



Department
for Education

Free school application form 2014

Alternative Provision (AP) (updated August
2014)

THE BOXING ACADEMY AP FREE SCHOOL

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you sent an email (of no more than 9 MB in size**) with all	<input checked="" type="checkbox"/>	<input type="checkbox"/>

relevant information relating to Sections A to H of your application to: alternativeprovision.fsapplications@education.gsi.gov.uk ? (See guidance for dates and deadlines).		
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		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed delivery method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input 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 A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83268
Name of proposed school:	The Boxing Academy AP Free School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	<Redacted>, London, <Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	An independent school convertor
If 'Something else' please describe your group.	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Temporary name: The Boxing Academy AP (awaiting permission to use "The Boxing Academy Trust) from Sec of State for T&I)
Company address:	23 Hackney Grove, London E8 3NR
Company registration number:	9255496
Date when company was incorporated:	08 October 2014
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>

Please list all company directors, providing their name and the position they will hold once the school is open:	

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	<Redacted>
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	
--	--

If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert please provide your six digit ref number	We are awaiting confirmation of our registration from DfE, having recently completed the pre-registration inspection, although operating.
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection	NA
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report	NA
---	----

If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	NA
--	----

How many free schools are you seeking to open in this application round?	1
--	---

If any members of your group are also involved in other applications to open a studio school, studio school or free school in this application round, please give the names of the other applications:	The Campus -<Redacted>
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Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• their full name;• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and• the role that it is envisaged they will play in relation to the free school.	
Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	
Have you received help and support from the New Schools Network (NSN)?	NSN Development Programme
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:	

SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

In which local authority is your preferred location?	Hackney
Proposed opening year:	2016
Age Range:	11-16
If 'other' please specify	
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
Do you intend your proposed school to have a faith ethos?	No
If 'Yes', please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
Please specify the maximum full time equivalent (FTE) for pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE - please use numbers only:	56
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	56
Date proposed school will reach expected capacity in all year groups:	2016
Places committed by Local Authority and local schools (FTE):	76
Please say what rate of top up funding committed (funding per FTE place):	<Redacted>
Primary intake of pupils	Children with behavioural issues
Other needs that the school will cater for NB. There is not ranking of other intakes, please pick whichever apply:	Excluded children
	Severely bullied children
	Please select
	Please select
If 'Other', please give further detail:	
Will your proposed school include residential provision?	No
If 'Yes', please give further detail:	
Are you planning to contract the management of your school to another organisation?	No
Have you already identified a principal?	Yes
If 'Yes' please say when you propose the principal designate would start:	In place as Head of the Independent School
Please say how many people will sit on your governing body:	11-15

Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	No
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Will you adopt non-standard terms and conditions for teachers?	Yes
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Do you plan to make employ teachers without QTS?	Yes
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Please list any other freedoms you intend to use:	
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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: Rationale

Our proposal is to establish The Boxing Academy Alternative Provision Free School in Hackney, East London, which will cater for 56 children aged 14 – 16 who are in danger of exclusion, or who have already been excluded, from mainstream school. This proposed AP Free School will be a conversion from our charitable education provision, which is currently operating while awaiting registration by DfE as an independent school following our recent Ofsted pre-registration inspection. We will admit boys and girls who are from Hackney and the surrounding London boroughs, referred by their schools or the local authority. The Boxing Academy AP Free School will specialise in provision for pupils with a tendency towards violent or aggressive behaviour and pupils who create persistent low-level disruption, and often the two categories overlap. These children require support in all aspects of their lives in order for them to achieve in education and for this reason our method is built around creating a secure, consistent and disciplined environment for them to ensure that they engage with the programme and make the best progress possible. A successful outcome for a Boxing Academy AP Free School pupil will be gaining a place at the college of their choice or on an apprenticeship, but the most significant changes will be aspirational, emotional and around issues of self-esteem and confidence which we will collectively measure as 'well-being'.

We will achieve this by offering 56 full-time KS4 places with a curriculum of least 5 GCSEs or equivalent, including Maths and English, as well as programmes for career guidance, work experience and additional life skills support, tailored to the individual. We will use our proven, successful and unique model: small class sizes alongside personalised pastoral support and intensive mentoring by a boxer who is a tutor and coach. The ethos will be that of a boxing gym: a small, comfortable and familial environment with clear boundaries, a system of rewards and sanctions and an emphasis on discipline, achievement and hard work. Our results are built on the foundation of a mentor-pupil relationship that allows for genuine breakthroughs in behaviour, conflict resolution and anger management as well as academic improvement and aspirations.

Background

The Boxing Academy is an alternative education provider that was established as a charity and company limited by guarantee in 2007. The Academy addresses a need within the current education system: that the most difficult and disadvantaged students do not receive the level of support that they require in a class of thirty students. It is our experience that these children then become disengaged causing a cycle of exclusion, failure and low self-esteem which often results in permanent exclusion and has profoundly damaging outcomes in the short- and long-term for the pupils, their schools, their families and the wider community. The Boxing Academy reverses this cycle by helping the pupils address their issues and giving them the skills they need to succeed in education and build a productive and happy adult life.

The new Free School will continue the work of the existing Boxing Academy which has effective working links with schools, Social Services, Youth Offending Teams, CAMHS and other key workers, often acting as the coordinating agency in a child's life. We have even encouraged magistrates to use educational attendance with us as part of an order for young offenders, and have succeeded in keeping young people out of the secure estate as a result. Our reputation is built on a solution-focused approach and our commitment: we never give up. Through our strong relationships with the referring schools and boroughs, we have persuaded them to use our AP for early intervention rather than as a crisis management tool. Often, schools wait until an event occurs which is so serious that it can only mean permanent exclusion, but our approach encourages them to identify the pupils who are likely to struggle before Year 9 and refer them before the relationship has broken down irretrievably. This timely intervention allows us to build a real relationship over two years and also maximizes their chances at GCSEs.

Since 2007 The Boxing Academy has provided a basic curriculum of Maths and English GCSE, along with at least two other subjects for its pupils. We are currently awaiting registration as an Independent School after our recent Ofsted pre-registration inspection. Our aim in converting to a Free School is to be able to expand our curriculum to 5 GCSEs for every pupil with extra vocational options, and also to create more places: currently we have 40 students, in five classes of 8. We believe that 2 more classes of 8 would take us to a manageable capacity of 56: any bigger and we are in danger of replicating the large-scale environment that has been so unsuccessful for these pupils.

The Local Area

The Boxing Academy is located in Hackney, the seventh most deprived borough in the country¹ where over 60% of the children are in low-income families and over 40% have no working parent. Drugs, crime and varying levels of neglect often affect their daily lives, and their education is often the first casualty of this. Statistics published by the Youth Justice Board² show that almost nine out of ten of the 15-18 year olds currently held in prisons had been excluded from school, and around 40% had last been at school when they were under 14. Exclusion from mainstream schooling in many cases results in the children ending up on the streets and fodder for gangs, and usually leads to placement in the local authority's Pupil Referral Unit, which has particularly poor outcomes. Alternative provision can offer a different route than this fast track to failure.

Permanent Exclusions in Hackney

We know that the rate of permanent exclusion in Hackney is significantly higher than the national benchmark. The most recent report from the Department for Education (2010-11)³ showed that the rate of permanent exclusions in England remained at 0.07% of the school population, equivalent to 7 pupils in every 10,000 but in Hackney the rate is 0.12%, almost twice the national figure. Further analysis of the data on exclusions (reasons, attainment, NEET figures) shows us that there is a need for high quality Alternative Provision in Hackney and the surrounding boroughs to help reverse the trend and the damage to children who are excluded and experience particularly poor outcomes. The Boxing Academy is one of only a few providers currently offering schools or local authorities an alternative to exclusion and we believe that conversion to an AP Free School would allow us to expand our curriculum and offer places to more of these high-risk pupils who need and deserve the best support and education available.

Reasons for Exclusion

Statistical First Release data on the reasons for Permanent Exclusion throughout England tell us that 40% of the permanent exclusions in England were due to aggressive or violent behaviour, and when the numbers for persistent disruption are added that jumps to almost 75%. Local data is difficult to source but the last published

¹ Department for Communities and Local Government, *The English Indices of Deprivation*, 2010.

² Summerfield A, *Children and Young People in Custody 2010-11*, (2011), HM Inspectorate of Prison – Youth Justice Board.

³ <https://www.gov.uk/government/publications/permanent-and-fixed-period-exclusions-from-schools-in-england-2011-to-2012-academic-year>

report by The Learning Trust in Hackney⁴ (2007) records that 63% of Hackney permanent exclusions in that year were for assaults against a pupil or staff, which is significantly higher than the national average of 40%. This percentage does not include verbal aggression or persistent disruptive behaviour, and although the exact breakdowns of all categories are not supplied it is safe to assume that the overall percentage for exclusions due to violence and/or aggression and persistent disruption in Hackney is likely to be higher than the national average of 75%. The rate of exclusions in the borough has not fallen since 2007 so we conclude that this issue remains pressing and acute.

There is an obvious need for Alternative Provision that can tackle these issues and return pupils to education. Violence/aggression and persistent disruptive behaviour are the two specialist areas of The Boxing Academy. We have a proven track record of turning our pupils around after engagement with our programme, helping them address these issues and successfully reintegrating them with education post-16.

Attainment of Pupils in AP

Hackney is one of five boroughs that commission The Boxing Academy to provide an alternative education for their pupils, along with many schools who refer directly and we currently hold a waiting list of 12 students. The surrounding boroughs in North and East London have lower exclusion rates but still require good quality Alternative Provision to meet the needs of their most disadvantaged pupils. Both the mainstream schools and the local authorities that use the Academy tell us that they struggle to find good quality alternative provision and many have confirmed in writing their intention to commission us in the event that we convert. These opinions are confirmed by the data from the additional tables on the 2012/13 attainment of pupils in alternative provision⁵ show that Hackney is placed 29th out of 32 London authorities for the number of pupils entered for 5+ GCSEs or equivalent, and came 30th out of 32 for average GCSE and equivalent point scores per pupil.

Evidence of Local Need for Quality AP

The quality of AP across England has been a matter for concern for some time and prompted a report by Charlie Taylor, the Government's Expert Adviser on Behaviour, in

⁴ Hackney Children and Young People Scrutiny Commission, Report on Exclusions, 2007, Yvonne Sevante.

⁵ SFR01_2014_AP_PRU.xls: 2012/13 key stage 4 attainment data (revised), DfE, March 2014

2011-2⁶. Mr. Taylor visited The Boxing Academy during his research and was quoted in the Independent newspaper in March 2012:

"The Boxing Academy is turning around the lives of children with serious behaviour problems, who have often been excluded from mainstream education. They have mixed the discipline and culture of boxing with a rigorous approach to learning and made it a highly successful school. I'm impressed by the work they do and the results they get – every one of their students this year is now in college building on the skills they will need for later life. I'm keen that other schools in similar challenging areas can learn from the principles that the Academy instil."

Mr Taylor's recommendations led to all AP being compelled to undertake the registration process for Independent Schools. This new requirement has already prompted the closure of a number of providers and others have altered their provision to be part-time in order to avoid the rigours of inspection. There has been an internal move toward regulation in our local area with the setting up of two schemes by local authorities, schools and other educational professionals in North and East London. The North London Strategic Alliance (NLSA – Islington, Hackney, Haringey, Camden and Enfield) and Tri-borough AP Quality Monitoring Evaluation Team (Haringey, Hackney and Islington) have implemented an agreed quality assessment framework that is enacted by a QMET (Quality Monitoring and Evaluation Team) through onsite inspections, with the ultimate aim of producing a register of approved providers, using an Ofsted-style grading framework.

An interim report⁷ commissioned by Haringey Council into the QMET programme in August 2014 showed that:

- Of the QMET judgements in 2014, only 33% of the AP in North or East London have achieved a 'good' grade
- 50% were initially graded inadequate and four providers were decommissioned after failing to hit the agreed targets by the second inspection
- Of the themes inspected, *achievement and standards* and *teaching and learning* achieved the lowest average grades
- The Boxing Academy was the only independent alternative provider to achieve a grade of *Good with Outstanding Features*

⁶ Taylor, C., *Improving Alternative Provision*, March 2012, DfE

⁷ *North London Children's Efficiency Programme QMET Visits Report 2013-14*, Alternative Pathways, August 2014

The table below shows a list of approved providers used by the London Borough of Hackney who have been QMET-inspected during 2014, as well as one (the Hackney PRU, New Regent's College) which was Ofsted-inspected in July 2014. During that inspection the QMET process was compared favourably to the Ofsted criteria by the inspectors and referenced, though obliquely, in the report.

The QMET/Ofsted results show that The Boxing Academy is the highest graded of all assessed Hackney providers, and one of only three that offers GCSEs. The low standard of the others and the poor outcomes for pupils in this sector, as well as The Boxing Academy's current waiting list of 12 pupils provides evidence of the increasing demand for places in Hackney and the surrounding boroughs.

PROVIDER	GRADE AWARDED IN QMET or OFSTED INSPECTION 2014	GCSEs in KS4?	TYPE OF STUDENTS REFERRED	NO OF PLACES Capacity (Available*)
The Boxing Academy	2 – Good with outstanding features QMET	YES	EBS, SEN, LAC, Challenging behaviour, In danger of exclusion	35 (0)
Hackney Community College	2 – Good with outstanding features QMET	NO	Only take ESOL and college-ready pupils	20 (n/a)
City and Islington College	2 – Good with outstanding features QMET	NO	College-ready pupils for vocational courses	Don't know
Inspire	2 – Good QMET	NO	Vulnerable, LAC, but not challenging behaviour	6 (0)
The Hair Project	2 – Good QMET	NO	Work-ready pupils (i.e. refusers or truants, but not those with challenging behaviour)	Only part-time places
New Regent's College PRU	3 – Requires Improvement Ofsted	YES	All excluded or unable to find a school place in Hackney	0 - Site closed 2014, only referrals at KS4
Hackney City Farm	3 - Requires improvement QMET	NO	Low ability SEN (they are registering as an Independent Special School) - they do not take pupils with challenging behaviour	8 (0)

Sparkplug	3 - Requires improvement QMET	NO	Work-ready pupils (i.e. refusers or truants but not those with challenging behaviour)	Only part-time places
Building Crafts College	3 - Requires improvement QMET	NO	Work-ready pupils (i.e. refusers or truants but not those with challenging behaviour)	Only part-time places
Footsteps	3 - Requires improvement QMET	YES	EBS, SEN, LAC	40 (4)
Catch 22	4 - Inadequate QMET DECOMMISSIONED	NO	Vulnerable, LAC, but not challenging behaviour	8 (don't know)
BSix College	4 - Inadequate QMET DECOMMISSIONED	NO	College-ready pupils for vocational courses	Don't know
Spectrum	4 - Inadequate QMET DECOMMISSIONED	NO	Music students only: Vulnerable but not challenging behaviour	6 (don't know)
Islington Boat Club	4 - Inadequate QMET DECOMMISSIONED	NO	EBS but not challenging behaviour	Only part-time places (0)

* Figures correct July 2014

NEETs (Not in Education, Employment, or Training)

The most recent figures for England, released in May 2014, show that the NEET figures for Hackney are 19.8%⁸, compared to a national average of 9.2%. This is fed by a rate of permanent exclusion much higher than the national average and a shortage of

⁸ <https://www.gov.uk/government/publications/neet-data-by-local-authority-2012-16-to-18-year-olds-not-in-education-employment-or-training>

quality AP, as we have shown above. The Boxing Academy's excellent progression statistics – 90% of our leavers since 2010 are still in education, employment or training – show that we are capable of addressing this problem and that we effect change with a lasting impact. However we believe this is still too high, and our application to convert to a Free School is partly driven by our wish to further reduce this figure by offering better careers advice, more subjects, lasting support to our leavers and a long-term support service, which currently is beyond our charitable means.

Our Team

This application to become a Free School is prompted by a desire on the part of the Board of Trustees and the Senior Management Team at the Academy to build on our established track record and ensure that our pupils receive the very best education that we can offer. We can evidence our good practice: we have been registered and regulated by the Charity Commission since 2007 and our accounts have been audited yearly. To deliver this proposal we have formed a steering committee taken from the current staff and board and we draw expertise from a pool of education professionals (mainstream, Special Educational Needs and Alternative Provision) as well as trustees with legal, local government, fundraising, business and youth justice backgrounds. We have a proven track record as an innovative and successful project and are confident of our ability to organise, administer and lead this proposal.

