

Free Schools in 2014

Application form

Section A: Applicant details

Main contact for this application	
1.	Name: ██████████
2.	Address: Dv8 Training Ltd, The Outset Centre, 2 Grange Road, Walthamstow, E17 8AH
3.	Email address: ██████████
4.	Telephone number: 020 8509 6070 / ██████████
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. No
6.	If Yes, please provide more details: N/A
7.	How you would describe your group: Something else
8.	If 'Something else', please provide more details: We are an existing training provider seeking to open a 16-19 free school to meet demand for higher level creative industry courses in the area
9.	Is your group seeking to open more than one Free School application in this round? No
10.	If Yes, please provide more details: N/A
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? Yes
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: ██████████. Provided legal advice and set up the Dv8 Academy company as well as contributing to the relevant parts of section F. We anticipate that if the bid is successful they will have the opportunity to tender to provide legal services.
Details of company limited by guarantee	
13.	Company name: Dv8 Academy
14.	Company address: The Outset Centre, 2 Grange Road, Walthamstow, E17 8AH
15.	Company registration number and date when company was incorporated: 8333424 / 17 th December 2012
16.	Does the company run any existing schools, including any Free Schools? No
17.	If Yes, please provide details: N/A
Company members	
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with	

Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: Dv8 Training Ltd	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
<p>Company directors</p> <p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>		
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
23.	<p>If Yes, please provide the following information about each organisation: Dv8 Training Ltd / Company number 03942925 It is proposed that in the pre-opening stage and once the school is open, Dv8 Academy may commission services from Dv8 Training to support the development and on-going running of the Dv8 Academy. This will be a decision of the governing body and will be subject to rules regarding procurement and competitive tendering. Procedures to manage any potential conflicts of interest are set out in section F of the application.</p>	
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.). N/A	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	No

26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: Focussed monitoring visit 21/09/2012. Full inspection 23/01/2008 http://www.Ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/51619	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Dv8 Training Ltd is a training provider offering courses in the creative industries to approximately 300 young people per annum. Dv8 is a non-profit distributing limited company which has been running as a training provider since 2000. The company holds direct EFA and LA contracts and is a sub-contracted provider to the SFA. Dv8 was rated "good with outstanding features" at our last Ofsted. The company number is 03942925	

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

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

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

Signed:

Position: 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.

Section B: Outline of the school

1.	Proposed school name:	DV8 Academy
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	16-19
4.	Date proposed school will reach expected capacity in all year groups:	2015
5.	Will your proposed school be:	Mixed
6.	Will your proposed school include boarding? No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. No	
8.	If Yes, please specify the faith, denomination, etc. of the proposed school:	N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? No	
10.	If Yes, please specify the faith, denomination, etc. of the proposed school:	N/A
11.	If you have a preferred site, please give details, including the post code:	No preferred site
12.	Please tell us how you found this site:	N/A

13	Is the site:	N/A
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	Walthamstow E17
15.	Local authority in which the proposed school would be situated:	London Borough of Waltham Forest
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application. N/A	

Section C. Education Vision

Dv8 wishes to open a free school in order to increase the scope of the creative and media offer and progression for young people from North and East London, including young people from disadvantaged communities. Dv8 plans to complement its already successful programme offer at level 1 and level 2 by offering a range of broader and deeper programmes at level 2 and level 3 with clear progression routes into the industry.

Introduction to Dv8 Training

Dv8 Entertainments was established as an event promotions company in 1996 and expanded into providing artist management, digital distribution and publishing arms. This branch of the Dv8 'family' has achieved commercial success with networks to employers and artists which Dv8 Training uses as a resource.

Dv8 Training Ltd (Dv8) launched in 1999 providing hands on practical courses for young people in the local housing estates in Waltham Forest. The success of the programme led to involvement of the local college and course accreditation.

DV8 Training delivers high quality work based learning programmes in the creative industries with a focus on 16-19 year olds. These 16-19 year olds have traditionally been NEET learners with less than 5 A-C at GCSE. While based in Walthamstow our learners come from across north and east London, particularly Waltham Forest, Haringey, Enfield, Hackney and Redbridge. Our successful innovative programmes have meant that we hold key local, government and private contracts. In the latest

HMCI report Ofsted have cited us as a model of best practice, in our contextualised embedding of functional maths and English into vocational practice (Nov, 2012).

