



Department
for Education

Free school application form 2014

Alternative Provision (AP)

THE IDEAS COLLEGE

URN: 73039

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: alternativeprovision.fsapplications@education.gsi.gov.uk within the window below? <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section I of your application		
11. Have you sent: <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>have submitted Section I forms within the past 365 days</p> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p>		
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Declaration

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State; and
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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] (please delete as appropriate).

Print name: [REDACTED]

Date: 8th May 2014

<p>Please tick to confirm that you have included all the items in the checklist.</p>	<input checked="" type="checkbox"/>
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Section A: Applicant details

See the attached Excel form.

Section B: Outline of the school

See the attached Excel form.

Section C: Education vision

The proposal is to develop 'The Ideas College' as an Alternative Provision Free School for 13-16 year old students who are either already excluded from mainstream education or at risk of permanent exclusion. The key partners for the proposed school are: the Ideas Foundation, the originating organisation providing education and industry support, Kids Company, providing therapeutic input and support, Ogilvy & Mather and St Ambrose Barlow High School, a Teaching School providing curriculum advice. Others involved are listed in section D9. The Ideas College, supported by schools, universities, third sector and industry partnerships will use an innovative three-strand curriculum, encompassing academic, creative and vocational elements, to inspire students to become enthusiastic learners and successful members of society. Personal development will support learning, with the expertise of Kids Company therapists addressing the deep rooted causes of disaffection. The Ideas College will open in September 2015, targeting students from the London Boroughs of Bexley, Greenwich, Hackney, Lewisham, Newham, Southwark and Tower Hamlets. In the first year 24 students will be enrolled, rising to full capacity to 48 students in 2016. The preferred site for the College is [REDACTED]

C.1 The need for a new AP Free School in south east London – additional capacity

The most recently published information show that there were approximately 5,615 students aged 14-16 in the seven boroughs targeted by the Ideas Foundation Trust in 2011/12 who potentially could benefit from Alternative Provision (AP). The Ideas Foundation Trust, with its partners, aspires to create a unique and exceptional AP Free School with a focus on the creative industry which helps to meet this need.

We will admit students from the age of 13-16. Our rationale for this is based on the following:

- A large proportion of pupils become disengaged with learning at this stage of their educational and social development, with 62% of pupils attending AP and PRU provision in England falling into the 14-16 age range. 68% of the cohorts attending PRUs between the ages of 11-15 years are within the 14 and 15 age range, corresponding to Years 10 and 11, and our targeted Key Stage 4 pupils. (*DfE dataset, Final Pupils in Pupil Referral Units and Alternative Provision 2010*).
- We have extended the range to include year 9 pupils in response to our schools and academies consultation. Senior leadership Team members told us that block, short-term placements are helpful as disengagement and EBDs were prevalent at this age and early intervention might prevent permanent exclusion.

- This is a critical transition time when young people benefit from the chance to consider their future careers. The Ideas College will provide effective intervention at a stage of their education when it is most needed, as well as meeting an urgent need for more capacity across our seven target boroughs.

Table 1: Permanent and fixed term exclusions 2011/12

	<i>Permanent exclusions</i>		<i>Fixed term exclusions</i>		<i>Total Pupils</i>	<i>Total 14 - 16 (62%)</i>
	<i>no</i>	<i>% school population</i>	<i>no</i>	<i>% school population</i>		
<i>Bexley</i>	20	0.06	1,401	3.79	1421	881
<i>Greenwich</i>	10	0.03	1,459	4.81	1469	911
<i>Hackney</i>	28	0.12	1,637	6.63%	1665	1032
<i>Lewisham</i>	34	0.09	978	3.26%	1012	627
<i>Newham</i>	20	0.04	1,224	2.78	1244	771
<i>Southwark</i>	33	0.24	1,408	10.43	1441	893
<i>Tower Hamlets</i>	9	0.02	795	2.25	804	498
<i>total</i>	154		8,920		9,056	5,615

Source: www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2012

Places currently available in Alternative Provision and Pupil Referral Units across these seven boroughs cater for only 20% of the total numbers of pupils who could potentially benefit. In 2010-2011 there were 1,110 young people between aged 14-16 years either in Pupil Referral Units (597) or in Alternative Provision (540) in the seven London borough target catchment area of the Ideas College. More capacity is urgently needed; this is confirmed by the demand from our potential commissioners (see section E1).

Of these young people, most will need the intensive support for Maths and English that will be available from the Ideas College. Some will have intensive emotional and behavioural needs that will be addressed through the skills of the Kids Company Learning Mentors. Many will be inspired to learn through an ethos and pedagogy that will exploit their creativity and interest in creative subjects. This will be harnessed to encourage academic learning.

Pupil numbers attending PRUs and Alternative Provision in the seven target boroughs.

Borough	PRUs	APs	Total
Hackney	122	70	192
Lewisham	77	45	122
Newham	197	45	242
Southwark	64	165	229
Tower Hamlets	22	35	57

Bexley	48	80	128
Greenwich	67	100	167
Totals	597	540	1,137

Source: *Final Pupils in Pupil referral units (PRU) and Alternative Provision (AP)*
data.gov.uk/dataset/schools-pupils-and-their-characteristics-january-2010 (latest full figures)

The current provision fails to meet the level of need that exists and also fails to achieve high quality qualifications for the students who attend.

C.2 The need for a new AP Free School in South East London – quality provision

2.1: Addressing academic underachievement

In England only 1.4% of PRUs and AP schools achieve 5 or more GCSEs at grades A*-C including English and Maths compared to 53.4% of pupils in all schools (*DfE's GCSE and Equivalent Results First Statistical Release in June 2011*, the most recent relevant published dataset). The Ideas College will provide pupils with the opportunity to achieve seven GCSEs. To give students the best possible support to accomplish this, the College will offer a differentiated and personalised curriculum taught by qualified teachers, led by a suitably qualified and experienced Principal.

Although finding data on individual alternative provisions is challenging in many boroughs, we have analysed that which is available, including Ofsted reports, for 14 local APs/PRUs. This analysis, completed in 2013, showed that only 10 pupils across fourteen institutions in 6 of the target boroughs achieved 5 GCSEs at A*- C grade. No pupil achieved 5 A*-C grade GCSEs including English and Maths.

The inspection reports (2010-2012) showed that none of these students left school with the required qualifications to progress to higher education. Only one of the fourteen facilities was graded by Ofsted at Grade 2 or 'Good' in respect of pupil attainment, with two facilities graded at Grade 4 or 'inadequate' (Table 3). Where attendance was graded, only one scored above Grade 3 or 'satisfactory', with some below at grade 4 or 'inadequate'

Table 3. Individual alternative provision and pupil referral unit information from Ofsted inspection reports latest data on each provider. Source: Latest Ofsted Inspection Reports. "NP" denotes no information published.

AP School or Pupil referral unit	Numbers	GCSE % achieving 5 x A*-C+M&E	GCSE % achieving 5 x A*-C	Ofsted pupil numbers: 2010-11	Ofsted grade	Ofsted grade for attainment	Ages
Bexley PRU	NP	NP	NP	78	3	3	Age 11-16

Moatbridge	11	0	0	NP	2	NP	Age 11-16
Street Vibes	50	NP	NP	34	2	NP	Age 13-19
Wise up	20	0	10	27	NP	NP	Age 11-16
Right Choice	20	0	0	21	3	3	Age 11-18
School House	20	0	0	18	2	NP	Age 14-16
Newhaven PRU	NP	NP	NP	148	2	3	Age 5-16
Stormont	95	0	0	NP	3	3	Age 11-16
Clissold Park	28	NP	NP	28	3	3	Age 5-14
New Regents College	137	NP	NP	137	3	3	Age 14-16
Abbey Manor College	NP	NP	NP	167	2	3	Age 5-16
New Directions	NP	NP	NP	123	2	4	Age 14-16
Tunmarsh	NP	NP	NP	135	1	2	Age 11-16
Tower Hamlets PRU	NP	NP	NP	177	2	4	Age 5-16

Commissioners have said to us that their main concern is the lack of quality AP. They have a need for providers that employ qualified teachers and can motivate pupils to achieve 7 GCSEs, including qualifications in English and Maths, and secure progression to post 16 destinations.

Few APs in the seven boroughs offer GCSEs as an option or employ qualified teachers. Lewisham is the only one of the seven boroughs that provides full information. Here, according to their directory of alternative provision, only one of the ten providers employs qualified teachers or offers GCSEs. None that we researched provided systematic post placement support or had specialised progression routes.

Britton et al¹ show that poor qualifications are the most accurate predictor of young people becoming NEET (not in Education, Employment or Training) between the ages of 16 to 24, and future long term unemployment. The Ideas College will employ qualified subject teachers in Maths, English, ICT and Media to deliver a curriculum with a potential to provide students with 7 GCSEs, led by an experienced Principal and SENCO and supported by a team of behaviour specialists and assistant teachers. Their goal will be to help pupils to achieve up to 7 GCSEs and a clear progression route into employment. They will raise the academic achievement of young people who would otherwise leave

¹ *Britton, J., Gregg, P., Macmillan, L., and Mitchell, S., *The Early Bird - Preventing Young People from becoming a NEET statistic* (Department of Economics and CMPO, University of Bristol, 2011)

school with low or no qualifications, thus enabling them to be successfully employed and removing the need for future more expensive intervention.

2.2: Addressing Individual Needs:

The target group for the Ideas College are more likely to have two or more of the following characteristics: excluded, boys, those with special needs (SEN), certain ethnic groups and those eligible for FSM (see section D4 for a full analysis of this target group). These pupils will not achieve their full academic potential without specialist intervention, which will be provided at the College.

Achievement levels for this target group are usually rooted in poor literacy and numeracy skills, which reflect their lack of progress during the primary phase. Their family circumstances are often chaotic and confused. In some cases the parents of students with EAL are not able to access the school information and support structures due to language difficulties. Some families and carers do not support their children through the education process, as their own experiences were not positive.

The most common reason given for exclusion nationally is persistent disruptive, violent or threatening behaviour: 70.04% of fixed term exclusions are for violent or disruptive behaviour (DfE Permanent and Fixed term exclusion tables 2011/ 2012). The College will have a Behaviour Policy that takes a strategic approach to its application. Assessment will be made, beginning at the interview stage, from information provided by the school and other agencies, added to and checked by the SENCO during the induction stage, and by other staff throughout the time that the student attends the College. Each pupil will have regular assessment and monitoring of behaviour based on recorded incidents and positive behaviour incorporated into their Personal Learning Plan. The College is under no illusion that its pupils will present serious behavioural challenges but we will commit to the student, via mutual contract, to deal with disruptive behaviour detrimental to the student's welfare, academic and occupational achievement.

The Ideas College will employ four Learning Mentors that will be behaviour specialists through its partnership with Kids Company, from where therapeutic staff will also be available. The Learning Mentors will support the teaching staff in managing inappropriate behaviour and deal with its psychological causes within the College. They will also identify and manage external situations to ensure that parents and carers and others responsible for the student are utilised in a positive capacity and interventions are uniformly applied. The students will be able to access Kids Company therapeutic services outside school hours and during holiday periods to ensure their personal development is sustained.

C.3 Ideas College Pilot Projects

The Ideas College will draw on the experience of the Ideas Foundation in delivering education to young people in our target student group. Between 2008 and 2010, the Ideas Foundation delivered a series of pilot projects in Hackney and Wigan to students who were

excluded or at high risk of exclusion and had been nominated by PRUs, APs and schools. The projects used a creative and media syllabus to attract, recruit and engage students. The projects, titled 'Graft & Glamour' (G&G), were launched in London at BAFTA and in Wigan at Lime Picture's Hollyoaks studios. Within the programme we utilised mentors and facilities from the BBC and Channel 4, and mentors and tutors from McCann Erickson, Ogilvy & Mather and Toxteth TV, as well as many other smaller creative and communications agencies.

The G&G programme in Wigan was funded and externally monitored by the local authority's ESF unit. 26 pupils participated in two groups in projects that were each delivered over a 6 month period. The monitoring unit recorded a 100% retention rate and 92% successful reengagement in education with students returning to mainstream education, either to their originating schools or to further education. All those returning to school increased their predicted GCSE grades.

██████████, ██████████, Wigan Education from a report to the ██████████
██████████ ██████████

"The success of students was evident in the high grades that they achieved in the examination. I firmly believe that if we are to raise these young peoples' aspirations then we need to explore ways of engaging them in order that they can feel success. This project seemed to be achieving this."

(██████████, ██████████, commenting on the success of the Graft & Glamour pilot project)

Despite the pilot's success, of those returning to school approximately 25% had disengaged within six months of their return. This was the primary factor in the decision to establish an AP Free School where pupils could be properly supported over a longer period and through transition and up to two years beyond.

In 2012 and 2013 the Ideas Foundation Trust ran projects in AP centres in Lambeth and Newham. Pupils from the centres were entered into UK wide competitions to promote saving to young people by Aviva in 2012 and life skills by Barclays in 2013. The projects were completed over six days with the support of the steering group using the engagement strategies described within section D. In both cases work by the AP pupils was shortlisted and pupils presented to the work at company HQ events gaining second place, beating six form centres and FE Colleges. This experience of delivering these projects has informed our plans for the Ideas College as laid out in section D.

C.4 Ethos

The Ideas Foundation Trust believes on the basis of its own evidence and third party feedback and evaluation that a creative and innovative curriculum will inspire and motivate young people previously disaffected and disengaged in learning.

The evidence that this works is gained from delivering Ideas Foundation pilot projects (see above) with this target group, and projects delivered in mainstream schools using a

creative and innovative syllabus. One of these schools is St Ambrose Barlow High School in Salford, a Teaching School and curriculum advisor to the Trust. This school raised its A*-C GCSE grades including English and Maths from 28% to 82% (A*-C 96%) in 4 years (2009-2013) by embedding creativity across the curriculum. Using drama, media and music has increased student engagement which made a significant contribution to improving the examination results. Ambrose St Barlow is a National School of Creativity with a Headteacher who is a National Leader of Education with experience of supporting a wide range of schools in challenging circumstances. Curriculum support and advice, particularly in the creative areas, will be invaluable.

Many young people turned off education can be engaged in a creatively themed syllabus. Ideas Foundation staff see this regularly in schools with pupils, identified as low achievers, becoming animated and excited to learn. The most disaffected of these, with developed and severe emotional and behavioural problems, are the young people that will be enrolled in the Ideas College. Creativity and innovation will be at the heart of the curriculum and will drive achievement of GCSEs in English and Maths, as well as in Media and Information Computer Technology.

Students recruited to the Ideas College will be referrals from their school or Local Authority who are interested and excited by the Creative, Digital and Media curriculum. The recruitment process includes tests to establish their base line levels of achievement and behaviour using KS2, KS3 NC levels where available, Literacy and Numeracy tests and appropriate behaviour/attitude tests. This will enable the Ideas College to set appropriate individual targets. After interviewing both student and parent and presenting our Personalised Learning programme and support structures both will have to agree to commit to the programme of learning. Recruitment to the Ideas College will not be based on the student's previous behaviour record or academic performance but on their willingness to commit to a fresh start with a rigorous learning programme which will provide intensive support. Commissioners have told us they are keen to identify and place pupils with the potential to respond to our innovative creative curriculum.

Applicants will not be rejected on the basis of their previous behaviour or abilities. The recruitment process will invite the students to commit to themselves and the College will commit to them, realising that their student journey will be full of challenges and disappointment. It will provide the staff to support them and mechanisms for their achievements. They are special, individual and valued, and they will be supported to achieve to the limits of their ability.

Ogilvy & Mather, Metro News Papers, and Saatchi & Saatchi are amongst the vibrant and exciting companies and agencies involved with the Ideas Foundation Trust which will turn the Ideas College into an inspirational education powerhouse. Students will know they are privileged to have this access to our partners. For many of them this will be a new experience, often mitigating low self-esteem, low achievement and a lack of confidence, driven by an absence of belief in them from parents and previous school experiences.

The Ideas Foundation Trust has a belief in young people and although most of the students that attend the Ideas College will have difficult personal, social and educational issues, which might at sometimes feel insurmountable, the College will commit and

support them through difficult personal transitions. Kids Company has been chosen as a partner because of their experience, commitment and success at dealing with emotionally challenging young people and the shared ethos.

Using group work methodology, staff will create a family that will be mutually responsible for each other. We will share disappointments and celebrate success. Individual groups will become a tight unit where students will be taught to care for each other but will feel safe to use positive criticism to drive achievement of the individual and the group. Staff will construct situations where students are tested as a group, in order to build cooperation and mutual dependence. Students will gradually be taught to give and take criticism and learn that leadership is about respect and responsibility to the group.

Most students will remain at the Ideas College for a long term placement once they join the school. Those students attending on a temporary block placement basis will be similarly cared for but taught separately, with their stay focusing on assessment, motivation and the promotion of an understanding the value of learning in a school setting. They will be supported to reengage with the curriculum and to see how they might progress, through learning, into jobs and emotional and economic security.

All the students admitted to the College are likely to be vulnerable or damaged in some way. With the help of Kids Company, the College will help build their emotional capacity. For some young people, the school might be their only stability, and for others it might be their safety net. The College will ensure these students can rely on its resources and care to support them as individuals. This support will enable them to learn

The Trust believes that high moral, social and personal standards can be achieved by all young people, and that this will drive up academic attainment. Individual students will have a visible goal, know they have support, and learn that through effort they have the ability to achieve what they want: self-respect, a good and fulfilling life, a job and financial security, and a future that they can visualise for themselves.

C.5 Vision

Young people from our target group will want to attend our school. It will be refreshing and energising, with students involved in decisions about their own learning. The small group dynamic will provide students with a competitive yet nurturing environment, encouraging them to try out new behaviours and to explore new opportunities within a framework of mutual support. From the relaxed College breakfast at the beginning of the day, through the rigours of formal onsite academic lessons and the high octane off-site creative tasks and work experience, to the enrichment activities at the end of the day, students will become receptive, engaged and eager to learn. They will be treated with maturity and expected to act responsibly; teaching life skills will be a key focus of the College and students will carry their new found confidence and self-esteem beyond the school walls.

The Ideas College will inspire its students to learn and achieve. Exposure to new experiences, environments and people will excite and enthuse. By introducing the students to a creative curriculum and the creative industries, they will gain an understanding of how to apply their learning and see potential futures to which they can realistically aspire. By these methods we will engage them *as students*, inspire their academic learning and support their achievement in English and Maths alongside ICT, creative and vocational

subject qualifications. The principles and key features that will underpin the vision for the Ideas College are as follows:

Attainment and achievement will be at the heart of the curriculum:

The curriculum will provide each student with the opportunity to achieve **7 GCSEs including English and Maths** as compulsory subjects. **Breadth of curriculum** will enable a student to reach their full potential whatever their ability level and equips them for a positive progression. Enrichment activities and opportunities will be available at the end of the day in college and outside the College through the Trust's partnership networks (see section D1).

Fully qualified subject teachers, trained to use tried and tested engagement methodology to overcome barriers to learning, will be supported to deliver the curriculum by high calibre teaching assistants and Learning Mentors, specialising in behaviour management (see section D3).

The curriculum and Personal Learning Plan (PLP) will provide achievable targets and the mechanisms that will allow students to feel that they can and will succeed. **The PLP will be a working document**, reviewed weekly, informing the day to day education of the student, providing benchmarks and goals that the students will be tested against (see section D1).

The students' **achievements will be sustainable**. Generally it will be expected that the students are enrolled at the College for a year or two years. Commissioners have told us that it is rare that the pupils we are targeting at this age are able to return to mainstream education. Our mission will be to equip the students to progress their education either to achieve level 2 or go on to level 3 qualifications (see section D2).

The specialised and engaging curriculum will use creativity and **role models from industry**, including Vodafone, Channel 4 and JWT to inspire students previously uninterested in learning or achieving. Through the Ideas Foundation the College has unique relationships with global creative and media companies that will supply mentors and workplace opportunities for visits and placements. The curriculum will be enhanced using the **Ideas Foundation resources**, including industry briefs provided by companies with brands that are household names. (see section D1).

Industry practice and mentors will help students to apply their learning and through the **work place visits and placements** they will be able connect their learning with their potential future working lives (see section D1).

The goal will be to become '**outstanding**' in the quality of teaching, informed by pupil assessment; where the curriculum is well structured, exciting and absorbing, meets the needs of every student and delivers a high standard of safeguarding and student care and wellbeing. Integrating these objectives into the teaching practice, curriculum, culture and framework of the College will be the Principal's primary concern and leadership goal (see sections D1 and D4).

Transition and progression will be guaranteed:

The Ideas College has **networks and vocational resources and pathways into FE, HE apprenticeships, internships and jobs**. These are developing constantly as our education and industry communities are enthused by the College plans (see section D1).

A **Progression Tutor** will be appointed to provide a bridge to between the Ideas College and an appropriate next step; arranging the placement, identifying liaison and reporting and tracking systems to ensuring successful progression. Commissioners and practitioners have told us that students often drop out of further education colleges, being unable to maintain their motivation or without the frameworks that support attendance. Monitoring and liaison with the destination post 16 will prevent this. The Ideas College will provide a safety net through the progression tutor and mentoring and be ready to support or rearrange transitions which may prove inappropriate for the student (see sections D2 and D3).

High expectations of its students:

Our expectation is **100% attendance and punctuality**. Students will be supported to develop this as a habit. Home support and commitment will be demanded and assisted by the behavioural support staff (see section D2).

They will not have a uniform but will present themselves as **professional, smart and clean** and wear a suit or similar attire. A hardship fund will be provided to support students who need assistance to meet these standards.

Good behaviour, appropriate language and positive interactions will be expected reinforced by systematic assessment, self-awareness strategies, rewards and sanctions and the experience and therapeutic involvement from Kids Company behaviour specialist, pastoral tutors (see section D).

The Ideas College will be a powerhouse:

The **creative thematic underpinning the curriculum** will be positive and buoyant, stimulating an optimistic desire to learn and achieve with a framework and synergy that is tailored to the interests and ability of the students. The College will be engaging with a curriculum that connects to the students' interests and motivates learning and achievement; **exciting and challenging** with a curriculum that fosters the joy and excitement of learning and stretches the learner academically and culturally.

