



**ONE IN A MILLION
FREE SCHOOL**

BRADFORD

PROPOSAL FOR 2012 OPENING



Section 1: Applicant details

Details of Company Limited by Guarantee
Name: One in a Million (Sports)
Company address: ██████████, Bradford City Football Club, ██████████, Bradford, ██████████
Company registration number: 6382156
Main contact
Name: ██████████
Address: Bantams Business Centre, Bradford City Football Club, ██████████, Bradford, ██████████
Email address: ██████████
Telephone number: ██████████
Members and Directors
Please confirm the total number of (a) Company Directors 5 <input type="checkbox"/> and (b) any other members of the Governing Body 5 <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: ██████████ Position: ██████████
Name: ██████████ Position: ██████████
Name: ██████████ Position: ██████████
Name: ██████████ Position: ██████████
Name: ██████████ Position: ██████████
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? NO
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School: N/A
If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

Declaration to be signed by a Company Director

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

Signed:

Print Name:

Date:

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

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

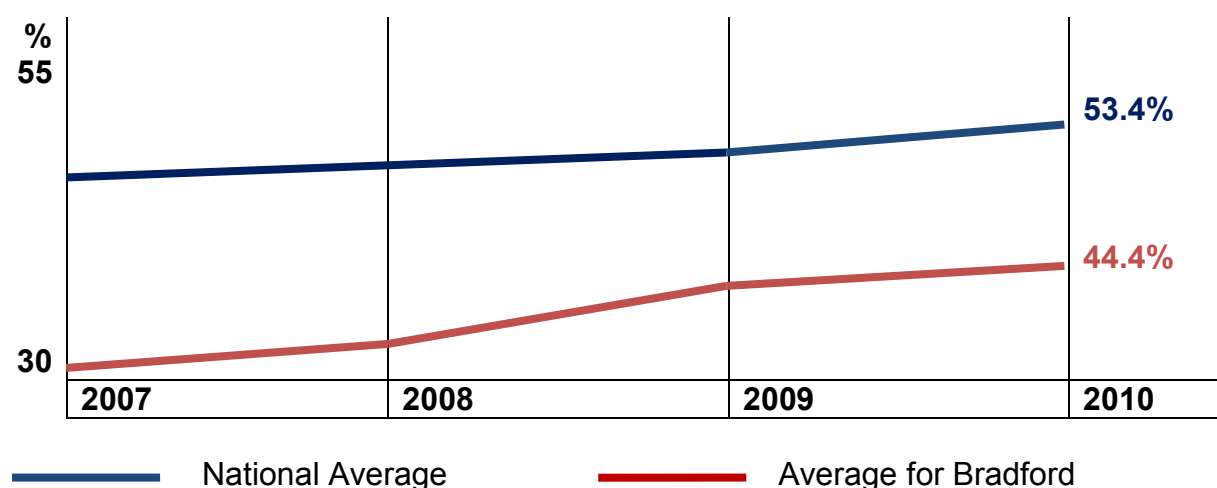
Proposed school name:	One in a Million Free School								
Age range:	11 - 18								
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018	
	Reception								
	Year 1								
	Year 2								
	Year 3								
	Year 4								
	Year 5								
	Year 6								
	Year 7	50	50	50	50	50	50	50	50
	Year 8		50	50	50	50	50	50	50
	Year 9			50	50	50	50	50	50
	Year 10				50	50	50	50	50
	Year 11					50	50	50	50
	Year 12						50	50	50
Year 13							50	50	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A								
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	None								
Is this an application for a single-sex school? If so, please tick the relevant box.	<p>No. If Y, please tick one of the following boxes</p> <input type="checkbox"/> Boys <input type="checkbox"/> Girls								
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Bradford Metropolitan District Council Neighbouring: Kirklees and Leeds								

Section 3: Educational vision

One in a Million (OIAM) is a charitable organisation comprising outstanding teachers, educationalists, business experts and sports professionals. We wish to establish a new secondary Free School offering a vocational curriculum for 11 – 18 year olds themed across sport, the arts and enterprise. OIAM is committed to raising educational standards within the City of Bradford, working with pupils who come from some of the most deprived communities in the UK.

Achievement of secondary school pupils across Bradford is below the national average. Of the 31 secondary schools in the City (including independent schools), 6 are National Challenge, with less than 30% of pupils achieving five GCSEs at A*-C, including English and Mathematics. 14 secondary schools achieve less than 40% A*-C, including English and Mathematics. The % of pupils achieving 5 A*-C across the Authority as a whole is 44.4%, compared with a national average of 53.4%. The average point score for A/AS levels across the Authority is 662.6 compared with a national average of 774.8.

Bradford schools and colleges: % pupils achieving 5 A*- C GCSEs including English and Mathematics (figures published 12/01/11)



However, traditional academic achievement should not be the only considered measure of success. The Contextual Value Added (CVA) scores for Bradford schools – a measure that demonstrates how much progress a school's pupils are making in comparison to other pupils from similar backgrounds – are also comparatively low. 62% of secondary schools in Bradford (excluding independent schools that do not have to collate CVA data) achieve scores that suggest pupils from across the Authority make less progress than similar pupils, in similar schools, in similar contexts, nationally¹.

¹Figures published 12th January 2011:

http://www.bbc.co.uk/news/special/education/school_tables/secondary/10/html/cva_380.stm?compare

The need for different educational interventions and opportunities to improve the life-chances of all pupils from across Bradford is clear. A traditional curriculum that is measured through levels of achievement in traditional GCSE (or equivalent) scores fails to take into account the possibilities and potential for many pupils across the Bradford district. Our school aims to celebrate the successes and ambitions of each young person, included through the achievement of non traditional awards for school league tables. These may include leadership awards, vocationally relevant awards e.g. level 1 coaching and/or professional certification e.g. in catering and hygiene.

Demand for secondary school places across the Authority is, and remains, high. Approximately 10% (over 3000 in 2009) of pupils have to attend schools maintained by other Authorities. According to Office for National Statistics (ONS, 2009)² and based on population estimates, Bradford is the 4th largest metropolitan district in England and the 5th largest nationally. The age profile for Bradford is younger than that of the Yorkshire and Humber region and of the national average. Nearly 23% of the population are under 16 compared with 19% regionally and nationally. The population of Bradford is also increasing at a rate faster than both the regional and national averages. Significantly, evidence of demand specifically for the One in a Million Free School demonstrates that there is sufficient need and demand for additional pupil places within the OIAM footprint.

It is through an understanding of these factors, coupled with our drive and determination to make a difference, that OIAM is committed to offering a sustainable and successful alternative in educational provision; supporting each and every individual pupil to achieve to their best abilities across a range of focused and purposeful learning experiences.

The One in a Million Free School will focus on raising standards for inner city pupils from across the district through a vocational and relevant curriculum. Building upon the strong principles underpinning Charter schools, the One in a Million Free School will be small school, ensuring each pupil is well known to each other and the wider school community³. We will utilise our expertise and experience of working with diverse young people from urban areas to ensure that each pupil has the chance of maximising their successes.

Our overall aim is to make a difference to young people by engendering respect, self esteem, motivation and engagement. The ethos of our school will be rooted in the name of our charity, where every young person is recognised and valued as 'one in a million'.

Our mission is to enhance the life chances of all pupils at the One in a Million Free School through a tailored programme of vocational learning across sport, the arts and enterprise.

Our vision is that each pupil will utilise their skills, talents and educational achievements across sports, the arts and enterprise to better themselves and their communities.

²

³

The One in a Million Free School will cater for pupils from all backgrounds and of all abilities, ensuring each is encouraged and supported to achieve success. We recognise that for some pupils, traditional curricula and delivery style can prove unproductive and restrictive. Our approach will be individualised and tailored to ensure that each and every pupil can succeed and flourish.

Through our themed, vocational curriculum each pupil will achieve a range of qualifications, including professional certification in sport, the arts and/or enterprise. The curriculum will be structured and organised to provide a sustainable and complementary model for delivery, matched to individual levels of development and ambition, rather than duplicating what other schools in the area already provide.

The One in a Million Free School will be non-selective. Our pupil population will be drawn from those for whom a vocationally orientated and personalised curriculum is preferred. We will embrace a full spectrum of young people, including some pupils from the Centre of Excellence based at our partners Bradford City Football Club, as well as those who may be excluded, at risk of exclusion or not in education, employment or training (NEET). Whilst these latter terms are most commonly applied to school and educational settings, young people who find themselves in these positions are more often than not also excluded or at risk of exclusion from any family life and/or community engagement.

As stated, our educational vision includes a commitment to community engagement, enabling each pupil to utilise their skills, talents and educational achievements to better themselves and their communities. When our pupils leave the One in a Million Free School, they will be active participants in their communities, acting as role models, using their talents and skills to engage others in positive community activities and programmes. Our pupils will be confident and have a level of self belief that enables them to participate in professional and leisure based activities through work and/or volunteering. Our pupils will feel proud – of themselves and the communities in which they live and lead.

We will work in partnership with ProVision Ltd which provides alternative education programmes in conjunction with the Education Bradford District PRU. This provision will be co-located at the Bantam's Business Centre but separate from the One in a Million Free School. We look forward to opportunities for working together, extending the relationship we already have through the OIAM charity and to ensuring best practice and maximum opportunity are embedded in both of our educational organisations.

The sharing of expertise and best practice is also core to our mission and vision e.g. in behaviour management. Our teaching team will draw on practical experience and theoretical understanding and all colleagues will be engaged and supported in continuing professional development. We look forward to the opportunity of becoming advocates and providers of innovative practice and staff development, facilitated by and supporting the Free Schools and Academies initiative. We are determined to support other schools, pupils and staff from across the Bradford District and beyond in ensuring best practice is disseminated and incorporated in ways that serve to maximise the life chances of all young people. Equally we look forward to opportunities to learn from others.

The ethos and vision of the One in a Million Free School are based upon our extensive experiences of delivering successful community based programmes in sport, the arts and enterprise. We currently have over 1000 young people on roll through our educational, community and football Centre of Excellence programmes. Our rate of growth reflects the extent of need and demand for such provision in Bradford, with this number having grown from just seven young people pursuing a community football programme in 2006.

We welcome the opportunity of extending and delivering our vision and values from September 2012, through the One in a Million Free School.

Section 4: Educational plan

One in a Million Free School: The Context.

The educational plan of the One in a Million Free School will provide a purposeful and progressive educational experience, with meaningful outcomes, to diverse populations including challenging young people who have traditionally and consistently failed to succeed and flourish in a standard school curriculum and setting. Our vocationally based curriculum will be themed across sport, the arts and enterprise in each of Key Stages 3, 4 and 5.

As a non-selective Free School, our overall aim is to make a difference to young people by engendering respect, self esteem, motivation and engagement. Our commitment is to ensure each individual pupil has the chance to flourish and achieve their potential, in turn contributing to raising educational attainment across Bradford.

Our ethos is driven by the collective commitment of those involved in the charity to work with diverse populations in inner city settings. We are successful because those involved are outstanding professionals from across our themed educational areas of sport, the arts and business/enterprise. All our staff and volunteers share a vision and passion for making a difference through establishing respect, support and developing a deep sense of self esteem and personal worth. In short, acknowledging and promoting each young person as 'one in a million'.

We recognise the importance of working with parents and carers and engaging with the local community. We also recognise the importance of focused hard work and disciplined practice and we understand how such approaches can be encouraged and facilitated through innovative curriculum design and delivery.

Our themes of sport, arts and enterprise will provide practical and vocational learning experiences, as well as opportunities for gaining formal and professionally orientated qualifications and certification.

Research to Support our Approach

Importantly, our aims and ethos are not just personal opinions. There is much research to support our approach. In *Outliers: the Story of Success* (2008)⁴, Malcolm Gladwell draws on studies by Ericsson and other researchers that show the need for 10,000 hours of practice before even the most talented people can become world-class across a range of spheres, from music to sport to writing. Particular examples can be drawn from each of our curriculum themes.

In the arts, Gladwell writes: 'The Beatles ended up travelling to Hamburg five times between 1960 and the end of 1962... All told, they performed for 270 nights in just over a year and a half. By the time they had their first burst of success (in America) in 1964 (1963 in England), they had in fact performed live an estimated twelve hundred times. Do you know how extraordinary that is? Most bands today don't play

⁴ Gladwell, M (2008) *Outliers: The Story of Success*. Allen Lane, United States.

twelve hundred times in their entire careers. The Hamburg crucible is one of the things that set the Beatles apart.'

In enterprise and other walks of life, the same pattern emerges. Bill Gates, for example, had opportunities while in his teenage years to focus on computer-programming, in middle of the night sessions in computer labs in school, enterprise and college settings near his home. Gladwell reports that, 'Those five years, from eighth grade through the end of high school, were Bill Gates' Hamburg ... By the time Bill Gates dropped out of Harvard after his sophomore year to try his hand at his own software company, he'd been programming practically nonstop for seven consecutive years. He was way past ten thousand hours.'

In sport, the ability and opportunity to practise repeatedly from a young age is well known to be a distinguishing characteristic of people from Tiger Woods to David Beckham.

Our aim is to seize the historic opportunity for Free Schools to offer youngsters from less privileged backgrounds the priceless chance to build their skills, confidence and self-esteem by focusing on what appeals to them in arts, sports or enterprise. Given One in a Million's partnership with Bradford City Football Club, a community-minded club that has such a place in the history and affections of the people of Bradford, the charity is particularly well-placed to symbolise the need for hard work. In modern football, no young player can succeed without putting in ten thousand hours of dedicated, well-coached, practice.

We believe that every child is one in a million and that every child can find a skill or talent to hone with committed practice in the right environment of balancing creativity and discipline, individual talent and teamwork. We have considerable experience of dealing with a wide range of young people in challenging circumstances and have created a purposeful education programme which will give all our pupils the chance, incentive, encouragement and support to flourish.

Once the first 100 pupils of our new Free School have practiced their preferred skill or vocation within sport, arts or enterprise for 10,000 hours each, then One in a Million will have liberated them through its first million hours of purposeful education under a Free School banner.

4.1 Admissions

Admissions

As the choice of schools increases and diversifies, we recognise the importance of having associated policies that are 'clear, lacking complexity and fair'⁵. The One in a Million Free School Admissions Policy is written in accordance with the School Admissions Code and School Admission Appeals Code. With the Local Authority, we will work with parents and carers to ensure they understand the system and are able to make informed decisions about applying to our school.

The One in a Million Free School will not be a school of religious character. The intake for the school will be drawn from a district wide school age population. Our admissions policy takes into account broader social challenges and opportunities e.g. in relation to healthy active lifestyles and embedding positive life-style habits when travelling to and from school. In this respect, although our school population may be drawn from across the district, we are committed to opportunities for our pupils to walk and/or cycle to school. Our admissions policy seeks to promote equity and well-being rather than simply excluding unfair practices and criteria.

Admission Numbers

The One in a Million Free School will have 1 planned admission number (PAN).

- The year 7 planned admission number for September 2012 is 50

Admissions Consultation

The One in a Million Free School will consult on the admissions policy with the necessary and relevant bodies as detailed in paragraphs 1.26 – 1.33 of the Schools Admission Code (2010) i.e. the Local Authority, all other admission authorities within the area, the Admission Forum, admission authorities in neighbouring Local Authorities, relevant parents and community groups.

Our consultation period will run for a minimum of 8 weeks between 1st November and 1st March.

Admission to the One in a Million Free School

In the first year of operation, it is anticipated that the One in a Million Free School will operate its own admission process. However, from year 2 (2013), we will be included in the local authority's co-ordinated admissions process.

⁵ <http://www.education.gov.uk/schools/adminandfinance/schooladmissions/a00195/current-codes-and-regulations>

The One in a Million Free School will follow the regular process for admitting pupils:

- Up to the planned admission number, all pupils who apply to the school will be offered a place.
- All pupils with a Statement of Special Educational Need (SEN) will be offered a place, even where the planned admission number is met.
- The highest priority for allocating a place will be given to looked-after children.

Admission to places in Year 12.

It will not be necessary for pupils already attending the One in a Million Free School to apply for a place in the sixth form (Year 12). The same over-subscription criteria and tie-breaking tool will be applied to applicants where the planned admission number is exceeded.

Oversubscription

Where we face over-subscription, applications to the One in a Million Free School will be prioritised according to the following criteria:

1. Children who are in public care.
2. Children who are identified/the Authority accepts as having an exceptional medical or social need for a place at the school for which attendance at any other school would be inappropriate.

NB: Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other appropriate independent professional. These should confirm the exceptional medical or social need and show that only the One in a Million Free School can meet the defined needs of the child.

3. Children who will have a brother or a sister attending the One in a Million Free School at the time of admission. This category will relate to direct admissions and will include foster brothers and sisters, half brothers and sisters or stepbrothers or stepsisters.

Oversubscription: Tie-breaking

In the event that two applicants share an equal standing after these criteria have been applied, the One in a Million Free School will use 'distance from the main school entrance gates to the main front door of the main residence' as the tie-breaking tool (the *main* residence being the registered residence for the pupil). Where the main residence is a flat or apartment, the measurement will be made from the school gates to the main ground floor entrance of the residential building.

In this tie-breaking situation the pupil who lives closest to the school will be offered the place.

Appeals

The One in a Million Free School recognises the fine balance that can exist between the allocation of available school places with first preferences of parents and carers. The One in a Million Free School fully intends to establish an appeals process in accordance with the School Admission Appeals Code.

4.2 Curriculum and organisation of learning

One in a Million has a strong track record in the successful delivery of themed education programmes to young people for whom a standard school setting has proved inappropriate. These populations include prospective professional footballers balancing full time studies with day-release coaching and training as well as others who are seen as 'challenging' young people at risk of exclusion.