Current provision includes foundation learning, apprenticeships and programmes funded by the local authority, schools, local charities and the European Social Fund as well as commercial partners such as Global Radio and Barclaycard. DV8 has considerable experience in working with young people from disadvantaged backgrounds.

Learner satisfaction at Dv8 is high, with 93.4% of students who completed a course with Dv8 Training during 11-12 stating that their learning experience was good or outstanding.

Dv8 Training currently offer courses at every level from Entry to level 3 catering for approximately 265 learners on 6 month to 1 year courses. For some the spread of opportunity provides a seamless progression route to higher education, work and further training. However there are gaps in the internal progression opportunities and the Dv8 offer is limited to short programmes with limited weekly contact time and the majority of learners study at level 1 and level 2.

Key to the rationale for the proposed Dv8 Academy is to provide a wide range of specialist level 3 programmes that are not currently offered by Dv8 and the development of an offer with the breadth and depth of experience to prepare learners for careers in the creative sector. This will also provide a natural progression route for Dv8 Training learners who will make up a significant proportion of Dv8 Academy learners (In a recent Dv8 survey 98% of our current learners said they would like to stay at Dv8 to continue their learning).

The Dv8 model

Our model uses practicing professionals to set real industry briefs requiring professional product as the outcome. This pedagogy has proved to engage, inspire, motivate and excite all the learners and bring them success, improved skills and knowledge and progression into the creative sector. A young person's learning is experiential, practical and project based using industry standard equipment. The end product could be the release of a record, managing a showcase event, a fashion show or a television or radio broadcast.

The learners are guided and taught by industry professionals to develop vocational skills. Functional maths, English and ICT are taught within the vocational sessions and as stand-alone sessions. Learning in the functional skills classes is closely aligned to learner's vocational projects with much of the functional skills contextualised into meaningful scenarios.

Our aim is to develop all aspects of a young person so our courses include personal and social development. For examples we develop skills in team work, effective communication and self-reflection. The model incorporates individualised, regular and effective learner/tutor one to ones where the learner is responsible for their own SMART (specific, measurable, achievable, realistic, time bound) target setting in their individual learning plans.

Our effective pastoral support system has been developed over years of working with hard to reach young people. Support tutors are on hand to mentor, re-evaluate and guide where required and an additional learning support officer is employed full time to deal with any barriers to learning that arise.

The Dv8 model provides the very set of skills, experiences and resources required to optimise their chances of success particularly in the world of the creative industries.

Staff quality

The tutors themselves are experienced practicing professionals within the industry and all are supported to achieve fully qualified teaching status. The Dv8 model has been subject to 2 full Ofsted inspections in 2003 and 2008 and a monitoring visit in 2011. In 2008 Dv8 were awarded a grade 2 with outstanding features in every area. Ofsted judged that Dv8 are '*outstanding at meeting the needs and interests of the learners*'.

Ofsted recognise that Dv8's vocational teaching is '*highly valued by learners*' helping them to think '*realistically about their future employment*'. As one learner says, [REDACTED] They also praised the '*very good links with employers in the media and music industry*'. Explaining that '*Learners discover what it is really like to work in the industry through a varied programme of guest speakers, visits, showcases and exhibitions. They also follow their vocational interests through work experience placements.*'

Conclusion

Key features of Dv8

- 93% success rates in foundation learning and 63% in apprenticeships (10-11)
- Ofsted highlighted functional skills as an area of national good practice (2011)
- 93.4% of learners completing their programmes in July 2012 rated DV8 provision as good or outstanding
- Strong employer engagement with links to high profile brands and employers including BBC, ITN, Live Nation, Adidas, MTV
- High expectations of colleagues and young people
- Industry standard resources, software and equipment

Our model is tried and tested and develops learners vocational, functional, personal and social skills through structured, challenging, real life projects. They learn how to plan, work with others, develop resilience and how to act appropriately in a variety of situations. It exposures them to key job networks and opportunities vital to getting a head start in the creative industries. Currently the majority of our learners progress to FE (59% in 11-12). We do provide level 2 and some level 3 learning but this is as yet limited. We are aware that our students want courses of greater breadth and depth to give them further opportunities to progress which is exactly what Dv8 Academy will do.