Vision & Ethos: An Alternative to Exclusion

The Boxing Academy was founded on the principle belief that exclusion from school is a misguided, inefficient and profoundly damaging method of dealing with childrens' behaviour in education. We believe that the process of being excluded has a detrimental effect on the child, the family and the wider community, and the detriment can last well into adult life. The cost to society for every excluded child was conservatively estimated to be £63,851⁹ in 2007; we believe that prevention is not only less expensive but also far more beneficial for all parties.

When the exclusion data are examined more closely, it is clear that there is a fundamental inequality in how exclusion is deployed: in 2009-10, if you were a Black African-Caribbean boy with special needs and eligible for free school meals you were 168 times more likely to be excluded than if you were a girl without special needs from a white middle-class family¹⁰. We believe that all children deserve a great education,

⁹ Brookes, Goodhall, Heady, Misspent Youth, (2007), New Philanthropy Capital

¹⁰ Office of the Children's Commissioner, "They never give up on you" School Exclusions Inquiry, March 2012

and that in order to provide this for the most vulnerable, disadvantaged and disruptive students it is necessary to try something new.

The Academy provides specialist pastoral care for pupils with a tendency towards violent or aggressive behaviour, who are usually the most difficult to place and we have built our reputation upon a guarantee to our referring schools and local authorities that *'we will not exclude'*. Our unique approach uses an intensive mentoring system within a framework of small class sizes, high-quality teaching, personal learning support and daily exercise in boxing training to help even the most difficult to reach children to reengage with their education. We encourage schools to refer to us at the end of Year 9 when it is not too late to make real breakthroughs and set a child on a course for good GCSEs. This allows us to undertake a proper induction period, make an accurate assessment of baseline levels and provide a generous settling-period which gives the child a chance to 'buy-in' to the placement. A successful journey for a Boxing Academy student will end with them achieving 5 GCSEs (or equivalent) and gaining a place at the college of their choice or on an apprenticeship.

KEY PRINCIPLES

The Boxing Academy's method can be summarised by these seven key principles:

CONSISTENCY

uniformity and boundaries make children feel safe

PERSISTENCE

we do not give up on any child, ever

IMMEDIACY

we deal with issues as they arise

TOUGH LOVE

discipline and emotional support is vital

CONFLICT RESOLUTION

do not allow your anger to rule you

SANCTIONS

understand that actions have consequences

REWARDS

learn to be successful one step at a time

We use three foundation approaches, which we intend to continue if we become a Free School:

A Fresh Start

Regardless of their school record, all our pupil will arrive at The Boxing Academy with a clean slate. We believe that failure in mainstream is not necessarily the fault of the child but rather a symptom of the inadequacy of the education system to cater for every type of learner. Some children cannot cope with a large school environment and after years of failure will be suffering from low self-esteem, which often causes them to present

themselves as violent, aggressive and disruptive. Once they attend at The Boxing Academy we will be able to support them to ‘un-learn’ the poor behaviour and self-sabotaging habits that they have picked up and replace them with a positive and productive approach to life (Principles: *Sanctions & Rewards*)

Rules without relationships don’t work

Our success has come as a result of an innovative and unique approach that is based on the belief that ‘behaviour’ is not usually a special educational need in itself, but a symptom of underlying problems. The challenging and difficult work that is required to tackle these engrained behaviours will not be done on a short-term fleeting placement: there are no quick fixes here. The role of a consistent, reliable, supportive and patient adult role model will be key and our entire structure will be built around that pivotal relationship. For many of our pupils the acceptance of our discipline and methods will not come easily, and there may be clashes while they adjust to the realisation that a caring and responsible adult will say ‘no’, and mean it. Our specialist pastoral care staff will work on building a relationship with the pupils and equipping them to understand, confront and gain control over their behaviour. On this basis, we will be helping fragile vulnerable children not just to cope but also to become resilient, aim for excellence and hold aspirations for their future (Principle: *Tough Love & Consistency*).

Solution-Focussed Approach

The small class sizes and high staff to student ratio means that we will offer a degree of flexibility in our approach that mainstream school cannot. It will allow our staff to innovate and to tailor each child’s programme to reflect their needs and circumstances, while still maintaining a firm and clear disciplinary structure. We will be committed to doing whatever is needed to make the difference that changes a child’s life: getting involved with the family, liaising with other agencies, picking up from home in the mornings, and so on. In the classroom, our team of teachers and pastoral care staff will collaborate to provide support and encouragement for every individual. We believe that in order to be successful with these children it is necessary to be innovative (Principles: *Immediacy & Conflict Resolution*).

KEY FEATURES

The Boxing Academy will operate a school day between 8:30am and 3pm following normal term times and holidays, catering for pupils in Years 9, 10 and 11. There will be 7 classes (“pods”) with 8 pupils in each class guided by a boxer who is the pastoral care lead and acts as the form tutor, mentor and coach (“pod leader”). The pod leaders will be trained in conflict resolution, youth work, and supporting teaching and learning and they will also bring a wealth of life experience to the job that our pupils can relate to easily. The pod leaders will be our pastoral care specialists and offer a positive role model and a dependable adult presence in the pupils’ lives. Their role in class will be to

combine their pastoral expertise with the academic expertise of the subject teacher to ensure the maximum learning experience for every child.

As with our existing arrangements, the children will stay in the same small class throughout their stay with us, developing a strong relationship that allows for genuine breakthroughs in behaviour, emotional development and anger management. Referrals are normally made in Year 9 (KS3) during the second half of the summer term, so this allows pupils an induction period, to undertake baseline assessments and prepare for GCSE syllabuses, which commence the following term. The placement will continue until they sit their GCSEs, allowing enough time to effect genuine and lasting change.

We will not take short-term placements due to our experience of the disruption they cause to the main body of students and because they do not allow enough time to make these critical breakthroughs: our pupils will be at the most extreme end of the behaviour spectrum and their issues with education therefore will be entrenched. Schools have usually tried a number of methods including nurture groups, internal exclusions, teaching support, school action plus, with no success by the time they refer to us. Many of our pupils will have problems in their lives outside education that cannot be solved and much of our work is to help them learn to cope, which requires time and commitment. Reintegration for our pupils occurs after GCSEs, when they return to their schools for sixth form, or to college, and we have a 90% success rate in this.

Why Boxing?

There is a belief in the link between sport/physical activity and positive youth development which can be traced back throughout history to the ancient Egyptian and Greek cultures. Today we can draw on a growing body of evidence that sport can be a powerful tool in reengaging disaffected young people, but the studies indicate that it requires a carefully thought-out social context for it to work, such as:

- effective matching of pupil needs with the specific project objectives
- locating project activities outside of the 'normal' school context
- working closely with pupils to empower them to choose activities, set targets and review progress
- establishing positive relationships between project leaders (mentors) and pupils

Many studies have concluded that the sport alone is not the active ingredient in positive change: the significance of establishing and maintaining positive social relationships between young people and mentors would appear to be the key feature in maximising

the impact of sport initiatives on positive youth development¹¹. Based on our seven years of practical experience, we agree with this thesis, and would suggest that in our case it is the boxers who hold credibility in the eyes of our pupils, both as role models and also as people who have shared experiences and can understand the challenges they face.

The Boxing Academy was one of three flagship projects used as case studies for a report by the Laureus Foundation in 2010 to investigate the efficacy of sport to combat youth crime. The report conservatively estimated the SROI (Social Return on Investment) value of the charity at 3:1, which means that for every £1 spent, we return a huge £3 to society in benefit. It concluded that:

“Sport can make a positive change when used appropriately to work with hard-to-reach young people. Many young people enjoy and identify with sport. By using sports like football, boxing and cricket, projects can have an impact on the lives of young people, and improve society by reducing crime.”¹²

The lives of most of the children at The Boxing Academy are often chaotic with no consistent adult presence at home. The experience of these children in education has been profoundly negative and they have low self-esteem and poor confidence. As a result they become rude, disruptive and unable to comply with any sort of instruction in a school environment. It is not unusual for The Boxing Academy to receive referrals of students who are so violent at school they attack teachers or injure themselves, and some of these referrals come from PRUs or special schools that claim to specialise in EBSD (emotional, behavioural or social difficulties). This is where The Boxing Academy is different: by refusing to exclude we often have to think outside the box. We are not afraid to have difficult conversations and we do not avoid confrontation; we never give up (Principle: *Persistence*).

Our approach to boxing training offers pupils the opportunity to expend their energy in a purposeful manner, to channel their aggression and to learn teamwork, discipline and the acceptance of authority. In many cases we find that these young people need to start with the basics such as how to sit in a class or how to express your dissatisfaction in an appropriate manner. For many of The Boxing Academy’s pupils this is the first educational establishment that they have attended where they are not threatened with

¹¹ Rachel A. Sandford , Rebecca Duncombe & Kathy M. Armour (2008) The role of physical activity/sport in tackling youth disaffection and anti- social behaviour, *Educational Review*, 60:4, pp 419-435

¹² New Philanthropy Capital, *Teenage Kicks: The value of sport in tackling youth crime*, Laureus Sport For Good Foundation 2011.

exclusion every time they misbehave and it is a chance start again with a clean slate after years of problems at school. The support and encouragement they receive improves their self-esteem and confidence, while creating a positive cycle of achievement (Principle: *Consistency*).

Curriculum

It has been our experience that for the young people referred to The Boxing Academy, the purpose of education is a mystery; indeed to some the education system seems to be an elaborate punishment. All of them are likely to have additional issues in their lives such as

- Learning difficulties, especially with literacy and numeracy
- Child Protection concerns which can be due to being abused, neglected or both
- Mental health issues ranging from anxiety to depression
- Speech and Language problems, often undiagnosed, which have a significant impact on behaviour
- A chaotic and unsafe home life, but not enough to meet the ‘threshold’ which might trigger local authority involvement. This often involves unsupportive or incompetent parenting and a lack of boundaries
- Home lives coloured by drugs or alcohol abuse
- Being at risk of sexual exploitation, through family or community issues
- Gang involvement, whether a parent, sibling or themselves. In London, even young people who do not identify themselves as in a gang are affected by this simply due to where they live

These problems contribute to their barriers to learning which include poor educational engagement, low academic attainment, low level disruption and frequent inappropriate behaviour, numerous fixed-term exclusions, and frequent threatening or aggressive behaviour towards staff or their peers.

We intend to address these issues with a high-quality alternative learning pathway focussed on transforming the lives of these children. We will use the freedom that Academy status awards us to be creative and develop a modified National Curriculum that maximizes the engagement and gives our pupils the best possible chance of success. This will include Maths and English GCSE as two of five GSCEs as well as a wider curriculum that will cover spiritual, moral, social and cultural learning, to be outlined fully in Section D. Many students come to the Boxing Academy with literacy and numeracy difficulties, for a variety of complex reasons and we will run a Literacy programme alongside lessons to support every learner individually.

Innovation

The Boxing Academy’s emphasis on relationship-building requires us to be innovative in our recruitment and to operate a staffing structure that is significantly different to anything in mainstream education. We will build the provision around the pod leaders

who are responsible for the lead on pastoral care, ensuring that the day runs smoothly and discipline is upheld at all times. We will deliver much of the training required for them in-house, as we have done to date with great success. We will recruit qualified teachers for the academic teaching but their role in the classroom is, unlike mainstream schools, restricted solely to teaching while the pod leaders provide in-class support for pastoral care and discipline. We have developed a robust recruitment system for these critical key staff, which ensures that we get the right people and the right results (Principles: *Tough Love & Consistency*).

Enrichment

A programme of work skills and experience will compliment the academic curriculum and we will also take all of our students on a life-changing residential trip to Somerset every summer to get them out of their comfort zones, forming real relationships with each other and the staff. The emphasis throughout The Boxing Academy pathway is on a learning experience that will equip our students for all aspects of life: personal, community, academic and employment so that they have the best possible chance to succeed (Principle: *Rewards*).

The Boxing Academy has measured success in a number of ways during the last six years: maintaining average attendance at 85% or more; tracking improved academic levels in literacy and numeracy; exam results; progression (college or apprenticeship places) and assessing well-being and aspirations. We intend to build on this foundation and improve the outcomes for our pupils if we convert to a Free School.

Our results in 2012-13:

72% of candidates achieved an A-G pass in Maths and English GCSE

56% achieved a grade C in Maths

Attendance was 86.3%: Unauthorised absences were under 10%

90% of our leavers went on to a place in college (10% NEETs)

Comparative results for the local cohort in AP 2013-14:

In Hackney 10% of candidates achieved an A-G pass in 5 GCSEs or equivalent subjects, including English and Maths (London 23.6%)

In Hackney 0 candidates achieved an A-C pass in 5 GCSE or equivalent subjects, including English and Maths (London 5.6%)

Hackney PRU figures were estimated at 62% attendance

Hackney NEETs 19.8% (London 12.7%)

Our targets for The Boxing Academy Free School:

80% achieve an A-G pass in 5 GCSEs including English and Maths
50% achieve an A-C pass in 5 GCSEs including English and Maths
Reduce unauthorised absences from under 10% to under 5%
Reduce NEETs among leavers from 10% to under 5%
100% of pupils to make significant progress with their behaviour as measured by their STARS plans
100% of lessons to be observed as good or outstanding, with the majority outstanding
100% of learners to make expected or better than expected progress in English and Maths
100% of learners to have access to at least 5 GCSE subjects or the equivalent

The Boxing Academy Free School will provide a safe environment with clear boundaries, which encourages children to feel secure and allows them to learn unimpeded. There will be a clear system of rewards and recognition to ensure all our students embrace a positive cycle of achievement and lay a firm and stable foundation for their next steps in education. A typical day at The Boxing Academy Alternative Provision Free School will be warm and welcoming to all students, with an atmosphere of calm and concentration during lessons and full of laughs, games and chatter at break times. This will be a school, but also a home.

Section D: Education plan – part 1

	Current number of pupils	2015	2016	2017	2018	2019	2020	2021	2022
Key Stage 1	-								
Key Stage 2	-								
Key Stage 3	-								
Key Stage 4	40	-	56	56	56	56	56	56	56
16-19: n/a	-								
16-19: n/a	-								
Totals	40	-	56	56	56	56	56	56	56

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 3 Curriculum			<p>Some KS3 pupils might be inducted during the second half the summer term, after the Year 11s leave. They will undergo a settling-in period of initial assessment, relationship-building and preparation for the KS4 subjects. Therefore we have included their timetable, the modified National Curriculum, to allow them to familiarise themselves with it in preparation for KS4.</p> <p>KS4 pupils will be accessing a modified National Curriculum. With the potential to pass 5 GCSEs or equivalent (including Maths and English) we can focus on attainment and aim to equip all our learners to go on to further education. They will have option afternoons in Art, DEC! and Home Cooking or other subjects as requested by the pupils to compliment the five core academic subjects.</p> <p>The PHSE and SMSC aspects of the curriculum for KS3 and KS4 will be delivered through R.E. as well as informally throughout the school day by the pastoral team, i.e. in breakfast club, during tutorials, directed activities at lunchtime or during lessons. This is the main focus of the pastoral care team and is an on going process.</p>
English GCSE	3.75	Mandatory	
Maths GCSE	3.75	Mandatory	
P.E. GCSE	3	Mandatory	
I.C.T. GCSE	3	Mandatory	
R.E. GCSE	3	Mandatory	
Design, Engineer, Construct! OR Art & Design OR Home Cooking	3	Mandatory (Vocational options)	
Boxing Training	3.75	Mandatory	
Personal Finance	0.75	Mandatory	
Class Tutorial	0.75	Mandatory	
Homework Club	0.75	Mandatory	
Academy Sport	0.75	Mandatory	
KS3 Total	26.25		
Key Stage 4 Curriculum			
English GCSE	3.75	Mandatory	
Maths GCSE	3.75	Mandatory	
P.E. GCSE	3	Mandatory	
I.C.T. GCSE	3	Mandatory	
R.E. GCSE	3	Mandatory	
Design, Engineer, Construct! OR Art & Design OR Home Cooking	3	Mandatory (Vocational options)	
Boxing Training	3.75	Mandatory	
Personal Finance	0.75	Mandatory	
Class Tutorial	0.75	Mandatory	
Homework Club	0.75	Mandatory	
Academy Sport	0.75	Mandatory	
KS4 Total	26.25		

			Further specialist delivery comes termly from Barnados, the NHS and local authority youth services.
Extra Curricular Activities for both KS3 & KS4			
Rugby	1	Voluntary	After school activities
Athletics	1	Voluntary	
Boxing sessions	2.5	Voluntary	
Art	1	Voluntary	
Bicycle Maintenance	1	Voluntary	
Community Coach Volunteering	1	Mandatory	As part of Boxing Inclusion Project
Workplace visits: interview training, presentation or CV workshops	2 per year	Mandatory	Part of our work-readiness programme. Hosted by UBS, Societe Generale, Quilter Cheviot, KPMG and others
Careers Planning	1 per term	Mandatory	e.g. pod leaders accompany pupils on visits to FE Colleges.
PHSE: Sexual exploitation awareness	1 per term	Mandatory	Delivered by Barnados
PHSE: Sexual health	1 per term	Mandatory	Delivered by local NHS trust
PHSE: Drugs Awareness workshop	1 per term	Mandatory	Delivered by YOS Hackney
PHSE: Residential Outward bounds trip to Somerset	One week per year	Voluntary (but all students encouraged)	As guests of the Exmoor National Park Trust and Exmoor Adventures.