The charity therefore welcomes the additional flexibility afforded by the Free Schools system. We are confident that our educational approach and curriculum design will enable both our current and prospective students to extend their talents, achieve a range of qualifications and in many cases progress to post 16 provision as well as further and higher education.

Our integrated curriculum will be structured across the key themes of sport, the arts and enterprise with a particular emphasis on developing core skills in literacy and numeracy across key stages 3 and 4. Our curriculum will integrate the requirements for English, mathematics and science at each level as well as key employability skills, contextualised through practical placements. Sport, art and enterprise are the umbrella themes for our curriculum. They provide the contextual foci against which our teaching and learning programmes are set.

Within and across our themed curriculum, we will support our pupils in gaining a range of formal qualifications, including vocational awards that will be linked into progression opportunities in partnership with Bradford College, Leeds City College and other post 16 providers. Equally, other achievements and progress will be marked by the successful attainment of discipline specific awards, including coaching qualifications, leadership awards and sector specific certification e.g. in catering and hospitality.

The One in a Million Curriculum Structure and Calendar

A key thrust of the One in a Million curriculum is personalised learning and progression, supporting each pupil to be the best that they can be. To facilitate this, and in recognition of the variety of learning styles present in any group of pupils, we have organised our themed vocational curriculum using a number of 'pathways'.

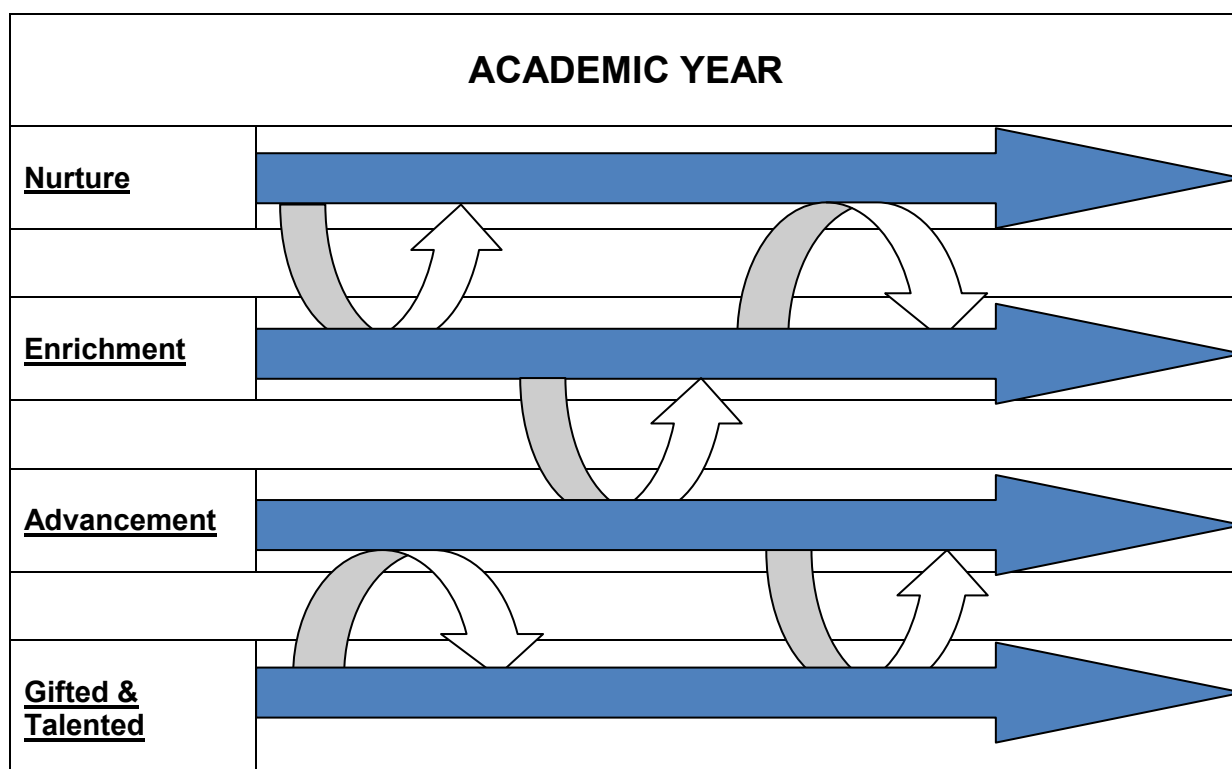
Each pathway provides a progressive route through our themed vocational areas of sport, the arts or enterprise. Pupils progress along a learning pathway that best suits their needs, with each pathway providing opportunities to gain recognition and to reach achievement milestones appropriate to interests, needs and abilities.

Our four pathways span a 'Nurture' pathway, an 'Enrichment' pathway, an 'Advancement' pathway through to an extended 'Gifted and Talented' pathway. However, the boundaries between the pathways may be readily crossed, and pupils may gain access to elements of study in other pathways, throughout any academic year, according to achievement, levels support needed and/or levels of engagement.

One in a Million Pathways:

The diagram below details the four pathways that run through our themed curriculum. As stated, pupils follow a structured pathway that best meets their needs, but they may access aspects of other pathways throughout the academic year according to achievement, support needed and/or levels of engagement. Such flexibilities will be identified and agreed with relevant staff and noted via the pupil's Individualised Learning Plan (ILP). Progress will be monitored and detailed in their Individual Learning Record (ILR) (see below: Curriculum and qualifications).

One in a Million Pathways



One in a Million Nurture Pathway

This pathway is designed to support pupils who will predominantly be pursuing vocational qualifications and professional awards. This pathway provides a strong grounding in numeracy and literacy as well as the core requirements for science. Key skills for employability and the world of work are integrated in all aspects of learning and all pupils will have the opportunity to apply their learning in the attainment of relevant practical awards and certification. Pupils following this pathway will still be eligible to continue their studies in our 6th form.

One in a Million Enrichment Pathway

This pathway is designed for pupils pursuing a combination of vocational awards and more traditional GCSE subjects. Study for this level of award may continue in our

Key Stage 5/6th form provision giving pupils the opportunity to extend the number of qualifications they gain, at a pace appropriate to each individual. Pupils following this pathway may also extend their studies to include A level and/or higher level vocational qualifications. Professionally relevant awards and certification will also be available.

One in a Million Advancement Pathway

This pathway is designed for pupils who are expected to be successful at GCSE and progress to study A level or Level 3 vocational courses in our Key Stage 5/6th form provision. Again, professionally relevant awards and certification will be available to all pupils.

One in a Million Gifted and Talented Pathway

This pathway is designed for pupils who may progress through Key Stages 3 and 4 at an advanced rate and who may accumulate modular credit or awards ahead of year 11. Pupils in this pathway will also be supported in demonstrating achievement of the English Baccalaureate.

The One in a Million Academic Year

As referred to above, the One in a Million Free School welcomes the additional flexibility afforded and promoted by the Free Schools system. In recognition of the continual needs of our pupils and the need for continuity in learning, our school will be accessible 45 weeks of the year. This 45 week academic year will incorporate formal teaching weeks, themed weeks for extended learning and the application of learning, as well as opportunities for a range of additional/supplementary curriculum experiences including trips, visits, visiting specialists and community projects.

In the holiday periods, One in a Million will continue to operate holiday clubs and community programmes and all pupils will have the opportunity to attend. Thus, in terms of pupil experience, each pupil can be supported throughout the year, regardless of traditional term dates and structures. As our school population matures i.e. we have pupils in Key Stages 4 and 5, our pupils will also have the opportunity (as appropriate) to extend and apply their learning through working as junior leaders and assistants in our holiday clubs and activities e.g. as coaches, catering assistants and/or as office staff.

One in a Million Welcome Week

The One in a Million Free School academic year will begin with a Welcome Week. During Welcome Week all pupils will experience team building activities, formal and informal opportunities for getting to know fellow pupils and staff, curriculum engagement activities across each of the themes of sport, the arts and enterprise, 'Meet the Coach' sessions and opportunities to contribute to the setting and establishment of school ethos and atmosphere e.g. through contributions to establishing day-to-day rules for respect and principles of support.

DRAFT Calendar for OIAM 2012/13

Course Week	Date	SPORT	ARTS	ENTERPRISE	Complementary learning
	03-Sept-12	Welcome Week	Welcome Week	Welcome Week	
1	10-Sept-12	1			
2	17-Sept-12	2			
3	24-Sept-12	3			
4	01-Oct-12	4			
5	08-Oct-12	5			
6	15-Oct-12	6			
	22-Oct-12	Theme Week			
7	29-Oct-12	1			
8	05-Nov-12	2			
9	12-Nov-12	3			
10	19-Nov-12	4			
11	26-Nov-12	5			
12	03-Dec-12	6			
	10-Dec-12	Theme Week			
	17-Dec-12				
	24-Dec-12	Holiday	Holiday	Holiday	Holiday
	31-Jan-13				
13	07-Jan-13	1			
14	14-Jan-13	2			
15	21-Jan-13	3			
16	28-Jan-13	4			
17	04-Feb-13	5			
	11-Feb-13	Theme Week			
18	18-Feb-13	1			
19	25-Feb-13	2			
20	04-Mar-13	3			
21	11-Mar-13	4			
22	18-Mar-13	5			
	25-Mar-13	Holiday	Holiday	Holiday	Holiday
	01-Apr-13				
23	08-Apr-13	1			
24	15-Apr-13	2			
25	22-Apr-13	3			
26	29-Apr-13	4			
27	06-May-13	5			
28	13-May-13	6			
	20-May-13	Theme Week			
29	27-May-13	1			
30	03-Jun-13	2			
31	11-Jun-13	3			
32	10-Jun-13	4			
33	17-Jun-13	5			
34	24-Jun-13	6			
	01-Jul-13	Theme Week			
	08-Jul-13	Holiday	Holiday	Holiday	Holiday
	15-Jul-13				
35	22-Jul-13	1			
36	29-Jul-13	2			
37	05-Aug-13	3			
38	12-Aug-13	4			
39	19-Aug-13	5			
	26-Aug-13	Holiday	Holiday	Holiday	Holiday
	02-Sept-13	Welcome Week	Welcome Week	Welcome Week	

One in a Million Theme Weeks: I am One in a Million

A One in a Million Theme Week follows each block of teaching and learning. One in a Million Theme Weeks bring the whole school together. Regular curriculum time is suspended and the focus is upon personal development, key skills for learning and the application of learning. Themes underpinning the overall focus of 'I am One in a Million' will include: Who am I? Ambitions and Dreams; Working With and Valuing Others; My Community; Equality and Fairness; Making a Difference.

Placements, visits, guest speakers, themed activities across sport, the arts and enterprise may be included, as will opportunities to reflect on overall progress and personal development – in short, being valued as 'One in a Million'.

The One in a Million School Day

Our school day will be structured into hourly sessions, although each curriculum theme may utilise the hours of the school day in ways that maximise pupil learning, experience and progression. For example, on any given day, one pathway may support hour long sessions with different foci while pupils in another pathway may pursue a themed project across the whole day or week. Such structures will of course be monitored both in terms of pupil engagement and progress and the professional judgement of our experienced staff will naturally be a key factor in ensuring maximum success and continuity in learning.

Curriculum and qualifications

The One in a Million Free School curriculum will be broad and balanced. We will ensure that appropriate professional and academic qualifications are available and achievable and that key skills for employability are integrated at all stages. Equally, we will ensure that progression through the curriculum is appropriately monitored and supported.

Within each pathway, each pupil will follow an Individualised Learning Plan (ILP) with progress monitored and determined through an Individual Learning Record (ILR). This personalised approach will ensure that all pupils are stretched, developed and progress at an appropriate rate and level. We set our targets and aspirations high. Our ambition is that all pupils will make 3 levels of progress across a Key Stage, recognising that for some pupils, extension opportunities within the Gifted and Talented pathway may also be appropriate.

Numeracy, literacy, science and key skills for employability will be integrated across each theme of the curriculum at each Key Stage and within each pathway. Our numeracy and literacy strands will address the requirements for integrating the core subjects of mathematics and English respectively.

Key Stage 3

At Key stage 3 there will be an intensive focus on core literacy (including English, humanities and language), core numeracy (including mathematics, ICT) and the core requirements for science, contextualised to each curriculum theme of sport, the arts or enterprise.

15% of curriculum time will be focused on core literacy. This will include communication skills, reading and writing, speaking and listening, analysis and interpretation.

15% of curriculum time will be focused on core numeracy. This will have a strong focus on functional skills across each of the core areas of mathematics and ICT.

15% of curriculum time will be focused on core science. This will focus on the key concepts of scientific thinking, applications and implications of science, cultural understanding and collaborations.

45% of curriculum time will be focused on health and well-being and creativity and will include additional curriculum subject areas of art, drama, enterprise and physical education. Opportunities for studying a humanities subject and a modern foreign language will also be available to pupils, thus enabling achievement of the English Baccalaureate as appropriate.

10% of curriculum time will focus upon personalised learning, support and progression through our Coaching (Personal, Social and Health Education (PSHE)) and Information, Advice and Guidance (IAG) programmes.

Key Stages 4 and 5

At Key Stages 4 and 5, pupils will experience and have the opportunity to acquire a range of professionally relevant qualifications determined by interest, development and appropriateness e.g. Junior Sports Leadership Award (JSLA), coaching and leadership awards, as well as formal qualifications and/or modular credit e.g. the BTEC First Certificate in Sport, accreditation through ASDAN and/or Open College Network (OCN) opportunities and/or more traditional offerings at GCSE, including Edexcel offerings in PSHE and other subject areas.

Pupils will study a core of English, mathematics, science, physical education and we anticipate a wide range of academic and vocational options e.g. history or geography, art, drama, PE, a language, business studies and enterprise, health and social care, media studies, textiles or graphics, food studies and ICT. This content allows each pupil to still follow a pathway suited to their needs, interests and level of attainment and great care is taken in helping students and parents to make their option choices in Year 9. Again, a contextual umbrella of sport, the arts or enterprise will provide a relevant focus for our pupils in the application of their learning.

There will be a continued emphasis on core literacy, numeracy and science, with each allocated **10%** of curriculum time.

10% will continue to be focused on our Coaching and AIG programmes.

60% of Key Stage 4 curriculum time will be focused on health and well being and creativity, allowing for a more dedicated study of programmes and awards referred to above.

Transition into Key Stage 4 and through into Key Stage 5 will be flexible in time and pupils will be supported in their pathway to ensure they are stretched and encouraged at a pace appropriate to maximising success. In this respect, some pupils may start aspects of GCSE and/or other Level 2 courses in the equivalence of year 9 while others may take three years or more to complete Key Stage 4.

The English Baccalaureate

Where appropriate, One in a Million Free School pupils will be supported in demonstrating achievement of the English Baccalaureate, further reflecting our commitment to offering a broad and balanced curriculum and celebrating success at a range of levels. Whilst not an award in its own right, the English Baccalaureate will provide our pupils within the Gifted and Talented Pathway the opportunity to gain a further certificate of achievement where 5 A*-C passes have been achieved in English, mathematics, sciences, a language and a humanities subject.

Application of Learning to the Work Environment

All of our pupils will have the opportunity to pursue and experience professionally relevant work placements and we already have a number of prospective partner organisations from across sport, the arts and enterprise, who have offered to support our pupils accordingly. Supported work experience placement opportunities at the school and through the One in a Million charity will also be available to our pupils in each of the strands e.g. at the Community Cafe for Enterprise, through our Community Arts programmes and through our Football in the Community programmes for Sport.

Curriculum Planning and Development

Although our initial intake will be year 7, specific, detailed curriculum development for our pupils is already integrated into our Free School planning, including work shop opportunities involving relevant specialists that started in January 2011. Within these workshops we are working with current teachers and curriculum leaders from schools as well as curriculum consultants through our work with Level Partnerships.

We welcome the publication of Professor Wolf's review of vocational education⁶ and the prospect of ensuring the key recommendations are integrated into the One in a Million Free School range of opportunities for our Key Stage 4 and/or Key Stage 5 pupils:

- incentivising young people to take the most valuable vocational qualifications pre-16, while removing incentives to take large numbers of vocational qualifications to the detriment of core academic study
- introducing principles to guide study programmes for young people on vocational routes post-16 to ensure they are gaining skills which will lead to progression into a variety of jobs or further learning, in particular, to ensure that those who have not secured a good pass in English and mathematics GCSE continue to study those subjects
- evaluating the delivery structure and content of apprenticeships to ensure they deliver the right skills for the workplace

Equally, we will keep abreast of the recommendations associated with qualification structures and regulatory frameworks, ensuring our curriculum offer is pertinent, relevant and responsive to new opportunities and partnership working:

- making sure the regulatory framework moves quickly away from accrediting individual qualifications to regulating awarding organisations
- removing the requirement that all qualifications offered to 14- to 19-year-olds fit within the Qualifications and Credit Framework, which has had a detrimental effect on their appropriateness and has left gaps in the market
- enabling FE lecturers and professionals to teach in schools, ensuring young people are being taught by those best suited.

The One in a Million Free School curriculum will also be aligned to the pending opportunities for schools presented by the extension of the school leaving age to 18 in 2015.

In relation to both the review of vocational education and the raising of the school leaving age, we see a number of exciting and innovative opportunities emerging in relation to our collaborative work and partnerships with colleges, studio schools and other educational providers.

Organisation of learning – the learning environment

The One in a Million approach is rooted in establishing a sense of worth and well-being in each individual pupil, focusing upon engagement, motivation, talents, self-esteem and good behaviour which in turn facilitate learning, progression and success.

Although there is no strict or single definition for a themed vocational curriculum, we refer to teaching and learning activities that are different to those offered in a

⁶ <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00031-2011>

traditional mainstream setting. As referred to above, our learning activities are offered within an innovative curriculum with flexible programmes and pathways of study, each personalised to individual needs, interests and progress.

