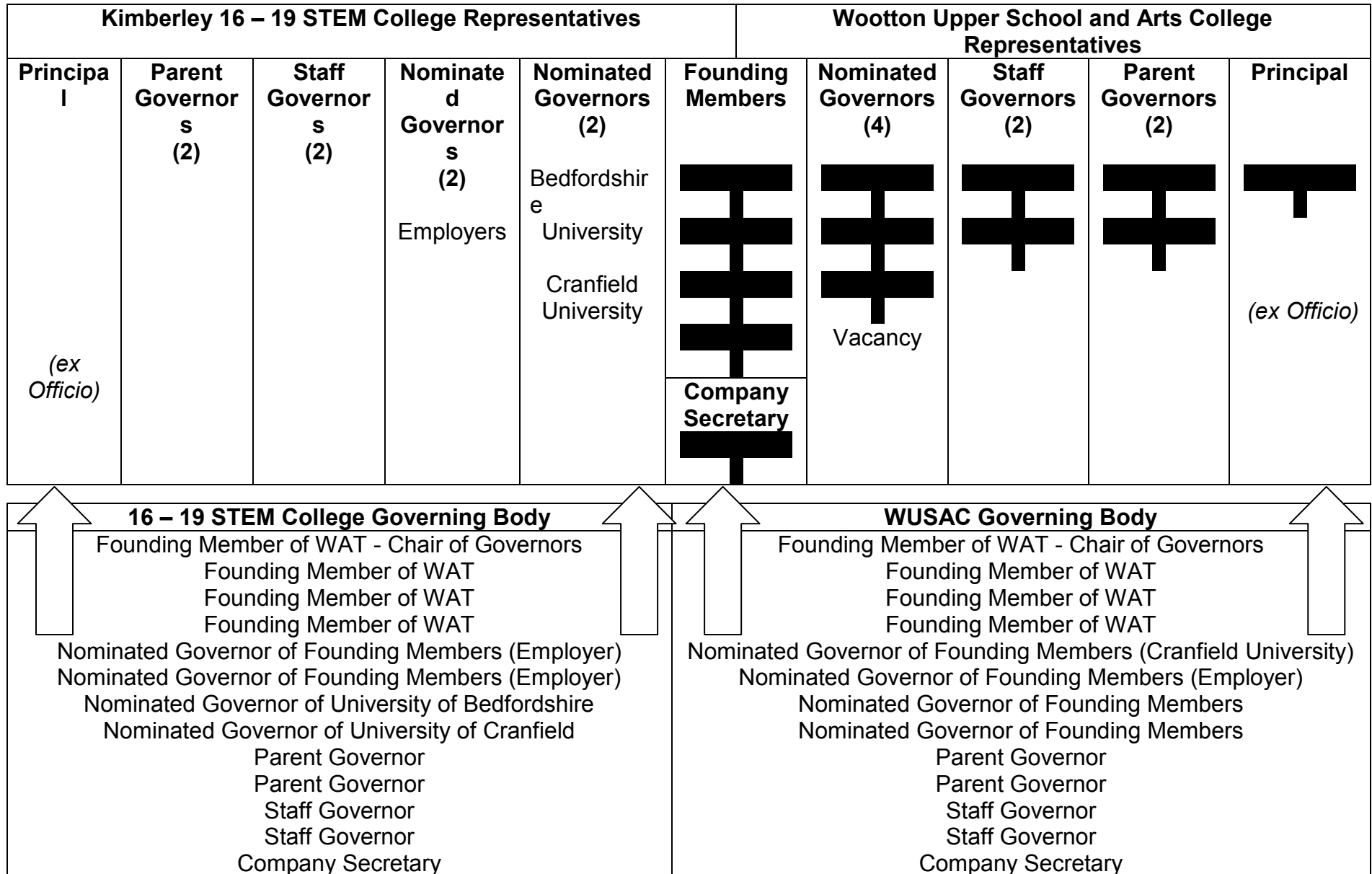
- a. A varied and demonstrable record of delivering success as a senior leader in a 'Good' or 'Outstanding' educational institution, particularly student outcomes.
- b. Working in the FE sector, especially in a Sixth Form College or an institution that predominantly provides 16-18 education.
- c. STEM.
- d. A deep understanding of the current and potential issues in the post 16 education sector, particularly teaching and learning.
- e. Planning strategically, identifying and seizing opportunities.
- f. Leading and successfully managing change.
- g. Motivating and successfully leading others.
- h. Understanding of the funding methodology and other key financial issues facing an educational institution.
- i. Excellent analytical skills and decision making, in particular, the ability to work and make good decisions under pressure.
- j. Working collaboratively with local providers of education and with local community groups.
- k. Developing strong external public relationships promoting and representing the College both within the local community and nationally.

