



Department  
for Education

# Free school application form 2014

**Alternative Provision (AP)** (updated March 2014)

**EAGLEWOOD (ALTERNATIVE PROVISION) FREE SCHOOL**

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# Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

**Sections A to H**, i.e. the completed Word AND Excel templates and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: [alternativeprovision.fsapplications@education.gsi.gov.uk](mailto:alternativeprovision.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the Excel budget template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel documents.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

#### **Data Protection**

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

## Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> 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 type="checkbox"/>	<input checked="" type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

to: <a href="mailto:alternativeprovision.fsapplications@education.gsi.gov.uk">alternativeprovision.fsapplications@education.gsi.gov.uk</a> within the window below? <ul style="list-style-type: none"> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>		
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"/>

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

Section I of your application		
11. Have you sent: <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ 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</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?  (See guidance for dates and deadlines)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

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

**Print name:**

**Date:**

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

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





## **Section A: Applicant details**

Please complete the Excel application form.

## **Section B: Outline of the school**

Please complete the Excel application form.

## Section C: Education vision

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section C1

#### **Eaglewood Free School – Soaring High making the vulnerable less vulnerable**

The vision for Eaglewood Free School is one of an outstanding school of Alternative Provision, making the vulnerable less vulnerable and (captured in the school motto) supporting all students to 'soar high'. The vision is for a new, all through (7-16) school of 72 places, located in New Milton, on the Hampshire/Dorset border, for children whose emotional and social needs prevent them from coping in a mainstream setting.

Eaglewood Free School will represent the Commissioners' shared moral purpose and social responsibility in a collective response to address the needs of the significantly increasing number of vulnerable children and troubled families in New Milton and the local community including those with education, care and health plans.

Eaglewood Free School will be sponsored by The Arnewood School which has operated a secondary phase Alternative Provision annex since 2013, in which specialist AP practitioners are employed, and successful practice of working with vulnerable children has been developed. This 20 place annex will be closed when the much enlarged, all through, autonomous free school is opened.

The Eaglewood pilot presents a safe, nurturing, physically smaller environment than either mainstream primary or secondary school. Teaching is in non-threatening, small groups with plentiful adult support from a small number of multi-skilled teachers carefully selected for their suitability to work with vulnerable children and to build positive relationships of trust with young people lacking confidence and inter-personal skills and, who from their life experiences, are frequently distrusting of adults. This proven format and ethos will be captured and transferred to the new school.

Demand for places in the existing Eaglewood annex has both informed the number of student places that need to be provided by the new school and the profile of student needs for which Eaglewood Free School must provide.

Eaglewood will be sponsored by The Arnewood School Multi Academy Trust and supported by Commissioners truly representative of the community including: secondary, junior and infant schools; local councils; medical practitioners; youth focussed charities; local business and faith groups. The Arnewood School (Ofsted Outstanding 2013) is both a National Support School and National Sponsoring Academy.

Eaglewood will improve the educational experiences and life chances of all children and young people, enabling them to develop their full potential by acquiring skills, knowledge, understanding and resilient attitudes to learning. Eaglewood will promote a culture of social inclusion and respect for diversity, develop the wellbeing of pupils, personalise their learning

and support students to promote appropriate role models for younger children both within and beyond the school.

Eaglewood Alternative Provision Free School will be an all-through school offering high quality provision to meet the growing diverse educational needs of local children with emotional, social and health barriers to learning in the New Milton area. For the school to be developed as planned, agreement to do so is desirable at the earliest opportunity as the pilot annex is unsustainable in its current status on a permanent basis. The sponsors and commissioners therefore now plan for Stage 1 to open no later than September 2015 for children aged 9-16 and Stage 2 to open in September 2016 for children in Years 3 and 4 to create an all-through 7-16 free school.

Eaglewood will offer a personalised curriculum that engages and motivates students and, where appropriate, will access appropriate elements of the outstanding curriculum provision of The Arnewood School (11-19 Academy & Technology College) potentially enabling students to study some elements of their personalised curriculum in specialist accommodation on The Arnewood campus. Subject and Phase specialist teachers will teach the remainder of the students' curriculum in dedicated accommodation on a separate campus.

The vision is for a school where learners' individual success, and the success of the school overall, will be measured against a range of educational, personal and social outcomes. Educationally, all learners will be targeted to make at least the educational progress expected of them in a mainstream setting; a post-16 continuation in education rate will be set for each cohort completing Key Stage 4; pre-GCSE, success for children will also be measured by children's ability to reintegrate successfully to mainstream; school phobics and persistent absentees will be targeted in terms of high rates of attendance; and young people with mental health and relationship issues professionally supported to overcome them to the point that they too are capable of progressing with reduced professional interventions and support initially in the AP setting, and ultimately in a mainstream school. Success will also be represented by a lower rate of temporary and permanent exclusions from commissioning schools (who from the pilot experience have frequently proved unable to accommodate the behaviours that are manifest by children with these identified needs), and lower rates of teenage pregnancy, youth criminality and substance abuse in young people who have received Eaglewood interventions.

#### **RATIONALE: Local context**

Eaglewood Free School will be situated in the market town of New Milton which, with a population in excess of 25,000, is the largest town in the New Forest Administrative District.

New Milton is situated on the Hampshire/Dorset boundary bordered by the New Forest National Park to the North and the Channel coastline and beaches to the south. These geographical physical constraints to the town, and the long distance from administrative centres, isolates the town and impedes easy collaboration of schools beyond the immediate area.

Increasing rates of both rural and urban poverty in the town result in higher rates of social deprivation, criminality and population mobility than is typical of other towns in the area or national benchmarks. For example, census data and Raise Online 2013 (provided by The Arnewood School in New Milton) find: overcrowding in 70% of housing in the 3 largest New Milton wards; a lower percentage of higher socio-economic group adults; and a low percentage of adults who have received higher education. The town of New Milton has ranked in the top 10% of South East towns for criminality (Police dispersal statistics). Research (Spielhofer, T.,

Golden, S. and Evans, K., (NERF 2011) finds the physical constraints of geography and coastline locations present psychological barriers to aspiration. Potentially this factor too has contributed to the poor social demographic of New Milton.

Child Poverty is prevalent in the area. 5 LSOAs in New Milton were ranked in the top 10 of the 822 Hampshire LSOAs surveyed by The Office of National Statistics survey of Child Poverty (2013). Hampshire Children’s Services rank The Arnewood School’s deteriorating New Milton catchment as the 21<sup>st</sup> most deprived of its 71 secondary schools in stark contrast to the school’s historic bottom quartile deprivation ranking. The 22.4% rate of Free School Meals claimed (ranking the school middle quintile nationally) however well disguises this.

The percentage of EAL children has steadily increased over the last decade from almost zero to the current rate of 10.1% in New Milton schools. In excess of 30 languages are spoken in the local community. There is a very high rate of mobility amongst EAL families seeking employment, accommodation and education for their children. Untypically high rates of student mobility are recorded in Years 5 and 6. The already bottom quintile and falling trend of student stability in the locality (The Arnewood School 87.7: National 92.4) is indicative of the increasingly itinerant nature of the local adult population as a whole with school aged children.

The overall rate of School Action Plus/Statemented children in New Milton Schools was 10.3% (Ofsted Data Dashboard 2013). The rate of SA / SAP and Statemented children for Yr 6 children was 15.9%.

Four New Milton primary schools have already opened small scale special education units with the unintended consequence that the Hampshire Local Authority now acknowledges New Milton schools as a centre of Special Educational Needs excellence with families relocating to the town to access it, and demand for alternative provision settings increasing as a result.

To date, Severe Learning Difficulty units has been set up at Ashley Infant School and Tiptoe Primary School; a Speech and Language unit has been established at New Milton Infant School; a Moderate Learning Difficulty Unit has been set up at Ashley Junior School and planning for an Autistic Spectrum Disorder unit at Tiptoe Primary is already in train.

<b>New Milton Primaries</b>	<b>Additional Specialist Provision</b>
Ashley Infant	32% FSM  10.8% of KS1 Yr 2 SAP/Statemented  SLD in attached specialist provision  'Above average number of pupils with learning difficulties in main school' (Ofsted, ).
Ashley Junior	33% FSM  19.6% of KS2 Yr 6 SAP/Statemented

MLD in attached specialist provision

'Above average number of pupils with behavioural and emotional needs; specific and general learning difficulties'.

High transition of children into school in Yrs 5 & 6 with literacy and numeracy difficulties

Tiptoe Primary

15.8% FSM

15.8% of KS2 Yr 6 SAP/Statemented

7% Severe Learning Difficulties in attached unit

Hampshire Authority sponsored ASD unit planned.

'Above average rate of learning difficulties/disabilities'.

Hordle Primary

13% FSM

13% of KS2 Yr 6 SAP/Statemented

Above average SEN

New Milton Infant

29% FSM

16% of KS1 Yr2 SAP/Statemented

Early Learning Group Speech & Language therapy unit

New Milton Junior

29% FSM

17.4% of KS2 Yr 6 SAP/Statemented

Above national average Moderate Learning Difficulty rate

Eaglewood is not planning to extend this primary special education provision, in either capacity or phase, but complement it with specialist provision for the large numbers of children in the local communities identified as having low self esteem; low levels of concentration and as a result of poorer levels of literacy and numeracy development unable to access a mainstream curriculum of their age group.

For example, New Milton Junior School is the largest feeder school in the locality. At 17.4%, the school rate of School Action Plus/Statemented children in Yr 6 is more than double the national average (Ofsted Data dashboard 2013). Likewise, the 29.3% rate of FSM exceeds the national average.

Academic progress in this school graded Good (Ofsted 2013) amongst disadvantaged pupils is lower than the 2013 national averages in reading and writing (64% making expected progress) with only 50% of disadvantaged students attaining Level 4 or better, that being the level deemed to be 'secondary phase ready'.

A higher than average rate of Moderate Learning Difficulty is recorded in New Milton a condition that 'is disproportionately prevalent in families of socio economic disadvantage' (University of Exeter, 2011). The Eaglewood initiated cross-phase transition programme will create a nurturing context in which intensive interventions will be employed to support children of junior years 5 and 6 for reintegration to secondary mainstream and in so doing promote higher rates of school attendance. It is planned that Eaglewood will also provide the safe environment for intensive periods of catch up to be delivered to children who have suffered extended periods of absence for whatever reason.

'A disproportionate number of Troubled Families' (Hampshire CS Area Manager, 2014) relative to the total number identified, reside in the New Milton Area. A central government funded initiative has been launched (April 2014) to counter this factor. Given the criteria of criminality, worklessness and poor school attendance for this classification to be made it is difficult to gauge accurately the exact number of Troubled Families that exist. Accurately known is that the majority of Troubled Families identified live in the New Milton area where sparse resource and expertise currently exists to support them.

Representative of the locality as a whole, approximately 25% of The Arnewood students are monitored for identified Child Protection concerns. Many of these children have CAMHS recommendations for individual educational provision yet very frequently there is not the resource to provide the interventions prescribed.

In recent times New Milton has had a 'higher than national' teenage pregnancy rate. The most recently reported rate being the second highest teenage pregnancy rate in the New Forest administrative district – only being exceeded by Pennington, the district adjoining the town's eastern boundary (which includes a commissioning secondary and primary school).

In the academic year 2011/12, the mean fixed period exclusion rate for secondary schools in The New Forest District was 6.3%. The mean number of pupils excluded per school was 34.8. In the two New Forest secondary schools in the immediate locality the mean number of pupils awarded fixed term exclusions was 47. When the exclusion statistics of a more distant, third secondary school in the district and Commissioner of the AP Free School are included, the mean rate of students excluded increases to 62.

The Arnewood School excluded 21 students in this period (40% fewer than the mean) each of whom was on average excluded on two occasions. In the situations where The Arnewood used a fixed term exclusion the period of exclusion was 20% longer than the mean. This statistic well emphasizes the school's established inclusion provision. It also however indicates that the demographic of the locality produces a number of students unsuited even to the modified mainstream secondary education of an outstanding provider and for whom there is currently no effective alternative provision. The experience of New Milton Junior School in the primary phase is similar. New Milton Junior the largest junior school in the district had a fixed term exclusion rate of 2.31% (2011-12) well in excess of the National mean of 0.91% and predicts it to be even higher in 2013-14. The Headteacher and Governors confirm that these high rates of exclusion are indicative of the school's lack of resource to meet the needs of its most vulnerable children.

Attendance rates across the locality vary significantly. For example, at 94% (Ofsted Data Dashbord 2013) New Milton Infants School has consistently had the highest rate of absenteeism in Hampshire and established poor habits in families for school attendance have historically proved hard to break as children progress across phases. The effective inclusion strategies instigated by The Arnewood School have had significant success in improving the attendance rate in the secondary phase (13.2% absence in 2011; 7.8% in 2012; 5.2% in 2013) and there is a commitment to work collaboratively across the catchment in continuing to resolve this problem.

Eaglewood Free School will provide personalised alternative provision to meet the needs of the growing number of students that the demographics and context of the locality produces whose individual needs cannot be met within the capacity of mainstream schools including low attendance and educational engagement.

### **RATIONALE: Expected Student Intake**

Eaglewood will provide personalised alternative educational provision for students with a wide range of learning needs.

The Alternative Provision non-attender student has not been attending school regularly for a number of identifiable emotional and social reasons typically including: school phobia; agoraphobia; OCD and anxiety. The lack of continuity in these students' own learning that has resulted means that they have significant gaps in their knowledge. On the occasions that persistent absentees do attend school, their inability to participate inhibits others' learning and may manifest itself in behaviour that is disruptive to others' learning. When teacher imposed sanctions are used to correct this, truancy from subsequent lessons with that teacher may well result. Alternative Provision offers this profile of student a different setting where the low student:teacher ratio is a resource to be used to address the factors that historically impeded attendance. A personalised curriculum of subjects and learning experiences will also encourage full attendance towards preparation for public examinations.

The Hampshire Education and Inclusion Service have advised (Spring 2014) that:

*'there 'may be as many as 100 children in the New Milton area who are capable of full time education but are not in full time education'.*

The schedule of a Home Tutor previously employed by the New Forest PRU 'Forest Education Centre' until Spring 2014, and now employed at Eaglewood, supports this EIS hypothesis the diary recording that as little as 3 hours per week home tuition was being assigned to home tutored students some of whom were on the rolls of mainstream schools but had never attended them at all. The proximity of New Milton to the county border with children frequently crossing county borders to attend schools in different authorities further compounds the difficulty for educational administrators in accurately assessing how many children may be lost from education.

The Alternative Provision emotional needs pupil may have undiagnosed psychological needs that prevent school attendance for example eating disorders; suicidal ideation; self-perception; and challenging behaviour related to undiagnosed mental health conditions. In cases where an individual educational plan has been prescribed, frequently neither the volume or type of

resources currently exists to meet it in mainstream schools. Hampshire CAMHS confirm (May 2014) that:

[REDACTED]

( [REDACTED] [REDACTED] )

CAMHS confirm that insufficient provision currently exists for '*graded exposure*'. The AP Free School will provide for this profile of student through a combination of individual and small group work in the AP setting itself and home tuition and e-learning programs beyond the school towards future mainstream reintegration.

A large proportion of The Eaglewood Alternative Provision pilot is vulnerable children who as victims of domestic abuse and neglect, have had difficulty in building relationships of trust in new situations whether that be with large numbers of students or teachers. Eaglewood has, and will, provide a safe, smaller environment in which vulnerable children will be supported to overcome their fears.

The Arnewood School's existing Alternative Provision pilot is good indication of the profile of student for which Eaglewood AP Free School already provide for. Educationally, all of these students have Special Educational Needs and are categorised as having: BESD; Moderate Learning Difficulties, Specific Learning Difficulties; and in receipt of CAMHS interventions. The rate of Free School Meals is close to 100% and therefore disproportionately high compared to other schools in the locality.

The academic ability of the pilot cohort has been assessed and is low in CAT scores and Key Stage levels attained. Analysis of all Additional Needs Information (ANI) relating to the pilot cohort well captures the traits of both current and likely future students in the alternative provision setting:

#### **RATIONALE: Expected Student Profile**

Reference the Alternative Provision pilot, students in the Eaglewood AP Free School will demonstrate some of the following traits:

- Mostly from families of socio-economic disadvantage;
- Lower than average ability with identified learning difficulties. Average CAT Score: 84;
  
- Dyslexic;
  
- Disengaged, lacking concentration when learning in mainstream classes;
- Lack academic ability to access depth/breadth of mainstream curriculum;
- Mainstream curriculum is irrelevant to their individual needs/aspirations;
- Disruptive to learning themselves and provoking poor behaviour in others when in mainstream;
- Poor self-esteem;
- Poor peer-to-peer relationship issues;
- Mental health concerns and mental health individual education programmes undeliverable in mainstream settings (See Case studies Section D)



- Live in dysfunctional 'Troubled Family' homes;
- Children adversely affected by parents' own mental health issues (some on the Child Protection Register as a result);
- Free School Meals;
- Anger management
- Difficulty in making relationships with peers;
- Difficulty in making relationships with adults and those in authority;
- Low level criminal records: Youth Offending Orders and/or Anti Social Behaviour Orders;
- Low end Autistic Spectrum Disorder where ASD behaviours are presented but formal diagnosis has not been made
- Poor Attendance and School Refusal and School Phobic.

### **Rationale – Insufficient accessible Alternative Provision exists in the locality**

The overwhelming support of Commissioning schools (Sections E & G and the requests for places made by local secondary schools for places in the Eaglewood Pilot school is evidence of the general need for additional high quality AP provision on the Hampshire/Dorset border at New Milton and specifically for AP provision that meets the needs of vulnerable learners (rather than those already permanently excluded, at risk of exclusion, or with severe behavioural issues). Further substantiating the Hampshire EIS estimate, that as many as 100 children may not be in full time education in the locality of the new school, 4 applications for places in the Eaglewood pilot have been received in the summer term 2014 arising from the positive publicity surrounding the opening of a new school.

### **Existing Provision**

Name	Age Range	Status	Provision	On Roll	Ofsted	Distance from New Milton
Avon Tyrell	13-16	Private UK Youth	Outdoor education	9 F/T 26 P/T	Good in May 2012	7 miles
Brockenhurst College	14-16	FE College	BESD Part-time post 14 vocational courses on ad hoc /demand driven basis		1	8 miles
FEC	11-16	PRU	Permanently excluded BESD	65 total F/T & P/T	Good in May 2013	25 miles

Totton College	14-16	Sixth Form College	Part-time post 14 vocational courses on ad hoc /demand driven basis	6 F/T 17 P/T	R I in March 14 Inadequate Sept 11	
Clifford Centre	5-11	LA Special School	Part-time inreach support for Primary BESD.			17 miles

**(See Section D page in how Eaglewood differs in its coherent, full time provision and accreditation of GCSE/Level 2 qualifications)**

The physical location of the current alternative provision is particularly difficult to access given the semi-rural situation of New Milton. For example, the nearest local authority Pupil Referral Unit (PRU) 'Forest Education Centre' is located some 25 miles/45 minutes away. This PRU has a maximum capacity of 65 students, is full, and unable to meet the existing demands for alternative provision in the locality. This PRU is unable to offer a full timetable to those who have been referred to it with some students receiving as little as one hour per day non specialist taught home tuition. (Source: New Forest Heads' Strategy Meeting: Minutes September 2013). The PRU principally provides for permanently excluded children a distinctly different profile to that of the emotionally, socially and psychologically vulnerable Eaglewood student.