We welcome the emphasis in the recent White Paper⁷ to creative environments that offer an alternative to traditional methods in school and we are confident that our approach and ethos meet the intentions and ambitions of such developments to raise standards of achievement and success for all.

Our teaching environments are styled around individual and small group needs. The traditional setting of a formal school classroom i.e. desks in rows and the teacher at the front of the classroom with a separate desk, is not one that is exclusively employed by One in a Million. Rather, our pupils use our spaces flexibly, determined not only by the learning activity but also, for some, by mood and a willingness to interact with staff and peer group.

Our staff will support pupils in one-to-one and small group settings, facilitating and promoting learning through coaching and mentoring as well as through more formal methods of instruction. Our formal partnership with Bradford City Football Club includes the development of a suite of learning facilities, including classrooms, more open plan spaces and a youth cafe which will be a hub for our enterprise based activities.

All of our staff will have Information, Advice and Guidance (IAG) training to ensure that our students are appropriately supported in careers, employment and further study options.

Special Educational Needs (SEN)

The One in a Million Free School welcomes children and young people from diverse populations, including those with special educational needs. Our school will comply with all associated legislative requirements for SEN but we will also adopt strategies and targets to ensure each individual pupil is supported in taking full advantage of the curricular and extra-curricular activities available.

We define special educational needs as detailed in the Code of Practice 2001, p6⁸:

⁷ <http://www.education.gov.uk/b0068570/the-importance-of-teaching/>

⁸ <https://www.education.gov.uk/publications/eOrderingDownload/DfES%200581%20200MIG2228.pdf>

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We define '**disability**' in accordance with the Children's Act, 1989, Section 17 (11)⁹:

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989 and the Disability Discrimination Act (DDA), 1995, Section 1 (1)¹⁰:

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.

Recognising that both of these definitions embrace and include a wide range of impairments including learning disabilities, dyslexia, diabetes, epilepsy and HIV.

⁹ <http://www.legislation.gov.uk/ukpga/1989/41/contents>

¹⁰ <http://www.legislation.gov.uk/ukpga/1995/50/contents>

Critical Success Factors for SEN

The One in a Million Free School is committed to adopting the Critical Success Factors detailed in the Code of Practice (pp7-8):

- All children's needs are met
- They are identified early
- Best practice in devising intervention strategies is adopted
- The wishes of the child are taken into account (as appropriate)
- Work in partnership with parents
- Take into account parental views
- Undertake regular reviews
- Co-operation with agencies in multi-disciplinary approach
- Work to defined time limits.

Where the Local Authority is involved in Statements of special educational need (see below), the One in a Million Free School is also committed to ensuring all statements are '**clear and detailed, made within prescribed time limits, specify monitoring arrangements, and are reviewed annually**'(p8)

In line with associated legislative requirements, the One in a Million Free School Disability Equality Scheme will be written in full consultation with disabled pupils, staff and parents/carers and we will ensure that this scheme is updated as part of the annual academic cycle, and replaced after each three year period. Additionally, our SEN policy reflects the principles required under the Disability Discrimination Act, 1995, and the amendments made by the Special Educational Needs and Disability Act 2001. We will also continually ensure we are compliant with the Disability Equality Duty (DED).

In addition to current legislative requirements, we also recognise that there will be likely changes and further amendments in the coming years. In this respect we will have annual review processes in place that ensure all of our policies and practices are reviewed and appropriately updated to reflect current best practice and legislative duties.

That said our approach and attention to matters associated with SEN will not be isolated to an annual review of a filed document. It is essential that we are reflective and responsive to on-going needs and considerations, including – for example - matters and commitments associated with curriculum, learning resources, attitudes, awareness and facilities build. Our personalised approach to pupil support and development determines that our staff team monitor and track the progress and application of each pupil, triggering response and action beyond that traditionally highlighted through age-related performance levels.

Our policy and practice is also embedded and integrated across other guidelines and commitments e.g. admissions. The One in a Million Free School will participate in the local Fair Access Protocol and we will actively seek to provide places for pupils with SEN but who are without a formal Statement. Equally we will work with the Authority and parents/carers where a pupil has a formal Statement and has

expressed a preference to attend the One in a Million Free School.

We believe that our personalised approach to curriculum and pupil support, as well as our experience and reputation in the City for working with diverse groups of young people, will encourage SEN pupils (statemented or otherwise) to list our school as a preferred option and we look forward to working with the Authority and families/carers to ensure places are allocated fairly and transparently.

The One in a Million Special Educational Needs Co-ordinator (SENCO)

The One in a Million Free School will appoint a suitably qualified Special Educational Needs Co-ordinator (SENCO), who will also be responsible for the co-ordination of our work involving looked-after children. Again, such practice will be cross-referenced to other policies and commitments made by our school e.g. our staffing policy and roles and responsibilities associated with relationships with external agencies and professionals. In this respect, the One in a Million SENCO will be responsible for the preparation and management of information in relation to any pupil needing Additional Educational Needs, including temporary interventions, as well as Statements of Special Educational Needs and all associated reviews and reports. For the first two years, whilst establishing the One in a Million Free School, the Vice Principal will have the responsibility and accountability for the SENCO role to ensure that it is established and embedded at a senior level in the school before the appointment of a dedicated SENCO member of staff.

The One in a Million SEN Policy in Practice

The following flow-diagram demonstrates the One in a Million SEN policy in action. It identifies each Level of intervention and who is additionally involved at each stage.

Level One: The policy diagram starts with the One in a Million pupil. Our pupils are at the core of everything we do and at the heart of every decision we make. Our curriculum, learning environment and teaching and learning methodologies are carefully constructed to support each pupil in maximising their achievements and talents. However, we recognise that at certain times in any learning process, additional support may be needed to ensure maximum success. In considering whether a pupil needs additional support, progress, attainment, application and engagement will all be considered. At this first level, the staff and Coach will be involved so that a full 360 degree assessment may be made and strategies for giving additional support to the pupil will be agreed. These are noted by the Coach and progress of the pupil will be tracked and discussed in staff team meetings.

Level Two: If progress remains a concern after individualised support strategies and interventions from staff are employed, then the pupil will move to '**School Action**' support. At this level, the support required becomes a more 'formalised' decision involving the specialist knowledge and skills of the SENCO. Pupil needs and the agreed mechanisms of support will be detailed in the pupil's Individualised Learning Plan and progress will be monitored and noted in the Individual Learning Record (ref 4.2 Curriculum and Qualifications). Progress feedback is monitored and

tracked by the staff team and coach and reported to the SENCO.

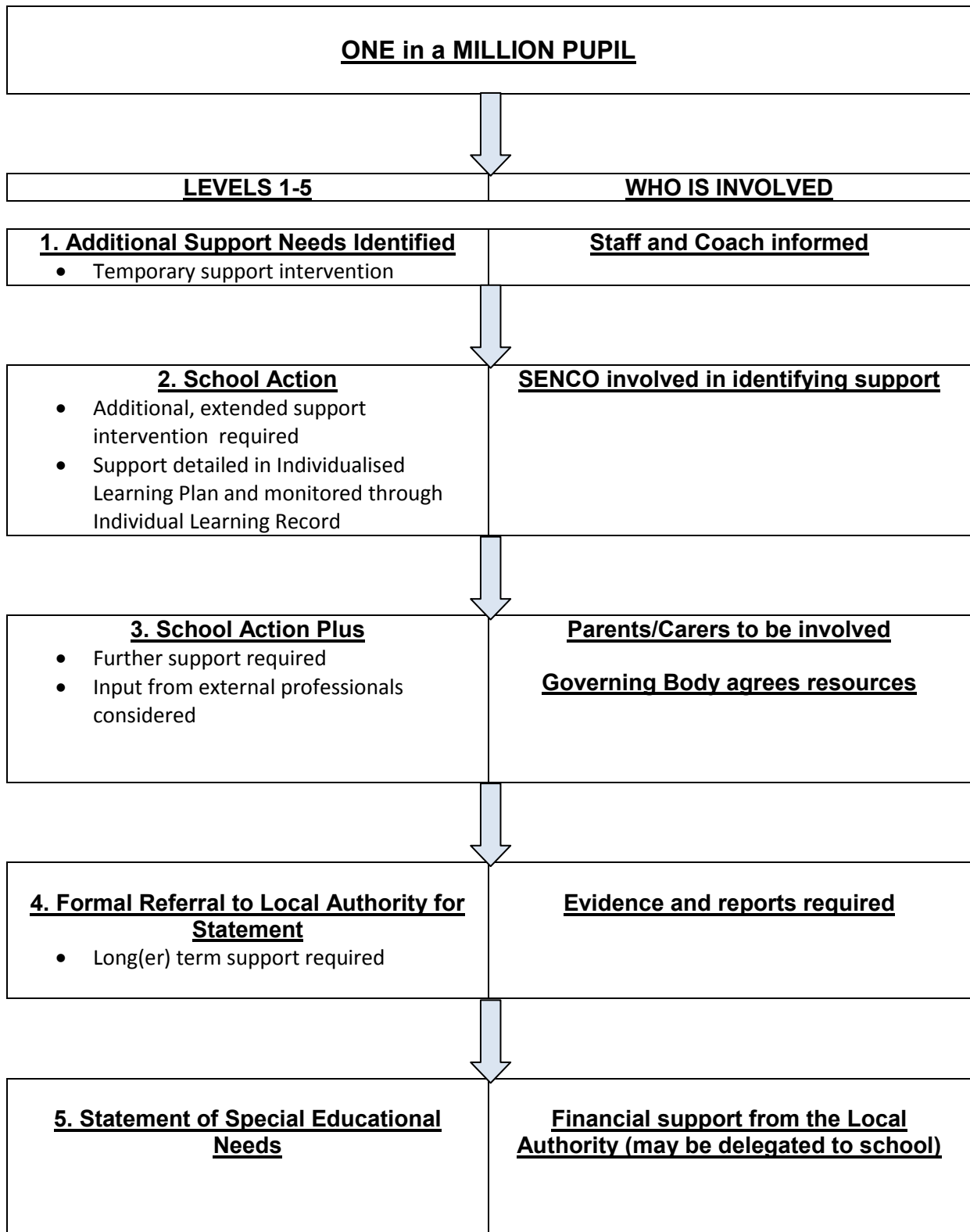
Level Three: If progress remains a concern after the recommended interventions and strategies from Stage Two have been implemented, then the inclusion of input from external agencies and professionals may be considered. This stage is known as '**School Action Plus**'. It is important to note that this level of intervention requires consent from the parents/carers of the pupil and, as with Level Two, involves our SENCO.

Level Four: Where it is believed a pupil will require long-term additional support, a referral for assessment for a Statement of Special Educational Needs may be made. This is a comprehensive process involving reviews and assessments from associated professionals. The One in a Million SENCO is responsible for drawing together the required evidence and reports from our Free School.

Level Five: If a pupil is given a Statement, then the financial support for the resources required are given from the Local Authority. Although these monies may be delegated to the school budget, they are additional sums from the Authority to support the pupil as detailed in the Statement.

The One in a Million Free School

SEN Policy in Practice



4.3 Organisation of Pupils

One in a Million Coaching Groups: Organising pupils for non-academic purposes

The One in a Million ethos is based on each pupil being well known to each other and to all members of staff involved in the Free School. In order to achieve this sense of belonging and identity, pupils will be divided into small Coaching Groups of approximately six pupils for non-academic purposes. The One in a Million Coaching groups form the pastoral structure for our pupils. Where numbers permit, each coaching group will include pupils from each of the curriculum themes of sport, the arts and/or enterprise and from each of the different pathways.

Example Structure of One in a Million Coaching Group (Year 7, 2012/13)

	SPORT	ARTS	ENTERPRISE
Nurture	X	X	
Enrichment		X	
Advancement			X
Gifted & Talented	X		X

In this example, the Coaching Group will comprise:

- 2 pupils from the Nurture Pathway (1 x Sport theme, 1 x Arts theme)
- 1 pupil from the Enrichment Pathway (1 x Arts theme)
- 1 pupil from the Advancement Pathway (1 x Enterprise theme)
- 2 pupils from the Gifted and Talented Pathway (1 x Sport theme, 1 x Enterprise theme)

As the recruitment of pupils extends across year groups, Coaching Groups will comprise pupils from different year groups, from across different Pathways and from the different curriculum themes. Coaching group numbers will remain at approximately six. By 2016/17 the One in a Million Free School will have pupils in each of years 7 – 11 and an example of a Group's structure is given below:

Example Structure of One in a Million Coaching Group (Yrs 7 – 11, 2016/17)

	SPORT					ARTS					ENTERPRISE				
	Yr7	Yr8	Yr9	Yr10	Yr11	Yr7	Yr8	Yr9	Yr10	Yr11	Yr7	Yr8	Yr9	Yr10	Yr11
Nurt	X									X					
Enric							X				X				
Adva													X		
G & T				X											

In this example, the Coaching Group will comprise:

- 2 pupils from the Nurture Pathway (1 x Yr 7 Sport, 1 x Yr11 Arts)
- 2 pupil from the Enrichment Pathway (1 x Yr 8 Arts, 1 x Yr 7 Enterprise)
- 1 pupil from the Advancement Pathway (1 x Year 9 Enterprise)
- 1 pupil form the Gifted and Talented Pathway (1 x Year 10 Sport)

The One in a Million Coach

Each Coaching Group will have a lead coach, a member of staff who will be responsible for the pastoral care and the tracking of the academic progress made by each pupil in the group. In the spirit of creating a whole-school community, One in a Million coaches may be drawn from either teaching or non-teaching staff. All Coaches will receive on-going training and continuing professional development support to ensure they are both competent and confident with the Coaching process.

The Coaching Groups will meet once a week to track progress, review and set targets, check pupil planners and discuss matters associated with school and, as appropriate home/social life. The Coach will also track the implementation of the One in a Million Rewards and Sanctions Policy (see section 4.5), co-ordinate the tracking of pupil progress utilising the specialist OPT-In software¹¹ and ensure regular communication with pupils, parents/carers and staff colleagues is undertaken, including through our termly 'Meet the Coach' sessions. These sessions provide parents/carers the opportunity to meet the pupil's Coach face-to-face and one-to-one to discuss progress, attainment and target setting.

In addition to the timetabled Coaching Group sessions, the Coach may also meet with pupils on a one-to-one basis during the week, ensuring individualised support for development and progress is readily available for each pupil. Pupils and families/carers also benefit from having a key point of contact within the school and the school has key points of contact for broader information and data when tracking the progress of each pupil. We know from similar models utilised elsewhere that the Coaching Group format helps to create a positive school community for all involved and we have visited local schools, with similar in-takes, to see how such an approach works 'in action'.

¹¹ <http://www.schools-opt-in.com/index.php>

In determining our decision to use Coaching Groups, our partners, Level Partnerships, also spoke with pupils and staff currently involved in such a programme at a local secondary school. All Coaching Group members reported the positive impact the cross age-group and cross subject-group structure has on school ethos and 'sense of community' being established and maintained. New pupils to the school referred to the support given by older Coaching Group members and how knowing pupils from across the school helped in building their confidence in both class and social-time contexts. Similarly, pupils also commented positively on the effect of Coaching Groups have in relation to movement around the school building and the impact on reducing opportunities for bullying and minimising feelings of being isolated.

One in a Million Class Sizes: Organising pupils for academic purposes.

There is a wealth of evidence focused upon smaller class sizes and their impact upon learning and while there remains much debate as to whether class size alone is the determining factor in pupil learning, progress and attainment, what is clear is that class size does impact on behaviour, application and the establishment of positive contexts for learning. For example, research shows that small class sizes facilitate more individualised task related contacts between teacher and pupils and they also provide opportunities for pupils to play a more active role in teaching and learning activities: Blatchford, P., Bassett, P., and Brown, P. (2005)¹². See also:

<http://www2.ed.gov/offices/OESE/ClassSize/myths.html>¹³;

and

<http://www.reform.co.uk/Research/ResearchArticles/tabid/82/smId/444/ArticleID/1378/reftab/82/t/Does%20class%20size%20really%20matter/Default.aspx>¹⁴.

As referred to in Section 4.1, the One in a Million Free School will have an annual planned admission number of 50 pupils. This number is determined by two factors:

- The One in a Million Free School is committed to small class sizes and small overall school numbers.
- The maximum capacity of our current building is 350 pupils.

¹² Blatchford, P., Bassett, P., and Brown, P. (2005) Teachers' and pupils' behaviour in large and small classes: a systematic observation study of pupils aged 10/11 years. *Journal of Educational Psychology*, 97,3, 454-467

¹³ [REDACTED]

¹⁴ <http://www.reform.co.uk/Research/ResearchArticles/tabid/82/smId/444/ArticleID/1378/reftab/82/t/Does%20class%20size%20really%20matter/Default.aspx>.

However, it is the former of these two factors that has really driven our decision. An in-take of 50 pupils in each year creates an overall school number of 350 (including Key Stage 5, post-16 provision). The annual in-take of 50 pupils will be split across each of the curriculum themes of Sport, the Arts and/or Enterprise. These numbers will then be further divided across our Pathways i.e. Nurture, Enhancement, Advancement and Gifted and Talented, according to achievement, support needed and/or levels of engagement. In this respect our Pathway group sizes may be between 4 and 20 pupils in size:

- In-take of 50 pupils
- 3 curriculum themes = up to 20 pupils per theme
- 4 Pathways = 5 pupils per pathway

However, it is important to note here that because our curriculum is individualised and there is flexibility across the Pathways according to achievement, support needed and/or levels of engagement, our overall class sizes will vary according to the number of pupils working on any differentiated element of a curriculum theme at any one time. For example, as the school numbers grow, a 'class' may comprise of pupils from the year 7 Gifted and Talented Pathway learning alongside pupils from the year 8 Enhancement Pathway, together with pupils from the Year 9 Nurture Pathway. However, the pupil to teacher ratio will be limited to a maximum of 20 pupils in a learning space at any one time.