Full time students will **progress faster** than in a conventional school setting, a demanding challenge of with two National Curriculum sub levels of progress every term (2 points). The curriculum will have potential offering qualifications that enable students to progress to level three qualifications or creative and media pathways at FE or HE institutions.

The curriculum will involve students in how they learn, within the constraints of the qualifications and curriculum and be delivered within a **supportive and participatory** environment.

Students will widen their horizons with: a **residential experience** outside London; learning visits exploring territories new; with physical activity curriculum: running in Oxley Wood or walking Thames Pathway or at local leisure centres (see section D1).

Aspirations

Our full set of targets for the College and our students are laid out in section D2. Below are headline targets around student achievement:

Aspiration 1: 50% of students will achieve 5 A*- C GCSEs

The Ideas College will provide a flexible and differentiated curriculum to meet the individual needs of all our students.

Aspiration 2: 50% of students will achieve a qualification in Maths and English
Our intensive individualised curriculum support for Maths and English will enable our students to succeed through either GCSE level accreditation or functional skills accreditation.

Aspiration 3: 75% of students will achieve GCSEs in the vocational subjects Media and ICT.

The Ideas Foundation has the knowledge, skills and expertise of the creative industry, qualified tutors and the experience of previous programmes to ensure success.

Aspiration 4: 100% of students will make one NC level of progress in Maths and English within 4 terms starting from their base line on entry.

Although not all students will join the school early enough or stay long enough to access qualifications in Maths and English by the end of key stage four, our intensive programme of support will ensure that every student can make demonstrable progress in the core academic curriculum.

Aspiration 4: 65% of students will achieve a 50% increase in attendance from their base line on entry.

The Ideas College will provide support to achieve this through our staffing structures, Kids Company work, close parental links and providing the inspiration for attendance through the curriculum offer.

Aspiration 5: Student behaviour will improve in attitude to learning, respect for others and willingness to 'take risks'

The Ideas College will provide therapeutic care and support through our partnership with Kids Company as well as an integral behaviour management programme staffed with behaviour/learning mentors.

Aspiration 6: No student will become NEET (Not in education employment and training); all will have a defined progression route.

The Ideas College focus is on progression to eventual employment in the creative industries the curriculum and staffing are designed to achieve this goal preparing our students for the future.

Section D: Education plan – part 1

	2015	2016	2017	2018	2019	2020	2021	2022
Key Stage 3	6	6	6	6	6	6	6	6
Key Stage 4	18	42	42	42	42	42	42	42
Totals	24	48	48	48	48	48	48	48

Section D: Education plan – part 2

Section D1:

1: Introduction

At the Ideas College, we will reverse underachievement by 13 – 16 year olds who are not achieving in the mainstream education system by providing opportunities that will enable them to excel. Our students will be inspired by and excel in a curriculum underpinned by creative and digital media. They will be equipped with the key skills and the awareness required in preparation for securing high quality employment in the creative and digital industries. They will be encouraged to become active and responsible members of society.

Our curriculum is designed to excite students and to reach far outside the classroom. The Ideas College's close relationship with the creative industries and universities, and the use of industry mentors and creative and media student mentors, will provide students with opportunities to apply their learning tangibly. This learning will drive the more academic aspects of the curriculum, with students re-engaging as they recognize the importance of acquiring the functional skills developed through the English, Maths and ICT GCSE study programme.

This approach aligns with Archer, Hollingworth and Mendick's conclusion that for most 'at-risk' young people, their engagement with the curriculum is shaped largely by whether they perceive particular subjects as relevant to their current and future lives, and whether they view 'practical subjects as relating directly to their aspirations and useful for entering the labour market'.²

In 'The Early Bird'³ study into NEET prevention, the authors advise the following remedial steps:

- Provide alternatives to conventional education system
- Prepare for formal work environment
- Facilitate school/employer partnerships
- Teach core curriculum

1. ² Archer, L., Hollingworth, S., and Mendick, H., *Urban Youth and Schooling: the Experiences and Identities of Educating 'At Risk' Young People*. (Maidenhead: Open University Press, 2010) p.108

³ Britton, J., Gregg, P., Macmillan, L., and Mitchell, S., *The Early Bird - Preventing Young People from becoming a NEET statistic* (Department of Economics and CMPO, University of Bristol, 2011)

- Provide opportunities for work experience two days a week
- Cultivate personal and social skills/self-esteem development
- Offer careers guidance
- Take a holistic approach ³

We are committed to learning from best practice and strong research; these characteristics are reflected the engagement strategies, approaches and syllabus that we are advocating in the Ideas College. These characteristics also reflect the principles of the acclaimed Youth Connection Alternative Education Charter School in Chicago, which is credited with reversing underachievement in the city.

This provision will be unique in the area proposed (see sections C and E1). There are a relatively high number of young people in AP and PRU provision in the targeted geographic area, as well as a high level of social and economic deprivation and, at the same time, a concentration of digital and creative media enterprises.

The pupil demographic (see below and section D4) will be 13-16 year old students who are either already excluded from mainstream education or at-risk of permanent exclusion, but who the referring body (school or Local Authority) consider likely to engage with a creative curriculum and who, during the recruitment process, demonstrate a commitment to attendance, meeting learning targets including GCSEs in English and Maths. The expertise of the Ideas Foundation, the College's originating body, lies in linking learning to the creative communications and media industries. We know from experience, and from our two-year pilot projects that the elements of creative learning linked to the creative industries will inspire the young people who attend the College.

2: Our Expected Student Intake

Because we expect to admit students from a wide catchment area, covering at least seven London boroughs projects, our student intake is unlikely to be local in the same way as that of a mainstream school. In addition to local analysis, therefore, we have examined national trends around students in alternative provision to identify the likely characteristics of our cohort.

In Charlie Taylor's review he states that 'Children in PRU's and AP's are twice as likely as the average pupil to qualify for free school meals. They are more likely to have had poor attendance in school and be known to social services and the police. As set out in the DfE's first statistical release for SEN children January 2011 79% of pupils in PRU's have special needs and often the boundaries between AP and SEN provision are blurred. Two thirds of pupils in AP and PRU's are boys. The academic outcomes for pupils who go into an AP or PRU's are poor.' The research on the data for the seven boroughs reaches the same conclusions.

2.1: Gender:

Across all phases of education boys are more likely to be excluded from school than girls. Nationally the data from 2010/11 shows that 1.1% of boys and 0.03% of girls were

permanently excluded from school. Figures available from our seven target boroughs show that the ratio of male to female students was 2 to 1 in that same period. Our experience is that gender imbalance in the learning environment adversely affects the achievement of students. Our curriculum design and delivery will take this into account, and we will structure the learning environment so that neither male nor female students will suffer as a result of this gender imbalance. One strategy to overcome this in the College will be single sex groups, where female students have been shown to be very successful where they are not dominated by larger numbers of boys. This approach will be decided by the teachers and the students and will not necessarily be the same for all teaching groups.

Number of pupils in Pupil Referral units January 2010

	Male	Female	Total
Bexley	82	28	110
Greenwich	56	21	77
Hackney	132	58	190
Lewisham	81	40	121
Newham	176	98	274
Tower Hamlets	126	63	189
Southwark	48	28	76
Total	701	336	1037

DfE Performance Tables Edu base 2

2.2: SEND

The number of permanent exclusions in our target borough in 2010/11 of children with statements of SEND across all phases was 430, and for children with SEN without statements 3,360, which together represents 65% of all permanent exclusions during this time. Students with SEN are consistently over represented in past and present exclusion data. We therefore expect to admit a high proportion of students with SEN, and will put appropriate strategies in place to support them (see section D4). A New SEN Code of Practice will be introduced in September 2014 which makes teachers more accountable for the progress of all students. Education and Health Care Plans (EHC) will replace statements and school action and school action plus intervention schemes have been removed. Instead there will be a single school category for students who need extra support. The interventions and expected outcomes for these students will be set out and reviewed each term. Parents of children who do not have an EHC will be informed if they receive special support. With the support of the new SEN Code, the Ideas College will put every student at the centre of any discussions about the support that is offered to them.

2.3: Ethnic Group

The percentage of the total school population permanently excluded from school was 0.08%. However for Traveller of Irish Heritage Children it was 0.5%, Gypsy Roma 0.3%, for Black Caribbean 0.2%, and for white and black Caribbean 0.2 %. We therefore expect to see a high proportion of students from these ethnic groups admitted to the school. In London over 45.1% (ONS 2011) of residents are from ethnic minorities; in Hackney, Newham and Tower Hamlets it is over 65%. The Ideas College will respond with sensitivity to all cultural, language and religious considerations, using the additional tutor costs budget (see G1) to support any specific needs.

2.4: Free School Meals

At secondary level the percentage of permanent exclusions for the whole school population in 2010/2011 was 0.13% compared with 0.4% for students eligible for free school meals. Again, a high proportion of our students are likely to come from families who are socio-economically disadvantaged, and we will put support in place to help them deal with the challenges which can accompany this (see section D4).

2.5: Poor Attenders

A high proportion of students suitable for this provision will have poorer than average attendance, as can be seen from the table below. Published data shows that more than a third overall of students attending AP have persistent absences significantly above the national standard. We have strong strategies to improve attendance (see section D2).

Persistent absence (PRU, % pupils with absence rate 15+ %)

Bexley	32%	Southwark	31%
Greenwich	31%	Tower Hamlets	27%
Hackney	53%	Newham	33%
Lewisham	38%		

DfE Absence Stats 2013

2.6: Behaviour Issues

The DfE Exclusion Pilot interim report (2012) provides the following reasons for permanent exclusions:

100% poor behaviour	22% identified by previous school
45% previous exclusions	17% YOT attendance
40% home situations	15% health issues
40% poor attainment	5% substance misuse
34% other Agency involvement	5% LAC

It is likely that our students will have a combination of some, if not all, of these factors on arrival to the College, whether they have been permanently excluded or are at risk of exclusion. Our education plan is designed to re-engage these students with education,

thus reducing incidences of unacceptable behaviour, as well as having strong processes in place to address this behaviour where it does arise (see section D2).

2.7: Prior Academic achievement

Achievement levels amongst our students are likely to be below those of their peer group, and usually this is rooted in poor literacy and numeracy skills which can be reflected in a lack of progress at Primary school and in KS3. On entry to the College, students' Teacher Assessment levels (or equivalent) from KS3 are likely to be below expectations, typically around two NC levels in all subjects. Literacy and numeracy skills are usually below 3 years or more below their chronological age. These students are capable of achieving GCSE in English and Maths, and the Ideas College will support them with an intensive Literacy and Numeracy programme throughout their time at the school (see D1).

Many students may show a clear aptitude and talent for the Foundation subjects, particularly in the Arts, IT and PE, where they are able to succeed without these core skills. In some cases, students may have behavioural and emotional needs that could not be met in mainstream schools but still be gifted and talented. We will provide stretch and challenge to all students, including the most able (see D1 and D4).

3: Curriculum Principles.

The following key principles will underpin our entire educational plan and curriculum at the Ideas College. These principles are in line with our vision for the school and for students, and will enable us to achieve the ambitious targets laid out in section D2.

Key skills: a strong grounding in literacy and numeracy is the foundation of success in all areas.

Vocational relevance of the curriculum: the association with industry will enable students to see the real world application for their learning and increase their employability skills.

Achieving success: we believe that all students can be successful with the right motivation and individualised support.

Exciting and challenging: our curriculum should foster the joy and excitement of learning and stretch the learner academically, socially and culturally.

Personalized and differentiated: our curriculum should concentrate on the development of the individual needs both emotionally and academically.

These principles are central to the way in which we have planned, and will deliver, education at the Ideas College. All members of the school community will be aware of them and will be expected to consider how their work embodies these principles on a day to day basis as well as in the long term.

4: Structure of Curriculum Delivery

4.1: Overview

Our three-strand curriculum is designed around the distinctive needs of our likely student cohort. We have scrutinised best practise and learned from the work of the Ideas Foundation with the same local cohort. Members of the steering group have observed of practice across a range of AP and PRU service providers and undertaken research to ensure that our plans provide the most effective ways for our students to learn. This entails building flexibility into our staffing structure (see D3) in order to provide support to individuals and groups which is appropriate for their particular aptitudes, learning styles and stage of progress.

Our students will have disengaged from mainstream education, so it is important not to replicate the patterns which led to this disengagement. We have therefore looked innovatively at the use of curriculum time, and the methods of classroom delivery, which will inspire our pupils to re-engage and commit to learning across both the key skills and the broader curriculum. Our students will need to be supported to develop the skills they need to learn not only whilst at the Ideas College, but once they have progressed to post-16 options, so our approach to teaching and learning will mirror their growing ability to focus and their developing literacy and numeracy as they progress through the school.

4.2: Structure of School Day and Week

We intend to follow a standard 195 day academic year which follows the term dates set for Greenwich schools. This will ensure that we are able to meet the needs of our commissioning schools as well as our students and their families. Some work placements will be additional to this time, so many students will have more engagement with the Ideas College than they would with a mainstream school.

The standard school day will be 9am – 3.30pm, and there will be a breakfast session available every day from 8.30am. From Monday – Thursday, there will be an extended school day which runs until 5pm (see below for information), and which students will be expected to attend at least three times per week. Every day will begin after breakfast with an assembly or pastoral tutor period which enables pupils to come together as a community. The day will then be divided into seven 45 minute lessons, with a morning break and a lunch break.

Many of our students are likely to have disengaged with formal education and to find long sessions challenging when they first join us. Lessons are therefore designed to be short and to maintain pace and interest. As students learn how to concentrate and work intensively, sessions may be scheduled over two periods in order that they can learn how to engage in periods of extended study, as well as to work under exam conditions.

4.3: Classroom Delivery

Our curriculum has been designed to support the creative digital and media ethos whilst recognising the wide range of starting points for our students academically, socially and emotionally. Each of the subjects offered will have different starting points depending on the needs and the targets set for the individual student. The subject offer enables flexibility and differentiation depending on the needs of the students in a particular class and across the whole school.

The Ideas College will have a maximum capacity of 48 students when full, with two year groups of 24. Each year group will then be divided into two year groups according to the individual and cohort needs presenting. Typically, one group will be formed of newly admitted students and those who have been referred for short placements; this group will focus on re-engagement, motivation and assessment in the core subjects. The second group will typically consist of students who are established in the College and who are working towards accreditation in a focused way. Each group will have approximately 12 students and will have a Teaching Assistant (TA) and a Learning Mentor (LM) attached to it. The subject teacher may decide to teach up to 6 students the core components of the subject whilst the LM and TA will be working with the other 6 on differentiated work for both the least and most able. There are many variations on the composition of the group sizes which will be determined by the needs of the individual students; staff will be allocated as necessary. It will be important that any part time placements or new arrivals are supported so as not to disturb the learning of the established cohort.

The maximum number of Year 9 placements will be 6, which will enable the teachers to create appropriate schemes of work for Year 9s who will be taught by either the teacher or the TA. These members of staff will stay with the group throughout the day, enabling close relationships to be built with key workers who will support both the academic and emotional needs of the group. We will use specialist subject teachers across the entire curriculum (see section D3). Our approach is based on members of staff working as a team to support and supplement each other's work, rather than having discrete, distinct roles within the classroom as is often the model in other provision. Because the TA and the LM stay with the class throughout the day, they will be in a position to support the work of the subject teacher through an in-depth knowledge not only of the young people's progress over time, but knowledge of how their day has gone, any specific challenges they are currently dealing with, and similar information which might impact on their learning.

The pedagogical approach will be predicated on providing new and interesting ways of bringing subjects to life and making them relevant to the lives of the young people who may have already turned their backs on conventional ways of learning. This methodology is vital as traditional teaching methods have not inspired many of the students. A combination of classroom based activities within small groups, one to one tutoring and learning in the workplace is essential to reconnect their interest in learning.

The first term will allow them to reconnect with learning using different methodologies such as improving their literacy skills through (eg) use of Ruth Miskin approach and the accelerated reader scheme. Numeracy skills will be enhanced with 'My Maths', a different approach to mathematics. Computer-based individualised learning programmes will be used where appropriate. Students will learn why the core skills are important, how they can be exciting and fun, and about their application to media, arts and digital technology.

Challenge and nurture will be facilitated by the student's dedicated Pastoral tutor (see section D2) and Personal Learning Plan (PLP). This will focus attention on the learner,

monitoring ability and attitude and guiding these within the framework of the plan, setting achievable goals that will be shared across the staff team and monitored.

5: Curriculum Content

5.1: Overview

Our curriculum is designed to focus on a depth of learning rather than breadth. It encompasses core skills learning, leading to qualifications in English, Maths and ICT, as well as our media curriculum. It will support students' personal development through the ASDAN CoPE and PE syllabus. A large number of our students' needs cannot be met in mainstream because the nature and delivery structures are not suited to their needs. We believe that our target group will be better served by a curriculum that resonates with their strengths and interests and responds to unmet needs that have been unidentified in their previous educational settings. The curriculum offer will be the same for all students but their rate of progress will differ depending on starting point and level of need. Additional support will be provided in the classroom, during extended hours, and on an individual basis, based on individual learning needs. All staff with the exception of the Principal will have pastoral responsibility for students; 3 or 4 students each, the Pastoral Tutor, will be responsible for monitoring progress and implementing interventions as and when appropriate (see sections D2 and D3).

5.2: Curriculum Model

Our curriculum model is based on a teaching week of 33 hours (as laid out above, including the extended day). The basic structure of this curriculum model will be the same across both years of the school. However, our staffing structure is designed to provide flexibility where needed, and some of the proportions below may change in order to meet the needs of groups or individual students, especially in their second year with the College.

Subject	Hours per week (sessions)	% teaching time
IGCSE English Single/Double or Functional Skills	4 hours 30 minutes (6)*	17%
GCSE Maths/Functional Skills	4 hours 30 minutes (6)	17%
Learning to Learn programme	2 hours 15 minutes (3)	8%
GCSE Media Single/Double	3 hours (4)	11%
Work related learning, placements and L1/2 project.	3 hours (4)	11%
GCSE ICT Single/Double	3 hours (4)	11 %
ASDAN CoPE	2 hours 15 minutes (3)	8%
PE	2 hours 15 minutes (3)	8%
PSHCE+ Individual guidance	1 hour 30 minutes (2)	4.7%
	1 hour 15 minutes	4.3%
*Brackets denote actual subject sessions		

The proportion of teaching time allocated to each subject area has been determined by the recommended Guided Learning Hours for each qualification to which that teaching will typically lead. These recommendations will be met, and in some cases exceeded, over the 2 years, allowing adequate time for the extra support some students may need in order to complete the courses. English and Maths, as core skills will facilitate other learning across the rest of the curriculum, and as areas in which our students are likely to be underachieving, are accorded a significant proportion of time to allow us to deliver an intensive programme of learning.

In addition, there will be 1 hour 30 minutes of extended school every day from Monday to Thursday. Students will be expected to attend 3 sessions a week to complete homework or coursework, receive mentoring, help and advice, and to attend additional lectures, screenings, visits etc. Students who fall behind in completing work will be expected to attend at least 4 sessions. These sessions will be staffed by teachers (within their directed time), TAs, professional and student external mentors, and visiting professionals as appropriate to the content of the session.

5.3: The Core Curriculum

Our students must be literate and numerate in order to access positive pathways on leaving school. As explained above, evidence suggests that they will be performing below their expected NC targets across the curriculum, but be interested and motivated by the creative media and digital curriculum. Key curriculum building blocks – the key skills - must be in place to allow for the students to catch up and to access this broader curriculum fully, and these will be taught through the core curriculum.

English: we will offer IGCSE English and English Literature, an internationally-recognised and well-regarded qualification which will better reflect the achievement of our students than standard GCSE courses. The Cambridge IGCSE English course will allow students to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Throughout the IGCSE course, students will be encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used in line with our commitment to tangible learning. Learners will develop not only their knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to improve their general performance and prepare for the next stage of their education. Cambridge IGCSE English will also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively - skills transferable to other disciplines. GCSE English Functional Skills will also be available for those students for whom it is more appropriate.

Maths: we will offer the Edexcel GCSE in Maths. The Edexcel linear specification allows teachers to plan the work holistically, around the content, rather than in any predefined order, in order to reflect the learning style of students and to help them make connections across the different topic areas of Maths. Synoptic assessment at the end of the course allows for longer questions in the assessment, linking different areas of Maths. The curriculum makes more time available for cross-curricular work or for project work as a different style of learning. Although no longer formally assessed, this is a very effective learning and teaching style for a linear Maths programme of study. Maths will be taught at Level 2 and students prepared for the Higher tier papers, allowing them to achieve at A* - C level. This will include the teaching of Functional Skills. GCSE Functional Skills will be offered to students for whom it is more appropriate.

ICT: GCSE IT AQA will be offered at two levels: Single Award ICT which covers the basics of computing application and programming with 60 % of the award based on a controlled assignment, and a double award GCSE in ICT for students with the aptitude. The course emphasizes transferable skills such as thinking creatively, logically, critically and in particular problem solving and collaborative skills. Students will study the impact of digital technology on the lives of the individual and society and they will learn about current and emerging technologies broadening and enhancing their IT skills and capability. The course is practically orientated with a strong design component, which is in line with our vision and will make learning tangible for our students.

5.4: The curriculum

The curriculum will encompass the creative and vocational strands of our curriculum, as well as the discrete teaching around personal development which will support our whole-school ethos and therapeutic work.

Media: GCSE Media AQA will be offered either as a single or double award. It will allow the most able to accredit their learning whilst ensuring that the course works for the whole ability range, enabling students who are not suited to externally assessed exams to achieve via the practical element. It combines aspects of Politics, Sociology, History and Economics. In the double award, it also allows students to explore the media and related industries in more depth. It also appeals to some students who do not necessarily initially engage with a straight English curriculum, whilst giving many of the textual-analysis skills.

