

CUL ACADEMY TRUST Ltd

# **Free Schools in 2014**

## **Application form**

### **Alternative provision Free Schools**

## Completing your application

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

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

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

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

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

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

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

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to [alternativeprovision.fsapplications2014@education.gsi.gov.uk](mailto:alternativeprovision.fsapplications2014@education.gsi.gov.uk).

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

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

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

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

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

#### **Data Protection**

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

# Application Checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand.	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Existing providers which are registered as independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Existing providers only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:alternativeprovision.fsapplications2014@education.gsi.gov.uk">alternativeprovision.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of <b>Section A</b> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address:  7 Cuckoo Wharf, 427-435 Lichfield RD, Aston, Birmingham, B6 7SS
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An Academy chain</li> <li><input type="checkbox"/> A federation or cluster of schools</li> <li><input checked="" type="checkbox"/> An existing provider</li> <li><input type="checkbox"/> A state maintained school/Academy</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School in this round? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
<b>Details of company limited by guarantee</b>		
13.	Company name: CUL Academy Trust Limited	
14.	Company address:  Suite 7 Cuckoo Wharf, 427-435 Lichfield Rd, Aston, Birmingham, B6 7SS	
15.	Company registration number and date it was incorporated:  08337957 20/12/2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<b>Company members</b>		
<p><b>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>		
18.	Please confirm the total number of company members:	

	3
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name:

**Company directors**

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	<b>1. Name:</b> [REDACTED]
	<b>2. Name:</b> [REDACTED]
	<b>3. Name:</b> [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

**Related organisations**

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>City United Limited:            Charity Commission Number: 1121305            Companies House Number: 04834723</p> <p>City United is a Birmingham based specialist provider of services and support to young people created and led by local people. The young people we work with are amongst the most ‘at risk’ in the city; they are often excluded from mainstream education, involved in the criminal justice system and are actively linked with gangs, violence, substance misuse and anti-social behaviour. We work with some of the most challenging young people across Birmingham - some of whom ‘specialist’ agencies are unable to engage.</p>
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Complementary to our existing independent school, we provide socially mediated group and 1-1 support activities across formal and non-formal learning and deliver a raft of diversionary programmes for children and young people aged 11-18, many of which are accredited. Demand for our services, and the growing realisation that many children are being left behind, has led us to establish a thriving independent school working with educationally disengaged young people and their families, to the point where we are over-subscribed.

Our work is mainly focused in North and North East Birmingham where we have worked with over 3,500 young people and many families since 2003, although our reach extends across the city and into other local areas including Walsall and Sandwell.

We work with 35 local schools, 5 PRU services, three Birmingham FE colleges, service commissioners, the police, and children's services, Birmingham YOT and Birmingham's North West and Eastern educational Networks. We have numerous contracts with government and local agencies providing specialist support for the most vulnerable amongst our young people.

We also provide opportunities for young people identified under both the 'troubled families' and 'hidden harm' agendas. We also work with Business in the Community and a raft of specialist agencies supporting families and offenders, including the CAF around the family programme. We strongly connect with the Strengthening Families, Strengthening Communities programme in Birmingham. Our work also extends to the Birmingham Drug and Alcohol Action Team (children and young people) and Children and Families mental health service. This background combined with our range of social capital underpins the foundation of this application and provides an asset base on which to develop our new school.

We have Board capacity and expertise which will support the governance arrangements for the proposed school, and includes business management, significant funding and contract raising capacity, as well as educational leadership; all important to deliver sustainability, particularly during the early years of our school.

The Board also possesses strong multi-cultural identities dedicated to inclusion and cohesion. We have long-established Big Society networks within and across the public, private and third sectors and are seen as specialist providers across NEETs, excluded young people and those vulnerable to gang associational influences; and as a learning and associational beacon we provide guidance and support to local schools and YOT on educational re-engagement strategies, particularly, though not exclusively, for BME communities.

We continue to partner Bedfordshire University in delivering its government funded field- research into gang-associational sexual exploitation and violence, with learning transferable into our support,

	<p>safeguarding and care strategies for the new school.</p> <p>Our professional expertise has been developed within an innovative educational and enrichment setting dealing with some of Birmingham’s most challenging children and young people. Our continuing success and reputation has been hard-earned, reflecting a commitment to continuous professional development for all teaching and non-teaching staff.</p> <p>We cooperate and are involved in two geographic educational networks covering northern and eastern Birmingham and provide specialist interventions and training support to schools on managing challenging behaviour and engaging with reluctant learners. We maintain a continuing dialogue with other specialist providers to remain exposed to pedagogical developments affecting and influencing curriculum and other areas, including behaviour management and resources across the alternative provision spectrum.</p> <p>We operate external review and evaluation commitments with Newman University College to ensure we are embedding relevant good practice into our staff and through the most appropriate resources.</p> <p>We have transferable skills and competencies across family support and specialist networks and are ‘hot-wired’ into intelligence networks as well as peer dynamics; all of which will be invested into the new school to ensure a comprehensive wrap-around service for our young people.</p> <p>From our contracting experience and through our 5-year funding strategy we have built-up a comprehensive business and caring identity which has included our organisation assisting commissioners in designing local specialist services across the gang associational and ‘hidden harm’ agendas for young people.</p> <p>Based on the above networks, experience and expertise, City United will provide Board members, grass roots intelligence relevant to educational practice and behaviour management and enhanced scope for educational referrals to the CUL Academy Trust. However, the organisations are clearly distinct and will be managed as such, with separate Boards, separate locations and separate financial and brand identities.</p>
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):</p> <p>There is to be no religious affiliation.</p>
<b>Existing Providers</b>	
25.	<p>Is your organisation an existing provider wishing to <input checked="" type="checkbox"/> Yes</p>

	convert to a Free School?	<input type="checkbox"/> No
25.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or  b) one or more such pupils with a statement of special educational needs (SEN); or  c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish/sponsor a separate alternative provision Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above questions, please provide your six digit unique reference number here:	URN: 1131 Inspection No: 408670
29.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	Age range: 14-16  There are currently 15 pupils on our roll and our capacity is 15
30.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>Our first inspection took place between 11<sup>th</sup> -12<sup>th</sup> December, 2012. At time of submission, no report is yet available. We have been graded as 'Good'.</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p>	

31.	<p>If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>As above – we do not yet have published data. We recruited our first pupils in January 2012.</p>
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>N/A</p>

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

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

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

**Signed:**

**Position:** [REDACTED]

**Print name:** [REDACTED]

**Date:** 28<sup>th</sup> December, 2012

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

## Section B: Outline of the school

1.	Proposed school name:	CUL Academy Trust
2.	Proposed academic year of opening:	2014
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other  If Other, please specify:  13-16 year olds KS3 – transition to KS4 (Years 9, 10 and 11)
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below)  If Other, please specify: We specialise in working with young people involved in, or at risk of involvement in, gang activism, anti-social behaviour and criminality.
5.	Proposed number of pupils when at full capacity:	Full time (FT) 50  Part time (PT):  Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.

6.	Date proposed school will reach expected capacity in all year groups:	Expected capacity by 2016. 2014 - 25 2015 - 35 2016 - 50
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	
11.	If you have a preferred site, please give details, including the post code:	We already operate from a school site at Cuckoo Wharf in Aston. Our existing independent school has been Ofsted inspected at this site. There is significant scope to extend the scale of on-site provision at Cuckoo Wharf. The full address is:  Suite 7 Cuckoo Wharf 227-235 Lichfield Road Aston Birmingham B6 7SS  This is a safe, secure and easily accessible site adjacent to bus and train services and with secure parking and suitable outdoor space nearby.
12.	Please tell us how you found this site:	Existing site
13.	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?

14.	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	N/A
15.	Local authority area in which the proposed school would be situated:	Birmingham
16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	N/A
17.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

## Section C: Education vision

Please refer to page 19 of the alternative provision 'How to Apply' guidance for what should be included in this section.

### **Vision**

To recognise that all young people irrespective of status, identity or circumstance can realise their potential through the provision of quality, inclusive and locally co-ordinated alternative provision for young people with behavioural and other challenges across North and North East Birmingham.

### **Setting**

North and North East Birmingham are culturally and economically diverse areas of the city, with high levels of deprivation and a range of challenges associated with socio-economic disadvantage and exclusion. Some of the Lower SOAs in these areas are amongst the most deprived in England. Our vision reflects this demographic background and is formulated by the social, cultural and economic milieu in which many young people live, are educated and associate. We historically work directly with challenging young people, often at serious risk from educational dis-engagement; where identities associated with street-gang culture, postcode and disruption reflects a growing trend of dis-affection combined with deeper impacts within families related to poverty. Many of the areas we seek to recruit pupils from were seriously affected by the 2011 disturbances, reflecting a widening sense of both disaffection and alienation from mainstream opportunities. Primarily, we seek to recruit from the following areas: Aston, Nechells, Erdington, Perry Barr, Great Barr, Kingstanding, Castle Vale, Sutton Coldfield, Oscott and Bromford. We acknowledge the significance of meaningful and positive interventions to re-engage young people locally and the critical role that CUL Academy Trust School needs to play in these communities and with families.

### **Demand**

We have an SLA with the local authority who carries out an annual QA audit on the quality of Alternative Provision providers and we feature as one of the recommended providers within Birmingham. Our existing provision and referral networks (city schools, PRUs, the Sharing Panel, Pupil Connect and others), and local authority restructuring indicate evidence of rising demand, particularly in young people presenting with high-risk and complex needs, to the extent that we are currently over-subscribed as an independent school. As we continue to work closely with senior school staff and the Local Authority's Behaviour Support Service we recognise demand is far from falling. The restructuring of the city's alternative provision arrangements for pupils who had been excluded – previously delivered primarily through Pupil Referral Units within the city – provides opportunities for referrals into appropriate alternative providers as demand is likely to increase. But beyond Local Authority provision, the diverse needs of young people requiring alternative provision in North and North East Birmingham are not being appropriately met. This need underpins our vision for the CUL Academy Trust School. Specifically, in our role as an existing provider working directly with the Local Authority, local schools, children's services and YOT, we recognise that many alternative providers fail to retain young people deemed 'high-risk' or deeply



excluded, as we accommodate such young people without difficulty. Additionally, having most recently received a 'good' in our OFSTED Inspection Report, we are in a strong position to build on our existing local alternative provision by providing:

- ❖ adequate range and depth across the curriculum
- ❖ an adequate variety of accredited options at KS4 for all young people
- ❖ adequate quality of provision based on the delivery of teaching and learning by competent and experienced staff, possessing QTS
- ❖ consistently safe and secure learning environments and practices
- ❖ re-integration of young people returning to mainstream school supported by coherent strategies and consistency of practices
- ❖ coherent and clear strategies for developing systematic progression opportunities into relevant local post-16 vocational, Sixth Form, FE or alternative opportunities
- ❖ an adequate specialist infrastructure to ensure that the educational, behavioural and emotional needs of young people are actively recognised and addressed
- ❖ the promotion of respect throughout the school, the language of respect and self-respect

The city's decision to withdraw its Behaviour Support Service from the provision of direct, onsite support through the PRUs for KS4 pupils has highlighted the need for commissioned and high quality alternative provision for Years 10/11, and work with transition for Y9s. The gaps, consequential to these shifts, along with likely rising demand, has led to continuing expression of concern raised through the local Sharing Panel, the provider network and specialist agencies. Such concerns are reflected in the evidence of support and recommendations for our proposal from 7 local secondary schools and the Local Authority.