The financial challenge of staffing small class sizes is recognised and this will be balanced by the flexibility transition for learning across the different Pathways brings i.e. as described above, pupils are not restricted to learning groups determined by age and/or Pathway. In this respect, as the school grows, the different paces of progression experienced by pupils across each Key Stage will mean that our taught sessions may include pupils of mixed age-range as well as mixed-ability.

We recognise the demands such an approach places upon the teacher i.e. complex planning and preparation, differentiation of learning activities and outcomes, in-class organisation and delivery and an awareness of engaging pupils at the polarities of ability groupings. However, our staff will be competent practitioners in differentiation and pupil support and our teaching group sizes will be small. Our organisation of pupils for academic and pastoral activities complement each other in purpose i.e. they both support and encourage social integration and cohesion and they both provide opportunities for structuring teaching and learning activities according to achievement, support needed and/or levels of engagement. Importantly, they both also support the development of broader key skills and attributes for employability e.g. communication and leadership.

4.4 Pupil Development and Achievement

As stated in our Educational Vision (section 3), the One in a Million Free School is committed to offering a sustainable and successful alternative in educational provision; supporting each and every individual pupil to achieve to the best of their abilities across a range of focused and purposeful learning experiences.

Our mission is to enhance the life chances of all pupils at our Free School through a tailored programme of vocational learning across sport, the arts and enterprise.

Our vision is that each pupil will utilise their skills, talents and educational achievements to better themselves and their communities.

We recognise that it is insufficient to have ambitions in isolation. In order for our mission and vision to be achieved and for our standards of success to be continually stretched and extended, it is necessary that we define and measure what the achievement of our goals might look like, and establish coherent and clear systems for their monitoring and review.

One in a Million Free School: achieving our goals and defining success

At an overall school level, the One in a Million Free School our goals are to:

- make a difference to its pupils and communities through relevant, coherent and progressively demanding educational experiences that lead to better life chances, including extended study, employment and positive engagement in community life
- be financially viable and offer value for money in delivering its educational programmes and activities.

In relation to individual pupils, the One in a Million Free School our goals are to:

- enable each pupil to achieve their individual targets of progression, as defined in their Individualised Learning Plan', in the core curriculum areas of English, mathematics and science.
- provide practical work experience activities and/or a placement in each academic year so that each pupil may successfully apply their learning
- provide opportunities for pupils to develop a sense of personal worth in parallel to the attainment of qualifications and certification

In order to assess whether the One in a Million Free School is meeting our goals for pupil development and achievement as well as overall viability, we will undertake an annual cycle of monitoring and review. This cycle will necessarily involve our Governing Body as well as staff, pupils, families and carers and other stakeholders, including external agencies.

It is within this cycle of monitoring and review that success criteria are determined and reviewed. In our first year of operation, and ahead of the appointment of our Principal, our criteria for success will include:

- all pupils have achieved their individual targets for progression
- all pupils have experienced a work placement and/or work experience activities
- all pupils have contributed to a community based project e.g. fund-raising, volunteering
- applications for our school exceed the planned admission number
- enrolments to our school meet the planned admission number
- our school offers value for money and is financially secure year-on-year

Value for Money and Whole School Development: the One in a Million approach

As stated in earlier sections, each individual pupil is at the heart of One in a Million. Our approach places the pupil first. In our planning, pupil needs and opportunities are the driving force behind all of our decisions. Our first priority is to determine the needs of our pupils, the associated levels and types of support they require and the most appropriate curriculum and educational activities for them to pursue in order to maximise their achievements and talents. We are then able to consider the financial variables and constraints that may impact on making this possible e.g. levels and costs of staffing, levels and costs of necessary resources.

Our approach ensures that our decisions are driven by pupil attainment and support, rather than finance and finding.

The One in a Million Annual Cycle of Monitoring and Review

Pupil achievement and success, together with whole school improvement, are the key drivers of our monitoring and review cycle. Each aspect incorporates a review of targets and measurable outcomes and each contributes to the updating of our on-going school development plan.

The Governing Body:

The role of the One in a Million Free School Governing Body is critical in whole school monitoring and review. Our governors determine the strategic vision for our school. They will work with our Principal who has responsibility to ensure focus and momentum in the day-to-day management and operation of the school is maintained. This relationship is important. The governors are critical friends to the school; they help maintain momentum through challenge and evaluation. The Principal is responsible for leadership and the implementation and action of strategies to achieve the vision. Progress, evaluation and the setting of new targets is done through the cycle of monitoring and review. The Principal will be supported in

this role by the Vice Principal, who will act as the deputy or substitute in the Principal's absence.

Throughout the year, the school Governing Body will receive reports from our Principal, either through the Principal's Report to Governors or through the reports of associated committees e.g. finance. In this way, the One in a Million Free School Governing Body will review progress in relation to the following key dimensions for school improvement:

- Development of our whole school ethos
- The learning environment (including estate and facilities development)
- Staffing (including appointments and resignations, staff morale and staff development priorities)
- Pupil attendance and behaviour
- Quality of teaching and learning
- Pupil progress, including test results and achievement of awards and qualifications
- Admissions
- Home-school and community relationships
- Stakeholder views of school development
- Finance

The reports of these aspects will draw upon internally and externally prepared data e.g. pupil -progress data for a particular Key Stage, inspection reports, admissions data from the Local Authority. This information will then be utilised in the school development planning cycle.

In this cycle, key aims and values of the school are determined/updated and agreed. Strategies for putting these into practice are determined, agreed and implemented. The aims, values and strategies are reviewed and, as necessary updated and/or re-focused. The strategies agreed, together with their evaluation, form the core of the School Development Plan.

The School Development Planning Cycle¹⁵



The Staff

It is crucial that staff members are fully involved in the cycle of monitoring and review and that they feel a sense of ownership in relation to the targets and strategies set.

The Principal will be involved throughout, including as a member of the governing body, but mechanisms for valuable and valued contributions from staff must also be in place.

The Principal will use qualitative and quantitative data to report on:

- Whole school strengths and weaknesses
- Teaching and learning strategies and their impact
- Behaviour and attendance
- Community engagement and partnership working

The staff team will report on pupil progress and achievement, utilising tracking data from across the curriculum themes and pathways. As stated in earlier sections, this data will be recorded using our specialised OPT-In software. Although progress overall will be monitored, tracked and reviewed, there will be a particular emphasis on the core subjects of English, mathematics and science and these will have specific reference in associated reports.

¹⁵ Martin, J. and Holt, A. (2002) *Joined up Governance: Making Sense of the Role of the School Governor*, Adamson Publishing Ltd.

The Pupils

It is essential that pupils contribute to the development of the school as well as the establishment of school ethos and reputation. Setting up a new school is not a common occurrence and pupils should appreciate and be fully engaged in this distinctive opportunity. The Coaching Groups will be a key source of qualitative data e.g. ideas for community based projects; contributing factors to instances of poor behaviour. The pupil tracking data will provide quantitative evidence in support of some factors e.g. attendance and pupils will be encouraged to consider the broader implications and impact of such statistics. It is important that pupils have the opportunity to consider and report on both qualitative and quantitative data sets.

To facilitate this more formally in the monitoring and review cycle, the One in a Million Free School will have a **Student Voice council**: 'Student Voice is giving students the ability to influence learning to include policies, programs, contexts and principles' (Harper, 2000)¹⁶.

Our Student Voice council will draw on pupils from across the school and their contributions will reflect our commitments to ensuring pupils value being part of the One in a Million Free School and that they understand they have responsible contributions to make in relation to each individual pupil, the whole-school pupil population and the school as a whole.

Our Student Voice council will submit a report to each meeting of the Governing Body and there will be a standing agenda item included in each formal school reporting mechanism.

Parents and Carers

Parents and carers will also be encouraged to contribute to the annual cycle of monitoring and review. In addition to the formal contributions of parent governor(s), contributions from parents and carers may be collated via the Coach, especially through 'Meet the Coach' days. All contributions will be considered by the Coaching team and, as appropriate, will be reported in staff briefings and meetings with the Principal.

Stakeholders

Other stakeholders should also feel confident in contributing to whole school development. For example, our partners Bradford City Football Club, our work experience placement providers, community leaders and local businesses will have the opportunity to attend an annual 'open meeting' at the school during which reflections of the year past and ambitions for the year in prospect will be reported.

¹⁶ Harper, D. (2000) Students as Change Agents: The Generation Y Model. Olympia, WA: Generation Y.

4.5 Behaviour and Attendance

Behaviour and Attendance are key components of overall school effectiveness. Reversing the order of the two terms allows us to consider two fundamental requirements of being a member of the One in a Million Free School community:

- Pupils need to attend
- Pupils need to behave

Performance against these two crucial requirements will be judged internally by pupils and staff, as well as externally by such agencies as Ofsted. Our school has clear guidance and expectations for both which in turn govern the structure and content of related policies e.g. 'rewards and sanctions' and 'authorised absence'.

Behaviour

There will be a strong emphasis on behaviour and discipline. While the nature of the pupils we already work with demands such an emphasis, we will apply and extend our expertise in this area to ensure positive and purposeful learning environments, focused upon self esteem, engagement, motivation and respect for others are established across the school. We understand that good behaviour is the catalyst for learning, focused practice, progression and engagement in society.

We believe that positive behaviour and attitudes are critical foundations of relationships built on respect. Once established and maintained, such foundations will enable the One in a Million Free School to be:

- A place of high morale and motivation for pupils and staff
- A place where learning and progress can occur in a calm and peaceful environment
- A place that is safe, secure and caring
- A place where pupils can develop their personal and social skills for positive engagement in society

Pupil Engagement

The One in a Million Free School puts the pupil first. Pupils will have the opportunity to contribute more formally to the detail of related policy and practice through the Student Voice Council. However, every pupil has a part to play every day through the standards of behaviour they demonstrate to peers, staff and the learning environment.

Each individual pupil will be responsible for their own actions:

- During their journeys to and from school
- In lessons
- In the school building(s) and outdoor areas
- On school trips
- When representing the school

One in a Million Rewards and Sanctions

In order to reinforce positive behaviour and attitudes, the One in Million Free School has established a system of Rewards and Sanctions. It is our intention that significantly more rewards than sanctions will be awarded. All pupils within our school will be given equal opportunities for and be supported in gaining rewards.

Rewards

Although we wish pupils, staff and the Principal to be involved in writing and confirming the details of the policy, it is anticipated that opportunities for rewards will include:

- Notes and comments in pupil planners
- Commendations
- Certificates of positive behaviour
- Certificates of positive contributions to school life
- Letters home
- Assemblies
- Trips e.g. Year Group, Coaching Group, Pathway Group
- Prize Giving

It is anticipated that all staff e.g. including catering staff, will be able to award commendations for high standards of behaviour. Commendations will be accumulated per Coaching Group and at an individual level. They will be recorded using the OPT-In pupil tracking software and this data will be used for giving certificates and relevant prizes.

The Coach has a very important role in the One in a Million Positive Behaviour Policy. S/he is the first point of contact for each pupil. We recognise that a small problem at the start of the day may escalate into a major issue by the close of the day, unless it is dealt with efficiently and effectively. The Coach will therefore have a key role in liaising with pupils and staff on a daily basis. The Coach and staff will set and maintain high standards in relation to jewellery, uniform and the noting of targets and progress, including homework.

Coach Check-Ins

In addition to daily checks and reminders in registration and classes, all pupils have a weekly 'Check-In' session with their Coach and Coaching Group. During this session, pupils will report on commendations, their targets, reflect on the week past and refer to the week in prospect. The Coach will collate the Groups commendations in the form of a tally. The weekly winning Group will receive a reward e.g. stationary, or credit marks towards an item of kit or a prize e.g. tickets to a home game (each piece of kit or reward will have a credit mark value).

Rewarding Attendance

The One in a Million Free School will fulfil its legal obligation to keep an accurate attendance register. Good attendance is recognised as positive indicator of appropriately challenging and stimulating education.

In addition to commendations and rewards for good behaviour, pupils will also receive points for 100% attendance and/or punctuality. Each recorded attendance (morning and afternoon) will carry a 1point value i.e. 100% weekly attendance = 14 points. Attendance and/or punctuality may be used when setting weekly targets. Achievement of weekly/short-term targets will result in a Bronze certificate of attendance being awarded.

Similarly, individual pupils who achieve 100% attendance across a term will receive a higher level, Silver certificate of recognition.

Pupils who achieve 100% attendance over an academic year will receive an even higher Gold level certificate and award.

Attendance will also be reported in pupil tracking data, recorded via our OPT-In software. This information may be used in relation to work placements and when compiling pupil references. In order to encourage good levels of attendance and peer motivation across a term or academic year, weekly point scores may be accumulated for each Coaching Group and a prize/reward may be awarded to the Group with the most points e.g. a school trip.

Sanctions: A structured response to poor behaviour and discipline

Unfortunately, there will be times when levels and standards of behaviour slip and the school needs to discipline a pupil. It is essential that all staff understand the procedure(s) involved and that they apply them fairly and consistently.

One in a Million staff will be proactive and try to avoid problems before they occur. The role of the Coach will be critical in supporting and informing staff of any particular issues and colleagues will have access to associated information and data. Confrontation, shouting, sarcasm and spiteful remarks should be avoided when dealing with behaviour concerns. It is also important that staff **at all times** make it

clear it is the behaviour they are taking issue with rather than the individual pupil.

When managing low level disruptive behaviour, all staff should use the least intrusive types of intervention. More intrusive intervention should only be used if initial attempts to resolve the situation fail.

One in a Million Levels of Intervention

1. Ignoring/pause in communication
2. Eye contact
3. Physical proximity
4. Simple directions (polite and positive)
5. Classroom rules (these will have been established with pupil contributions and displayed in learning space/classroom)
6. Choices and consequences
7. Time out (repair and rebuild time)

In each of these stages, staff should always try to:

- Be polite
- Acknowledge compliance
- Allow take-up/response time

Classroom Problems

In order to ensure clarity, consistency and fairness, One in a Million has identified 3 levels of classroom problems, with recommendations of how such matters may be dealt with:

Level 1: A level 1 problem should be dealt with by the member of staff in-charge of the class/pupil. Level 1 problem behaviours include the pupil:

- Not on task
- Disrupting others
- Disrupting the lesson
- Mild answering back
- Failure to follow instructions
- Minor bad language
- Unsafe behaviour
- Careless damage
- Failure to do/complete homework

At level 1, staff should make sure they have tried all seven stages of intervention before taking further action. Further action might include speaking with the pupil directly at the end of the session and/or giving a verbal warning that is noted in the pupil's planner (i.e. is picked by the Coach).

Level 2: The member of staff should move from level 1 to level 2 if:

- A** all level 1 efforts above have failed
- B** the incident is of a more serious nature

Level 2 problem behaviours include:

- Persistently not on task
- Refusal to work
- Destruction of other pupils work
- Minor vandalism
- Verbal abuse of pupils
- Threatening behaviour
- Minor bullying
- Consistent failure to do/complete homework

Sanctions at level 2 may include discussion with the pupil concerned, working in a separate, supervised location, letter home, and detention.

Level 3: These incidents should be reported to the Coach, Year Leader and Principal. **An incident report MUST be filled in for level 3 concerns.** Level 3 problem behaviours include:

- Continued disruptive behaviour
- Continually not on task
- Vandalism of school property
- Stealing
- Repeated bullying
- Persistent bad language
- Racial abuse
- Violence to pupils/staff
- Dangerous behaviour
- Truancy

At level 3, sanctions may include discussions with the pupil concerned, a report to the Year Leader and/or Principal (in the first year staffing configurations may not include a year leader), contact with parents/carers, referral to outside agencies.

In some situations, the staff members involved at level 3 may deem the situation to be sufficiently serious to be considered **level 4**. At this level, outside agencies are likely to be involved, staff/carers are involved, creation of an Individual Behaviour Plan takes place, and as a last resort – exclusion may be triggered.

All of the above level descriptions will be noted on Incident forms so that staff are able to quickly identify who should be involved and who should deal with the situation.

If an incident occurs before/after school or at break/lunch-time, duty staff should deal with the situation using the same levels and implementing the same sanctions. When pupils are moving around the school, all staff are responsible for appropriate behaviour.

Off-site Activities

The One in a Million Free school expects high standards of behaviour in all situations and in all locations. The school behaviour policy should be upheld at all times and the member of staff in-charge of the off-site activity is equally in-charge of behaviour. When off-site activities are taking place, all pupils should have a parental/carer listed as a point of contact, including contact details, in case behaviour is unacceptable and the pupil needs to be removed from the activity.

Links with Home

Close links with parents and carers are an important aspect of the One in a Million Free School ethos. Responsibility for behaviour is seen as a shared responsibility between home and school. All copies of letters sent home will be noted in our pupil tracking data-base (OPT-In). Similarly, if a telephone call home is made, a note of the conversation will be recorded.

Use of Safe Handling

In an absolute emergency, pupils may need to be handled for their own safety and/or the safety of others. The One in a Million Free School will have some staff who are trained in handling and opportunities for appropriate training will be made to others as appropriate.

Exclusions

On rare occasions, for very serious breaches of discipline, exclusions may be implemented. Exclusions serve a number of purposes:

- They allow pupils to have the right to be educated in a safe and calm environment
- They allow a pupil and his/her family/carers to see the seriousness of a situation
- They provide time for reflection
- They provide an opportunity to re-integrate pupils with targets which can be closely monitored
- They allow a pupil to concentrate on their work and catch up on missed material
- They provide a deterrent to other pupils

Exclusions, unless extremely serious, will tend to be short term, as the One in a Million Free School believes that longer duration exclusions can lose their effect and purpose.