The Clifford Centre at Totton (17 miles away) historically offered a behavioural support service, providing intervention programmes for assessment, behaviour change and reintegration, principally for BESD pupils of primary age, but also in supporting Year 6 to Year 7 transition. The highly regarded transition support programme that increased vulnerable children's prospects of successful inter-phase transition has been withdrawn leaving a critical need that Eaglewood now plans to meet.

The Youth Trust 'Avon Tyrell Outdoor Education Centre' was established as an AP activity centre and is located some 7 miles away from New Milton. Historically it provided rich opportunities for personal and physical development, on a part-time basis, however negligible, accredited academic qualifications were attained by students accessing this provision. The cost of places in this setting was prohibitive, at up to [REDACTED] pa full time equivalent place, with the result that schools rarely used it. The AP element within the larger centre has now closed.

Brockenhurst, a large FE College (located 8 miles away) has, subject to demand, typically offered a limited range of short term vocational courses. The lack of certainty that courses will be offered when planning individual student's provision, the short length and misalignment of college term dates with school term dates, and the disruption to learning that students suffer from ad hoc day release to college has resulted in a low take up of courses by New Forest secondary schools and a reduced course offering by the College as a result.

Totton College, a New Forest sixth form college has also historically offered short term vocational courses potentially suitable as part of students' alternative provision. Historically when used, this provision was often found to be of inconsistent quality and, perhaps as a result of low take up, the college now generally no longer provides this provision. A significant factor determining take up rate might be that this college provider was graded 'Inadequate' in all

categories (Ofsted 2011) and currently still 'Requires Improvement' at the latest inspection review.

The Hampshire Children's Services Department District Manager for the New Forest Area confirms that:

- outcomes for students educated through all of these settings is at best inconsistent and frequently poor;
- insufficient high quality provision for students requiring alternative provision exists in the district;
- there is a shortage of expertise in the New Forest for managing vulnerable children and the behavioural and special educational needs that result;
- there is a lack of coherent strategy for early intervention, cohesion and reintegration

### **Rationale Current Alternative Provision is for different needs**

Notwithstanding the logistical difficulties in accessing the principal existing local authority PRU provision, it is mainly set up to provide a reactive response to acute situations of prolonged or permanent exclusion. As a result, the provision is through necessity typically generalised and lacks personalisation in meeting the learning needs and emotional needs of learners. This operating model prevents the PRU from engaging in inter agency referral prior to admitting a student. Furthermore, commissioning schools have experience of attempts to reintegrate students too rapidly and without support potentially compounding, rather than resolving, difficulties. The Eaglewood approach is markedly different in the extensive inter-school dialogue prior to referral and the personalisation of curriculum to match the individual outcomes sought.

The academic outcomes of students educated through full time programmes of study overseen by the Forest Education Centre have improved in recent years, however, it is the opinion of commissioning schools that expectations for student progress remain low. For example, in a sample of 8 Year 11 students in 2012-13 for whom attainment data is known, none attained 5A\*-C GCSES or equivalent. Data provided by commissioning schools for these 8 students indicates that 4 were of above average ability and considered well capable of attaining 5A\*-C including English and Mathematics yet only 1 did so.

### **Rationale – Current Alternative Provision is prohibitively expensive**

The costs for students accessing existing, part time 'amended timetable' type alternative provisions is prohibitive and in instances of permanent alternative provision can exceed the total capitation received by the mainstream home school for their entire curriculum provision.

For example, in the academic year 2012/13 [REDACTED] was spent by The Arnewood sponsoring academy on alternative curriculum provision and a further [REDACTED] on transport costs for 21 students. The cost of provision for one student exceeded [REDACTED] from which he attained no qualifications at all. The high cost of existing alternative provision is financially unsustainable. Furthermore given the low level of outcomes the cost is unjustifiable on educational grounds either.

### **Rationale: Who will sponsor the Free School?**

#### **The Sponsoring Academy**

The Arnewood School is an 'Outstanding' (Ofsted 2013) 11-19 Academy and Technology College. The Arnewood School has an 'Outstanding' curriculum and an enviable reputation for innovative teaching best practice.

The Arnewood School has a highly experienced Senior Leadership Team including: a National Leader of Education; an Ofsted Lead Inspector; Advanced Skills Teachers (including SLEs); two accredited SENCOs; and other senior teachers with extensive consultancy experience including supporting schools at risk of becoming 'Inadequate'.

The Arnewood School currently operates a highly successful inclusion unit for its most vulnerable students. It has appointed specialist staff with wide-ranging appropriate qualifications and experience including:

- Extensive experience of teaching in an alternative provision PRU setting;
- Extensive experience of working with dysfunctional families and their vulnerable children;
- Counselling and therapy skills for children in need of emotional support;
- Counselling and therapy skills for children abusing substances.

The Arnewood School is a National Support School and National Sponsoring Academy. It is well qualified, resourced and physically located to sponsor the much needed alternative provision free school.

## **Ethos –Soaring High**

Eaglewood will promote a culture of social inclusion and respect for diversity developing the wellbeing of pupils and personalising their learning, enabling all children and young people to develop their full potential by acquiring skills, knowledge understanding and attitudes.

Eaglewood's very existence will be tangible evidence of the commitment to create distinctive, individual routes to success that permit every child to achieve their highest possible achievements in an environment, and through personalised opportunities, that permit them so to do. (Section D1 details specific outcomes targeted).

Eaglewood will therefore provide high quality education for vulnerable students who are not succeeding in mainstream and for whom mainstream schools cannot adequately provide. The curriculum will engage and motivate them to achieve their potential in a nurturing environment built upon relationships of trust and mutual respect.

Through the carefully constructed extra-curricular programme, students will be exposed to new experiences that take them beyond their comfort zone and teach them to be enterprising, collaborative and resilient in achieving new skills.

Eaglewood will be students' and parents' positive choice to receive personal support to overcome disadvantage, engender aspiration and to soar high. Measurable outcomes will include: high rates of attendance; individual personal and social targets met or exceeded; reduced need for external agency interventions; outstanding academic progress from respective starting points and attainment of accredited qualifications; reintegration to mainstream and post-16 progression.

## Section D:

Issues underlying pupil characteristics	Pupil Characteristics	Length of Referral	Work Areas									
			25 Hour Timetabled Programme per week									
			English	Maths	Science	Applied Option	ICT	PE	PHSE	WRL Enterprise	Tutorial	Outcomes
<b>‘Troubled Family’;</b>  <b>Financial hardship; victim of abuse; criminality in family;</b>  <b>Unsupportive family context</b>	Years 9, 10 & 11.  Low self esteem;  Untrusting of adults;  Disengaged in learning;  Low prior attainment;	Full time timetable in AP School.	4	4	2	4	2	2	2	3	2.5	1) Minimum of 5 Level 2 qualifications;  2) Emotionally intelligent.  3) Positive disposition to progress to post-16 education /training  3) Developed

	<p>Poor learning behaviour impacting on:</p> <p>1) own learning;</p> <p>2) others' learning.</p>											<p>strategies to manage own behaviour.</p> <p>4) Towards ECM-SHAPE outcomes</p>
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<p><b>Emotional Barriers;</b></p> <p><b>Self perception issues</b></p> <p><b>High levels of Anxiety</b></p> <p><b>Peer Relationship difficulties</b></p> <p><b>Detachment disorder</b></p>	<p>School Refuser;</p> <p>Unable to manage in group situations;</p> <p>Excessive levels of anxiety prevent integration in mainstream school life</p>	<p>Full time timetable in AP School.</p>	<p>4</p>	<p>4</p>	<p>2</p>	<p>4</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>3</p>	<p>2.5</p>	<p>1) Strategies to overcome school refusal adopted. Attendance at least 90%</p> <p>2) Rate or academic progress made at least that targeted by mainstream School.</p>
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<b>Social</b>	Relationship issues;  Criminality;  Untrusting of adults  Confrontational to authority	Full time timetable in AP School	4	4	2	4	2	2	2	3	2.5	1) Progress made against individual emotional targets set  2) Remains out of crime  3) Learns and Adopts strategies to manage confrontation
<b>Medically</b>	Eating disorders;	Full time	4	4	2	4	2	2	2	3	2.5	1) Students have access

Unwell	ME – chronic fatigue;  CAMHS: self perception; self confidence;	timetable in AP School										to fulltime education;  2) Students who can receive full time education;  3) CAMHS prescribed provision is delivered by AP
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Issues underlying pupil characteristics	Pupil Characteristics	Length of Referral	Work Areas										Outcomes
			25 Hour Timetabled Programme per week										
			English	Maths	Science	Humanities	ICT	Catering	PE	PHSE	French	Tutorial	
<b>'Troubled Family';</b> <b>Financial hardship;</b> <b>victim of abuse;</b> <b>criminality;</b> <b>unsupportive family context</b>	Years 7 & 8  Low self esteem;  Untrusting of adults;  Disengaged in learning  Poor learning	Full time timetable in AP School.	5	5	4	3	1	2	2	2	1	2.5	1) At least the academic progress targeted by the mainstream setting school;  2) Strategies developed to manage own behaviour.

	behaviour impacting on:  1) own learning;  2) others' learning.												4) Towards ECM-SHAPE outcomes
Emotional Barriers;  Self perception issues  High levels of Anxiety	School Refuser;  Unable to manage in group situations;  Excessive levels of anxiety	Full time timetable in AP School.	5	5	4	3	1	2	2	2	1	2.5	1) Strategies to overcome school refusal adopted. Attendance at least 90%  2) Rate or academic progress

Peer Relationship difficulties	prevent integration in mainstream school life												made at least that targeted by mainstream School.
Detachment disorder													
<b>Social</b>	<b>Relationship Issues</b> <b>criminality</b>	Full time timetable in AP school	5	5	4	3	1	2	2	2	1	2.5	1) Progress made against individual emotional targets set  2) Remains out of crime

<p><b>Medically Unwell</b></p>	<p><b>Eating disorders;</b></p> <p><b>ME – chronic fatigue;</b></p> <p><b>CAMHS: self perception; self confidence;</b></p> <p><b>Behind in school after long absences</b></p>	<p>Full time timetable in AP School</p>	<p>5</p>	<p>5</p>	<p>4</p>	<p>3</p> <p>30</p>	<p>1`</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>2.5</p>	<p>1)Students have access to fulltime education;</p> <p>2) Students who can receive full time education;</p> <p>3) CAMHS prescribed provision is delivered by AP</p>
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Issues underlying pupil characteristics	Pupil Characteristics	Length of Referral	Work Areas										Outcomes
			25 Hour Timetabled Programme per week										
<b>Behavioural</b>	Years 5 & 6  Disengaged.  Poor behaviour impacting on:  1) own learning;  2) others' learning.	Full time timetable in AP School  Or  Full time timetable of provision split between AP and mainstream setting.											Academic skills developed to transfer to mainstream  Social skills developed to permit transition to mainstream

<b>Emotional</b>	School Refuser;  Relationship issues	Full time timetable managed by AP School.											



<b>Academic</b>	Factors have prevented pupil from making sufficient academic progress to make successful transition to mainstream;												
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## Eaglewood Alternative Provision Free School

	<b>Current number of pupils (if applicable)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Key Stage 1</b>									
<b>Key Stage 2</b>		12	12	12	12	12	12	12	12
<b>Key Stage 3</b>		12	24	24	24	24	24	24	24
<b>Key Stage 4</b>		36	36	36	36	36	36	36	36
<b>16-19: commissioner referred</b>									
<b>16-19: student applications</b>									
<b>Totals</b>		60	72	72	72	72	72	72	72

## Eaglewood Alternative Provision Free School

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
<b>Key Stage 1</b>									
<b>Key Stage 2</b>		12	12	12	12	12	12	12	12
<b>Key Stage 3</b>		12	24	24	24	24	24	24	24
<b>Key Stage 4</b>		36	36	36	36	36	36	36	36
<b>16-19: commissioner referred</b>									
<b>16-19: student applications</b>									
<b>Totals</b>		60	72	72	72	72	72	72	72

### Expected Pupil Intake -Student Profile

The existing Eaglewood Alternative Provision pilot is good indication of the profile of student for whom the Eaglewood AP Free School will need to provide. Educationally, these students are categorised as having: BESD; Specific and Moderate Learning Difficulties; in receipt of CAMHS interventions; in receipt of Free School Meals and often from homes of severe financial hardship. The average CAT score of students in the pilot school is 84 indicative of identifiable learning needs and real inability to access the full range of subjects or level at which they are taught in a mainstream school.

The behaviours that these circumstances and conditions generate will typically have resulted in frequent short term exclusions from mainstream school in situations where the child has actually been attending school, this being indicative of schools lack of resource and expertise in managing this profile of student's needs.

Analysis of records of the existing AP pilot cohort finds that at an earlier age some had been identified as having the ability to do well academically but the initial potential has been since eroded through disadvantageous circumstances.

In the absence of a stable home life and positive adult role models, this profile of student has as much need of education to: avoid criminality, teenage pregnancy and substance abuse, for example, and to learn and develop life skills towards Further Education, employment and ultimate independence.

Anonymised Case Studies of existing students well illustrates the profile of student for which the permanent school will provide, the interventions that have been made possible through an alternative provision setting and the impact that they have had. Eaglewood Free School will build on the proven good practice of the pilot.

**Case Study A**

**Year 11      Female                      SEN Level SAP                      Nature of difficulty:  
BESD**

**Background**

A started at the Arnewood School at the end of year 9, using the managed move protocol, from Priestlands (Eaglewood Commissioning) School. The reason for the move was a chance for A to have a fresh start after a history of friendship issues, disruption to learning, persistent absenteeism and using alcohol at school.

A referral had been made to the Education Inclusion Service by Priestlands school but A's mother did not wish A to attend the PRU.

**KS3 Levels**                      English 5      Maths 5      Science 4

**GCSE Target Grades**      English C      Maths E      Science D      ICT C  
Art C

<b>Pre Eaglewood</b>	<b>Eaglewood</b>	<b>Post Eaglewood Plans</b>
<b>Year 10</b>	<b>Year 11</b>	<b>Brockenhurst College /The Arnewood Sixth Form</b>
<b>Attendance:</b> 43%  (Including 1:1 Sessions)	<b>Attendance :</b> 95%	

<b>Attainment at end of Year 10</b>	<b>Current Attainment</b>	<b>Intended</b>
<p>English U</p> <p>Maths G</p> <p>Science U</p> <p>ICT U</p> <p>Art C</p>	<p>English D</p> <p>Maths E</p> <p>Science C</p> <p>ICT C</p> <p>Art C</p> <p>Home Cooking Passed</p>	<p>A levels or Level 3 Course</p>
<p><b>Physical Concerns</b></p> <ul style="list-style-type: none"> <li>• Self Harm</li> <li>• Alcohol abuse</li> <li>• Low body weight</li> <li>• Poor dental hygiene</li> <li>• Weekly use of permanent hair dye</li> </ul>	<p><b>Physical Concerns</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>	
<p><b>Psychological Concerns</b></p> <ul style="list-style-type: none"> <li>• Manic behaviour in the form of hysterical laughing to instantaneous inconsolable crying</li> <li>• Verbal expression of sadness and despair.</li> <li>• Suicidal Thoughts (shared with staff and mother)</li> <li>• Depression</li> <li>• Alcohol abuse</li> </ul>	<p><b>Psychological Concerns</b></p> <ul style="list-style-type: none"> <li>• Occasional low mood (less than 6 episodes noted to date and only 1 that has caused 1 day non-attendance )</li> </ul>	

<p><b>Additional In school Support and strategies</b></p> <ul style="list-style-type: none"> <li>• Amended timetables</li> <li>• Meetings in addition to standard school reviews</li> <li>• Home visits by Attendance Officer</li> <li>• CAF</li> <li>• Mentoring</li> <li>• Emotional Literacy Support</li> <li>• Counselling (refused)</li> <li>• Support to use bus from Homelink worker</li> </ul>	<p><b>Additional In school Support and strategies</b></p> <ul style="list-style-type: none"> <li>• None required that are not standard to Eaglewood</li> </ul>	
<p><b>External Agencies</b></p> <ul style="list-style-type: none"> <li>• GP – Weekly appointments , anti-depressants</li> <li>• CAMHS – 6 Home visits</li> <li>• It’s Your Choices counselling (refused)</li> <li>• Parenting Specialist (initial assessment , no work required)</li> <li>• CAF</li> </ul>	<p><b>External Agencies</b></p> <ul style="list-style-type: none"> <li>• GP – medication review only</li> </ul>	
<p><b>Parent’s view</b></p> <p>Comments captured in CAF</p> <p>██████████</p>	<p><b>Parent’s View</b></p> <p>Comments captured from feedback on Eaglewood</p> <p>██████████</p>	
<p><b>Student’s View</b></p> <p>Captured above</p>	<p><b>Student’s View</b></p> <p>████████████████████</p>	

**Case Study B**

**Year 10  
BESD/SPLD**

**Male**

**SEN Level SAP**

**Nature of difficulty:**

<b><u>Background</u></b>						
B started at the Arnewood School at the beginning of year 7 from a feeder primary. B was at SA level for mild literacy difficulties and no additional support was identified for transition. Attendance in Year 6: 91%						
<b>KS2</b>		English 4		Maths 4		Science 5
<b>GCSE Target Grades</b>		English D		Maths D		ICT C Hospitality and Catering C
<b>Pre Eaglewood</b>				<b>Eaglewood &amp; Home School</b>		<b>Eaglewood &amp; Home School</b>
				<b>Year 10</b>		<b>Year 11</b>
<b>Attendance</b>	Yr 7	Yr 8	Yr 9	<b>Lesson Attendance</b>		<b>Science to be added to B's curriculum</b>
<b>Inc 1:1</b>	70%	50%	71%	85%		
Eng	5M	4L	4M			
Maths	5L	4H	4H			
Science	4L	3H	5L			
<b>Physical Concerns</b>				<b>Physical Concerns</b>		
<ul style="list-style-type: none"> <li>• None</li> </ul>				<ul style="list-style-type: none"> <li>• None</li> </ul>		
<b>Psychological Concerns</b>				<b>Psychological Concerns</b>		
<ul style="list-style-type: none"> <li>• Diagnosed as School Phobic and with Social Anxiety in year 8.</li> <li>• Episodes of 'shutting down'</li> <li>• Unable to cope adequately with change</li> <li>• Prescribed medication for anxiety</li> </ul>				<ul style="list-style-type: none"> <li>• None currently</li> <li>• Reduced medication</li> </ul>		
<b>Learning Difficulties</b>				<b>Learning Difficulties</b>		