### **3. PERSONAL ATTRIBUTES & QUALITIES**

- A vision and a leadership style that will inspire staff and students to deliver the highest achievement and standards.
- The highest standards of personal integrity and probity.
- Excellent communication, negotiation, interpersonal and team working skills.
- Empathy with post-16 students particularly those from environments of relative deprivation and disadvantage.
- A commitment to the College's values.

**Annexe 8A: Governance Model**

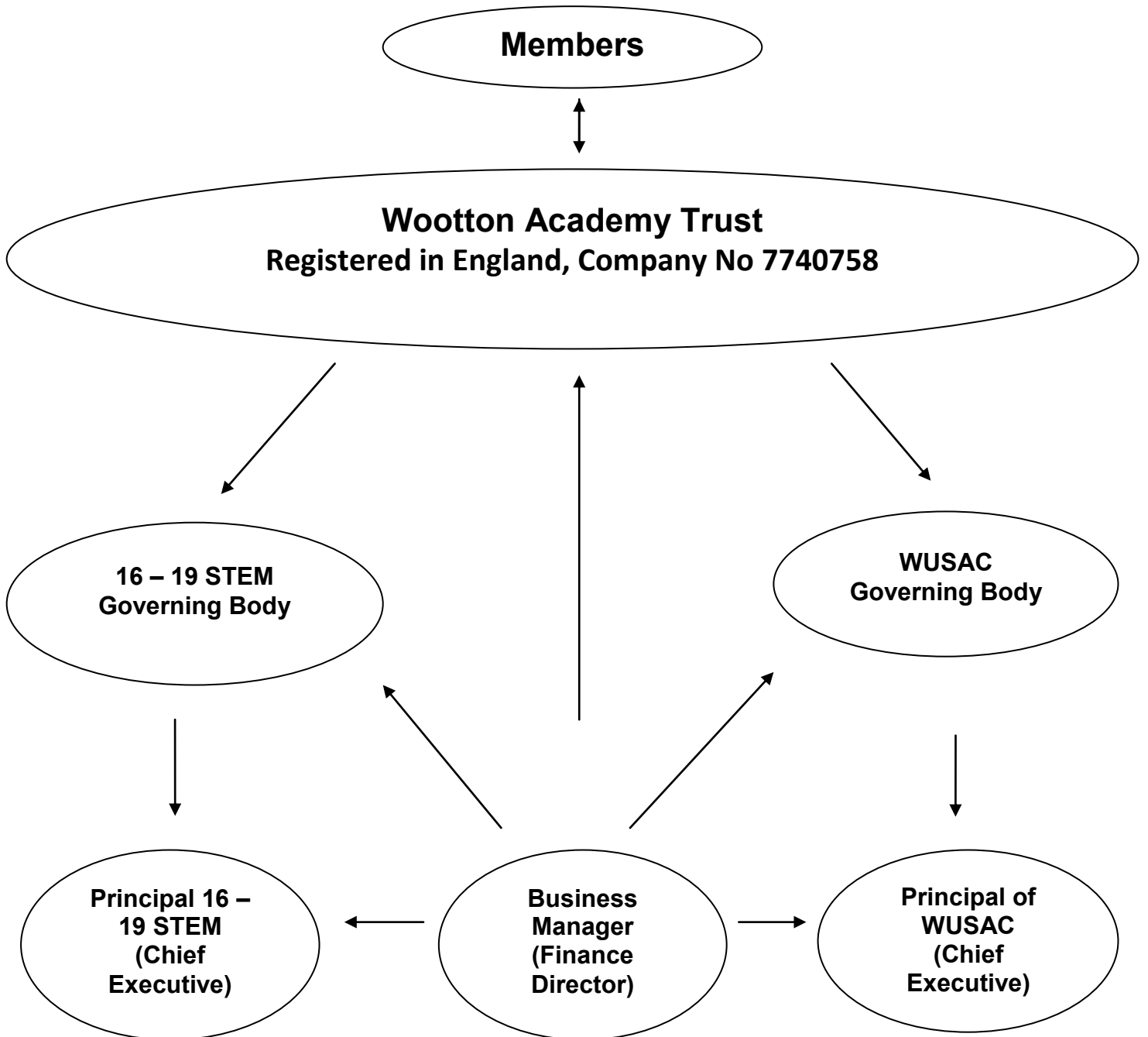
**Governance Model for the proposed 16– 19 STEM College  
Wootton Academy Trust Board**