Permanent exclusions are very rare. However, they may be given for one off very serious/criminal offences e.g. bullying, drugs, assault, or for pupils who routinely (in spite of all strategies and efforts) continually disrupt the ethos of care and learning at One in a Million.

4.6 Community Engagement

The roots of One in a Million lie firmly in community engagement and development. Our work began in 2006 with just seven young people pursuing a community football programme in Little Horton, an area of Bradford identified by the Indices of Deprivation (2010)¹⁷ as being one of the United Kingdom's most deprived areas, falling in the top 0.02%. Since its inception, our community based work has grown and we now have over 1000 young people on roll through our educational, community and football Centre of Excellence programmes.

Our work, presence and influence across different, and often challenging, communities in Bradford have all grown in stature and impact. Our provision has developed and diversified across sport, the arts and enterprise and the number of locations in which our provision is delivered has increased across the city. It is particularly rewarding to see the – sometimes subtle – differences One in a Million is making to the lives of so many. It is this firm foundation that gives us the confidence, need and opportunity to extend our expertise, provision and support through the One in a Million Free School, further strengthening our responsibilities to act in line with the Equality Act 2010¹⁸.

Community engagement and partnership working will be a key commitment and strength of the One in a Million Free School. The school will be located at the heart of Manningham, at Valley Parade, the home of Bradford City Football Club.

Community Engagement: Bradford City Football Club

The co-founders of One in a Million are ██████████ and ██████████. ██████████ played for Bradford City FC for eleven years, including in the premiership league and he has served as assistant manager at the club. During his playing career, ██████████ played for Sheffield Wednesday, Hull City, Rotherham Utd and Halifax Town, where he also served on the management board. ██████████ enjoyed a successful career in business ahead of co-founding One in a Million. He too served on the management board of Halifax Town, where he met ██████████. Living in Bradford, ██████████ and ██████████ share a passion for giving young people in the city a chance.

Bradford City FC ██████████, ██████████, has been very supportive of One in a Million and asked ██████████ to serve as ██████████ for the club, recognising his skills and expertise. Meanwhile, the charity has established offices and a cafe at the club's ground, which is so much part of the city's heritage and the preferred site option for the One in a Million Free School (the relationship between the club, the charity and facilities is explained in more detail in the premises section of this proposal).

Community outreach programmes in partnership with Bradford City FC provide excellent learning and volunteering opportunities for the One in a Million Free School

¹⁷ <http://www.communities.gov.uk/communities/research/indicesdeprivation/deprivation10/>

¹⁸ http://www.equalities.gov.uk/equality_act_2010.aspx

members - pupils and staff. Expertise in 'on-and-off-the-pitch' activities can be shared and applied in school, community and professional sporting contexts e.g. coaching, mentoring, playing and events management. The partnership with the club will also contribute to the recruitment of pupils, the continuing professional development of staff colleagues and the overall reputation and standing of One in a Million across neighbouring communities. For example, the Centre of Excellence programme aims to recruit approximately eight prospective professional football players each year. Once recruited, these players need to focus equally on developing their playing careers and successfully completing their education. The individualised learning afforded by our curriculum structure and approach is ideally suited to supporting such individuals who face balancing coaching and training commitments with teaching, learning and assessments in school.

Our partnership work through the Centre of Excellence also links One in a Million, and in turn our Free School, with other community activities and organisations across the city. These include the Valley Parade Memorial Trust, representative League friendlies, inner city trials (open entry events), summer tournaments, festivals of sport and links with local clubs and sporting organisations. It would be wrong to assume that these links are limited to sports participation and football. Rather, such organisations and events provide our Free School pupils with alternative learning environments for our three curriculum themes, work placement opportunities, volunteering projects and distinctive contexts for the practical application of professional awards and certification e.g. Junior Sports Leadership Awards, Coaching awards, youth work accreditation.

The partnership with the football club also provides other opportunities with other professional and amateur clubs. One pertinent example is with Burnley Football Club which launches UCFB, the University and College of Football Business (www.UCFB.com) this September (2011) in partnership with Bucks New University. Our engagement with UCFB provides longer term progression opportunities for our pupils e.g. in undergraduate degree level work in football business related awards.

Community Engagement: Colleges and Universities

However, the One in a Million Free School will not limit its educational partnerships to organisations focused on football and/or progression in sport related programmes. We have already agreed learning partnerships with Bradford College, Leeds City College (Keighley Campus) and the University of Bradford. These partnerships will provide learning and teaching opportunities for our pupils who may access elements of further and higher education while in Key Stage 5/our sixth form. Such opportunities are available across sport, the arts and enterprise.

We will also engage with such partners in aspiration raising programmes for remaining in education after compulsory school age. Traditionally such programmes have been offered through Aim Higher. Although it is not yet clear what will replace these programmes, it is clear that the One in a Million Free School will engage in the best support for our pupils. In some instances, such opportunities may lead to UCAS accreditation for progression to Level 4 study e.g. through the progression module

programme at the University of Huddersfield¹⁹

Community Engagement: Local schools

The One in a Million Free School is committed to working collaboratively with other schools and providers. Through the work of our charity, we already have strong, positive working relationships with local secondary schools from across state and independent sectors e.g. Buttershaw Business and Enterprise College, Challenge College, Hanson School, Grange Tech College and Bradford Grammar School. We have enjoyed positive discussions on how our school communities could benefit from collaboration, once we open in September 2012.

Discussions have included considerations of complementary curriculum offerings, reciprocal arrangements for teacher CPD, inter-school exchanges and competitions and the joint use of facilities. We have also worked with, and received support and advice from, secondary schools from other Authorities during the planning of our Free School. For example, Carr Manor High School in Leeds has opened its doors to the One in a Million team in relation to exploring and determining the One in a Million Coach and Coaching programme, Ryburn Valley High School has supported us in our consideration of Admissions and Special Educational Needs provision and Bradford Grammar School has supported us in considering ways of working collaboratively with the independent schools sector.

We also enjoy strong relationships with a number of local primary schools e.g. Horton Park Primary School, Southmere Primary School and some have already been very pro-active in supporting us through marketing the One in a Million Free School and extending information to prospective parents and carers.

Across both the primary and secondary sectors, Bradford is facing an exciting change in educational provision and there is much opportunity for establishing both joint ways of working and new ways of working across the sector e.g. responsibility for education and children's services is returning to the Council (the ten year contract with Serco ends 2011), a number of established schools are converting to Academy status (ten schools from across the city confirmed their interest in June 2010) and the city has one of the first wave of Free Schools opening in September 2011, the Kings Science Academy. One in a Million has established a joint venture with one of our partner organisations, Pro-Vision, which has established a district-wide Pupil Referral Unit called 'The Stadium Project'. This provision will be co-located at the Bantams Business Centre but it will be separate from the One in a Million Free School.

Establishing and maintaining positive working relations with our school neighbours and colleagues is a key priority. The One in a Million Free School will be a small school with a distinctive character and approach. While there might be some obvious apprehensions from some established providers regarding, for example, pupil numbers, we believe that our school brings a much needed alternative to the traditional setting and structures of school provision in Bradford and that we have

19 [REDACTED]

much to benefit from, and to offer to others, through collaboration and joint developments.

Community Engagement: Local business

One in a Million and Bradford City Football Club have a number of key relationships with national and local businesses. We have a number of leaders of significant businesses as members of our Advisory Board and a number of others who have offered their support either formally or informally. The offer of professional expertise e.g. financial advice and/or legal support; pupil placements e.g. work experience placements, volunteering opportunities; contributions to curricular activities e.g. specialist arts input through music, performance and recording sessions, and extra-curricular learning experiences e.g. guest speaker contributions, involvement in sports tournaments, off-site visits have been made and we are continuing to collate and register these as we plan and organise our first prospective year of operation, ahead of appointing our Principal.

The One in a Million Free School will also work with local businesses through the use of their services e.g. architect and law firms, catering and associated resources for our community cafe, uniform and kit suppliers, stationers and printers, IT provision and transport providers.

Community Engagement: Local Members of Parliament

Philip Davies MP (Con - Shipley) has been supportive of the One in a Million Free School application, taking the time to visit the proposed facilities at Bradford City Football Club and to discuss the One in a Million Free School proposal with [REDACTED] and [REDACTED]. He has asked to be kept informed of progress made with the Department for Education as we apply for a September 2012 opening. He has also been supportive of [REDACTED]'s work in representing the Voluntary & Community Sector in Bradford in relation to the Children's Trust Board and dialogue with senior leadership at Bradford Metropolitan District Council re engagement and commissioning of the sector, particularly in respect of the Localism Bill²⁰.

David Ward MP (Lib Dem – Bradford East) was involved in Community Development at Bradford City Football Club through his work for Leeds Metropolitan University, prior to becoming an MP in May 2011. Although one of only two coalition MPs who opposed the Academies and Free Schools Bill last year, he is supportive of One in a Million and the charitable work we do in Bradford, particularly the development of the Community space which is located in his former offices. He was also in agreement with the appointment of [REDACTED] as the [REDACTED] for Bradford City Football Club and hence focusing the responsibility and accountability into an identifiable role that could take the club's Community Programme forward.

Gerry Sutcliffe MP (Lab – Bradford South) has been supportive of One in a Million's

²⁰ <http://www.communities.gov.uk/localgovernment/decentralisation/localismbill/>

charitable work in Bradford for a number of years including his time in Government as a Minister in the Home Office and also as a Sports Minister and recognising and praising the importance of the approach and interventions provided by the Charity for the children & young people of Bradford.

Community Engagement: Residents' Groups

The individualised approach of One in a Million extends to the relationships the Charity has established with the families and carers of our young participants. Our engagement with residents groups, for example the Canterbury Acting Together Partnership, groups of residents and individual members of the communities concerned are seen as key success factors in our work. This approach and commitment will be integrated in the work of the One in a Million Free School.

For example, in the case of our longer established programmes based on the Canterbury Estate, One in a Million has integrated a number of local residents, including parents and carers, who assist voluntarily in the delivery of our community education programmes. In recognition of the importance and value of integrating local community support, One in a Million has established a comprehensive volunteer training programme that also serves to embed the ethos and values that underpin our approach and the community education programmes we deliver. The One in a Million Volunteer Training Programme will also be available to the Free School pupils. Volunteers working through the programme are encouraged to adopt the ethos and values into the dynamics of family life as well as wider community life. This has been successfully modelled through one local family in particular, the ██████████ family:

Encouraged by the integration of their children into the community programmes delivered by One in a Million, the father in particular has experienced quite a radical life change. Through engagement with our charity, he has been inspired and encouraged to approach life differently and to make a difference to life. Having lost over 12 stone, ██████████, a qualified chef, is now employed by a local supermarket and outside of work hours is supported by One in a Million as a volunteer. ██████████ teaches children the importance of healthy eating through 'cook and eat' sessions. He also supports local young men through the One in a Million targeted Friday night football projects. ██████████ is now qualified as an FA Level 1 coach and together with a number of older young men who have been involved with One in a Million from the beginning, now co-ordinates a league football team comprising of local teenagers.

The ██████████'s eldest daughter ██████████, was also recently shortlisted for Bradford Council's district wide 'Young Citizen of the Year Award' for her volunteer work with younger children. ██████████ has established a small dance group for children on her estate. She is now supported by a professional dance coach and her group performed at One in a Million's annual charity fundraising dinner 'Stars'²¹

²¹ ██████████

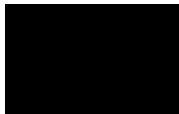
At the same dinner the whole family were honoured for their outstanding community contribution.

Such spirit and approach will be a key aspect of life in the One in a Million Free School and we look forward to integrating recognition of such broader successes in our rewards and prize giving programmes.

Community Engagement: Level Partnerships

One in a Million is already working with Level Partnerships (www.levelpartnerships.com), an organisation committed to advising schools and others in disadvantaged areas on how to develop partnerships that help create a more level playing-field in society. Our partnership with Level is funded directly by the charity.

Level are the partnership people, a consultancy that brokers and supports partnerships in sport, the arts, education, diverse communities, businesses, health services, local authorities and the wider public sector, at home and abroad. Level has already introduced One in a Million to opportunities with other educational, cultural and sporting organisations. For example, we are already looking forward to our pupils participating in the Shakespeare Schools Festival, to being engaged in learning opportunities with the Royal Society of Chemistry, and to benefitting from educational links across the schools, further and higher education sectors, including UCFB and the University of Oxford.



5. Evidence of demand and marketing

While understanding the needs of pupils, families/ carers and broader communities is core to the foundations of any good school, a school must have a viable pupil population in order to function and make any impact. As stated in earlier sections, the One in a Million Free School will not duplicate existing secondary school provision in Bradford. Rather, we will be offering an alternative in school year structure (45 week academic year) and curriculum structure (a vocationally themed curriculum across sport, the arts and/or enterprise). The One in a Million Free School structure and curriculum have been devised in direct response to prospective parental and pupil demand, preferences and needs.

We do not use the term 'demand' lightly. We understand that individuals and/or groups offering their 'support' for a Free School is not synonymous with there being a 'demand' for an alternative to what is already on offer, for pupil places and in turn for a Free School.

In this respect, we have been careful to focus our efforts in relation to both. On the one hand, support and engagement is needed and sought from local businesses, neighbouring schools and colleges, community groups and residents (see section 4.6 above). On the other, we have been careful to ensure we know there is sufficient demand for places, and that we are able to justify our ambitions to meet a need and make a difference.

From our on-going engagement with young people and their families/carers within the City, we are confident there is a genuine demand for an alternative to what is currently on offer in secondary schools across the District, for pupil places and for the One in a Million Free School specifically. This is further supported by the statistical evidence supplied in Section 3.

5.1 Demonstrating parental demand

The One in a Million Free School team is currently undertaking a survey of parental demand with the parents and carers of current students attending One in a Million community programmes. We are also engaging with families and carers of children of eligible school age who wish their child(ren) to join our year 7 intake from September 2012 i.e. children who are currently in year 5. In order to be secure in the viability of our pupil population, we are also consulting with parents and carers of children in year 4 (i.e. those who will be our year 7 intake in September 2013).

Our survey and collation of evidence of demand was started in late 2010 and we will continue with this process as part of our on-going marketing and consultation activities, post submission of this proposal. One in a Million currently works across five Districts of the City: Canterbury (BD5 postcode), Buttershaw (BD6 postcode), Manningham (BD3 postcode), Keighley (BD21 postcode), Tong (BD4 postcode) and Baildon (BD17 postcode). We anticipate our pupil population comprising children from across each of these. The current levels of confirmed parental demand, detailed below, are drawn from 2 out of the 5 Districts – Canterbury and Buttershaw. The survey process across the other 3 areas is on-going.

However, even to date (19th May 2011), the evidence of parental demand for the One in a Million Free School being an assured choice for 2012 intake, already exceeds the minimum 50% enrolment for the first two years of operation.

- Our planned admission number for **2012** is 50 year 7 pupils.
- We already have signatures of confirmed choice from parents/carers of **37** pupils currently in **year 5**.

- Our planned admission number for **2013** is 50 year 7 pupils
- We already have signatures of confirmed choice from parents/carers of **39** pupils currently in **year 4**.

- In addition we have signatures of confirmed choice from the parents/carers of **32** pupils currently in **year 3**.

In order to maximise the evidence of parental demand, we have used a variety of methodologies. We have used different data collation methods in an attempt to ensure no-one is excluded or unable to participate, while recognising that participation in such activities is not, for many in our communities, a high priority. For example, in recognition that not all parents/carers will have access to the internet, we have supplied hard copy questionnaires as well as our on-line version.²² We have also provided opportunities for 'signing-up' at home games of Bradford City Football Club and at associated family fun days and community based projects e.g. The ARC Kidz club on the Canterbury Estate. Additionally, members of our staff and volunteer teams have spoken face-to-face with parents and carers, including at their homes

²² <https://sites.google.com/a/oneinamillion.org.uk/freeschool/home>

and at different locations across the One in a Million community project footprint. We have sent letters to parents/carers of young people attending One in a Million programmes and we have displayed the same information in a number of local primary schools, inviting people to make contact with us, register their support and/or request further information²³.

In addition to the data collation methods described above, we have also endeavoured to raise awareness of the One in a Million Free School through associated press releases and news articles e.g. The Yorkshire Post,²⁴ the local Bradford Telegraph and Argus newspapers²⁵ and associated web-updates e.g. via the One in a Million 'news' webpage²⁶

The postcodes and confirmation of numbers for each intake are detailed in the tables below:

Evidence of parental demand: year 7 2012 intake

We asked parents and carers:

Would you be interested in sending your child to the One in a Million Free School from September 2012?

Parents were given 3 options to reply:

- Yes, definitely
- Maybe, I would need more information
- No I am satisfied with our local education provision

The number of respondents referred to in the results are ONLY those who replied 'Yes, definitely'.

Contact details for all participants have been recorded and those requesting or needing more information will be invited to one of our consultation events. NB We have also confirmed that we are exempt from the requirements of the Information Commissioner's Office (ICO).