Our model can be applied to any learner regardless of their starting point, background or ability. The thing all learners have to have in common is an interest in the subject area and a desire to explore it further.

"DV8 has made significant progress from being a good provider in 2008 with some outstanding features to a provider with many areas of outstanding practice across the provision in 2011 (Sep 2011)

Rationale

There is a recognised need for the Dv8 Academy from a political, educational and local level perspective and we will consider each of these areas in order.

Political perspective – national, regional, local

The GLA and government have recognised the sector as one of the likely big six engines of growth for the economy. The creative economy is expected to grow at double the rate of the rest at 4% to the end of 2013. In London, 386,000 people are employed in the industry generating a turnover of almost £19 billion, that's more employed than in financial services (p17, SMF).

However, Skillset note it is also, "fragile, fragmented and poorly supported by the existing Vocational Education and Training (VET) framework. Compared with other sectors of a similar size, there are few larger firms (those that employ more than 250 people) and far more self-employed contractors and freelancers."

- 77% of companies are small (less than 10 people)
- 34% are freelancers (up to 80% in some subsectors e.g. film production) against 5% as a whole

As a consequence, "training and development needs are acute but hard to deliver" (Skillset, Jan 2010) but the provision offered by the Free School will meet these training needs.

Educational perspective

Educationalists, industry leaders and think tank executives have called for investment in this area of education. They want independent thinkers with demonstrable essential skills to get the job done and do it well. The CBI notes that firstly jobs in this sector are traditionally accessed by holding a degree (57% as compared to 35% background of similar ages) and secondly without a strong foundation of literacy, numeracy and soft employability skills such as team-working, problem solving and self-management candidates are likely to either fail at interview or on the job. (<http://www.cbi.org.uk/media/1055419/2011.09-cbi-creative-skills-brief.pdf>). A recent article in one of the major newspapers revealed that 1 in 3 top companies can't fill graduate vacancies due to skills shortages. (<http://www.dailymail.co.uk/news/article-2091855/University-graduates-lack-right-skills-graduate-placements-according-bosses.html>). Skillset emphasise that these are all competencies that can and should start to be developed at school, hence demonstrating the need for the Dv8 Academy offer.

Polling of 16-19 year olds revealed that 42% are interested in pursuing a career in the creative industries with a substantially greater number from deprived backgrounds. (YouGov/Creativity, Culture and Education, Polling, February 5th-12th 2010, <http://www.creativitycultureeducation.org/news/new-industries-at-risk-of-falling-into-age-old-habits,286,AR.html>)

A Skillset report shows that people from Black, Asian and Ethnic minority (BAME) backgrounds and people from deprived backgrounds are highly under-represented in the creative and media industry (Skillset, 2010). The pool of potential talent is therefore socially limited.

In a report by the Social Market Foundation (SMF, 2010) Alan Milburn states "it is not ability that is unevenly distributed in our society, it is opportunity." This report like, so many on social mobility in the creative industries came to the same main conclusions that the key to mobility and opportunity is through having exposure to the right networks for work experience, internships and coaching. The Dv8 Academy offer will provide access to these opportunities for learners with a high proportion from disadvantaged backgrounds.

Population bulge

London Councils forecast that between 2011- 2021 an extra 2,800 secondary classes across London will be required. In Waltham Forest it is projected that there will be additional numbers of pupils in the system every year between 2011 and 2021, with an additional 941 post 16 places required by 2022 (WFGOSP, Nov 2011)

Waltham Forest perspective

LBWF is typified by residents who have low levels of skills, poor labour market attachment, are disproportionately employed in the lower occupational categories and who have high rates of worklessness. As a result, in 2009, 40% of children lived below the official poverty line. In 2011, the number of pupils in receipt of free school meals in LBWF secondary schools was 25.8%, higher than both the London and national average of 23.4% and 14.6% (DCSF School Census through London Datastore). LBWF is clearly a very deprived borough with associated educational issues.