<ul style="list-style-type: none"> <li>Diagnosed Dyslexic year 7</li> </ul>	<ul style="list-style-type: none"> <li>Dyslexia</li> </ul>	
<p><b>Additional in school Support</b></p> <ul style="list-style-type: none"> <li>Amended timetables</li> <li>Meetings in addition to standard school reviews</li> <li>Home visits by Attendance Officer</li> <li>CAF</li> <li>Mentoring</li> <li>Emotional Literacy Support</li> <li>Counselling</li> <li>Exam Concessions</li> <li>Daily contact with mother</li> </ul>	<p><b>Additional in school Support</b></p> <p>None required that are not standard to Eaglewood</p>	
<p><b>External Agencies</b></p> <ul style="list-style-type: none"> <li>GP – Weekly appointments, anxiety</li> <li>CAMHS – Counselling, Cognitive Behaviour Therapy 6 sessions, twice weekly outreach for 6 weeks.</li> <li>Education welfare officer year 7,8</li> <li>CAF</li> </ul>	<p><b>External Agencies</b></p> <ul style="list-style-type: none"> <li>GP – medication review only</li> </ul>	
<p><b>Parent’s view</b></p> <p>Comments captured from meetings</p> <p>‘I don’t know what to do, I’ll do whatever you think’</p>	<p><b>Parent’s View</b></p> <p>Comments captured from feedback on Eaglewood</p> <p>██████████</p>	
<p><b>Student’s View</b></p> <p>Unable to give views at that time</p>	<p><b>Student’s View</b></p> <p>██████████</p>	

**Profile of Commissioning Schools**

Commissioning Schools	Com	Number	% FSM	SA+ or	%FTE rate	Attendance



		on roll		Statement		Quintile Rate
The Arnewood (11-19)	Y	1200	19.4-27.8 3 <sup>rd</sup> quintile	4.6 -6.5 4 <sup>th</sup> quintile	5.1	94% rising 4 <sup>th</sup> quintile
The Grange (11-19)	Y	671	27.9-41.9 2 <sup>nd</sup> quintile	12.1-42.8 1 <sup>st</sup> quintile		93.2% rising 5 <sup>th</sup> quintile
Highcliffe (11-19)	Y	1450				
Priestlands (11-16)	Y	1225	12.8-19.3 4 <sup>th</sup> quintile	0-4.5 5 <sup>th</sup> quintile	3.3	94.9% rising 2 <sup>nd</sup> quintile
Noadswood (11-16)	Y	1080	12.8-19.3 4 <sup>th</sup> quintile	6.6-8.7 3 <sup>rd</sup> quintile	7.7	93.6% rising 4 <sup>th</sup> quintile
Ringwood (11-19)	Y	1613	0.7-12.7 5 <sup>th</sup> quintile	0-4.5 5 <sup>th</sup> quintile	2.1	94.9% rising 2 <sup>nd</sup> quintile
Twynham (11-19)	Y	1633	0.7-12.7 5 <sup>th</sup> quintile	6.6-8.7 3 <sup>RD</sup> quintile		
Ashley Junior (7-11)	Y	224	24.9-40.9 2 <sup>nd</sup> quintile	11.5-41 1 <sup>st</sup> quintile		95.6% rising 3rd quintile
Tiptoe Primary	Y	117	15.1-24.8	11.5 -41		93.7%

(5 -11)			3 <sup>rd</sup> quintile	1 <sup>st</sup> quintile		5 <sup>th</sup> quintile
Hordle Primary (5-11)	Y	323	8.9-15 4 <sup>th</sup> quintile	6.1-8.2 3 <sup>rd</sup> quintile		95.4% falling 4 <sup>th</sup> quintile
New Milton Junior (7-11)	Y	330	24.9-40.9 2 <sup>nd</sup> quintile	8.3-11.4 2 <sup>nd</sup> quintile	2.31	94.5% falling 5 <sup>th</sup> quintile
Pennington Junior (7-11)	Y	151	41-98.5 1 <sup>st</sup> quintile	8.3-11.4 2 <sup>nd</sup> quintile		95.3% rising 4 <sup>th</sup> quintile

## Progress of Eaglewood Pilot Year 11 Cohort

9 students were enrolled in The Eaglewood pilot school in September 2013. Constant monitoring of progress finds that all have made greater academic, social and emotional progress than was anticipated of them at outset.

Prior attainment data, attendance data and learning behaviours demonstrated informed the progress and attainment target grades set by the home school. The table below records the student's current level as a GCSE grade at September 2013, their current level at May 14 and (in red) their progress against the most challenging FFT Type D target grade.

Student	English		Maths		Science		ICT		Other		Attendance	
	9/13	5/14	9/13	5/14	9/13	5/14	9/13	5/14	9/13	5/14	9/13	5/14
1	N/A	C/D C	F	D E	F	C D	N/A	C C	F	C C	36%	95%
2	G	E C	G	D C	N/O	N/O	N/O	C C	E	C C		93%
3	F	E E	G	D D	G	C D	C	C C				94%
4	G	F E	U	G G	D	C D	D	C C				90%
5	G	E/F E	U	G G	N/O	N/O	N/O	C C			36%	94%
6	U	G G	U	U *	N/O	N/O	N/O	C C		*entry level 3		81%
7	G	E E	G	G G	E	C C	F	C C	E	E E		89%
8	N/A	E E	N/A	G	N/A	N/O	N/O	C C				93%
9	E	D D	G	E	D	C	F	C	E	E D		86%

				F		C		C				
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KEY: N/A – not accessing      N/O – not offered      D – Denotes FFT Type D  
Target Grade

Emotional and social progress made is monitored and targeted by both students themselves (through self-evaluation) and their key workers in a different format.

Student	Referral (concerns)	Needs Identified at 9/13	Interventions/Agencies supporting at 6/13	Interventions/Agencies supporting at 5/14	Evidenced in
1	Poor attendance Low Attainment and progress Low Self Esteem Self Harm Suicidal Thoughts Low mood Depression	Access to full time provision and full academic programme via small group.  Experienced Key Worker  Mentoring	Weekly outreach from CAMHS  GP Medication  Counselling  Homelink worker	GP Medication	Letters  CAF  Parental View  Pupil View  Pupil records
2	Alternate Provision offered  Qualifications	Access to core GCSEs via small environment	Alternate provision course	None	Letters  Pupil Records

	<p>below pupil potential</p> <p>Disruption to and from main site lessons</p> <p>At risk of becoming NEAT</p>	<p>with fewer adults plus vocational course.</p> <p>2 day College Course to support post 16 transition</p> <p>Mentoring</p>			
3	<p>3 periods of fixed term exclusion totalling 5 days</p> <p>Mother has mental health issues that impact on children</p> <p>Low Self</p>	<p>Access to full time provision and full academic programme via small group.</p> <p>Experienced Key Worker</p> <p>Mentoring</p>	<p>Anger Management sessions</p> <p>Homelink Worker</p>	None	<p>Letters</p> <p>Pupil Records</p>

	<p>Esteem</p> <p>Poor behaviour at social times</p> <p>Not making expected progress</p>				
4	<p>Truancy</p> <p>Low self esteem</p> <p>Not making expected progress</p> <p>Poor pupil/teacher relationships</p> <p>Poor behaviour at social times</p> <p>Parents</p>	<p>Access to full time provision and full academic programme via small group.</p> <p>Experienced Key Worker</p> <p>Mentoring</p> <p>One point of contact for</p>	Homelink worker	None	<p>Letters</p> <p>Pupil Records</p>

	<p>refused support</p> <p>No older siblings completed secondary schooling</p>	<p>parents</p>			
5	<p>History of poor attendance</p> <p>Mother in poor health</p> <p>Brother NEAT</p> <p>Meet Troubled Families criteria</p> <p>Mother will not engage with</p>	<p>Access to core GCSEs via small environment with fewer adults.</p> <p>Emotional support</p> <p>Access to drug counselling</p> <p>Close monitoring of well being</p>	<p>CAMHS (ADHD)</p> <p>YOT</p>	<p>CAMHS (ADHD)</p>	<p>Social Care referrals</p> <p>Meeting minutes</p> <p>Pupil Records</p> <p>Agency Correspondence</p>



agencies				
2 social care referrals in 2 years for neglect				
Previous victim of Physical abuse				
Has offended				
Use of cannabis				
Aggressive				
High level of anxiety				
Only offered 5 hours of home tutoring by alternate				

	provision provider  At risk of being NEAT				
6	History of poor attendance  Truancy  MLD  Weak Literacy and Numeracy skills  Alternative Provision Year 10  At risk of being NEAT	Access to core GCSEs via small environment with fewer adults  Additional literacy and numeracy support  Work related Learning projects	EWO  School Attendance Officer		Pupil records  Letters

7	<p>Truancy</p> <p>Low self Esteem</p> <p>Anxiety</p> <p>Self Harm</p> <p>ADHD</p> <p>Socially Isolated</p> <p>Previous Child protection issues</p> <p>Not accessing a number of subjects</p> <p>At Risk of being NEAT</p> <p>Older Sibling</p>	<p>Access to full curriculum in small environment with fewer adults.</p> <p>Mentoring</p> <p>Close Monitoring of Well being</p>	<p>School Nurse (daily)</p> <p>CAMHS</p> <p>Mentor</p>	<p>CAMHS</p>	<p>Pupil Records</p> <p>Letters</p> <p>Pupil view</p> <p>Parents View</p>
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	NEAT				
8	<p>High level of anxiety</p> <p>Limited education in year 8 and 9</p> <p>Alternate Provision (year 10) offered</p> <p>Qualifications below pupil potential</p> <p>ADHD</p> <p>Attendance</p> <p>Poor pupil/ adult relationships</p> <p>At risk of</p>	<p>Access to core GCSEs via small environment with fewer adults</p> <p>Additional numeracy support</p> <p>Work related Learning projects</p>	<p>CAMHS</p> <p>Homelink Worker</p>	<p>CAMHS</p>	<p>Pupil Records</p> <p>Letters</p> <p>Pupil view</p> <p>Parents View</p>

	<p>being NEAT</p> <p>Injuries due to punching walls when high level of anxiety</p>				
9	<p>5 periods of FTE totalling 8 days.</p> <p>Poor peer relationships</p> <p>Poor pupil/teacher relationships</p> <p>Inappropriate relationships with older youths outside of</p>	<p>Access to full curriculum in small environment with fewer adults.</p> <p>Mentoring</p> <p>Close Monitoring of Well</p>	<p>Home Link Worker</p> <p>Social Services</p> <p>CAMHS</p>		<p>Social Care referrals</p> <p>Meeting minutes</p> <p>Pupil Records</p> <p>Agency Correspondence</p> <p>Parental Views</p> <p>Pupil views</p>

	<p>school</p> <p>Alcohol and some drug misuse</p> <p>Attempted Suicide</p> <p>Family at verge of breakdown parent/child</p> <p>Social Care referrals (2 in six months)</p> <p>Bullying</p> <p>Not making expected progress</p> <p>Attendance</p> <p>Poor parent/school</p>	<p>being</p>			
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	relationship				
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## **Curriculum Principles**

Eaglewood Academy will provide Alternative Provision pathways to enable all students to succeed, in a curriculum and at a level that is appropriate to their individual needs, in discrete age specific settings resourced to accommodate their individual educational needs. The safeguarding of vulnerable children of marked differences in age and need will be achieved through the selective use of dedicated accommodation for some teaching, although for efficiency of resources, there will also be timetabled shared use of specialist resources on the new school campus. Given the close proximity of The Arnewood School, National Sponsoring Academy and Technology College, there is also the potential to have access to laboratories, workshops and subject specialist accommodation through flexible timetabling and different lengths of school day.

Research undertaken by the UK government (DfE Innovation Unit, 2013) found 10% of all British students 'hated school' and a 'disproportionately higher level of disengagement amongst students from poorer backgrounds'. Eaglewood will identify and employ innovative approaches to teaching in a curriculum designed to engage its students, the majority of whom will originate from typically poorer families in the New Forest West constituency.

### **Narrowing the Gap (Kendall et al)**

This national report highlights and informs curriculum approaches particularly pertinent to an AP setting, including the greater involvement of parents and other adults in a child's learning. This has significant potential if potential family tension can be changed to a more positive attitude to sustained school attendance and concomitant satisfaction.

It is also the intention through Eaglewood to promote family learning more closely with weekly home set activities, particularly related to literacy and numeracy. The report also emphasises the importance of effective, well targeted EARLY intervention, with high quality provision: Eaglewood is therefore distinctive to other local alternative agencies that may achieve positive outcomes only after significant dislocation from mainstream settings.

Moreover with clear implications for AP curriculum design as well as an overarching infrastructure, the report concludes

'strategies that promote children's health, safety and sense of safety will help to provide the necessary conditions to promote effective and enjoyable learning and raise achievement' (p.39)

Eaglewood Provision will be well managed to include appropriate plans for the next steps for each student with clearly defined timescales and systems to support and enable timely and systematic reintegration to mainstream, when appropriate. (See flow chart) Commissioning primary schools have highlighted the need for younger junior school aged children to sustain positive relationships with their peer group whilst simultaneously being taught through intensive, focussed AP programmes.

From outset, Eaglewood will provide full time provision for students of (9-16) secondary age, that being school Years 5 to 11. GCSE students will be prepared for



progression into school Sixth Forms, local colleges, or employment with training on completion of GCSEs.

Children in the Key Stage 3 phase will follow programmes of study of approximately 20 weeks in length with regular formal reviews scheduled approximately 9 weekly and on completion of the project. Existing Alternative Providers and CAMHS have recommended that programmes of intervention be planned in 20 week lengths. Eaglewood will monitor readiness for reintegration throughout the placement with readiness for reintegration formally assessed and reported 9 weekly. In practice therefore, placements may well be less than the 20 weeks provisionally planned at outset.

Children of Junior School Year 5 & 6 age will follow programmes of study designed better to prepare them for transition to secondary school. Personalised programmes of study will be designed on either a full time and part time basis reflecting the needs of individual students and conscious of the need to maintain positive relationships with their mainstream peer group towards future planned reintegration. Programmes of intervention will similarly be planned for 20 week periods but more rapid reintegration will be possible if targeted outcome are achieved more quickly.

Phase 2 of the school is the introduction of a Year 3 and 4 programme. In acknowledgement of the Commissioners' informed opinions, it is planned that in close negotiation with the host school to align learning and curriculums that it be possible to attend the AP setting in the morning and return to the home school for afternoons. This rotation of places not only therefore supports inclusion of the referred student in their mainstream home school but increases the number of students who might benefit from the Eaglewood provision.

The secondary schools commissioning the majority of student places operate a 3 year GCSE programme. To maximise educational outcomes for Key Stage 4 students and minimise the potential disruption to coherent GCSE programmes, students will not be moved on an ad hoc basis for certain days of the week, for example, or parts of an academic year (as has frequently been the practice for many schools in the area who access alternative provision as it becomes available) but referred to Eaglewood for enrolment on a full time basis with a view to their future reintegration into post-16 mainstream on successful completion of the programme. GCSE teaching groups will be determined on a stage not age basis and it would therefore be possible for students to commence a GCSE programme in Year 10 if the commissioning schools requested this. A three year Key Stage 4 will however maximise students' opportunities to make up lost learning time as well as permit earlier personalisation of their curriculum in respect of their individual needs and current consultation with commissioners indicates that this is the preferred curriculum model.

The GCSE curriculum will consist of a number of pathways operating in parallel. Students' individual progress will be systematically reviewed at the end of each phase, the outcome of the review/consultation determining the pathway for the future. These end of phase reviews are represented as circles in the pathways modelled below. At reviews, students might be reintegrated into mainstream and, similarly,

mainstream students might cross over to alternative provision at these junctures if alternative provision is deemed more appropriate to their individual needs at that point of their education.

The pre-GCSE secondary curriculum will be based on the principles of 'Learning through Real Projects'. Students will learn through subject integrated extended projects of approximately 20 weeks in length that produce quantifiable academic learning outcomes and skills development. Students will have the satisfaction of thinking, making and doing. Their learning will be personalised to integrate the rigour of academic content with the application of vocational, applied pedagogy. Subject specialists will teach the specialist subject content required to achieve the learning objectives and learning facilitators will support them in the delivery of integrated, thematic projects.

A transition curriculum and personal development programme will be delivered for Year 5 & 6 pupils poorly placed to succeed in mainstream secondary education. This will include intensive literacy and numeracy and appropriate educational activities and experienced to promote personal emotional literacy and maturity.

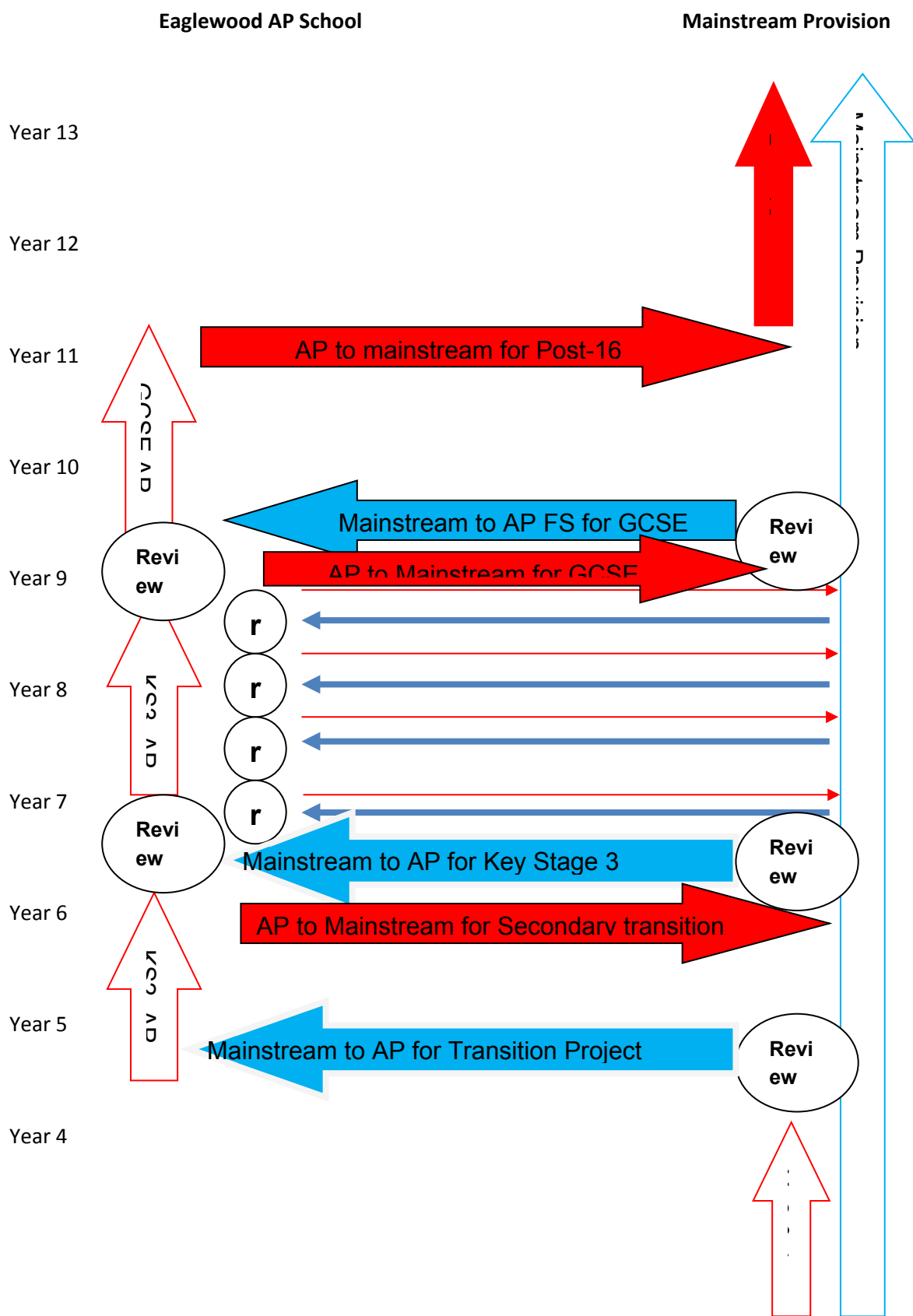
Eaglewood will be a school within The Arnewood Multi Academy Trust. It is planned to be located in close proximity to the main Arnewood campus. Appropriately skilled specialist subject teachers and learning facilitators will be deployed to Eaglewood from The Arnewood MAT Human Resource pool that includes qualified secondary, primary and early years teachers with proven experience of teaching in AP settings and across phases, as well as AP experienced unqualified teachers and teaching assistants.