Section D1:

Within this section we will demonstrate how we propose to deliver our curriculum according to the principles we laid out in Section C. We will describe our pupil intake, their needs, the induction process and the type of qualifications and approach to learning that we will use to ensure that they are successful with us where the mainstream school system has failed.

OUR CURRICULUM PLAN

The Boxing Academy AP Free School will specialise in provision for pupils with a tendency towards violent or aggressive behaviour and pupils who create persistent low-level disruption. Indeed, often the two categories overlap. These children require support in all aspects of their lives in order for them to achieve in education and for this reason our method is built around creating a secure, consistent and disciplined environment for them to ensure that they engage with the programme and make the best progress possible. A successful outcome for a Boxing Academy AP Free School pupil will be achieving at least 5 GCSEs (or equivalent) and gaining a place at the college of their choice or on an apprenticeship, but the most significant changes will be aspirational, emotional and around issues of self-esteem and confidence which we will collectively measure as 'well-being', to be explained fully later in this section.

The Boxing Academy's method can be summarised by these seven key principles:

CONSISTENCY

uniformity and boundaries make children feel safe

PERSISTENCE

we do not give up on any child, ever

IMMEDIACY

we deal with issues as they arise

TOUGH LOVE

discipline and emotional support is vital

CONFLICT RESOLUTION

do not allow your anger to rule you

SANCTIONS

understand that actions have consequences

REWARDS

learn to be successful one step at a time

In order to deliver our curriculum, we use three fundamental approaches in practice:

1. A Fresh Start

The Boxing Academy model has been developed to ensure that our pupils receive the support they need to make the necessary changes to their behaviour and turn their

educational experience around. A key feature of that is that every child will receive a fresh start, regardless of their previous experience. Years of coming to school every day expecting to be in trouble and expecting to fail take their toll on children and it can take a while for us to reverse the effects of this experience, but eventually they start to look forward to coming to school which has a hugely beneficial effect on their educational attainment. Low self-esteem has often caused them to present themselves as violent, aggressive and disruptive but a fresh start allows them to shed their reputation and develop a positive and productive approach to life. (Principles: *Sanctions & Rewards*)

2. Rules without relationships don't work

Our curriculum is structured around a staffing model that allows for intense and consistent mentoring throughout the pupil's stay with us, both in and out of the classroom. The pastoral role of pod leader is therefore pivotal to the success of the academic teaching and life skills that we deliver. For many of our pupils the acceptance of our discipline and methods does not come easily, and there might be clashes while they adjust. Our specialist pastoral care staff work on building a relationship with the pupils and equipping them to understand, confront and gain control over their behaviour. On this basis, we are helping fragile vulnerable children not just to cope but also to become resilient, aim for excellence and hold aspirations for their future. Only then are they in a position to learn in a classroom environment. (Principles: *Tough Love & Consistency*)

3. Solution-Focussed Approach

The small class sizes and high staff to student ratio means that we can offer a degree of flexibility in our approach that mainstream school cannot. It allows our staff to innovate and to tailor each child's programme to reflect their needs and circumstances, while still maintaining a firm and clear disciplinary structure. We are committed to doing whatever is needed to make the difference that changes a child's life: getting involved with the family, liaising with other agencies, picking up from home in the mornings, and so on. In the classroom, our team of teachers and pastoral care staff collaborate to provide support and encouragement to produce the best possible result for the child. We deliver training in solution-focussed counselling to all pastoral and teaching staff and have embedded the practice in our daily routine. (Principles: *Immediacy & Conflict Resolution*)

Expected Pupil Intake and their Needs

It has been our experience that for the type of pupils referred to The Boxing Academy the purpose of education is a mystery, indeed to some the education system seems to be an elaborate punishment. Most of them do not understand the nature of incremental learning, they cannot recognise the process and many will most likely have been repeatedly excluded and side-lined as a result of their poor behaviour leading to

massive gaps in learning. Often they will fall into all three categories and by the time they arrive in AP they will be completely demoralised and present their despair as aggression, disaffection and disengagement.

The **barriers to learning** for our current and future cohort include the following issues, all of which will have led to their referral to us by schools:

- Over 90% are considered to have poor educational engagement
- Low educational attainment: Almost all pupils have made less than average progress since KS2
- 95% of all referrals in the last 3 years have been for low level disruption and/or frequent inappropriate behaviour
- 100% of referrals to The Boxing Academy have had more than 1 fixed-term exclusion
- 40% have displayed frequent threatening or aggressive behaviour towards staff or their peers

However these problems do not exist in a vacuum: **problems outside school** will affect all of our pupils and contribute to these behaviours:

- 30% will suffer from mental health issues
- 60% will have been on the Child Protection or Child In Need register at some point in their lives
- 15% will have speech and language needs
- All of our pupils will have some form of special educational need although equally it is likely that less than 5% will actually have been assessed for a formal Statement of SEN
- 90% will have gaps in learning due to time out of school, due to exclusions or truancy
- 70% will have chaotic and unsafe home lives at times
- 10% will be at risk of sexual exploitation, through family or community issues
- 25% will come from homes with drugs or alcohol abuse concerns
- 100% will be affected by gang activity in their lives. In London, even young people who do not identify themselves as in a gang are affected by this simply due to where they live

To be successful with these pupils we start with a thorough referral process. It is common for prospective pupils who have a number of issues as outlined above to lack the skills needed to cope with any type of transition. We will be mindful of this and invite prospective students and parents to visit and get a feel for the Academy, see the other pupils and classes in action and ask any questions. It will also give us an opportunity to explain the behaviour policy and code of conduct so that there are no surprises upon

induction, for example our search policy: All Boxing Academy pupils will be subjected to a consensual search on arrival every morning where they hand over their phones, electronic items and any junk food, to be returned at 3pm. Our experience has shown us that this can be a shock for some children and in order to reduce the amount of disruption and dissent we discuss it openly in advance.

Parental support and family mediation

We will give parents copies of our policies on behaviour, care and control (restraint), bullying, complaints and searches as well as the permission forms and a copy of the handbook which contains all the contact details, reporting schedules and basic guidelines. We will be mindful that many parents are anxious about AP and we intend to reassure them with a thorough and considerate referral process. From our experience parents can be negative and obstructive until they see for themselves that this is a genuine and high-quality alternative, with pleasant and supportive staff and a solid academic provision. We will offer family support to any parent who wants it: it is not uncommon to find our pod leaders hosting a family meeting at The Boxing Academy to mediate between a despairing single parent and a rude and truculent teenager and getting agreement on a work plan for parents and children to try and co-exist peacefully. We also offer our most effective programme to date, the home collection service, to counter truancy and support parents who struggle to get their teenage son or daughter out of bed.

Student induction

The pod leaders will be involved in the induction process for all their students from the start. They will discuss rules and responsibilities and sign the contract together before helping them negotiate their first day. Buy-in is vital: the child will be more likely to succeed if they have made a conscious choice to attend, and after initial nerves most of our new arrivals are usually looking forward to making a fresh start, especially once they have met their pod leader.

School records and initial assessments

The referral process will involve a transfer of school records, including a risk assessment and record of any Child Protection or other concerns. Once we have them we will identify any support from external agencies that we might need to source (e.g. NHS, CAMHS, Off Centre the teen counselling service, Barnado's or Speech and Language therapists). Baseline testing for numeracy and literacy levels is carried out before the start date so that any learning needs can be assessed them as soon as possible and learning support requirements such as 1-2-1 literacy support or dyslexia resources can be put in place. A thorough referral process, induction and initial assessment will be key to helping a child settle in to the placement and makes success far more likely, and we will explain the academic assessments fully in Section D2 below.

We also test emotional health and resilience using the New Philanthropy Capital well-being measure, which is a short online assessment questionnaire, measured against a national baseline for comparison. This will be retested at the end of each school year to track the progress of every child's well-being while at The Boxing Academy.

THE CURRICULUM MODEL

Our curriculum will be based on the national framework and directed towards subjects and qualifications that will enable our learners to go on to lead effective lives by either successfully re-joining mainstream education, transferring to further education or gaining employment with training. To achieve this we will ensure that all learners at KS4 have access to 5 GCSE subjects, or the equivalent, and any learners who come to us to acclimatise in the summer term at KS3 have a chance to familiarise themselves with the curriculum and prepare for KS4. Baseline data will be gathered on each young person during the admission process and targeted interventions put in place to address gaps in skills, knowledge and understanding. All pupils receive in-class support with 2 adults for every 8 pupils and everyone will have access to an extensive extra-curricular programme that will provide sports and activities centred on spiritual, moral, social and cultural (SMSC) learning. We will support the social and emotional progress using a behaviour code centred on a solution-focussed methodology that will enable these BESD pupils to access education in a positive and productive manner.

KEY FEATURES OF THE SCHOOL DAY

The Boxing Academy AP Free School will operate throughout the year on a termly timetable in line with the local authority, Hackney Learning Trust. The daily timetable runs from 8:30am to 3pm and although we do offer extra-curricular activities after school they will be voluntary and none of our key provision outcomes will depend upon pupils taking up these opportunities.

Breakfast Club

On arrival at 8:30am, pupils will be able to get some breakfast and sit down to eat with their pod leader. Pupils will have an opportunity to be socialise and this will be a time for the pastoral staff to do some catching-up, talking over any problems that might have occurred that morning or the night before and preparing them for the school day. This detailed knowledge of their pupil's wellbeing and state of mind that day will be used to brief every teacher at the start of their subject class (Principle: *Tough Love*).

Academic Lessons

Lessons will start at 9am and every class will start with pupils lining up to enter, greeting the teacher, shaking hands and then taking their seat. The pupils will devise the classroom rules in a yearly consultation. Behaviour for learning will be exemplary so that the classes are calm and engaged. (Principle: *Consistency & Rewards*).

Boxing

Each class will always have one timetabled boxing session every day. This is to give the pupils a chance to let off some steam which helps to improve their focus once back into lessons. The boxing curriculum will offer the 'Boxing Inclusion Project', a pilot course that The Boxing Academy has developed in partnership with England Boxing. This involves the pupils completing coaching qualifications in boxing, dodgeball and handball as well as first aid at work, safeguarding, and health & safety certification in order to deliver voluntary coaching classes to the community. Community volunteering holds many enrichment benefits for our pupils and the skills learned on this course will help them towards a career in sports coaching (Principle: *Conflict Resolution*).

Lunchtime

Lunch will be a hot meal and eaten in a communal setting, with the pod leaders who take their break on a rota system to make sure the pupils are supervised and supported at all times. The second half of the lunch break is directed time where the pupils will play games, often competitive, or carry out any community sanctions e.g. washing-up, cleaning the gym (Principle: *Sanctions & Immediacy*).

PHSE and SMSC

The PHSE and SMSC aspects of the curriculum will be delivered through R.E. as well as informally throughout the school day by the pastoral team, i.e. in breakfast club, during tutorials, directed activities at lunchtime or during lessons. Barnados, the NHS and local authority youth services will provide further specialist delivery on a termly basis.

Workplace Visits

All our subjects, academic and vocational, will be taught in-house because we do not believe, based on our past experience, that our learners are likely to succeed if attending a different college or campus. The change we are working towards with these pupils extends beyond the actual subjects, and is in fact about changing their approach to education and also to life. That needs to happen in our carefully controlled environment. Our pupils will be given an opportunity to visit a corporate workplace at least twice a year, to take part in a work-ready skills workshops and have some aspirational encouragement, but this will be in the accompaniment of the pod leaders who will manage behaviour and offer pastoral support. We have established relationships with a number of businesses including HSBC, KPMG, Societe Generale, Santander, Fujitsu and Quilter Cheviot for this, and we will offer an individually tailored work experience placement for all Year 11s, with the pod leaders again supporting and monitoring the pupils to ensure the success of the placement (Principle: *Rewards*).

After School Clubs and Detentions

The day ends at 3pm when pupils collect their homework and leave for home. There will be some who stay for after school clubs, and others who have to carry out their sanctions, such as washing up or cleaning the gym. If a pupil has missed some of a class they will have a detention in which to make up the work. Pod leaders often use detention time to talk through an unsuccessful day and try and get to the bottom of it with the child, using solution-focussed techniques and making clear that tomorrow is a day to come back with a clean slate and start again. Every pupil that leaves The Boxing Academy, whether at normal home time or after a detention, will do so with a smile on their face and a handshake for the staff. (Principles: *Sanctions & Immediacy*)

Staff Meetings and Debriefs

The formal timetabling of a weekly staff meeting every Monday shows our commitment to staff cohesion and pupil progress tracking as it allows a guaranteed session for both teaching and mentoring staff to confer and collaborate. There is also a short daily debrief each day which allows the staff to keep up-to-date with developments in the pupils' lives and allows information sharing. The weekly meeting and the daily 'end-of-day' debrief are solution-focussed, with staff encouraged to share ideas and accept constructive criticism, but most of all to find a way forward. This also allows for staff to support each other and the senior leadership to ensure that the inevitable stresses and challenges of working with young people like this does not impact on staff wellbeing. The Boxing Academy's results since 2007 have been achieved through a combination of teamwork, 'blue-sky' thinking, quality teaching and excellent pastoral care: we intend to continue this approach in our Free School (Principle: *Consistency*).

THE CURRICULUM OFFER

The Boxing Academy AP Free School will offer a core curriculum of GCSEs in Maths, English, ICT, P.E. and R.E. to allow focus on attainment and equip all our learners to achieve at least 5 GCSEs, the minimum requirement to progress into further education or employment via an apprenticeship. The success we have had so far, with 80% of our leavers passing Maths and English GCSE in 2014, shows that this approach works and as a Free School we believe we will be able to achieve so much more.

GCSE	Vocational	Sport	Extra-Curricular	PHSE / SMSC
English	Art & Design	Boxing	Workplace visits	Sexual Exploitation - Barnados
Maths	Design, Engineer, Construct!	Rugby	Community Volunteering	PHSE - NHS
P.E.	Cookery	Athletics	Bicycle Maintenance	Drugs Awareness
ICT	Personal Finance	Baseball	After school Art	Outward bounds trip
R.E.	Boxing Inclusion Project	Football	Careers Advice (visits to colleges)	R.E.

Key Stage 3

The current Boxing Academy operation offers an option for Year 9 pupils to undertake an induction programme from the halfway point of the summer term, after the Year 11 pupils depart on study leave. This will give new pupils time to settle in, build relationships and acclimatise to The Boxing Academy. The academic provision for them at this time is an early introduction to the GCSE courses, giving them a head start for Year 10, and includes a chance to go on the residential trip to Somerset.

Key Stage 4

Currently the majority of APs in our local area do not offer GCSE standard qualifications and we believe that this is part of the reason why outcomes for young people in this sector are so poor. The largest allocation of classes – 5 per week – is for a substantial core provision of Maths and English to allow the pupils to overcome their difficulties and make up gaps in learning, which will feed into improvements across all the subjects.