Work Placement: It is vital that our students experience the world of work in the creative industries: this makes their learning relevant, offers the opportunity to experience real industries, and gives them valuable experience of the workplace as they plan for their post-16 pathways. Therefore, a key component of our curriculum is a work placement for one afternoon per a week, building to longer placements 1 or 2 weeks at the end of the summer term or in the holidays. This will be developed from the first term, when the student will be introduced to a mentor and an agency (an organisation, company, etc). Over the following six months they will research the agency and make short visits with the

mentor and once the mentor and Pastoral Tutor are confident, they will begin a regular work placement. They will work in an agency for an average of 2 days a week and sample work in different sections of the workplace. This will give them an opportunity to develop an understanding of the various aspects of the organisation, how to utilise their skill set and what jobs they are most suited for.

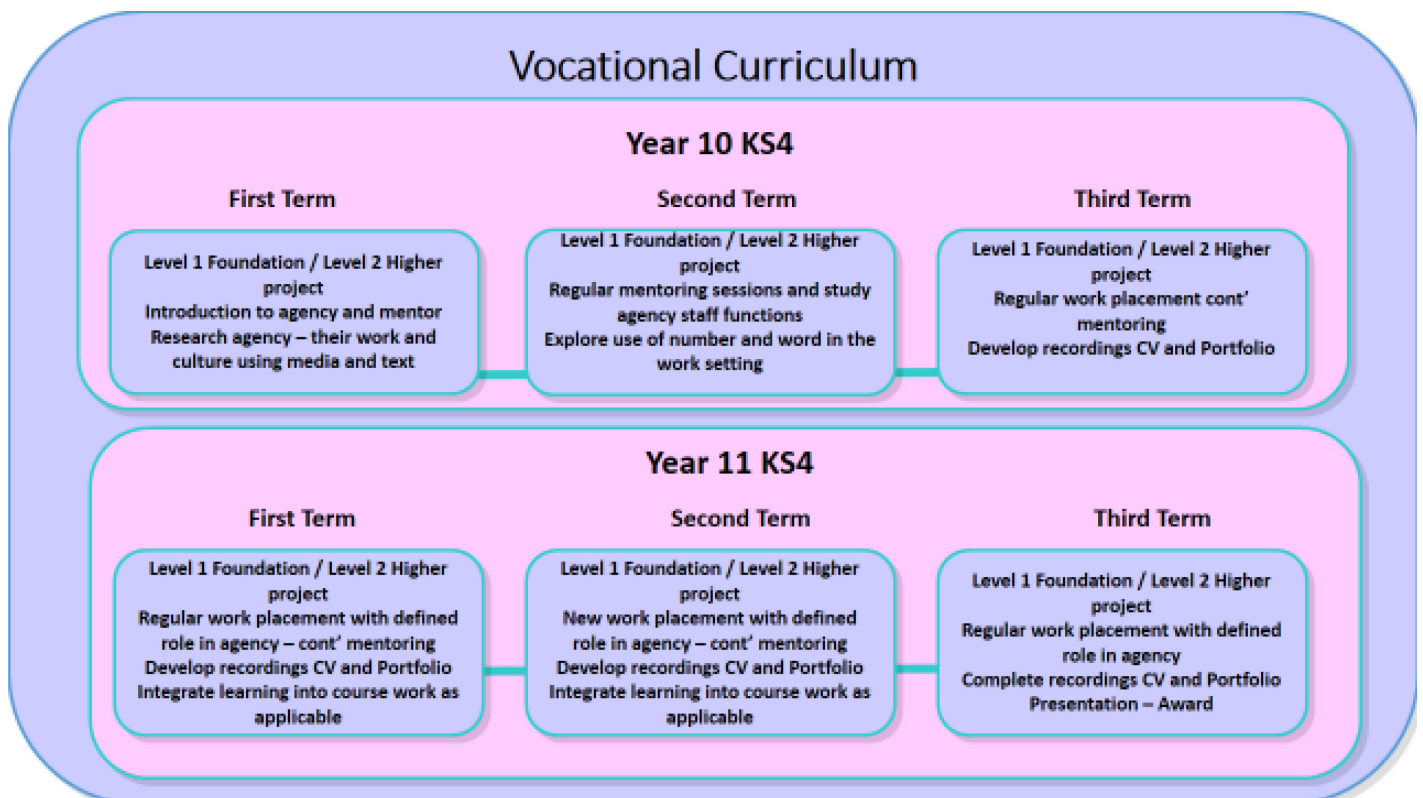
The assigned Mentor will undertake the Ideas College mentor training programme, which will be delivered by the Ideas Foundation at no cost. The training comprises of a 3 hour session where child protection, health and safety, parental consent, insurance and placement and mentoring administration is covered. There is an opportunity to discuss the profile of the students, the work placement programme and the dynamics of the mentor/mentee relationship. A comprehensive handbook is provided, and every Mentor will have a contact point for the Ideas Foundation and the Ideas College. This Mentor will then stay with the student throughout their time at the school.

The Ideas Foundation has a regular pool of placement agencies and mentors that at present are underutilised and will form the basis of the College's own placement and mentor pool. Additionally Ogilvy & Mather, represented as Members of the Company, have a dedicated mentor and placement officer and will work with us on recruitment and mentor training. We are therefore confident in our ability to find and train a sufficient number of high quality Mentors to deliver this unique aspect of our curriculum.

The vocational syllabus will be underpinned by either the AQA Level 1 Foundation or AQA Level 2 Higher Project. This will provide a framework for reflection and assessment of the work related learning, vocational mentoring and work placements. Practical learning will be integrated into the 'in-school' teaching and learning curriculum and qualifications. The vocational curriculum will provide student with concrete examples of how College-based learning is related to and applies to the workplace. It will also prepare them for progression into further education, training and employment.

The diagram provides the plan for an ideal scenario with a student undertaking a full two year programme. Many students will not fit exactly this two year model, entering the Ideas College during year ten or eleven and attending the College for less than two years. Their programme will be adapted accordingly and where possible the work placement and mentoring will be negotiated to continue beyond their transition into post sixteen education.

According to this idea plan, the student will spend the first term thoroughly researching the agency and its work through text and media based recording, contributing to the L1 or 2 project and media and English GCSEs. This will then be developed through the second term, contributing to the student’s research, review, reflection, and feedback skills, while introducing him/her to the world of work and the work of the agency in particular. In the third term the student will begin the work placement, beginning with a half-day observational induction session per week. This will establish a functional work placement relationship for the student’s second year or provide a thorough introduction to the workplace for a student on a single year placement.



During the second year the student will undertake a more formal independent role in the work-place, working within a team or department with the mentor managing the work placement and the College staff monitoring the student’s progress and continuing to integrate the work based learning with the College curriculum. The Progression Tutor will help the student develop their CV and portfolio using the experiences and evidence from the work placement.

Learning to Learn: a central feature of our vision is to deliver a personalised learning experience. The 'learning to learn' programme allows the students to understand how they learn and ways in which they can become better and more independent learners in the future. The programme is based upon the RSA 'Opening Minds'. The focus will be on learning styles, thinking skills, team work, research skills and the ways in which they manage situations and relate to people, as these are skills for life.

ASDAN: the ASDAN CoPE programme will help students develop a range of personal effectiveness and life skills which will help them in aspects of their lives which have previously been very challenging, and may have contributed to their disengagement with and exclusion from mainstream education; these will include interpersonal skills and emotional literacy. The Certificate of Personal Effectiveness qualification at Level 2 has now had its approval extended by Ofqual, with a certification end date of December 2018. The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

The ASDAN CoPE qualification will also provide a learning framework that can be applied to the academic subjects. The 'Plan, Do, Review' system will help students understand the learning process. Other elements of the qualification provide the life skills and professional skills that will be needed to take an active role in society.

Physical Education: students will have the opportunity to undertake Sports activities one afternoon per week. The Arches and Waterfront will be the regular venue for PE, and instruction in these subjects will be carried out by specialist staff from these centres with the support of each group's TA and LM. The centres are close by and offer swimming, a gym and ball courts; they have been consulted on availability and cost. Outdoor activities are also available in the water sports centre, and will take place at least once per term. There will be opportunities for walking and cross country running in the immediate vicinity on the Green Chain Walk, and sessions will be organised here at least twice per term. The 40 mile network of tracks furthermore offers a chance to enhance local knowledge and study wildlife, nature and orienteering. Students will also be able to undertake the Junior Sports Leader Award as part of the extended school provision

6: Qualifications and Accreditation

As described above, all students will have the opportunity of achieving seven GCSEs or equivalent qualifications in the following subjects, alongside a strong programme for personal and social development combined with the skills of learning how to successfully engage in learning:

- CIE IGCSE English Language (and IGCSE English Literature) [Level 2]
- Edexcel linear GCSE Maths [Level 2] or GCSE Functional Maths Skills
- Learning to Learn programme based on RSA Opening Minds

- GCSE Media Edexcel Single or Double Award (Level 2)
- Edexcel GCSE IT Single or Double Award [Level 2]
- ASDAN CoPE [Level 2]
- PE
- Personal, Social, Health and Citizenship Education (PSHCE)
- AQA Foundation (Level 1) and Higher (Level 2) Project

The mix of examination and coursework components will allow students to achieve a range of GCSE and equivalent qualifications, including English and Maths, which will enable progression to sixth form Level 2/3 courses at universities such as Ravensbourne, the University of the Arts London, or sixth form colleges or other FE institutions.

7: Enrichment

7.1: The extended day

The extended day will operate between 3.30 and 5.00 Monday - Thursday, and students will be expected to attend at least three times a week. Enrichment activities will include:

- mentoring and tutor-assisted homework sessions;
- Junior Sports Leadership;
- new media and digital projects linked to media and ICT qualifications;
- citizenship via social enterprise networking (environmental, international friendship, social justice campaigning etc.);
- youth council and similar community involvement activities;
- debate and discussion seminars;
- educational games;
- I Am Creative and Plotr online vocational activities;
- arts activities with Emergency Exit Arts.

The extended day will also provide opportunities for one to one support for domestic and health issues. Supervision will be built into staff time where required and supplemented with voluntary supervision by mentors, community organisations and others as appropriate to the activity.

7.2: Educational Visits and Residential Experiences

Educational visits will enhance the learning for students, prepare them for travel and provide them with the ability to negotiate different environments and cultures. Our experience from the Ideas Foundation's Graft & Glamour pilot projects is that these experiences are transformational. They open the world to students with limited experience and narrow horizons, and unlock subjects, bringing them to life. With free exhibitions at national museums, galleries and centres like the Wellcome Trust Library and Collection, London presents these students with an unprecedented wealth of knowledge. We know from experience of working with these young people that most will have never visited these places or know of their existence. These visits will introduce them to a whole new range of possibilities and potentials and is a central element of our vision for the Ideas

College. See section G for information on how we will ensure that this element of the curriculum is accessible by all students.

Every student will also have the opportunity to take part in a residential experience. We have explored options such as spending four days at Avon Tyrell Centre in the New Forest, where outdoor activities include challenging high wire activities, bike riding, climbing, night hikes, trust and problem solving activities. The benefits of such residential trips will be seen in terms of increased individual confidence, trust between peers and better relationships with staff. The opportunity to get away from their urban environment and discover the outdoor world and nature is likely to stay with our students forever.

8: Transition

8.1: Overview

Referral to AP or PRU is often associated with academic failure, exclusion, problematic behaviour or other adverse conditions. These factors are likely to be relevant at the time of referral to the Ideas College. However, these negative perceptions and expectation will be challenged by the College through its application procedures, our faith in our enrolled students and the optimistic curriculum.

We intend to maintain a majority of full time places at the Ideas College. We will accept block placements of six weeks for 6 Year 9 students as either respite from school or to refocus the students on their learning with a view to returning to school. The referral process will be the same as for full time placements by identifying their needs using the same process as for full time places. These will focus on assessment, re-engagement and a return to mainstream. Our curriculum is designed to provide a full, rounded educational experience which meets the needs of our students without the need for access to external provision. The full time place offer will ensure that our students are treated consistently and supported holistically, without the confusion of mixed expectations or relationships across multiple institutions, whilst the part time place offer will provide a service which has been requested by our commissioners for those young people who can successfully return to and maintain a mainstream place.

We know that transition, both into and out of school, can be challenging for students and we have designed transition processes which will ensure that the difficulties associated with moving schools and planning post-16 progression are mitigated as far as possible.

8.2: Transition from commissioning schools

Attending the Ideas College will have most impact on students who are inspired by its exciting curriculum and the potential for creative personal development. Because there is such a high level of need for provision of this type, we will run a referral process which ensures that the young people who are most in need of, and have the most to gain from, accessing the College are admitted. This referral process will also be an opportunity for

students to explore the College's offer and work out whether they feel that they are able to commit to it as the most appropriate provision for them.

Our intention is to have as stable as possible a population for the entire key stage in order to ensure that students are in the best position to learn without the disruption that joining a class, or having someone new join a class, halfway through a key stage can bring. Casual entries will be kept to a minimum in order to promote group cohesion. Commissioners will be notified of entry points (six times a year) for part time students as part of the commissioning process so that student arrivals are planned. The Principal will address these issues when visiting the commissioners demonstrating that during a six week placement students will receive a structured curriculum. Appropriate modules of English, Maths will be taught to ensure that on the students return to school they have not missed out on key areas. Other curriculum modules will be taught so that the student has a portfolio of evidence for these subject areas. All decisions about admissions will be taken by the Principal and SENCO based on the evidence gained during the admissions process.

The admissions process will be as follows:

1. -Nomination by school, academy or local authority.
2. Application information and investigation of circumstances and suitability at cross phase meetings outlined in detail in section E.
3. A rigorous assessment of prior learning and assessment scores and current levels of performance led by the SENCO.
4. Observation and interview. Observed and interviewed by staff and student mentors over a period of at least three hours involving interaction with peers, staff and, if possible, on public transport or other public areas. An assessment of interests, attitudes and behaviour as related to the admissions and motivation criteria. Where possible, the observation and interview will be integrated into a group activity. Observation, as a recruitment process, was used with great success for the Graft and Glamour pilot projects.
5. Contractual agreement meeting with the student that covers curriculum, commitment, behaviour, attendance and participation.
6. Contractual agreements with the school, local authority, parents or carers and other involved in the care and well-being of the student.

Each student will be required to engage in our active interview process, where he or she will take part in an event designed to assess creativity, behaviour, participation in a group, and the ability to act maturely in a public place and to deal with the unexpected or unusual. The recruitment process is likely to take applicants out of their comfort zone. The process might appear informal, but will nevertheless be designed to be demanding. Every student accepted at the Ideas College will be special and know they have been chosen because the faculty believes in them and their ability to succeed.

The Ideas College will interview all students regardless of their previous education history. The interview process will allow both the student and the College to assess whether this would be the correct placement. Students may arrive with a number of complex issues as outlined above and in section D4. During the interview process it will be established

whether the student: is interested in, and inspired by, the creative syllabus; aspires to become exceptional; is committed to achieving the attainment, behaviour and attendance targets in the PLP.

The students' contracting process will be serious and rigorous and involve their parents or carers. An induction period of six weeks will commence on admission. This will include the SENCO assessing every student for their needs (regardless of whether they are Statemented) in order to produce a PLP, close monitoring of ability, capacity to engage with the curriculum, behaviour, and ability to fit in and be accepted by the group. These characteristics and progress will be reviewed daily and incorporated into the Personal Learning Plan (PLP), which will be developed over this period. Parents will be informed of the outcomes at the end of each week. The end of the six weeks will be marked and celebrated and the PLP will be consolidated for formal monthly monitoring with their Pastoral Tutor.

8.3: Transition back into mainstream statutory education

Commissioners are clear that, for the vast majority of students accessing alternative provision in key stage four, transition back into mainstream education is not appropriate as students are unlikely to succeed in KS4 examinations in a mainstream environment. The Local Authorities we have consulted during the process of producing our plans have stated that it is a priority that our students can remain in the Ideas College until the end of their statutory education in most cases. We do not, therefore, intend to admit most students with the intention to reintegrate them into mainstream schooling, but rather with a commitment to supporting them until the end of the key stage. Students leaving the school mid-key stage can not only be highly disruptive to their own education, but destabilizing for their entire group. We will encourage both students and commissioners to understand long term participation at the College as a positive step which will best enable the student to move on positively post-16.

If, despite this, a student does need to leave the Ideas College mid-way through the course, transition will be managed by the College through the local authority FAP or the commissioning school if the student is dual registered.

The exception to this general rule will be the minority of students who join the school for short term placements. In these cases, the transition plan to support students back into the mainstream environment will be agreed with schools prior to the student being admitted. The admission process will be the same for short term placements but the following will be agreed with the home school.

Curriculum: Key modules of English and Maths will be taught during the placement to ensure that the student has not fallen behind in their studies on their return. Modules of the Learning to Learn will be taught and at least three work placement visits will take place as part of developing a creative brief. It can then be used as the basis for either an ICT or a Media GCSE module of work.

Personal/Social Development: As part of their PLP behaviour targets will be set after consultation with the school and Kids Company will oversee any additional therapy required.

Every week the home school will receive written reports with a three week review with the students and parent. In week 5 a review with the home school will take place regarding the continuance of the placement. If the student returns to school three half day visits will be organised with the Progression Tutor/Learning Mentor in the final two weeks of the placement. This high level of transition support will be possible due to the small number of students (6) admitted for part-time placements at any one time.

8.4: Transition post-16

Students will be fully prepared for leaving the Ideas College, with clear aspirations for their future career path. This involves not only academic preparation, but emotional and social preparation. In the final year the provision of guidance around post-16 choices will be led by the Progression Tutor (who does not have a teaching timetable) the pastoral support staff and Kids Company will meet and discuss weekly with the student the necessary steps to ensure that both academically and emotionally they are ready to transfer. The Principal and the SENCO will also meet the student formally twice a month to quality assure the progress. All students will also have access to an independent Careers Advisor.

No student will leave the school without a clear destination path. After formally leaving, the student will still be a member of the school and will be invited to meetings, depending on their need, with appropriate staff to discuss their progress.

For most students it will be necessary to set up transition meetings with the new institution at least one term before and after transfer which will include the key staff from the Ideas College, parents/guardians and the new institution. In this way achievable targets can be set and monitored. The Progression Tutor will establish a relationship with the transitional destination, monitor transition for the first term and as far as possible ensure that the placement is secure. There may also be occasions when a trial period of transfer to another institution takes place in order to secure the final transfer, or it may result in new choices being made that will be assisted by the Progression Tutor. In the initial stages some students may need to be accompanied by a key member of staff, which our staffing structure facilitates.

Appropriate transition options for students that have responded to the digital media thematic will include the East London Academy of Music, WAC Arts or DV8, which are all post 16 Free Schools offering a digital and new media curriculum, or Ravensbourne and the University of the Arts London for those capable of a level 3/4 digital, media or arts with HE potential. For students who would like to return to a mainstream option, a selected sixth form will be advised and transition supported, leading into level 2/3 or other courses as appropriate. There will also be routes into good local FE colleges and apprenticeships brokered by Creative Process. Transition will be managed, supported and monitored by the Progression Tutor to ensure secure placement.

Each student will receive information, advice and guidance on transitions as part of the six reviews they will have each year. Where students have a statement of SEN, transitions will be managed in line with statutory guidance to include transitional SEN reviews, but these guidelines will also apply to all students.

Additional choice will be provided through the College's links, and the Idea Foundation's links, with other organisations. Examples include:

- a) The Ideas Foundation has good links with NewVic in Newham, Christ the King: Aquinas Sixth Form College in Lewisham, Hackney Community College, and past links with Tower Hamlets College for mainstream progression.
- b) The Ideas Foundation has its own progression programme, 'The Ladder', offering professional progression days and work simulation, with and online opportunities via Ideas Tap, Media Trust, Plotr and 4 Talent. Students have access to joint programmes with the University of the Arts London: Saturday School, Creative Media Camp summer school, portfolio development workshops and open days.
- c) The Ladder will be available after students leave the Ideas College, offering advice on higher education, internships, apprenticeships and bursaries.
- d) Our partnership with Ogilvy & Mather provides access to apprenticeships and traineeships at Ogilvy & Mather in Canary Wharf; bursaries for the School of Communication and paid internships at Salt Agency.
- e) Students will be able to access advice for up to 5 years through the College's Information Advice and Guidance service and through mentors supporting their transition into further and higher education and on to jobs or apprenticeships.

9: Partnerships

The diversity of our partnerships is a strength of the Ideas College. Our partnership with Kids Company allows us to have immediate professional therapeutic care on site without the need to refer externally which is often time consuming without results. We will also become part of the wider community of Kids Company resulting in access to residential visits for our students and extra funding for hardship situations. Our team of strong business partners gives our students guaranteed access to the world of work through visits, trained mentors and work placements. Importantly, our partners are aware of the needs of our students and are still willing to work with sometimes challenging young people. This is not usual practice in many business partnerships.

It is also vital that the Ideas College maintains strong links with mainstream schools to support both staff and curriculum development in 'next practice'. Excellent links with our commissioning schools are essential and our staff will attend appropriate training in mainstream, e.g. around subject knowledge. The Ideas College will also host professional learning and development sessions for key mainstream staff. We want to develop partnerships with our commissioning schools that allow us to learn from each other.