Eaglewood students of secondary school age will follow a curriculum jointly provided, where appropriate, with The Arnewood School. Plans are also developing well with primary commissioning schools for a jointly delivered primary curriculum. Through these joint arrangements, it is planned that students will have both enhanced curriculum opportunities and be better prepared for reintegration to mainstream.

The Eaglewood curriculum objectives are:

- To re-engage students with learning;
- To increase rates of attendance
- To increase the learning potential of every child in the school;
- To deliver coherent and relevant programmes of study;
- To make excellent progress at least in line with national expectations;
- To reduce external agency support
- To reintegrate learners to mainstream education;
- To enable students to develop skills such that they can work in small groups
- To support learners to develop life skills the skills necessary to obtain employment.

**Model to illustrate planned Alternative Provision and Mainstream Programme Integration**



## Year 3

### Curriculum Model Principles

The model illustrates how full time secondary educational provision will be provided by the two schools of The Arnewood School and Eaglewood AP Free School working collaboratively. Additional secondary phase schools will be introduced on the same bases.

The model also illustrates how alternative provision primary phase education will be provided in conjunction with the home school. In Years 5&6, students are more likely to be full time alternative provision students following programmes of different lengths to meet their individual needs, whereas in Years 3&4, they are more likely to follow a part time alternative provision curriculum in parallel with that of their home school.

Unfilled, red vertical arrows illustrate that alternative provision will be available in a coherent continuum across the secondary and junior phases, the objective being always to permit student reintegration to mainstream. If, however, at review, it is found that reintegration is not yet appropriate, then continued education in the alternative phase will continue.

Large circles intersecting the hollow red arrows (annotated 'Review') indicate the formal student reviews that will take place at the end of curriculum phases and programmes of study.

Smaller circles (annotated 'r') indicate the reviews that will take place at the end of every pre-14 extended project that will typically be 20 weeks long. It is planned that subject to successful review, it will be possible to be reintegrated to mainstream at the end of each extended project. This is indicated by the thin red lines running left to right.

Unfilled, blue vertical arrows to the right of the model illustrate the mainstream provision that exists 7-19. The large circles intersecting the arrows (annotated 'Review') indicate the points at which formal assessment of a student's suitability to continue in mainstream will be made. The mainstream curriculum does not lend itself as easily to the extended project based learning in the alternative provision.

Thin blue lines, running right to left, therefore indicate where planned transition from mainstream to AP may occur, taking up the places vacated by former AP students successfully reintegrated to mainstream.

### The Curriculum

The Eaglewood secondary curriculum will be personalised to give students as broad and balanced a curriculum as is possible given their individual starting positions that have the potential to be disadvantaged from prolonged periods of absence from education. Furthermore, the physical resources and subject expertise available in a small school may initially limit the breadth of curriculum offered.

All Students will follow personalised curriculums with a heavy emphasis on enhancing literacy and numeracy. On opening, Eaglewood will adopt the existing GCSE curriculum that has been proven successful in the Eaglewood pilot school and includes vocational courses aligned to local employment opportunities, students' individual ambitions, and predominantly of subjects approved for inclusion in performance tables to avoid the risk of students' achievements being devalued.

The employment of teachers qualified to teach more than one subject and with proven experience of teaching in inclusion and pupil referral units, has permitted the intended outcome to be achieved of fewer teachers, teaching more subjects, than is typical of a mainstream school. This staffing model has, and will, required vulnerable children to forge fewer relationships of trust with adults through which learning may take place in a more compact, less threatening, physical context. An unintended consequence of fewer teachers and a small campus is that there has been, and will continue to be, far less learning time lost through teacher and student movement at lesson change over times, which in itself is a factor that has been identified as an unsettling factor for this profile of student.

The considered choice of subject specifications, to identify those that permit the full range of assessment criteria to be used has, and will, also increased students' prospects of examination success particularly in cases where students' literacy levels impact on their capacity to interpret correctly and respond effectively to written questions requiring a written answer. Competency based assessment in vocational qualifications where, for example, the learner responds to the verbal examination of a trusted teacher assessor has, in many cases, removed the need for students' written answers, but enabled students to build self confidence in correctly demonstrating their learning in subjects that are also widely valued by employers in the local community.

GCSE subject teaching will be student centred in mixed age, mixed ability 'stage not age' groups, with an adult to student ratio of 1:6. In practice therefore, GCSE students of Yr 9-11 age might be allocated to one of 3 teaching groups indicative of their ability not age. In the context of an alternative provision school where vulnerable students are admitted for general health, mental health, emotional health and the resulting behavioural reasons, there is the potential for a wide range of academic abilities in children born in the same academic year and reduced capacity to meet their individual needs if teaching groups were to be determined on age basis alone.

e-teaching and e-learning is already well established in the Eaglewood pilot school and the contemporary medium of the computer has proved to be both popular with students and an effective means of engaging them in learning. For example, learners sometimes lacking confidence to engage in small group discussions have proved willing to express opinions and demonstrate their learning in on line 'blog' discussions. Boys in particular with low reading ages have proved enthusiastic to read through 'Kindle' type ereaders where the level of their reading is disguised to observers. Imaginative use of computer generated resources accessed via web based class pages (for example requiring a class to position the cast of a Shakespearean play by personality and trait on a computer generated football team

sheet template) has engaged students at a level far above analysis of a printed text. The Studywiz program permits staff to set and mark, and students to submit work on line whether in school, as homework or as a means of teaching children absent from the classroom for any reason.

### Key Stage 3

Students in academic years 7 and 8 will follow a Key Stage 3 curriculum through an integrated programmes of study of 20 weeks in length. A breadth of subjects will be taught through the 'Real Project' model Eaglewood having been selected for inclusion in this project by the DfE Innovation Unit.

### Transition Curriculum

The transition model is based on both embedded curriculum good practice in the local schools and complemented by fresh approaches designed to boost any learning gaps in core subjects and innovative approaches to re-engage young learners who have not flourished in a more traditional setting.

It goes beyond traditional Year 6-7 transition to afford both transition from a local setting to potential reintegration after an intensive personalised programme back to the original host school where appropriate. It reflects successful pedagogy from both mainstream and alternative provision.

The Model draws on both successful practice identified in local schools and national research. For example: The English National Curriculum; The Scottish model of Curriculum Excellence, Building Learning Power - 'The 4 Rs' and successful learning techniques.

There is a benchmarking exercise across all local primary schools which gives secondary schools an indicator of individual ability in English, Mathematics and Science. In addition there is rigorous standardisation between schools for English and Mathematics tests.

The Alternative Provision will be able to draw upon these established procedures to assess current levels of working for individual children and prepare appropriate materials to accelerate achievement in the appropriate areas of learning, particularly in literacy and numeracy.

Students in Years 5&6 will follow personalised programmes designed to help them become 'Secondary Ready' (therefore at least Key Stage 2 Level 4) and develop sufficient emotional literacy to increase their prospects of successful transition to mainstream secondary school in Year 7. It is planned for students to be taught a full time programme when enrolled in the transition project. In situations where segregation from the host school is considered deleterious to the social and emotional development needs of the child a part time programme of study may be designed.

### Key Stage 2 Curriculum

In Years 3 & 4, all children referred to Eaglewood will follow a part time programme of study of half-time, daily release from the home school to Eaglewood.

Given the profile of Alternative Provision students, teaching will be intentionally student centred, bespoke and personalised to build students' self-confidence in their abilities to manage their own learning.

AP Students may benefit from academic semesters of more even length and more frequent holidays. For this reason, in the longer term, a six semester year is desirable for Eaglewood. Given the complexities however of delivering a curriculum in partnership with other schools, colleges and partners, this may not be achievable in the short term.

### Eaglewood Primary Curriculum Design

All local primary schools follow the English National Curriculum, with due reference to both programmes of study and preparation for tests at both the end of Key Stage 1 and Key Stage 2.

Accordingly, the curriculum at Eaglewood has to have both due regard to these parameters, as well as presenting alternative approaches in a broad and balanced design which will be more engaging and flexible to the needs of vulnerable individuals, yet not disadvantage them from achieving excellence in nationally recognised outcomes.

The transition process between schools will therefore assess the individual achievement and attitude to learning on entry and from these benchmarks adapt a typical weekly curriculum plan to a more bespoke approach, which allows part time attendance if this is found to be in the best interest of the pupil (ref E3).

Each child will be allocated a Key Worker on entry, who through the Principal /Assistant Principal will liaise with the partner school at the beginning of the transition, during the Eaglewood placement and towards the end of the placement, when success criteria have been met, work with the home school to promote a smooth reintegration process. All children will have tutorial sessions, which will be both 1:1 and small group interaction.

## KS2

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
Tutorial	4	Mandatory	1:1 with Key Worker and Small Group; essential in resolving emotional and social needs
Numeracy	5	Mandatory	Daily. Developing skills; building confidence; and capacity to access remainder of curriculum .
Literacy	5	Mandatory	Daily. Developing skills; building confidence; and capacity to access remainder of curriculum
Cross – curricular Expressive Arts	3	Some mandatory participation.	Interpersonal skills development embedded in subject learning . Reduced participation possible here for personalisation needs..
Science	3	Some mandatory participation.	Core subject – towards mainstream reintegration. Some educated participation possible here for personalisation needs.
PE	1	Mandatory	Skills acquisition; self confidence and team building; towards Healthy lifestyle
MFL	1	Voluntary	Towards mainstream reintegration
Music	1	Mandatory	To learn new skills; develop self-confidence; and inter personal skills
PSHRE/Citizenship	1	Mandatory	Rights and Responsibilities of children focus
ICT	1	Mandatory	ICT will be embedded across the curriculum. This lesson is to teach



			new skills
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### GCSE Secondary Curriculum

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Mathematics	4	Mandatory	Core Subject. Essential for enabling access to wider curriculum and future employability.
English Language	2	Mandatory	Core Subject. Essential for enabling access to wider curriculum and future employability.
English Literature	2	Voluntary	Reading and literature appreciation a strength of many AP students. Respected qualification if personally attainable.
Science	2	Mandatory	Core Subject. Respected qualification. Facilitates access to wider curriculum and future employability.
Applied Option	4	Voluntary	A medium for developing knowledge, practical skills, interpersonal skills and increasing future employability.  Will be delivered collaboratively with other providers.  Scope here for further personalisation of curriculum for those unsuited to offsite education.
ICT/Computing	2	Mandatory	Facilitates access to wider curriculum; e-learning and future employability.
PSHRE/Citizenship	2	Mandatory	The GCSE Citizenship specification will be embedded in a

			wider programme of age specific PSHRE.
Catering	2	Mandatory	Knowledge acquisition; Teambuilding; working to constraints; life skill; healthy living.
Work related Learning	3	Voluntary	To gain work place experience in a placement specifically aligned to applied option; gain better understanding of the application of theory; increase future employability;  Scope here for further personalisation of curriculum for those unsuited to WRL.
PE	2	Mandatory	Skills acquisition; Confidence building; teambuilding; towards healthy lifestyle
Tutorial Collective Worship	2.5	Mandatory	30 minutes per day. Individual tutorials and collective sessions towards overcoming individual barriers to learning and growth in personal, spiritual and emotional intelligence.

Secondary students on roll will follow personalised programmes for 27.5 hours per week consisting of:

- Subject specialist taught lessons at Eaglewood;
- The option to take one applied subject at The Arnewood or another commissioning school
- Work related and enterprise learning including work placements and business simulations;
- PHSE and personal tutorials targeted at meeting individual needs;
- e-learning programs relevant to their stage of learning such as My Maths.

When appropriate, for example in generating evidence for the Citizenship GCSE and/or developing personal resilience, courage and determination to succeed, some students may also be taught through collaborative arrangements, with high quality providers, identified through the Eaglewood Pilot. These include:

Youth Foundation Avon Tyrell Trust who have the physical and specialist human resources to deliver teambuilding and personal development opportunities through expert supervised activities in an outdoor education setting. Thoughtful selection of elements of the Avon Tyrell personal development/physical challenge provision that might contribute to the desired educational outcomes as well as being popular with students may be included as rewards. (NB Reference Section C – Eaglewood Commissioners do not consider the outward bound type provision provided by Avon Tyrell to be sufficiently educationally rigorous to warrant large amounts of curriculum time. Selected elements of Avon Tyrell's excellent provision however well complement Eaglewood's confidence building, team building and resilience objectives).

The Life Skills course delivered by The Hampshire Fire & Rescue Service will be embedded in the PHSE curriculum. The fire station work place environment in which the course is delivered creates an authenticity of the critical importance of the skills taught.

Local Army bases confirm the capacity to deliver practical teambuilding themed days; practical student centred physical challenges; catering; and engineering projects appropriate for the profile of AP student identified.

The Forestry Commission and Hampshire Wildlife Trust have capacity to deliver accredited courses in, for example, bushcraft and forestry through which students are taught to work with new tools; work safely within constraints; work individually and in teams. Through these courses students will develop new skills, potentially generate new interests and an awareness of job opportunities with a local employer that might ultimately lead to employment. These valuable educational services are freely available through which to achieve a limited PHSE or Citizenship outcome or available as an accredited, applied qualification for which a course fee is payable (and forecast in the Section G budget).

At outset, both the length of lessons and timing of lessons will mirror that of the neighbouring The Arnewood School Academy thereby permitting students to access learning provision appropriate to their needs in both the Eaglewood Academy and The Arnewood School Academy as appropriate.

The mirroring of lesson length and lesson timings will also permit joint appointments of specialist subject staff across both schools. It would also enable students to learn in specialist accommodation on The Arnewood site that would be potentially unaffordable to duplicate in Eaglewood alone.

Learners will follow programmes of study with the intention of entering them for GCSE or Level 2 GCSE equivalent accredited examinations. Only in exceptional cases will students be prepared for entry to Level 1 qualifications.

The class size will be determined by the subject being taught but will not usually exceed 6. In some circumstances where learners have specific needs, the class size may be reduced; classroom support increased; or the learner withdrawn for 1:1 teaching.

Some subjects/topics better lend themselves to larger group teaching. For example, subject to the dynamic of the group, PE, PSHE and Enterprise might be more effectively taught in a larger group.

All students will have access to a broad and balanced curriculum consisting of 25 hours learning per week. This may be further amended as individual needs demand. Time will be apportioned:

### **Core Subjects: Maths, English and Science**

Ten hours per week will be allocated to GCSE Maths, English Language and Science equivalent to 40% of the total curriculum time available.

**English:** Students assessed as capable of attaining GCSE will be prepared in that specification and entered for that type of exam the justification being that GCSE is the standard school leaving qualification in the UK. Students assessed as more suited to the iGCSE format of assessment will be prepared and entered for that exam instead, this specification affording teachers much greater freedom in contextualising the topics taught and there being no mandatory requirement to study Shakespeare.

Students considered unlikely to succeed at either GCSE/iGCSE will be entered for assessment in Functional Skills Literacy. The practical context of this qualification having the potential better to engage students disaffected by traditional teaching and learning. Demonstrable competency and qualifications in Literacy is essential for further education and future employability.

**Mathematics:** GCSE Mathematics is the 'gold standard' of mathematics qualifications and students assessed as capable of achieving at least a C grade in mathematics will be prepared and entered for this qualification. Students who have historically under achieved in mathematics will be assessed for their suitability for alternative Level 2 mathematics qualifications such as the Level 2 Freestanding Mathematics Qualification (FSMQ) in Financial Calculations that contextualises the mathematical learning and helps develop lifelong skills and understanding in money management.

**Science:** Post-14 students will be taught the BTEC Applied Science Double Award qualification. The BTEC qualification has rich links to the working environment. Furthermore, the competency based assessment permits students to demonstrate their knowledge in practical contexts as opposed to written examinations alone. This creates further personal development opportunities simultaneously with completing the mandatory assessments.

Students enrolling in the school pre-14 will be taught Applied Science from outset thereby establishing a seamless continuum across Years 7-11 should reintegration not have take place at the end of Year 8 review.

### **Applied Courses**

Eaglewood will access the outstanding applied curriculum of the neighbouring, sponsoring The Arnewood School. Students of both genders already access Hairdressing; Construction; ICT and Childcare courses through collaborative arrangements. Students wishing to take Car Mechanics as an applied option have the opportunity to do so through a collaborative arrangement with another commissioning school situated 3 miles from New Milton. A reciprocal arrangement in transport enables students to travel easily between the two sites.

In the Eaglewood pilot school, some students proved capable of joining a mainstream applied education course. If the AP students' specific needs prevent this from being feasible in practice, the AP students might be supported in class with an additional adult. Ultimately, in consideration of the needs of the AP students, discrete classes for Eaglewood students might prove necessary. (Section G budgets for all GCSE phase students to access one mainstream external applied course. Providing AP specific lessons would be charged at the same price).

The Arnewood School already has established, successful protocols in place for external students to access its outstanding curriculum provision in either discrete groups from one host school or as an amalgam of students from numerous host schools.

### **Catering**

BTEC Levels 1 and 2 Catering will be taught. The Jamie Oliver endorsed qualification is designed to be taught in schools but drawing upon industrial catering contexts. The study of catering will require students to use functional skills of numeracy in calculating ingredient volumes and functional skills of literacy in interpreting recipes. The discipline of working to timescale constraints; working as a team; learning from the experience of an adult, and healthy eating are further desired outcome.

Some students in the pilot have been found to have benefited greatly from the social engagement of eating a meal with others and also learning the social conventions of eating together. The food products of this practical subject provide a means for promoting the social engagement desired.

### **PE**

A large playing field, external hard court and indoor games hall already exist at the pilot site. PE will also be through the use of a synthetic pitch and multi-gymns on neighbouring sites. Students will learn self-discipline through correct use of the equipment; build self esteem through achieving performance targets; develop personal fitness. Experience from working with current amended timetable students has found the small gymnasium context to be conducive to providing an informal forum for 1:1 tutor to student discussions.