### **Method**

Our vision seeks to address these priorities through the establishment of an Alternative Provision Free School that builds on what we know works and that sits directly within the local educational community. The school will be supported by parents, families, local schools, other specialist statutory agencies and strategic networks, and will be directly responsive to demand, challenges and change; reflecting and respecting the expectations of parents, young people and commissioning bodies.

Building on our existing name and reputation as a high quality provider of alternative education to challenging and challenged young people, CUL Academy Trust School will build on the excellent delivery record of our existing independent school as a high quality provider of alternative provision in this area. Focussing on the provision of alternative provision for young people from Year 9 onwards will transfer to the new school intake, as we know local commissioners have made it clear that including KS3 transition as well as offering full-time provision are key requirements of the new Free School. The young people will be drawn primarily from the 7 secondary schools formally supporting this bid, the additional 9 secondary schools that have commissioned our services in the past 12 months and the 4 Sharing Panels through which we already take referrals as well as young people referred directly through the local authority (Pupil Connect).

**CUL Academy Trust's core educational principles are grounded in a**

**commitment to inclusion and to the ten principles that underpin the Change for Children Programme and the Five every child matters outcomes.**

- Ambition: we will support our young people to achieve; but will also expect our young people to achieve
- Presence: we will support the inclusive education of each and every young people attending our school, irrespective of gender, ethnicity, disability, faith, sexual orientation, postcode, individual/familial challenges or learning support needs.
- Personalisation: we will ensure adequate specialist support through bespoke provision using a truly personalised model for planning, learning and teaching, recognising the full needs of each learner
- Integration: we will ensure that young people are re-integrated into mainstream schooling, and where relevant mainstream society, wherever possible as a result of our support and interventions.
- Advancement: encouraging all young people to progress at appropriate rates within a nurturing school environment is our aim. Beyond this, we will support our young people to progress into FE, vocational education, local sixth forms/colleges or explore other suitable routes for their personal development

**Our distinctiveness**

- ❖ Our model is robust and sustainable, particularly through the employment of teaching and support specialists who through our initial assessment process and learning provision address the importance of educational and whole-person's need, encompassing their wider emotional and social needs. Our model has capacity and flexibility to accommodate educational and developmental needs. Part of our (on-going) sustainability strategy is to continue marketing our specialist staff's expertise to schools, PTUs and YOT, where we can evidence continuing demand for such across behaviour management, mediation and inclusion/integration.
- ❖ At the heart of our vision is the re-integration of young people into mainstream schooling, delivered through a bespoke approach to personalised learning as an initial and enduring commitment for all our learners irrespective of status. This commitment is reciprocated through our relationships with existing commissioning partners (i.e. schools) and City United's current role across the local educational network including the Sharing Panel, complementing the Behaviour Support Strategy. Our current active commitments in involving parents/carers in the re-integration process will remain with continuing post re-settlement support for the family, the young person and their school.
- ❖ We believe that education is for life and a passport into an inclusive adulthood. Our underpinning values of inclusion, progression, aspiration, personalisation and integration are realised through a teaching and learning ethos whereby learning is both valued and the 'norm' for every student; an approach already shared with and recognised by local commissioners and the local educational infrastructure, particularly schools. We offer a combination of a rigorous academic curriculum with a coherent vocational curriculum with personalised routes within and across this provision. We will build on already established good practice and an evolving curriculum and curriculum enrichment offer. Our expertise in the area of emotional, behavioural and social attachment through extensive gang associational, sexual exploitation, NEETs and disaffected youth

interventions offers a solid foundation on which to build further our learning offer. It takes a community as co-educators to educate and nurture every child; and our school is a key player in that community.

CUL Academy Trust Free School sets due importance to bespoke goal and target setting as the foundation of student development, serving as the consistent indicator and benchmark for outcomes. Students are actively encouraged to access a variety of accredited options that reflect and accommodate each student's ability, motivation and commitment. Building on our existing range of accredited options, we will enable this by offering core activities centred on GCSE English, Maths and Science, supplemented by GCSE ICT, PE, a language, options in history/geography and vocational opportunities in hair and beauty, motor vehicle maintenance and construction, as well as enterprise and sports leadership options for which we have allocated 'curriculum enrichment activity' funding in the budget. At an organisational level, we are monitoring the development of the alternative provision Free Schools led by Titan in North West Birmingham and the East Birmingham Network pilot to monitor their progress, performance, benchmarks and curriculum offer.

CUL Academy Trust Free School will be based in Aston, located strategically between North and North East Birmingham. The facility is ideally suited and situated as an alternative provision school. It is adjacent to a number of arterial routes and bus networks. The school, importantly for many young people and their parents, is situated in such a way that young people (whether directly involved in gang activity or indirectly affected by it) do not have to cross any of the major gang boundaries in the city. As an established provider of services and support for gang associated young people, we have no issues with young people unable or unwilling to attend our facilities because of location.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>		10	10	10	10	10	10	10
<b>Key Stage 4</b>	15	15	30	40	40	40	40	40
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>								
<b>Totals</b>	15	25	40	50	50	50	50	50

## Section D: Education plan – part 2

Please refer to pages 20-23 of the alternative provision 'How to Apply' guidance for what should be included in this section.

### **D1: Explaining: the rationale for the proposed curriculum and how it reflects the needs of our anticipated pupil intake; how the curriculum and its delivery improves pupil outcomes; and our plans for their mainstream re-integration, transition and progression.**

The core of the CUL Academy Education Plan is to deliver our educational vision through a broad and balanced curriculum which is varied and stretching, underpinned by a comprehensive child welfare centred ethos. We recognise a relevant and attractive curriculum reduces behaviour problems, and outstanding schools work to develop curricula which engage and support all their students (Ofsted, 2009b).

As an existing provider we build on strong foundations, recognised most recently in our OFSTED Report. Our curriculum design is based on tried and tested inclusive discussions with partner schools, PRUs and young people to establish both variable content and breadth to improve engagement, relevance, achievement and retention, recognising the often complex needs of each young person and focussing on appropriate and robust assessment at transfer/referral to underpin contractual agreements. Our approach provides all of the core and functional basics including English, Maths and ICT. We have competency in accommodating a wide range of learning styles, student subject preferences and behavioural/emotional challenges. Equally, we recognise issues of social interaction and adaptive approaches to motivation and engagement and our rewards and celebration activities underpinned by a wide-ranging enrichment offer have proven effective in engaging with young people who present with combinations of disaffection, disengagement and who are often socially vulnerable and disconnected. Our established partnership with local schools, PRUs and the local authority's Behaviour Support Service, has enabled us to participate regularly in the forums and debates on alternative provision locally, including curriculum: content/progression, management and integration. We also participate monthly in the debates and reviews of all of the local alternative provision and emerging issues. Our experiences and 'sharing' ethos means we have successfully designed a curriculum that takes into consideration local and national best practice.

As an established provider of alternative provision, we have detailed knowledge of the local alternative curriculum and our offer aligns, wherever possible, with the curriculum offer within local commissioning schools. We have adapted our provision to ensure continuity; and our proposed offer reflects an expansion of choice, combinations and quality over what are historical gaps in the local alternative provider market. Our curriculum offer and approach to mediated support provides a qualitatively different approach to both content and relevance. We are not inhibited by the limitations of existing local alternative providers. We know from experience this is needs led as our young people provide strong 'user voice' feedback on what works as we also track progression and re-integration outcomes, including continuing transfer support into the mainstream school or post-16 provider.

Pupil outcomes are measured against both academic/vocational indicators and important social, welfare, wellbeing and life-skills indicators. We will seek to offer full access to our wider curriculum and extra-curricular activities for all pupils at their relevant Key Stage, providing a contractual commitment to delivery reflecting the practice set-out in the 2011 Support and Aspiration Green paper, placing full accountability for access and progression with the school. Our approach to motivation and engagement means we have better retention, direct engagement and commitments

to pupil self-reflection and independent learning skills that both stretch and stimulate learning as a value in itself. We foster improvement and challenging the individual through an approach that 'every day is a new day' with new goals to focus on achieving. Hopkins (2007) acknowledges the importance of personalised learning if pupils are to fulfil their potential: 'the most powerful lever we can pull at the moment to achieve personalised learning is assessment for learning'. We follow and deliver a rigorous assessment process that focusses on improvement and adaptation; fostering an aptitude for learning.

We have a proven track record in sustained engagement as we adopt a stringent attendance policy and monitoring system. We celebrate and strongly reward attendance and additionally support young people who are often the subject of 'hidden hunger'. We provide a healthy breakfast every day for all learners to help with concentration and the 'softer-skill' development of social contact and greater integration with fellow students and staff. We believe that the decade plus of experience that we have in engaging young people who are the most at risk and vulnerable in the city provides us with a clear 'niche' amongst providers of alternative provision – we have received referrals for the young people deemed to be 'most problematic' for many years (often from other alternative provision schools or PRUs). Whilst we provide services to young people from all backgrounds as a matter of principle, our status and reputation as one of the city's most successful black-led not-for-profit organisations continues to play a part in this.

At CUL Academy Trust our broad, balanced and varied curriculum will stimulate pupils to acquire knowledge, develop individual skills and enhance social integration. Pupil's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. Pupils will become independent and confident in both their work and social development. In our school we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Developing good attitudes.

Programmes will be personalised to provide learning opportunities that will build on their strengths and overcome their weaknesses such that every pupil's will progress at their own rate and in their own way guided by outstanding teaching and learning; curriculum alignment for those pupils whose goal is to re-integrate with their mainstream school is important so that mainstream outcomes are not compromised. Pupil's choices of options and combinations will be tactfully negotiated, recorded in their Personal Learning Plan (PLP) and subject to monthly review (to include their mainstream school). The curriculum will provide for the academic, moral, physical, creative and personal and social development of every child. Every student will experience the world of work through organised relevant work experience.

In order for this to take place pupils must:

- Make progress and be challenged in each area of learning
- Become involved with things that interest them
- Be active in their learning and demonstrate creativity
- Be encouraged to work with each other
- Be encouraged to think and act for themselves and become independent.

Our commitment to positive outcomes is realised through a highly personalised approach to learning and achievement based on retaining close links with commissioning schools, PRUs and parents; ensuring that our plan also builds on the existing academic record and identity of the young person,

through initial 'handover' protocols consistent with good practice. This extends to:

- Development of a PLP formed from an initial assessment and that clearly reflects input from the young person to promote 'ownership' of their learning. At initial assessment due consideration is given to a bespoke pastoral support plan, addressing the wider needs of each young person. The PLP will include specific outcomes that reflect challenging and realistic academic and/or vocational targets bespoke to the individual. They are also likely to include clear targets and proposed outcomes for specific behaviour change and the social/emotional development of each young person.
- Consistent and appropriate access to suitably skilled educational specialists able to support effective initial assessment for every young person based on need and aspiration; including their academic, behavioural, emotional and social needs. We will continue to offer appropriate specialist support as required including Educational Psychologist and cognitive Behaviour Therapist

### **Re-Integration and Transition Strategy:**

The majority of the students that will be referred to CUL Academy will come from a mainstream setting, sharing panels or a pupil referral unit. We anticipate in our consultations with commissioners that most of the students being referred to us will have already had a number of attempts at being re-integrated into their mainstream setting either through the managed move process or through a behaviour support re-integration programme. However, when these fail and the student is referred to us the commissioner will have assessed that a long term alternative programme is most appropriate.