Annexe 8B: Proposed Lines of Escalation

**Wootton Academy Trust**  
**Proposed Lines of Escalation**



**Annexe 9: Leadership Team**

**Leadership Team**

**Principal**

**Assistant Principal  
Science  
S**

**Assistant Principal  
Technology & Engineering  
T E**

**Assistant Principal  
Maths  
M**

**Head of Year 12**

**Business Manager**

**Head of Year 13**

## Annexe 10: Bus Timetables

| Bus Travel Timetable: Route 52 (Bedford – Kempston – Marston Moretaine – Cranfield) |                  |                  |
|---|------------------|------------------|
| <i>From</i>   | <i>Departure</i> | <i>Departure</i> |
| Bedford, Bus Station (1)  | 0730             | 0830             |
| Bedford, St Paul's Square (P2)  | 0731             | 0831             |
| Bedford Hospital, Kempston Road (B)   | 0735             | 0835             |
| Kempston, Saxon Centre  | 0740             | 0840             |
|   |                  |                  |
| Marston Moretaine, Beancroft Road   | 0750             | 0850             |
|   |                  |                  |
| <i>From</i>   | <i>Departure</i> | <i>Departure</i> |
| Cranfield University  | 0723             | 0823             |
| Cranfield, Technology Park  | 0725             | 0825             |
| Cranfield, opposite The Swan  | 0728             | 0828             |
| Upper Shelton, near The Exhibition  | 0735             | 0835             |
| Lower Shelton, Chapel   | 0737             | 0837             |
|   |                  |                  |
| Marston Moretaine, Beancroft Road   | 0742             | 0842             |
|   |                  |                  |
| <i>From</i>   | <i>Departure</i> | <i>Departure</i> |
| Marston Moretaine, Beancroft Road   | 1742             | 1842             |
|   |                  |                  |
| Kempston, Foster Road (NatWest Bank)  | 1752             | 1852             |
| Bedford Hospital, Kempston Road (A)   | 1756             | 1856             |
| Bedford, St Paul's Square   | 1800             | 1900             |
| Bedford, Bus Station  | 1806             | 1906             |
|   |                  |                  |
| <i>From</i>   | <i>Departure</i> | <i>Departure</i> |
| Marston Moretaine, Beancroft Road   | 1750             | 1850             |
|   |                  |                  |
| Lower Shelton, Chapel   | 1755             | 1855             |
| Upper Shelton, near The Exhibition  | 1757             | 1857             |
| Cranfield, The Swan   | 1804             | 1904             |
| Cranfield, Technology Park  | 1810             | 1910             |
| Cranfield University  | 1812             | 1912             |

## Bus Timetables

Operated by Stagecoach

|                             |         |                    |   |
|-----------------------------|---------|--------------------|---|
| Bedford Megarider<br>52 wks | £480.00 | Valid at all times | 52 weeks travel in the Bedford Megarider area |
| Bedford Megarider<br>13 wks | £180.00 | Valid at all times | 13 weeks travel in the Bedford Megarider area |
| Bedford Megarider<br>4 wks  | £46.00  | Valid at all times | 4 weeks travel in the Bedford Megarider area  |