Throughout this section, reference has been made to the partnerships we have formed and will continue to build in order to deliver the therapeutic, creative and vocational elements of the curriculum, and to ensure that all students have access to positive progression pathways on leaving the school. Our key partners are involved in the delivery of the curriculum supplying resources, services and knowledge. The second set of partners will be offering mentoring, work placements and similar engagement opportunities, either directly to the Ideas College or indirectly through the Ideas Foundation. Our full list of partners is below:

- Ideas Foundation (ideasfoundation.org.uk/): originating organisation with well-developed creative industry relationships that will be used for mentoring and work placements.
- I Am Creative (iamcreative.org.uk/): online project briefs from 'blue chip' companies.
- Kids Company (www.kidsco.org.uk/): therapeutic services provider.
- Ravensbourne (www.ravensbourne.ac.uk/): providing student mentors and a progression route at year 12-13.
- University of the Arts London (www.arts.ac.uk/): widening participation services and a progression route at year 13.
- St Ambrose Barlow High School (www.stambrosebarlowswinton.org/): curriculum advisor
- Corelli College (www.corellicollege.org.uk/): therapeutic services provider
- School of Communication Arts (schoolcommunicationarts.com/): progression route at year 12-13
- Ogilvy & Mather (www.ogilvy.co.uk/): mentoring and placement provider and advisor and digital technical and industry advisor.
- East London Arts & Music (www.elam.co.uk/): progression route at year 12-13
- DV8 Academy): progression route at year 12-13.
- WAC Free School (<http://www.wacarts.co.uk/category/freeschool/>): progression route at year 12-13

We are also proud to be working with:

BBH (www.bartleoglehegarty.com/)	BBC (www.bbc.co.uk/)
Engine (www.theenginegroup.com/)	Captive North (www.captivenorth.co.uk/)
Saatchi & Saatchi (www.saatchi.co.uk/)	Toxteth TV (toxteth.tv/)
M&C Saatchi (www.mcsaatchi.com/)	Individio (individio.com)
Wieden Kennedy London (wklondon.com/)	Sound Advice UK (individio.com/soundadviceuk/)
Marketing Society (www.marketingsociety.co.uk/)	Cathedral Land Development Group (www.cathedralgroup.com/)
The Media Trust (www.mediatrust.org/)	Alcatel-Lucent (www.alcatel-lucent.com/uk)
Channel 4 (4talent.channel4.com/)	Barclays (group.barclays.com)
IBM (www.ibm.com/uk/en/)	Vodafone (www.vodafone.co.uk)
BT (home.bt.com/)	TalkTalk (www.talktalk.co.uk)

These partners are providing mentors, placements and other free services.

Section D2

1: Whole School Review Cycle

1.1: Overview

The Governors of the school will be responsible, on behalf of the members of the Trust, for having oversight over the school's operations (see section F2). They will work with the Principal to develop a whole school review cycle which monitors the short, medium and long term progress and achievement of the student body and the school as a whole. This process will include developing targets for student cohorts and the school, monitoring progress towards these targets, intervening where they are not being met and celebrating success where they are.

1.2: Review cycle

The Governing body will review, on a termly basis, the work of the Curriculum and Development Committee. This Committee will meet twice per term, covering pertinent issues as follows:

Curriculum and Development Sub-Committee	
First meeting	Second meeting
<ul style="list-style-type: none"> • Review any public examinations/national tests including an in depth analysis of interventions. • Governors will be invited to visit the College in their role as 'a critical friend' and report on their findings. • Review of any appropriate National/local data for benchmarking • Agree/review College Development Plan • Review subject development plans, behaviour management plan, Progression Plan 	<ul style="list-style-type: none"> • Through the Principal's report monitor the following data: • Targets for progression levels of all students in all subjects by gender, ethnicity, EAL, all SEN students, LAC. • Targets for attendance/absence • SEN • Student exclusion • Racist incidents • Pupil premium outcomes • Review the attainment levels of one department each term • Review the work of one subject area Coordinator to present.

Based in part on the reports from this monitoring, the Principal and Governors will work together to produce the Ideas College Development Plan. Developing from this will be the Subject Development Plans, produced by the Subject Co-ordinators, the Behaviour Management Plan, produced by the Lead Learning Mentor and the SENCO, and the Progression Plan, produced by the Progression Tutor. These plans (excluding the whole school Development Plan), will be reviewed formally twice a term by the appropriate line manager for the member of staff producing each one to ensure that they are effective, meaningful and in line with the school's vision.

The College will engage an Ofsted inspector to undertake a mock Ofsted at the end of the second term in the first year. The results of this inspection will be combined with our own

self-evaluation and used to review the college development plan. This will either be linked or part of a quality assurance package under negotiation with Greenwich Children and Young Peoples' Services Inclusion Team (see section G1).

Student, parental and commissioner representatives will be included on the school's governing body so that each group is represented in the whole school review process. A student council will be established and their representative invited to attend appropriate meetings. Key stakeholder groups like those above will also be involved in monitoring student achievement, through assessment meetings, tutoring sessions, surveys, visits and open days as appropriate.

2: Student Achievement

Although we will use the Advanced Progresso MIS system it will be based on the students achieving 2 National Curriculum sub levels of progress (2 points every term). Targets are set according to the entry base line tests with an end target after 4 terms followed by an aspirational term 5 exit target. The final target will be negotiated with the student with their Pastoral Tutor during the fourth term but it will still be predicated on the same criteria of 2 points of progress. Our targets are challenging for the students but four terms of progress will provide the student with the incentive to complete the aspirational target. The regular monitoring of our students will ensure that any intervention programmes will be introduced at the right time to ensure success.

1		TATISTICAL										TEACHING GROUPS							READING AGE			KS2			KS3			ENTRY Y10 prev school										
2	Name	Language	FSM	G&T	InCare	SEN Type	EN	MA	ICT	MEDIA	COPE	EXTENDED PROJECT	ASDAN	Test Date	Age yrs	Age mths	ENGLISH	EnglishPoints	Maths	MathsPoint	KS2APS	ENGLISH	EnglishPoints	Maths	MathsPoint	KS3APS	EN	EnglishPoints	MA	MathsPoint	SCIENCE	SCIENCEpts	OTHER	OTHER	ArrivalDate	AvgPts	4thTermTargetEnglish	
3	a	ENG	Y	N	N	BESCE	EN1	Ma2	ICT1	Med	CO1	EP1	AS2	###	11	0	3b	21	4c	25	23	4c	25	4c	25	25	F	22	E	28	E	28				26.0	D	
4	b																																					
5	c																																					
6	d																																					
7	e																																					
8	f																																					
9	g																																					
10	h																																					
11	i																																					

4th term/Y11 target calculation will depend on date of arrival and how many terms they will have at Ideas College.

However, we expect 2 points progress per term.

The same expectation applies to Year 9 .

Line Callout 12		4th Term TARGET 8 points progress (4 Sublevels)										Y11 EXIT target										Autumn																
Name	4thTermTargetEngPts	4thTermTargetMaths	4thTermTargetMathsPts	4thTermTargetICT	4thTermTargetICTPts	4thTermTargetMEDIA	4thTermTargetMEDIApts	4thTermTargetCOPE	4thTermTargetCOPEpts	EXTENDEDPROJECT	EXTENDEDPROJECT	ASDAN	ASDANpts	4sublevelptsProgFromEn	NewTARGET8basedonNew	Y11EXITTargetEnglish	Y11EXITTargetEngPts	Y11EXITTargetMaths	Y11EXITTargetMathsPts	Y11EXITTargetMEDIApts	Y11EXITTargetCOPE	Y11EXITTargetCOPEpts	EXTENDEDPROJECT	EXTENDEDPROJECT	Y11EXITTargetASDAN	Y11EXITTargetASDANpts	Progress	EXITTargetAvgPTS	English	EngPts	Maths	tMathsPts	ICT	ICTPts	MEDIA	MEDIApts	ASDAN	
a	34	D	34	C	40	C	40	C	40	C	40	C	40	34.0	38														E	28	D	31	D	31	D	32	D	

4th Term targets will be based on KS2/KS3/Grades from previous school plus internal baseline assessment in English and Maths on arrival

This 4th term target of 34 (avg grade D) is calculated from APS of Eng, Ma & Sci grade from previous school and internal base line testing.

Using Gov guidelines of 3 levels of progress from KS2 to KS4, this student achieved L4 for both Eng & Maths, meaning expected grade D (also 34 pts).

Using KS3 APS + 8 pts ie 4 sublevels progress, target is 25+8 = 33.

In this student's case there is no discrepancy. However, with students arriving with all range of baseline data, or none at all, flexibility is needed to set meaningful targets. The expectation is 2 points progress per term.

The higher figure of 38 is based on higher grades that are expected in new subjects (ASDAN etc).

5th term Y11 EXIT targets. Higher aspirational targets can be set in or before the final term based academic progress and attainment. For example, this student's initial target was 38. Assuming that targets are met at or before the end of term 4, the new target on exit would be raised to 40 (ie grade C) or higher. However, if targets are not being met, this will be picked up in weekly pastoral/tutor reviews

Attainment and progress monitored on subject spreadsheets. At least one assessment to be completed and recorded every 3 weeks. Half termly attainment point scores/grades are based on specific identifiable tasks. See English Example

Line Callout 12		Autumn1 Attainment										Autumn2 Attainment																									
Name	English	EngPts	Maths	tMathsPts	ICT	ICTPts	MEDIA	MEDIApts	COPE	COPEpts	EXPROJECT	EX PROJECT pts	ASDAN	ASDANpts	Av pts Aut1	End of Autumn 1 target	Aut 1 Progress	Distance from 4TH Term T	Behaviour/Effort/Motivati	Attendance %	English	EngPts	Maths	tMathsPts	ICT	ICTPts	MEDIA	MEDIApts	COPE	COPEpts	EXPROJECT	EXPROJECTpts	ASDAN	ASDANpts	Aut2Target		
a	E	28	D	31	D	31	D	32	D	34	E	28	E	28	30.29	29	1.29	-7.71	152	85%	E	28	D	34	D	34	D	34	D	34	D	34	F	28	F	28	30

Attainment and progress monitored on subject spreadsheets. At least one assessment to be completed and recorded every 3 weeks. Half termly attainment point scores/grades are based on specific identifiable tasks. See English Example

Progress is measured against target agreed on arrival based on initial testing, prior data and expectation in new subjects. This can be broken down into termly measures of 2 of progress per term, 1 point per half term.

Attendance below target. Intervention triggered.

Autumn2 target of 30 is based on the expectation of 2 points progress per term to reach exit target of 38 (38 - 8 = 30).

Traffic lights:
 green above target,
 amber on target,
 red below

This student is exceeding expected targets..

Points score for beh points awarded in le

Each half term stude can added. The empl example, completing standard as well as p

In lessons points are Working below exp Working at expect Working above exp positive comments/p

Points can be deduct

Security Warning Automatic update of links has been disabled Options...

Line Callout 12

1	A	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CT	CU	CV	CW	CX	CY	CZ	DA	DB	DC	DD	DE	DF	DG
2	Name	EXPROJECT	EX PROJECT pts	ASDAN	ASDANpts	Av pts Aut1	End of Autumn 1 target	Aut 1 Progress	Distance from 4TH Term Tar	Behaviour/Effort/Motivati	Attendance %	English	EngPts	Maths	tMathsPts	ICT	ICTpts	MEDIA	MEDIApts	COPE	COPEpts	EXPROJECT	EXPROJECTpts	ASDAN	ASDANpts	Aut2target	AyptsAut2	ProgressAut2	Distance from 4thTerm Tar	DistanceFromRewisedY11Ta	Behaviour/Effort/Motivati	Attendance %		
3	a	E	28	E	28	30.29	29	1.29	-7.71	152	88%	E	28	D	34	D	34	D	34	D	34	E	28	E	28	30	31.43	1.429	-2.6	-6.6	243	92%		

Progress is measured against target agreed on arrival based on initial testing, prior data and expectation in new subjects. This can be broken down into termly measures of 2 of progress per term, 1 point per half term.

Attendance below target. Intervention triggered.

Autumn2 target of 30 is based on the expectation of 2 points progress per term to reach exit target of 38 (38 - 8 = 30).
Traffic lights:
green above target,
amber on target,
red below
This student is exceeding expected targets..

Points score for behaviour, effort and motivation is based on points awarded in lessons.
Each half term students start with 100 points to which points can added. The emphasis is on attainment in lessons, for example, completing assessments, tasks or homework to a high standard as well as positive behaviour.
In lessons points are awarded accordingly:
Working below exp prog is 0,
Working at expected progress is 1
Working above expected progress is 2 with a target of 5 positive comments/points a day
Points can be deducted for poor behaviour.

Key to academic success is outstanding teaching with rigorous assessment during the course. Every department will be required to have a curriculum plan that is monitored by the staff and follows the same principles as the whole college monitoring, e.g:

Line Callout 117

1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT
2	Name	Tutor Group	Gender	Ethnicity	Language	FSM	G&T	InCare	SFN Type	TEACHING GROUP	Test Date	Age yrs	Age mths	ENGLISH	EnglishPoints	ENGLISH	EnglishPoints	PreviousSchoolGradeAssessment	PreviousSchoolGradePts	4th Term Target grade ENG (8pts progress)	4th Term Target grade ENG (8pts progress)	Y11 EXIT Target ENG GRADE	Y11 EXIT Target ENG Pts	Autumn 2 Progress Target	eg: Write to Argue	Argue points	eg ReadingResponseTestConditions	ReadingResTestPoints	eg SpeakingListeningDiscuss	S&L points	AvgPoints	Aut 1 Progress	Distance From 4th term Target	DistanceFromY11EXIT	AUTUMN1Effort/Motivation	egImagineRomeo&JulietMonologue	R&J monologue points	eg Romeo&JulietReadingResponse	eg R&JReadingResponse	ReadingPracticePaper	ReadingPracticePaperPoints	AvgPoints	AUT2progressOnTarget	Distance From 4thtermTarget	Distance From Y11 EXIT	AUTUMN1Effort/Motivation
3	a	STATISTICAL	IG	READING AGE	KS2	KS3	Entry	TARGETS	Aut1 Attainment	Aut2Attainment		11	03d	21	4c	25	F	22	D	34	C	40	29	E	28	F	22	m	28	26	7	-8	-14	Point	D	34	F/E	25	E	28	29	0.00	-5	-11		

Targets based on prior data (ie K2, KS3, information from previous school and own baseline testing on entry. The minimum expected level of progress is 2 points per term.

Higher aspirational Year 11 EXIT target

Specific exam specification related assessed tasks take place, are assessed and moderated to ensure rigour. At least 1 assessment to take place every three weeks (ie 2 each half term)

Traffic lights.
RED - failing to make expected progress (nb intervention has taken place/will take place as 1-1 or catch up time after school
AMBER - making expected progress
GREEN - exceeding target

We will use the same principles for monitoring and assessing a Year 9 student during their six week placement. It will not be possible to set the same progress targets for a Year 9 student but they will be challenging. In some cases attending College every day and on

time will be a challenge initially, and we will need to build progress targets from that starting point.

2.1: Overview

By effectively recording, monitoring and acting on information about our students' progress and achievement, the Ideas College will be able to ensure that the right support is put in place to enable all students to reach their potential. We will therefore put in place robust process for conducting baseline assessments, on-going formative and summative assessments, and appropriate accreditation options for all students, as well as ensuring that a similarly robust process is in place to monitor and act on this information where necessary to intervene for a particular student or an entire cohort. By setting ambitious targets, we will inspire students to believe in their own capacity to achieve and to access positive options when they leave the College. The base line of data collected by the College can be transformed into readable data sheets for Governors, the Principal, staff, students and parents (using the Advanced Learning Progresso system) to monitor the rates of students progression and achievement, behaviour, attendance (see below for an example).

2.2: Student assessment

All students will undergo a baseline assessment either before (where at all possible) or on joining the College. This assessment will be conducted by the SENCo and will take into account not only a student's academic progress and attainment, as reported by the commissioning school, but their social and emotional wellbeing. Based on this initial assessment, the SENCO will produce a Personal Learning Plan (in the style of a Statement of SEN/EHC) which includes elements covering education, personal development and care. All students will be supported as individuals in accordance with their PLP, regardless of whether they are Statemented. The PLP will identify not only students' learning needs but also their emotional, social, behavioural needs. These will provide their pastoral tutor with a base line for their targets. The attendance targets will be agreed with the student and form part of the statement of need.

All students will be assessed formally six times a year using the Advanced Learning Progresso system, based upon the agreed targets set at the start of the term. These will include attainment, behaviour and attendance and reference the assessment of their needs in their PLP completed on arrival. Pastoral staff will contact parents on a weekly basis to inform them of positive achievements during the week, as engaging parents can be a powerful way to boost outcomes for students.

Case study:

2.3: Use of data

The Ideas College will be a data-rich environment, in which information about the school and its students will be captured authentically, monitored carefully and used appropriately to implement interventions and improve our methods where needed.

From the day they start at the College, we will begin to capture relevant data about students. Initially, this will include academic and attendance data from the commissioning school, CATs scores, SATs scores, and EDI/B squared tests. Where any of this data is not available, the student will be tested to ensure that the college is fully aware of the student's potential and able to set rigorous, personalised targets for them. The results of the application process and the SENCO's assessment of each student will also be recorded in detail.

We will use Advance Learning's Progresso Management Information System; it is entirely web delivered and can be accessed from any internet enabled device from a wide range of web browsers and can therefore be used flexibly by teaching staff and other relevant parties. It is a cloud based MIS system, and therefore no dedicated ICT infrastructure is necessary, rendering it cost-effective. Progresso Analytics can provide data dashboards which are easily understood by students, parents, staff and Governors, so that all stakeholders will be able to understand how individual students, cohorts, and the school as a whole is succeeding and where there are challenges or problems. This will ensure that governors are able to hold the leadership team to account effectively, that staff are able to respond appropriately to student's needs, and that students and parents understand and are invested in their own learning.

Using the Advanced Learning Progresso data MIS system, student progress will be recorded by the teachers and pastoral staff six times a year – three times based on end of unit assessments and three times on teacher assessments. For part time placements there will be weekly reviews reported back to parents with two formal reviews at 3 and 6 weeks. The accuracy of assessments, both teacher and end of unit, will be externally moderated in the first year using the LA or examination advisors to ensure that the school's staff are assessing correctly in line with other schools and providers. The Progresso system allows for early identification with a RAG system for student, staff and parents, enabling all to understand where students are not making expected progress. Where there is cause for concern, the student's pastoral tutor will be responsible for initiating an appropriate intervention. Formal staff data meetings will take place weekly to identify those at risk.

The management of the Progresso MIS system is an administrative task which will be carried out by a member of the administrative staff and overseen by the Principal in the first year. In subsequent years it will become the responsibility of an Assessment post holder.

2.4: Targets

In sections C and E of this application, we have shown that there is a need for a new Alternative Provision in our local area which provides a high quality educational experience for students which enables them to achieve academically and accredit their learning with well-regarded qualifications. It is therefore central to fulfilling our vision that we set challenging targets for our students, which are achievable because of our tailored and motivational curriculum and the high level of support for each individual (see D1 and D4). Our unique partnerships with the creative industries and Kids Company will ensure that the College will educate the whole student for success.

Our students are not likely to fit the normal progression routes because of their educational history. We anticipate that during the first six months we will need to teach all students the process of learning, via the Learning to Learn programme and finding success within the creative and digital media curriculum. During this time the targets must be ambitious but realistic based on the starting points of the students. By admitting students for the long-term, rather than aiming to return them to mainstream schools as quickly as possible, we will be able to build on this reengagement through intensive programmes in the key skills, to boost outcomes for these students by the end of key stage four. Part time students will study the initial learning modules to develop and understand their own learning style (RSA Open Minds Learning to Learn) with the development of a short term programme to address their needs not just for the placement but on their return to school.

Our academic targets are:

- **50% of students will achieve a qualification in English and Maths**

It is central to our vision that all students are able to access accreditation in English and Maths. Not all students will achieve this accreditation over the two years in which they are with us, but all will make significant progress (see below). Although this target may seem low for a mainstream setting, when compared to other alternative providers, many of whom do not offer these qualifications at all, the ambition of the Ideas College is clear.

- **75% of students will achieve at least GCSE A*- G in the vocational subjects Media and ICT.**

Our students will be selected for their aptitude and enthusiasm in these areas, as well as their level of need. By making the creative curriculum part of our deep core offering, we will support the majority of our students to achieve accreditation in these areas.

- **50% of students will achieve 5 or more A*- C GCSEs**

Our curriculum is designed with a differentiated approach to give maximum input and staff support to ensure that all students are able to access a suite of qualifications. For a significant proportion of students, this will include a broader suite of five or more good GCSEs.

- **100% of students will make one NC level of progress in Maths and English within 4 terms starting from their base line on entry.**

The National expectation (DfE) for student progress for students is to achieve three levels of progress from KS 2-4 with an entry point of level 4/5 at KS3, but many of our students will arrive without the KS 3 levels of progress. It will be important to accurately assess their potential achievement and define success by sub levels of progress. The rate of progression for each student will be individual but we will aim to make faster progress than in mainstream with our students. The progress rates are likely to be slow during the first two terms as students adapt their learning styles to our work but evidence has shown that

once students have committed to their learning their progression rates are often higher. Ref Lambeth PRU Assessment Report.

- **In English and Maths, 40% of students will achieve 3 sublevels of progress in year one of their placement at the College, 50% in year 2 and 60% in year three.**



It is normal to expect one or two sublevels of progress over a year in mainstream schools, but our students' progress at KS3 may be limited. By expecting a progression level of 4 sublevels (8 points) in four terms is very challenging as many of our students are likely to have missed large parts of their education through absence.

- **No student will become NEET; 100% of students will access a positive pathway on leaving the school.**

It is central to the vision for the Ideas College that it supports all students to gain the skills, qualifications and confidence that they need to succeed in their lives both whilst at the school and after they leave it. To address this, the College will appoint a dedicated Progression Tutor. Our curriculum and pedagogy are chosen to achieve this goal, and our long-term transition programmes are designed to give the College every opportunity to monitor and work with every student if things go wrong once they have left the school. We are therefore confident that the school will support every learner to enter into further education, employment or training post-16.

2.5: Parental Liaison

We know from our previous programmes with this student cohort that many parents have been unwilling or unable to engage with their child's mainstream school, for a variety of reasons. Engaging parents in our students' education is, however, an extremely effective way to support students' learning and thus improve outcomes. At the Ideas College, we will ensure that parents are engaged in the life of the school in a positive way. Where necessary the school will put extra provision in place to ensure that this happens; for example, where parents are reluctant to engage with the school and attend events relating to their child's progress, the school will organise for an appropriate member of staff to make a home visit.













All parents will be invited to a formal parents' meeting three times per year to discuss their child's progress. This will be presented to them using accessible data dashboards, so that they are able to fully understand the discussion and take part meaningfully. Information will be given on academic progress against the student's targets, as well as behaviour and attendance information. The below example dashboard is based on that used at   (see F1), adapted for our curriculum:








PROGRESS REPORT KEY STAGE 4



This report shows you how well you have performed this half term using traffic light colours.