From experience, the formulation of clear transition arrangements, timetables and the sharing of initial assessment protocols enables a positive model for re-integration, based on a solid relational partnership and information transfer protocols including:

- Close liaison with the referring/receiving school, through the Monthly Review process and then more intensively as re-integration reaches transfer stage;
- Clear information flows based on the protocols with referring/receiving school to ensure that there is consistent information flows on progress made by the young person and their outstanding needs; all structured around their attendance, attainment, learning preferences and behaviour;

At the stages of both referral and re-integration, we seek to involve closely parents or carers at this stage to ensure that the young person has maximum support to improve the chances of a successful transition. All our staff team will play an active role in this period of transfer or transition. From experience we understand the importance of retaining the principles of our behaviour management and learning strategies on re-integration and not ending them immediately. Negotiating supported transfer has to include relevant staff at the mainstream school.

Though we recognise that many of our referrals will remain with us, it is particularly important to recognise we will provide for re-integration through agreed processes and protocols building on existing practices which have been subject to external inspection. For those in Year 11 who are referred to us, any timetable or commitment to re-integration is strictly reviewed as time is restricted. This is particularly likely for those referred to us in Year 11 for whom the timeframe for re-integration is particularly constricted. For this cohort we work individually as part of their PLP to develop progression plans beyond Key Stage 4 as transition arrangements based on informed choices acquired through 'taster' sessions, guided visits and mentored support. This will involve exploring potential options for their continuing Education, Training and Employment, and can include accessing local Sixth Forms, FE or other vocational training, enterprise or employment initiatives. We never abandon our learners at transition and seek to offer and provide managed transitional

support.

Once referred to us the following will occur:

- Integration meeting: Every students has an integration meeting with parents and all relevant agency involvement where the expectation of the school are clearly discussed and agreed. All parents contracts are signed and the uniform issued. Parents are provided with a prospectus and calendar for the school.
- Induction –On day 1 initial assessment take place. Once all relevant assessments are complete each pupil has a meeting with their assigned mentor to review the results of all their assessments. The code of conduct, health and safety etc are reinforced and agreed targets are set which are recorded in their Individual Learning Plan. Each student gets a timetable, homework schedule and a planner and then introduced to their learning group and join their first lesson in the afternoon of day 1.
- The proposed progression plan for each student is agreed in the induction meeting on day 1 which determines the exit strategy for each student e.g. is it possible to return to mainstream, progression onto FE, progression into apprenticeship etc.
- Day 2 the mentor gives a courtesy call home to parents in the morning to find out how the student was feeling about attending the school. Tutors are asked to observe how the student is settling in and this is discussed at the end of the day staff briefing.
- After week one a short settling in report is sent home to parent/guardians.
- Weekly tutorials with personal tutors.
- Half termly reviews of ILP and termly reports provided to parents and senior leadership team.

**D2: Set out variable curriculum plan with appropriate focus on breadth and balance, core areas of learning and a calendar and timetable**



## Curriculum

### Core Curriculum

#### All students

- GCSE English
- GCSE Maths
- GCSE Science
- GCSE Sports Fitness (PE)
- GCSE ICT
- GCSE Citizenship
- PSHE
- First Aid
- Health and Safety
- GCSE Business Studies & Entrepreneurial Skills
- Geography units
- History units
- RE units
- Media
- GCSE Art

### One day a week Vocational Options

<b>Group 1 (Sugar) = L2</b>	<b>Group 2 (Simmons) = L1</b>	<b>Group 3 (Bolt) = E3</b>	<b>- Group 4 (Bailey) = E2</b>	<b>Group 5 (Beckham) = E1</b>
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- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Construction</li> <li>• Motor Vehicle</li> <li>• Hair and beauty</li> <li>• Catering</li> <li>• Business Administration</li> </ul> | } | Delivered in partnership with local college /academies |
|---|---|--|

Our range of qualifications extends choice and diversity in what are recognisable gaps in the existing local market. The curriculum strikes a balance between all the demands of a balanced and broad offer shaped by a personalised variation based on setting, circumstance, learning style and pace of learning. Our Subject Leads (within the senior management team) will focus on English, Maths, ICT and Science with the remaining teaching staff responsible as subject leads, directly reporting to the senior management team; a significant expansion of options and compared with what is offered across the local market and beyond. Our core offer covers English, Maths and ICT. As mentioned earlier this complements curriculum provision within the local commissioning schools as we seek to develop parallel commitments where there is scope for re-integration. Through our provision of Sport, modern foreign languages, business studies, art, a Humanities GCSE and Citizenship we offer breadth and engagement providing a solid foundation for progression.

We cater for all our learners from the outset irrespective of their referral length or actual length of stay. As we anticipate, there will be a minority of learners who will be on shorter placements, who will have a bespoke curriculum offer consistent with or parallel to the re-integration timetable of needs and floor targets as shared with their mainstream school or main schooling provider. Where there is a short-stay offer we seek to retain directed provision of their 'core' subject needs and

variable access to our wider curriculum and extra-curricular activities for each pupil at their relevant Key Stage; providing a contractual commitment that reflects the practice set-out in the 2011 Support and Aspiration Green paper, placing full accountability for access and progression with the school for every learner. We offer bespoke flexibility where young people are referred for short-stay to accommodate any additional support or reporting needs (courts, YOT supervisors etc). Like all our learners we will manage and organise short and longer term placement according to stage not age in line with their numeracy and literacy abilities as well as learning style. Each learners personalised needs are determined by a rigorous assessment process, using setting, including placing with advanced learners where a child is gifted and talented. Critically, irrespective of their length of stay with the CUL Academy Trust, we retain monthly or more frequent review contact with their retained school and their parents to maintain engagement and progression. Given our school caters for young people often with additional complexities and challenges we have robust safeguarding protocols which underpin all referrals and individual planning for learning.

As an existing provider we already successfully operate a supported transfer model for re-integration. We operate:

- Close liaison with the mainstream or receiving school, regularly through the Monthly Review process and more intensively as re-integration takes place;
- Shared and clear information management protocols with the receiving school, ensuring on-going progression across all key personalised indicators and their remaining needs. All structured around their attainment, attendance, behaviour and learning preferences;
- Whenever possible, close participation and oversight from parents or carers throughout, making the move more likely to be successful.
- Our specialist staff, supported by our teaching and educational support staff will play an active role in the period of transfer. Managed consultation on the planned return will include a supported return commitment to ensure that links with our behaviour and learning style/strategies are shared and assist the transition back into the receiving school's as a shared supported transfer undertaking. It is imperative that planning engages all parties and that we get it right first time.
- Bespoke arrangements for 'short-stay' arrangements

Our existing arrangements for re-integration and transition have been subject to recent OFSTED inspection. Though we recognise from our negotiations with commissioners for our new school proposal that many of our referrals will remain with us for the duration of their statutory educational needs, we remain committed to continuing and improving our existing protocols for re-integration and continue to talk to schools and educational networks on planning and information flows. For those in Year 11 referred for a short-stay we are conscious of time constraints and accordingly provide weekly review arrangements with receiving schools on the application and progression of each young person's timetable of improvement. This is specifically the case where we provide any part-time placements and where the young person's Mentor has a duty to liaise weekly with the mainstream school where there is shared schooling arrangement.

### **Organisation of Students.**

- The learning groups will be organised according to stage not age, in line with their numeracy and literacy abilities. This will be measured through the referral process and initial assessment.
- The initial assessment will include a literacy and numeracy test as well as a learning style assessment. This will inform all planning for learning in every lesson. Teachers will differentiate according to numeracy, literacy and learning styles.

- Class sizes will be no greater than **10 students** per class.
  - Group 1 ( )= L2
  - Group 2 ( ) = L1
  - Group 3 ( )= E3
  - Group 4 ( ) = E2
  - Group 5 ( )= E1

This approach reflects our educational vision as set out at p16 and beyond of this application. We seek to determine educational and developmental support and provision through an assessment of numeracy and literacy abilities from the outset and underpinning social needs. Our organisational arrangements are structured to facilitate improved access to learning and positive attachment to peers and staff. We also determine what the barriers to learning are for each young person and implement a robust communication and information flow strategy across all teaching and support staff, again influenced by our student organisation. We recognise from direct experience that some of the young people we teach have special educational needs: often undiagnosed. We already have in place a robust and current Special Educational Needs and Disability Policy that reflects the requirements of the Equalities Act 2010, which will continue to be reviewed annually and approved at Governors level. Our specialist team help us to support early and accurate assessment of undiagnosed SEN. Young people who struggle because of special educational needs are often able to excel once those needs are recognised and met. We believe that there is no reason for any young person with special educational needs to struggle or not integrate fully.

From experience, we organise our students in classroom, therapeutic and social settings that establish robust positive connections with learning, peers and staff. Our organisational methods we know build resilience support through our embedded approach to inter-personal relationships and lifecourse behaviour modelling. Our system contains procedures and safeguards to ensure that all children receive the learning assistance that they need, and again we believe our approach to student organisation will strengthen this.

Our breakfast offer is also important in preparing our learners for the challenges of their day to ensure learners are equipped nutritionally and motivationally with Mentors facilitating access to a range of activities to relax and engage each learner. Our choice of class group name reflects our commitment to sport, team work and identity, with structured competition between groups against learning, attitudinal and behavioural goals.

**Enrichment:**

Our enrichment programme is key to the development of each young person’s social and emotional skills mix and development. We are driven to ensure young people understand the world we live in and the world of work they need to prepare for and progress onto. For this reason our students will have access to a structured enrichment programme of activities which includes

- Football
- Power league
- Saturday Club
- Weekends away
- Team building
- Residentials
- Breakfast/interactive activities
- Careers Fairs- after school what the impact of this has on pupils.
- ‘My Space’ access

- Students will also have four weeks per year of work experience.

This offer is provided directly on our premises with capacity to extend specialist enrichment activities that support both the formal and informal curriculum at North Birmingham’s new ‘My Space’ building; an exclusive multi-functional young person’s facility. City United are one of the founding partners of this unique development which is 1 mile from our premises; and we contract to accommodate its facilities within our provision and curriculum offer.

**School day:**

- School day will begin 8.30 and finish at 3.00pm every day. **(see model timetable – at Annexe)**
- Students will access all subjects on site 4 days a week. One day a week students will have access to their vocational options which will be either at our proposed construction/motor vehicle site or in partnership with our local colleges and schools. **(see letters of support at Annexe)**
- There will be a daily tutor time and each group will have an assigned personal tutor.
- Collective worship will happen through a weekly assembly led by the senior management team.

<b>Subject</b>	<b>No of sessions each week</b>
English	4
Mathematics	4
Science	2
PE	2
Business	2
ICT	2
Citizenship	2
Art	2
Asdan/PSD	2
PSHE	1
Humanities	1
Vocational	6
<b>Total</b>	<b>30</b>

**Organisation of lessons:**

- Each lesson will last for 50 minutes
- There will be 6 sessions each day i.e. 30 session every week.
- Every Friday will be vocational day for those on a vocational offer. We will encourage vocational study as a crucial supplement to core curriculum. For young people for whom it is deemed to be inappropriate – alternative, personalised/independent learning or small group activity will be timetabled
- Each day will start with breakfast.

**School terms/calendar:**

The school will follow the same terms arrangements as the local school across Birmingham; we believe this is important in enabling parents with more than one school-age child to manage commitments and leave etc effectively.

Each day will start with breakfast and work begins by 9.00 from day-to-day. We view this slot from 8.30-9.00 as being important in enabling staff to engage with students on a range of issues including creating time for us to manage regular 1-1 tutorials, with an extended tutorial slot timetabled for 1 morning per week enabling clear target setting and review. Wednesday mornings will operate a more flexible timetable based around independent study and sport/leisure, which will also create space for staff liaison, updates, review and CPD. All pupils will operate on the same school day and week, although some provision may be off-site, e.g. vocational placement. The school Business Manager will be responsible for proactively monitoring pupil punctuality and attendance at off-site placements.