| Bus Travel Timetable: Route 68 (Bedford – Kempston – Stewartby) |                  |                  |
|---|------------------|------------------|
| <i>From</i>   | <i>Departure</i> | <i>Departure</i> |
| Bedford, Bus Station (G)  | 0745             | 0905             |
| Bedford, St Paul's Square (P1)                                  | 0747             | 0907             |
| Bedford Hospital, Ampthill Road (F)                             | 0755             | 0915             |
| Kempston, Elstow Road   | 0758             | 0918             |
| Kempston, Spring Road   | 0800             | 0920             |
| Kempston, Walcourt Road   | ---              | ---              |
| Kempston, Bunyan Road*  | ---              | 0922             |
| Kempston, War Memorial**  | 0803             | ---              |
| Kempston, Cemetery  | ---              | ---              |
| Box End, Slaters Arms   | ---              | ---              |
| Kempston, West End  | ---              | ---              |
| Wood End, Cross Keys  | ---              | ---              |
| Hall End, Chequers  | ---              | ---              |
| Wootton, Village Hall   | ---              | ---              |
|   | 0818             | 0938             |
| Stewartby, Montgomery Close                                     | 0820             | 0940             |
|   |                  |                  |
| <i>From</i>   | <i>Departure</i> | <i>Departure</i> |
| Stewartby, Montgomery Close                                     | 1705             | 1830             |
|   | 1707             | 1832             |
| Wootton, Village Hall   | ---              | ---              |
| Hall End, Chequers  | ---              | ---              |
| Wood End, Cross Keys  | ---              | ---              |
| Kempston, West End  | ---              | ---              |
| Box End, Slaters Arms   | ---              | ---              |
| Kempston, Cemetery  | ---              | ---              |
| Kempston, St Johns Homes*                                       | ---              | ---              |
| Kempston, Bunyan Road*  | 1723             | 1848             |
| Kempston, Walcourt Road   | ---              | ---              |
| Kempston, Spring Road   | 1725             | 1850             |
| Kempston, Elstow Road   | 1727             | 1852             |
| Bedford Hospital, Ampthill Road (E)                             | 1730             | 1855             |
| Bedford, St Paul's Square                                       | 1736             | 1858             |
| Bedford, Bus Station  | 1740             | 1900             |

\* For the Saxon Centre

\*\* Opposite Lidl Supermarket

Operated by Grant Palmer

Bedford to [REDACTED]: Daily Return = 5.40/Weekly Return = £5.40/Monthly Return = £97.60  
 Kempston to [REDACTED] Daily Return = 4.10/Weekly Return = £18.50/Monthly Return = £74.00

## Annexe 11: Train Timetables

| Rail Travel Timetable (Bletchley – Bedford) |                  |                  |
|---|------------------|------------------|
| <i>From</i>                                 | <i>Departure</i> | <i>Departure</i> |
| Milton Keynes Central                       | 0721             | 0821             |
| Bletchley                                   | 0732 (arr 0725)  | 0839 (arr 0826)  |
| Fenny Stratford                             | 0735             | 0842             |
| Bow Brickhill                               | 0739             | 0850             |
| Woburn Sands                                | 0743             | 0853             |
| Aspley Guise                                | 0746             | 0856             |
| Ridgmont                                    | 0749             | 0900             |
| Lidlington                                  | 0753             | 0903             |
| Millbrook                                   | 0756             | 0907             |
|   | 0800             | 0910             |
|   |                  |                  |
| <i>From</i>                                 | <i>Departure</i> | <i>Departure</i> |
|   | 1650             | 1750             |
| Millbrook                                   | 1654             | 1754             |
| Lidlington                                  | 1657             | 1757             |
| Ridgmont                                    | 1702             | 1802             |
| Aspley Guise                                | 1705             | 1805             |
| Woburn Sands                                | 1708             | 1808             |
| Bow Brickhill                               | 1712             | 1812             |
| Fenny Stratford                             | 1715             | 1815             |
| Bletchley                                   | 1720 (dep 1801)  | 1820 (dep 1832)  |
| Milton Keynes Central                       | 1805             | 1838             |
|   |                  |                  |
| <i>From</i>                                 | <i>Departure</i> | <i>Departure</i> |
| Bedford                                     | 0731             | 0831             |
| Bedford (St Johns)                          | 0734             | 0834             |
| Kempston Hardwick                           | 0741             | 0841             |
|   | <b>0744</b>      | <b>0844</b>      |
|   |                  |                  |
| <i>From</i>                                 | <i>Departure</i> | <i>Departure</i> |
|   | <b>1715</b>      | <b>1759</b>      |
| Kempston Hardwick                           | 1718             | 1802             |
| Bedford (St Johns)                          | 1725             | 1809             |
| Bedford                                     | 1731             | 1815             |