Waltham Forest is home to a full range of post-16 providers with one further education college, two sixth form colleges, five schools with small sixth form provision and a range of third sector providers. In terms of school performance LBWF was 3rd from bottom in London boroughs (GCSE 5A* - C) in 2011 and ranked 20th in Level 3 performance for residents (Table 1 and 2). A high proportion of Dv8 Academy students will be from Waltham Forest and it will be a key target for the school to improve level 2 and level 3 achievements in Waltham Forest and to close the attainment gap for those from disadvantaged communities.

Table 1: GCSE 5A* - C Including English and Maths in LBWF vs. London

Year	2007	2008	2009	2010	2011
Percent of Year 11 Cohort attaining 5 A* - C including English and Maths	42%	44%	46%	51%	55%
Rank in London	22	25	27	28	30

Table 2: Resident Level 3 Performance at 19* in LBWF vs. London

Year	2007	2008	2009	2010	2011
Percent of 19 Year Old Residents Achieving This Grade	46.40%	47.90%	48.20%	53.70%	TBA
Rank in London	22	20	26	20	

The creative and media offer in north London

The table below shows a comparison of the creative and media vocational courses available in LWBF and the surrounding boroughs compared to the main qualification areas that will be offered by The Dv8 Academy. The table shows that although there is some vocational provision on offer at level 3 across the region, it is limited and not offered in the range of creative and media subjects that will be available at The Dv8 Academy. The industry links are also not as substantive or embedded.

Institutions (16-19)	Vocational options available at level 2 and 3										Well-being		Functional Skills	Enterprise
	Music Production & Business		Digital Media		Events Management		Fashion & Styling		Performing Arts		L2	L3	L3	L2
	L2	L3	L2	L3	L2	L3	L2	L3	L2	L3	L2	L3	L3	L2
Dv8 Academy	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waltham Forest College							Y	Y	Y					
Sir George Monoux				Y						Y				
Leyton Sixth Form		Y	Y	Y						Y				
Chingford Sixth Form														
Highams Park Sixth Form														
Holy Family Sixth Form														
Heathcote Sixth Form	Y													
CLaSS														
Walthamstow Academy				Y										

Surrounding borough

Epping Forest College	Y	Y	Y	Y					Y	Y				
Redbridge Sixth Form														
City and Islington	Y	Y		Y				Y	Y	Y				

Conclusion

The creative sector is large and expanding and as a means to economic development and personal mobility it is endorsed by national, regional and local government. There is an inherent training need to ensure the development of essential skills as well as specific vocational skills and to provide networks and opportunities for those that don't have them.

One of the key targets for the Dv8 Academy will be to increase achievement levels for all of its learners and to close the achievement gap between young people from disadvantaged backgrounds and those that do not face disadvantage.

The Dv8 Academy will meet the following key priorities outlined in the 'Waltham Forest post 16 growth strategy'

- There will be an almost continual pressure to increase provision year on year
- The continued improvement in key stage 4 results of secondary schools in WF and surrounding boroughs is likely to lead to the continued strong demand within the local area for level 3 courses

- That the raising the participation age legislation may see some additional learners looking for level 2 programmes
- Growth should be clearly linked into progression routes and fit with the requirements of the Wolf Report regarding support for learners to attain English and Maths at Level 2
- Growth of provision at Level 3 across the borough in vocational subjects should be supported provided there is evidence of demand
- Providers should develop employer links and look to develop an apprenticeship offer.

Dv8 Academy vision

The vision for the Dv8 Academy is to establish a school that is one of the leading post 16 institutions in London for creative and media that produces motivated, work ready young people able to progress directly into apprenticeships, HE, employment and enterprise in London's creative and cultural industries. To do this we have prioritised seven key principles embodied by the school and curriculum:

Equal access for all

The target learner for the Dv8 Academy will be aged 16-19 from north and east London, who are passionate, creative and determined to develop a career in the creative industries. The school population will be reflective of the background community and the school will attract students who have achieved strong GCSE grades and include those who did not achieve in a traditional academic setting but have potential. Access courses into the Dv8 Academy for young people from disadvantaged communities will be a key element of the recruitment strategy. All learners will be treated equally according to their race, religion and belief, sex or sexual orientation. All Dv8 Academy staff and learners will sign up and adhere to these principles; the ethos of the school is success and equality for all.