### D3: The staffing structure necessary to deliver this curriculum

- Head Teacher X 1
  - Business Manager X1
  - Senior Teacher x 1
- Senior Leadership Team**
- Senior teacher = Responsible for Numeracy and Literacy lead/pathways
- 
- Teachers x 4
- Teaching Team**
- Subject specialist e.g. PE, Motor Vehicle, Construction
- 
- Mentors and Teaching assistant= 4 in total
- Support Staff**
- These will be FTE
- 
- Site Manager – 0.5 FTE
  - Administrator – 1.0 FTE

### Table: Rationale for teaching staff

Year	No of session per week onsite	No of anticipated Vocational session per week onsite	No of anticipated Vocational session / week offsite	Total session to be covered on site	No. of teachers at 20 sessions per teacher per week.
1	60	20	10	80	4
2	90	20	10	110	6
3	120	20	10	140	7

**\*Note: Each year there will be 5 teaching groups supported by 4 mentors working flexibly**

### Final Staffing Structure and Costs at full capac

#### Staffing roles

#### Principal Designate

We anticipate recruiting the Headteacher in September 2013 and will appoint an outstanding and

visionary school leader who will assist in directing the recruitment phases for teaching and learning support staff. We seek to appoint a School Business Manager in early 2014. The Head will deliver in partnership with the governors and Business Manager, an effective School Plan with action steps that: establishes timelines, identifies outcome measures to monitor and evaluate success. Our Plan is to become a key resource and guide for school improvement, and it will be crafted and owned by all of the stakeholders – teachers, support staff, school leaders, students, families, commissioners, community members and delivery partners. The Head, will lead, with governors, on establishing:

- Appropriate policies, procedures, legal and financial obligations, and self-evaluation systems, including the school development plan
- appropriate target-setting, tracking and intervention strategies, that at any given point can give an accurate picture of the progress of individual learners across all areas of development
- effective systems for collecting and analysing the views of key stakeholders, including children, their families, the range of the children's workforce and the wider community, together with mechanisms for addressing the outcomes in a school's improvement or development plan
- clear systems for judging the quality of teaching and its impact on learning, together with focused workforce development strategies to improve the skills and impact of the workforce
- dynamic improvement planning which focuses on the key actions to be taken to address areas for development, is based on a clear link between activity and impact, and is constantly re-framed in the light of evidence of impact
- appropriate systems for target-setting, tracking and intervention strategies, that at any given point can give an accurate picture of the progress of individual young people across all areas of development
- effective systems for collecting and analysing the views of key stakeholders, including young people, their families, placement commissioners and the wider community; together with mechanisms for addressing the outcomes in the school's development plan
- clear systems for judging the quality of teaching and its impact on learning, together with focused workforce development strategies to improve the skills and impact of the workforce
- dynamic improvement planning which focuses on the key actions to be taken to address areas for development, is based on a clear link between activity and impact, and is constantly reframed in the light of evidence of impact

#### **Summary role: Head Teacher/ Principal Designate**

- Lead CUL person on all aspects of project governance, Educational deliverables, Site, pupil recruitment, Revenue funding, staff recruitment, policy development, consultations, Legal, Finance and all other relevant aspects of the pre opening phase.
- Responsible and accountable for all aspects of the management of the school post opening.
- Responsible for all outcomes of the school and ensuring value for money post opening.
- Provide reports to Trustees/ Local Governing body etc post opening.

#### **Business Manager**

- Responsible for Marketing, Communication and Collaboration.
- Finance, Administration and contracts.
- Support Head Teacher and work alongside EFA on all areas relating to site/buildings etc.
- Ensure value for money and financial capability of organisation post-opening
- Responsibility for additional fundraising targets

#### **Senior Teachers**

The professional attributes of excellent teachers are outlined in a report from the TDA (TDA, 2007).

Consistent with that report we will recruit excellent teachers who should:

- Be Curriculum Leaders- senior staff responsible for core/vocational offer with additional senior leadership responsibility for progress and pastoral care of all students. Accountable to the Head Teacher.
- be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation
- research and evaluate innovative practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues
- have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential
- know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school
- have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy, gained for example through involvement in wider professional networks associated with their subjects/curriculum areas and behaviour management
- have extensive knowledge on matters concerning equality, inclusion and diversity in teaching
- have teaching skills which lead to excellent results and outcomes
- demonstrate excellent and innovative pedagogic practice, particularly for challenging learners
- demonstrate excellent ability to assess and evaluate.
- demonstrate excellent ability to develop personalised learning programmes focussing on both effective differentiated learning and creative use of ICT in learning styles

These will be the attributes demanded of all appointed teaching staff. Governors in planning for recruitment are committed to overturning stereotypes and institutional indifference to 'challenging' or disaffected young people. We seek to critically address such damaging attitudes by establishing a school effectiveness priority in setting challenging targets: that of assessment and the appropriate use of assessing and tracking pupils' progress to raise standards.

**Mentors-** Responsible for supporting all students and delivering the personal social development programme and tracking student's progress, addressing pastoral issues, supporting families, retained schools and information flows with such.

**Site Manager-** Responsible for maintenance, health and safety inspections and cleaning of school site and site security.

**Administrators-** Attendance tracking, inputting invoices, administrating MIS system, minutes of senior management team meetings, telephones, reception, post, and appointment monitoring

We recognise that we will remain a small, specialist school. However, by developing a tight, skilled and focused senior teaching team led by the Headteacher we have scope to offer experienced and expert subject leadership across the curriculum and a strong management team. The senior staff we recruit will also be experienced in the management of young people with challenging behaviour and will be experienced mentors working within alternative provision and learning support. We will be deploying 5 FTE qualified teaching posts in total as well as a further 4 classroom based Mentors posts to deliver this curriculum. This team offers the scale and specialisms to effectively deliver the 'Supported Transfer' model for re-integration of young people into mainstream provision. We have also ring-fenced funding to enable vocational curriculum enrichment activities, sports and outdoor specialist support and, as noted above, are

proposing an innovative and established model for specialist educational support that will enable us to provide exceptional levels of expertise to the young people attending our school, as well as servicing the needs of partner mainstream schools and progression networks. Our 'My Place' provision sources specialist facilities in the Arts (music studios, instruments, recording facilities, theatre work/groups), Sports and creative opportunities in advanced ICT applications from game design to software development). Our ICT curriculum is supported by a suite of new PCs at a ratio of 2 students to 1 PC and we provide a suite of handheld digital devices. Each classroom will be equipped with an electronic whiteboard with supporting software suites to enable a range of forms of interaction and exploration that appeal to students with differing learning styles and encourages collaborative learning. There is a robust on-going budgetary commitment to investment in digital resources for our students.

#### **D4: Our strategy for ensuring that the needs of pupils with differing abilities are met:**

CUL has well established assessment and improvement strategies both organisationally and for personalised learning which will underpin our undertakings for improving independent learning and group learning skills for every student to establish integration into our learning and behavioural culture. We positively promote self-reflection in learning and provide resources and support for effective student and group self-assessment. The pupils who attend our new school come often with a range of 'identities' and challenges, with a series of previous educational experiences. This is why we will place the students in groups according to their stage not age. This will allow those who need additional support to access such in smaller class sizes or 1-1 as required. Those of higher academic ability will be stretched by having access to L2 or above work depending on their individual learning plan, realistic but challenging targets and importantly aptitude. Our approach is driven by assessment, regular review and utilising existing educational performance profiles. Following initial assessment, an appropriate timetable in appropriate groupings will be agreed for the individual young person. This may result in a child being assigned to a different group by subject, for instance, to enable a gifted child to be academically stretched. Complementing our academic/learning engagement is our Behaviour Strategy which, through professional and trained staff (all Care and Control trained) means we set high standards from the outset and personalise, as with learning, strategies for each young person to adapt and change.

For every individual learner we provide for differentiation by content and access through teaching, resources and learning style. The best way to meet different learning needs is to deliver the curriculum in a number of different ways; to differentiate the vehicle by which the skills, knowledge and concepts arrive, as well as presenting a range of tasks. The reason for doing this is because it ensures the maximum amount of pupil involvement, i.e. learner planning, learner assessment and learner decision-making. We fit the three into a logical progression of teach, practice and assess:

- differentiation by classroom organisation is a way of helping learners to access knowledge, increase understanding, develop concepts and practise skills
- differentiation by paired task is a way of helping learners to self-assess, peer assess, target set and practise skills to reach targets
- differentiation by outcome is a way of both accessing knowledge and experiences and assessing at the end of the teach and practise cycle or schedule of work

We follow curriculum principles of embedding ICT across all core and elective subjects and follow subject schemes of work that anticipate and encourage ICT access to support learning styles in improving ICT literacy and confidence. We have a new computer suite with ratios of personal computers of 1:2 students. We provide differentiated learning and recognise that the goal of



autonomy in ICT applications is a critical aspect of developing confident independent learners. We recognise students develop independence and access to e-learning and social media through their use of ICT. They take control of their learning. They engage with the technology and work independently or with others, at their most effective pace and at their most appropriate level. We encourage each young person to articulate reasons for their use of ICT. We promote the following characteristics of autonomy, capability, creativity and quality as:

- Learners make decisions or show initiative about which application or hardware is best suited to a task.
- Learners develop their own ways of thinking about the task and develop their own strategies for overcoming problems.
- They are stretched to become confident, prepared to take risks and learn from their mistakes.
- Learners use teacher intervention effectively to move them on to the next stage in their thinking.
- Learners use peer intervention effectively to develop their thinking. They recognise the potential of feedback from others to improve their work.
- Learners participate actively in formative assessment of their work. They know and understand how their work will be assessed and use these criteria to improve their work.
- Learners are inspired to learn with ICT. They transfer knowledge to other contexts, for example, when using ICT at home or in their extra-curricular activities or their 'My Space' activities.
- They recognise and value how knowledge gained outside the classroom contributes to their schoolwork.
- Learners access independent, student-centred resources and use them to effect.

At the core of our approach in addressing barriers to learning is the adoption and application of adequately resourced, professionally supported and high quality personalised approaches to learning built from an understanding of each and every learner's needs. The on-going management of multi-agency approaches with strong information flows underpins our model, as does the provision of a varied and challenging curriculum that provides both academic and vocational opportunities for students with strong moral and social underpinnings. As raised earlier, some of the young people we teach have special educational needs – normally undiagnosed. Our current Special Educational Needs and Disability Policy not only reflect the provisions of the Equalities Act 2010, (reviewed annually and approved at governance level) level, its application focuses on rigorous assessment and differentiated support. We value the importance of addressing early and accurate of undiagnosed SEN. No child, irrespective of learning capacity or aptitude, should struggle and not be catered for. Our system will contain procedures and safeguards to ensure that all children receive the learning assistance that they need. We will seek to offer full access to our wider curriculum and extra-curricular activities for all pupils at their relevant Key Stage and provide a contractual commitment that reflects the practice set-out in the 2011 Support and Aspiration Green paper, placing full accountability for access and progression with the school.

AT CUL Academy all students will have a mentor assigned to them, and will have a 1:1 support session with their mentees every week. Through the weekly tutorial system students will have their needs addressed quickly. During these sessions mentors monitor and review the following:

- Academic progress
- Carry out risk assessment on protective factor which are designed to address some of the behaviours they may be involved with outside school.
- Provide anger management – solution focused sessions.
- Problem solving
- Bullying interventions
- Conflict resolution
- IAG and Careers
- Set behaviour targets

- Track rewards and consequences.