Operated by East Midlands Trains

Milton Keynes Central to [REDACTED]  
 Off-Peak Day Return (with 16-25 Railcard) = £4.10  
 Anytime Day Return (with 16-25 Railcard) = £6.20  
 Off-Peak Day Return (without 16-25 Railcard) = £6.20  
 Anytime Day Return (without 16-25 Railcard) = £10.90

(16-25 Railcard costs £28/year)



## Annexe 14: Risk Analysis

The following considerations have been given to the key risks involved with the project:

| Risk Identified   | Likelihood<br>(5=high,<br>1=low) | Impact if<br>occurs<br>(5=high,<br>1=low) | Response<br>(transfer, tolerate,<br>treat, or<br>terminate) | Control procedures and Monitoring   |
|---|----------------------------------|---|---|---|
| <p>Risk 1</p> <p>Inability to recruit &amp; retain sufficient students.</p>                               | 2                                | 5   | Treat   | <ul style="list-style-type: none"> <li>• Development Plan</li> <li>• Links with feeder schools and other Trust bodies</li> <li>• Recruitment targets</li> <li>• Open Days and other marketing</li> <li>• Ensure employer links/sponsorship secured and marketed to students and the potential community</li> <li>• Advertising to increase public profile.</li> <li>• Offer community projects/links to neighbouring areas/schools/other employers.</li> <li>• Review of the marketing plan for the College.</li> </ul>   |
| <p>Risk 2</p> <p>Inability to recruit &amp; retain experienced staff to deliver the educational plan.</p> | 2                                | 4   | Treat   | <ul style="list-style-type: none"> <li>• Robust recruitment procedures in place for all staff.</li> <li>• State of the art facilities &amp; exciting curriculum.</li> <li>• Retention of Leadership Team ensures experienced staff are on hand to help less experienced colleagues. Extensive evidence already for this at WUSAC.</li> <li>• Implementation of job shadowing where possible.</li> <li>• Subject Leaders and key senior staff step in to assist staff, where necessary. Line management meetings and monitoring in place.</li> <li>• Staff briefing, team meetings, scheduled weekly training/ induction training.</li> <li>• CPD in place for all staff</li> <li>• Subject Leader meetings</li> <li>• Training Days/ Staff Briefings/</li> <li>• Performance Management in place for all staff</li> <li>• Work with North Bedfordshire Training Partnership and St Thomas More Teaching School to train PGCE and Schools Direct trainees in STEM subjects.</li> </ul> |

|   |          |          |                       |   |
|---|----------|----------|-----------------------|---|
| <p>Risk 3</p> <p>Ability to sustain sponsorship/employer income levels.</p> | <p>3</p> | <p>4</p> | <p>Treat</p>          | <ul style="list-style-type: none"> <li>• Annual review of fundraising strategy.</li> <li>• Governors approve fundraising strategy and assist with recruitment and retention of business links and sponsors.</li> <li>• Responsible Officer reviews funding streams to prove there is not over-reliance on any one partner.</li> <li>• Further develop the trading arm of the College into evening/adult courses.</li> <li>• Look at further training links for staff in other schools in STEM subjects.</li> <li>• Robust reporting and analysis from the Business Manager to the board to remain on track with income targets</li> </ul> |
| <p>Risk 4</p> <p>Inability to meet demand for places</p>                    | <p>1</p> | <p>4</p> | <p>Treat/Tolerate</p> | <ul style="list-style-type: none"> <li>• Link to Risk 1 - falling applications may be due to <i>perception</i> of lack of places.</li> <li>• Review Admissions criteria.</li> <li>• Increase student population to 713 dependent upon demand.</li> <li>• Maintain key employers and Higher Education links</li> </ul>   |

**Annexe 15:** [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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