Name:	Year Group:
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KEY TO PROGRESS



ACADEMIC	BEHAVIOUR	ATTENDANCE	WELL-BEING
Grade (point score) is below expected progress 	Behaviour is below expected progress 	5% or more below expected target 	Low sense of well being 
Grade (point score) is at expected progress 	Behaviour is at expected progress 	Within 5% of expected target 	Mixed feelings 
Grade (point score) is above expected progress 	Behaviour is above expected progress 	Above target 	Strong sense of well being 

SUBJECT	TARGET GRADE (points) at End of Year	Working At Grade (points) October	Progress
English	C (40)	D (34)	
Maths	D (34)	E (28)	
ICT	D (34)	E (28)	
Media	C (40)	E (28)	
COPE	C (40)	C (42)	
Extended Project	C (40)	F (22)	
ASDAN	C (40)	D (34)	

Attendance	Progress	Well Being	Progress
Individual Target %	95%		
Actual	96%		

Behaviour

Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
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SUBJECT	EFFORT
PE	
Personal, Social, Health Education	

As well as these formal meetings, pastoral tutors will informally contact all parents on a weekly basis to discuss how that week has been for the student, and any issues which have arisen. Parents will also be sent a review of progress every six weeks in line with our reporting arrangements and invited to discuss them with the Personal Tutor. These formal and informal meetings will focus on the positive aspects of a student's life at school, not just the challenges and issues, and will therefore establish a positive relationship between the tutors and parents who can work together to support the student.

The new SEN Code will put parents and students at the centre of discussions about the support that will be offered, and the Ideas College will ensure that they are involved at every stage, from interview to regular contact with the pastoral tutor on a weekly basis through telephone conversations, texts and letters informing them of their child's progress. The key is full consultation with parents on all aspects of their child's education: appropriate uniform, school lunches, travel arrangements etc: they will be partners in the success of their child's education.

A parents' group will be established and encouraged to meet twice a term to discuss issues which have been raised by the parent body. Parents will also be encouraged to take part in College activities as volunteers where they are able to do so and thus take a greater part in the life of the school. An administrator will be available to support around the organisation of parental involvement and meetings.

The Ideas College will run ICT classes for parents that teach them how to access the Progress data system and check their child's progress in between communication with the

tutors. This will not only enable parents to become fully involved in their children's education, but will boost their own skills.

2.6: Reporting to commissioners

Commissioners will receive six weekly reports on students' progress and will be invited to the termly parents meetings to review each student's progress. The College will also invite Commissioners to carry out an external advisor review using the Ofsted criteria on an annual basis. Commissioner visits are now becoming a standard requirement and the Ideas College has been invited to discuss the process at Lewisham AP Forum, where we have become a member. We have also discussed this with Greenwich Education and Inclusion Service. See section E for more information about our engagement with commissioners.

3: Quality of Teaching

The entire initial staff of the Ideas College will be recruited either before the school opens or in its first year of opening. Staff members will as such be deeply involved in the establishment of the school and will be part of the decision making process during its development; there will be regular consultation with them during the staff meeting and clear communication through a weekly staff briefing. Staff members will therefore have an ownership over the school which will liberate them to make a real contribution both in and around their stated role. Because the school will reach capacity during its second year of opening, there is very little necessity to grow roles and shift responsibilities as more staff members are recruited, and therefore we will be in a position to recruit based on long term requirements from the first year.

Professional development will be a key to the success of the College. All staff members will be entitled to at least five days per year devoted to professional development, which will cover both whole-school training and individual development needs and focuses (see section G1).

The Principal will have overall responsibility for monitoring the quality of teaching and learning, with the Coordinators of subject areas responsible everyday line management and for achieving the targets set in their subject areas. Teaching will be formally monitored at least three times a year by the appropriate line manager using the Ofsted framework; alongside this peer monitoring will take place every half term. Additionally, external consultants either from the LAs or private companies will be invited to observe staff twice a year using the Ofsted framework. This has been discussed with Greenwich Education and Inclusion Service and offered as part of its quality assurance service. All teaching will therefore be formally observed three to four times per term, in addition to informal monitoring by the Subject Co-ordinators. The results of the teaching observations will be recorded internally using the Progresso system with a target of all lessons achieving an Ofsted Grade 2 or 1.

The results of the teaching observations will also inform the performance management system and in turn inform the whole school development targets and professional development needs for individual staff and for the whole school including Governors. Governors will formally monitor the data produced 3 times a year in order that they can hold the school's leadership team to account.

4: Behaviour

On joining the school, students will be introduced to our code of conduct, which will provide very clear guidelines for positive behaviour. Parents will also be made aware of this code, so that they are aware of the school's expectations and better able to support their child to meet these.

Every student will have individual behaviour targets set on entry and incorporated into their PLP (see section D1). The baseline will be determined by analysis of their previous record and using behaviour analysis models such as the Somerset behaviour programme and Lambeth PRU Coping in School Scale Assessment for Behaviour. They will be based on the core values of:

Respect: students will be expected to show respect for themselves, others and their environment.

Excellence: The highest standards of effort and attainment will be expected in all their studies.

Determination: Students will be expected to show determination to achieve their goals.

Courage: Students will be encouraged to take risks and have confidence in their own ability to succeed.

Equality and Responsibility: Understanding the needs of each other within the College and the group, themselves and society.

The student's targets will be reviewed daily in their pastoral tutor time using the Advanced Learning Progresso system and will form the basis of their support with the Learning Mentors and Kids Company. There will be a rewards system, based on points, for achieving behaviour targets. The behaviour targets themselves will be individualised, based on the following characteristics:

Self-management of Behaviour e.g. will accept discipline without argument; does not use inappropriate language, etc.

Self and Others e.g. will work in a group situation; will accept teacher time can be shared, etc.

Self Organisation e.g. will accept responsibility for their actions without denial.

Attitude e.g. is courteous and shows a positive attitude to staff.

Achievement e.g. makes progress towards their targets in lessons.

Community responsibility e.g. will accept responsibility for achievement of their peers within the College or tutor group.

The rewards will be based on a point score of 100 which all students are given with the aim of achieving a minimum of 5 points a day based on their own behaviour/achievement targets. Rewards will be set at key milestones of 150 points, 200 points, etc. Points will be deducted for behaviour which does not meet our high standards. Points will be awarded every lesson to students working at expected and above expected progress to emphasise attainment. Parents, students and staff will be asked for their views on the rewards and sanctions policy through questionnaires to gauge the effectiveness of the Policy, and it will be revised accordingly as the school becomes established.

When difficult behaviours do present, the student(s) in question will not be sent home, but the behaviours managed in College. Support staff and Kids Company mentors will operate a time out system which provides students with the opportunity to remove themselves from the challenging situation and modify their behaviour, before getting back to learning.

All students will have a Pastoral Tutor, with whom they will form a meaningful relationship. Students will be able to access Kid's Company staff, who will be based on site, and where necessary will be supported to access CAMHS and Invidio.

5: Attendance

5.1: Ensuring good attendance

Many of the students attending AP's/PRU's have a history of poor attendance as shown by the evidence in Section C. On arrival at the Ideas College we expect our students to achieve 95% attendance but it is not realistic to assume that these patterns of behaviour will change rapidly. Our targets (below) are achievable, because we will:

- Identify the barriers to attendance by Learning mentors working with the student and parent/carer
- Devise an appropriate action plan for the student to improve their attendance in small stages eg arriving to school on time, attending school for whole days
- Learning mentor monitoring the attendance plan weekly with the parent/carer
- Texting/first day absence calling to parent and student
- Rewards for success eg points score improvement

If unauthorised absence occurs following the first day, the College will conduct a home visit. If the absence continues the appropriate Agencies EWS/Social care will become involved after 5 days.

However, students attend school when they are achieving and enjoying attending, and we believe that giving our students a fresh start with an exciting creative curriculum will inspire them. Students often show a determination to succeed and attend during the first two/three weeks of a new placement but learnt behaviours around poor attendance can return. It is

important that the staff have presented the student and the carer with an attendance plan and target before they start at the College.

Student travel to and from the College will be a challenge with a potential catchment area of 37m², across seven boroughs. This has been raised as an issue in the discussions with Headteachers. The lack of mobility is a social and economic issue for the students that will attend. We believe that failure to deal with this would reinforce their parochial outlook, and Headteachers have accepted this proposition. Within the referral and admissions stage the travel practicalities will be assessed for each student. New transport links North and South, East and West have improved drastically with the Docklands light railway, Overground and Jubilee Line extensions. Travel times of up to 1 hour will be considered acceptable. This will bring approximately 75% of the seven boroughs into the reach of our preferred locations.

Depending on the needs of the students, most will be expected to travel to the college on their own; a suitable travel plan will be discussed with them at their interview. If necessary, where parents/carers cannot accompany their child, the College will offer assistance for at least three journeys. It is expected that this will not be the norm as the proposed College site has easy access for public transport. It will be a factor that is discussed at interview with the student and parent.

5.2: Targets

All students will understand our aspiration for the national requirement of 95% attendance. The evidence (DfE datasets) shows that more than a third of students attending AP have attendance of well below this standard. Individual attendance targets will be set for each student, based on the following:

- Where the student's previous year's attendance was below 80%, the target will be set at 10% to 15 % higher. Attendance below 80% will not be acceptable unless there is a serious medical issue.
- Where the previous year's attendance was 80%-84%, the target will be set at 6%-10% higher.
- Where the previous attendance was between 85%-94%, the target will be set at 10% higher.

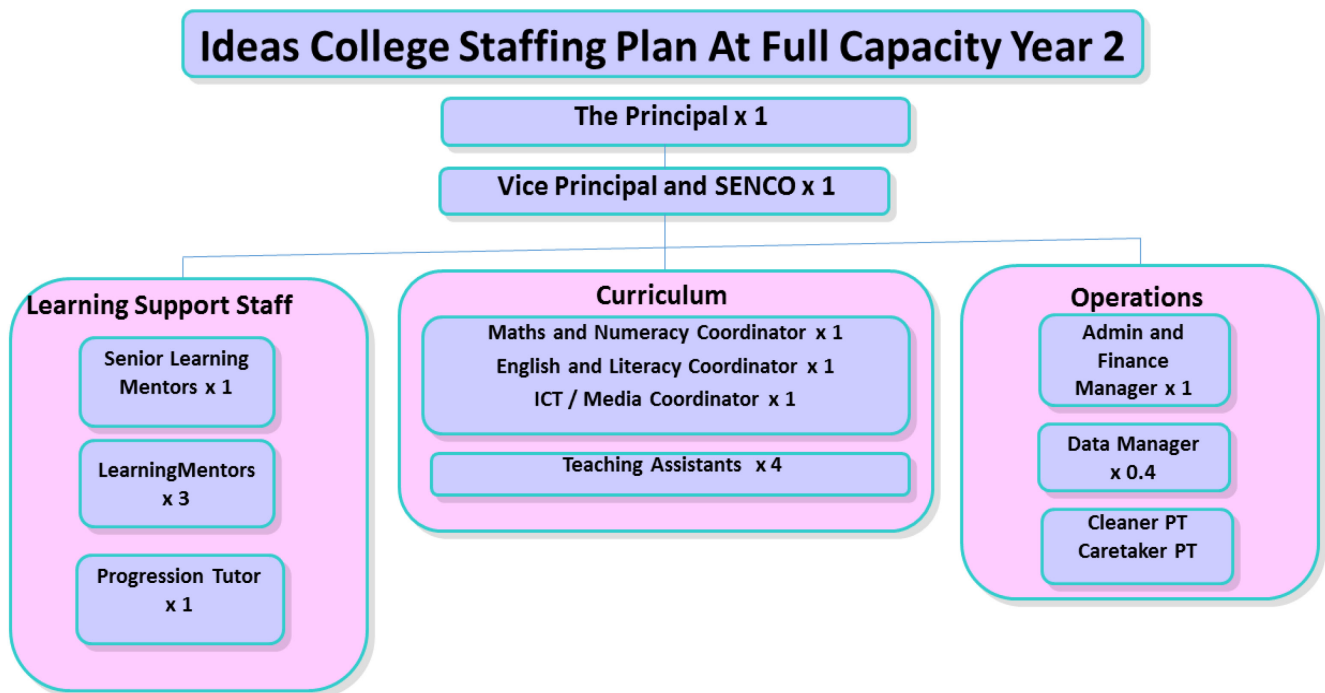
In setting individual targets the pastoral Tutor will be able to show discretion in setting a target that does not de-motivate the student but allows realistic and achievable goals.

Section D3

1: Overview

Because the Ideas College will reach capacity in its second year of opening, there will not be a gradual process of staff recruitment; rather, all members of staff will be recruited

either before the school opens or in its first year of opening. The school's staffing structure will be established as show in the diagram below:



This structure is designed to allow effective management and support of all members of staff, both teaching and non-teaching, as well as the good functioning of the entire school.

2: Build-up of Staff

In the first year the staffing will consist of:

- a Principal
- a SENCO/ Vice-Principal
- three FT coordinators, one for each of English, Maths and Media/ICT with a 0.6 FTE timetable. These members of staff will all be fully qualified teachers, with some experience of the primary phase if possible – this will allow for experience of different learning styles and a wider range of differentiation.
- A Progression Tutor for 0.5FT
- two FT Learning Mentors
- two FT Graduate Teaching Assistants
- An FT Administration and Finance Manager
- A Data Manager 0.2FTE.

In the second year, the staffing will be as above, plus:

- the Media/ICT coordination increased to FTE
- two further Learning Mentors
- two further graduate Teaching Assistants.
- the Progression Tutor increased to a FT post

- the Data Manager increased to 0.4FTE

This plan for staff build up will enable us to deliver the full planned curriculum from the first year of opening.

Staffing Model.

The subjects have the following allocation of 45 minute teaching periods:

Subject	Periods
IGCSE English/Double or Functional Skills	6
GCSE Maths /Functional Skills	6
Learning to Learn programme	3
GCSE Media Single/Double	4
Work Placement	4
GCSE ICT Single/Double	4
ASDAN CoPe	3
PE	3
PSHCE + Individual guidance	2
Total	35 periods x 2 classes = 70 periods

The catch up time after school 8 periods = 78 teaching periods

Staff Allocation	Core	Additional
Coordinator for English	12	8 L to Learn. Asdan CoPE PE PSHCE Can teach max 12 periods 2 classes x 6 periods each

Coordinator for Maths

The same as English	12	8 As above
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Coordinator of Media/ICT (0.6)	16	Can teach max 16 periods 4 Classes, 4 periods each.
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Principal	5	
SENCO	15	
TOTAL	76 periods	

The nominal loadings out of a 35 period week Main scale 31 Coordinator 28.

The calculations indicate that the teaching timetable can be covered by the staff with the use of the Teaching Assistants and Learning Mentors as they will be working alongside the teachers with the two groups of 12 students. This will give a teaching ratio of 4:1. There is also spare capacity for Maths and English teachers in the first year but this will decrease with the next intake of 24 students. The flexibility of this staffing model allows for the teacher to work with the groups subdividing the work load of the two support staff as

necessary. It also allows for the student to have 1-1 if appropriate. In the second year with a teaching requirement of 140 periods (12 less because it will be the expectation that the support staff will now be able to supervise the catch up classes) there is a shortfall of 36 periods of teaching.

The Principal's and the SENCO's teaching commitments will remain the same (5 and 15 hours respectively) but the subject leaders' teaching will increase to 28 periods a week providing, 104 periods in total. The 36 periods will be taught by approved part time subject tutors reporting directly to the subject leaders. It is essential that these staff members are qualified in their subject areas but our flexibility allows for team teaching in the first instance to ensure that our practice is consistent.

Year 9 placements can be either be integrated within a group for some of their learning e.g. Learning to Learn but taught separately for Maths and English. It will depend on their initial assessments as to which groups they will be allocated.

4: Roles and Responsibilities

4.1: The Principal

The role of the Principal is to ensure that the College provides an outstanding education for all students. They will lead the College and its staff in order to achieve extremely high standards of teaching and learning, behaviour and attainment by coordinating the vision, ethos and strategy. See section F4 for more detail on their role and responsibilities.

4.2: The SENCo/Vice principal

The SENCO will lead and develop the work of all the staff in line with the SEN Policy for the College sharing the vision of providing an outstanding education for all students. They will develop strategies and co-ordinate the work of other staff to accelerate the rates of progress so that all students are on track to achieve or exceed their expected targets and rates of progression. They will be the lead SEN teacher within the College and will inspire and motivate teaching staff by providing specialist guidance and support, both formal and informal. They will lead the team of support staff both teaching assistants and Learning Mentors in delivering the required specialist support for our students. As the first point of contact with the parents, students and external agencies they will have a thorough knowledge of SEN practice, policy and procedures. They will have responsibility for:

- Referrals and admissions to the college alongside the Principal
- To initiate and carry out any assessments
- To lead and manage the arrangements for all current statemented and in the future EHCP students including reviews.
- To prepare referrals and liaise with other Agencies
- To manage special arrangements for internal curriculum assessments, mock examinations and external examinations

- To monitor and analyse relevant SEN and whole school data to ensure that teaching and learning is effective
- To manage individual programmes for students and agree key workers ensuring that all students including those with special or additional needs are well supported and have access to the curriculum
- Ability to teach either English or Maths

The SENCO will also be appointed as the Vice Principal. They will be expected to deputise for the Principal in their absence but the specific role responsibilities will be defined once the Principal has been appointed. It will enable the two appointments to complement each other's skills and experience.

4.3: Subject Co-ordinators

Subject Coordinators will be experienced specialist and qualified teachers in their field of expertise: English, Maths, and Media/ICT. They will provide professional skills and judgement in leading, managing and developing their curriculum area demonstrating the impact on the educational progress of the students. They will systematically monitor, review and evaluate data, policy and practice culminating in a Departmental Self-evaluation which will contribute to the College Development Plan.

4.4: Learning Mentors

Learning mentors will be responsible for supporting students with behavioural, emotional, social and emotional issues either through direct counselling/group work or supporting the subject teachers in the classroom. They will liaise closely with all staff in the management of the students but will have specific responsibility for allocated students where they will be the contact point for parents. They will be given responsibility for maximum 4/5 students because of their specific behavioural/ emotional needs.

4.5: Pastoral Tutors

All teaching staff will be Pastoral tutors, and some of the support staff depending on experience will also have designated responsibility for a maximum of four students who will be their responsibility for reviewing their progress on a weekly basis. They will be the first point of contact for parents and will contact them by phone for a weekly review of positive progress. They will also be responsible for the attendance and punctuality of their registration group.

4.6: The Progression Tutor

The Progression Tutor will work with all students to determine their future pathways through the work placement, developing and implementing an employability skills programme and ensuring a secure placement either college/apprenticeship on leaving the Ideas College. The Progression Tutor will not have a teaching timetable but will be available to work with all students. On 0.5 post during the first year they will be responsible

for setting up a Choices programme for students for a variety of progression routes including, taster days, visits to colleges/sixth forms, work placements, conferences etc

Section D4

1: Our Student Demographic

Any student between the ages of 13-16 referred to the Ideas College will be considered for enrolment, through the process outlined in section D1. The Ideas College will not reject a pupil on the basis of previous reports, academic ability or behaviour unless there is clear evidence that the school does not have the capability to respond to the needs of the pupil or where the pupil might present an unacceptable level of risk to staff and other pupils.

Building on past experience, we would anticipate that, in any intake: around 75% will be excluded, persistent non-attenders or school refusers and therefore may have been out of education for a considerable period; 50% will have statements for SEN and may have been receiving support for their Special Needs; 25% will be Looked After Children.

Additionally, many of our students are likely to come from deprived backgrounds. Three of our target boroughs are amongst the most deprived in the UK, as defined by the index of deprivation (Department of Community and Local Government 2010). In Tower Hamlets, ranked third, 52% of children live in poverty. We believe that by targeting these local authorities, the Ideas College will provide a much needed and valuable service that will attract and benefit a significant number of young people fitting our target student profile.

The expected intake will fit one or more of the following categories or pupil profiles and demand a particular response:

Pupil Profile	Potential for enrolment	Intervention
Excluded from school or at serious risk of exclusion	Will be accepted if there is evidence that the creative programme will inspire and motivate and they commit via contract to the programme	Identification of problem and responses in personal learning plan (PLP). Monitoring, motivation, education stimulation, mentoring, peer support
Difficult behaviour/disruptive in class	As above with psychological assessment and planned intervention written into PLP	Monitoring to PLP directive. Mentoring and peer support. Time out and incentives / penalties
Special educational needs	Would need SEN analysis and testing. Will be accepted if it is felt that the College with partners can offer an effective response, proper support and resources. Interventions in PLP	Provide targeted support or interventions to address the need and in response to PLP. Particular awareness to develop positive relationships within the College

History of non-attendance at school	A robust attendance plan. Commitments from parents / carers and community support.	Strict monitoring of attendance plan with incentives and penalties. Participation in setting learning plan
Statemented	The ability of the teaching staff to respond to the needs in the statement	Particular to the statement with interventions as provided within the other profiles presented here
Low educational achievement	No barrier to enrolment	A curriculum response based on KS2/3 attainment or testing
English as their second language	No barrier to enrolment	Assessment of language support need and potentially additional tuition or enrolment in outside courses
Medical problems that affect their education	Medical needs assessment. Enrolment on the basis of the ability of the school to respond to the medical needs of the pupil.	Health monitoring. Medicines and therapy monitoring and maintenance
Physical disabilities	As 8 above	Potential physical aids. Monitoring to ensure inclusion
Emotional or mental health problems	As 8 and 3 above	Monitoring and additional support of Kids Company/SENCO and potentially outside interventions (eg.CAMHS)
Vulnerable, bullied or autistic	No barrier to enrolment	As above (10) with peer support / buddying
Looked after children or under the jurisdiction of the family courts	No barrier to enrolment	Additional support and external agency liaison
Young parents	No barrier to enrolment as long as they are able to commit to attendance	Ensure support for housing, benefits and child minding and early parenthood support and tuition
Young carers	As above	Ensure support for housing, respite and benefits and that

		there is full support for the person(s) they are caring for.
Criminal conviction or engaging in offending behaviours	No barrier to enrolment	Additional support and external agency liaison. Close supervision
Drugs / alcohol use	No Barrier but use of alcohol or drugs within the school or vicinity will not be tolerated.	Support from external substance abuse agencies. Strict monitoring for use, dealing and influence on other pupils
Disadvantaged/challenging family backgrounds	No barrier to enrolment	Analysis of domestic situation. Ensure adequate interventions and liaison with external services

In addition to the above, the pupils referred might have had long periods out of school, been educated in another country and or newly arrived in the country. Behind the raw categories in the table above will be personal histories and present situations that do not fit into any clear cut standard or policy response. The SENCO and Pastoral Tutors will view the whole person and take full account of the situation outside the College. They will ensure the College is a place of safety where the young person can trust that they will be believed, supported and cared for: it will be a place of stability in a potentially chaotic personal situation.