We provided participants in the survey with generic information on Free Schools, including a live-link to the relevant section of the DfE website:

<https://sites.google.com/a/oneinamillion.org.uk/freeschool/what-is-a-free-school>

We provided specific information on the One in a Million Free School:

<https://sites.google.com/a/oneinamillion.org.uk/freeschool/home>

²³ Letter to parents (please see below)

²⁴ http://www.yorkshirepost.co.uk/news/around-yorkshire/local-stories/charity_linked_to_football_club_bids_to_open_school_above_souvenir_shop_1_3029506

²⁵ http://www.thetelegraphandargus.co.uk/news/8752932.New_school_bid_for_City___s_ground/

²⁶ <http://www.oneinamillion.org.uk/free-school-parents-backing/>

Age of child(ren) (current year 5)	Postcode
9	BD5
9	BD5
9	BD6
9	BD5
9	BD9
9	BD5
9	BD5
9	BD5
9	BD6
9	BD5
9	BD6
9	BD5
9	BD6
9	BD5
9	BD5
9	BD6
9	BD5
9	BD9
17 children aged 9	
10	BD5
10	BD5
10	BD5
10	BD9
10	BD5
10	BD5
10	BD5
10	BD5
10	BD6
10	BD5
10	BD5
10	BD5
10	BD6
10	BD6
10	BD5
10	BD5
10	BD5
10	BD5
10	BD6
10	BD5
10	BD5
20 children aged 10	
Total: 37 children currently in year 5	

Evidence of parental demand : year 7 2013 intake

Age of child(ren) Current year 4	Postcode
8	BD5
8	BD5
8	BD6
8	BD5
8	BD6
8	BD5
8	BD5
8	BD5
8	BD5
8	BD5
8	BD5
8	BD5
8	BD9
8	BD5
8	BD6
8	BD6
8	BD6
8	BD6
8	BD5
8	BD6
8	BD6
8	BD5
8	BD5
8	BD5
8	BD6
24 children aged 8	
9	BD5
9	BD5
9	BD5
9	BD6
9	BD5
9	BD6
9	BD9
9	BD5
9	BD5
9	BD5
9	BD5
9	BD6
9	BD5
9	BD5
9	BD5
9	BD5
9	BD5
9	BD6
15 children aged 9	
Total: 39 children currently in year 4	

Ref 21: Copy of letter to parents:



Dear Parent / Carer,

The One in a Million charity is planning to open a BRAND NEW FREE SCHOOL at Bradford City Football Club that will provide a vocationally themed curriculum mainly in the areas of Sports, Arts and Enterprise.

You might already know One in a Million as we work extensively within your community helping children and young people. Our proposed Free School will allow us to help many more within the local community and right across the Bradford District.

Our Free School will cater for children and young people across Bradford aged 11-18 and we intend to open with a year 7 intake in September 2012.

Our Free School will be a small school, ensuring that each and every individual is known and understood. The overall aim is to give every student the chance to flourish and succeed, regardless of ability or background.

Students will follow a broad and balanced curriculum based around their particular strengths and involving practical learning experiences with numeracy, literacy and science education seamlessly integrated through all subjects. In a personally tailored education environment all students will have the best opportunities to work towards professional and vocational qualifications and through our strong links with local colleges and universities will be very well placed to progress and achieve their potential as well as their elected career choice.

If you have children who are currently in years 4 or 5 and would consider sending them to the One in a Million Free School from September 2012, we would really appreciate your support. Equally, if you have children in years 1-3 and wish to support us and/or be kept informed, we would be delighted to hear from you. In either case you can complete the enclosed questionnaire or fill in online here:

<https://sites.google.com/a/oneinamillion.org.uk/freeschool/>

You can also find more information on Free Schools here:

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools>



5.2 Consultation

In addition to collating evidence of parental demand to demonstrate a viable pupil population, One in a Million also recognises it will have a statutory obligation to undertake a formal consultation as required by the Academies Act 2010²⁷

The Act requires providers of additional schools to consult with *such persons as [you] think appropriate* and that the consultation must *be on the question of whether the arrangements should be entered into*.

One in a Million welcomes this requirement. We do not see it as an arduous process rather it is an opportunity for us to promote the One in a Million Free School more widely and to encourage greater understanding and support for our provision and structure.

We have been very fortunate in the levels and sources of interest and support to date. That said, we recognise that for some, educational change and the Free Schools initiative in particular is seen as something that should be objected to rather than embraced. In this context, it is important that both parties i.e. the One in a Million team and the objector, have the opportunity to share accurate and direct information, dispelling any bias or misinterpretations that may occur. This is not to say there will be a simple and/or straightforward solution, but it is essential that all concerned have a fair and accurate appreciation of what is being proposed and pursued.

Why consult?

In addition to the statutory obligation to consult, it is important for organisations to provide and receive important information that may impact on the proposal (positively and/or negatively) in the future. In this context, it is important for One in a Million to specifically consult of the establishment of the One in a Million Free School. Key questions to consider and cover in an effective consultation are:

- What is happening?
- Why is it happening?
- How will it happen?

Consultation also encourages organisations to reflect upon associated strategies for effective management and implementation.

²⁷ <http://www.legislation.gov.uk/ukpga/2010/32/contents>

Who will be consulted?

The One in a Million Free School will be located in the heart of Manningham, although the pupil population will be drawn from beyond the boundaries of this particular area. In this respect, it is important for community representatives from across the City to be involved in the consultation, as well as those from the immediate neighbourhood.

We have already referred to a number of key representatives in earlier sections and their engagement with and involvement in the One in a Million Free School will be actively encouraged. One approach will be to include these contacts in the formal consultation process:

- Parents and carers; as described earlier
- The Local Authority and neighbouring Authorities; as listed in Section 2 above. We will also engage specific departments and teams e.g. in relation to admissions and special educational needs
- Community Groups; including residents associations, youth clubs
- Religious leaders and faith groups; from across the faiths
- Potential feeder schools and nurseries
- Neighbouring secondary schools, including prospective Free Schools, Academies and those from the independent sector
- FE and HE providers e.g. Bradford College and Leeds City College; the universities of Leeds, Huddersfield, Bradford
- VInvolved; Volunteering Bradford
- Bradford City Football Club; including supporters and members groups
- Local **Arts** organisations; including the National Museum of Photography, Film and Television, the BBC, Yorkshire Television, Creative Bradford, dance organisations, music and recording associations, Festivals organisers
- Local **Sports** organisations; including clubs, league organisers, leisure services, public and private sports facilities, kit providers
- Local **Enterprise** organisations; including local businesses, business forums, Bradford Kick-start, Bradford Enterprise Academy

What information will be shared?

It is crucial that the information shared is accurate, consistent, clear and easy to understand. Some methods of sharing information incur greater costs than others, although the main driver should be the dissemination of information to prospective stakeholders and supporters as well as those who need, or wish, to find out more.

It is important to remember that the consultation is a process in which to ask whether the One in a Million Free School should be established. In asking this question, those being consulted will need to know arrange of information, including:

- Who are One in a Million?
- What is the ethos of the charity – the Mission and Values?
- Why does One in a Million wish to establish the Free School?
- What will the One in a Million Free School offer (including age range, curriculum, school size, academic calendar/year)
- What is the admissions policy?
- What expertise and experience does One in a Million have in the successful delivery of educational provision (educational credentials and credibility)
- What impact will the One in a Million Free School have on the community e.g. employment, after-school and holiday provision, community hub, shared facilities, identity

How will the consultation be conducted?

As in the process for collating evidence of parental demand the One in a Million Fee School team anticipate using a number of methods for sharing information and consulting with key stakeholders and interested parties.

These may include:

- Open invitation/attendance events e.g. across evenings, lunch-times, weekends at Valley Parade
- Visits and presentations to other organisations
- Web-based activities
- Door-to-door approaches and discussions
- Letters and return correspondence

In each case, participants will need to be informed of the consultation period, including the deadline for any responses and how/where to send their replies e.g. by hand to a particular address, by post, by email.

One in a Million appreciates that the Department for Education will provide additional support for the consultation process and we look forward to working together in this necessary and important stage of our Free School being established.

5.3 Marketing Strategy

Our efforts and successes to date in collating evidence of parental demand and broader community support for the One in a Million Free School need to be maintained and used as firm foundations for further promotion, recruitment and support to and for our school.

Establishing a clear and purposeful marketing strategy is one effective way in which to address this priority.

The One in a Million team has collated sufficient evidence of parental demand from the first two (of five) areas canvassed for support and commitment. In addition to pupil numbers and postcodes detailed in section 5.1 of this proposal, we also have a database of contacts comprised of prospective parents who are supportive and/or interested in sending their child/ren to the One in a Million Free School but who would like some additional information, before signing up as a 'definite'.

All of these contacts are crucial to the on-going development and extension of support and commitment. While it is re-assuring that we have met the criteria for initial parental demand, there can be no guarantees that all 'definites' will indeed materialise into pupils of the One in a Million Free School in September 2012. In this respect, all prospective parents/carers are a key asset to the school, and all are too valuable to lose.

One in a Million has the contact details for all of these parents/carers. As stated earlier, One in a Million has confirmed that we are exempt from the requirements of the Information Commissioner's Office (ICO). Updates on progress and developments are shared with members of this data base and they will form a 'key contacts list' for invitations to future consultation and information sharing events.

One in a Million: the marketing plan

In recognition of our on-going commitments to keeping people informed, interested and supportive, the One in a Million team has drawn together an outline marketing plan.

This marketing plan builds on the positive foundations established in the processes associated with writing this proposal e.g. collating evidence of parental demand, considering key groups of stakeholders to approach and include, determining which modes of communication may work effectively in which contexts.

Who is included?

We already have a number of individuals and groups we see believe to be key assets in marketing our school. These include our core One in a Million team as detailed in Section 1, our prospective pupils and parents, our partners Bradford City Football Club and our pending Principal Designate.

In determining the aspirations, ambitions and development of the One in a Million Free School, our core team has been focused upon detailing the structure, content, goals and ethos of the Free School. Our team is central to the establishment of drive, direction and understanding and we appreciate that collectively we will have the most comprehensive understanding of the ethos and underpinning values through to operational intentions and ambitions of any group associated with the Free School.

Our prospective pupils and parents are also key assets. Having already 'bought into' the aspirations, ambitions and development of the One in a Million Free School, our prospective pupils and parents are seen as enthused, positive ambassadors for marketing our school and its overall purpose.

Our partners Bradford City Football Club hold a very particular position and draw for the wider communities of Bradford. On the one hand there is the history, nostalgia and commitment that any football club holds, on the other there is the distinctiveness and intrigue such a partner brings, not only to the context of current educational initiatives developments but also to community groups who may not traditionally be associated with either football or a football stadium.

Our Principal Designate is also central to the marketing of our school. He/she will lead both the practical and prospective developments of the One in a Million Free School, demanding clear articulation of comprehensible vision and strategy. The Principal will be the key driving force in ensuring strategy becomes a reality.

Similarly, our governors and advisory group members will act as One in a Million ambassadors in formal and informal contexts and as formal and informal representatives of our School.

The key audiences for our marketing plan and associated activities include additional prospective pupils and families/carers and community stakeholders as described earlier. Additionally, the government's offices and associated agencies leading the Free School initiative and implementation are also key stakeholders to be kept informed and included.

What will be included?

Our marketing plan incorporates a breadth of available media and strategies for implementation. We will utilise hard copy materials, including a school prospectus, information sheets and promotional materials; websites and associated social networking processes; PR events and person-to-person opportunities.

We recognise the different demands and expectations placed upon and placed by different individuals and groups. In this respect, our marketing plan incorporates a variety of approaches, timings and structures to maximise availability, engagement and impact e.g. open forums, small group discussions and information sharing, open/prospective pupil open days, press and media coverage and web-based materials. Again, in an effort to maximise engagement, our marketing events will take place across a variety of times, in a range of locations and some will be tailored to specific audiences.

School Prospectus: The school prospectus will be a full colour document that establishes and confirms the One in a Million Free School as a provider of secondary education (11-18) in the city of Bradford. Much of the information prepared for this first proposal phase will be utilised within the content. Given the time-frames ahead of the 2012 opening and the necessary preparation of the related prospectus, it is important to note that a parallel process will take place in relation to preparations for 2013.

Prospectus Distribution: Prospectuses will be available directly from the One in a Million offices at the Bantam's Business Centre. They will be distributed to all contacts who have expressed a confirmed preference for the One in a Million Free School for September 2012 and/or 2013. They will also be sent to all contacts who have requested further information. We will send/give copies to our neighbouring primary schools, colleges and universities as well as local businesses and community groups. Families and carers of young people who access One in a Million community based programmes as well as other households in the areas will also receive copies. The prospectus will also be available on-line and upon request.

Website(s): It is important that web-based information remains up-to-date and dynamic in its content and, given the ease with which it is manageable, the web will continue to be the first show-case of news, updates and profile-raising activity for the One in a Million Free School.

The One in a Million Free School website²⁸ will remain open and updated and we will continue to gather evidence of demand and contact details through this site.

The One in a Million website²⁹ is currently being updated for a re-launch. This will include a direct link to the One in a Million Free School, and will link to all news items and information associated with our planning, launch and development.

Other websites e.g. the Bradford City Supporters' Trust³⁰ will continue to include updates, news and information on the One in a Million Free School, ensuring key partners and interested parties have alternative sources of receiving information.

Social media: We will continue to include social media sites and updates in our marketing plan. They will be subject to monthly evaluations and will be prime locations for news-flash alerts and notification/invitations to events.

PR events: The One in a Million Free School will host a number of PR events, ranging in size, location and audience. For example, we will have open invitation information events, coffee mornings for prospective parents, formal consultation processes (including in relation to admissions), and promotional activities in partnership with Bradford City Football Club at home fixtures and family/supporters events. The combination of PR events will take place throughout the year, ensuring maximum access for all interested parties.

²⁸ <https://sites.google.com/a/oneinamillion.org.uk/freeschool/about-one-in-a-million>

²⁹ <http://www.oneinamillion.org.uk/>

³⁰ <http://www.bcst.co.uk/node/1949>

6. Organisational Capacity and Capability

As stated in Section 3, One in a Million is comprised of experienced and successful educationalists, sports professionals and business entrepreneurs (CVs are attached as Appendix 1). As a fully functioning, successful charity, we understand the importance of having the right team in place and of having the right skills sets available for the efficient and reliable execution of tasks. We recognise that establishing the One in a Million Free School demands particular skills sets and we fully endorse the emphasis the Department for Education is placing upon 'educational' and 'financial' expertise and experience.

Our experience tells us that 'capability' cannot be considered in isolation. Crucially, any team member must also have the 'capacity' to work on the project, regardless of role. For example, an organisation may know of a super-star accountant who has a wealth of experience in establishing and leading the financial duties expected in setting up an educational institution. However, if that person cannot devote time – or sufficient time - to the specific project in-hand, or can only offer minimum input, their contribution may prove more damaging or limiting than constructive and progressive.

6.1 Capacity and capability of the company

The immediate One in a Million team has capacity and capability in leadership and management, financial accounting, business development, programme development, HR and project management including facilities development. Together with our broader team of partners including Level Partnerships and Bradford City Football Club, we have additional capacity and capability in educational development, educational leadership, business and commerce and facilities management and development.

We also recognise that there will be specific skills sets demanded by a number of formal roles and responsibilities, including those which have a legal obligation and accountability e.g. school governance. We understand the significance of strong leadership for our school and we are looking to appoint a suitably well qualified school leader who will work with our governors, advisory group, staff teams and partners in setting and meeting strategic goals and ensuring value for money for all concerned.

Pre-Opening Planning

In order to ensure we maintain momentum, focus, direction and progress in the pre-opening phase of our school, the One in a Million team is establishing a **Steering Group/Executive Committee**. This group will comprise:

- Members of the Academy Trust (most probably [REDACTED] and [REDACTED] and/or [REDACTED])
- Our Principal Designate (once we are approved and we have the authorisation to appoint) – our partners, Level partnerships will continue to support in educational leadership and management in the interim
- Our Vice Principal (once we are approved and we are able to appoint to this role specifically) - our partners, Level partnerships will continue to support in educational leadership and management in the interim
- Our Director of Finance (once we are approved and we are able to appoint to this role specifically) – we have financial expertise available through our Trust membership and partners in the interim
- A representative from the Department for Education (as appointed)
- Other skill sets as appropriate/demanded by the phase of development/item to be addressed e.g. HR, IT, buildings and facilities.

Our steering group will be responsible for establishing the detailed strategies and core operational processes ahead of our school opening. The group will build upon the foundations prepared within this proposal, drawing on additional expertise and ensuring compliance with legal and statutory obligations.

The Steering Group will also be responsible for ensuring the strategies are accompanied by necessary action e.g. co-ordinating any contracting and/or procurement processes, agreeing a range of service providers, ensuring appropriate personnel are engaged and accountable.

The Principal Designate, Vice Principal and Director of Finance will be members of our steering group. Our steering group will be responsible for their appointment, including the identification of key qualities, skills and attributes we are looking for. Members of our steering group will also be involved in the appointment and recruitment of staff more generally.

Financial Expertise

Ahead of appointing a Director of Finance, we are confident that we have the necessary financial expertise within our core team to ensure the contracting of all activities is handled effectively and within a context of guaranteeing 'value-for-money'. One in a Million already is already operates as a successful and fully accountable charitable business. [REDACTED]

[REDACTED]

Equally, [REDACTED]

The team also has the support of other members of the One in a Million charity staff. For example, [REDACTED]

In addition, [REDACTED] Educational Expertise

Ahead of appointing our Principal Designate, we are confident that we have the necessary educational expertise within our core team strengthened by the support of others who partner One in a Million e.g. Level Partnerships and members of our Advisory Group (referred to below). As described in earlier sections, One in a Million already operates and delivers successful community education programmes and our team members have a wealth of experience across a range of educational sectors including schools, colleges and universities. [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED] and [REDACTED] of Level Partnerships are leading educationalists who have worked in senior leadership positions in a number of educational establishments and sectors. They also bring a wealth of experience in curriculum development and the driving of educational policy in schools, colleges and universities (please see section 4.6 for additional details).