Maths and English

As we have explained above, learners at The Boxing Academy usually have significant gaps in learning as well as special educational needs. Our focus is on delivering a curriculum prioritising Maths and English to help overcome these obstacles, and embedding and encouraging these skills throughout the curriculum. We will do this by having:

- Lessons with clear objectives that clarify what is learnt and what the standards are for the lesson
- Emphasis on clear structured lessons that build in on-going plenary and student self and peer assessment
- A baseline marking policy which covers grammar, punctuation and spelling and is applied across all subjects to ensure uniformity
- Differentiated and personalised learning targets and tasks that build on prior learning and build towards the next progress step
- Continuous use of exam focus in tasks and questions, to give a lesson a progress context and reduce exam fear
- Our unique synergetic approach by the teachers and pod leaders to give individual support to students, which helps remove barriers to learning including gaps in prior knowledge through missed schooling or previous disengagement
- Detailed prior data and anecdotal information gained from previous schools during the referral process
- An emphasis on motivating the learners, and building their belief that they can achieve

From experience we know that many of our learners are able but find the academic subjects very challenging. For this reason we intend to offer vocational courses in Art & Design, Cookery and DEC! (Design, Engineer, Construct! which is a vocational qualification that offers a pathway into employment in the construction industry).

Enrichment in the Timetable

Enrichment is of particular importance for the cohort of pupils we will expect at The Boxing Academy AP Free School. In our experience, many of them lack aspirations due to poor understanding about the way society or the world of work functions. If a child does not know anyone with a good job, but only unemployed family members or people with low-paid jobs, then they are unlikely to understand the benefit of such a pathway, and why education is important. We intend to make up this shortfall with our enrichment programme of positive activities and life skills.

There will be a number of other enrichment classes which will make up the timetable alongside the GCSE and option subjects: R.E. is included in our curriculum because it is a subject that covers many aspects of SMSC (spiritual, moral, social and cultural) learning and some elements of PHSE (personal, social, health and economic) education. We will deliver a personal finance course, taught by the pod leaders as part of the Money for Life programme. Other aspects of the PHSE and SMSC programme will be delivered informally throughout the school day by the pastoral team, i.e. in breakfast club, during tutorials, directed activities at lunchtime or during lessons. Further specialist delivery comes from Barnado's, the NHS and local authority youth services.

Exit strategy

To ensure that our alumni go on to be successful in their next steps we will offer a pre- and post-16 support service. Pod leaders will accompany the learners on visits to colleges to choose their destinations, we will have *Prospects/ Connexions* workers visit for every child and assist with any support in careers advice and we will undertake to help them choose their subjects and complete their application forms on time. We will also offer a support service after they have left, with a 'free pass' for boxing sessions for life and yearly check-ins to monitor their progress and outcomes led by our pastoral support team.

PASTORAL SUPPORT BLENDS WITH TEACHING AND LEARNING

As we explained in Section C, each class is accompanied throughout the school day by its pod leader, a specialist in pastoral care who is there to provide support wherever needed: as a learning assistant, as a disciplinary role model or to provide emotional support for pupils. For every academic class therefore, there will be 2 staff present (1 teacher, 1 pod leader) for a class of 8 pupils. These pupils will have been referred to The Boxing Academy due to their aggressive and sometimes violent behaviour, as well

as their tendency to persistently disrupt classes, so our system uses this pair of specialists, one teaching and one pastoral, to work together in class and remove the opportunities for pupils to disengage. The pod leader role is similar to a combination of a form tutor and a Head of Year in a traditional school, with the added ability to act in a learning support role in class. They are involved in supporting the pupil's academic progress as well as their well-being and they liaise closely with the teachers at the start of every lesson to update them on the pupils' current state. The teachers can therefore employ their educational expertise to deliver high-quality lessons without distraction while the pod leaders provide in-class support. It is a perfect synergy of teaching and pastoral care. (Principles: *Consistency & Persistence*)

Pod leaders will devise STARS plans (**S**teps **T**o **A**chieving **R**esults and **S**uccess!) with their pod, which they discuss every week in the tutorials with both pupils and subject teachers. These plans are informed by behaviour targets set by the pupils in consultation with their pod leaders, and the teachers' input as to what is needed to support their academic progress. Progress will be measured every half term and added to the students' individual progress file, and there is a clear reward structure to encourage everyone. A more detailed explanation of the STARS plan is laid out in D2.

Case study: [REDACTED]

Pod leaders will provide continuity throughout the day for these young people who struggle to manage relationships appropriately and who have negative attitudes towards teaching and learning. This intense support encourages them to recognise their own emotional triggers and to request support before an incident occurs. The senior pod leader team (SPLT) provides the strength in depth and flexibility to make instant changes to a pupil's day to maximise these opportunities. In our experience this type of pastoral work is often a turning-point for learners, when they cease to be powerless in the face of their own anger and learn to control it. For children with engrained behaviour issues this pod leader input helps them learn the consequences of their actions and ultimately to take responsibility for them. (Principles: *Consistency, Persistence, Conflict Resolution, Immediacy, Sanctions, Rewards, Tough Love*)

SUCCESSFUL TRANSITION

Referrals to the Free School will come through two main routes: direct from local schools pre-exclusion or through the local authority, which is most likely post-exclusion. The strong partnerships that The Boxing Academy has developed with partners over the years means that they will more easily identify appropriate referrals, based on past successes and our consultation process. Most referrals will be young people who like sport, have failed to engage with education, need a role model in their life and have low self-esteem. These traits will have led to them displaying violent and aggressive tendencies as well as avoidance tactics such as disrupting classes and engineering exclusions. The school will have tried a number of methods including nurture groups, internal exclusions, teaching support, school action plus, before they make a referral in Year 9.

Section D2

The Boxing Academy AP Free School aims to equip all our pupils for a positive future, not just in education but also in life. In order to keep our learners and our staff on course for a better future, we will set realistic and achievable targets and monitor progress along each step of the way. We believe that by using a holistic approach that encompasses academic, emotional, social, behavioural and cultural learning we will equip our pupils with the skills, maturity and determination to make a successful life in adulthood. For the qualitative outcomes we will employ the New Philanthropy Capital well-being measure which will allow us to track self-esteem, aspirations and confidence in all pupils throughout their two or three year stay with us, and provides a national benchmark for statistical comparison.

BASELINE TESTING

We know that the information that will accompany pupils through the referral process is often scarce and poor quality at KS3, and a significant proportion of our pupils will be lacking levels for KS2 entirely. We will have a Recognition of Prior Learning policy, which requires schools to attach all this information. What we will be asking for is:

- Pupils levels at KS2 & KS3
- Reading test scores
- Specific subjects covered, including any controlled assessments taken and coursework completed
- Exam boards for every subject
- Units completed for all subjects (e.g. physiology unit in P.E.)
- Mock results if any
- GCSE results if any
- Current levels and projected targets
- Fitness levels, if available

However we know from experience that the reality is that the information will be patchy at best. One of the potential benefits of being a Free School is that we would have

access to the DfE database of pupil attainment, and would be able to fill in some of the gaps for our pupils, which we currently cannot do.

With this in mind, we will run pre-induction testing for all new students using Arti (Access Reading Tests-Interactive) for reading ages and the CAT (Cognitive Assessment Tests) for both numeracy and literacy levels. This information will inform a individual learning plan that teachers and pod leaders will have access to, and within two weeks the new pupils will be assessed for access arrangements by an external consultant for SEN. In the first week all pupils will take the initial Well-Being Measure test, which gives an indication of satisfaction with home, school, community and the individual's self-esteem. This informs our planning, for example whether to consult with CAMHS or other agencies, and gives a comparative benchmark for the final test at the point of leaving The Boxing Academy.

TARGETS

In section C we set these academic targets that we consider to be appropriate for our school, using as a starting point our past achievements as a small charitable operation:

Our targets for The Boxing Academy Free School:

80% achieve an A-G pass in 5 GCSEs including English and Maths
50% achieve an A-C pass in 5 GCSEs including English and Maths
Reduce unauthorised absences from under 10% to under 5%
Reduce NEETs among leavers from 10% to under 5%
100% of pupils to make significant progress with their behaviour as measured by their STARS plans
100% of lessons to be observed as good or outstanding, with the majority outstanding
100% of learners to make expected or better than expected progress in English and Maths
100% of learners to have access to at least 5 GCSE subjects or the equivalent

The criteria for academic progress is based on National Curriculum levels and an expected progress of 1.8 sub-levels per year, with the end result varying according to individual starting points, some of which will be very low.

TRACKING LEVELS AND MONITORING PROGRESS

In order to achieve these targets we will employ a system of assessment and monitoring that will enable us to track progress and identify the need to intervene as necessary. For this we will use a central database, SIMS, which will hold data on every pupil's baseline data for key areas, set out the latest assessment information and show the current rate of progress, for individuals and groups.

The lead teacher and SLT will formally review these national curriculum levels and sub-levels every half term, for every child. This half-termly tracking review will form the basis of the pupil progress report to the Governors by the Principal. However in order to ensure that our high-risk pupils on track at all times, there will be a daily briefing at the end of the school day which allows for highlighting issues from the day, and there will be weekly staff meetings for all staff at which pupil progress will be a standing agenda item. Any pupil giving cause for concern will be highlighted for intervention and in line with our holistic approach, we will request input from pod leaders about the pupil's home life and any extenuating circumstances to inform the review, which will devise an action plan. Special measures taken could involve extra 1-2-1 tuition, a homework club after school or maybe more practical measures, for example the child needs glasses and we take them to the opticians because the parent is not able to. There are occasions when a child's life outside school becomes seriously damaged and we need to refer them to other agencies for specialist intervention while trying to give extra support in school, [REDACTED]

The subject teachers will implement these action plans through differentiation in the lesson plans, holding a plan for each child in each subject, which is clearly displayed in their books and discussed in tutorials. The SLT will undertake daily learning walks to further support the monitoring of the pupils' progress. Pod leaders will engage in the extra-curricular measures required, and measure it through the STARS targets every week. In addition to the tracking and review cycle in the management calendar, the SLT and middle management team will hold a weekly meeting, which is used to monitor the implementation of the pupil support measures, as well as attendance and holistic well-being. This will enable us to pick up any changes quickly and ensure that the quality of teaching and pastoral support is consistent and appropriate.

Monitoring: Timetable of meetings

Frequency	Meeting	Purpose	Attendees
Daily	End of day	Review day's attendance and issues, discuss any safeguarding matters and individual pupil progress	All staff
Weekly	Pod Tutorial - timetabled	STARS! planning, and subject teacher feedback (each subject once every half term) for learners	Pupils, pod leader and a subject teacher
Weekly	Whole staff meeting	Formal agenda items for: attendance, academic progress, pupil/parent feedback, safeguarding, AOB	All staff

Weekly	Middle management	Troubleshooting: discuss pupils, special measures and staff team performance	Senior teachers, behaviour manager and senior pod leaders
Monthly	Placement Review	Review suitability of the placement	Representative of referring school or authority, SLT member from BA
Half termly	Progress review	Review targets and progress figures	SLT and lead teacher
Half termly	Governors	Review targets and progress report, among other items	Governing body
Twice yearly	Staff support	HR appraisal	Line manager and one SLT
Yearly	Curriculum review	Assess suitability of the academic provision for the new year: end of summer term	SLT, lead teacher

Assessment for Learning (AfL)

AfL is an expression of our approach to individual learning and differentiation and at The Boxing Academy Free School it will be a key practice, not just a policy. AfL focuses the teaching process on how the individual makes, and understands how to make, progress. For our pupils who have missed that understanding in their education to date this is critical.

A Boxing Academy pupil once said that the other students get good marks [REDACTED]: this is a perfect illustration of the effect of their negative educational experience and how it has impacted on their understanding. Education makes as little sense to them as being on a tennis court, incessantly returning balls fired across the net from a machine but without the knowledge that there is a actual game of tennis with points, games, sets and a match to win. AfL helps our pupils to keep hitting the balls, and teaches them to do more than just react: *how* to score points, win games, sets and eventually matches. Our pastoral support works in tandem with the teaching to help them to understand *why* they want to be successful in their learning. AfL is the perfect method to help the most disadvantaged students who have to overcome the biggest gaps in learning and compliments our *pod leader-teacher* synergic approach in the classroom.

At the Boxing Academy AP Free School learners will be well informed about the criteria for assessment and aware that they are working towards clearly defined and shared goals. The steps or markers on the way to those goals will be explicitly delineated. Students will share in the target setting process and targets will exist for phases within a lesson as well as across a unit of work. (Principle: *Rewards*)

Quality of Teaching

The *End of Day* meeting serves as a daily forum for feedback on lessons, teaching and progress in a informal context, with both pod leaders and teachers encouraged to contribute to critical but friendly analysis of their methods. Any significant issues will then be examined in the weekly SLT and middle management team meeting, for further action if appropriate. All teaching staff will receive instruction in the AfL methods and policies for marking, as well as regular feedback on their lessons from formal observations and book checking. Continuous professional development for teachers will be an important part of keeping standards high. The teaching staff will be observed once a term by SLT from The Boxing Academy and twice a year that observation will be conducted with a Head of Department from The Urswick School also present.

The Boxing Academy has a service level agreement with the Urswick School for departmental subject support, teacher training opportunities, exam officer support and sports space usage, as well as lunches. It is intended that this arrangement will continue when the Free School is established.

Underperforming teachers will receive a performance improvement plan involving more regular observations by the relevant subject Head of Department at The Urswick School and The Boxing Academy SLT, a resources review and extra training for them if required, a higher level analysis of their teaching approach with practical suggestions for improvement and mandatory retraining if needed. In the event of repeated failure to achieve our high standards then they would be replaced.

STARS! (Steps To Achieving Results and Success!)

The teamwork that drives the success of The Boxing Academy, the pod leaders and teachers, will link our pastoral and academic approach through the STARS programme. Pod leaders will draw up STARS plans with their pod, which they will review every week in their tutorials with both pupils and subject teachers. The progress through STARS will be recorded in SIMS for each student.

The **STARS!** forms are made up of three focus areas:

- 1. What is my goal?** – a general aspirational target for adult life, e.g. *a good job and to be happy*
- 2. What do I need to do in the next few years to get there?** – an intermediate target for their time at school, e.g. *get good GCSEs and get onto a college course*
- 3. ACTION PLAN: What are my immediate steps to achieving results and success?** – three short term, realistic and achievable targets, e.g. *be on time four*

The image shows a sample STARS! form. At the top right is the 'BOXING ACADEMY' logo. The form is titled 'STARS!' and has a section for 'What is my goal?' with a grid of 'A' marks. Below that is a section for 'What do I need to do in the next few years to get there?' with a grid of 'A' marks. At the bottom right, there is a large number '71' and a small illustration of a person's hands.

days out of five, get to bed before 11 on school nights, answer two questions in every Maths lessons.

The form then draws in the pupil's support network:

Who will help me with this, and how?

There are two areas: 'At home' and 'At school'. Teachers, pod leaders and peers will contribute to the 'At school' support section. Pod leaders will inform parents and encourage them to contribute to the STARS plan.

Progress review (every six weeks)

This allows for review by the pupil, along with parent feedback and pod leader input. It will cover **How have I done?** and **Even better if?** analysis. The STARS plan is then signed by the pupil, parent and pod leader and the results will be submitted to the half-termly review meeting, along with the tracking of academic levels. There will be a reward structure informed by the pupils themselves (Principle: *Rewards*).

Reporting to Parents and Partner Schools

The success of this system requires regular reporting to parents and referring schools. In addition to the individual STARS plans, pod leaders will monitor all their pupils' conduct using a traffic-light system of points for punctuality, behaviour and effort throughout the day. This will be collated at the end of every week and reported to both parents and schools in an easy-to-understand colourful grid format, along with attendance figures. Prizes will be given at the end of the week for those who achieve their targets. This system ensures that reward and recognition will be at the centre of every child's learning experience.

THE BOXING ACADEMY

Week ending: 20/02/2012

Student Name: Conduct points

	Punctuality	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Uniform	Daily Total
Monday	3	3	3	3	3	3	3	21
Tuesday	3	3	1	3	3	3	3	19
Wednesday	3	3	3	3	2	2	3	19
Thursday	3	3	1	1	3	3	3	17
Friday	3	3	3	3	3	3	3	24

Target Achievement Points = 3
Total Points This Week = 100

Colour code for points: GREEN = Good 3 points ORANGE = Satisfactory 2 points RED = Poor 1 point WHITE = Absent 0 points

Student Ranks for the week ending 17-01-2014

Student Name	103
Student Name	101
Student Name	100
Student Name	100
Student Name	98
Student Name	95
Student Name	92
Student Name	91
Student Name	89
Student Name	87
Student Name	87
Student Name	83
Student Name	82
Student Name	82
Student Name	77
Student Name	69
Student Name	68
Student Name	67
Student Name	64
Student Name	62
Student Name	56
Student Name	56
Student Name	56
Student Name	53
Student Name	40
Student Name	30
Student Name	24
Student Name	20
Student Name	14
Student Name	0
Student Name	0
Student Name	0

Average Pod Scores

Pod 1	66.6
Pod 2	58.6
Pod 3	84.9
Pod 4	65.2
Pod 5	73.2

Top Pod this week is Pod 3
Pod Leader: NAME

Top Students by Pod

Pod 1	Student Name
Pod 2	Student Name
Pod 3	Student Name
Pod 4	Student Name
Pod 5	Student Name

CONGRATULATIONS!