## **PSHRE and Citizenship to include Spiritual, Moral, Social and Cultural Development**

2 hours per week will be allocated to PSHRE and a further 2.5 hours to tutorial and individual mentoring time. This significant commitment of time is indicative of the volume of social and emotional issues that the typical profile of AP student will have to redress. PSHRE (Personal Social Health and Relationship Education) will be taught in both age specific groups and individually to help students overcome issues that have led to them being educated in an alternative setting. Experience from the pilot school has already identified some topics that are specifically needed to help the students overcome their difficulties and prepare for future life. The programme is being developed further but already includes:

- Activities to develop self-confidence and resilience;
- Substance Abuse;
- Anger management strategies;
- Giving up smoking;
- Sex and Relationship Education: knowledge; advice and to counter high teenage pregnancy rates in locality
- Coping with bereavement;
- Managing personal finance;
- Preparation for employment.

The GCSE Citizenship specification includes many of the topics taught and will therefore be embedded within the wider PSHRE curriculum.

### **Pre-14 Key Stage 3 Curriculum**

Students entering Eaglewood in Years 7 & 8 will follow a curriculum of personalised, project-based learning with pervasive connections to the wider community and the naturally occurring learning resources of the local physical environments of the Hampshire coastline and New Forest National Park.

This will be an enquiry based curriculum delivered by teams of teachers and facilitators to teams of students. Subjects will be blended and effective collaborations built across facilitators who teach at the same time, as opposed to traditional subject areas.

The outcomes will be differentiated by ability and age. Assessment will be through authentic means such as presentation, performance and exhibition to assessors, friends and the community and in so doing also foster stronger links with the community and build self esteem.

The intention is to ignite a passion for and success in learning; to increase rates of attendance; and improve behaviour, where appropriate, by engaging students in a way that their previous schooling experiences have not. 'Learning will by stealth' with subject teaching embedded in practical activities, as opposed to being taught as discrete subjects.

The Extended Learning Projects will be based upon an essential question demanding significant student generated content to answer it. Students will produce multiple drafts and critique their work prior to submission/presentation of a final project. Examples of typical cross curricular questions are: 'Explore what difference National Park status has made to the New Forest. Using numerical, scientific and environmental based evidence explain the benefits and disadvantages of the change. Using your evidence, present why you think this is a good or bad thing'.

The learning day will be designed to create significant periods of time to work on projects. This might be, for example, whole mornings blocked for project work and afternoons for differentiated subject teaching in support of the project.

The learning environment will be designed to permit collaborative work amongst students and staff supporting students. The collaborative learning model will create opportunities for students' personal development in, for example, inter-personal skills, working as member of a team; working to deadlines and within constraints.

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
Mathematics	5	Mandatory	Core Subject. Proficiency essential for enabling access to wider curriculum and future mainstream reintegration
English Language	5	Mandatory	Core Subject. Proficiency essential for enabling access to wider curriculum and future mainstream reintegration
Science	4	Mandatory	Core Subject.
Humanities	3	Mandatory	Broad and balanced curriculum. To support future reintegration.
ICT/Computing	1	Mandatory	Facilitates access to wider curriculum; e-learning and optional subject on reintegration. A generic life skill.
PSHRE Individual Tutorial	2	Mandatory	Age specific topics aligned to the collective needs of the cohort with individual tutoring to meet personal needs.

French and France	1	Voluntary	Language towards a broad and balanced curriculum and to support future reintegration. Towards developing awareness as global citizens.
PE	2	Mandatory	Skills acquisition; Confidence building; teambuilding; towards healthy lifestyle
Catering	2	Mandatory	Knowledge acquisition; Teambuilding; working to constraints; life skill; healthy living.
Tutorial	2.5	Mandatory	30 minutes per day. Individual tutorials and collective sessions towards overcoming individual barriers to learning and growth in personal, spiritual and emotional intelligence.

### **PSHRE**

PSHRE (Personal Social Health and Relationship Education) will be taught in both age specific groups and individually to help students overcome issues that have led to them being educated in an alternative setting.

Themes within this programme will include an understanding of healthy lifestyles and emotional health, and the impact of anti-social behaviour. Students will have the opportunity to contribute to the local community through volunteering and community service. In the Eaglewood pilot, students have provided entertainment at community events held in the Community Centre in which the pilot school is situated and made and sold produce in a Christmas Market.

### **Co-curricular Enrichment Activities**

A seasonal programme of co-curricular activities will be offered in addition to the 27.5 hours full time curriculum as lunch break and after school activities. These activities have the objective of developing inter personal skills, self confidence and team building as well as being enjoyable pursuits for students.

**Duke of Edinburgh Award Scheme (Bronze Award):** through participation in this recognised and respected national award, students will be supported to participate in voluntary activities in their local community and in some instances, supported to re-engage with it. The expedition requirement will help students develop resilience and teambuilding skills using the neighbouring New Forest as a resource. The staff resource to deliver this already exists within the planned staffing and in association with The Arnewood School sponsoring academy.



**Music:** students will have the opportunity to try a range of musical instruments through the Hampshire wide instrument loan and tutoring scheme. Progress made might contribute to a growth in self-esteem; generate a new interest; foster teambuilding skills; and be used as evidence towards the Duke of Edinburgh practical and social skills requirement. Ultimately it might be possible to stage a concert to acknowledge the skills developed. The existing staff has the skills to deliver this.

**Fishing:** abundant opportunities exist locally to fish. This pursuit teaches patience, self discipline and sport related skills in addition to an increased awareness of the natural environment. Some students may be suitable to sit the academic awards that accredit the science and skills developed through the pursuit. The Leisure and Recreation industry, that includes fishing, is a principle employer in the area. Tutors qualified to teach and assess fishing related course are available in the locality.

**Sport:** a playing field and hard court already exist at the proposed site. Internally there is also a sports hall. There is also an all weather pitch in close proximity to the school. Eaglewood staff will be used to teach games and skills within their competence and qualifications. External agencies such as 'Planet Sports' and 'Saints in the Community' will be used to deliver sports experiences where the expertise does not exist. Use of the nearby swimming pool will be used to teach lifesaving to competent swimmers. The Principal Designate is qualified to teach and examine lifesaving.

**Art & Crafts:** students will have the opportunity to experience a range of art and craft skills taught by permanent staff; visiting tutors and the students themselves. Products produced might be sold as an element of the planned curriculum enterprise activities. Volunteers have already been found who are willing to include Eaglewood in their existing rota of delivering specialist arts and crafts experiences in schools.

**Pedal Car:** manufacture of a pedal car to race in local rallies provides the opportunity for technology in building it; inter community engagement in fundraising the costs of build and in racing it; teambuilding skills and potential growth in self esteem. Volunteers will be sought to support this from the nearby industrial estate where there is an abundance of light engineering capacity and from parents. Sponsorship might be granted from Rotary International and Lions Clubs who are Eaglewood Commissioners and, coincidentally, also stage the local pedal car competitions.

### **Post -16 Transition**

Eaglewood students will have appropriate access to the on site expertise of an independent careers specialist, as well as the specialist educational advice for post 16 transition, whatever the destination of the individual. This would therefore sustain the appropriate health and care plan of any student who comes to the Alternative Provision, recognising the all round needs that a vulnerable young learner can develop further.

New Milton is served by Brockenhurst, an outstanding FE College; The Arnewood School, an outstanding school with a large, inclusive sixth form; and plentiful

employment exists in the local economy, some with training, particularly in the leisure, care and retail sector.

Students completing the GCSE phase at Eaglewood will therefore have a comprehensive range of post-16 opportunities, will be mentored in appropriate choices and supported in this transition phase. The thriving New Milton Business Group (NewBiz) itself an Eaglewood Commissioner will play an active part in offering pre employment experiences and mock interviews as well as a constant source of employment information.

## **D2 Pupil Performance**

There are no official targets of progress between Key Stage 2 and Key Stage 3 for mainstream schools or Alternative Providers. The DfE however defines expected progress as 3 levels of progress between KS2 and KS4.

Students of Eaglewood Free School will be targeted to make outstanding progress from their respective starting points (identified from the rigorous assessment of prior attainment KS levels, CAT tests, FFT 'D' data at induction) pro rata to the length of the Eaglewood intervention. This will be achieved through outstanding teaching of an appropriately engaging curriculum, at the right level, in an environment conducive to students' individual needs.

Evaluation of performance will take into account value added data and the performance of similar providers using benchmark statistical data. As a minimum, Eaglewood will target students and staff to exceed the national average performance of pupils educated in 'Hospital Schools, Alternative Provision and Pupil Referral Units' of:

- 19.7% 5+ A\*-G GCSEs or equivalent
- 24.6% 1 A\*-C or equivalent (DfE Statistical First Release (2012) report)

Eaglewood will also be targeted and monitored to exceed the national KS3/4 floor target for mainstream schools of 40% 5A\*-C including English and Maths. Students will be targeted to make excellent progress contributing to an aspirational, Ofsted Outstanding grade for attainment being achieved.

'Closing the gap' in the attainment of boys and girls and the performance of subgroups will also be monitored for variance. Given the nature of the school, all students will have special educational needs. This high challenge of this target is emphasized (Ofsted Annual Report : South East Regional Report 2012/13) in:

*'New Forest West Constituency could not boast a single secondary school where the gap between the attainment of 16 year olds entitled to free school meals and their more affluent peers was smaller than the gap nationally.'*

The focus will be on achievement not attainment. Progress towards personal targets in annual reviews and IEPS

Given the personalised learning context, and the high levels of attendance maintained in the Eaglewood pilot school, there will be high expectations for attendance with a Minimum Average Attendance Rate Target of 90%. Students will be set individual attendance rates appropriate to their circumstances towards this overall figure.

As a general principle, Eaglewood students will generally be targeted in core subjects to make at least the progress that would have been expected of them in a mainstream setting. This is because their placement in an AP setting is better to meet their individual learning needs. The AP setting is not indicative of a lower level of expectation for attainment. Notwithstanding this general principle, and ethos, base line assessment of the student's ability to inform challenging targets will be required at outset for potentially poor rates of progress made in mainstream may impact upon student's ultimate attainment.

In accredited academic qualifications Transition Matrices will be used to target individual students against the performance of all schools nationally. In line with national targets, Eaglewood's general, high expectation for all of its students is that they make at least 3 levels of progress from their respective starting points. Consideration of sub levels at entry will inform the degree of success that students have achieved if this target is either exceeded or missed.

In Applied Subjects where grading structures do not always exist, students' success will be judged in Pass/Fail rates and their successful completion of the whole course.

At Primary level, pupils will be targeted to make progress of 3 National Curriculum Points per year in Reading; Writing; Speaking & Listening; Number and Scientific enquiry and to be at least KS2 Level 4 'secondary ready' .

In the context of the Raised Participation Age and prevailing difficult economic environment, students will be strongly supported to enter appropriate post-16 education or employment with training. A zero rate of NEETs is targeted.

Good practice will include:

- Pupils prior attainment levels established soon after admission;
- Challenging targets for improvement set with pupils for each subject and for basic skills such as reading, where necessary, using data on pupils prior attainment where available.
- Pupils progress towards meeting targets and assessed regularly and recoded clearly
- Information from assessment used well to plan appropriate lessons
- New, challenging targets promptly set when initial targets met
- Underachievement was identified and tackled promptly

- Marking showing progress TIPs ('to improve performance') and EBI ('even better if')
- Pupils progress tracked individually and by subgroup

<b>Factor</b>	<b>Target</b>
Attainment & Progress	<p>Exceed National Floor Targets for mainstream GCSE;</p> <p>Pro rata 3 levels of progress KS2:KS3 for length of Eaglewood intervention;</p> <p>Be at least Level 4 'Secondary Ready' at end of KS2;</p> <p>Progress by at least 3 Primary National Curriculum Points per year;</p> <p>Make outstanding progress from individual starting points.</p>
Attendance	Minimum 90%
Exclusion	0 permanent exclusions from AP school
NEET	All post-16 students are mentored to progress to FE, training or employment with training. Zero rate of NEET
Social Emotional Targets	Students make quantifiable Emotional & Social progress in individual targets.
Reintegration	<p>5/6 of KS3 students are reintegrated to mainstream.</p> <p>100% of KS3 students reintegrated remain in mainstream.</p> <p>8/12 KS2 transition students progress from Eaglewood to mainstream secondary. 4/12 remaining reintegrated in KS3</p>

## **Emotional and Social Progress Factors**

All students will be targeted and supported to progress against a common range of 8 emotional and social factors. Additional emotional and social factors may be included in IEPs as individuals' success criteria for referral require. The standard range is:

- 1) Using and applying learnt skill and knowledge
- 2) Make a contribution to the wider community
- 3) Improve self awareness and value achievement
- 4) Function appropriately in a group
- 5) Act safely and respect the safety of others
- 6) Reflect on feelings (rather than act them out)
- 7) Asking for help and acting upon it
- 8) Build healthy and mutually trusting relationships

## **Assessment and Tracking**

The Eaglewood 'soaring high' culture of high expectations will be evident in the assessment and tracking systems implemented. Teachers' high expectations of their students, and students' own self belief are key to securing good progress.

Accurate assessment is also essential to securing and measuring pupil progress which will be recorded in an electronic data delivery system.

Eaglewood will adopt the ADDS (Arnewood Data Delivery System) program designed by The Arnewood School as Eaglewood Data Delivery System. The program has been used successfully throughout the pilot, both staff and students being conversant with the philosophy and mechanic of the system. In the permanent school, the default criteria for student monitoring and the sanctions and rewards feature will be locally adapted to meet the local needs of Eaglewood for currently additional, paper based, personal target records are being maintained as well as EDDS.


The web based ADDS program permits teachers to access student data input centrally relating to prior attainment; targets; and progress towards them, as well as functionality for teachers to inform the ADDS records with real time experience of students in the classroom. The email function within the program enables subject teachers and pastoral staff effectively to highlight specific issues recorded in the data in a more efficient manner than a generic email.


ADDS (that will be adopted as EDDS) also has a Rewards and Sanctions feature where EDDS points are awarded or removed in a transparent and consistent manner. When students achieve predetermined EDDS point totals, they will be eligible to a tangible reward, the value of which grows in line with points awarded.

Students will be encouraged to propose appropriate rewards (for the school to approve) and in so doing personalise the incentive that they are working towards.

Experience finds students of all abilities and dispositions to 'buy in' to the ADDS culture. They recognise that appropriate personal information about their progress, in every regard, is readily transferable between staff for their benefit. The award, or loss, of ADDS points has become embedded in the Eaglewood ethos and is comprehensively understood.

This anonymised example of ADDS data illustrates how the teacher is provided with a photograph of the student; registration data; and through use of a key, essential additional information is flagged up. For example, 'P' signifies that the student has School Action Plus status; the + highlights that the student has known medical concerns; F signifies Free School meals; and the N that protocols have been put in place to permit the student to leave class in defined circumstances. The ANI details a student's strengths and weaknesses and recommends strategies that the teacher might employ to support them. Some students will have ANI Behaviour Improvement Plans where targets for minimum levels of acceptable behaviour are recorded and teacher initiated strategies to achieve them are identified.

	Adno	Surname	Forename	Tutor	EAL	SEN	More...	M47 Brk	M47 Lch	Alerts
	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

The  icon permits the teacher to access prior attainment data and CATS scores. In the case of this AP student, KS 3 levels and CATS scores are recorded.

EAL	SEN	KS3 EN	KS3 MA	KS3 SC
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
CAT Ver		CAT NVer	CAT Quan	CAT Ave
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]

Targets for KS4 courses are set. Formal assessments monitoring progress towards target grade are recorded and a RAG system applied in the final column readily to identify whether the student is Green on track to achieve target grade; red currently unlikely to achieve; and amber currently in the balance. Grey stars in this example indicate that this AP student has been withdrawn from the course since commencing it.

Subject	G+T	10 Autumn	10 Spring	10 Summer	11 Mock	11 Spring	GCSE Target
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████

### Assessment Recording Reporting

(See also Year 11 cohort reporting Section D and Referral Process Section E)

Eaglewood will formally report in writing to the home school and parents/carers 9 weekly and on completion of 20 week programmes of study. The written report will include academic progress; progress towards social and emotional targets; progress towards the success criteria for reintegration.

Eaglewood will also stage parent/carer face to face consultation meetings with Key Workers at least half termly. Experience in the pilot finds that informal meetings, telephone conversations and the passing of information via email might occur on an almost daily basis and therefore half termly meetings have tended to become occasions to recognise and celebrate success as opposed to the need to convey information essential to progress the child's learning.

### Monitoring and improving the quality of teaching and learning

Teaching and Learning will be monitored by the Principal through a published schedule of formal Lesson Observations and unannounced Learning Walk 'Drop In' type observations. Peer to peer observation will be used to share good practice in for example strategies found to be effective in engendering positive learning behaviours.

Lesson observations will be used for self evaluation in, for example, the review of a topic or element of the curriculum. The overall target grade for Teaching & Learning in the school initially will be to be at least 'Good'. The aspirational target will be 'Outstanding' overall. Standardisation of grades awarded will be through paired lesson observations with accredited Ofsted Inspectors from the sponsoring academy.

Whole school targets for Teaching & Learning will be set in the annual School Improvement Plan. Teachers will have individual improvement targets aligned to their Performance Management Objectives with, where appropriate, continuing professional development opportunities to support them achieving the improvements to personal professional practice sought. The CPD budget (Section G) has been frontloaded to permit greater training in Eaglewood's first two years of operating than latter years. Given the extensive AP experience that already exists within the pilot school, the links that have been forged with other AP schools (See Section F Governance) and schools with specialist educational provision and the significant resource of the MAT Teaching School Alliance, it is anticipated that the majority of training needs will be satisfied through locally brokered solutions rather than commercial courses.

The Bluesky program will be used to record the 'School Improvement Plan'; individual Performance Management objectives; CPD required; and progress made towards teaching and learning targets.

The Principal will conduct regular book scrutiny; analysis of mark records; projected examination grades; and final grades attained as part of the monitoring process.

Teachers considered by the Principal to be underperforming, will be immediately assessed by the Ofsted accredited Executive Headteacher or another Ofsted accredited inspector within the Multi Academy Trust for external validation of the judgement. Teachers confirmed as underperforming will be set a time specific action plan for improvement and be assigned a mentor to support them.



### D3 Staffing Structure: 2015-16

#### Projected Pupil Numbers Year 1

Ospreys	(GCSE)	Year 11	12
Harriers	(GCSE)	Year 10	12
Kestrels	(GCSE)	Year 9	12
Peregrines	Thematic KS3	Year 8	6
Peregrines	Thematic KS3	Year 7	6
Merlin	Transition	Year 6	6
Merlin	Transition	Year 5	6
			<hr/>
			60

Learning groups will have raptor names as opposed to a set number or alphabetic code.

GCSE students will be taught in 3 ability determined groups with a maximum of 36 places being available resulting in a maximum class size of 12 and a planned adult to student ratio of 1:6. Potentially, 12 students per academic year age group would be permitted however, given that the grouping will be determined by progress in GCSEs, students admitted may not be evenly split by age.

Students in Years 7 & 8 will be taught a thematic modular curriculum of approximately 20 weeks in length. A maximum of 12 students will be admitted to this programme where students will be taught in groups not exceeding 1:6.