Each mentor will log all targets and conversations within the PLP that forms the basis of all conversations and planning between students and all staff i.e. teachers, mentors and support specialists. Mentors will work collaboratively with teachers to inform planning of teaching using all the relevant data on all the groups. We have as an existing provider an established mentoring and anger management programme that has been delivered across all schools in Birmingham for the past 10 years. We deliver the “Friends” anger management programme to all students to instil self-control and self-reflection. The tutorials particularly focus on review and re-assessment of progress in Literacy and Numeracy. Our systems for managing this process include use of the PASS model (Pupil Attitude to Self and School), which enables us to track attitudinal as well as harder performance data. We have clear boundaries and high expectations of all our students and we make this very clear. All staff are trained in Care and Control and our approach is Ofsted approved.

Our behaviour strategy ensures that all students and staff are clear about the expectations and how to address poor behaviour. Learning is at the centre of everything we do. We promote good behaviour through a rewards system based on accumulated points throughout each day and week. We celebrate success through certificates, awards, trophies, vouchers, visits, outings and residentials. Consequence for poor behaviour includes isolation, detentions, loss of points, time out and restricted access to privileges. At CUL restorative justice is most important to ensuring when a student has had a consequence that they are re-integrated back into the learning environment with a positive outlook to learning.

We believe that by offering our pupils access to Level 2 academic and vocational GCSE subjects as well as a well organised PSD and work experience programme will enable our students to:

- Acquire knowledge to enter the world of work.
- Understand ideas necessary to be positive contributors to society.
- Perfect skills to raise their confidence and aspiration to be ambitious.
- Develop good attitudes that re-engage them with mainstream and stop them from deviating into other undesirable anti-social activities.
- Stretch our more gifted and talented students.

All our teaching staff are SEN qualified. To ensure our interventions are relevant and based on best practice we will provide direct and on-going learning needs professional development support to our teachers in giving every young person the support they need to flourish. This support will be delivered through effective observation and teacher performance management as well as a CPD model that will enable us to harness the skills of our educational specialists for the benefit of the whole teaching team. We will also build on local school SEN collaborations to ensure we provide the level of expertise expected of a quality, achievement focussed teaching and learning offer within a learner focussed environment.

Our school recognises that the SEN Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs (SEN) to reach their full potential and to be included fully in the life and learning opportunities at their school. We can evidence that our policies and procedures underpinning the Code are fit for purpose, Ofsted compliant and fully safeguarded given the positive feedback from our recent Ofsted inspection. The school adopts fully the Code of Practice across the following and is underpinned by regular classroom observation and strong teacher performance management arrangements.

- Effective curriculum planning and design to accommodate all learners and learning styles
- Teacher training and CPD support across identification, assessment and provision for

#### SEN within our school

- Key support staff training and development in specific learning support needs, including Care and Control training
- Recognising and responding to challenging behaviour, bullying and making early interventions
- Maintenance of the 'statement' and pupil participation arrangements where appropriate
- Agency and partnership arrangements
- The annual review and sharing information
- Looked after children arrangements
- Transition or transfer arrangements

Given the vulnerability of many of our students we adopt Safeguarding procedures that are proportionate and effective underpinning the success of our school the environment created for effective learning to take place. Our safeguarding protocols take into consideration the additional complexities and challenges provided by our student roll, and we provide above the legal requirement.

#### **Disability / Students with additional needs stated or otherwise:**

In addition to complying with the duties imposed upon the governing bodies of maintained schools set out in The Education (Special Educational Needs) (Information) Regulations 1999 and subsequent legislation, CUL Academy Trust Academy Trust will ensure that the alternative provision we provide is fully inclusive and all our marketing and website materials includes details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to the alternative provision Academy by disabled pupils (disabled pupils meaning pupils who are disabled for the purposes of the Equality Act 2010). We also ensure our admission arrangements are consistent with the law and do not directly or indirectly discriminate on any grounds.

As a school dedicated to developing the whole-person, we value the contribution that every child and young person can make, and we welcome the diversity of culture, religion and intellectual style. The school seeks to raise the achievement of our students, remove barriers to learning and increase physical and curricular access for all by working in line with the Code of Practice for Special Educational Needs. We have a disability access plan which ensures that students with additional needs are catered for and that they can access both the building and all aspects of the learning process. We are also addressing the government's progress and next steps in delivering their 'Support and Aspiration: A new approach to SEN and Disability'. We are working into our widening access and opportunity elements of our school plan the changing provisions for single assessment in SEN provision including education, health and care. We are also cooperating with the wider local educational network, including commissioning schools and our FE partners, to establish a cluster of expertise to enhance opportunity and resources in SEN. We are committed to strengthening and creating a single assessment process, expanding parental participation and investing further in our specialist staff – all of whom are SEN professionals. As an Academy we will have the freedom to innovate and we will register for participation in the path finding 'Achievement for All' programme to improve outcomes further for SEN and disabled learners.

#### **Roles and Responsibilities**

Our objectives cover:

- Ensuring that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN whether statemented or otherwise
- Enabling pupils with SEN to maximise their achievements
- Ensuring that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- Ensuring that all pupils with SEN are offered access to a broad, balanced and relevant curriculum including the National Curriculum as appropriate
- Working in partnership with parents/carers, social services and receiving schools or post-16 providers (where appropriate) to enable them to take an active contribution to the education of the student
- To take the views and wishes of the student into account
- To ensure all buildings, classrooms, associational space and resources are disability accessible

As all our teachers are qualified teachers of pupils with SEN; and irrespective of disability:

- Teachers will recognise that special education needs includes learning difficulties, behaviour problems, emotional problems, language disorders and physical disability. It is acknowledged that the needs of the more academically able children should also be recognised and addressed.
- Teachers will assess and monitor the young people in their classes to assess strengths and weaknesses. Young people will be encouraged to develop strengths and work on weaknesses, without a sense of failure.
- Each pupil will be helped to gain confidence in his, or her, ability.
- Each pupil will be encouraged to make her, or his, own contribution to the life of the school.
- Every pupil will have access to examinations at his, or her, own level.

The Senco has the responsibility to monitor provision and progress; arrange termly reviews for PLPs and Annual Reviews for Statements by liaising with the appropriate officers and Local Authority

- Pupils with SEN are identified through an Educational Psychologist's report, the Statement of Educational Needs and baseline assessments.
- Teachers and the Senco will devise a PLP or IBP (Individual Behaviour Plan). This will consist of achievable steps to build the pupil's confidence in selected subject areas, or achievable steps to gain control of behaviour. The PLP/IBP will be reviewed at least once each term.
- Each student's Tutor will discuss progress and listen to any problems with each pupil in the weekly tutorial. The PLP/IBP will be discussed at the beginning of each half-term, at regular tutorial and with the senior management team.

### **Assessment and Progress**

- 1 The school provides individual curriculum plans for each pupil in all subject areas, at whatever level the pupil is on the SEN register. These plans are reviewed each half term and progress is assessed.

- 2 Termly reports record learning objectives and progress made in National Curriculum levels in subject areas; the progress in the PLP target is contained in the summative comment at the end of the report.
- 3 If there are any concerns, these will be shared with other professionals to make recommendations for the pupil's needs to be met. Formal assessment may result in a Statement of Educational Needs being issued from the pupil's home authority.
- 4 Provision to accommodate a young person will, as far as possible, be school based but a statement may trigger extra resources from the LEA if specialist provision, such as speech therapy, is needed.
- 5 The school is committed to regular and systematic evaluation of its work. It employs a series of methods to gather data including:
  - Analysis of attainment and achievement of all pupils
  - Success rates in respect of PLP and IBP targets through termly reviews
  - Post-16 destinations of young people with SEN
  - Scrutiny of teacher's planning and student's work
  - Maintenance of assessment records that illustrate progress over time, where appropriate
  - Regular meetings of subject teachers, with Senco, to review each pupil's performance against expected outcomes

As a result of the above, the school reports annually its successes in the academic record and identifies aspects for future development in its School Plan.

## **COMPLAINTS**

The procedure for complaints by parents, carers or social services is included in the complaints procedure operated by the school and explained in a pamphlet on admission.

## **D5: How our definitions and measures of success will deliver our aspirations for pupil achievement.**

CUL will be successful in its aims because it will achieve the following outcomes based on challenging academic floor targets. However, we recognise the need to extend targets to reflect other 'hard' and 'softer' outcomes. These will include progression targets (in particular avoidance of NEET outcomes especially in light of the Raising Participation Age developments), targets around anti-social behaviour extending to reductions in criminal justice-related outcomes such as Court Orders, and re-engagement with mainstream educational providers and services. To support the effective achievement of targets we will build on our existing good practice by operating weekly tutorials with all students and larger, more formal half-termly reviews with wider stakeholders involved as appropriate (including parents where possible). The tutorials particularly focus on review and re-assessment of progress in Literacy and Numeracy. Our systems for managing this process include use of the PASS model (Pupil Attitude to Self and School), which enables us to track attitudinal as well as harder performance data. We set clear benchmarks including:

- All pupils will progress onto further education, training and employment.

- All pupils will achieve at least L1 Functional English and Mathematics.
- At least 90% of learners will achieve improved attendance year-on-year.
- Reduction in the number of permanent exclusions from schools.
- Raise the aspirations of pupils by opening up opportunities to further and Higher educational experiences.
- All students achieve at least Level 1 Vocational or GCSE qualifications including English and Maths.
- At Least 30 % of pupils achieve 5 A\*-C including English and Maths. (National Averages for Alternative provision being 1.4 %)
- All students are equipped with at Least L1 digital literacy skills.
- Reduction in young offending.
- Reduction in failed re-integration programmes

We will engage with the RAISE-online data system, to inform our on-going self-assessment processes and support relevant benchmarking through our annual school improvement plan. Our on-going quality assurance processes and school improvement targets will also be informed by our involvement with the Local Authority through the Behaviour Strategy Group and our links with schools and with relevant research bodies such as Newman University College. All staff will be managed through a personal review system, with individual targets set through line management. Intensive induction processes will be provided for all new staff to ensure full awareness of systems, processes and procedures, as well as clarity of vision, approach and targets. We have an on-going commitment to continuing professional development (CPD) for staff based on shared priorities across teaching, learning and behaviour support. With such a diverse set of skills and specialisms within the proposed staff team, this model for CPD is particularly well-suited to the creative and effective sharing of expertise and perspectives. This approach extends into our professional educational networks.

### **Monitoring and Evaluation**

We monitor progress through:

- Weekly educational feedbacks with each pupil are added to that pupil's care plan.
- The designated teacher for Looked after Children, attends LAC review meetings with regard to each young person.
- Termly reports are written for each young person and copies are sent to carers, social services, and parents, if appropriate.
- The teachers help in planning the PLP for each young person and monitor the targets weekly and in the half-termly schemes of work.
- Progress files are developed at regular intervals through the school year.
- On entry baseline assessment allow us to identify every pupils starting point and inform all planning.
- A protective and risk factors assessment is also carried out on entry which informs target setting.
- Daily briefing take place to discuss all students and get feedback from staff on their progress.
- 1:1 meeting are held with individual students every week with their mentor to review their progress against agreed targets.

- Weekly education meeting with all staff.
- Teachers are required to do formative and summative assessments every half-term
- Data is analysed by the senior leadership team to inform intervention for those students underachieving.
- A Rigorous lesson observation, work scrutiny and data analysis process is carried out on a termly basis to inform school evaluation process and compliance with the school improvement plan.
- We commission an external audit every year to ensure our judgements in our SEF (Self Evaluation Form) are of a high standard.
- Students are tracked and a SWOT analysis is carried for every student on entry and repeated every 6 weeks. This informs all targets set out in the individual learning plan.