Breakdown of Prizes
Top Students: 1st £15 * 2nd £10 * 3rd £5
Top Pod: £5 each (over 75 points to qualify)
Top of each Pod: £5 each

THE BOXING ACADEMY

Academic levels will be reported every half term and full academic reports will be issued every term. We will also hold parents' evenings twice a year and teachers and pod leaders will be available to parents or carers at any point in-between.

Every pupil will be subject to a regular placement review every 30 days, which will incorporate a representative from the referring school or local

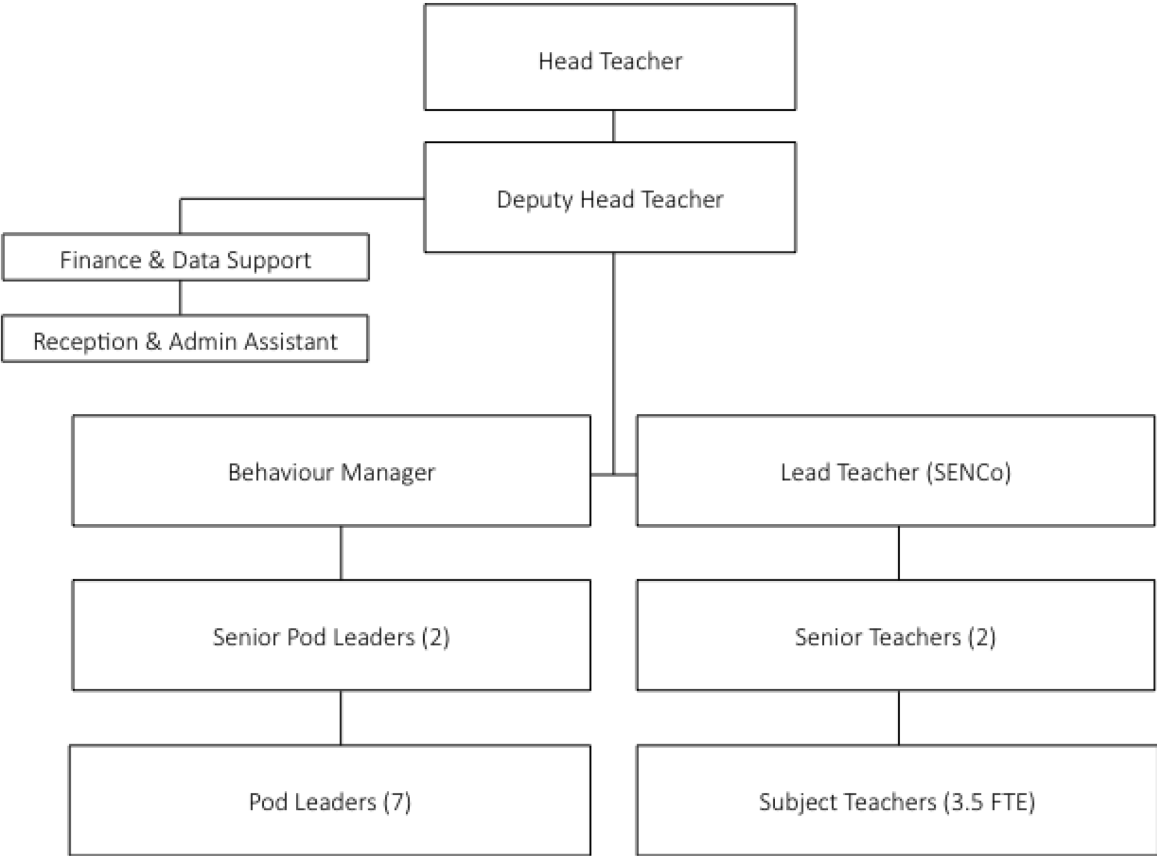
authority and will cover all aspects of the pupil’s progress and pathway. For any children who have statements of special educational needs, soon to become education, health and care plans, this process will meet the corresponding statutory requirements.

School Improvement Planning

The Boxing Academy Free School will manage all aspects of school improvement planning through a timetabled review cycle on the management calendar. Each area of our provision will be subject to the academic and attendance targets we outlined above. The senior leadership of the school will monitor these points weekly and report formally every half term to the governors’ meeting. The Boxing Academy governing body will operate according to the Monitoring and Evaluation Policy, which sets out the format and timetable for governors to come into school and see first hand the progress being made in these areas. After two years the targets will be reviewed.

Section D3

Organisational Chart



The diagram shows the proposed staffing structure for The Boxing Academy AP Free School for 2016, i.e. 56 pupils grouped in 7 classes of 8. We currently operate 5 classes with 8 in each class (40 in total). In order to open as an AP Free School in 2016 we will add 2 more classes (16 pupils), for which we will recruit 2 more Pod Leaders and 2 more teachers (FTE) to cover the additional curriculum demands.

The lines of accountability are shown above for both pod leaders and teachers but the existence of a clear demarcation in the organogram between the two areas is not representative of the same in the daily operation. The synergic relationship that the pod leader and teacher employ in the classroom will be less rigid than a 2-D representation can suggest. While every staff member will be aware of their role's line management requirement we will encourage collaborative teamwork and initiative in all aspects of the roles.

We expect that the 16 extra places in The Boxing Academy Free School will be filled immediately due to the length of our waiting list (currently 12 in September 2014) and we will need to stagger the induction of new students to make sure that it is successful. The structure of the organisation is already in place to cope with expansion, and has been tested as far as the budget and premises would allow in the last few years. It is worth mentioning that The Boxing Academy was awarded the Investors in People standard in 2013 in recognition of its good practice in managing, supporting and developing staff and we intend to transition this best practice to the Free School.

As explained in D1, our curriculum is structured around a staffing model that allows for intense and consistent mentoring throughout the pupil's stay with us, both in and out of the classroom. Therefore the percentage of our budget deployed on pastoral (support) staff is considerably higher than perhaps other schools might propose.

STAFF ROLES, EXPERIENCE AND EXPERTISE

Principal: SLT The Boxing Academy AP Free School will be a unique and ground breaking school that holds its origins in a boxing gym as central to its success. The Principal must be able to lead by example, provide inspiration, and motivation for the pupils, governors and parents, of the vision, purpose and leadership of the school through the promotion of the 7 key principles and commitment to excellence at every level. The Principal will be required to work with the Academy Trust to develop a strategic view for the school, and to analyse and plan for the future needs and further development of the school.

The Principal will to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement. They will lead, motivate, support, challenge and develop staff to secure improvement and maintain a

safe and healthy working environment. The Principal will ultimately be accountable for the efficiency and effectiveness of the school to the Academy Trust including pupils, parents, staff, local employers and the community, especially to present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the local community, OFSTED, and others.

Deputy Principal: SLT The Deputy Principal will be working with the Head Teacher to define and reinforce the ethos of The Boxing Academy AP Free School with all staff, pupils, parents and partners organisations. Key areas:

- Data dashboard and exam officer responsibilities
- Development and implementation of policies, plans, and procedures to ensure delivery of the Academy's objectives, e.g. Assessment for Learning
- Supervise the Lead Teacher/SENCO, the Behaviour Manager and SPLT, promoting effective models of leadership and team management
- Support the Head Teacher with recruitment of a skilled and dedicated workforce and liaise with the employment consultants Judicium on HR supervision to ensure staff remain motivated and focussed and the Academy's legal duties are in line with statutory requirements.
- With the Head Teacher, take responsibility for the daily operation, including health and safety, safeguarding and all other procedures.
- Assist the Head Teacher with budget setting, business development planning (with the Finance and Risk Committee of the board) and other reporting arrangements as required

Lead Teacher: Middle Management This teacher will hold the SENCo position and will lead on teaching and learning. They will have experience of leadership initiatives, policy formation, deployment of resources and effective working with external agencies. Key areas:

- Lead on aspects of teaching and learning
- To make sure the Academy is compliant and prepared for Ofsted, QMET or any other form of inspection of its quality or teaching and learning
- To manage and appraise all teaching staff, and to contribute to developing work plans and guidelines to direct their activities
- To ensure that all marking, teaching and assessment for learning is compliant with Boxing Academy policies
- To monitor the progress of all pupils, as individuals and in groups, and to devise any plans to adjust methods in order to improve or consolidate success

To be the SENCo, the lead teacher must have qualified teacher status (QTS) and the National Award for SEN Co-ordination, as well as experience of identification, curricular planning and monitoring the progress of SEND students. The number of Boxing Academy pupils with a Statement of Special Needs is unlikely to be high, based on our

current number (1 out of 40), and the responsibility for supporting SEN is spread throughout the staff so we do not envisage the SENCo role requiring a teaching and learning allowance in the salary. Of course we will re-examine this if the situation changes.

Behaviour Manager: Middle Management The Behaviour Manager will be the lead for pastoral care at The Boxing Academy and will set the tone for the atmosphere, behaviour and relationships of all the pod leaders and students. Key areas:

- Supervise the Senior Pod Leader Team and the individual class pod leaders
- Uphold discipline at all times
- Ensure that pod leaders keep the students engaged and on task
- Provide the staff with a positive working environment and make sure that the school day unfolds smoothly
- Along with Senior Pod Leaders, liaise with parents, carers, social services, youth support services, and other interested parties
- Co-ordinate the personal development planning for all pupils, with the SPLT

Support Staff: There are 2 roles planned for the backroom staff:

1. Data Manager who will support the Head Teacher and Deputy Head Teacher in all aspects of data management systems and some minor financial administration

2. Reception and Admin Support who will manage the daily front line office, dealing with telephone calls from parents, agencies, schools and assisting teachers or pod leaders with any routine administrative tasks.

Accountant: The Boxing Academy AP Free School will employ an accountant on a 0.1FTE basis. He will work offsite and will not be required to take a role in the organisational structure, but he will sit on the Governor's Finance and Risk Committee. Owing to the uncomplicated nature of the top-up and referral process we believe that this arrangement, with the Head Teacher holding the CFO responsibility and the Deputy Head Teacher offering support, is one that will adequately cover all our financial management requirements.

Subject Teachers: It will continue to be our policy to employ experienced and qualified teachers for the core subjects of Maths and English GCSE. Those teachers will be on the middle management team. However we will exercise our freedom to hire a non-qualified teacher and assist them to learn on the job in certain circumstances, i.e. for the options subjects, which will be vocational short courses. The Boxing Academy SLT and the subject departments in our partner school, The Urawick School, will supervise the teachers including observations by the Head of Department. Teachers will also be attending the subject departmental meetings and have access to resources from the

mainstream school department. In all roles, teaching and mentoring, we will recruit for personality - the right fit – as well as expertise to be sure that someone will be a valued member of our small and close-knit team. The quality of teaching will be held to the highest standard regardless of the teacher's certification, in any case.

Pod Leaders: The pod leader role will be the cornerstone of our Academy and the foundation upon which all our success is built and for this we employ boxers, either amateur or professional. Boxing ethos is all about control and discipline and boxers are instilled with both as well as a robust sense of humour. Our staff will be locally recruited and often come from similar backgrounds and experiences as the pupils, allowing them to relate on many levels and offer a more rounded mentoring service. There will be two senior pod leaders who will be on the middle management team (indeed we currently employ an ex-student as a senior pod leader, which is a wonderful endorsement of The Boxing Academy's success to date). The role of the boxing coaches will extend to acting as classroom assistants, which allows the academic teachers to teach without interruption. We will invest a lot of time and effort into training our pod leaders and we expect to have a high staff retention rate as a result. We will do this to be sure that they will buy in to the ethos and methods of The Boxing Academy. A strong staff body working as a team and driving standards is the key to success and achievement for our pupils, therefore we will offer a package of qualifications to all new pod leaders to equip them for success, including (but not limited to) training in the following:

NVQ in Supporting Teaching and Learning - BTEC Level 2 Care and Control of Vulnerable Children - Search training (In-house) - Teach Others on the Money for Life Programme (National Skills Academy for Financial Services) - Conflict Resolution (LEAP) - Specialist Gangs Training (through YOS) - Children at risk of sexual exploitation (Barnados) - ADHD and ASD awareness

Section D4

The Boxing Academy AP Free School will be located in Hackney, the seventh most deprived borough in the country where over 60% of the children are in low-income families and over 40% have no working parent. Based on our experience we predict:

- Over 95% of our intake will be in receipt of free school meals
- Over 85% will be from minority ethnic backgrounds
- All of our pupils will have some form of special educational need although equally it is likely that less than 5% will actually have been assessed for a formal Statement of SEN
- Because we will specialise in provision for pupils with a tendency towards violent or aggressive behaviour the majority will probably be boys but we expect about 15% to be girls
- At least 30% will suffer from mental health issues

- Over 60% will have been on the Child Protection or Child In Need register at some point in their lives
- 15% will have speech and language needs
- 70% will have chaotic and unsafe home lives at times
- 10% will be at risk of sexual exploitation, through family or community issues. These pupils place all the other pupils at risk by nature of their association
- 25% will come from homes with drugs or alcohol abuse concerns
- 100% will be affected by gang activity in their lives. In London, even young people who do not identify themselves as in a gang are affected by this simply due to where they live

Education for these pupils will have been a largely negative experience so it is our intention that The Boxing Academy AP Free School will be a safe haven for these children that provides much more than lessons. Pupils will get breakfast & lunch, uniforms will be provided free of charge, we will provide wrap-around care as needed. These pupils will have gaps in learning and a few will have a Statement of Special Educational Needs but they will most likely lack the ability to ask for help, and instead will present as aggressive, disrespectful and disruptive. We have built our reputation upon a guarantee to our referring schools and local authorities that '*we will not exclude*'. For many of The Boxing Academy AP Free School's pupils this will be the first educational establishment where they are not threatened with exclusion every time they misbehave, offering them a real chance to confront and overcome their problems.

Referrals to the Free School will come through two main routes: direct from local schools pre-exclusion or through the local authority, which is most likely post-exclusion. The strong partnerships that The Boxing Academy has developed with partners over the years means that they will more easily identify appropriate referrals, based on past successes and our consultation process. Most referrals will be young people who like sport, have failed to engage with education, need a role model in their life and have low self-esteem.

The cohort that we will be working with have a number of external and historical factors that affect their ability to learn:

Learning difficulties, especially with Literacy and Numeracy which can be impacted on by many of their problems at home and in school. Some will have a Statement of Special Educational Needs for EBSD, or possibly ASD and they will be in need of extra support and encouragement in order to overcome this. In most cases The Boxing Academy will not normally be named on the Statement as the pupils retain dual registration, but our lead teacher will have SENCo status so we will be equipped to do so if required. Our referral and initial assessment process will identify any SEN and EBSD needs that we will then incorporate into the pupil's individual education pathway

and our data tracking system will monitor their progress. The small class sizes and high staff-student ratio will also provide the support that many of these pupils require.

The half-termly tracking of academic levels will identify any pupil giving cause for concern who will be highlighted for intervention. The SENCo will oversee the development of this plan, and in line with our holistic approach, we will request input from pod leaders about the pupil's home life and any extenuating circumstances to inform the review. The SENCo might refer a pupil for assessment by the educational psychologist, offer 1-2-1 tuition, arrange specialist literacy support, or apply for a speech and language assessment by the local NHS team.

The subject teachers will implement these action plans through differentiation in the lesson plans, holding a plan for each child in each subject, which is clearly displayed in their books and discussed in tutorials. The progress of these measures will be reviewed in the SLT and middle management team weekly meetings to ensure they are effective and appropriate.

SENCo role

The number of Boxing Academy pupils with a Statement of Special Needs is unlikely to be high, based on our current number (1 out of 40), but all our pupils will have an educational need of some type so the SENCo will hold an important role in ensuring that all these needs are met consistently across the curriculum. The SENCo will have a clear responsibility under the new SEND Code of Practice (2014) to make sure that The Boxing Academy is compliant:

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. (SEND Code of Practice (2014), p.94, 6.14)

Being Children in Need or on the Child Protection Register. Although we cannot necessarily control this aspect of our pupils' home lives, we will work closely with families and social services to support the process and provide a safe haven for the child.