Students in Years 5 & 6 will be taught a transition curriculum to enhance their prospects of successful integration into the secondary phase. A maximum of 12 students will be admitted to this programme where students will be taught in groups not exceeding 1:6.

In Alternative Provision settings positive student: teacher relationships are better engendered where there is less staff. For both this educational reason and in designing posts large enough/sufficiently attractive for teachers to apply for them, teaching posts in the new school will follow that of the pilot in combining specialisms.

The Eaglewood Pilot already employs suitably qualified staff with proven aptitude and skills in alternative provision and these will be transferred to the new permanent Eaglewood School. Additional staff requires will be initially sought for appointment from within The Arnewood School Multi Academy Trust. In the event that it is not possible to appoint from the existing talent pool, external applicants will be sought.

Qualified and unqualified teachers will be appointed.

The Principal will teach the equivalent of 1 day per week. As a high quality provider of alternative provision, the Eaglewood Principal's specialist expertise will include a very successful teaching track record, a clear affinity and vision for the needs and high quality outcomes for alternative provision. Regular teaching contact with students has the potential to enhance positive working relations with students. Monitoring of teaching and learning in the pre-14 extended project may also be simultaneously achieved through the Principal contributing to the team-teaching of extended project work.

The Eaglewood pilot already has an accredited SENCO and additional SENCO accredited expertise is available in the MAT and from within existing Eaglewood staff not currently deployed to a SENCO role. The staffing analysis and budget has assumed that SENCO responsibilities are combined with a reduced teaching commitment.

The existing Eaglewood Pilot Manager will be appointed Assistant Principal. This person has extensive AP experience gained in numerous settings and is well qualified to deputise for the Principal in the event of his absence.

Executive Head  
████████████████████



Principal  
████████████████████

Assistant Principal  
████████████████████

- SENCO  
(0.4 from MAT)

F/T Maths  
Teacher

Catering  
Teacher  
(0.4)

F/T  
PE/ICT  
Teacher

F/T  
English  
Teacher

Science  
Teacher  
(0.6)

Humanities  
Teacher  
(0.3)

PHSE  
Teacher  
(0.5)

F/T 1:1  
Teacher

F/T  
Primary  
Teacher

TA 1

TA 2

TA 3

TA 4

TA 5

TA 6

TA 7

TA 8

Finance  
Officer  
(MAT 0.4)

Admin  
Officer  
F/T

Catering  
Assistant

Caretaker  
/  
Cleaner

ICT  
Technician  
(MAT 0.2)

Science  
Technician  
(MAT 0.1)

Lunchtime  
Supervisor 1

Lunchtime  
Supervisor 2

**Phased Growth**

The existing pilot and commissioner undertakings (Section E) indicate that demand for Alternative Provision in the New Milton area meets, even exceeds, the capacity of the planned new school.

The three year GCSE curriculum model plans a coherent programme of study. It is not therefore planned that students leave the school mid-programme, however, should vacancies exist, it might be possible to join the programme.

Given the existence of the Eaglewood Pilot, approaches made directly to the pilot school by parents wishing to secure places for their own children in it, and the approaches made by commissioning schools for the pilot school to offer places in its existing format, there is considerable confidence in the accuracy of the student numbers predicted.

		<b>Phase 1 September 15</b>	<b>Phase 2 September 16</b>
	<b>Year Group</b>		
Osprey	Yr 11	12	12
Harrier	Yr 10	12	12
Kestrel	Yr 9	12	12
Peregrine	Yr 8	6	6
Peregrine	Yr 7	6	6
Merlin	Yr 6	6	6
Merlin	Yr 5	6	6

Hobby	Yr 4	0	6
Hobby	Yr 3	0	6
	<b>Total Roll</b>	<b>60</b>	<b>72</b>
<b>Staff</b>			
EHT		0.2	0.2
Principal		1	1
A/Principal		1	1
QTS		5.3	6.3
Instructors		1	1
TAs		7	8
Catering		1	1
Caretaking		1	1
Finance		0.4	1
ICT Technician		0.2	0.2
Science Tech		0.1	0.1
Lunch Supers.		2	2

## **D4 Assessing the needs of Pupils**

Eaglewood will provide for emotionally and socially vulnerable students unable to cope in the dynamic of a mainstream school for a range of reasons including: emotional, physical, and sexual abuse; neglect; and anxiety following a traumatic incident such as the imprisonment of a parent.

All Eaglewood students will be assessed on entry to the school in a rigorous induction programme to assess their individual needs. Students will be assessed by the Inclusion Manager for academic ability; preferred learning style; dyslexia; and aspirations. (Also see Section E Referral process)

The Multi Academy Trust Strategic SENCO, working in conjunction with Eaglewood's own SENCO, will support the assessment and referral procedures. The MAT's retained Educational Psychologist may be used in lesson observations to advise appropriate strategies through which to better engage the student.

### Attendance

A minimum overall attendance rate of 90% is targeted (the Eaglewood pilot school has achieved a rate considerably higher than his).

This will be achieved by offering a personalised curriculum relevant to individuals' needs; outstanding teaching in a learning environment conducive to the individual student's needs; regular dialogue with parents through which to identify and remove barriers; the use of a home school worker; first day calling in the event of absence; EDDS reward points for high rates of attendance.

### Other agencies

Health Professionals: Six weekly meetings will be scheduled between the Eaglewood Principal and the Senior Partners of the medical practices at which the students are enrolled as patients. These meetings of professionals will inform the school as to medical symptoms of which they should be aware and also strategies to employ in addressing them. The meetings will also permit the school to report behaviours that might be indicative of an undiagnosed medical condition.

These types of meeting were initially trialled in the pilot school and will be continued and extended in the free school. These meetings have been very much welcomed by health professionals.

Educationalists themselves have also benefited from these discussions in which potential barriers to learning are identified, that arise from the health, social and

welfare context of students' families. that might not be immediately evident to the school.

Educational Psychologist: It is anticipated that vulnerable students in an AP setting may have a greater need to access an Educational Psychologist than mainstream students. This is because students' behaviour; emotional factors; and capacity to interact socially all impact upon their ability to learn.

Given the dearth of availability of Educational Psychologist services in the New Forest District, Eaglewood will buy into the service level agreement of its sponsoring academy through which an Educational Psychologist is retained enabling much more rapid rates of appointment.

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Given the dearth of availability of Educational Psychologist services in the New Forest District, Eaglewood will buy into the service level agreement of its sponsoring academy through which an Educational Psychologist is retained enabling much more rapid rates of appointment.

## Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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



## Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	0	0			0			
<b>Key Stage 2</b>	12	22		183%	24	28		116%
<b>Key Stage 3</b>	12	14		117%	12	14		117%
<b>Key Stage 4</b>	36	39		108%	36	41		114%
<b>16-19: commissioner referred</b>	0				0			
<b>16:19: student applications</b>	0				0			
<b>Totals</b>	60	75		125%	72	83		115%

# Section E: Evidence of need – part 2

## Section E1

### Commissioned Places

In consideration of the proposed curriculum and alternative educational provision offered, five secondary schools have given written commitments for places in the first two years of:

#### Key Stage 4 / GCSE:

The Arnewood School	18	18
Noadswood School	1	1
Priestlands School	1	1 or 2
Ringwood School	12	12
The Grange School	6	6
Twynham School	<u>1</u>	<u>1 or 2</u>
	39	41

#### KS3

The Arnewood School	12	12
Priestlands School	1	1
The Grange School	4	4
Twynham School	<u>1</u>	<u>1</u>
	18	18

#### KS2

Ashley Junior	4	4
Hordle Primary	1	1
New Milton Junior	9-16	9-16
Pennington Junior	<u>8</u>	<u>8</u>
	22-29	22-29

The Forest Education Centre (FEC) Pupil Referral Unit is the main provider of alternative educational provision in the locality principally providing for students permanently excluded from school. The reactive, non personalised provision provided restricts the breadth of curriculum that can realistically be provided; historically pupils have attained few accredited qualifications; and the quality of provision has been inconsistent. The Forest Education Centre was placed in Special Measures in 2003.

In 2009 the FEC was judged by Ofsted to be ‘Satisfactory’ overall with ‘Satisfactory capacity for sustained improvement’. Pupils’ attainment at that time was found to be ‘mostly below average’. This Ofsted finding was reflected in the experience of a number of secondary schools, who had historically accessed the local authority FEC alternative provision, who have demonstrated their resolve to access higher quality provision through commissioning Eaglewood. The FEC was graded Good overall in 2013.

**Commissioning Timeline and Outcomes**

Evidence of Demand for Eaglewood Alternative Provision free school was obtained through:

- Formal presentation to school leaders, governors and senior leadership teams of the vision for the school, the profile of student for whom the school would provide, the curriculum provision that would be provided and the top up fees payable.
- Face to Face meetings with school leaders of the specific needs of their individual schools;
- Face to Face meetings with governors of the specific needs of their individual schools;
- Consultation with Local Authority Education Officers responsible for the New Forest District and Educational Inclusion through which the demand for a new AP setting was proved and quantified.
- Consultation with Medical Practitioners and CAMHS who confirmed the shortage of appropriate high quality alternative provision in the locality for the Eaglewood profile of student.
- Presentations to the New Milton Town Council, New Milton Town Partnership and New Forest District Council of the interventions that Eaglewood would make in supporting the most vulnerable children within their administrative communities.
- Presentation, question and answer forum to NewBiz (The New Milton Business Group) of the interventions planned in supporting future employees, customers and residents in the community in which they trade
- Presentation question and answer forum to the New Milton Play and Youth Forum of youth focussed charities and support agencies
- Face to face meetings with both the Director and General Manager Specialist CAMHS Hampshire quantifying the need for additional quality provision and undertaking to refer students’ home schools to Eaglewood.

**Engaging with Commissioners Timeline**

<b>DATE</b>	<b>Event</b>	<b>Outcome</b>
.07.13	Presentation to The Arnewood Board of Directors	FS objectives agreed. Resolved to make Development Programme Application

20.09.13	Presentation, Q&A to The ACE Teaching School Alliance (ACE Alliance Schools present: Noadswood School, Priestlands School, New Milton Infants, New Milton Juniors, Ashley Infants, Ashley Juniors, Hordle Primary, Tiptoe Primary)	Agreement that proposed Alternative Provision School would be distinctive and valuable feature of Teaching School alliance
11.12.13	Presentation, Q&A to The Arnewood Board of Directors	MAT responsibilities explored. Resolved to support a Free School Application being drafted
31.01.14	Face to Face discussion with [REDACTED]	
04.02.14	Face to Face discussion with [REDACTED]	Commissioning Letter
04.02.14	Face to Face discussion and analysis of needs with [REDACTED]	1) Personal support; 2) Statistical evidence of need
06.02.14	Face to Face [REDACTED] The Grange	
0.02.14	Presentation to [REDACTED]	Commissioning Letter
07.02.14	Face to Face [REDACTED]	Commissioning Letter
10.02.14	Face to Face [REDACTED]	Invitation to Face to Face Meetings
12.02.14	Face to Face [REDACTED]	Commissioning Letter
12.02.14	Face to Face [REDACTED]	Commissioning Letter
05.03.14	Presentation to The Arnewood Board of Directors	Sections C, D, F analysed by MAT. Principle Designate appointed. Resolved to Free School Application being submitted.
05.03.14	Presentation to New Milton Play and Youth Forum	Invitation to present to Town Council
07.03.14	Presentation to Twynham School SLT	Commissioning Letter
17.03.14	Presentation to New Milton Town Council followed by Question & Answer session. Reported in local press	1) Commissioning Letter; 2) Recommendation from District Councillors that NFDC commission
20.03.14	New Forest Post newspaper– front page leader	
21.03.14	Southampton Daily Echo newspaper coverage	
24.03.14	Presentation to Lions Club of New Milton	Commissioning Letter
26.03.14	Bournemouth Daily Echo newspaper coverage	
28.03.14	Face to face with [REDACTED]	Recommendation to Governors
07.04.14	Presentation to New Milton 'Annual Town Meeting' followed by Question & Answer Open Forum	Request to present to First Opportunities
22.04.14	Face to Face with [REDACTED]	
24.04.14	Face to face with CAMHS	Refer to Director
24.04.14	Presentation, Question and Answer Forum to The Arnewood MAT Board of Members	Ratified Free School Application being submitted.
25.04.14	Face to Face with [REDACTED]	Commissioning Letter
25.04.14	Face to face with [REDACTED]	Commissioning Letter

29.04.14 Face to Face with [REDACTED]  
29.04.14 Presentation to NFDC council officers  
02.05.14 Presentation [REDACTED]

Commissioning Letter  
Commissioning Letter  
Evidence of critical need for  
the new AP provision and  
undertaking to support  
application

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# New Forest POST

Thursday, March 20, 2014 [newforestpost.co.uk](http://newforestpost.co.uk) ISSUE 1,659

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The New Forest Post is now on the Internet, click on [newforestpost.co.uk](http://newforestpost.co.uk)

- Neighbourhood News – page 6
- Stars and crossword – page 16
- Homes and Gardens – page 8
- Motoring scene – page 20-24
- Wedding day plans – pages 10-11
- Property – pages 18-19

## FREE SCHOOL BID FOR FOREST



TOTTON Running Club's James Dean won the annual race at Exbury Gardens. Normally a 10k, the course was reduced to five miles because the recent storms had washed away the path along the Lype foreshore. Nearly 300 runners, including these youngsters at the start, still enjoyed running through picturesque surroundings along country lanes. Dean won the race in a time of 26min 11sec, a minute faster than his nearest rival, Adam Jundi.

**PLANS have been unveiled for a purpose built school for vulnerable children in the New Forest.**

A bid led by The Arnewood School in New Milton is being submitted to the Government and, if approved, could be opening its doors as early as next year.

As a result a number of sites are being explored in the New Milton area that will be able to accommodate the new school that will be called Eaglewood Free School, should it be given the funding by Whitehall.

It is hoped the new school will be able to accommodate 70 pupils aged from 7 to 16.

The Arnewood School, judged as outstanding by Ofsted, has already been running a success-

**By Chris Yandell**

ful pilot alternative provision for vulnerable children for more than a year where both children's rates of attendance and academic progress have well exceeded targets set.

The bid to create a permanent new school is already supported by three other local secondary schools and eight primary schools in the area.

Local faith groups, business groups, and youth and community focused charities have also formally expressed their support.

Principal designate of Eaglewood, Dr Mike Horswell, said: "This is a bid that has the collective support of many local schools to help meet a desperate need in our area.

"There are a growing number

of children who are missing out on education because their needs are so specific they cannot be met through normal mainstream provision.

"This can include children from troubled families or young people with certain health or behavioural needs and for whom being taught in large numbers or large schools is just not suitable.

"Hampshire County Council has estimated that around 100 young people in our area are currently missing out on their education because of this – and we all want to do something about it.

"Our pilot project has shown that providing a small, nurturing education environment is more suitable for these children, ensures they come to school and helps them reach their full potential."

## Letter to Primary School Commissioners



Eaglewood (Alternative Provision) Free School

sponsored by

**The Arnewood School Multi Academy Trust**



Gore Road  
New Milton  
Hampshire  
BH25 6RS

Tel: 01425 625400

Fax: 01425 625425

email: [enquiries@arnewood.hants.sch.uk](mailto:enquiries@arnewood.hants.sch.uk)

[www.arnewood.hants.sch.uk](http://www.arnewood.hants.sch.uk)

[Details of Commissioner: Local Authority / School / Academy]

27<sup>th</sup> January 2014

Dear [name of PRIMARY school contact]

### **Support for Eaglewood (Alternative Provision) Free School**

I am writing on behalf of the steering group in charge of setting up the proposed Alternative Provision Free School 'Eaglewood' as a sponsored academy within The Arnewood School Multi Academy Trust. Our vision is for an outstanding new school, to make the vulnerable less vulnerable, and support young people in 'soaring high'.

In order to complete our application to the Department for Education to open the Free School we need to show evidence of demand. Part of this includes showing the support of the Commissioners for the School and their commitment to send pupils to us *in principle*, subject to demand. I am writing to you to obtain your confirmation that you would be happy to send pupils to us and in approximately what number.

It is planned that Eaglewood will be an all-through school offering high quality provision to meet the increasingly diverse educational and social needs of local children with behavioural, emotional, social and health barriers to learning in the New Milton and surrounding area.

Eaglewood will improve the educational experiences and life chances of all children and young people, enabling them to develop their full potential by acquiring skills, knowledge, understanding and resilient attitudes to learning. Eaglewood will promote a culture of social inclusion and respect for diversity, develop the wellbeing of pupils, personalise their learning and support older students to promote appropriate role models for younger children both within and beyond the school.

In the primary phases, Eaglewood will offer a personalised, thematic curriculum that engages and motivates its learners. Pupils will learn through projects using the naturally occurring local resources of the Channel coastline and New Forest National Park. From our research and consultation, it is anticipated that the greater needs of children of primary age, unable to progress in a mainstream setting, are for intensive literacy, numeracy and emotional literacy support. This will therefore be taught in a curriculum, designed in conjunction with our partner Key Stage 1 and Key Stage 2 schools, and taught by subject and phase specialist teachers.

It is planned to provide new dedicated primary phase accommodation within the new school campus. When appropriate, pupils will also be taught in specialist accommodation through shared arrangements with The Arnewood School.

Eaglewood Students will benefit generally from the expertise and resources of the existing and planned Teaching School Alliances in the locality and specifically from the cutting edge e-learning and mobile e-learning practices of The Arnewood School sponsoring academy which has National Support School status and was judged to be Outstanding by OfSTED in January 2013.

The Arnewood School is very well qualified and physically the best placed provider in the area to meet commissioners’ demand for a new school to meet the needs of our most vulnerable children in the locality. It has the proven capacity in terms of: school-to-school support; governance, leadership and management; human resource; and support service management. Moreover, it has proven expertise in making educational provision for the defined profile of pupil for which the new school will provide which will, we believe, result in quantifiable, worthwhile educational outcomes. The town of New Milton and its surroundings has greater need for new alternative provision than any other town in the region.

At outset, Eaglewood will enrol in its first intake post-14 students who currently study through The Arnewood School’s existing alternative provision (at The Phoenix Centre Annex) together with Key Stage 4 students from other local secondary schools who are more suited to an alternative provision setting. Younger secondary phase students will also be enrolled in Phase 1.

In Phase 2, pupils of junior school age will be enrolled. Planned growth will see the school reach design capacity of 66 places in the Junior and Secondary sections of the school in September 16. Subject to demand, capacity will be increased further in September 2016 with a Phase 3 for infants.

	September 14 Stage 1	September 15 Stage 2	September 16 Stage 3
Year Group			
Yr 11	10	10	12
Yr 10	10	12	12
Yr 9	6	6	6
Yr 8	6	6	6
Yr 7	6	6	6



Yr 6	0	6	6
Yr 5	0	6	6
Yr 4	0	6	6
Yr 3	0	6	6
Yr 2	0	0	3
Yr 1	0	0	3
Total on Roll	38	64	72

It is planned that pupils follow coherent programmes of study on a full-time basis with regular assessments of academic progress and readiness to reintegrate mainstream provision. Eaglewood will not provide part-time, short term, ad-hoc provision which may be unsuited to the needs of pupils or schools.