## Reporting

- Weekly progress reports are sent to parents and referrers.
- Parent evenings are carried out every term.
- Parent workshops enable parents to participate in their child's learning.
- Termly homework timetables are issued to parents.
- Regular phone calls allow on-going communications between school and home.
- Every 12 weeks a structured meeting occurs between parent, students and referring body to update on all progress.
- Termly reports are also issued to home.

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

### Behaviour

Within a school 'family' rules are essential; these are mostly matters of common sense to ensure the safety of our pupils. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase student's awareness of the need to make a positive contribution to their school and wider community.

We have a Behaviour Policy which is consistently applied by all within the school, is consistent with the local Behaviour Strategy Group's good practice, and is outlined below:

- We will strive to create a positive climate in which student's self-esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- All people in the school will be valued, respected and safe.
- CUL Academy Trust will be an orderly environment in which effective teaching and learning can take place.
- Everyone will work together to encourage good behaviour
- A high level of parental involvement is encouraged and expected.
- We will work closely with other agencies to ensure that pupils with complex needs and difficulties and their families are given appropriate support.

Dealing with inappropriate behaviour:

Our five simple school rules are:

- I will walk and talk quietly in our school
- I will be helpful and polite to everyone
- I will look at and listen to people who are talking to me
- I will look after everything in our school

- I will always try my best in everything I do

Members of staff will provide attention to those who are behaving correctly. When students have to be reminded of the rules this will be done quietly and calmly with the aim of getting the learner back on task as soon as possible. The inappropriate behaviour will be criticised not the student.

What happens if a young person behaves inappropriately?

- The student will be given three warnings
- They may be given 'time out' to calm down and reflect
- If the inappropriate behaviour continues, the student will be given a 'yellow card'.

This is placed on the teacher's whiteboard and the student's name will be written underneath. It will remain there until the end of the teaching session when it will be removed and the student's name erased.

A 'red card' will be given for acts of unprovoked aggression, rudeness, swearing, or persistent misbehaviour that could endanger or distract other children. The head teacher will discuss the student's behaviour with them and parents will be notified.

All adults in school will keep in mind that EACH DAY IS A FRESH START. Working together to improve behaviour we will always try to work with parents. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other. If any student lets his or her standards of behaviour fall, we will inform parents and discuss it with them. It may be that sanctions outside school can help to reinforce sanctions being used in school.

## **Attendance**

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to extend their potential. The attendance pattern for all children is monitored weekly with the school seeking to work actively with parents to ensure a regular pattern is maintained. We expect all children on roll to attend every day, when the school is in session as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures to support this. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school and learning.

Poor attendance can seriously affect each child's:-

- attainment in school
- relationships with other young people and their ability to form lasting friendships
- confidence to attempt new work and work alongside others

Each young person's attendance can be summarised as:

96%+ Excellent – Well done! This will help all aspects of their progress and life in school. This will give them a good start in life and supports a positive work ethic.

94-95% Average – Well done! Strive to build on this.

85- 93% Poor – Absence is now affecting attainment and progress at school. Please work with the school urgently to improve the situation.

Below 85% Unacceptable – Absence IS causing SERIOUS CONCERN. It IS affecting attainment and progress and is disrupting your son/daughter's learning. We will work with you and the Education Welfare Officer [EWO] to improve your child's attendance.



Permitting absence from school without a good reason is an offence by the parent. Only the school can 'authorise' absence. The school will not assess all reasons as 'valid'.

## **Pastoral Care and Anti-Bullying**

Pupil wellbeing is the essence of a caring and passionate school. Our pastoral system is value based and morally structured to emphasise the sense of being cared for as an individual which enables each young person to achieve her full potential with enjoyment and pride, preparing them for personal successes at our school and adult hood.

At the heart of learning is the well-being of each young person. We strongly believe that pastoral care is an important element of teaching and learning at all stages of a young persons' development.

The fundamental principle which underlies all that we strive to achieve in the pastoral programme is to know and understand each young person well, develop individuality within a collective community of equals whereby we encourage and aid their growth and development towards adulthood.

Great emphasis is placed on the Home-School partnership where possible, allowing us to strive towards the best possible outcomes for each young person. Whilst all staff play a key role, within the pastoral system the Personal Tutor is the main point of contact for parents and referring schools during placement. They monitor each young person's academic, personal and social progress within the school and are overseen by the Headteacher.

At CUL Academy Trust Academy we believe that the creation and maintenance of a caring school community has to be clearly embedded in the recognition that student life and experience is linked to wider social context – we cannot ignore the wider determinants of educational performance. Our approach to becoming truly inclusive school has to recognise we must work to address social influences on the wellbeing on all of our learners. We have to work externally as well as providing a happy, safe and secure learning environment in addressing the needs of all students so that they can achieve success and become responsible citizens. We inculcate a strong sense of right and wrong and these positive values are developed during all learners contact, during associational time, Tutor group time and PSHE lessons. The comprehensive PSHE programme within the timetable aims to develop values and a sound social spiritual and moral code for all students.

We place great value upon the link between every young person's emotional and attitudinal well-being and their potential for achievement. We strive to develop a sense of pride and identity in all students, not only in their learning achievements, but also their application, aptitude, appearance and their place in society.

Our new school will adopt our existing Anti-Bullying Policy, which is a high profile feature of our activities. All learners are required to sign up to the policy – include all new learner contracts - and all staff are clearly briefed and experienced in our systems and mechanisms for addressing bullying. The issue is addressed directly and regularly within the PSHEE curriculum as a means of both reinforcing our approach and also bringing it to life and providing real context for this issue. We also deliver clear anti-bullying messages through regular focussed meetings, our tutorials and learner reviews. We use specialist learning resources to support this and engage directly with students on strategies to report and identify bullying within and beyond school. As a school we will collate data on bullying:

- To track and monitor incidents
- To look at patterns emerging

- To raise awareness of possible high incidence areas around the school or wider site

To enable the school to be proactive in monitoring these areas and to stop bullying happening CUL Academy Trust takes bullying very seriously. We aim to solve any acts of bullying as soon as we can in the interests of all and to learn lessons from situations made known to us. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### **Procedures**

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

### **Safeguarding**

The Governing body of the new school recognises its legal responsibility and duty of care to ensure that all staff and volunteers are properly checked to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head Teacher) or volunteers. The Governing Body will assign a Senior Designated Officer (SDO) who will have lead responsibility for dealing with all safeguarding issues in our school. It is the responsibility of the SDO to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school.

We have adapted our safeguarding arrangements to accommodate some of the additional complexities presented by some young people. For example, we follow practice guidance and processes in terms of identification, referral, and assessment and support for young people who may be affected by gang activity (Safeguarding Children and Young People who may be Affected by Gang Activity', 2010). The guidance also looks at the reasons young people become involved in gangs, the particular risks associated with gang membership for the young people and the risks of being affected by gang activity in other ways, such as educational disengagement, bullying and disruptive behaviours. Additionally, the work of the London Safeguarding Board also informs and guides our practice principles.

CUL Academy Trust has a clear Safeguarding Policy and working procedures which has developed from contractual undertakings and close working with Birmingham YOT, Birmingham Children's Services and other local commissioners including West Midlands Police, schools, PRUs and the Sharing Panel and Connexions.

- to protect children and young people who receive our services. This includes the children of adults who use our services

- to provide staff and volunteers with the overarching principles that guides our approach to safeguarding

Underpinning all child welfare and wellbeing policies and their application is an approach to care and control that reflects a strong and assertive safeguarding culture throughout the school. Safeguarding procedures are integral to the success of the school and the environment created for effective learning to take place. Our safeguarding protocols take into consideration the additional complexities and challenges provided by our student intake, and we provide above the legal requirement.

All staff working at our school are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. CUL Academy Trust believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

**We recognise that:**

- the welfare of the child/young person is paramount
- all children, and young people regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

**We will seek to keep children and young people safe by:**

- valuing them, listening to and respecting them
- adopting child protection practices through procedures and a code of conduct for staff and volunteers
- providing effective management for staff and volunteers through supervision, support and training
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing concerns with agencies who need to know, and involving parents and children appropriately.

We are committed to reviewing our policy and good practice annually, and we are cognisant of emerging safeguarding issues from gang associational challenges to cultural dissonance.

**How strategies are informed by our vision and linked to raising standards and educational outcomes**

Every child or young person, irrespective of status or identity is entitled to a world class education. We set high standards, place high expectations on all of our students and equip them with the skills and resources to help them learn and progress. We are committed to the ideal that for students to grow and flourish they require a safe, well ordered learning environment which is supported by good teaching and learning. Our SEN, Teaching and learning, Curriculum and Safeguarding Polices are fully embedded across the organisation to ensure our vision is realised. We are, as indicated earlier,

accommodating the changes contained in government SEN reforms and wider disability challenges to improve inclusion and achievement.

We work to fulfil individual potential through providing outstanding teaching, rich opportunities for learning and encouragement and support for each student irrespective of their perceived 'challenges'. As a school we are highly reflective and carefully plan and implement strategies to ensure our objectives are achieved against every young person's needs and targets. We are constantly looking for ways to improve and put students first, invest in our staff to create the culture necessary to promote students well being and success.

There is clear synergy between our behaviour, attendance, attainment and pastoral care systems as they are each underpinned by our vision of establishing and developing a school that is inclusive, effective and caring. Our vision is to create the physical, organisational and engagement conditions to generate belonging, success and progression; where learning becomes part of a lifestyle choice and is valued in shaping identity, integration, ambition and independence. Our educational plan, as set out in this section, is built on solid foundations of trust, partnership working and curriculum relevance. We propose a coherent programme based upon a successful track record in delivering positive outcomes around family cohesion, academic attainment, sustained engagement in education, and changed perceptions of 'self'. Our vision draws upon close links between schools and local community networks as the basis for its operation as detailed here.

We combine dedication and professionalism to an understanding of how to work with and meaningfully engage challenging young people. We allow no young person to 'fail' or to 'resist'. Our approach to retaining and 'growing' young people whether on short-stay placements or longer term, ensures all benefit from their experience of being an intrinsic part of the CUL Academy Trust.

## Section E: Evidence of demand – part 1

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

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing provider applying to become an alternative provision Free School:

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

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>	10	8	2	100	10	8	2	100
<b>Key Stage 4</b>	15	12	3	100	30	20	10	100
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>								
<b>Totals</b>	25	20	5	100	40	28	12	100

## Section E: Evidence of demand – part 2

Please refer to pages 24-29 of the alternative provision 'How to Apply' guidance for what should be included in this section.

### **E1: Clearly state your referral process for children of compulsory school age**

Our admissions arrangements are consistent with the legal duty placed on governing bodies for admissions and for young people whether designated SEN or without a statement of educational needs. We operate to the letter and spirit of the law and our admissions arrangements are consistent with local guidance, and they reflect the demands of the Academy movement in alternative provision.