The Dv8 Academy will support the success and achievement of all young people including those that are gifted and talented, students with additional learning or special education needs, students with additional social support needs and students with a disability.

High employer involvement

The Dv8 Academy will be driven by the involvement of high profile and cutting edge employers influencing and shaping the curriculum and the learner experience. We will work with employers to design programmes that produce young people with skills that are needed in today's workplace. Employers will give talks, set projects, host visits, provide work experience and will be at the heart of the day to day learner experience. Young people will acquire the aspiration and have the contacts, network and know how to enter the creative industries. The Dv8 academy will also provide unit space for exciting new start-ups to incubate new ideas and house apprenticeship style programmes.

The Dv8 academy senior leadership team currently deliver programmes with high profile employers including Live Nation, Adidas, MTV, UNICEF, Barclaycard, Choice FM, ITN News and Universal Music who will act as 'ambassadors' for the free school.

Holistic curriculum

The curriculum at the Dv8 Academy will be vocationally focused on the creative industries including substantial and rigorous qualifications in digital media, music technology, events management, fashion and performing arts. These qualifications will be delivered around industry standards applied projects where students will work on events, showcases, marketing campaigns and music releases. All learners will achieve numeracy and literacy to a minimum of level 2 in and all learners on a level 3 programme will study enterprise. Well-being, personal and social development and citizenship will be central to the learner experience and the curriculum will promote a context in which young people learn from their experiences and become more effective in their decisions and relationships. The well-being of young people is fundamental to our vision and offer and as such self-reflection, character development and a strong understanding of the young person's relationship to the world will underpin all learning at Dv8 Academy.

We will produce graduates from the school who excel in their chosen vocational area but who are also work-ready, active, resilient, engaged citizens who will act as positive agents for change in their own communities.

Progression routes for all

Progression routes will be developed that are bespoke and personalised for all young people who attend our school. There will be opportunities to progress into apprenticeships within the creative sector, partnerships with HE institutions that will offer taster days and pathways to HE courses and graduates will be supported to set up small businesses and enterprise through the various employer and corporate partnerships that will support the Dv8 Academy.

Within 5 years the Dv8 Academy target is to achieve 100% positive progression into higher education, employment and enterprise and for the school to be regarded as a source of highly sought after, work ready, creative sector graduates.

Highly skilled staff

Dv8 Academy staff will be dual professionals with formal teaching qualifications as well as many years of experience and success of working within the creative sector. Staff will be approachable and supportive and learners at the Dv8 Academy will receive industry standard tuition and skills development as well as a range of high quality additional support services including career advice, one-one pastoral support, SEN and technical support. New technology and innovative teaching practice will be utilised by Dv8 Academy tutors to create a current and relevant learning experience.

All current Dv8 Training tutors are active in the creative sector including highly successful music producers, event managers, fashion designers, journalists and media specialists.

Peer learning and well-proportioned class sizes

Student-centred learning will be one of the cornerstones of our offer. Learners will be invited to share skills as often as possible (with other learners AND tutors). The learner voice will be promoted through a student council which will be represented at

governor, board and management level. Smaller class sizes will improve learner engagement and deepen the level of participation.

Dv8 Academy ethos

The ethos at the Dv8 Academy will be based on the values of high standards, strong discipline and commitment and an environment that promotes mutual respect between learners, their peers and with staff.

Open and transparent admissions

Admissions will be open and transparent to ensure that the school is reflective of the background community in north and east London. Competition for places will be high and the admission process will be based on a range of factors including prior attainment, creative skills, aptitude and a passion to work in the creative industries. Access programmes at Level 1 and below will be available through Dv8 Training and other partner organisations so that all young people can gain access to the Dv8 Academy.

Dv8 has 12 years of experience in re- engaging young people from disadvantaged communities with very high levels of success and achievement.

Achievement and progression

The ethos at The Dv8 Academy will be for high levels of achievement and success and 100% progression into the creative industries. Qualification targets at the Dv8 Academy will be set at 98% for vocational qualifications and 90% for Maths, English and ICT. Qualifications will be selected that are nationally recognised, rigorous and that offer a portfolio of skills to succeed in the real world. Functional skills will be contextualised within everyday settings such as writing press releases, producing a tour budget or creating publicity for an exhibition.