CASE STUDY: [REDACTED]

Mental health issues ranging from anxiety to depression, which have a profoundly detrimental effect on a child's demeanour and understanding of their own actions. We have forged strong working relationships with CAMHS and the NHS over the years. We fully intend to continue this successful working practice as an AP Free School.

Speech and language problems, often undiagnosed, which have significant impact on behaviour. We have a successful track record of working with young people who are affected by this, who can come across as rude due to their limited understanding and vocabulary and processing skills, and we will continue to work closely with the Children's Integrated Speech & Language Therapy Service for Hackney & The City who provide our staff training in this area.

A chaotic and unsafe home life, but not enough to meet the 'threshold' which might trigger local authority involvement. In our experience, this often involves unsupportive or incompetent parenting and a lack of boundaries, as well as parents who are despairing of their child's behaviour and have in effect given up. To help address this we will offer a family mediation service, where our pod leaders will be able to host a family meeting at The Boxing Academy, e.g. to mediate between a despairing single parent and a rude and truculent teenager. We will also offer our most effective programme to date, the home collection service, to counter truancy and support parents who struggle to get their teenage son or daughter out of bed. Our experience is that by removing the pressure of the child always being in trouble at school and the stress of repeated fixed term exclusions, we help to improve the home environment.

Home lives coloured by drugs or alcohol abuse which can lead to abuse or neglect by parents. For many of our cohort, The Boxing Academy will be a safe haven, where they can come to be fed, supported, motivated and disciplined. It is likely to be the only place in their lives that remains constant and belongs to them.

Gang involvement, whether a parent, sibling or themselves. In London, this affects even young people who do not identify themselves as in a gang but are affected simply due to where they live. The mentoring system at The Boxing Academy was developed primarily with this in mind, as we have found that the best people to advise children who are caught up in street activities are people who have walked in their shoes. We will continue to employ this approach in The Boxing Academy AP Free School.

Many of our intended cohort will fall into more than one category above, and for these children the purpose of education will be a mystery: they will have no understanding of it because they will come from homes with no working adult, or a parent holds a low-paid job that does not appear to be beneficial to their lives. A child who cannot understand the point of the education system will not be able to understand the progressive nature of learning, further education or employment. In order to turn this

around our mentors will have to challenge many of the assumptions these pupils have about work, society and how to achieve in life, and this takes time. An example of the challenge faced is that an entry poll of new students last academic year (27 in total) showed that 19 of them - 70% - intended to be drug dealers when they left school. By the time they leave in Year 11 it is our intention that they will all have a career in mind and be on the right path to achieve it.

HOW WE WILL ACHIEVE OUR VISION AND STRATEGIC GOALS

As we explained in Section C, The Boxing Academy will provide specialist pastoral care for pupils with a tendency towards violent or aggressive behaviour, who are usually the most difficult to place. We have built our reputation upon seven years of operating as a successful AP, offering a guarantee to our referring schools and local authorities that '*we will not exclude*'. In order to achieve that promise we will employ a unique and personalised method that is consistent and effective, providing support and guidance for the most challenging and vulnerable young people. There are three areas of our operation that are critical in this process:

Behaviour

The Boxing Academy AP Free School will use a clear and simple code of conduct which all staff and pupils are expected to adhere to. We will use an approach to behaviour management that emphasises how we want our pupils to behave and ensures that good behaviour is explicitly rewarded, guided by our key principles. We will engage positively with families, communicating good news as well as involving parents when there are problems. Our code of conduct involves respect for everyone, coming to school ready to learn and contributing to the common good.

The pupils referred to The Boxing Academy AP Free School will be at the extreme end of the behaviour spectrum and sustained effort is required to change their engrained habits. We believe that ***Rules without relationships don't work*** so our staff focus on building those relationships using behaviour management techniques in line with our key principles:

- Maintain school rules and routines, no exceptions! (Principle: *Consistency*)
- Positive language is used at all times (Principle: *Persistence*)
- Transgressions are challenged immediately (Principle: *Immediacy*)
- A culture of respect is upheld by all parties so it becomes the norm (Principle: *Conflict Resolution*)
- All pupils are treated equally, and are seen to be so (Principle: *Tough Love*)
- Pupils are entitled to be heard and to contribute to decision-making process where appropriate (Principle: *Consistency*)
- Sanctions are always enforced, without fail (Principle: *Sanctions*)
- All good behaviour is rewarded, without fail (Principle: *Rewards*)

The establishment of a positive culture of behaviour can be challenging for any new school but the Free School will be able to build upon the solid foundations of The Boxing Academy's established practice. The single most important factor in creating a positive culture is that staff model this good behaviour, so the Chair of the governing body and Principal will undertake regular 'behaviour walks' to ensure that this is the case.

Attendance

We believe that attendance is the primary aspect of what we do for two reasons: If the child is not here then we cannot work with them, and if they are not in school then they are highly likely to be roaming the streets and in danger of criminal or anti-social activity. A high proportion of the pupils who will be referred to The Boxing Academy AP Free School will have issues with their attendance, and a significant number are likely to be persistent truants. It is for this reason that we will have the senior pod leader team (SPLT) who provide the capacity for home visits and other types of swift action when needed. All our pupils will enjoy **A Fresh Start** when they join us, as we talked about in Section C, and for this reason we act quickly and decisively: truancy is a habit that is quick to acquire but takes a long time to break. For many of these children they truant only because they can: they do not think anyone will ever really chase them up. Often it will only take one home visit to get them out of bed (with a parent cheering silently at the door) for the truancy habit to be broken. The weekly staff meeting will have a permanent agenda item for absences and identify actions intervene as needed. This will involve options such as contacting parents to arrange an urgent meeting, working with the Educational Welfare Officer from the school, or making a referral to social services. Regular attendance will be rewarded with weekly and termly prizes to encourage the developments of positive patterns of behaviour.

Safeguarding

The Boxing Academy has achieved the highest grade possible for safeguarding – outstanding – for the last 3 years in its local authority inspections. The **Solution-Focussed Approach** we describe in Section C provides a framework for very positive and progressive work will allows our staff to innovate and to tailor each child's programme to reflect their needs and circumstances, while still maintaining a firm and clear disciplinary structure. All our success and positive outcomes for the pupils come as a result of intense mentoring and intervention, but without proper safeguarding and guidance for staff the school would be running an unacceptably high risk. In order for our staff to be effective and feel supported in their roles we have developed this safeguarding system, which we intend to employ in the Free School:

- Mandatory yearly training for all staff in safeguarding, including recognising signs of abuse in children as well as instruction for staff in how to safeguard yourself when working with high-risk young people
- 3 senior staff receive the Nominated Child Safeguarding Advisor training

- Safer recruitment qualification for all staff involved in selection of new appointments
- A safeguarding committee on the board of governors led by a safeguarding professional, which reports to the board every quarter
- A Level 2 BTEC training qualification for all mentoring staff in Care and Control of Vulnerable Children (Physical Restrictive Practices), including legal and ethical considerations in such matters
- Robust and coherent policies and procedures have been developed for all aspects of the provision such as lone working, searches, behaviour and anti-bullying. These are reinforced regularly at end of day meetings and INSET days
- The school day is structured to allow for safeguarding meetings every afternoon and a full staff meeting every week. In addition, the ethos of The Boxing Academy promotes full discussion and disclosure by all staff for the protection of themselves, the pupils and the integrity of the Academy as a whole

Section E: Evidence of need – part 1

	Year 1				Year 2			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3	2.66	3.61	0	135%	2.66	3.61	0	135%
Key Stage 4	53.34	72.39	0	135%	53.34	72.39	0	135%
16-19: commissioner referred								
16:19: student applications								
Totals	56	76	0	135%	56	76	0	135%

Section E: Evidence of need – part 2

Section E1

The Local Area

The Boxing Academy is located in Hackney, the seventh most deprived borough in the country where over 60% of the children are in low-income families and over 40% have no working parent. Drugs, crime and varying levels of neglect often affect their daily lives, and their education is often the first casualty of this. Exclusion from mainstream schooling in many cases results in the children ending up on the streets and fodder for gangs, and usually leads to placement in the local authority's Pupil Referral Unit, which has particularly poor outcomes. Alternative provision can offer a different route than this fast track to failure.

Evidence of Local Need for Quality AP

The quality of AP across England has been a matter for concern for some time and prompted a report by Charlie Taylor, the Government's Expert Adviser on Behaviour, in

2011-12. Mr Taylor's recommendations led to all AP being compelled to undertake the registration process for Independent Schools. This new requirement has already prompted the voluntary closure of a number of providers and others have altered their provision to be part-time in order to avoid the rigours of inspection. There has been an internal move toward regulation in our local area with the setting up of two schemes by local authorities, schools and other educational professionals in North and East London. The North London Strategic Alliance (NLSA – Islington, Hackney, Haringey, Camden and Enfield) and Tri-borough AP Quality Monitoring Evaluation Team (Haringey, Hackney and Islington) have implemented an agreed QA (quality assessment) framework that is enacted by a QMET (Quality Monitoring and Evaluation Team) through onsite inspections, with the ultimate aim of producing a register of approved providers, using an Ofsted-style grading framework.

An interim report commissioned by Haringey Council into the QMET programme in August 2014 (referenced above in Section C) showed that:

- Of the QMET judgements in 2014, only 33% of the AP in North or East London have achieved a 'good' grade
- 50% were initially graded inadequate and four providers were decommissioned after failing to hit the agreed targets by the second inspection
- Of the themes inspected, *achievement and standards* and *teaching and learning* achieved the lowest average grades
- The Boxing Academy was the only independent alternative provider to achieve a grade of *Good with Outstanding Features*

The Boxing Academy is currently the highest graded of all assessed Hackney providers, and one of only three that offers GCSEs. The low standard of the others and the poor outcomes for pupils in this sector, as well as the obvious shortage of places across the borough, combined with the Boxing Academy's extensive waiting list of 12 pupils evidences the high demand for places in Hackney and the surrounding boroughs. We have held a waiting list continuously since May 2013.

We have 25 schools and boroughs that have used our provision in the last five years, and even though only 12 replied with formal commissioning letters, 76 places have been booked with many more requests likely once the Free School is open, based on historical usage.

All the commissioners received a full explanation of our plans for the Free School: better GCSEs, more enrichment in the curriculum, expansion in numbers, more long-term support for leavers and they were keen to express their support for our plans. The letters give the projected opening time as September 2015, but our application now says 2016 after dates moved over the summer break. None of the commissioners expressed a problem with this delay (we are operating anyway of course). This table shows a summary of the commissioning letters attached below:

SCHOOL / LA	No of places
Ashmole Academy (Enfield)	2
Bridge Academy (Hackney)	5
City of London Academy Islington	1
Forest Academy (Hainault)	2
Gladesmore Community School (Haringey)	10
Greig City Academy (Haringey)	5
Hackney UTC	4
Local Authority Hackney	10
Local Authority Haringey	8
Local Authority Islington	20
St. Ignatius College (Enfield)	1
The Urswick School (Hackney)	10
TOTAL	76



 Ashmole Academy
 London
 N14 5RJ

Free Schools Applications Team
 Department for Education
 3rd Floor, Sanctuary Buildings
 Great Smith Street
 London SW1P 3BT

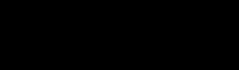
Dear Sir / Madam,

Confirmation of support for The Boxing Academy Free School

Ashmole Academy, Cecil Road London, N14 5RJ confirms that we support The Boxing Academy's application. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 located in Hackney that will open in September 2015, if they are successful in their application.

Based on the school's planned top up of  per annum we believe that we would refer two full time equivalent (FTE) places per academic year once they convert to a Free School.

Signature:



Date:
4/07/14

A Bridge to Your Future
Learning for Life

The Bridge Academy, Hackney, Laburnum Street, Hackney, London E2 8BA
T 020 7749 5240 F 020 7749 5269 E info@bridgeacademy.hackney.sch.uk
www.bridgeacademy.hackney.sch.uk



Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir / Madam,

Confirmation of support for The Boxing Academy Free School

The Bridge Academy would like to confirm that we fully support The Boxing Academy's application. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 located in Hackney that will open in September 2015, if they are successful in their application.

We have made referrals to The Boxing Academy since 2010 and based on the school's planned top up of [REDACTED] per annum we believe that we would refer five full time equivalent (FTE) places per academic year once they convert to a Free School.

Signature: [REDACTED]

Print name: [REDACTED]

Date: 01/07/14

The Bridge Academy, Hackney, A company limited by Guarantee registered in England and Wales with company number 519591 and a(n) exempt charity for the purposes of the Charities Act 2011. Registered Office: c/o Buzzacott LLP, 130 Wood Street, London, EC2V 6DL. DFE Registration No: 2046937.



The Forest Academy
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Fax: 020 8500 0036
Email: admin@theforestacademy.org
www.theforestacademy.org



Together Mastering Achievement

WT/16/223/14

3rd July 2014

Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir / Madam,

Confirmation of support for The Boxing Academy Free School

The Forest Academy confirm that we support The Boxing Academy's application. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 located in Hackney that will open in September 2015, if they are successful in their application.

Based on the school's planned top up of [REDACTED] per annum we believe that we would refer two full time equivalent (FTE) places per academic year once they convert to a Free School.

Yours faithfully

[REDACTED]

 **Beal High School**
Woodford Bridge Road,
Ilford, Essex, IG4 8LP
Tel: 020 8551 4854
Email: admin@bealhighschool.co.uk
www.bealhighschool.co.uk

 **Beal Business Innovation Hub**
Woodford Bridge Road,
Ilford, Essex, IG4 8LP
Tel: 020 8551 4854
Email: admin@bbih.org
www.bbih.org

 **North East London Teaching Alliance**
Woodford Bridge Road,
Ilford, Essex, IG4 8LP
Tel: 020 8418 2627
Email: admin@nelta.co.uk
www.nelta.co.uk

Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir / Madam,

Confirmation of support for The Boxing Academy Free School

On behalf of Gladesmore Community School I am writing to confirm that we support The Boxing Academy's application. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 located in Hackney that will open in September 2015; if they are successful in their application.

Based on the school's planned top up of £7,500 per annum we believe that we would refer ten full time equivalent (FTE) places per academic year once they convert to a Free School.

Signature: [Redacted]

Print name: [Redacted]

Date: 08/09/2014



revision for W

Addr



Hackney UTC
Basing Place
LONDON E2 8AA
Tel: 020 7613 9212

Email: [redacted]

Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Wednesday 2nd July 2014

Dear Sir / Madam,

Confirmation of support for The Boxing Academy Free School

Hackney UTC confirm that we support The Boxing Academy's application. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 located in Hackney that will open in September 2015, if they are successful in their application.

Based on the school's planned top up of [redacted] per annum we believe that we would refer at least four full time equivalent (FTE) places per academic year once they convert to a Free School.

Signature: [redacted]

Print name: [redacted]

Date: 2/7/2014



[redacted]
Prebend Street, Islington, London, N1 8PQ
Tel: 020 7226 8611 Fax: 020 7226 9363
Email: info@cityacademyislington.org.uk www.cityacademyislington.org.uk

Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT

16th July 2014

Dear Sir/Madam,

Confirmation of support for The Boxing Academy Free School

On behalf of the City of London Academy Islington I wish to confirm that we support The Boxing Academy's application. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14 – 16 located in Hackney that will open in September 2015, if they are successful in their application.

We believe we may potentially refer a full time equivalent (FTE) place per academic year once they convert to a Free School. From our experience, The Boxing Academy provides outstanding educational opportunities and pastoral care for all students who have accessed the provision in the past, with good outcomes for some of our most challenging pupils.

I highly recommend the Boxing Academy and support their application.

Yours faithfully,

[redacted signature]



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Commissioning Unit
Wood Green, London N22 8HQ
Tel: 020 8489 0000
www.haringey.gov.uk

Haringey Council

Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Date: 29th September 2014

Direct dial: 020 8489 3751

Email: [REDACTED]

Dear Sir / Madam,

Re: Confirmation of support for The Boxing Academy Free School

On behalf of Haringey Council's Commissioning Unit, I am writing to confirm that we support The Boxing Academy's application to become a Free School. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 located in Hackney that will open in September 2015, if they are successful in their application.

Based on the school's planned top up of [REDACTED] per annum we believe that we would refer eight full time equivalent (FTE) places per academic year once they convert to a Free School.