The Ideas College will involve all referred pupils in the referral and admissions process. Where possible all parents and carers will also be involved. Full referral information will be requested and tested, and the Ideas College admissions procedure will include observation and interview of the young person. Only in 34%-38% of cases nationally are the pupils and parents involved in arranging AP placement (NEFR 2013) – we believe this involvement is vital to ensure that the placement is sustainable for both the school and the student. See section D1 for more information on this process.

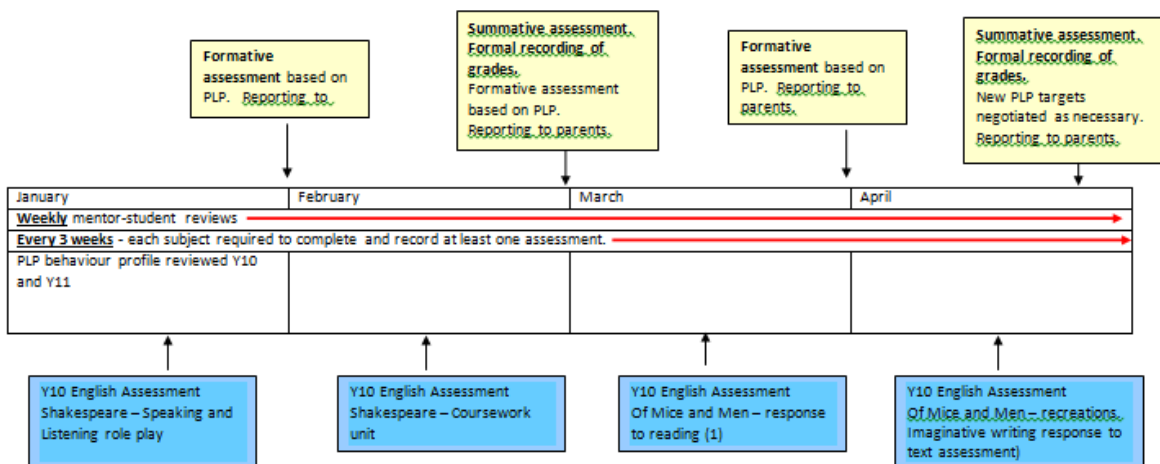
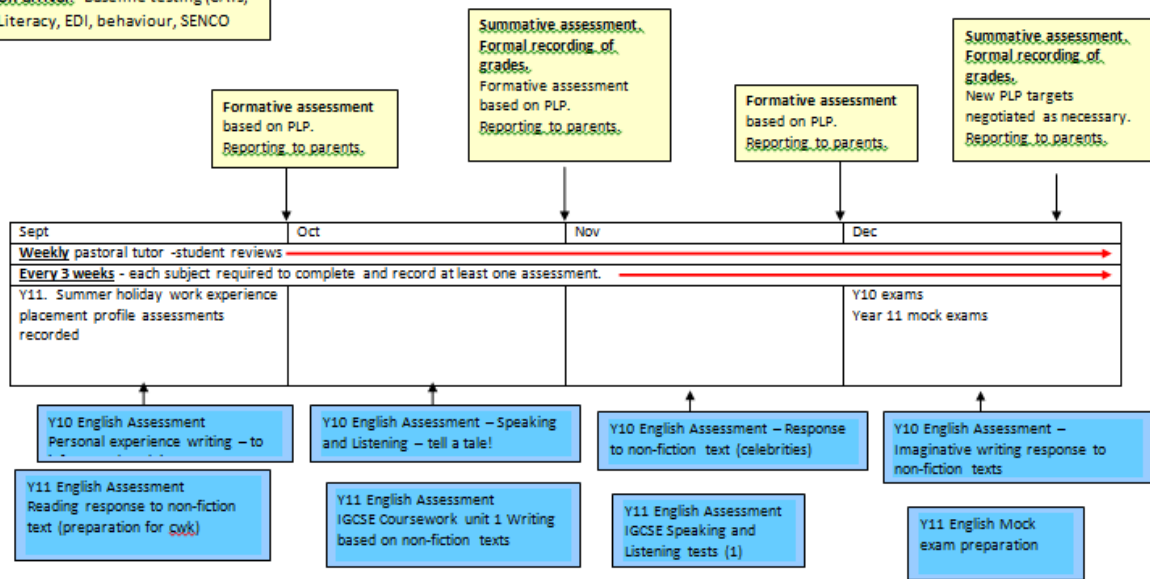
2: Meeting Student Needs

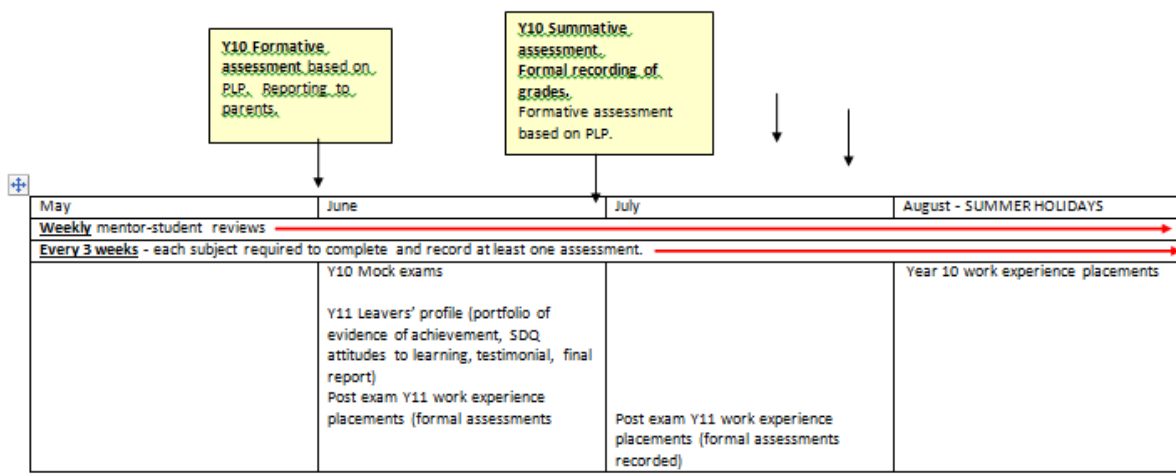
2.1: Assessing needs

The diagram below shows the Annual Assessment Cycle but also illustrates the assessment subject profile required by the subject leaders. English is given as an example but all subject areas will be expected to develop a similar plan.

ANNUAL ASSESSMENT CALENDAR (ENGLISH subject - examples are for illustration only)

On arrival. Baseline testing (CATs, Literacy, EDI), behaviour, SENCO





Our process for baseline assessment and on-going updating of each student's needs profile can be found in sections D1 and D2.

On assessment the SENCO, Pastoral Tutors or Learning Mentor with the most appropriate skills to support individual will be allocated to the student. They will work on a one-to-one, needs-led basis with the pupil and/or recruit other staff or external service providers with a proven track record of dealing with the pupil's barriers to learning. We will at all times take account of the SEN Code of Practice and fully comply with the Equality Act (2010).

2.2: Meeting needs in school

The approaches, devices and services that will support these students and meet their individual needs include:

The learning environment:

An adult learning environment with a different feel and atmosphere to school can make a significant difference to the way students approach learning. At the Ideas College, students will be expected to behave in a professional manner, reinforced by the older students and through working with professionals. Evidence that this is effective comes from the pilot projects and other programmes where pupils, aged 13 -16 with behavioural and learning difficulties, have undertaken work experience on university premises and in the offices of large creative businesses. Here they have performed with decorum and with an understanding of the expectations of professional conduct.

High quality staff:

Full time staff qualified and experienced in dealing sensitively and professionally with personal problems and behavioural difficulties, will be recruited and available to students. These staff will be concerned primarily with the pastoral welfare of the students. They will support the young people in a person centred manner, so enabling them to deal with external situations such as domestic issues, parental or carer relationships, medical, court or other official problems or interventions.

Integrated therapeutic support:

Therapeutic support will be provided through our partnership with Kids Company, and through CAMHS, Music Therapy Service and Counselling. Advice and support for

approaches to students with SEN will also be available through the LA.

Additional or alternative therapeutic provision will be available through Individio's Blueprint for Change. This project provides qualified NHS emotional and psychological assessment within a media context. This was used informally within one of the Graft & Glamour pilot projects to good effect. It allowed students quickly to share experiences and emotional responses in a positive way. This use of different media activities and platforms promoted objective viewpoints that were more effective than those traditionally used in art therapy.

Mentoring programmes:

Mentors and student mentors will provide a different dimension to the adult and professional interactions experienced by the students. It has been observed within the Graft & Glamour projects, and in the Ideas Foundation practice of bringing in external facilitators and mentors from a non-teaching background, that behaviour and learning attitudes can be positively affected. Mentors, external industry tutors and student mentors are offered training and are provided with a briefing and Mentors Handbook before meeting students. They are also DBS checked and informally vetted for suitability before being allowed to work with students. The industry mentor will be a key component of the vocational, work related learning and work placement curriculum element for each student. The mentor will be assigned to the student and will support the student into his/her agency or company. Their induction and training will include and introduction to the vocational programme, including the progression from research to work placement and the integration of the level 1 or 2 Foundation or Higher Project.

Partnership working:

The Ideas Foundation has a strong network of third sector agencies with skills and interventions that can be accessed. Its links with providers such as, the Pace Centre, Local Solution and practitioners trained by the Centre for Global Ethics, will provide access to a range of advice, experience and services.

Access to external agencies and support will be available through existing statutory and third sector provision in the area. This will include provision as laid out in any statement of Special Educational Needs or Personal Learning Plan. Youth support services are available locally from The Point, which offers advice on housing and services for sexual health drugs and alcohol. Similar additional services located outside Greenwich will be identified and signposted to students in the vicinity of their own home.

Personalised learning:

Each student will have a Personal Learning Plan which will include a personal development plan. A formal pastoral tutorial will take place once a month or more regularly if required. The Pastoral tutor will carry out a joint appraisal with the student and record the agreed learning and targets. This plan will be further reviewed with the student and parent half-termly. The plan will be in line with statutory guidance as it relates to students with statements of SEN and will complement the annual review process. It will also complement the PEP process for Looked After Children.

All staff will be briefed on the learning abilities of individual students and any additional personal issues that need to be taken into consideration.

All teaching and learning will be delivered at a Level 2 learning stage but within this there will be an awareness of the individual student's abilities and expectation and support will be differentiated and provided as appropriate. For example, there may be provision within an SEN Statement for a student to have a number of hours of one-to-one teaching

assistant support when s/he may either be withdrawn for individual teaching or helped within the context of the class. This could include the provision of differentiated work, scaffolding, writing frames, literacy support etc. Within this framework, the teacher will monitor the individual's receptivity and understanding of each subject and this information will be fed into the pastoral tutorial and assessment process.

Ambitious targets:

The assessment process will benchmark and set targets for each student in each subject. Progress will be monitored and teaching will be differentiated to take into account the development, learning styles, learning environment and individual characteristics of each student. Expectations for each student will be high but realistic and regularly readjusted to make sure s/he is set challenges within their ability threshold. In this way the school will drive up standards and pursue its commitment to excellence.

Students will be able to access other mainstream courses in languages, and humanities through individual tutoring and online courses. Some logistical restrictions may apply in relation to timetable clashes with English and Maths as compulsory studies, but all efforts will be made to fulfil the aspirations of the students.

Targeted support:

It is possible to be flexible with our staffing model in providing this support either through individualised ICT learning programmes or in catch up time after school with support and teaching staff providing small group work or 1-1. This does not include the trained external mentors from our creative industry partnerships who are willing to work on a 1-1 basis.

Students that need additional support, including students with SEN or who have English as an additional language, will get this in a number of ways:

- Pastoral support from the Pastoral Tutor.
- Additional teaching support from teaching staff in sessions.
- Additional tutoring in English and Maths.
- Extra English provision for EAL students.
- Mentor and student mentor support for the Media, ICT and Vocational or Higher Project.
- Where appropriate, peer support from within the group. This is part of a policy of mutual assistance that will help students who might not always respond to the teacher or other staff members.

It is expected that some, if not most, students will present as gifted and talented in one way or another. This was apparent in the G&G pilot projects. Staff will be proactive in exploring the talents of the students and respond with a level of teaching that constantly challenges the abilities and talents of the student. Where a particular skill or talent is identified it will be nurtured. Opportunities both within the school and through the school's networks will be utilised to the full to support and develop the student's ability. Additional support will be available through our mentor networks.

The Ideas Foundation 'I Am Creative' on-line projects provide a stimulating range of industry sponsored projects that can be used to extend students' skills and talents.

Focus on wellbeing:

Student stress levels will be monitored to determine the effect of the pressures that will accompany the drive for excellence. There will be an awareness that, for some of these students, the process and concept of educational achievement will be will new, and even alien. In these cases, sensitivity to the way a student responds will be crucial and staff will

be expected to maintain an awareness of the effect of the programme on each student and the need to work within that individual's capabilities. All students are allocated 15 minutes a day to have a one to one session with either Kid's Company staff or their own Pastoral Tutor depending on the timetable arrangements and specific individual need. This is timetabled into the school day and is accounted for in the staffing.

It is likely that most students will face a degree of external challenge to their learning and personal development. These might be potentially severe personal or domestic situations that will take a high degree of intervention. Teaching staff will need to be aware of this and adjust their expectations and teaching style as appropriate. This could mean individual study or one to one work for a period of the day. The Pastoral Tutor will take a lead role, ensuring that the personal issues of students are not unduly exposed to staff members who are not directly involved in student welfare.

Robust policies:

Policies such as child protection, equal opportunities, health and safety, risk reduction and care policies and practice will be provided and developed with advice from St Ambrose Barlow RC High School to ensure proper procedures and safeguards are in place for working with vulnerable or challenging students. Ambrose St Barlow has wide experience of supporting challenging schools in the Manchester area. A number of these have very similar student intakes to an AP. It is also beneficial to maintain mainstream school contact not just for the curriculum development but other school policies. All staff will receive child protection and safeguarding training (D4.4).

Use of ICT and technology:

New technology disability aids will be used to support students with barriers to learning, participation, communications and hidden impairments. Technology will be used in line with national recommendations for fair assessment and dispensations. Disabled students, as defined in the Disability Discrimination Act 2005 and subsequent legislation, will be assessed on equal terms with other students but in all cases must demonstrate achievement and fulfilment of the assessment criteria for examination approved body and the DfE.

Digital technology is one of the key elements of the school's vision and curriculum offer. It will be used to enhance learning, as both an aid to learning and as a primary skill. This will ensure students are provided with up-to-date skills and knowledge with which they can access higher education and vocational opportunities available, including those available through the Ideas Foundation's partnerships. Teachers will use and students will be introduced to online learning resources such as Kano and Khan Academy, Moodle, Purdue and YouTube EDU. Each student will be furnished with a laptop computer, and our partnership with Ogilvy Digital Labs, Ravensbourne and Greenwich Digital will provide the school with mentors who are practitioners at the cutting edge of technology.

The Ideas Foundation and its partners work with young people, using creativity to explore the application of this technology as a teaching and learning accelerator and to inform applications in industry. During the past two years, Ideas Foundation 'scholars' have worked with companies such as IBM, Nokia, BT, Aviva, UNESCO health partnerships, Vodafone, 20th Century Fox and Barclaycard, either using new media and communications technology to solve problems or putting forward ideas for digital application and content. Our experience in building and utilising these partnerships will ensure that we are able to provide students at the College with an enriched learning experience linked to the real world of industry which will prepare them for transition post-16.

Family engagement

Engagement with the family or carer will begin from application or referral and continue for the time that the child is with the Ideas College and beyond where the College has any concerns about the student's transition and progression. At application stage, the SENCO and a Learning Mentor will assess the relationship between child and family, the home situation, and the capacity of the family or carer to support the placement. The views of the parents will be sought and considered during the referral and admissions process and a parent agreement will be drawn up to support the placement. Sensitivity will be used when developing a relationship with parents, remembering that the parent might be anxious, not happy with previous education histories, and/or have problems within the family that may impact on the referral. The development of the relationship during the admissions phase will be incorporated into the Personal Learning Plan.

The College will help the parents to support their child in a number of ways throughout the placement:

- The parent will be enlisted and expected to help their child attend punctually and consistently every day. Staff will explore ways of supporting parents to get students ready for school, addressing personal presentation and hygiene issues. Practical help with transport issues, early morning calls and development of robust routines will be used to help the parent.
- Parents will be helped to develop an understanding of the learning needs of their child, how to support the learning, reinforce goals and be actively involved with the student in the implementation of the PLP.
- Practical strategies like 'learning together', explanation of the curriculum and learning methods and sign-posting potential literacy and numeracy courses for the parent.
- Parents will be helped to deal with the emotional and behavioural needs of their child in one to one meetings, parent and student meetings, parent support groups and parent /student support groups in the College, referral to community services and therapeutic services from Kids Company.
- The economic, legal and social situation will be considered and the College will be alert to family situations that might exist or develop, for example debt and poverty, immigration issues and courts appearances and sentencing, all of which will be likely scenarios that can affect the student's learning and wellbeing. The hardship fund will provide financial support for clothing and transport (see G1)

Parents will receive twice termly progress reports from the College and be notified of any significant progress or problems immediately and be informed of any interventions, referrals or issues that arise. The pastoral tutors will be contacting parents on a weekly basis usually by phone to update them on their child's progress.

The primary responsibility will be towards the child. Child protection and safeguarding will be considered when involving parents.

Parents will be encouraged to be involved in the Governing Body and made aware of the nomination procedures and governing and policy documents. They will also be able to be

involved in other ways as part of the College community, in events and community interface and in other ways as appropriate to the individual, the College and students as detailed in section D2. The College will respond to parent's requests in relation to their child and the school, in line with operational and legal considerations.

3: Special Educational Needs

A new SEN Code of Practice will be introduced September 2014 which will place students at the centre of planning and make teachers more accountable for the progress of all students even those supported by specialist staff. As part of the performance management at the Ideas College, teachers will be judged on how well they teach students with SEN. Under the Code, SEN statements and Learning Difficulty Assessments (LDAs) will be replaced with education, health and care plans (EHC), upon which the College's provision for individual students will be based. School Action and School Action Plus intervention schemes have been removed and there will be a single school-based category for students who need extra specialist support but who do not have an EHC plan. The interventions and expected outcomes for students will be reviewed each term and reported to parents, including any student who does not have an EHC but receives specialist support.

The Ideas College has recognised the need to ensure that:

- All staff, not just the teachers, are aware of the student's PLP and where relevant EHC plan, and the targets within these are included as part of their performance management process
- There are excellent monitoring and review systems (see section D2).
- All staff members understand the use of the data, assessment and tracking systems.
- Data Review cycles for staff, students and Governors are an inherent part of the organisation of the school.
- Regular communication with parents, both informally and formally, is essential.
- Appropriate professional development, including SEN-specific CPD, is available for all staff.

3.1: Statutory duties

Provision for students with SEN is a matter for the whole college. The Governing Body, the Principal, and the SENCO will have specific responsibilities in line with the SEN Code of Practice. The Governing Body, alongside the Principal, determine the college's policy and approach to provision for SEN students; the statutory duties remain with the Governing Body.

3.2: Role of the SENCO

The SENCO, working closely with the Principal, will lead and develop the work of all the staff in the day to day management of the SEN Policy. They will develop strategies and coordinate the work of staff to accelerate the rates of progress so that students are on track to meet their targets and expected rates of progress by providing a coherent and

effective service to students with a range of needs. They will be responsible for the initial assessments on entry of all students using prior data from the home school and carrying out a range of tests EDI/build tests, behaviour and attitude analysis and reading tests. They will identify learning needs and how they are best met within the curriculum, staffing and funding available. They will ensure that the College meets its statutory duties for the SEN students but they will also provide a PLP for all students ensuring that a wide range of appropriate teaching and learning strategies is used in leading the specialist SEN programmes of study. They will line manage the support staff in delivering appropriate behaviour management strategies for all students.

4: Safeguarding

Some of our students are likely to have encountered many of the issues surrounding safeguarding such as neglect, physical, sexual or emotional abuse, mental health issues, medical conditions, domestic violence, parental misuse of drugs or alcohol, and homelessness. We recognise that safeguarding is not just about protecting our students from deliberate harm – safeguarding issues can also include bullying, racist abuse, harassment, discrimination, drug abuse, internet safety, and local issues such as gangs.

The Ideas College will provide a safe environment that allows the student to develop. We will safeguard all students, including the most vulnerable and disadvantaged, by:

- Providing a designated Child protection Officer who will receive training every two years. The Principal will be the Nominated Safeguarding Lead.
- Ensuring all staff members receive CP training every three years.
- Nominating a specific Governor to oversee Safeguarding.
- Developing a safeguarding Policy and sharing it with staff and parents.
- Ensuring the policy is fully implemented, monitored, reviewed and updated.
- Ensuring that Safe recruitment practices will be in place and procedures to deal with allegations against staff members.

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Key Stage 3	6	3		50%	2	4		200%
Key Stage 4	18	18		100%	22	22		100%
Totals								

Section E: Evidence of need – part 2

Section E1

1: The Need for New High Quality Alternative Provision in our Area

As demonstrated in section C1, the current provision fails to meet the level of need that exists, and also fails to achieve required qualification targets for the students who attend. The Ideas College will both meet an urgent need for more places within alternative provision, and provide a high quality alternative to existing provision for commissioners and young people.