Additional Expertise

While we recognise and welcome the emphasis on educational and financial expertise, we are also conscious that our steering group will need to draw on other skill sets and attributes in establishing the One in a Million Free School. The examples below demonstrate areas of expertise we already have at our disposal.

One in a Million will also draw on members of the Advisory Group, partner organisations, project management and service providers as appropriate.

Architectural Development

As we have developed the interior of our building to meet the learning needs of our young people and the office demands of our charity team, One in a Million has worked closely with [REDACTED]³¹.

Buildings and Facilities Development

[REDACTED], the [REDACTED]

³¹ [REDACTED]

Human Resources

██████████

Legal Support

One in a Million has already benefitted from a range of pro-bono support from the legal firm ██████████³². ██████████ are based in Bradford and Leeds. ██████████

Members of our Steering Group will meet at least weekly, although the agenda of meetings will be organised to ensure time is used in a focused and effective manner e.g. timed agenda items involving certain members, focused on particular aspects of business. The overall remit of the Steering Group will be to ensure that all project elements are appropriately address, run on time and offer value for money. As described above, One in a Million has a number of key skills sets available, but we anticipate operating a 'hybrid' model of project co-ordination and delivery i.e. colleagues with the appropriate skills, expertise and experience will work with external companies, agencies and organisations in establishing the One in a Million Free School.

6.2 Hiring the Principal Designate

The appointment of a Principal Designate is probably the most significant decision in establishing the One in a Million Free School. It is essential that the 'right' person is appointed, but what does 'right' mean?

The One in a Million Charity is clear in its ethos, values, aims and ambitions. Unsurprisingly, the planning and ambitions for the One in a Million Fee School are rooted in these. The Principal of our school needs to be an individual who shares our

³² ██████████

passion for and commitment to our ethos, values, aims and ambitions. He or she also needs to be determined and creative – someone who can manage the balance between leadership and personal autonomy with respect for and integration of the wider core values of the organisation.

The One in a Million Free School demands an inspirational and highly motivated leader who has a compassion and understanding for all young people and staff under their care.

In considering the key qualities required of our Principal Designate, the One in a Million team have identified qualities, attributes and experience that should be supported by qualification, rather than the other way around.

The qualities and attributes may be considered in relation to the ‘Competencies’ for effective headship as identified by Future Leaders³³

- **Thinking:** Analytical thinking, conceptual thinking, curiosity and an eagerness to learn
- **Being:** Self awareness, resilience and emotional maturity, integrity, personal drive
- **Leading:** Holding to account, developing others, inspiring others, impact and influence, relating to others, collaboration
- **Moral purpose**

Although we anticipate our Principal will hold Qualified Teacher Status, we are not demanding such a qualification. Similarly we are not demanding our Principal holds the National Professional Qualification for Head-teachers. That is not to say we do not value such qualifications – indeed we have determined the qualities, attributes and experience under the thematic headings of the National Standards for Headship.³⁴ Rather, we wish to maintain an ‘open-field’ in the recruitment process. We are however, demanding that our Principal Designate is an effective and inspirational leader, committed to the values of One in a Million.

He/she must be able to lead the raising of educational standards and gain the respect of pupils, staff and wider communities.

The One in a Million Principal Designate: Identified qualities, attributes and experience:

Shaping the future

- Has a clear understanding of vision and values, specifically as they relate to One in a Million

³³ <http://www.future-leaders.org.uk/our-programme/the-programme/competencies>

³⁴ <https://www.education.gov.uk/publications/eOrderingDownload/NS4HFfinalpdf.pdf>

- Is able to translate vision into meaningful strategies with clear objectives and milestones for a variety of audiences e.g. pupils, staff, community partners
- Is both a leader and a team player – is able to motivate others to engage and ‘go the extra mile’
- Understands and appreciates the importance and contributions of the broader environment and local communities

Leading learning and teaching

- Is committed to individualised learning in mixed ability settings
- Is committed to using a variety of learning environments and resources, including technologies as appropriate to maximise learning and progress
- Ensures that learning drives resources and not visa-versa
- Sets challenging but realistic targets of achievement for individuals and for the whole school
- Monitors teaching and learning practices and their impact upon pupil achievement
- Challenges under-performance

Developing self and working with others

- Treats all members of the One in a Million Free School and its broader communities with respect and dignity
- Is committed to collaborative learning and partnerships with other educational establishments and sectors
- Is committed to Continuing Professional Development for him/herself and for the full spectrum of staff colleagues
- Recognises the talents and strengths of others
- Is able to delegate appropriately and self-manage effectively

Managing the organisation

- Is able to identify clear roles and responsibilities for effectively managing the One in a Million Free School
- Is able to articulate associates responsibilities and accountabilities with clarity and consistency
- Ensures that all legal and statutory obligations for the One in a Million free School are met
- Is able to establish meaningful processes for monitoring and review. This includes the necessary writing, updating and implementation of strategies and policies as well as performance management
- Is inclusive yet decisive in ensuring the One in a Million Free School remains true to its aims, vision and mission
- Demonstrates sound understanding school financial management, including reporting accountabilities

Securing accountabilities

- Understands his/her direct accountabilities to the One in a Million Governing Body
- Has clear roles and responsibilities for all colleagues, which are meaningful to the overall achievement of strategic aims and associated milestones
- Reports achievements and accountabilities to a range of audiences e.g. Governing body, parents, Department for Education, using appropriate methodologies and succinct clarity

Strengthening community

- Is committed to and has experience of establishing purposeful community links and partnership working
- Has creative ideas for integrating learning experiences across sport, the arts and enterprise with community partners
- Is committed to working with all pupils and staff without prejudice and is able to establish and implement effective strategies for equality
- Sees diversity as a positive and is able to draw on best practice to maximise opportunities for all

The One in a Million Free School is a 'one in a million' opportunity for our new Principal. The structure of our school, in relation to curriculum, staffing and delivery is different. The opportunities and challenges will also be different. The Free School initiative is relatively new. Our school will be brand new. We are looking for a Principal Designate who will relish the opportunity, value the opportunity and make the most of the opportunity in relation to raising standards, making a difference and ensuring each one of our pupils is able to flourish and become the best that they can be.

Hiring our Principal Designate requires a level of understanding and appreciation of process as well as desired qualities. In order to help ensure we make the best appointment we can, One in a Million has secured the support of the [REDACTED], [REDACTED].

We anticipate the Principal Designate will start working with our Governing Body and colleagues as soon as possible, post accepting the appointment. The Principal Designate will have a key role to play in assuring and re-assuring pupils, parents/carers and the broader communities that the school is developing well e.g. meeting milestones, reaching building targets, keeping to time on staff recruitment processes, ahead of the opening in September 2012. He/she will also be central to associated PR events and the process of consultation referred to in section 5.2.

6.3 Governance

As part of the planning for the One in a Million Free School our team has considered a number of key roles and responsibilities, including those that are required by law. The Governing Body of the One in a Million Free School will work with the Academy Trust in setting the strategic vision and ethos for the school, as well as being the body that holds the Principal to account in respect of targets and success criteria.

In the context of the One in a Million Free School, the terms 'Governor' and 'Trustee' and 'Director' are synonymous. The Company Directors are as listed in Section 1.

In the pre-opening phase, the Directors will be responsible for forming the Executive Committee/Steering Group that will oversee the set up of the school. In line with legal advice and as detailed in 6.1 this Group will include Directors of the Free School Trust, the DfE nominated representative and additional internal and external expertise as deemed necessary. The Steering Group will also include the Principal Designate, Vice Principal and the Director of Finance, once appointed.

Ahead of that, and building on the work of the Directors to date, the Steering Group will set the strategies, policies and practices that will follow post opening. These include the cycle of meetings for the Governing body, any sub-committees of the Governing Body and induction of new members of the Governing Body. They will also lead in the appointment of the Principal Designate, Vice Principal and the Director of Finance.

Post opening, the Governing Body of the school will be the group that is responsible for the strategic direction and visioning of the One in a Million Free School. The Governors will determine and agree key policies and ensure the monitoring of progress is undertaken, as well as regular evaluations of performance against success criteria. There is a fine balance between being responsible for the strategic direction and evaluation of performance and progress and being responsible for the day to day running of the school. This is a relationship that needs explicit clarity in order to be successful. The levels of 'hands-on', day-to-day engagement of governors is not only determined by their availability and commitment to the school, it is also a matter of appropriateness and the freedoms required by the Senior Management of the school to be autonomous yet accountable.

From September 2011, it is anticipated that the Steering Group will meet (certainly) once per week, although in different combinations of members and skills sets and with focused, timed agenda items.

In the first year of operation, it is anticipated that the Governing Body will meet termly i.e. approximately every 5-6 weeks. In the longer run, it is likely that these meetings will reduce to 3-5 times per academic year.

It is therefore crucial that Governors and members of the Steering Group, not only have the skills sets and levels of interest required, they also need to be people who can commit time and energy to the role.

One in a Million Free School Governance

It is anticipated that the Governing Body of the One in a Million Free School will comprise:

- The Principal
- 2 x parent governors (elected by the parents)

These are required members of a Free School Governing Body

- A staff governor (elected by the staff)
- 3 co-opted governors (elected by the Governing Body)

Although all members of the Governing Body should each have competencies and skills sets that are useful and valued e.g. commitment and interest (essential), good communications skills, collaborative approaches to working, it is anticipated that the three co-opted governors will each have a particular strength, expertise or experience in combinations of finance, strategic planning, human resources and/or estates (buildings, grounds and facilities).

Thus, the governing body of the One in a Million Free School will be small in size/number. It is not anticipated that we will have sub-committees in the first instance. Rather we will have a flatter structure but with members having particular areas of expertise to ensure incisive and appropriate decisions and recommendations may be made.

Recruitment of governors

The recruitment of governors will follow a number of phases, some of which have already taken place and/or are on-going:

TASK	ACTION	PROGRESS
Identification of necessary skills sets	Finance, HR, Facilities and strategic planning	Complete
Identification of competencies	Genuine interest, commitment, team work, good communication skills, decision making skills, commitment to equality and making a difference	Complete
Identification of possible candidates to approach	Approximately 45 people identified by and/or approached [REDACTED]	On-going
	Identification against skills sets and competencies	Current
	Categorise as potential governor, advisory group/additional expertise, engage as a supporter/ambassador, keep informed but no 'formal' role	Current
Approach (directly)	[REDACTED] will invite potential members	Pending approval

6.4 Financial oversight

Sound financial management capability is a statutory obligation in the establishment and operating of a Free School. Although we have been clear to state that educational motivations and ambitions will be the key driver behind the allocation of resources, we equally appreciate the need for the One in a Million Free School to demonstrate value-for-money coupled with sound, transparent, accounting and accountabilities.

The One in a Million Free School will appoint a Director of Finance. He/she will form part of the Senior Management of the One in a Million Free School, working alongside the Principal and Vice Principal in the day-to-day as well as strategic finance and accounting processes. The Governing Body will co-opt a governor with good accounting and financial management acumen. The Finance Director will report to the Principal, who in-turn retains the financially accountable role to the Governors.

Although the One in a Million team has already outlined appropriate strengths and experience for interim responsibilities and accountabilities in this sphere (see section 6.1), the appointment of the Director of Finance remains a key priority.

The specific regulations for accounting and finance for Free Schools are included in the Funding Agreement, the Articles of Association for One in a Million and the Academies Handbook. As an established and fully operational company, One in a Million understands the requirements and necessities of fulfilling regulations and obligations and we have a wealth of experience in ensuring timely and accurate financial returns are completed.

In relation to the financial management and accounting for the One in a Million Free School, we have currently identified the following key responsibilities:

- Ensuring the school has appropriate financial support software.
- The compiling of accurate financial forecasts over 3-5 years.
- The compiling of accurate budgeting reports, including accounting for reserves, ring-fenced allocations, VAT
- Publishing an annual financial reports in formats required by external audit agencies
- Ensuring engagement in the cycle of annual and in-year amends to finances e.g. per capita pupil income, staff salary levels, changes to the staff body
- Ensuring robust committees are in place with clear remits and accountabilities for the delegation of financial reporting.

Identifying these key responsibilities allows for key criteria for appointment to be determined.

Recognising the pool of experience and expertise referred to in section 6.1, and the size of the One in a Million Free School, it may well be that in the first instance, the Director of Finance is not a full-time position, but rather draws on the skills of others in delegated roles and responsibilities. However, as the One in a Million Free School is established and grows, ensuring sound financial management will remain a key priority in staffing and the allocation of resource.

6.5 Leadership and staffing

As a new, small school with a phased in-take of pupils, the staffing and leadership structure of the One in a Million Free School will grow on a year-on-year basis. In the first year of operation, the pupil population will be 50 year 7 pupils.

The One in a Million Free School will appoint a suitably qualified and experienced **Principal** as detailed in section 6.2. The Principal will be the figurehead of our school, leading its development from pre-opening to opening to full capacity.

A **Vice Principal** will be appointed to support the Principal in communicating the vision, ethos and culture of the One in a Million Free School for a September 2012 start and to act as the deputy and substitute in the Principal's absence, whilst also implementing the school strategy and plan, as part of the senior management team.

In order to ensure sound financial oversight and accountabilities, we will also appoint a **Director of Finance**, as detailed in section 6.4 above. The Director of Finance will work with the Principal and Vice Principal as a fellow senior manager, responsible for sound accounting and value-for-money operations and developments.

A key thrust of the One in a Million curriculum is personalised learning and progression organised in 4 main pathways (based on ability, needs and interests) across our 3 curriculum themes of sport, the arts and enterprise. Our staffing structure will include leadership/responsibility for each of the curriculum themes. The staffing teams will grow as demanded by the pupil population and pupil needs.

The One in a Million Free School will meet its statutory obligations for Special Educational Needs through the appointment of our **SENCO** (special educational needs co-ordinator) who will also have responsibilities for our looked after children. For the first two years, the Vice Principal will hold this role to ensure it is established and embedded at a senior level before the appointment of a dedicated **SENCO**. Pupils will also benefit from a range of **support staff** including Teaching Assistants and volunteer mentors.

In their teaching and learning activities, our pupils will be supported by a combination of qualified **teachers** and **subject/sector specialists** e.g. professional sports coaches, artists, musicians and colleagues from various business and enterprise sectors. Our staffing structure will include a combination of full-time, part-time and sessional staff, drawing on expertise from a number of different organisations. In addition to our own network of contacts and partners, we are also extending and securing further cross-sector support through our partners, Level Partnerships e.g. with the Shakespeare Schools Festival and work placements across professional sporting organisations.

Our emphasis on vocational learning requires our pupils to experience delivery and support from a range of professionals and we welcome the increased flexibility Free Schools present in this context.

There will be three Full Time Equivalent (FTE) posts, each dedicated to one of the three curriculum themes, although a combination of skills and experience will determine flexibilities for teaching within the different themes e.g. an individual may contribute to the teaching and learning activities of both the Arts and Enterprise and the contractual fractions equivalent to 1FTE that may be utilised e.g. 2 individuals each with a 0.5 FTE contract. In the first year, with our intake of 50 pupils, our Curriculum Theme Leaders will be solely responsible for the leadership and co-ordination of our themed programmes.

From year 2 as our pupil population doubles, there is provision for the recruitment of **Curriculum Staff**. Curriculum staff will be responsible for the co-ordination of Numeracy, Literacy and Science. By year 3 of operation i.e. when we have pupils in year 9, we have also planned for a member of **Teaching Staff** to be employed who has specific responsibility for **MF Languages**. As the school population grows further, we have budgeted for additional staff to be recruited at **Teaching Staff** level e.g. we will have the flexibility for appointing specifically to KS3/4 **Humanities**.

In our financial accounting, '**Teaching**' staff and '**Sessional**' staff are reported separately. This is to reflect differences in qualifications and professional accreditation e.g. the holding of Qualified Teacher Status, and subsequent contractual arrangements e.g. we have the flexibility to pay according to qualification and/or experience. The number of teaching and sessional staff is planned to increase in line with the increase in overall pupil numbers.

Additional specialists will be incorporated in school development and financial planning as the school expands in number and spans different year groups and key stages e.g. for provision in humanities in relation to the achievement of the English Baccalaureate. In considering efficiencies and our commitments to partnership working, it should be noted that such individuals may be accounted for in the staffing budget but teach and deliver at partner institutions i.e. our pupils access learning opportunities in partner schools and/or colleges, payment for which is already included in the financial forecasts.

In line with this longer term overview, we have planned to include a **Key Stage 3 Manager** from year 2 of operation, a **Key Stage 4 Manager** from year 3 and a **Key Stage 5 Manager** from year 5. To ensure sound co-ordination and planning, these colleagues are appointed in advance of the key stage being fully populated. Each will contribute to the delivery of teaching and learning activities but they will have specific responsibilities for the co-ordination and tracking of learning and achievement across their respective key stage. They will work closely with the curriculum theme leaders and will be involved in planning the pupil pathways and the necessary resources as part of the overall school development cycle.

The One in a Million Free School will appoint a **SENCO** who will be responsible for our pupils with special educational needs and our looked after children. For the first two years this will be the **Vice Principal** who will ensure that the role is established and embedded in the school before the appointment of a dedicated **SENCO** in Yr 3.

As a new provider, the One in a Million Free School will need support for ICT (information and communications technology) and its integration into the curriculum; as well as advice on trading, investment, value for money and appropriate infrastructure/software and hardware requirements. The One in a Million Team, has included the role of a **Business/IT Manager** in the current financial forecasting to facilitate this work.