Yours sincerely



New Regent's College

Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT

17th July 2014

Dear Sir / Madam,

Confirmation of support for The Boxing Academy Free School

On behalf of New Regent's College, Hackney, I am writing to confirm that we support The Boxing Academy's application. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 located in Hackney that will open in September 2015, if they are successful in their application.

Based on the school's planned top up of [REDACTED] per annum we believe that we would refer ten full time equivalent (FTE) places for students who have either been permanently excluded or are at risk of permanent exclusion per academic year once they convert to a Free School.



New Regent's Upper
cher

Executive Headteacher: Richard Brown B.Ed (Hons) NPGH

LOWER SCHOOL
Head of School: Shane Foley
Tiger Way, Downs Road, London, E5 8GP
T: 020 8985 6833 F: 020 8625 2439
jjones@newregents.hackney.sch.uk
www.newregentscollege.co.uk

UPPER SCHOOL
Nile Street, London, N1 7RD
T: 020 7251 3932 F: 020 7250 0740
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Alternative Provision
School Improvement Service
Laycock PDC
Laycock Street
London N1 1TH

T 020 7527 5195
W www.islington.gov.uk

Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir / Madam,

Confirmation of support for The Boxing Academy Free School

Islington Borough Council Alternative Provision confirm that we support The Boxing Academy's application. We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 located in Hackney that will open in September 2015, if they are successful in their application.

We have made referrals to The Boxing Academy since 2010 and based on the school's planned top up of [redacted] per annum we believe that we would refer up to twenty (20) full time equivalent (FTE) places per academic year once they convert to a Free School; more if the places were available as we value this provision.

Signature: [redacted]

Print name: [redacted]

Date: 8 July 2014

Free Schools Applications Team
Department for Education
3rd Floor, Sanctuary Buildings
Great Smith Street
London SW1P 3BT



[redacted]

The Urswick School,
Paragon Road,
Hackney,
London E9 6NR

7th July 2014

Dear Sir / Madam,

Confirmation of support for The Boxing Academy Free School

I write on behalf of The Urswick School to confirm that we support The Boxing Academy's application for an Alternative Provision Free School.

We understand that The Boxing Academy Free School is a full-time Alternative Provision for pupils aged 14-16 who are in danger of exclusion from mainstream school or who have already been excluded. We understand that, if successful in the application, The Boxing Academy Free School will be located in Hackney and will open in September 2015.

Based on the school's planned top up of [redacted] per annum, we believe that we would refer ten full time equivalent (FTE) places per academic year once The Boxing Academy converts to a Free School.

Please do not hesitate to contact me should you require any further information.

Yours faithfully

[redacted signature]

Paragon Road, Hackney, London E9 6NR
T: 020 8985 2430 F: 020 8533 5441
admin@theurwickschool.co.uk
www.theurwickschool.co.uk

Headteacher: Richard Brown B.Ed (Hons) NPQH
Deputy Headteachers: Marion Budd; Jodie Hassan



believe and achieve

Section E2: *Not applicable – no post 16 places offered.*

Section E3: Referrals

Referrals to the Free School will come through two main routes: direct from local schools (pre-exclusion) or through the local authority (most likely post-exclusion) but both routes use the same referral practice. The strong partnerships that The Boxing Academy has developed with partners over the years means that they will more easily identify appropriate referrals, based on past successes and a good understanding of the importance of information-sharing and regular reporting. The Boxing Academy AP Free School will be building on the established framework for referrals that has been successful for the last seven years. Based on past experience we will be mindful that many pupils will be nervous and distressed so we invite them with their parents to visit and get a feel for the Academy, see the other pupils and classes in action and ask any questions. This gives us an opportunity to explain the behaviour policy and code of conduct so that there are no surprises upon induction.

SUCCESSFUL TRANSITION

Most referrals will be young people who

- Have failed to engage with education
- Need a role model in their life
- Have low self-esteem

These traits will have led to them displaying violent and aggressive tendencies as well as avoidance tactics such as disrupting classes and engineering exclusions. The schools try a number of methods including nurture groups, internal exclusions, teaching support, school action plus and more before they make a referral in Year 9 and usually an Assistant Head for Inclusion or the SENCo will contact us to discuss the child in detail before a formal process is started. This involves our referral form, permission slips and any SEN data to be supplied. It is unlikely that a school would attempt to refer a pupil who did not like sport. All our referrals are actioned after the summer half term (due to the high demand for our places this is the only way we can manage it, when the Year 11s leave) so we will arrange family visits and baseline testing to be done around this time to prepare the pupils for KS4.

BASELINE TESTING

The information that accompanies our pupils through the referral process is often scarce and poor quality at KS3, and a significant proportion of our pupils are lacking any levels for KS2 at all. We have a Recognition of Prior Learning policy that requires schools to attach all this information but this is often not supplied:

- Pupils levels at KS2 & KS3
- Reading test scores


- Specific subjects covered, incl. controlled assessments or coursework
- Exam board details for every subject
- Units completed for all subjects (e.g. physiology unit in P.E.)
- Mock and GCSE results (if any)
- Current levels and projected targets
- Fitness levels, if available

One of the potential benefits of being a Free School is that we would have access to the DfE database of pupil attainment, and would be able to fill in some of the gaps for our pupils, which we cannot currently do. In order to cover for any gaps in data, we will run pre-induction testing for all new students using Arti (Access Reading Tests-Interactive) for reading ages and the CAT (Cognitive Assessment Tests) for both numeracy and literacy levels. This information will inform a individual learning plan that teachers and pod leaders will have access to, and within two weeks the new pupils will be assessed for access arrangements by an external consultant for SEN.

In the first week all pupils will take the initial Well-Being Measure test, which gives an indication of satisfaction with home, school, community and the individual's self-esteem. This will help decision-making such as whether to consult with CAMHS or other agencies, and gives a comparative benchmark for the final test at the point of leaving The Boxing Academy.

INFORMATION SHARING: Reporting to Parents and Partner Schools

The success of our school depends on regular reporting to parents and referring schools. Pod leaders monitor all their pupils' conduct using a traffic-light system of points for punctuality, behaviour and effort throughout the day. This is collated at the end of every week and reported to both parents and schools in an easy-to-understand colourful grid format, along with attendance figures. Academic levels will be reported every half term and full academic reports will be issued every term. We will hold parents' evenings twice a year and teachers and pod leaders will be available to parents or carers at any point in-between.



Week ending: 20/02/2012
Student Name: Conduct points

	Punctuality	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Uniform	Daily Total
Monday	3	3	3	3	3	3	3	21
Tuesday	3	3	1	3	3	3	3	19
Wednesday	3	3	3	3	2	2	3	19
Thursday	3	3	1	1	3	3	3	17
Friday	3	3	3	3	3	3	3	24

Target Achievement Points = 3
Total Points This Week = 100

Colour code for points: GREEN = Good 3 points ORANGE = Satisfactory 2 points RED = Poor 1 point WHITE = Absent 0 points

Section F: Capacity and capability

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.

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)
██████████ ██████	Y	London	██████████	██████████	6
██████████ ██████	Y	London	██████████	<ul style="list-style-type: none"> • ██████████ 	16
██████████ ██████	Y	London	██████████	██████████	6

████████ █	Y	Essex	████████	████████	4
████████ █	Y	London	████████	████████	4
████████ █	N	London	████████	████████	4

F1 (b) Skills gap in pre-opening

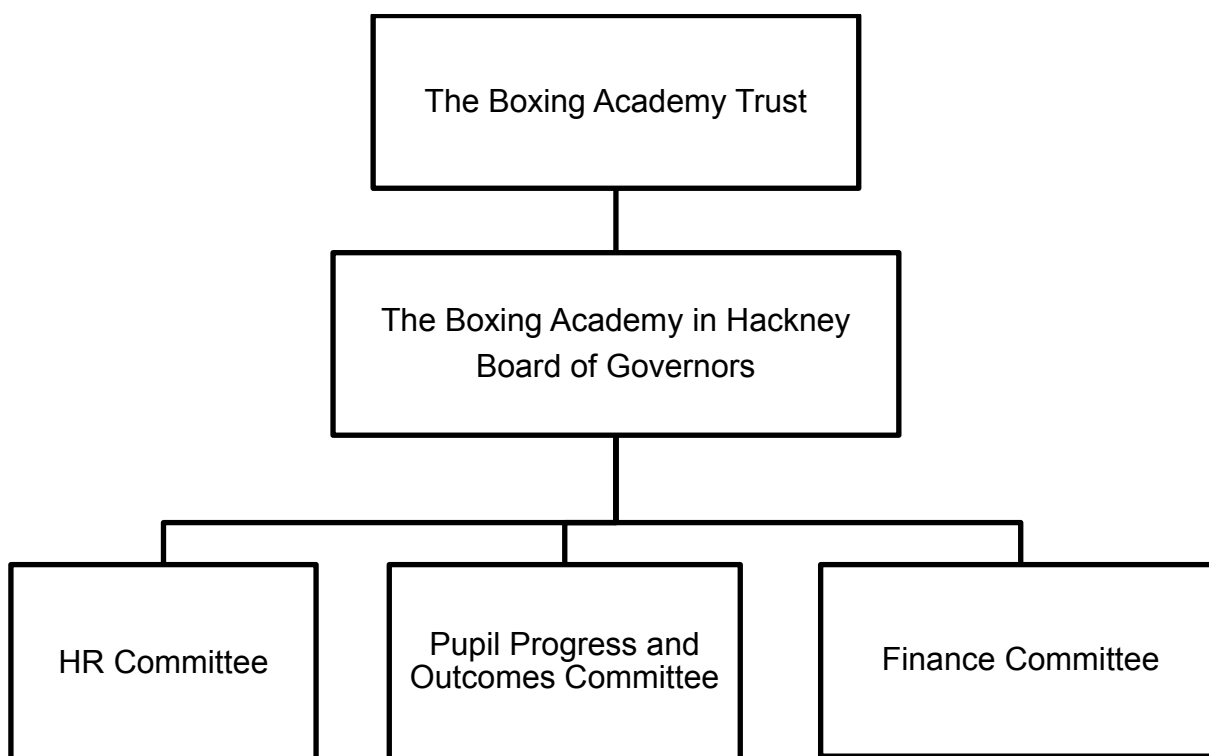
Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Education Finance	We have a small fund to allow us to buy-in this expertise in the pre-opening phase.
Communications	We have not identified a need for this yet but have a partnership with the local voluntary support organisation in Hackney, [REDACTED] who have offered this if needed.
Marketing	We have an established relationship for pro-bono support in this area and can use our advisors for the pre-opening phase.
Legal	We have a pro-bono relationship with [REDACTED] for legal support, which we can use during the pre-opening phase.
Project management	We have a small fund (donations) to allow us to buy-in this expertise in the pre-opening phase

We have liaised with Westside School, who opened as a Free School in September 2014, for advice about the pre-opening phase and what we might require. We intend to take their advice further on the project management aspect of the process, as they have offered to recommend people they have used already and we would then be benefitting from their experience. It is anticipated, again through talking with other FS groups, that this pre-opening team will meet every two weeks.

The board has already built some capacity into the daily operation, with the [REDACTED] [REDACTED] to the Deputy Head/ Chief Executive position, allowing [REDACTED] to free up a considerable amount of time to work on the Free School application. The board is aware of the possible need to hire more staff during pre-opening phase and is prepared for this eventuality if it occurs. Equally, the need to hire a project manager is also understood and agreed.

Section F2: Governance structure



The Boxing Academy Trust A Company limited by Guarantee and Charity

Five members The members are subscribers to the Trust's memorandum of association. They have overview of governance for the entire Trust and the power to appoint and remove Governors. Members:

- [REDACTED] (Chair)
- [REDACTED]
- [REDACTED]
- Independent Educational expert member (not yet recruited)
- Member no 5 (TBC)

Three of the members will also be governors of the school, including [REDACTED] who will be the Chair of The Boxing Academy Governing Body.

The Boxing Academy Board of Governors: The Governing Body

Twelve governors The Boxing Governing body shall be made up of 12 governors. The Boxing Academy will aim to create a balanced group that will have the right skills, connections and dynamic for the Board to work well and support the school in

achieving exceptional performance. Governors are also trustees and directors of the company. Responsibilities:

- To ensure that the implementation of the vision and ethos of The Boxing Academy are in line with strategic direction set by the Academy Trust
- Holding the Principal to account for the educational performance of the school and the wellbeing of its pupils and staff
- Overseeing the financial performance of The Boxing Academy and making sure its money is well spent in line with legal, regulatory and Trust requirements
- The Chair of Governors will be appointed by a vote of the Board, and will become a member of the Academy Trust. The Academy Trust can veto the appointment of the Chair

Governors are normally appointed for periods of 4 years, and can be reappointed for one additional term. Governor appointments will include expertise in Finance, Pupil Progress, Safeguarding, and HR, the Principal and two parents of school age children. Ideally this would include parents of pupils at The Boxing Academy, but in reality is unlikely to be current parents. The remaining Board members will be identified using a skills audit that takes into account any extra-curricular interests or projects that the Free School might intend, e.g. work experience, and will be appointed by the Board. The members will appoint at least eight of the governors, to ensure that they hold a majority on the board. Three members will sit on the governing body.

For any governors that transition from a role on the current charity board, we will arrange training in-house. Three of our confirmed governors ([REDACTED], [REDACTED], [REDACTED]) are experienced school senior staff and have had roles on school boards and have devised a programme of governor training, including partnering with inexperienced governors to walk-through tasks, such as a visit or data analysis.

Management calendar and workplan for the Board of Governors

The Governors will establish three Committees reporting to the Board.

1. Pupil progress, safeguarding and outcomes
2. Finance and risk
3. Personnel, including Principal and staff performance management

Each committee will have terms of reference set by the Board, which includes:

- Specific sets of performance data for monitoring and evaluation
- A scheme of delegation from the Board making clear the decision making or spending authority which rests with the committee
- Reporting procedures to Board and escalation procedures for urgent issues
- Overseeing the development and implementation of the full range of school policies and procedures

The committees will hold decision-making powers, within the remit agreed by the board. Each committee, and the Board, will draw up coordinated plans to engage with the views of learners, directly or indirectly, about the principles and practice of the Boxing Academy. This engagement with the views of learners will be inclusive of the range of learners and ensure learners know that their views have been heard and understood in decision-making.

Management Calendar

The Board of Governors will agree an annual management calendar, which ensures key governance issues are covered. Each agenda will include time for discussion by Governors of visits to the Boxing Academy. It is expected that the governing body will meet six times a year, to coincide with half-termly pupil tracking updates and to consider key aspects of the Academy. The agenda for each meeting will include the following standing items:

Pupil Progress – Finance & Risk – HR

The three committees will meet on a similar cycle, but during the fortnight before the board meeting, allowing them to receive the half-termly pupil progress report from the Head and prepare their report for the board’s review.

Annual Work plan themes	Spring Term	Summer Term	Autumn Term
Headteacher report	Including: Attainment development plan	Including: Staffing developments, School Improvement Plan	Including: Exam results, Curriculum analysis
Pupil Progress and Outcomes Committee	The schedule for reporting will range from monthly to annual data as agreed by the Board. This will include: Educational outcomes against baseline Qualifications and progression Successful engagement with parents, schools, other agencies Behaviour Attendance Safeguarding policy and practice Meeting additional health/ wellbeing needs		
HR Committee	Monitoring of school employment and HR policies	Staffing plan for next school year	Monitoring and evaluation of Performance Review processes including Headteacher Performance Review
Finance and premises	Adopt Budget for year	Report from Finance committee and appoint	Strategic Risk Review and planning Scrutiny of audit report

		independent auditors	
Stakeholders	Opening career routes for learners	Destinations of learners	Engagement with agencies, families and community
External Challenge	E.g. Key messages from OFSTED thematic reports	E.g. challenge led by Board member who has attended external training e.g. on IT in the curriculum	E.g. Board self evaluation
Process	Adoption of subsequent year business plan. Monitoring of review of Chair	Review of skillset of Members and recruitment as needed. Report from meeting with Academy Trust	Election of Chair and of Chairs of committees. Appointment of Clerk.