We have undertaken comprehensive discussions with our commissioning schools and Birmingham City Council's Behaviour Support Service, from which we can identify the priority group for our Admissions Policy for the CUL Academy Trust (CULAT) as:

- Young people at Key Stages 3 and 4 (Years 9, 10 and 11) and 'on-roll' at schools in North , and North East West Birmingham, who are at risk of permanent exclusion

In addition, the school may also admit:

- Young people at Key Stages 3 and 4 (Years 9, 10 and 11) and 'on-roll' at local schools in North and North East Birmingham who are currently on a fixed term exclusion from a commissioning school
- Young people at Key Stages 3 and 4 (Years 9, 10 and 11) who have been permanently excluded from schools in North West Birmingham but are unable to access local authority provision due to a lack of available capacity and who may be referred by the Local Authority

Consistent with the commissioning bodies – schools, Sharing Panels, Pupil Connect and PRUs - referrals will be accepted any time during the academic year in line with the requirements of the specific commissioner, the young person and the family. Our school will accept pupils in line with our Admissions Policy until such time as the school reaches its full capacity. The school will provide full-time alternative provision, part-time provision if required, and there will be no formal selection criteria for students. We welcome visits from parents, young people and their carers to observe the school in action, talk to students and meet staff. Where a referral is made and before a commitment or confirmation of admission we have a referral protocol that is time specific ensuring a structured meeting takes place between the young person, their parent(s) or carer a representative of the school, to meet with the young person, and a representative of the commissioning body. This will launch a short consultation process to establish the suitability of the alternative provision at CUA for that particular young person. We positively promote a visit to the school – when it is active – to help the young person make an informed choice. What we propose is not a selection process. If the young person and their parent/carer decide to take up the offer of a place (held open for 15

working days from date of initial meeting), CULAT shall immediately confirm admission details with the commissioning organisation and issue a start date, put in writing to all parties. This date will be confirmed within 7 working days of receipt of a student's details from the commissioning body and the student will be entered on the CULAT's Admissions Register.

Consistent with our current approach, we will establish monthly reviews will be held with all commissioning bodies in which detailed updates of student's progress will be provided. Where this is a state school, this will satisfy the review requirements of the Governing Body of the commissioning school. We will operate the same policy with Academies as this is consistent and good practice. Mid-termly reviews will be held with parents/carers to update them on progress. The Supported Transfer Model will be implemented where re-integration into mainstream schooling is deemed to be appropriate (refer to Section D). Our financial model enables us to dedicate staff resource to both the Admissions process detailed here and to facilitate the Supported Transfer Model for re-integration. Our proposed staff-student ratio supports this model with sufficient capacity to accommodate referral arrangements and admission.

### **Referral and Admissions:**

Referrals are received from schools, Pupil referral Units, Sharing Panel and pupil connect. CUL has a SLA with the local authority who carry out an annual QA audit on the quality of AP providers and we are on the list of recommended providers within Birmingham. ( **See letters of support from commissioners**)

Across Birmingham there is an established referral form which provides details of p[pupils being referred. These are sent to the school advance of integration which informs the initial assessment and individual learning plan.

Local authority staff, social workers, parents and prospective pupils regularly visits the school prior to any formal referral being made, during the referral process and subsequent placement.

### **The General Referral Process**

Representatives of their local authority, the education services, Sharing Panels, Social Services or Health Authority formally refer young people to CUL Academy Trust.

1. **Referrals directly from School:** Initial contact is made to the school through the Head or a Senior Manager/Teacher of the school. A meeting of all parties concerned is convened to agree a plan of action for the commencement of the school placement.
2. **Referrals from Sharing Panel:** Sharing Panels meet every 5-6 weeks and the Sharing Panel Director contacts the head Teachers and discussed possible referrals in advance of panel meeting. Once panel meeting occurs the referral form is sent to |CUL and the integration of students is planned.
3. **Pupil Connect:** CUIL are contacted directly by Pupil Connect who are part of the Local Authority's Admissions and placement panel. Referrals

occur directly to the Headteachers .

4. **Other Agencies ( Looked After Children)**; CUIL are contacted directly by LACES and referrals occur directly to the Headteachers .

Once a referral is made an integration meeting takes place with all key stakeholders (LA, school, social workers, parent, students etc) to support the transition of the student.

### **PLANNING – ON ADMISSION**

- The teaching staff will be given all documentation relating to the young person's education prior to the student being admitted to the school, including the young person's risk assessment.
- The Headteacher will liaise with the pupil's past or current school to offer continuance of study if this is relevant and to establish links with those who may be caring for the student.

### **ENROLMENT**

- All students will be recorded in the Admissions register.

### **INDUCTION TO SCHOOL**

- New pupils are accepted into school following an induction procedure. This involves a meeting with a member of the Teaching staff; a risk assessment; an educational assessment of abilities from records or baseline assessment and a negotiated, individual timetable.
- Depending on the risk assessment the pupil will be offered an individual timetable as soon as possible. There is flexibility in the amount of sessions offered at first, with constant monitoring by staff and teachers, recorded through the Studies' Rules points system. The aim is to move to a four session day as soon as it is possible.
- Schemes of work are individual for each young person and are planned in half-termly units for each subject. This allows for frequent adjustment of the curriculum with regard to the pupil's progress.

### **Oversubscription:**

When the number of referrals exceeds the number of places available the following criteria will apply:

- Looked after Children will be given priority.
- Students who fulfil our entry requirements will be admitted on a first come first served basis.
- IN the event of a tie breaking situation random allocation will be used to decide students taken on roll



- A waiting list will be creating. And when a place come available this will be offered to the first one the waiting list.

**E2: Provide evidence of demand from commissioners that they would make referrals to your alternative provision Free School for pupils of compulsory school age and, if appropriate, students aged 16-19 and would pay the per pupil rates you intend to charge. Existing providers hoping to expand their pupil numbers will need to demonstrate evidence of demand to support this expansion.**

We have secured evidenced demand from 7 commissioning schools / networks (see attached). Whilst it is always hard to anticipate exactly how many young people, will, in reality, be referred from each commissioner, we have deliberately erred on the side of caution in our estimates. We already have a consistent group of 15 young people attending our Independent school provision and currently have 6 further referral requests that we are unable to take up. Additionally, since its opening, a further 9 schools /networks (not listed here) have referred young people to us on a full-time basis. We believe that this 'pool' of 16 commissioning organisations (which continues to grow) represents an excellent basis for the relatively modest growth we are suggesting in the bid, particularly in light of the imminent re-focusing of PRU activity in the city away from KS4 provision.

The FTE numbers at CULAT are intended to follow the phased development over the first 3 years as follows:

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Key Stage 3</b>		10	10	10	10
<b>Key Stage 4</b>	15	15	30	40	40
<b>Totals</b>	15	25	40	50	50

As an existing provider from commissioned placements through the Local Authority's Pupil Connect admissions and placement body, we work consistently to established standards of referral/admission protocols and review procedures. We are awaiting the outcome of the proposed 'PRU Vision' for Birmingham, leading to the proposed re-structuring of Behaviour Service support. This vision will focus on Key Stage 2 and 3 provision in the city and will result in the Local Authority commissioning high quality alternative provision at Key Stage 4 and at the transition from Key Stage 3 to 4. CUA are ideally positioned to deliver this provision given our excellent links with the Local Authority. We are confident the demand associated with the reforms locally will drive demand, as will the reputation of our existing offer; each contributing to our capacity. This application builds on our close collaboration with commissioners and reflects a requirement from across the commissioning

spectrum that we extend our current provision from an emphasis on part-time provision to a focus on Years 10 and 11 to full-time provision, to also include Year 9 students.

In this application we have identified strong demand for alternative provision and that our school has the reach and relevance to meet key aspects of that demand given our history and recognised specialist expertise. Our relationship with a range of school and city-wide pupil referral bodies indicates we have associations built on trust and mutual respect, which will form the basis for maintaining a regular supply of admissions to CUA. From our school based discussions we know demand is rising and that the figures published by the Birmingham Sharing Panel (BSP) for our proposed catchment areas do not reflect school sponsored referrals into alternative provision, so the recent figure for 2011/12 indicate 500 students referred across the city to sharing panels who are seeking alternative provision; many of which include young people from our catchment areas who directly match to our referrals and admission criteria.

From our experience we recognise that shorter-term referrals are likely to apply for pupils in Years 9 and 10 as the likelihood of re-integration during the academic year in which they are referred is greater than for pupils referred during Year 11 as their final year of statutory education; as reflected in higher estimates for our KS4 FTEs. We estimate that we will reach capacity and maintain such by Year 3. The Annexes to the bid include copies of signed evidence from 7 commissioning schools as well as wider support from 2 other agencies (both of which we have taken referrals from previously). At Annexe we also include a map identifying the locations of the commissioning schools that have provided letters of support for this bid.

### **Local need**

Our school will operate mainly in the North of Birmingham – centred on North Ladywood, North Perry Barr and especially Erdington. Constituency level data indicates that in Erdington

- 47% of pupils in the Erdington constituency achieved 5 or more A\*-C grade GCSEs, including English and Maths, in 2011. This is lower than the city and national average – both 58%.
- The NVQ qualification data from the 2001 Census is used as a proxy for resident skill levels and Erdington performs less well in comparison to the city and nationally and is one of the worst performing constituencies with a high proportion of residents with no qualification and a low proportion with NVQ Level 4-5 qualifications.
- Erdington District (2%) has a higher proportion of pupils achieving no GCSE qualifications than the city (1%) and higher than the national average (1%).

(Be Birmingham, 2012)

Similar pictures of educational under-achievement, set against a background of stubbornly resistant poverty apply across the areas that we serve.

More widely, we are aware that:

- There were 120 excluded students across Birmingham in 2011-12.

- 3% of Birmingham students do not progress onto FE and training and employment. In actual numbers this is approximately 650 students across the city that are not progressing. With our aim of having 0% NEET for all our year 11 students we will contribute to a reduction in that figure.

CUL's current Independent school has filled its 15 places and have had to turn students away due to demand. We currently have 6 referral requests that we can not service.

#### **E4: Demonstrate how you intend to reach out to the wider community.**

We will build on our existing profile and our development as a community based provider and Independent School. City United has been operating in the North of Birmingham for 10 years and has established a huge base of educational, community and personal networks that underpin its work. Ensuring we are able to engage with, listen to, understand, and respond to local issues and agendas is 'part of our DNA' as an organisation. This approach and ethos will be carried forward with the CUL Academy Trust. Beyond the usual methods of engagement including use of the local media (with which we have close and longstanding links), CULAT will engage with and mobilise local communities through:

- Football Club – We have been operating a hugely successful youth football club (Phoenix Utd) since 2002 that now operates 16 teams across the area and provides a fantastic 'hook' for young people as well as an excellent channel for communicating with large numbers of parents, carers and siblings
- Saturdays – offer of additional activities and weekend schooling or educational opportunities for young people and their families. This also links to our offer of ICT / Media, Film-making and digital production projects that we have been developing in the last 4 years and will form part of our wider enrichment activities
- Enterprise – alongside the formal academic programme we will be offering, we have existing links with 16 local employers who continue to support us in providing a range of work placement and work experience opportunities for our pupils. Beyond this, we will continue to develop our successful existing relationship with Business in the Community
- Parental engagement – beyond formal involvement at Board level, we will continue to engage parents directly wherever possible through fundraising activities, social events and consultative activities
- Community projects – we will partner with City United wherever appropriate on specific community projects that could range in scope from family engagement to digital inclusion, addressing issues around

substance misuse or addressing gang activism issues. City United runs a specialist Girls group working with 'at risk' young girls and young women

- Mentoring – we have an existing network of mentors offering a range of specialisms, experience and skills. By its nature, this network is drawn from local communities and provides a dynamic and extensive set of engagement opportunities, local intelligence and feedback channels. Additionally, this group will offer CULAT potential income generation options over time as the skills and interventions that are possible through this group are sought after across a range of sectors.

## Section F: Capacity and capability

Please refer to pages 30-33 of the alternative provision 'How to Apply' guidance for what should be included in this section.