Only one AP provider across seven SE and East London Boroughs in the sub-region managed to reach the 5 GCSE A*-C attainment level and none managed A*-C with Maths and English, as demonstrated in section C1. We have high aspirations around both achievement in the core subjects and achievement across a broader curriculum (see sections D1 and D2). The Ideas College is also unique in that it is the only AP locally offering our three strand curriculum which includes vocational and creative accreditation options.

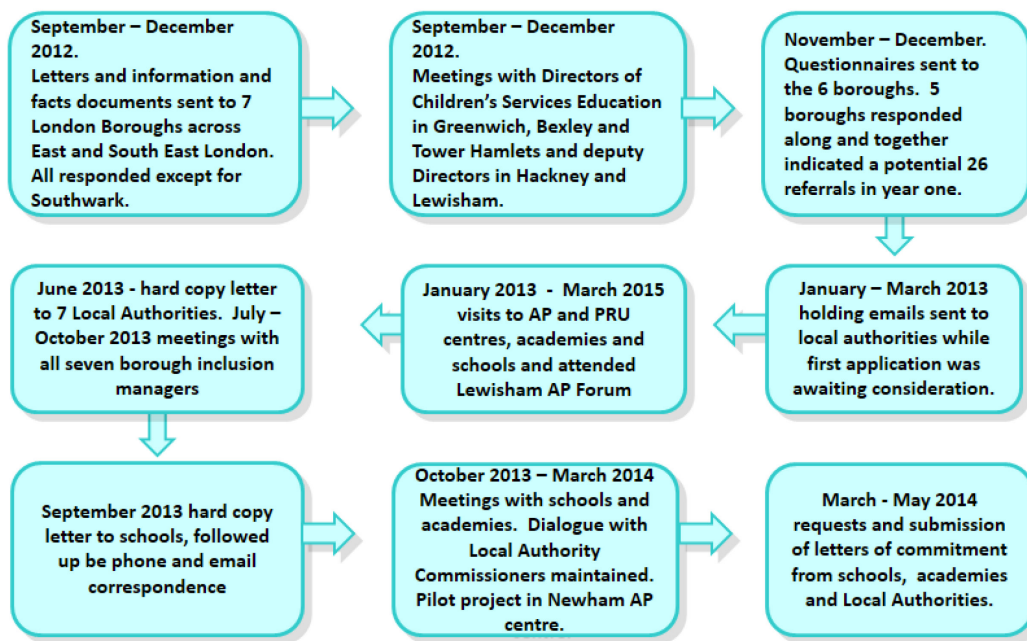
In the conversations with Commissioners (see below), quality was their main concern. Many expressed frustration that there was nowhere they felt confident to send their most vulnerable pupils where those students would both receive the support they need and be in an aspirational environment where they are able to access quality accreditation.

2: Consulting with Prospective Commissioners

2.1: Commissioners consultation timeline

We began to consult with our prospective commissioners in September 2012. The below diagram illustrates how our consultation process has developed to May 2014.

Ideas College Commissioners Consultation Timeline



2.2: First phase consultations

Consultation with Local Authority Commissioners began in September 2012 with hard copy letters sent to the Directors of Children and Young People’s Services in seven East and South East London Boroughs. As a result the development team had meetings with the directors in four boroughs and a deputy director in 2 of the boroughs. Initially they were all interested in the proposals. The next contact was a questionnaire which requested details of AP and PRU services in the borough; commissioning arrangements; the potential for commissioning full time places from the Ideas College; and how many places they would expect to commission on the basis of the services proposed and a top up fee of [REDACTED]. The questionnaire indicated that across the 5 boroughs the indicative number of full time places was 26, far higher than the 16 proposed as available in the first year.

An application was submitted to the DfE in January and was not successful. Changes were made in response to the written and verbal feedback from the DfE assessor and AP team leader. As a result, the top-up fee for a full time placement was raised to [REDACTED] and additional places were added. The changes to the first proposal were discussed with commissioners and advice taken. The feedback from DfE, responses, the rise in the top up fee and new proposals were also shared with the Lewisham AP forum and in Bexley with the New Horizons Federation. During this time the steering group were invited to visit AP providers in Hackney, Newham and Lewisham and Bexley.

2.3: Second phase consultations

Hard copy letters were sent out to all existing contacts in the six boroughs and to the Inclusion Manager in Southwark, informing them of the of the new application and the structural and pupil capacity changes proposed in line with DfE feedback. All responded and a second round of meetings was held with all LA Commissioners. The new proposals were presented and discussed. All Commissioners were supportive of the new plans and keen on quality of provision, the emphasis on English and Maths, and our progression plans. All were attracted to commitment to employ 5 qualified teachers; offer a range of GCSEs, focus on quality; cohesive vocational programme with mentors; work placements; the partnership with Kids Company and access to trained therapists. 17 returned letters of support (see below):

2.4: Results of Consultation and evidence of commissioner demand

2012/13 IDEAS COLLEGE CONSULTATIONS				Confirming Support Round 1			
Source	Name	Name of lead contact there	Meeting(s) Held	Verbal Promise of placements	Expected number of FTE placements per year		Letter of support / survey secured
Local authorities	Greenwich	[REDACTED]	2	yes	10		yes
	Hackney	[REDACTED]	2	yes	3		yes
	Tower Hamlets	[REDACTED]	1	yes	?		yes
	Bexley	[REDACTED]	1	yes	?		yes
	Newham	[REDACTED]	1	yes	5		yes
	Lewisham	[REDACTED]	2 + attended AP Forum	yes	?		yes
	Southwark	[REDACTED]	0				
Schools	Corelli College	[REDACTED]	3	yes	2		no
	New Horizons Federation	[REDACTED]	1	yes	2		yes

	St Matthews Academy	[REDACTED]	1	yes	4		yes
	New Regents College	[REDACTED]	1	yes	?		yes
					26		

2013/14 IDEAS COLLEGE CONSULTATIONS

Source	Name	Name of lead contact there	Meetings Held	Verbal Promise of placements	Expected number of FTE placements year 1	Expected number of FTE placements year 2	Letter of support secured
Local authorities	Greenwich	[REDACTED]	1	yes	n/a	n/a	yes
	Hackney	[REDACTED]	1	yes	n/a	n/a	yes
	Tower Hamlets	[REDACTED]	1	yes	n/a	n/a	no
	Bexley	[REDACTED]	2	yes	6	6	yes
	Newham	[REDACTED]	1	yes	5	5	yes
	Lewisham	[REDACTED]	2	yes	n/a	n/a	yes
	Southwark	[REDACTED]	1	yes	n/a	n/a	no
Schools and academies	Corelli College	[REDACTED]	4	yes	2	4	yes
	Education links	[REDACTED]	2 + 2 week observing	n/a	n/a	n/a	n/a
	New Horizons Federation	[REDACTED]	1	yes	2	2	yes
	St Matthews Academy	[REDACTED]	1	yes	2	2	yes
	Bacon's College	[REDACTED]	0	yes	n/a	n/a	awaited

Addey and Stanhope School	[REDACTED]	1	yes	n/a	n/a	Yes. Send direct to DfE
Askes Hatcham College	[REDACTED]	1	yes	n/a	n/a	Yes. Send direct to DfE
Plumstead Manor	[REDACTED]	1	yes	n/a	n/a	Yes send direct to DfE
Thomas Tallis	[REDACTED]	1	yes	n/a	n/a	yes
Woolwich Polytechnic	[REDACTED]	1	yes	n/a	n/a	awaited
Raine's Foundation School	[REDACTED]	phone conference	yes	n/a	n/a	yes
Central Foundation Girls' School	[REDACTED]	phone conference	yes	2	3	yes
Bow School	[REDACTED]	phone conference	yes	2	4	yes
Bethnal Green Technology College	[REDACTED]	1	yes	n/a	n/a	awaited
Haggerston School	[REDACTED]	phone conference	yes	?	?	yes
Our Lady's Convent High School	[REDACTED]	1	yes	?	?	yes
TOTALS				21	26	

Synopsis:

- 7 Local Authorities approached with meetings and regular communications.
- 57 schools approached with letters, emails and by phone. 24 responded positively, including Harris Academies. 5 rejected the proposals and 26 have not yet responded.
- Meetings with 12 schools/academies (presentation and meeting with Harris Academies Headteachers' group postponed now set for 23rd May).
- Letters of support: 17. Three sent directly to DfE.
- Letters of support awaited from 3 schools
- The steering group will continue to consult with schools, particularly those where the steering group has had no response to initial contact.

Apart from Bexley and Newham, most Local Authority representatives stated that they cannot indicate numbers of places they would commission in the second consultation. This was mainly in response to the changing relationships with schools becoming more

responsible for commissioning AP services, as recommended by the Charlie Taylor report (2011). Greenwich adopted this position in 2014, no longer booking block placements from providers as they have done traditionally. Previously, as indicated by their survey return, they had considered a block booking of 10 places a year from the Ideas College. In discussions this year the service commissioner agreed that the level of commissioning remained similar to previous years and confirmed that they remained enthusiastic about the provision proposed but were no longer able to confirm numbers.

Few schools were prepared to confirm the number of places they would commission. Most of the schools were reluctant to commit without budgets agreed or knowing the exact number of pupils they would want to refer.

2.5: Meeting our commissioners' needs

The consultations with schools, academies and local authorities reinforced the message that the quality of existing alternative provision is a concern, and a major reason for interest in the Ideas College. As a result of these consultations, changes were made to our original concept and curriculum. The emphasis on Maths and English in the curriculum was increased, the SENCo position developed, and the vocational offer made more robust (see section D1). We also decided to respond to the need for key stage three places – often due to the fact that many Year Nine pupils are starting GCSE courses - and lower our age range to admit Year Nine pupils. There was also a lot of interest in short term 6 week placements into an assessment and re-motivation programme, particularly for the Year Nine pupils, as an opportunity to prevent permanent exclusion. The College has responded by refining the structure of the tutor groups so that one becomes dedicated to assessment, motivation and reengagement for short term placements and entry and induction for full time students (see section D1).

3: Evidence of Commissioner Support

We have included copies of the letters of support received thus far from potential commissioners as appendices to this application.

4: Our promotional materials and correspondence

Below are copies of an information sheet and correspondence we have used to communicate with potential commissioners throughout the consultation process described above. These have been supplemented with meetings, phone calls and individual email exchanges to ensure that commissioners have a full understanding of the vision and plans. The Ideas College website and Twitter account were launched in February.

Two sample documents sent to potential commissioners and other stakeholders:

Dear

The Ideas Foundation Trust is planning to open the Ideas College Alternative Provision Free School serving East and South East London in September 2015. As part of our development plan and reporting to the DfE, we are required to make relationships with local authorities, schools and academies that will be able to commission services. As a result we would like to meet yourself and/or member(s) of your SLT responsible for inclusion and commissioning alternative provision.

Although there is adequate AP provision in the sub-region, there are few AP providers that have qualified subject teachers. The Ideas College will be staffed by qualified teachers supported by a team of teaching assistants, learning mentors and behaviour specialists from Kids Company, backed by Kids Company therapeutic services. The College has an emphasis on creative and digital new media and focus on Maths and English and the opportunity of at least 7 GCSEs including English and Maths.

In addition to its academic curriculum, the Ideas College will have a strong vocational programme, with creative and media industry mentors supporting work preparation and work placements within a wraparound Level 1 or 2 project framework. This will be part of a supported progression pathway involving University of the Arts London, Ravensbourne University, the School of Communication Arts, Creative Process (creative industry apprenticeships) and other digital and new media progression providers. Pupils will have a progression tutor and be monitored and supported up to the age of eighteen and to twenty one if they are progressing into the creative industries.

The Ideas College is committed to high quality outcomes for pupils that have not succeeded in mainstream education and are likely to have emotional and behavioural problems, linked to their domestic situation, mental health issues or other similar circumstances. We would like to work with local authorities, schools, academies and other parties to ensure that these young people are able to achieve educationally and progress into worthwhile employment and enjoy a rich social personal life.

We are hoping you will be able to meet with us soon to discuss how we can work with you to respond to your needs and the needs of your pupils.


Attached is a Key Facts document with basic information about the Ideas College. For more information visit the web site or write to us via my contact details above.

Thank you for your consideration and speedy response.

Yours faithfully



David Holloway OBE
Company Secretary
Ideas Foundation Trust



Jenny Wilkins
Director
Ideas Foundation Trust
Former Principal Skinners' Academy

A Digital Media Alternative Provision Free School

High quality Alternative Education Provision across East and Southeast London

Key features

- **Students:** 24 students rising to 48 by year 2. 13-16 years of age. Full time and negotiated block re-engagement placements.
- **Opening:** September 2015.
- **Charges:** £7,000 average local authority / school top up fee above DfE contracted payment. Block placement fees negotiable.
- **Location:** Greenwich / Lewisham / Southwark
- **Staff: full team** from year 2: Principal, 4 subject teachers, 4 assistant teachers, 4 Learning Mentors for care, attendance and behaviour management from Kids Company, 1 progressions / IAG tutor specialist tutor, 2 administrators. Industry mentors and student mentors from Ravensbourne and University of the Arts London (UAL).
- **Curriculum:** English GCSE single or double award, Maths GCSE, ITC GCSE, Media GCSE and ASDAN CoPE plus general studies, PHSEE and PE. A Foundation or Higher Project level 1-2 will support a weekly work experience programme. St Ambrose Barlow RC High School (99% A*-C GCSE results) are the curriculum advisory partner school.
- **Progression partners:** UAL and Ravensbourne for Pre-Foundation. Other routes will be local FE or Sixth Form Centre and apprenticeships via Creative Process companies.
- **Catchment area:** Bexley, Greenwich, Tower Hamlets, Hackney, Newham, Southwark and Lewisham
- **Referrals and commissioning:** LAs, via the Fair Access Panel where appropriate, schools, academies and PRU's. Students will apply and be interviewed in an activity setting to a criteria incorporating suitability, creative potential and commitment.
- **Governance:** The Foundation has established an independent company trust using the DfE standard Academies Memorandum and Articles, with members and a Board of Governors. Co-opted or observer representation by LAs would be welcome.
- **Partners:** Ideas Foundation, Ravensbourne, University of the Arts London, Kids Company, St Ambrose Barlow Teaching School and Ogilvy & Mather
- **Values:**
 - An expectation of high standards of personal presentation and commitment to full participation, good behaviour, attendance and learning.
 - Personalised learning: learning at the pace of students own development.
 - RSA Open Minds: innovation, subject knowledge, understanding and application.
 - Participation, person centred, inclusive but motivational and challenging.
- **Status of application:** The Ideas College application is supported by the New Schools Network Development Programme and will be submitted to DfE in May 2014

Section E2

n/a

Section E3

1: Managing Referrals

We have worked with our commissioners to identify the pattern of referrals which will work best for them and most effectively meet the needs of our students. The result of this work has been that we plan to admit the majority of students at the beginning of each academic year, and retain the majority of students for the rest of their time in statutory education before their post-16 transition. This will enable us to manage referrals in an organised way through an annual process (see section D1 and below). It will also ensure that the staff members involved have sufficient flexibility across the rest of the year to manage referrals outside the standard entry point as required. Because we anticipate that these will form a small minority of total referrals, they will be processed on an individual basis.

Whilst those students who are referred to short term placements will not remain at the school for the duration of their statutory education, their placements will be similarly planned, with an annual cycle of transition. Therefore, the same arrangements will apply as for our long-term students in terms of ensuring that we are able to effectively manage these referrals.

2: Attracting Appropriate Students

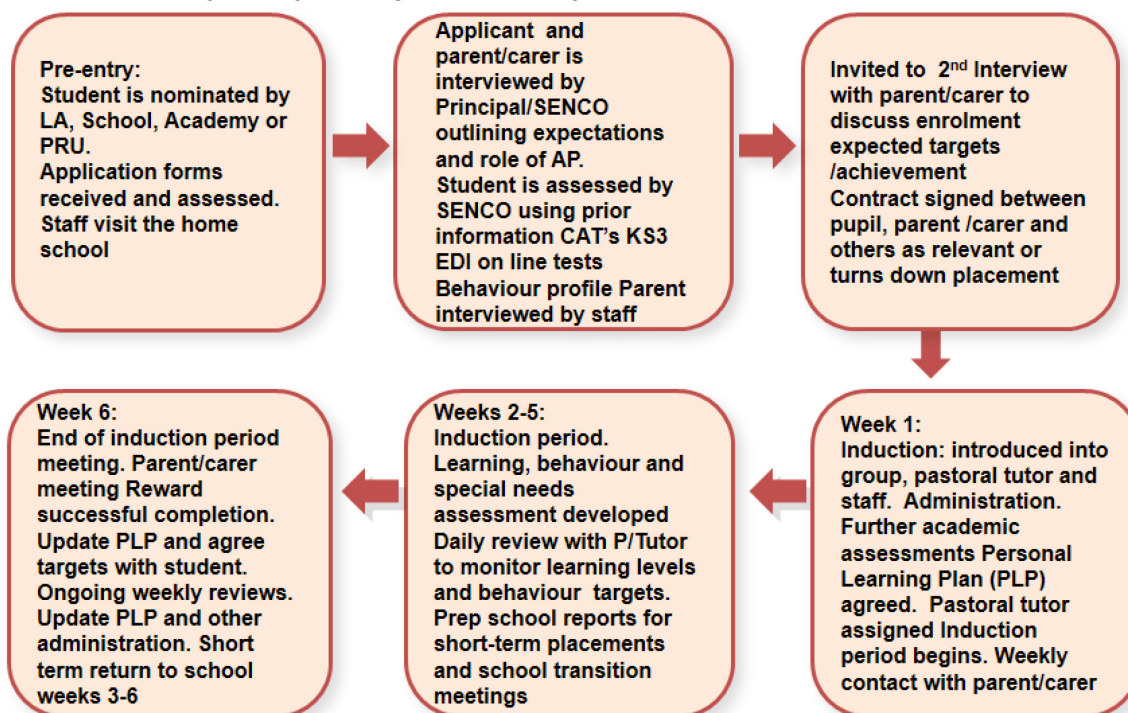
We will work closely with our commissioners to ensure that they have a full understanding of our vision, ethos, three-strand curriculum offer and therapeutic approach. This will enable them to make the most appropriate referrals to our provision and ensure that it is accessed by those students who will benefit most.

Our approach to admissions, and ensuring that the most appropriate of those students who are referred by the commissioning bodies are those who attend the Ideas College, can be found in section D1 in the sub-section on transition.

3: The Referral and Induction Process

Ideas College application and induction process:

← Expected pre-entry to admission period 2 weeks maximum →



The Ideas College will approach commissioners in January 2015 and begin to identify referrals in April 2015. Parents and prospective pupils will be invited to induction workshops in June and July 2015.

The referral process will take a maximum of two weeks and the induction process a further four weeks with special arrangements for part time placement referrals (see D1.8.1). The whole process will therefore be complete within six weeks of the initial referral being made to the College. The key staff members involved in both processes will be the student's Learning Mentor and the SENCO, who will both visit the student's current school, and the Principal, who will be involved in relevant stages of the admissions and induction processes.

Each completed referral will result in a formal agreement between the College and the referring body, based on appropriate service level agreements, which will include a schedule of responsibilities for transition, focusing on making available full information on the student, communications between parties, including the pupil and the parent/carer and any ongoing relationships with the school post referral. For short term pupil placements the SLA will be augmented with transitional arrangements for the return to school and the expectations, objectives and reporting arrangements of the placement.

The Principal and SENCO will be involved in the initial interview, setting out College expectations, and a description of the work of the College highlighting the unique three-strand curriculum. Where possible, current students will describe their work and

involvement at the College. Prospective students will be asked to bring any work with which they are pleased to discuss.

At the initial interview the SENCO will assess the student using prior data KS3 CAT's, reading scores etc, and carry out online EDI tests to establish a base line for Maths and English. Behaviour will also be assessed, and the 'Coping in School Scale Assessment' will be completed with the students. At the same time the parent will also be interviewed by the Principal, a Pastoral Tutor or a Learning mentor to ascertain particular needs/concerns about their child.

For the second interview, parent and student will be called back with the results of the assessments to discuss the expected levels of achievement, attendance and behaviour. Provisional targets will be set for the contract, to be reviewed during the induction period when a final PLP will be developed. If parent and student agree, the placement will begin with weekly feedback to the parent on progress by the assigned PT or LM. They will become the key point of contact.

During the first week all curriculum areas will prepare a work plan for the student managing their work load for success with one to one or small group work timetabled. During the following weeks, once the detailed PLP is available, other providers such as therapists will be made available in response to the needs laid out in the PLP. The Induction period will last six weeks, but parents will be called for a meeting with the LM/PT after three weeks for a short review. Finally there will be a celebration for successful completion of the induction and the PLP will be amended according to the progress which has been made against the initial targets.

4: Liaising with Parents and Commissioners

Detailed information about our plans for liaising with parents and commissioners during the referral and induction process can be found in section D1 in the sub-section on transition.