Ensuring an effective Board of Governors

A skills audit will annually review membership of the Board and ensure the right set of skills and knowledge is available. The skillset criteria will be based on OFSTED guidance and include:

Quality of teaching and learning – Safeguarding – Finance & Risk – Legal & HR

A Governor's Handbook will set out principles and practice of governance, which will include:

- The strategic aims of the school
- The annual management calendar for the governing body
- Job descriptions for governors – as strategic decision makers, not operational
- Specific job description for the Finance Governor
- Functions and terms of reference of Committees, and their reporting practices
- A narrative about the purpose and function of the Boxing Academy and its relationship to local agencies and services
- Explanations of the data systems and procedures which will help members reach judgements on effectiveness
- Visiting the Boxing Academy as a governor – role and feedback routines, as well as a timetable for completing these visits
- Effectiveness in roles as individuals and collectively as a board
- How to be an effective board – a 'critical friend' to the Principal
- Reinforcement of the personal responsibility of Governors to act as per the Nolan standards

- The law and relevant guidance relating to governance of Academies, AP and Free Schools
- A schedule of required training for governors to ensure up to date skills and expertise

Any nominee for a Governance post will undertake an enhanced DBS scrutiny. Any nominee will also be asked to review and declare any possible conflict of interest.

The Clerk to the Board

The Clerk will be appointed and charged with ensuring the Board operates effectively and efficiently. This will be someone other than a trustee, principal or chief executive of the trust.

The Chair

The Board of Governors will (re)elect the Chair every two years. A job description will be included in the Board Members handbook. A review of the performance of the Chair will be carried out annually. This will be overseen by a delegated Board member and will include input from at least one member of the committee chairs, one other board member and the Principal.

Performance and Performance Review

The Board will establish monitoring and evaluation routines to ensure the goals of the Academy Trust and The Boxing Academy are being met and that proper fiduciary oversight is being sustained. This will require:

- A planned cycle for performance reports to the Board (as per the management calendar)
- Structured learning and challenge from the experience of other Free Schools, inspections or national reports managed by the 'external challenge'
- A performance review process for the Principal – and through her/ him for all staff members
- Continual scrutiny programme of financial management systems to ensure probity and value for money including procurement

The Boxing Academy governing body will operate according to the Monitoring and Evaluation Policy, which sets out the format and timetable for governors to come into school and see first hand the progress being made in these areas, for example with learning walks.

The members will hold the governors to account through financial audits and performance reports, and will use to AGM to remove and appoint governors as they see fit.

Head Teacher Performance Management

This will be managed by the HR committee and will involve the Chair of Governors. The process of Head Teacher appraisal will include setting and monitoring of agreed targets, which will fall under at least three broad headings:

- Performance of the Boxing Academy against the targets set in section D
- Professional development for the Principal
- Working with the Board of Governors and Academy Trust

Finance / the Budget

The Principal will be the accounting officer for The Boxing Academy Free School, and the Board of Governors will sign off the budget, appoint Independent Auditors and reach decisions about how any income should be spent in accordance with the goals of The Boxing Academy. The Finance and Risk Committee will meet quarterly and report to the Board. The Finance and Risk committee will ensure that The Boxing Academy has an internal control framework which complies with the Academies Financial Handbook requirements, including;

- planning and budgeting processes
- financial management, including managing banking, debt and cash flow, with appropriate segregation of duties;
- monthly management accounts, including income and expenditure reports on an accruals basis, cash flow forecasts and balance sheets as appropriate
- ensuring the propriety and regularity of financial transactions and therefore reducing the risk of fraud and theft
- efficiency and value for money in the organisation's activities; and
- independent checking of financial controls, systems, transactions and risks

Provide Support and Challenge

The culture of the board will build on the proven track record of The Boxing Academy which encourages trustees to ask challenging and searching questions about general matters such as the values and ethos of the school as well as specific issues like the most recent attainment data. The role of the board as a critical friend to the Principal and senior management of The Boxing Academy is vitally important and all aspects of the operation will be covered in this exchange, including:

- Professional development for staff
- Financial resilience, risk management, and financial controls.
- Safeguarding, for the pupils as well as the staff.
- Property and capital management.
- Pupil engagement and measurement of outcomes.
- Addressing SEN and the other needs of vulnerable and difficult children

Engagement with Partners

Stakeholder engagement is a key part of a successful school. This will be achieved by:

- Ensuring the voice of pupils (current and past) is heard within Board deliberations. This will occur through Board member visits, reports from Headteacher on surveys, collated data from the Wellbeing surveys. The Board will also receive annual reports of the destinations of past learners at least three months after leaving The Boxing Academy. Notes from group meetings of pupils should also be reported to the Board.
- Effective partnership working with other schools/colleges plus youth offending services, CAMHS, and other agencies.
- Effective links with employment and training pathways to support valid career routes for leavers

Conflicts of Interest

Conflict of Interests will be avoided by a robust policy and procedure, as outlined in the Articles, involving:

- A Register of Interests, maintained by the Clerk which each Governor completes on appointment
- A thorough induction process
- 1:1 Reviews by the Chair with individual Governors annually

The Governors will sign the register of interests annually to declare any new potential conflict. The proposed governors from our current board have no foreseeable conflicts

F3 (a) Proposed governors

<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.

Skills/experience missing	How you plan to fill the gap
Finance	We intend to recruit an education finance governor during the pre-opening phase.
Legal	We intend to recruit a legal governor during the pre-opening phase, possibly through our links with [REDACTED].

Section F4

The Boxing Academy is a unique and groundbreaking school that holds its origins in a boxing gym as central to its success. It is a family environment that is built on trust, respect, discipline and team work. The Principal must be able to lead by example, provide inspiration, motivation and embodiment for the pupils, governors and parents, of the vision, purpose and leadership of the school, through the promotion of the 7 key principles:

CONSISTENCY
uniformity and boundaries make children feel safe
PERSISTENCE
we do not give up on any child, ever
IMMEDIACY
we deal with issues as they arise
TOUGH LOVE
discipline and emotional support is vital
CONFLICT RESOLUTION
do not allow your anger to rule you
SANCTIONS
understand that actions have consequences
REWARDS
learn to be successful one step at a time

The Principal will excel in 4 main areas:

STRATEGIC DEVELOPMENT & PLANNING

The Principal will set the tone of the school and take forward the vision and ethos of the school. The Principal will lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential. The Principal will need to analyse and plan for the future needs and further development of the school. The Principal will set appropriate priorities for expenditure, allocate funds and ensure effective administrative control; whilst managing and organising accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met.

TEACHING AND LEARNING

The Principal will secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement. The Principal will determine, organise and implement an appropriate curriculum. The Principal will operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement. The Principal will monitor and evaluate the quality of teaching and the standards of pupils' learning; including monitoring and reviewing all resources used in order to improve pupils' achievement.

LEADING AND MANAGING STAFF

The Principal will lead, motivate, support, challenge and develop staff to secure improvement and maintain a safe and healthy working environment. The Principal will support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities; through effective performance management systems. The Principal will maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils.

SCHOOL EFFECTIVENESS & ACCOUNTABILITY

The Principal will be accountable for the efficiency and effectiveness of the school. The Principal will provide excellent management of key stakeholders; presenting a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including, but not limited to, parents, governors, staff, the local community and OFSTED. The Principal will provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, whilst improving standards of achievement.

The suitability of our Principal-designate

██████████

STRATEGIC DEVELOPMENT & PLANNING

██████████ **TEACHING & LEARNING**

██████████ **LEADING AND MANAGING STAFF**

██████████ **SCHOOL EFFECTIVENESS & ACCOUNTABILITY**

████████████████████

Section F7 (Independent schools)

Latest Ofsted inspection: Our registration for Independent School status is not yet processed but we completed the pre-registration Ofsted visit on Friday October 3rd.

Self-assessment: Our Self-assessment has been validated by ██████████.

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

Name of school	THE BOXING ACADEMY					
Girls/Boys/ Co-educational	CO- EDUCATIONAL	% Special Educational Needs	% Free School Meals	% English as an Additional Language	% Persistent Absence	% Attendance
		2% (Statement) 98% SEN (Non- Statemented)	68%	None	n/a	87% (YTD)
Name of principal	██████████	Additional information about the school				
Chair of governors	██████████	The Boxing Academy is an Alternative Provider and registered charity located in Hackney, London. It was set up in 2007 and currently has a cohort of 40 pupils, 35 boys and 5 girls, and a waiting list. The Boxing Academy is awaiting registration as an Independent School having completed the Ofsted Pre-Registration Inspection on 03.10.2014. It is registered to provide AP in the boroughs of Hackney, Islington and Haringey. It takes referrals direct from 25 schools and 6 local authorities in North and East London.				
Number of pupils currently on roll	40					
Capacity	40					

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
Overall	<p>A good provision with outstanding aspects, especially in behaviour management.</p> <p>Judgements have been taken from recent QMET inspection, as well as comments from Ofsted on 03/10/2014</p>	2	The next full academic year will show whether the new systems, procedures and policies will achieve the results required to lift this grade from a 2 to a 1	
Achievement of pupils at your school	Students meet targets in relation to starting points and make good progress (grade to improve to a '1' on completion of a year with new data systems). Students are gaining knowledge, skills and understanding at a satisfactory rate. Assessment data analysis is used to identify progress and targets. Data tracking, Schemes of work, subject timelines and a management calendar for pupil progress are all in place.	2	Implementation of new data system and calendar of assessment needs to run for a year with regular reviews. (Taken from recent QMET inspection)	
Quality of teaching in your school	Lessons have clear learning outcomes. Lessons identify the knowledge, skills and understand that different groups of students will achieve in part/new teacher supervision, work-plans and marking policies	2	This year's round of lesson observations, lesson plan assessment, regular book checks and student	

	will improve this grade. Regular and thorough assessment and review of progress takes place. Resources are good and support a variety of teaching and learning styles. There are productive working relationships between staff and students leading to positive feedback and behaviour for learning is exceptional. Students are aware of the need for punctuality, attendance and engagement with lessons		feedback will be reviewed regularly, with a view to improving standards. (Taken from recent QMET inspection)	
Behaviour and safety of pupils	SCR, DBS, training, policies and procedures all well maintained and up to date. Students report they feel safe. Parents report they feel their children are safe. Staff feel safe in their workplace. Behaviour for learning is outstanding.	1	(Taken from recent QMET inspection and Ofsted inspector's comments after the pre-registration visit)	
Quality of leadership in, and management of, your school	Staff meetings, minutes, appraisals, staff developments, curriculum developments and reviews all in place. Effective self-evaluation procedures are in place. Secure agreement with referral schools. Effective lines of communication exist within and between organisations. Clear lines of responsibility for the coordination and delivery of the programme are in place for both home, school, referrer and the provider. Schools and providers work in partnership with individual students, parents and carers to monitor and review individual needs, abilities and aspirations.	1	Whilst standard is high there is a need for constant review and refreshing to ensure it doesn't slip. This will include an external challenge programme of visiting other APs, mainstream schools and businesses to continue learning. (Taken from recent QMET inspection, after	

	Agreement has been reached between all partners on procedures for managing attendance, punctuality behaviour, rewards and sanctions.		implementing the recommendations)	
Spiritual, Moral, Social and Cultural development of pupils at your school	SMSC programme ingrained in all aspects of the daily operation with responsibility held by every staff member. Tailored to needs of pupils e.g. sexual exploitation awareness for gang members. Social skills: speaking and listening and all aspects of personal and social development covered both internally and using outside agencies such as DebateMate. Intervention and support provided for home life and activities outside the school day.	2	Aspects of this – for individuals - are grade 1. Needs to be a more coherent and timetabled programme. (Taken from recent QMET inspection)	
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 pupils and those who have special educational needs.	The Boxing Academy provides a specialist alternative education for pupils with SEN and behaviour problems. The reduced curriculum and intense mentoring programme is tailored specifically to support their needs. Recent improvements have introduced a new data tracking system, new teaching and learning policies and procedures and a more stringent approach to initial baseline testing. It is expected that after one year this will produce improvements in all areas of pupil progress and attainment.	2	(Taken from recent QMET inspection)	



School Improvement Service
Laycock PDC
Laycock Street
London N1 1TH

T 020 7527 5195 number

F 020 7527 5703 number

E [REDACTED]

W www.islington.gov.uk

9 October 2014

To Whom It May Concern

I am writing to validate the self-assessment form that the Boxing Academy has written as I feel it is in line with the Quality Assurance assessments that Islington and Hackney have carried out at the provision.

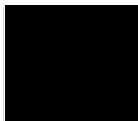
On the 22nd May 2014 members from the Alternative Provision teams in Islington and Hackney Council carried out a quality assurance visit of the Boxing Academy. The provision was graded "Good" overall by the team with some areas for improvement particularly in 'Achievement and Standards'. The Quality Monitoring Team (QMET) was very impressed with The Boxing Academy's understanding of their weaknesses and the clear plans that they already had for improving their performance. As a result, the team took the exceptional decision to grade the provision as 'good' overall despite 'Achievement and Standards' being graded as 'requires improvement' at this point. Please see details of the inspection in the QMET report and improvement plan.

A follow up meeting took place on the 26th September 2014 where the progress of the provision in the targeted areas for development was looked at in detail. Excellent progress has been made which leads the team to believe that at their next QMET, The Boxing Academy would be graded at least 'good' in this area.

It is clear to me that The Boxing Academy has very high standards and a commitment to raising standards. As part of its reflective approach, The Boxing Academy seeks frequent feedback and collaboration with outside sources including referring boroughs' quality assurance representatives and local schools. I am confident that this approach will not only ensure that high standards are maintained for students at The Boxing Academy, but that they will continue to make sustained improvement.

If you have any queries about the QMET process or if you wish to ask any further questions please don't hesitate to contact me.

Yours faithfully,



London Borough of Islington

If you would like this document in large print or Braille, audiotape or in another language, please telephone 020 7527 2000.



Section F8 (Independent schools)

The Boxing Academy has been a registered charity for the last eight years, regulated by the Charity Commission and obliged to file audited accounts and an Annual Return every year. We have been registered with Companies House in this time and also complied in full with our obligations as a limited company by guarantee.

Even though the school is a charitable entity and has been reliant on donations for 30-45% of its yearly income we have never held any debt, not even an overdraft. We have never defaulted on our payroll, rent or any other overheads and have an excellent reputation with all the companies, local authorities and schools we work with. Our Chief Executive has raised over one million pounds for the charity in the last four years and we intend to continue to fundraise for extra-curricular activities, such as residential and even overseas trips in the future.

The conversion process will be supported with ██████ that our board is currently fundraising (an amount devised after consultation with other Free Schools undergoing the same process). This is to be used for buying-in expertise if needed, such as an education finance consultant, or possible additional costs as we set up new structures, e.g. data systems. The usual cost associated with finding premises for Free Schools is not likely to affect us as we are already in situ and our proposed expansion will only be within the bounds of our current premises. The majority of the financial burden will fall on our landlords, Hackney Council, through their dilapidations liability and while there will be some internal expenses that fall to us (e.g. partition walls to set out a new classroom) this is not likely to take us over our emergency fund limit.

The Boxing Academy has maintained a responsible and accountable system of financial management for five years which has established sound internal controls, risk management and assurance processes. This includes:

- planning and budgeting processes
- financial management, including managing banking, debt and cash flow, with appropriate segregation of duties;
- monthly management accounts, including income and expenditure reports on an accruals basis, cash flow forecasts and balance sheets
- independent checking of financial controls, systems, transactions and risks by an external independent auditor

The Boxing Academy holds no mortgages, overdrafts, loans or other form of debt. We have disclosed all financial liabilities. We have attached two years' worth of audited accounts, for which the auditors had no significant concerns.

Section G: Budget planning and affordability

Section G1

VALUE FOR MONEY



Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]			[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TOTAL OF EDUCATION RESOURCES SAVINGS			[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TOTAL OF OTHER OPERATING COSTS SAVINGS			[REDACTED]
TOTAL		2016 / 17 onwards	[REDACTED]



SECTION H: LOCATION AND PREMISES

- 1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
- 2. The text boxes can be made bigger by increasing the row height.
- 3. To insert a new line in a text box, press alt + enter.
- 4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if	We already have a site which is fully operational. It is located at: 23 Hackney Grove, London E8 3NR
--	---

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i>	
---	--

Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	
---	--

Any comments on your calculated building space:	
---	--

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is your preferred location?	Please select
--	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	
--------------------	--

Please Include information on purchase or lease price if known:	Please select
---	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Yes
--	-----

if yes, from what to what?	40 to 56
----------------------------	----------

Please confirm the size of your existing site:	486.7 gross external area
--	---------------------------

Please confirm the size of your existing buildings:	424.3 m squared internal floor space
---	--------------------------------------

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	We are a subtenant of Hackney Council, landlord is the Church Of England. We have a 10 year lease, from 2012-2022, with a 5 year break option.
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Annexes

CVs for:





Department
for Education

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