Eaglewood will include, not exclude. Eaglewood is about proactive early interventions to promote inclusion, raise standards and attainment and to support primary and secondary schools in reducing fixed term exclusions of children.

Eaglewood will aim to re-engage disaffected pupils to participate in learning and to target their energies towards mainstream reintegration. The school will use its high staffing to pupil ratio to build positive relationships; instil high expectations for attendance, behaviour and manners; and through high quality personalised learning achieve creditable outcomes.

Eaglewood's very existence will be tangible evidence of its Commissioners' zero exclusion aspirations and commitment to create distinctive, individual routes to success that permit every child to achieve their highest possible achievements in an environment, and through personalised opportunities, that permit them so to do.

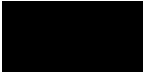
Eaglewood will therefore provide high quality education for vulnerable and challenging children who are not succeeding in mainstream, for whom mainstream schools cannot adequately provide, and for whom there is inadequate current provision in the New Milton area.

In order to offer this education we propose to charge an average top up fee of [REDACTED] per annum per full time equivalent pupil in Years 1 - 6.

Please would you confirm your support for our plans by completing the attached support letter and returning it to us signed so that we may include it in our application to the Department for Education. (Please note that the letter is drafted to include the mandatory evidence required by the Department). We would be grateful if you could return your letter to us by **Friday 14<sup>th</sup> February** so that we can meet the deadline for submitting our application.

Please do not hesitate to contact me on if you have any further queries regarding our plans or the process to open the Free School.

Yours sincerely



[Name and details for Commissioner]

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

Dear Sir, Madam

**Confirmation of support for Eaglewood (Alternative Provision) Free School**

[Insert the name of the Commissioner body you are seeking confirmation from] confirm that we support the Eaglewood Free School application. We understand that Eaglewood is an all through, alternative provision school in New Milton Hampshire which will open in September 2014, or soon after, if they are successful in their application.

[We anticipate making \_\_\_\_\_ referrals of full time equivalent (FTE) places to Eaglewood School over the first academic year following the school's opening and \_\_\_\_\_ referrals in the second year

*[Paragraph to insert if you do not believe that the Commissioner can provide definitive figures:* Based on the school's planned primary top up of [REDACTED] we believe that we would refer \_\_\_\_\_ of full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make we will make to Eaglewood School.

Signature:

Print name:

Date:

## Letter to Secondary School Commissioners

### **Section E3**

Eaglewood Alternative Provision Free School will be an all-through school that through working closely in conjunction with commissioning schools and professional educational support agencies will offer high quality personalised provision to meet the diverse educational needs of the growing number of children with emotional, social and health barriers to learning in the New Milton and surrounding area.

Eaglewood Alternative Provision Free School's objective is to make the vulnerable less vulnerable and support them in soaring high. The profile of student need is well defined in Section D . The referral process and ongoing dialogue with schools will ensure that only students with a profile well aligned to the school's provision and capacity will be admitted. Objectively set success criteria and rigorous evaluation of progress made in the Eaglewood alternative provision setting both during the placement and on reintegration to mainstream will reiterate to commissioning schools Eaglewood's referral criteria and the profile of student who will benefit from this provision.

It is anticipated that referrals will be made both prior to the start of new academic years and in year. Experience from the Eaglewood pilot finds that schools typically plan alternative provision for their existing, known, vulnerable students ahead of the new academic year starting and source appropriate placements for them. Research with commissioning schools finds that, particularly at times of cross phase transition, the needs of vulnerable students are frequently less well identified and planned for until after the inter-phase transition has occurred; this results in the child finding itself in an environment in which it cannot cope. This recurring situation will inevitably generate in year referrals. Students' changing personal circumstances in the course of an academic year may also generate in year referrals for which the referral process designed must provide.

The referral process will include the alignment of curriculums in the home school and AP.

### **Referral Management Process**

Stage 1: Enquiry received from: home school; or through invitation to attend a student planning /review meeting or from EIS enquiry. Telephone consultation of suitability of prospective student to placement with Eaglewood Principal or Assistant Principal. Is a place available?

Timescale: Respond within 24 hours.

Stage 2: Referral Form (below) sent to home school for completion and return.

Timescale: Dispatched within 2 school days of initial enquiry being received

- Stage 3a: Interview between Eaglewood staff (Principal or Assistant Principal) and prospective Eaglewood student at home school/ home/ other appropriate non threatening venue.
- Stage 3b Needs confirmed with professionals/school. Success criteria for reintegration set.
- Timescale: Within 9 school days of return of Referral Form
- Stage 4: Trial Day(s), as appropriate, at Eaglewood to boost self-confidence and support transition
- Timescale: Within 9 school days of interview.
- Stage 5: Place offered; timetable scheduled; transport in place
- Timescale Within 9 school days of Trial Day
- Stage 6: Eaglewood Induction including Base Line Assessment
- Timescale: Within 5 days of Place offer
- Stage 7: Progress towards success criteria monitored.
- Timescale: By Key Worker weekly; 3 formal reviews reported to home school in 20 week programmes.
- Stage 8: Reintegration to mainstream (supported by Eaglewood)
- Timescale: Within 40 school weeks of starting at Eaglewood AP School (an additional 20 week programme being made available if appropriate.)



# Eaglewood Academy Referral

## Student Details

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Year Group: \_\_\_\_\_

Home School: \_\_\_\_\_ UPN: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Postcode: \_\_\_\_\_

Ethnicity: \_\_\_\_\_ First Language: \_\_\_\_\_

## Family Details

### Parent / Carer

Parent / Carer Name
Relationship
Address
Post Code
Home Phone
Mobile Phone
Email

Parent / Carer Name
Relationship
Address
Post Code
Home Phone
Mobile Phone
Email

Siblings

Name	DoB	School

**REASON FOR REFERRAL:**

- CAMHS Referral for recommended educational provision
- Attendance
- Relationship with peers/ adults
- Emotionally vulnerable (enlarge below)
- Medical
- Low academic attainment
- Unable to manage mainstream school conventions
- Other

---

**SCHOOL DETAILS**

Previous School attended:

\_\_\_\_\_

Details of all previous schools (including managed moves as applicable):

\_\_\_\_\_  
\_\_\_\_\_

Please give the name of the staff member responsible for liaison with Eaglewood Academy

Name (please print): \_\_\_\_\_

Position: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Email address: \_\_\_\_\_

**Child Protection Issues:**       Yes       No

**Child in Care:**       Yes       No

**Eligible for Pupil Premium:**       Free School Meals       Forces

**SEN STATEMENT**       Yes       No       In progress

**SA**       Yes       No

**SA+**       Yes       No

**If YES Reason for statement:**

\_\_\_\_\_

**Issue date:** \_\_\_\_\_ **Date of last annual review:** \_\_\_\_\_

#### **OTHER DETAILS**

**Does the pupil have a disability? YES / NO (delete) If yes, please describe**

\_\_\_\_\_

**CAF Completed:**       Yes       No      **Lead Professional:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Email address:** \_\_\_\_\_

**If CAF completed please detail TAC meetings/attach minutes**



**BACKGROUND INFORMATION**

**Emotional and Social Issues**

Feeling special; early attachments; risking/actual self-harm; phobias; psychological difficulties; coping with stress; motivation, positive attitudes; confidence; relationship with peers; feeling isolated and solitary; fears; often unhappy

**Medical**

**Learning Difficulties / Attitudes to Work**

**Enthusiasms / Interests and Strengths**

**Previous Strategies**

Please describe the strategies already employed and provide copies of Individual Education Plans/Individual Behavioural Plans/Pastoral Support Plans

**Anticipated outcomes - what would you hope to achieve from this referral?**

Please share your ideas for what would constitute successful outcomes for this student

Please confirm Parents/carers support for this referral  Yes

Profile of Pupil Capability – please complete as fully as possible

**Key Stage 2**

	Reading	Mathematics	Science
Test level achieved			
Teacher assessment			

**Key Stage 3**

	English	Mathematics	Science
Test level achieved			
Teacher assessment			

**Cognitive Abilities Test**

Verbal	Quantitative	Non-verbal	Average

Reading Age	Spelling Age	Dates when tested

**Key Stage 4**

Targets for GSCE Performance

Subject	Exam Board	Current Grade	Target Grade	Subject	Exam Board	Current Grade	Target Grade
English				Design Technology Please specify			
Maths				Option 1			
Science				Option 2			
Humanities Please specify				Option 3			

14-16 College Course				Extended Work Experience			
----------------------------	--	--	--	--------------------------------	--	--	--

**Examinations Officer:**

\_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Email address:** \_\_\_\_\_

**Attendance %:** \_\_\_\_\_

**DETAILS OF OTHER AGENCIES INVOLVED WITH THE PUPIL**

	Name	Tel/E-mail
Locality Team		
Education Psychologist		
Children's Services		
YCP/YOT		
Health (eg CAMHS)		
Other (please indicate)		

**Eaglewood Referral Checklist**

Please ensure that the relevant parts of the following information are attached before sending them. ***Failure to send all the supporting information will delay the processing of this referral.***

- ⇒ Any reports (eg academic / EP and other agency involvement)
- ⇒ Attendance Record

- ⇒ Copy of SEN Statement
- ⇒ IEP / IBMP / PSP
- ⇒ Most recent PEP
- ⇒ Behaviour Logs
- ⇒ Risk Assessment
- ⇒ Evidence of Child and Family Therapy involvement (essential for EV referral)
- ⇒ Recent medical report confirming inability to attend school (essential for medical referral)

Headteacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Assessment on Entry

Curriculum provision will be personalised to meet the identified objectives of the home school referral. Reference Section D, full time, cohesive programmes of study will be delivered in the GCSE phase. At Key Stage 3 a complete academic programme of study will be 20 weeks in length however, in collaboration with the host school, in the event of the targeted outcomes being achieved in less than this time, students will be supported in mainstream reintegration.

Students' generic ability will be assessed through CAT tests as part of their induction programme.

The SENCO will administer Boxall assessments for all Eaglewood students on entry to and exit from the school. The results arising will inform the curriculum provision put in place through an Individual Education Plan. ELSA accredited Teaching Assistants will also administer assessments and inform IEP design.

The age specific Young Minds Strength and Difficulties questionnaires will be completed by pupils, the home school, parents/carers and appropriately placed professionals, These have been found to be effective in informing appropriate personalised provision in the pilot school producing an effective 360 degree analysis of the student.

Rigorous standardisation of Mathematics and English between all local commissioning primary schools already produces accurate information of individual student's ability. High levels of confidence will therefore exist in student attainment data when referrals are made to Eaglewood.

Assessment currently involves the use of levels and P Scales for the moment from KS1-3. This is an area for local and national development, but children in an AP setting will be assessed in a similar way to ensure any transition or reintegration is aligned to local good practice.

Improving resilience

Taking some of the key features of the Building Learning Power model, the emphasis on sustained resilience is a very significant part of improving the confidence and self esteem of young people, particularly to assist the transition process.

More emphasis on some key features of an affective curriculum are already part of curriculum change in local schools, but there will be greater intensity and concentration on these in an AP setting, including a formal nurturing programme for the most vulnerable.

## Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in the assessment criteria booklet. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.



## F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

The Arnewood School established its own full time alternative provision setting, specifically for its own students with needs incompatible with the learning needs of others, in the Spring of 2013. The proposed all through alternative provision free school 'Eaglewood' will be derived and developed from this existing provision.

The experience gained from operating this pilot provision will be captured and transferred to the new school hence alleviating some of the complexities of opening an entirely new school. Similarly, operating the pilot has identified both the depth and quality of human expertise that already exists and the areas in which appointments will be necessary. Expertise, appointments already made and appointments still required are presented below.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> </ul>	30 hours per week – FS project management is principal task in 2013/14 with other responsibilities ceded as project

					demands.
██████████	██████████	██████████	██████████ ██████████	<ul style="list-style-type: none"> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> </ul>	15 hours per week – scheduled support of FS project is a major task in 2013/14. To lead the commissioning of the FS.
██████████	██████████	██████████	██████████ ██████████	<ul style="list-style-type: none"> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> </ul>	6 hours per week

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li>• [REDACTED];</li> <li>• [REDACTED];</li> <li>• [REDACTED];</li> <li>• [REDACTED];</li> </ul>	<p>3 hours per week diaried throughout 2013/14.</p> <p>Capacity to increase to 10 as project demands.</p>
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li>• [REDACTED]</li> </ul>	<p>5 hours per week diaried throughout 2013/14.</p> <p>Capacity to increase to 10 as project demands.</p>
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li>• [REDACTED].</li> <li>• [REDACTED].</li> <li>• [REDACTED].</li> <li>• [REDACTED].</li> <li>• [REDACTED].</li> </ul>	<p>15 hours per week. Full time employee of existing AP setting.</p> <p>Informing vision and design with experience of</p>

					authentic practice
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> </ul>	1
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██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> <li>• ██████████</li> </ul>	2

## F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

### Skills/experience missing

AP in Directors & Members

### How you plan to fill the gap

Seek to recruit senior school leaders and teachers with AP expertise from schools in the locality initially to inform bid but with a longer term view of becoming members of the Local Governing Body and Members of The Arnewood Multi Academy Trust.

**Action:** [REDACTED], [REDACTED]

Suitably qualified and experienced staff have been identified in the primary phase of The Arnewood Pyramid of schools and in secondary school networks who are well placed to inform the planned cross phase enlargement of the school.

**Action: 1)** [REDACTED] [REDACTED]

Teachers with extensive experience of alternative provision/PRU settings are already employed within the Trust. Managers of existing AP settings have already expressed interest in working in the Eaglewood pilot setting and planned free school.

**Action:** [REDACTED] appointed [REDACTED] [REDACTED]

Marketing

The Arnewood School Academy retains a professional marketing and public relations agency 'Deep South'. This agency will be briefed and commissioned to support the core group in the consultation phase and marketing of Eaglewood.

**Action: 1) Accurate representation of the AP project vision widely reported in media March 2014. Both new Commissioner and parental support resulted. 2) Commissioner support from local town and district councils with nominations for LGB membership**

Increase cross phase AP teaching experience in Project team and permanent staff

Plan to appoint an experienced teacher with proven success in cross phase Alternative Provision settings to the project team.

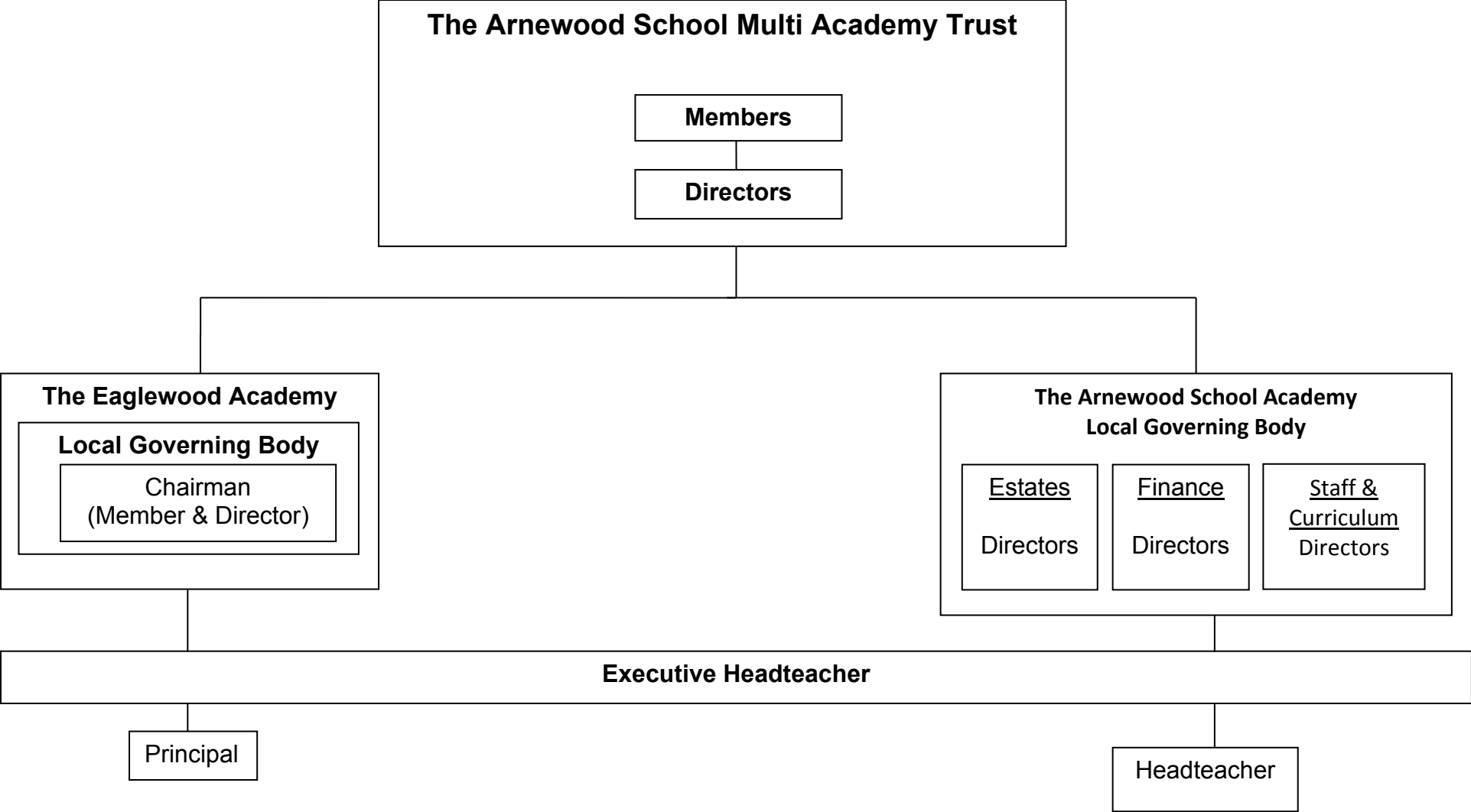
**Action: Experienced cross phase/AP/ Home Tuition Teacher appointed (January 2014) and in post in Eaglewood Pilot from June 2014**

Increase Primary phase curriculum design expertise in FS project team

Primary Headteacher with multiple headship experience, Local Leader of Education (LLE) and Local Authority Advisory Headteacher status appointed to project team

**Action: First formal meeting informing bid team (January 2014)**

**F2 Governance Structure**



The Eaglewood Academy will be a sponsored academy within The Arnewood School Multi Academy Trust that is an Approved Academy Sponsor and National Support School. It will therefore be governed by the Board of Directors of The Arnewood Multi Academy Trust within the terms of the existing Articles of Association that include 'the Object':

- maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum;
- providing educational facilities and services to students of all ages and the wider community for the public benefit;
- promoting for the benefit of the community and surrounding area facilities in the interest of social welfare and with the object of improving the condition of life in the said inhabitants.

Directly aligned to the Trust object, Eaglewood will represent the collective response of Commissioners and Trustees to address the learning needs of the vulnerable children of New Milton and its neighbouring communities who, for a multitude of reasons (see may not attend full time education.