Detailed information about our plans for liaising with parents and commissioners once the student is established at the Ideas College can be found in the relevant subsections of section D2.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group	Where live	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
[REDACTED]	Y steering group Member / Trustee	[REDACTED]	[REDACTED]	[REDACTED]	14
[REDACTED]	Y steering group	[REDACTED]	[REDACTED]	[REDACTED]	17.5
[REDACTED]	N Steering Group	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	N Steering group	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	N Steering group	[REDACTED]	[REDACTED]	[REDACTED]	3.5
[REDACTED]	N Steering group	[REDACTED]	[REDACTED]	[REDACTED]	3.5
[REDACTED]	Y steering group Member /	[REDACTED]	[REDACTED]	[REDACTED]	2

	Trustee				
██████████	Y Steering Group Member / Trustee	██████████	██████████	██████████.	2
██████████	N Steering Group	██████████	██████████	██████████.	2

F1 (b) Skills gap in pre-opening

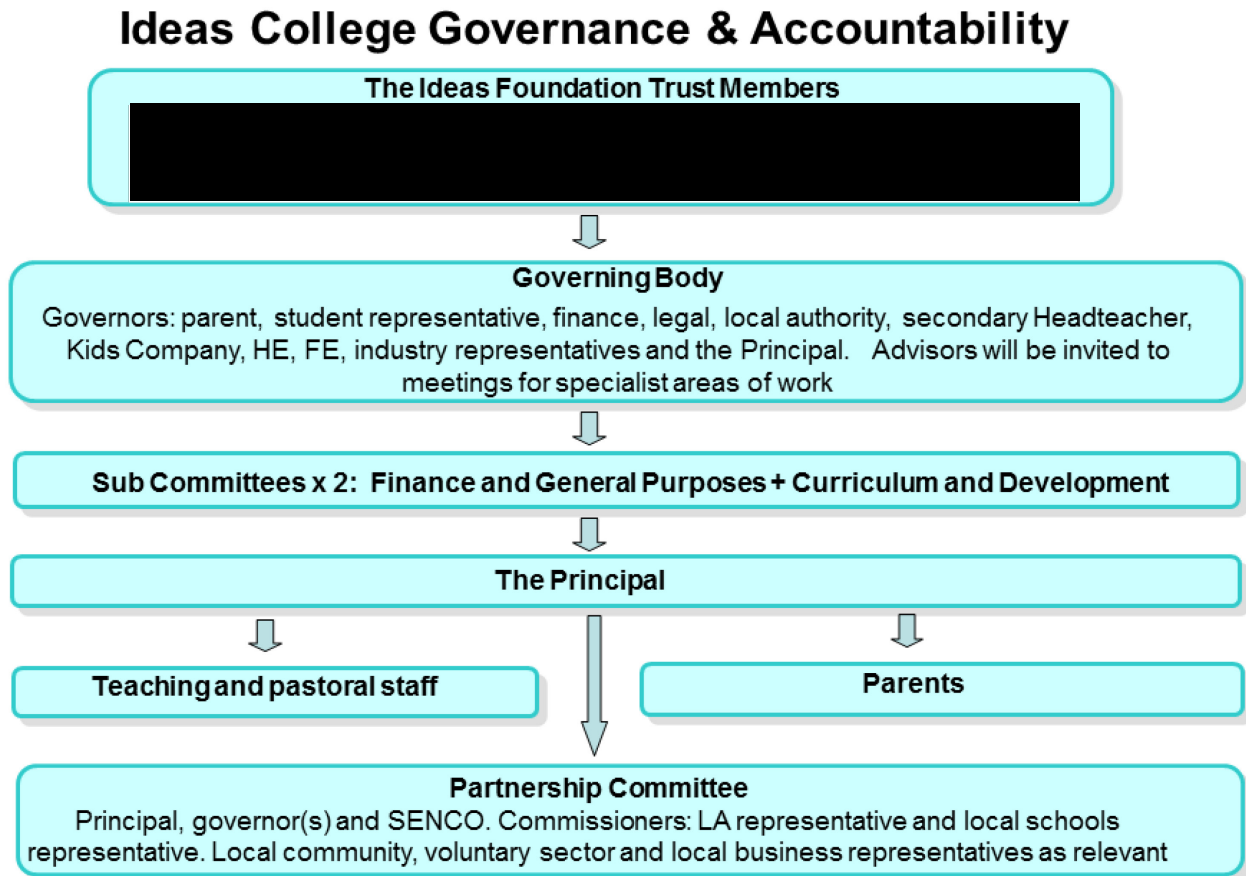
Skills/experience missing	How you plan to fill the gap
Financial expertise	The steering group has a wealth of financial expertise but no one with the specific skills of an academy bursar. Early in the development high level educational expertise was provided by ██████████, education department. The group would tender for this level of education finance expertise to provide advice and scrutiny on budgets and finance systems. An appointment will be made at the earliest possible instance.
Premises advisor	The ██████████ have experience in premises acquisition and management. However this is a crucial position and the steering group has been offered advice and help from ██████████. ██████████, are developers leading the mixed development of the adjacent sites: ██████████ 19 acres and ██████████ 3.5 acres. See section H for more information.
Marketing consultant	The Ideas College is an Associate of the Marketing Academy and will recruit through their networks and LinkedIn, which has been successful for the Ideas Foundation in the past. Currently the College has a volunteer senior marketing advisor working ½ day a week.
Legal Advisor	██████████

Section F2

1: Overview of Governance Structure

The Ideas Foundation Trust is a registered company limited by guarantee using the model Articles of Association for Free Schools recommended by the Department for Education. The Members will appoint the Governing Body who will then appoint the Principal. The Members will have the power to remove a Governor and dissolve the Board of Governors and reappoint a new Board of Governors.

The structure of the Trust's governance will be as shown in the diagram below:



2: Roles and Responsibilities

2.1: Members

The Ideas Trust Members will meet twice a year. One of the meetings will be an annual general meeting. The company secretary will call the meetings with adequate notice (minimum 14 days). The meeting will be chaired and quorate (minimum 2 voting members). Meetings will be minuted and agreed at the following meeting. The Members will ensure that the meetings and procedures comply with the Trust's Memorandum and Articles of Association.

The Trust Members will be responsible for the appointment and oversight of the Governing Body (who will be Directors of the Company). The Company Secretary will be an ex-officio member of the Trust. The Ideas Foundation Trust will be responsible for agreement of the annual budget, monitoring and scrutiny of the accounts and will agree and file the Annual Accounts and Annual Report with Companies House and the Department of Education (DfE) and Secretary of State at the end of each year.

The Trust Members will also be responsible for:

- ensuring the Trust acts in accordance with Charity Law, Companies House regulation and other laws relating to academy trust and schools governance and financial probity, including instances of conflict of interest within the Trust membership or Board of Governors;
- ensuring that the company is solvent with reserve funds and insurance cover adequate to address financial risks and obligations;
- adherence to the vision and ethos of the Free School and
- the appointment and constitution of the Governing Body and the correct processes, practice and procedure in the performance of its duties and obligations as the main management body of the Free School.

2.2: Governing Body

The Governing Body will be concerned with the overall management of the Ideas College and will support the Principal, who will be responsible for the day-to-day running of the school and all its functions. Reports to Governors will be prepared at least two weeks before the Governors meetings and include a termly financial and educational performance report. Reports also will cover the premises and environment; school culture and relationships; lessons and the curriculum; student well-being and safety; staffing, staff development and training; student progression, behaviour, attendance, punctuality, achievements, sanctions, enrichment activities and serious issues surrounding a student's well-being and relationships with external statutory agencies including reports on external relationships, commissioning and any legal concerns.

The Governing Body will meet between three times a year. Two sub committees will be established: Finance and General Purposes, covering finance and all non-curricular areas, and Curriculum Development, addressing all matters of the curriculum, pedagogy, teaching and learning. These will meet twice a term. The Principal will be a permanent member of each of these committees, supported by appropriate members of staff, other Board members and advisors.

The maximum number of sub committee members will be ten. Advisors will be invited to meetings as required to provide guidance on certain areas of work: Progression and transition –ELAM Digital Arts and Media for instance - or for specific therapies or disabilities Kids Company or Headway etc.

This structure for the Governing Body will be adopted to ensure that an appropriate range of skills is present including education expertise both mainstream and AP(2), Local Authority(1), Finance (1), Creative/Media Industry (1), Behavioural/Psychological expertise (1), Parents(1), student representative, Legal expertise(1,) Local Secondary Headteacher (1), Sixth Form College representative(1), Higher Education representative (1), to a total of 12 Governors including the Principal.

Governors will be able to invite external professionals with expertise in key areas of education, finance, business and behaviour on an ad-hoc basis as required. The Governing Body and the Principal will maintain the vision and ethos perspective as well as concentration on aims and objectives.

The sub committees will enable in depth work or scrutiny of key management and performance areas and provide reports and enable the Governing Body to make decisions based on proper analysis and evidence.

Prospective Governors will be able to attend meetings as observers and once nominated and accepted onto the Board will receive an induction pack containing DfE, Ideas Foundation Trust and Ideas College information on the function of the governing body and role of the governor. They will be subject to a DBS check, standard due diligence tests and a conflict of interest enquiry. They will be mentored as part of their induction by an existing Governor.

The Governing Body will receive a report from the Principal covering all the items listed below at least one week before the meeting of the Governing Body. The Governing Body will be responsible for:

- the employment and conduct of all staff;
- health and safety legislation, policies and practice for staff pupils and the general public, including risk assessment procedures, child protection, safeguarding, welfare, and premises and equipment maintenance;
- the delivery of the curriculum, the quality of teaching, pupil achievement and progression and achievement of good to outstanding in the school's OFSTED inspection reports;
- monitoring, tracking and recording pupil performance, quality of pupil learning plans with goals and targets;
- qualifications achievement;
- the moral, social, cultural and spiritual development of the pupils and how it meets the needs of all pupils with particular reference to vulnerable children, those with high level needs, statements, behaviour and emotional needs and difficult external situations (looked after children or offenders);
- monitoring and attainment of attendance targets;
- admissions policy and procedure;
- complaints policy and procedure;
- setting the annual budget. The Governors will receive a financial report and will scrutinise the accounts on a half termly basis. If the Governing Body have not met within the half term the Finance Sub Committee will receive the report and scrutinise the accounts, with recourse to the Governing Body if there is any concern about deficits and fraudulent use of funds, and

- financial policy; probity and performance, budget management, maintenance of financial systems and accounts reporting and administration, office and IT systems.

In the pre-opening phase the Governing Body will be responsible for further developing the areas above, particularly the curriculum. They will also be involved in staff recruitment, appointments and induction.

Partnership Committee will provide a Forum for commissioner representatives (meeting once a term) to discuss and review the work of the Ideas College. It will enable a clear communication network for the Principal to liaise with our providers on strategic issues, student progression rates, Admission procedures etc. It is important that the Principal maintains regular contact with main stream education and that our providers are aware of our provision. This Committee will not be a formal part of the Governing Body.

2.3: School leadership team

For detailed information on the roles and responsibilities of the school leadership team, including the Principal, see section D3.

3: Conflicts of Interest

Members of the Trust and directors on the Governing body will have to submit an application with full personal details, address and contact details, information on their professional status, employment and any directorships or other financial relationships which may have bearing on their appointment before that appointment is confirmed. Any conflict of interest notified or revealed will mean that the Governor must absent themselves from any discussion in which a potential conflict of interest may arise.

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise
██████████	London	██████████. ██████████	As above	██████████. ██████████
██████████	London	██████████. ██████████	As above	██████████.

██████████	London	██████████	As above	As above
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F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Parent Governor	Will be appointed once school is established. If no parent is suitable or applies for the post provision in the articles will be used to appoint a suitable person to fill this roll.
Local authority representation	Will be appointed once application is approved. LA representatives have been approached. Greenwich and Bexley are able to appoint individuals once the school has approval and the Governing body is established.
Legal expertise	A representative will be recruited through ██████████. The Ideas Foundation is a member of ██████████, which will recruit its legal profession members as representatives to Governing Bodies.
Financial Representative	The Company has an accountant that is a member but the Trust will be approaching other financial institutions that it has relationships with in order to provide a more independent expertise.
Creative industry representative	Company Member, ██████████, has nominated a member of her department who will be interviewed prior to appointment.
Headteacher from a local secondary school	The Ideas Foundation Trust steering group has met a number of Headteachers who have expressed interest in involvement with the Ideas College at a governance level.
HE representative	██████████ has been approached for this role. She has written a letter confirming involvement and is considering the position. The Ideas Foundation Trust has extensive HE relationships that provide an alternative.
FE representative	A number of the schools that the steering group have developed relationships have sixth form colleges. The pre-opening steering group will approach appropriate six form colleges for this post.

Section F4

1: Characteristics of the Principal

1.1: Overview

The role of the Principal is to ensure that the College provides an outstanding education for all students. They will provide professional leadership for the College and its staff in order to achieve extremely high standards of teaching and learning, behaviour and attainment, by coordinating the vision, ethos and strategy. The Principal's leadership of effective partnerships with our creative industries, the community and commissioners will

also be a key component of the success of the College. The Governing Body will provide an induction programme for the Principal to ensure their confidence and ability when working with our external partners.

We will appoint a Principal who will provide inspirational leadership. This will be clearly evidenced by their experience as a senior staff member in a management position. They will have a proven track record of successfully implementing change or initiating and developing new practice. This might be in a new school or academy, in mainstream or alternative provision or within an existing school where they have been instrumental in providing a significant improvement; perhaps taking a school out of special measures to become a 'good' or 'outstanding' school. They will also have an understanding of barriers to inclusion, ideally experience of inclusion strategies and implementation in a school or within a fair access panel or similar forum. If the candidate is from a mainstream educational background they will need to be able to demonstrate a high degree of understanding of alternative provision and the needs of the students that will be enrolled.

The Principal will have an understanding of the Ideas College values and ethos including the power of creativity to motivate and incentivise pupils. They will also have at least a basic understanding of the how the creative media and communications industry works, and will be interested in the arts and be ready to learn about the opportunities and progression routes. Induction will be provided by the Governing Body as appropriate.

They will be innovative and inspirational in their teaching and leadership, for both staff and students, and will be able to communicate and help realise the vision and ethos of the Ideas College. S/he will be open to new ideas and be able to recognise the different cultural values that operate within schools or local authorities, and for young people, minority ethnic groups and in the creative industries.

1.2: Person Specification

Assessment key:

Key skills and qualities of the candidate for the post of Principal		
	Essential	Desirable
Qualifications	Degree and teaching qualification.	Post-graduate qualification.
Educational, Training	Recent relevant in-service training and additional training in SEN and /or emotional behaviour disorder (EBD)	Professional qualifications in teaching and leadership

Relevant Experience	<ul style="list-style-type: none"> ▪ Curriculum and teaching staff management and experience at senior leadership team level. ▪ Successful teaching experience at a senior level including the teaching of subjects at Key Stage 4 and GCSEs. ▪ Experience and understanding of inclusion policy and practice and proven ability of face to face work with disaffected and challenging students, and those with SEN and EBD. ▪ Contribution to the work of a subject area, including involvement in course planning, development and evaluation. ▪ Experience in developing whole-school policies and strategies. 	<p>Ability to teach subject to Advanced Level.</p> <p>Experience of responsibility within a subject or other relevant area.</p> <p>Evidence of a contribution to wider educational issues.</p>
Knowledge, skills, abilities	<ul style="list-style-type: none"> ▪ Excellent classroom practitioner. ▪ Excellent oral and written communication skills. ▪ Ability to exercise control in the classroom and staffroom and encourage good behaviour. ▪ Knowledge of effective strategies to support challenging students to improve behaviour. ▪ Ability to work closely with parents and families of challenging students to best support those students to improve behaviour. ▪ Ability to work as part of a team. ▪ Ability to plan, organise, review and adapt. ▪ Knowledge and application of data and management systems and of SIMs type software. ▪ Excellent ICT skills ▪ Ability to lead INSET training. ▪ Ability to plan and deliver lessons at level 2 and 3. ▪ Ability to teach GCSE in either Maths or English. 	<p>Knowledge of VLE, new media applications.</p>
Leadership	<ul style="list-style-type: none"> ▪ Ability to lead learning and teaching across a multi - disciplinary team. ▪ Ability to motivate, support and inspire trust in others. ▪ Ability to confront and resolve problems diplomatically and without escalating a situation. ▪ Ability to innovate and manage change. 	<p>Understanding of employment law and practice relating to teachers.</p>

General teaching duties, skills and other qualities required	<ul style="list-style-type: none"> ▪ An understanding and commitment to a creative curriculum. ▪ Arts and/or media experience. ▪ A passionate commitment to develop the best in young people. ▪ Tact and diplomacy. ▪ Personal commitment to the Ideas College vision and ethos. ▪ High professional standards and code of conduct. ▪ A commitment to staff training and CPD. ▪ Willingness to be engaged in partnerships. ▪ A positive approach to challenges, one which seeks solutions to problems and addresses difficulties with cheerfulness and good humour. ▪ Flexibility and a willingness to be involved in change. ▪ A willingness to work flexibly, outside the usual hour of work. 	
Safeguarding	<ul style="list-style-type: none"> ▪ Consent to apply for an enhanced disclosure CRB check. ▪ A thorough understanding of safeguarding, child protection and health and safety policy and practice. ▪ Commitment to safeguarding and promoting the welfare of young people. 	

2: The Role of the Principal

2.1: The role once the school is established

The role of the Principal can be described through four key areas of responsibility:

Shaping the Future:

They will ensure that the vision for the college is clearly articulated, shared and understood and acted upon effectively by all. By working with the school community they will translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. This will be articulated into a College Development Plan that will form an integral part of the College's self-review policy (see section D2).

Leading learning and teaching:

They will ensure that there is a consistent and continuous focus on students' achievement, using data to monitor progress for every student so that learning is at the centre of strategic planning and resource management. They will articulate high expectations, setting stretching targets for the whole community.

Developing and working with others:

They will build a collaborative learning culture within the school by treating everyone with equity and respect in order to create and maintain a positive College culture. They will develop and maintain effective procedures for staff induction, professional development, performance review and by managing their own workload and that of others will allow appropriate work/life balance.

Managing the organisation:

They will create an organisational structure which reflects the College's values and enables the management systems, structures and processes to work effectively with legal requirements. This will entail producing and implementing clear evidence based improvement plans and policies. They will manage the College's financial and human resources effectively to achieve the desired educational goals, recruiting and retaining staff and managing their workload to achieve the vision and goals of the College.

By fulfilling their responsibilities in these areas, the Principal will fulfil the role:

- To work alongside the Governing Body to meet the goals and aspirations of the Ideas College in line with its published vision and ethos and the objectives of the College Development Plan.
- To work towards, and report on, targets for achievement and operation of the Ideas College as agreed by the Governing Body.
- To lead the Ideas College teaching and student support team.
- To drive student achievement of 7 equivalent A*-C GCSEs including Maths and English.
- To achieve a sustainable 'outstanding' Ofsted assessment rating.
- To organise and deliver the Ideas College curriculum.
- To ensure all Ideas College students receive the necessary support to improve their standards of behaviour, well-being and engagement thus enabling them to succeed in mainstream provision.
- To monitor and support student progress, using management information to secure high quality outcomes for students and to provide continuous improvement in the delivery of teaching and learning.
- To be accountable for standards of teaching and learning and staff development

See sections D3 and F2 for more information on the role of the Principal.

2.2: The role during pre-opening

During the pre-opening stage, the Principal will work with the Members and the Governing Body to implement and refine the budgets, infrastructure and curriculum and how the values and ethos can be integrated into the life of the school. Together with the Governing Body and the development team, the Principal will develop:

- the teaching and auxiliary staff job descriptions, and organise recruitment;
- management systems and reporting and decision making arrangements between Members, Governors and staff and external agencies;
- internal management systems for students, staff and administration;
- an educational standards improvement strategy linked to Ofsted criteria for outstanding school status;
- policies, rules and processes for safeguarding students, staff and visitors;
- policies and processes for health and safety, data protection, equal opportunities, financial management, record keeping, reporting, monitoring and evaluation of student progress and achievement and teaching and learning;
- the Ideas College Prospectus and other marketing materials and facilities including the website;
- the College Handbook as an operational guide for staff and the Governing body;

- a framework, with rules, targets, rewards and sanctions, for student attendance, participation and behaviour;
- the student commissioning, interview, enrolment and contract process, policy and application and enrolment documentation;
- a transitional arrangements plan with checklists;
- the format for the Personal Learning Plan and assessment criteria for levels of study and qualification;
- the curriculum and curriculum support materials;
- the timetable and annual calendar;
- staff development plan, including a framework for performance management, training and CPD
- the staff disciplinary code.

Together with development team, the Governing Body and Administrator, the Principal will develop:

- finance systems including budget monitoring, audit and reconciliation, purchasing, invoicing and receipt recording, payroll and payments (with the accountant as advisor);
- data management systems, recording, filing and achieving and retrieval;
- communications systems, networks and website;
- ICT systems set up for administration and teaching;
- premises management, cleaning and maintenance and
- equipment and materials purchase and services contracting (tendering as required)

The Principal, SENCO and Administrator will form the Senior Leadership Team (SLT). The SLT will draw on the expertise of the Members and the Governing Body, consulting them on decisions and providing them with all policy documents and systems plans for scrutiny. Staff and advisors will also be available to the SLT for advice and information.

3: Recruiting a High Quality Principal

3.1: Recruitment Process

We will use the Times Education Supplement (TES), The Guardian and Recruitment Agencies for the recruitment of the Principal. A 'Gold Advert' will be placed in the TES to provide the best opportunity to recruit high quality applicants. The Ideas College aims to attract a Principal that is committed to alternative provision with a creative curriculum and determined to achieve an outstanding OFSTED report within two years of opening.

The salary offered will be in the L18 - L24 Head Teachers' pay scales range, between [REDACTED] and [REDACTED]. The Trust has decided to pay at this higher level because it is imperative that we recruit a Principal that has a wide experience and an exemplary track record who will be able to achieve an outstanding OFSTED report within two years.

The Members are confident that the type of provision that is being designed will attract a highly motivated senior teacher that will be inspired by the vision and the potential of developing a federation of AP Free Schools based in digital media hub cities.

The recruitment process will be rigorous with a [REDACTED], [REDACTED], [REDACTED], previously [REDACTED], leading the process. Three Trust Members, the [REDACTED], and two external experts will be invited, one of whom will be an experienced Head or Principal of an existing Alternative Provision school and the second, a representative of [REDACTED]. This recruitment panel will be involved throughout the application and interview process to ensure consistency and a high level of scrutiny throughout the recruitment process.

3.2: Timeline for recruitment

July – August 2014	Research through personal networks and recruitment agencies for any appropriate candidates
First week September 2014	Recruitment panel meet to approve the final job description
Second week September 2014	Advert placed with TES/Guardian/online networks for Principal (two week closing date)
Third and fourth weeks September 2014	Long-listed candidates selected
October – November 2014	Interviews
December 2014	Shortlisted candidates interviewed by the Governing Body to include a presentation on ‘the implementation of the vision of the Ideas College

If the above process is successful, the candidate will be appointed for Summer Term 2015 or at an earlier instance if possible. If it is unsuccessful, we will re-advertise during either November 2014 or January 2015.

Section G: Budget planning and affordability

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

[REDACTED]

[REDACTED]

Annexes