The One in a Million Free School will also appoint a **Premises Manager**. This person will oversee and lead all matters associated with facilities development and management, including direct liaison with Bradford City Football Club. Recognising the exciting but demanding timing of premises selection, authorisation and subsequent development and management, this role has been included in our financial planning from September 2012. There will be increased opportunities that arise for further facilities development as the One in a Million Free School establishes its position within and across the broader community.

One in a Million Free School: Staff recruitment principles

In order to ensure we recruit the most appropriate candidates to the full range of positions, the One in a Million Free School will work to a set of shared and transparent criteria.

In setting up a new school, it is particularly important that matters of establishing the desired school ethos, expectations and common commitments are also prioritised in the appointment round. It will be essential that our small team of staff are not only capable practitioners, but also that they 'gel' as a team and can work cohesively in the establishment of whole school identity, processes and the integration of core values.

In this respect, successful candidates will be expected to articulate and demonstrate key competencies as well as necessary skills and qualifications.

The over-riding responsibility in staff recruitment is to try to ensure that those appointed are suitable individuals to be working with children and young people. It is essential that those involved in the process are aware of safe recruitment practices and have taken guidance and advice on basic requirements such as Criminal Records Bureau (CRB) checks.

Staffing Policy: purposes

The purpose of having a recruitment policy with shared and transparent criteria is to ensure that all candidates are treated fairly and that the school is supported in appointing the best possible candidate.

The purposes of the One in a Million Free School staffing policy include:

- Ensuring those employed share the One in a Million values, mission and vision:
 - **Our overall aim** is to make a difference to young people by engendering respect, self esteem, motivation and engagement. The ethos of our school will be rooted in the name of our charity, where every young person is recognised and valued as 'one in a million'.
 - **Our mission** is to enhance the life chances of all pupils at the One in a Million Free School through a tailored programme of vocational learning across sport, the arts and enterprise.
 - **Our vision** is that each pupil will utilise their skills, talents and educational achievements to better themselves and their communities.
- Ensuring those employed are suitable individuals for a school setting
- Ensuring those employed are suitably qualified and/or have necessary experience

One in a Million Free School: appointment process

Staffing requirements and priorities will normally be identified as appropriate within the on-going annual school planning cycle e.g. following the departure of a member of staff or as part of budgetary review.

Once the position has been approved, the One in a Million Free School will advertise locally, regionally and/or nationally as appropriate. Prospective candidates will be given information on the school, including specific reference to our aim, vision and mission.

A full job description will be given, including specific roles and responsibilities. Key accountabilities will also be identified, including line management arrangements. Where skills, qualifications and/or competencies are 'essential', these will also be referenced e.g. the candidate must hold Qualified Teacher Status (QTS).

The Principal will normally be involved in the recruitment process.

In relation to overall ethos, a member of the Academy Trust or Governing Body will usually be involved in the process, depending on availability.

All short-listed candidates for all posts will be invited for interview. All interview processes will include a tour of the school and an opportunity to meet pupils and prospective staff colleagues as appropriate.

Interview days may follow a number of different formats and may include a number of different approaches and tasks. Where a position will involve leading teaching and learning activities, we anticipate that all candidates will have the opportunity to work with some of our pupils as part of the recruitment process.

Candidates will be expected to bring proof of qualifications, experience and safe-guarding requirements with them to interview.

The successful candidate will be offered the position verbally, subject to satisfactory references being received. Unsuccessful candidates will be offered a de-brief.

Once accepted, the contractual terms and conditions (as determined for the One in a Million Free School) will be sent for signing and exchange.

All staff will complete an induction programme.

7 Premises

In this section we will outline the current location of One in a Million. We will explain how the development of our current building and spaces could readily accommodate the whole school in appropriate and fit-for-purpose facilities, in time for a September 2012 opening.

We have attached associated sketch plans as Appendix B.

With the support of New Schools Network, we have had a site visit from Partnerships for Schools (17th May 2011) and although we are already located in these premises, we have not entered into any **formal** negotiations with the current site owner. We do however have their assurances of support for the One in a Million Free School and our ambitions for it to be located and fully functional at this site from September 2012.

The context: the Bantam's Business Centre

One in a Million is based at the [REDACTED], Bradford City Football Club, [REDACTED], Bradford, [REDACTED].

The building comprises three floors:

- **Level '0':** 660m2 (approx)
- **Level '1':** 1,416m2 (approx)
- **Level '2':** 1,340m2 (approx)

The charity currently occupies Level 2 of the premises on a 5 year lease arrangement, renewable annually.

The ownership of the building has changed in the past week (24th May 2011). The building has been purchased from PRUPIM by a parent company – BC Bantams Ltd - established by the current Bradford City Football Club [REDACTED] and [REDACTED], together with shareholder Professor [REDACTED]³⁵. One in a Million sees this as a positive move and we have the reassurances of the [REDACTED], [REDACTED], that our plans for the One in a Million Free School at the site are fully supported. This is very positive for the project as we will now be negotiating directly with our partners Bradford City Football Club instead of an asset management company.

The building is 15 years old. In 1996, it was deemed to be the largest football store in Europe, encompassing both levels 1 and 2 of the building. However, the store now occupies only part of Level '1'.

³⁵ http://www.football.co.uk/bradford_city/bantams_agree_valley_parade_stay_rss1666639.shtml

The remaining space on Level '1' is either empty or occupied on short-term rental arrangements (on licence with a one month notice period) to a small number of organisations who would be offered re-location within the Valley Parade Stadium complex, following approval of the Free School. This includes the club shop and ticket office.

Level '0' is predominantly empty and unused. Again, any occupants of space (offices and storage) would be offered re-location within the Valley Parade Stadium. Some preparatory building works have already taken place previously. These have led to the creation of an open space ready for development.

Level '2' is predominantly occupied by One in a Million, together with Pro-vision Ltd which operates a co-located but separate District Pupil Referral Unit. Areas outside of the One in a Million foot-print are currently occupied as office spaces, under the same short-term agreements referred to above. A number of Bradford City Football Club staff occupy some of these offices although they have plans in place to relocate to offices within the Stadium.

The Business Centre site includes a 61 space car-park next to the building, an adjacent outdoor space suitable for the development of a MUGA (Multi Use Games Area), and an additional outdoor, covered hard-surface area suitable for outdoor seating and recreational space. The building and site has full disabled access, including a lift that provides access to each of the three floors.

The Valley Parade Stadium also has a large car park for matches that would be accessible and free to use during school hours.

The Business Centre building already carries D1 classification.

7.1, 7.2 Steps taken and preferred site

As an existing charity engaged in community education programmes, we already use space within the [REDACTED] for the delivery of learning activities in sport, the arts and enterprise. In line with this provision One in a Million has invested in some development of facilities at the site, including a Community Cafe, new flexible learning spaces, communal learning and social areas and offices.

As part of this work, we have extended the drawing and preparation of initial scheme plans for the development of the building to become the One in a Million Free School. These draft plans are attached as Appendix B.

The plans are designed around the curriculum details and models of delivery detailed in Section 4. As described in that section, our teaching environments will be styled around individual and small group needs. The traditional setting of a formal school classroom i.e. desks in rows and the teacher at the front of the classroom with a separate desk, is not one that is exclusively employed by One in a Million. Rather, our pupils will use our spaces flexibly, determined not only by the learning activity but also, for some, by mood and a willingness to interact with staff and peer group.

In this respect, the learning spaces are based on accommodation needs for an ideal of no more than 16 students (40m²).

The initial plans also reflect our curriculum themes i.e. Sports, the Arts and Enterprise and the specialist space demands that will need to be incorporated e.g. dedicated arts, media and film space.

On Level '0' (Appendix B) the current basement facility will be converted to provide an indoor **sports** facility suitable for a range of activities including table-tennis, basketball, mini football and health and fitness activities. There will be a dance studio and full changing, showering and toilet facilities for both male and female pupils.

There will be direct access in and out of the building at this level. Access to the covered MUGA will be from the indoor sports facilities, creating a mini hub of sports facilities within the school.

There will also be a number of sound-proofed film, media, music and **arts** studios at this level, together with a generic learning space for up to 20 learners.

At Level '1' it will be possible to develop the facility to provide a main reception area for the school, accessed from ground and Cliff Terrace street level. Numerous learning spaces are possible, including an ICT suite, a library facility and staff meeting space. There are options for enhancing the natural light available through the use of roof lights and there will be toilet facilities on this level also.

At Level '2' there is sufficient accommodation for over 30 staff and administrative offices as well as further learning spaces, additional ICT suites and the co-located but separate PRU facility. Secure access to this area is completely separate to the One in a Million Free School. There will also be toilet facilities and our kitchens and dining areas. The Community Cafe will be core to our **enterprise** theme and there is the option for an associated training facility to be developed for business and catering. Again, there are options for maximising natural light to the building.

More generally, the building has numerous staircases and a range of alternatives for routing pupils safely around the building, on each floor.

The initial site plan of the outdoors shows the proximity of the One in a Million Free School to the main Valley Parade Stadium. It also shows the associated car-parking spaces for the school building and the accessibility for school buses and associated drop-off and pick-up points e.g. [REDACTED] and [REDACTED]. There are no access constraints to the site and the businesses and surrounding industrial units do not present any threat of local disruption to learning.

Outdoor sports fields: options

We recognise that although we have Bradford City Football Club as a key partner and the One in a Million Free School site is located next to the Valley Parade Stadium and the match pitch, we do not have outdoor facilities for full-size school football, hockey, netball or cricket.

Although we have not entered into any formal negotiations, and although we have only received very limited help and information from the Local Authority, we are aware that there are options for us to either rent or purchase such facilities within a 2 mile radius (maximum) of our site.

We have expressed interest with Bradford Metropolitan District Council and have discussed a number of options with the Dept for Leisure & Sport, Dept of Regeneration & Culture and Dept of Provision & Capital (Education). These discussions involve a number of local parks, playing fields and existing schools currently available freehold or leasehold ('peppercorn' long term lease).

Our ideal outdoor sports pitches are located a mile away from the proposed school on Canal Road and already include 2 good football pitches along with a cricket pitch. This site would involve a short to medium term lease agreement with Bradford Metropolitan District Council's Sport & Leisure Services who we are currently in discussion with.

Another option is a local primary school 2 miles away which is currently for sale with playing fields at an approximate cost to purchase and develop of £350,000.

Another smaller site is only half a mile away with space for a full size football pitch, and 2 x outdoor MUGAs with space for a new teaching facility. Estimated cost to purchase / lease and develop is approx. £250,000.

For an immediate start we already have a very good, long term relationship with GOALS football centre that is co-located at Hanson School. This is available for hire with immediate effect. We would hire 2 outdoor pitches every school day afternoon at hire cost of approx £11,400 per annum.

The One in a Million Community Campus

There are also some innovative options for the longer term involving the Valley Parade Stadium and the development of an overall One in a Million Community Hub. In this scenario, the One in a Million Free School is still located at the [REDACTED], which we purchase (circa £2million). This is a real and pertinent option for consideration.

In an extension of this scenario, One in a Million purchases the physical assets of the Valley Parade Stadium (circa £3million). Bradford City Football Club become the anchor tenants of the Stadium (at preferential rates to their current contract which is based on their being in the Premiership) and the Stadium is developed as an income generating Community Hub, bringing sport, education, health e.g. with a poly-clinic and/or physiotherapy, community and business partners and collaborations to the heart of Manningham.

7.3 Sources of financing

As an established charity, we are regularly engaged in sourcing funding to support our work and the development of necessary and associated facilities and resources.

Most recently (in the past 12 months) we have raised and secured an overall sum of £100k for the development of our Community Cafe, offices and learning space for the PRU provision. The refurbishment and/or development of these facilities is being organised in relation to our Free School plans e.g. for the cafe to be used as a resource for our curriculum Enterprise strand and with necessary flexibilities for providing a school catering facility.

One in a Million has already undertaken £40k worth of development and refurbishment as described and we are now looking to supplement the remaining monies to develop new learning spaces for our young people.

The monies raised are from a variety of sources including Trusts, Foundations, partner support, donations, and in-kind support from builders and decorators. Further details are attached as Appendix C.

8 Financial viability

Please see attached Excel Workbooks detailed below:

8.1 Creating your budget

Please see attached Excel Workbooks:

One in a Million Financial Plan mainstream 100 (100% pupil recruitment)

And

One in a Million Financial Plan mainstream 90 (90% pupil recruitment).

8.2 Additional assumptions and scenarios

In detailing the financial forecasts attached and referred to within this application e.g. staffing, we have based our judgements on a range of assumptions and associated resources. These are detailed below.

Pupil Numbers

Our pupil numbers are based on an overall pupil population of 350. A school size based on this intake, reflects our commitments to the Charter School principles and the range of benefits associated with small school configurations:

<http://www2.ed.gov/pubs/charter4thyear/b1.html>

<http://smallschoolsworkshop.wordpress.com/small-schools/>

% Eligible for Free School Meals

Our calculation of 22% is based upon average statistics provided by the Department for Education: Pupils and their Characteristics, January 2010:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

17.8% of pupils enrolled in Bradford schools take a Free School Meal.

20.5% are eligible

23.3% are eligible, if post-16 pupils are excluded from the calculation

Based on associated indices of deprivation, we have assumed that a greater % of our pupils will be both eligible and take the free school meal.

Number of pupils on School Action or School Action Plus

Our calculation is based upon statistics available through:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

In Bradford, 2% of the school population have full statements of special educational need.

7.3% are on School Action Plus

18.4% are on School Action

25.8% of pupils are identified as having a special educational need but do not have a statement.

From our current work and experiences with the families engaged in our community programmes (many of whom are prospective pupils/parents) we believe a 33% (or 1 third) of our school population could be categorised in this way i.e. slightly higher than the Authority norm.

Non-pay assumptions

Each line of these assumptions is based upon the statistics provided through the Schools Financial Benchmarking website:

<https://sfb.teachernet.gov.uk/login.aspx>

The figures are based upon a comparison consideration of similar schools in similar circumstances:



Payroll

Our payroll assumptions have been made with reference to 'teachers pay and conditions': <http://www.tes.co.uk/article.aspx?storycode=6000186>

Calculations for pension and national insurance contributions are, we assume, generous i.e. we have calculated at 15% and 14% respectively. We recognise the norms as 14.1% and 13%:

<http://www.lgps.org.uk/lge/core/page.do?pagelid=1>,
<http://www.hmrc.gov.uk/working/intro/employed.htm>
<http://www.teacherspensions.co.uk/>

We also appreciate these are subject to change and fluctuation.

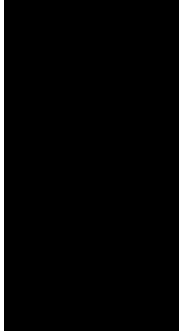
The positions referred to and the expansion in number of staff, are cross referenced with the details included in 6.5 re staffing and capability.

Start-up Grants

The figures used in the calculations of start-up grants refer to the Payroll details submitted.

APPENDIX A

One in a Million Team: CVs.



Curriculum Vitae

Personal Details

Name: [REDACTED]

Home Address: [REDACTED]

Tel: [REDACTED]

Date of Birth: [REDACTED]

Mobile: [REDACTED]

Nationality: [REDACTED]

Email: [REDACTED]

Marital Status: [REDACTED]

Education

[REDACTED]

Qualifications

[REDACTED]

Occupational Qualifications

[REDACTED]

[REDACTED]

Experience

[REDACTED]

Interests

[REDACTED]

Referees

Available on Request

Curriculum Vitae

Personal Details

NAME

[REDACTED]

HOME ADDRESS

[REDACTED]

DATE OF BIRTH

[REDACTED]

NATIONALITY

[REDACTED]

TELEPHONE

[REDACTED]

EMAIL ADDRESS

MARITAL STATUS

[REDACTED]

Education

[REDACTED]

Qualifications

[REDACTED]

Further Qualifications (P/T Studies)

[REDACTED]

Occupational Training

[REDACTED]

Work Experience

[REDACTED]

Voluntary Positions

[REDACTED]

Referees *Available on request*



CURRICULUM VITAE

PERSONAL DETAILS



PERSONAL PROFILE:



EMPLOYMENT HISTORY:



ART DIRECTION ON LOCATION:



OTTO UK TRAINING PROGRAMMES



EDUCATION:



CURRENT JOB DESCRIPTION:



SPECIALISMS



PERSONAL INTERESTS



CLOSING STATEMENT:



REFERENCES:

Available on request.

CURRICULUM VITAE : [REDACTED]

STUDIES:

[REDACTED]

WORK EXPERIENCE:

[REDACTED]

VOLUNTEER EXPERIENCE:

[REDACTED]

HOBBIES:

[REDACTED]

Curriculum Vitae: [REDACTED]

Professional Qualifications

[REDACTED]

Previous Experience:

[REDACTED]

Curriculum Vitae: [REDACTED]

[REDACTED]

Management

[REDACTED]

Playing Career

[REDACTED]

Qualifications

[REDACTED]

Other Interests

[REDACTED]

[REDACTED]

[REDACTED]

telephone

[REDACTED]

mobile

[REDACTED]

email

[REDACTED]

twitter

[REDACTED]

Profile

[REDACTED]

Key Skills Professional

[REDACTED]

Key Skills Personal

[REDACTED]

Experience

[REDACTED]

Education & Qualifications

[REDACTED]

Career Training

[REDACTED]

Personal Details



References



[REDACTED]
[REDACTED]
PROFILE:

CAREER EXPERIENCE:

QUALIFICATIONS:

INTERESTS & ACTIVITIES

REFERENCES

Tel No:
Mobile:
Email:

Profile

[REDACTED]

Experience & achievements

Policies & procedures

[REDACTED]

System Implementation & Development

[REDACTED]

Training & Development

[REDACTED]

Other Experience

[REDACTED]

Employment history

[REDACTED]

Education & Qualifications

[REDACTED]