The intention that Eaglewood be an integral part of The Arnewood Multi Academy Trust enables Eaglewood to benefit from the resources and expertise of an Outstanding school through a strong and permanent relationship with the sponsoring Academy. Eaglewood will therefore both complement and enhance existing educational provision in the New Milton area and in so doing simultaneously improve the life chances of the most vulnerable children in the community. Governance, leadership and management structures implemented will emphasize the challenge and support of, and for, Eaglewood by its sponsoring academy.

The two current schools of The Multi Academy Trust will be governed by Local Boards of Governors answerable to The Directors and Members. All Governors of The Arnewood School Academy have also been appointed Directors. It is therefore an unintended consequence of history that The Arnewood School Local Governing Body is made up totally of directors rather than the intention to give The Arnewood Local Governing body more status/autonomy than the new Eaglewood Academy.

The Directors of The Arnewood School Academy will constitute a separate sub-committee to be known as The Eaglewood Local Governing Body. The Local Governing Body will be accountable to the Directors and Members of The Arnewood School Multi Academy Trust. The Local Governing Body is not therefore the school's legal governing body but will have delegated to it sufficient powers to permit the school to make operational decisions without constant referral to the Directors.



The Chairman of The Eaglewood Local Governing Body will be a Director and Member of The Arnewood School Academy, but will not be the Chief Executive Officer /Executive Headteacher nor The chairman of Governors of The Arnewood School Academy.

Cross governance appointments will be made to provide appropriate and proportionate representation in both governing bodies. This will be achieved through Directors of The Arnewood School Academy being appointed members of the local board of governors at The Eaglewood Academy. Governors of The Eaglewood Academy with specialist knowledge and experience relating to Alternative Provision will be eligible for appointment as Members of The Arnewood School Multi Academy Trust thereby making their expertise available in the strategic decision making process.

Staff will be employees of The Arnewood Multi Academy Trust and seconded by the Trust to Eaglewood Academy or The Arnewood Academy as operational needs demand.

Funding will be payable to The Trust and devolved proportionately to the two academies. Management and auditing of budgets will be conducted centrally by one Finance Committee incorporating one Auditing Committee for both academies.

### **Constitution of The Eaglewood Local Governing Body**

The Local Governing Body will consist of 10 governors

#### **Chairman (1)**

The Chairman of the Local Governing body will be appointed by the Directors of The Arnewood Multi Academy Trust. The Chairman may be appointed from existing Directors. If the appointee is not already a Director of The Arnewood School Academy, s/he will be appointed a Director. The Chair of Eaglewood will also be appointed a Member of The Arnewood Multi Academy Trust.

#### **Staff (2)**

The Principal will be appointed a Staff Governor. The Principal is accountable to the Directors and Members through the Executive Headteacher. 1 other member of staff will also be appointed.

#### **Parents (2)**

It is planned that 2 parents of students in The Eaglewood Academy will be appointed governors. In the event that the vacancies cannot be filled from Eaglewood parents, nominations of parents from other schools within the Trust will be sought.

## Others (5)

The remainder of the governors to provide relevant expertise and be representative of the school, its catchment, context and curriculum. Subject to nominations, potentially these might be:

1 to provide alternative provision expertise from another alternative provision setting(s).

1 to represent commissioning schools and preferably one of the primary schools

1 to represent local business community potentially nominated by NewBiz (the New Milton Business Group ).

1 to represent external support agencies and catchment medical practices.

1 to represent wider local community/town council.

## **Local Governing Body Delegated Responsibilities**

The Arnewood Directors will delegate sufficient powers and functions to The Eaglewood local governing body, working in tandem with the Principal, to permit the academy to operate on a day to day basis. These powers will include:

- Selection of Eaglewood Teaching and Support Staff subject to a minimum of one Trust Director being included in the selection procedure;
- Performance Management of the Principal, Teaching and Support Staff;
- Monitoring the quality of teaching and learning in Eaglewood using consistent systems compatible with The Arnewood's own;
- Monitoring pupil behaviour, attendance and safety in Eaglewood using consistent systems compatible with The Arnewood's own;
- Admissions Authority in terms of Eaglewood's capacity to admit and meet the individual learning needs of the child;
- Agreeing the budget, monitoring the budget delegated by the Trust, and ensuring value for money locally;
- Authorising spending up to and including ██████████ of the Eaglewood budget without recourse to Directors, the budget being maintained and audited by The Arnewood Finance Office, Finance Sub-committee and Auditing-committee;
- Agreeing Curriculum provision, design and delivery models;
- Setting term dates and determining the length of the school day;
- Agreeing School Self Evaluation Form, the School Improvement Plan and improvement targets and strategies

- Ratifying, reviewing and evaluating effectiveness of Eaglewood Academy's policies.
- Progress towards statutory targets;
- Dealing with complaints
- Implementing a local Home School Agreement
- Design and implementation of an Eaglewood school uniform

**The Arnewood Directors will retain responsibility for:**

- Setting strategic direction
- Appointing a Principal for Eaglewood
- Electing or removing the Chair of the Eaglewood Local Governing Body
- Appointing the Clerk to the Eaglewood Local Governing Body
- Pre employment checks and Appointment of staff selected by Eaglewood Local Governing Body
- Devolving budget share to Eaglewood;
- Auditing of budget devolved to Eaglewood;
- Ratify draft policies specific to Eaglewood
- Change the Planned Admission Number
- Overall performance of Eaglewood Academy

**The Arnewood Multi Academy Trust Members**

The existing Board of Members of The Arnewood School Multi Academy Trust represent a diverse range of skills and experiences across educational research; international business; and finance sectors. Some Members are also longstanding, highly experienced Directors of The Arnewood School. The existing Board of Members is therefore well qualified both to support and challenge the new free school and support the appointment of the Directors deployed to its local governance in all generic aspects of school leadership and management.

An independent expert in alternative education will be sought to enhance further this expertise as a new Member.

The Trust Members already meet three times per year. The monitoring of Eaglewood (through analysis of the Directors' performance reports on Eaglewood and presentations from The Principal) will be added to the standing agenda.

The Members of The Arnewood Multi Academy Trust Members will hold in trust the land, buildings and assets of all schools (therefore including Eaglewood AP Free School) within the trust on behalf of The Directors.

The Members will be responsible for:

- The approval of the annual accounts;
- The approval of appointment and re-appointment of Directors;
- The evaluation of operations and performance of all schools within the Trust.

The Arnewood School Multi Academy Trust will employ all staff in all of its schools.

## **Full Governing Body Responsibilities**

### **Directors**

The board will determine the strategic direction of Eaglewood delegating the Local Governing Body to manage the operational requirements to achieve it. The Directors will determine the ethos that they wish to be embedded in Eaglewood - the alternative provision school that they are sponsoring - to be tangible evidence of their ethos and values to make the vulnerable less vulnerable.

The Directors will recruit and select the Principal of Eaglewood who will be held to account for the educational performance of the school and its students. The Directors will delegate authority for the recruitment and selection of all new staff required for Eaglewood positions to the Local Governing Body.

The Directors:

- will oversee the appointment of a suitably qualified Chair of Local Governors at Eaglewood.
- will oversee the financial performance of the school and ensure best value in the way its money is spent.
- will be responsible for the auditing of the Eaglewood accounts
- will be the Admissions Authority for the schools within The Arnewood Multi Academy Trust.

The Directors will ratify generic policies (statutorily required by academies) for implementation across The Multi Academy Trust of schools. These are:

- Central Record of Recruitment and Vetting Checks
- Charging and remission
- Data Protection
- Equal Opportunities Policy
- Freedom of Information
- Sex Education
- Special Educational Needs

The Directors will ratify locally amended versions of generic policies for local use at Eaglewood. These will be:

- Accessibility
- Admissions
- Allegations of abuse against staff
- Anti-bullying
- Behaviour
- Child Protection Policy
- Complaints Policy
- Grievance Policy
- Health & Safety Policy
- Home School Agreement
- ICT use
- School information on website policy

## **Local Governance**

Employment and performance of Eaglewood staff

The Eaglewood Academy Local Governors will convene monthly throughout the school year to monitor the progress of the school. This high frequency of meetings, of a lean local governing body, is planned to facilitate quick and informed decision making and removes the need for tiers of hierarchy and sub committees. The one tier local governance will further remove the need for further ratification of decisions made at local level and include the broadest range of opinion and skills in the decisions taken.

Other factors informing the decision to forego sub committees include:

- the small size of the school;
- the legal accountability of Eaglewood to Arnewood Directors;
- the ease of access to pooled professional services/SLAs through The Arnewood's sponsorship;
- the ease of access to professional teaching and learning expertise through Eaglewood's own membership of a Teaching School Alliance.

The Principal is accountable to the Local Governing Body through the Executive Headteacher. The Eaglewood LGB will in conjunction with the Executive Headteacher support and strengthening the Principal's leadership and hold the Principal to account specifically in:

- 1) Pupil performance learning, progress and attainment versus locally set targets and national performance
- 2) Staff performance, recruitment, retention, morale
- 3) Pupil and staff wellbeing
- 4) Safeguarding, behaviour, attendance and safety of children
- 5) Health & Safety
- 6) Quality of teaching
- 7) Financial performance within budget/priorities/ best value
- 8) Inter school liaison including: referral; assessment and reporting; and reintegration to mainstream.

9) The Executive Headteacher is responsible for:

- 1) assuring the quality of performance of Headteachers across the MAT and acting as a mentor and coach as appropriate;
- 2) assuring the quality of educational outcomes across the MAT
- 3) aligning different cultures in a common shared vision and strategic direction
- 4) liaising with school leaders about the strategic direction of the Trust and the schools, including the nature of Sponsoring Academy provision and The Arnewood Teaching School (ACE Teaching School Alliance).
- 5) liaising and coordinating strategy with local senior stakeholders and system thinkers
- 6) liaising with school leaders about senior appointments
- 7) liaising with school leaders about new funding opportunities, prudent budgeting and any audit implications
- 8) chiefly advising the MAT board about strategy and educational performance, in coordination with school leaders within the Trust, but available to advise local governing bodies as appropriate

### **F3 (a) Proposed governors**

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for

the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████		██████████. ██████████. ██████████.	
██████████	██████████		██████████ ██████████ ██████████	0
██████████	██████████		██████████. ██████████.	0
██████████	██████████		██████████; ██████████;	0
██████████	██████████		██████████; ██████████ ██████████ ██████████	

			[REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED]; [REDACTED]; [REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED] [REDACTED] [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]; [REDACTED]	[REDACTED]; [REDACTED] [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]; [REDACTED]	See Section F1a	Full time employee
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	See Section F1a	Full time employee
Tbc	Parent			
Tbc	Parent			
[REDACTED]	Local Employers	[REDACTED] [REDACTED]	[REDACTED]. [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]; [REDACTED]	[REDACTED]; [REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED]	



██████████	██████████	██████████;	██████████	
		██████████		
██████████	██████████		██████████	

**F3 (b) Skills gap for governing body**

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
----------------------------------	-------------------------------------

## **F4 Recruiting a high quality principal during pre-opening**

### **Role and Responsibilities of The Principal**

The Principal will be responsible for the leadership, internal organisation and day-to-day management of Eaglewood Academy. S/he will be answerable to the Executive Headteacher for the delivery of effective programmes of personalized study and support for students in the school that have the potential to achieve outstanding outcomes within the funding delegated.

The Principal will lead a team of staff and co-ordinate and provide direct teaching and support for students who have difficulty in attending mainstream schools for a variety of reasons including medical and/or behavioural issues and also those who are at risk of permanent exclusion.

The Principal will oversee admissions to the school and the reintegration of students to their mainstream schools. S/he will regularly consult with commissioning schools to ensure that the Eaglewood PAN is met such that the maximum number of students benefit from the provision.

The Principal will oversee the progress of each student in meeting their potential such that significant progress is made on both long term programmes of study and short term placements in the school.

The Principal will ensure that all legislative and regulatory requirements are fully met and monitored and that relevant learning strategies are in place that best meet the needs of the students.

As a Head of School within The Arnewood Multi Academy Trust, The Principal will be answerable to the Executive Headteacher for Eaglewood Academy achieving the educational and operational objectives set it by governors and directors.

### **Person specification for Principal of Eaglewood Academy**

To be a visionary leader with the experience and skills required to lead and grow an all through, Key Stage 1-5 inclusive school; capable of implementing and leading a curriculum and pedagogy that will encompass early years to post-16; and appreciative of the implications of Raising the Participation Age.

To be a personable leader able to lead and inspire a hardworking team to achieve and maintain excellent practice.

To be a proven senior school leader with the professional credibility to deliver a new alternative provision setting to Commissioners;

To lead and shape the development and management of all aspects of learning and pastoral care to meet fully the individual needs of all students.

To model a high expectation for effective, professional relationships with students and their families.

### Skills Required

As a high quality provider of Alternative Provision, Eaglewood requires a credible Principal with both a proven track record as a senior school leader. The successful candidate will therefore be able to demonstrate:

- a clear affinity and vision for alternative provision – and how it might evolve;
- the determination to meet the individual needs of AP students and achieve high quality outcomes for them;
- a very successful personal teaching track record;
- excellent communication skills in a wide range of settings including working with individual families;
- the ability to model personalised curriculums within physical, human, time and financial constraints;
- a good understanding of applied education and competency based assessment;
- personal experience of teaching and mentoring vulnerable students, including those who display challenging behaviours;
- a proven track record of innovation, entrepreneurial educational activities and outward looking leadership behaviours appropriate to an outstanding academy.
- the experience of brokering collaborative arrangements particularly between schools and also between schools and business/ industry.

As an experienced senior school leader, the successful candidate is likely to have attained NPQH and have proven wider school management competence in:

- the performance management and deployment of teaching and support staff;
- the efficient management of financial budget;
- project management including the supervision and management of non employees;
- inter-school collaboration;
- inter-agency working;
- school governance.

### Salary (L26-L32)

Given the significance and particular requirements of this post, the salary will need to reflect the skill set which would not be traditional. From extensive experience of appointing teaching staff and senior school leaders it is the Directors' opinion that few senior school leaders will offer the person specification and skill set required for the post of Principal of Eaglewood as well as an ability to support the strategic direction of the Trust. As a result, the salary is set at a level more than the average salary for a Headteacher post of most Special School or Primary School leaders for the candidate appointed will not only be charged with opening the school but leading it through the planned phases of development to reach planned capacity.

The Principal will be appointed by The Arnewood Multi Academy Trust and deployed to be the Head of School at Eaglewood. In consideration of the skill set and experience of the appointee, the Principal may also be delegated wider responsibilities across the Trust.

The starting salary will therefore be [REDACTED], (approximately L26 on the Teachers Pay and Conditions 2013 Leadership Scale, rising to an initial ceiling of L32), subject to completing successful Performance Management targets each year, that would include student recruitment. This would be necessary to recruit a high calibre candidate who would have some teaching commitments in the 11-16 age range in Year 1, but have the capacity to understand the cross phase requirements for Eaglewood.

Research of national advertisements finds there to be a high demand for candidates with the skills and experience essential for such a role and salaries commensurate with the high calibre of candidate sought. For example vacancies sourced from TES at November 2013 found :

Headteacher Hounslow KS1-KS4 PRU to be (Leadership Scale L29-L35 [REDACTED]) plus London weighting.

And March 2014:

Principal Ashwell Alternative Provision 11-16 Academy L25- L31 ([REDACTED])

### Principal Designate Appointment

In consideration of The Job Description and Person Specification, The Board of Governors unanimously appointed [REDACTED] to the post of Principal Designate at their Full Governors Meeting of 11<sup>th</sup> December 2013. [REDACTED]

[REDACTED]

Section F1 demonstrates [REDACTED] skills and suitability for the role to which he has been appointed.

**Section F5** (existing providers and any new applicants seeking to open more than one free school)

*Insert text*

## F6 (existing providers and any new applicants seeking to open more than one free school)

*Insert text*

### F6 (a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

<b>Name</b>	<b>Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)</b>	<b>Other relevant area(s) of expertise</b>	<b>Hours per week</b>	<b>Cost £</b>
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## F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2015/16	2016/17
	£0.00	£0.00



[REDACTED]

[REDACTED]



### G3 Financial resilience to reductions in income

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



## **Section H: Premises**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

## Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs and information about key individuals; and
- should be submitted as part of your application, i.e. as one Word document.

Annex 1 – CVs – Word document

Annex 2

Annex	Reference no	Supporting letters etc
2	095236	Noadswood School
3	095456	NewBiz
4	095512	New Milton Town Council
5	095524	Twynham School
6	095538	Priestlands School
7	095554	Ashley Infant School
8	095610	Tiptoe Primary School
9	095643	Hordle Primary School
10	095705	New Milton Infant School
11	095723	Ringwood School
12	110029	New Forest Post Article
13	110043	Powerpoint Presentation – Eaglewood
14	110213	Newspaper article
15	111156	Application Feedback
16	093626	First Opportunities
17	093639	New Milton Junior School
18	093654	Pennington C E Junior School
19	104218	The Arnewood School
20	104353	Map



# CV template

## CV template

1. Name
2. Area of expertise (i.e. education or finance)
3. Details of your last three roles including:
  - name of school/organisation
  - position and responsibilities held
  - length of time in position

(This should cover the last four years. If not, please include additional roles)

  - Name:
  - Position:
  - Dates:
  - Name:
  - Position:
  - Dates:
  - Name:
  - Position:
  - Dates:
4. **For finance only:** details of professional qualifications, including:
  - date of qualification
  - professional body membership number
  - how your qualifications are maintained

5.a **For education only:** if you are in a leadership position in your latest school (where available):

- the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
- If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)
- school's best 8 value added scores for the years you were in post, if applicable

5.b **For education only:** if you are in a teaching or head of department role in your latest school (where available):

- Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
- If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)

6. Brief comments on why your previous experience is relevant to the new school
7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8. Reference names(s) and contact details

## Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal	<b>Additional information about the school</b>  <i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i>					
Chair of governors						
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<b>Overall</b>	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at <b>page 28-29</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Achievement of pupils at your school</b>	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at <b>page 33-34</b> of the school inspection</i></p>			

	<p><i>handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<p><b>Quality of teaching in your school</b></p>	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at <b>page 37-38</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<b>Behaviour and safety of pupils</b>	<i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at <b>page 41-42</b> of the school inspection handbook <a href="#">here</a>).  please delete this guidance before submitting this form]</i>			
<b>Quality of leadership in, and management of, your school</b>	<i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at <b>page 47-48</b> of the</i>			



	<p><i>school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Spiritual, Moral, Social and Cultural development of pupils at your school</b>	<i>[Please provide a commentary]</i>			

<b>Your assessment against Ofsted framework (please provide a commentary)</b>	<b>Your self-assessed Ofsted grade (1-4)</b>	<b>If needed, proposed actions to improve self-assessed rating</b>	<b>FOR INTERNAL USE ONLY- Not for completion</b>
<b>The extent to which the education provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled</b>	<i>[Please provide a commentary]</i>		

<b>pupils and those who have special educational needs.</b>				
<b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered or not and if their existing provision is interwoven with the LA.</b>				