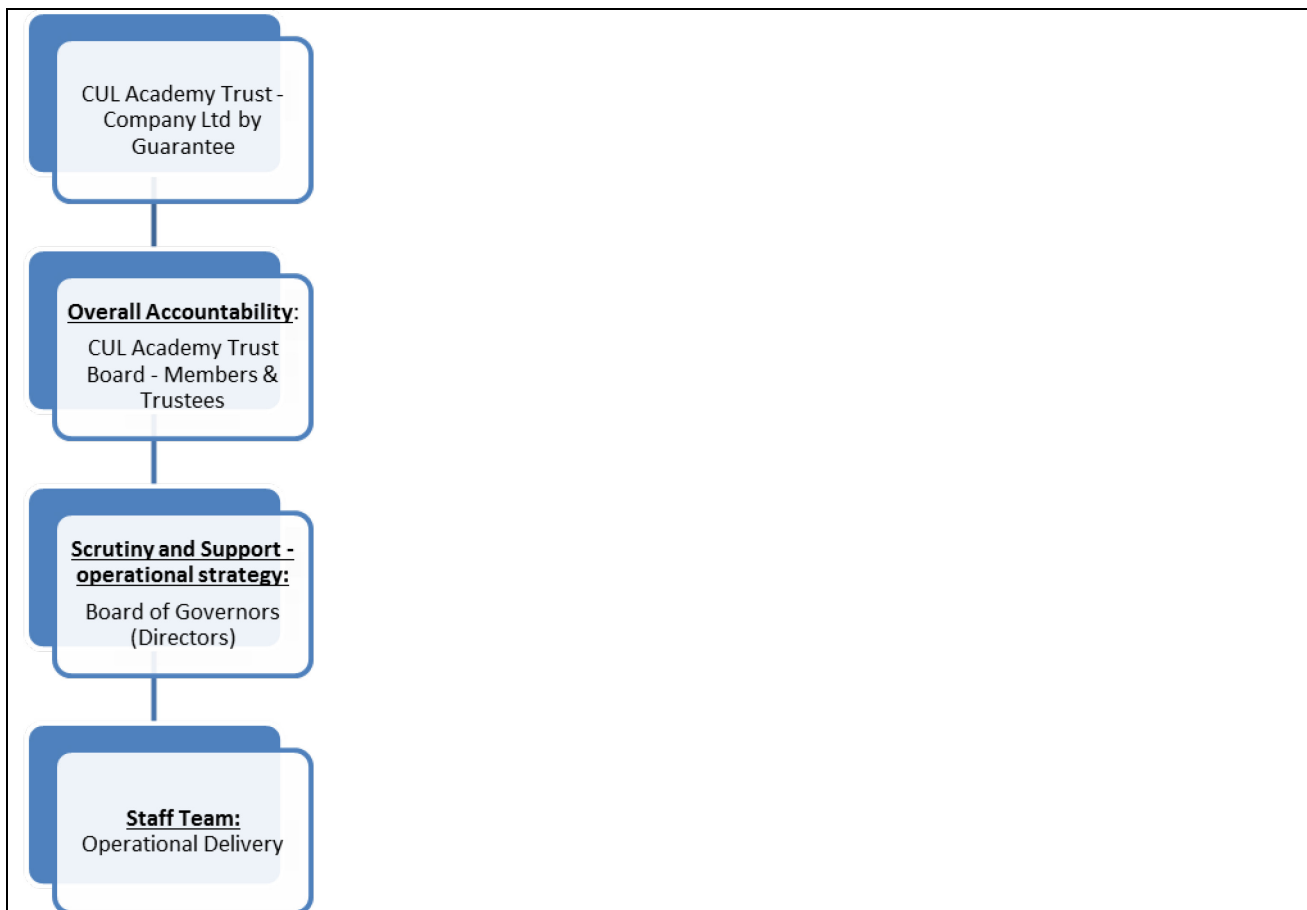
### **F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.**

Our understanding of the Governance structures and arrangements for the CUL Academy Trust (and Free School 'Academies' more widely) is that clarity needs to be established between the roles and membership of the Trust and the Governing Body.

Essentially, the Trust is accountable for all outcomes of the school and will intervene if necessary to ensure high quality provision is delivered at the academy. The original Members have established the charitable company Limited by Guarantee and are thus also Trustees who retain overall responsibility and accountability for the school, setting the high level strategic direction. City United Limited have provided the 3 original Members of the Company, enabling the close link with the existing Independent School, which will be superseded by the CUL Academy Trust.

The Directors will be appointed as Governors and will operate as the Governing Body, addressing operational strategy, more day-to-day matters, parental engagement, staff links and a wide range of procedural, policy and scrutiny matters. The Principal operates as an ex-officio Director on the Governing Body, with scope to appoint other staff members.

The company is structured in such a way that the Trust appoints a majority of Directors on the Governing Body, retaining overall responsibility as described above. In line with the requirements of Directors, any conflicts of interest or potential conflicts of interest must be declared and dealt with in line with the provisions of the Articles of association. Ultimately, the Trust Board will operate as final decision-maker and outstanding disputes, judgements or decisions will be resolved at Trust level.



**F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

The Members of CULAT Trust Board have helped City United to establish and successfully operate an Independent School since January 2012. This process has obviously involved detailed planning and project management over a number of years and this experience has been vital in getting us to the point we are today.

Our existing Members bring a huge body of experience in engaging disadvantaged young people in educational and diversionary activities and are all local people with a strong commitment to the vision and mission of CULAT. Beyond direct experience of school governance at City United, the existing Board brings experience of managing services related to Youth Justice, management of Drug and Substance Misuse services and Administration Team management. If this application is approved, CULAT already has agreement in place to appoint local Directors with experience in school leadership and school inspection as well as financial management and business development in education and the charitable sector.

If approved, Principal will be asked to lead on all aspects of the project and educational deliverables. We will liaise with DFE leads and educational advisors on the best approach to project management, but will, if necessary commission external project management expertise to work to the Board and Principal on school set-up.

**Staffing Structure – Year 1.**

We have evidenced demand from 7 providers and anticipate 25 pupils in Year 1 – 10

more than we currently cater for. The team will be structured to ensure that we have a balance between experienced teaching staff with relevant backgrounds working with young people with behavioural problems and less experienced QTS qualified teachers. This will be supplemented by Learning Mentors for in and out of classroom support. The Principal post will include responsibility for overall curriculum lead and line management for Teachers, whilst the Senior Teacher post will take on formal leadership of the core subjects. The other teaching staff will take subject leadership around this and in line with curriculum requirements. In Year 1 we will aim to run 3 classes at an average class size of 8-9, with a minimum of 1 qualified teacher per class and 1 Learning Mentor offering targeted support as required.

### **Beyond Year 1:**

Overall, we aim to have 5 qualified teachers assigned to teaching duties and 4 Learning Mentors. There is also a small budget allocation to cover Supply Staff if required. Educational specialists will provide initial assessment support and 1-to-1 interventions if required. The line management structure will ensure that the Principal will be in a very strong position in the early years to set the tone and establish the ethos of the school. We anticipate that team structures will be established around 'stage not age' cohorts and we will be aiming to develop a 'Team Teach' approach, wherever possible.

### **F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.**

Prior to school opening, the first recruitment task assigned to the appointed Principal will be to appoint a suitably experienced Business Manager, who will work alongside the project management team to ensure financial viability of the project and to establish appropriate financial systems and procedures for the organisation. City United Limited will be able to offer support in this process as we are established charity and Independent School with existing systems and experience in these matters.

As indicated above, we are also in a position to appoint a highly experienced Director who will be ideally positioned to support and scrutinise the work of the Business Manager, through the set-up phase and more formally beyond through the operations of the Governing Body. The Governing Body will establish a Finance sub-committee to ensure regular and effective scrutiny of financial systems, control and performance, which will be chaired by one of the Trust Board Members who also sits on the Governing Body.

Final responsibility for financial management and probity will, of course, rest with the Trust Board and regular scrutiny of the overall financial position and practices of the school will be a standing item on the Trust Board agenda.

### **F4: Show how you will access other relevant expertise to manage the opening and operation of your school.**

As indicated above, we will manage the entire set-up phase as a formal project management process working to the Trust Board and led by the Principal once in post.

Experience suggests that such a process may well be best handled by experienced and specialist project management contractors with direct experience in school set-up. If this is the decision taken, we will:

- operate a formal commissioning process that involves clear specification of requirements and appointment of a specialist Tender Management service to oversee this.
- Appointment of a specialist project management contractor with a track record in school set-up
- Establishment of a clear project management structure with reporting lines and points, linked to a detailed project plan and with the Trust Board operating as Project Board and Principal operating as Project Sponsor. Clear project controls will be required to address risk, quality, financial and change management
- ICT requirements will be tendered in line with DfE frameworks and site suitability will also be addressed

This will provide us with a solid foundation to move quickly towards the goal of the successful signing of a funding agreement with the Secretary of State.

Alongside this commissioning process, City United Independent School will undertake to advise on the establishment of a formal Admissions Policy, SEN Policy, Initial Governance arrangements and final negotiations for start-up funding.

Where appropriate and possible, we will also liaise with other local Free Schools to shed light on start-up experience.

We would expect to liaise regularly with DfE lead and EFA colleagues pre and post opening.

**F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.**

**September 2013;**

On confirmation of a successful application, we will prioritise the appointment of a Principal (Head Teacher). Ensuring we have exactly the right profile, job description and person specification at that moment will be crucial and we plan to make detailed provision and plans for this as a Trust Board. We will assess and benchmark post details against other comparable schools (this has already been done, but will be reviewed at this stage) and will take advice from existing AP Free Schools where necessary.

Our aim will be to recruit a suitably experienced and skilled practitioner who can demonstrate substantial direct experience of alternative provision and behaviour management in a relevant institution. They will have extensive experience of working at senior levels and a broad and relevant set of competencies, suitable for a strategic and influencing role.

We anticipate advertising the post in TES in September 2013 with view to starting as soon as possible; Spring term 2014 being a reasonable target start date.



**Governors:** The TRUST is already in place and this will act as the interim governing body pre opening. Post opening: elections will be held to appoint the parents and staff governors. Additional appointees as Governors may also be made in line with requirements outlined above and to ensure appropriate skills and expertise are in place at an early stage. Advertisement will be made to appoint appropriate additional TRUST governors and interviews will be held to ensure suitability.

**Other teaching and support/admin staff;**

As indicated elsewhere in the application, the first appointment following the Principal will be the Business Manager, to ensure the effective establishment of the necessary systems and procedures for the school to begin operations. The Principal will take a lead role in planning and co-ordinating the recruitment of key staff and will liaise with the Trust Board members on the process for the appointment of Board members towards a position of a complete Board.

Where appropriate and necessary, some staff will be TUPE'd over from the existing structure. Additional posts will be advertised in TES or locally as required from Summer 2014 onwards.

## Section G: Initial costs and financial viability

Please refer to pages 34-38 of the alternative provision 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

**G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.**

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## Section H: Premises

Please refer to pages 39-40 of the alternative provision 'How to Apply' guidance for what should be included in this section.

We have a strongly preferred site, which is the site of our current independent school.

Reasons for choosing:

- Excellent location for educational provision across the North
- Excellent Bus and train links – free parking
- Strategically positioned in relation to local gang boundaries – relevant to some of our pupils
- Excellent access to local football facility, playing fields and close to a large sports pitch that we have a 25 year lease on
- Good mix of room sizes and space
- Focused 'point of entry' that makes it ideal for safeguarding purposes and no shared areas with other organisations / public
- Modern ICT infrastructure
- Affordable rent
- Scope for growth if required

Address:

██████████

Current Use:

██████████

## Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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