Current success rates at Dv8 are high at 93% and English and Maths success rates are above national benchmarks. Ofsted recognised dv8 functional skills delivery as national good practice in 2011

Creative skills for the real world

It is vital that young people are able to develop academic rigor *and* apply their abilities to real world challenges. The development of live briefs (in conjunction with respected industry partners) will enable young people to grow in confidence as they experience education in the context of enterprise and market forces. Our strong links across the creative sector places us in an excellent position to deliver an enhanced curriculum.

Students will work on a range of applied projects such as the IAMDV8 festival, a one-day festival of creativity involving students, tutors, sponsors, artists and project partners as well as producing fashion shows, TV documentaries, digital record releases, showcases and exhibitions.

Inspirational learning environment

The Dv8 Academy building will be modern, cool and unconventional. The Academy will incorporate Apple Mac learning suites, music studios, rehearsal space, a theatre,

fashion workshops and TV and radio studios. Space will be made available to students off-timetable to develop creativity and extended projects. Society, technology and the environment has gone through a hyper revolution in recent times while the traditional school remains fundamentally unchanged, with its chairs, desks and teacher-centred learning philosophy. It is critical that we re-imagine how we use this 'learning space' so we can prepare a new generation for how they will work, live and experience the world.

The Dv8 Academy will offer temporary work environments, breakout spaces to address questions and solve problems and social spaces designed to maximise planned and spontaneous collaboration

High standards

The ethos of high achievement and success at the Dv8 Academy will be underpinned by a strong disciplinary code, high competition for places, dynamic processes to deal with challenging behaviour and a keen focus on high levels of respect and understanding between learners. Learners will be expected to have 98% punctuality and attendance in order to retain their place at the school and standards and targets will be reinforced at regular one-one reviews and through a ladder of rewards.

Ofsted noted that there are outstanding levels of understanding and mutual respect between learners at Dv8 at the most recent inspection.

Aspirations and outcomes

The following key outcomes are central to the vision and ethos of the Dv8 Academy.

98% of Dv8 Academy learners will achieve their main vocational qualification

- Qualification success is a key measure for Dv8 Academy learners because it signals they have developed the appropriate skills, the knowledge and the required level of commitment and discipline to achieve and to overcome individual barriers that they may have faced. A key target for the Dv8 Academy will be to increase the number of young people achieving level 2 and level 3 qualifications as a whole and to narrow the attainment gap for students from disadvantaged communities.
- Currently only 79.1% of Waltham Forest residents achieve a full level 2 qualification and only 53.7% achieve a full level 3 qualification. The target for both groups at The Dv8 academy is 98%
- In terms of level 3 attainment at 19 the gap between the most disadvantaged young people and their peers is narrowing. In 2010 the gap in LBWF was 11.4% whilst the regional figure was 15.7% and the national figure 24.3%. The Dv8 Academy will aim to bridge this gap so that achievement for disadvantaged young people is equal to those who do not face disadvantage.

100% of learners will be supported to progress into positive destinations

- The rationale for The Dv8 Academy is to provide creative and media programmes with the breadth and depth to provide learners with the skills and knowledge to progress into the creative sector.

- This is a highly ambitious target, particularly as many of the learners at the Dv8 Academy will not have access to the contacts and networks that facilitate access to work experience and opportunities within the sector. In essence the Dv8 academy will provide these opportunities for young people irrespective of their background. The target of 100% progression will be met within 5 years of the Dv8 Academy opening in Sep 2014 and will be measured within 6 months of a learner graduating from Dv8 Academy.

100% of learners at the Dv8 Academy will be supported to overcome barriers to learning in order to achieve and progress.

- Many young people at The Dv8 Academy will be from disadvantaged communities where there are high barriers to learning and there will be a significant number of students with additional learning needs. Through targeted support, these will not be a barrier to achieve at the Dv8 Academy.
- This is a highly ambitious target and relies on the Dv8 Academy having the relevant support systems and expertise to work successfully with young people from all backgrounds. Building on 12 years of experience of providing high quality support across Dv8 Training provision (where 93.4% of learners rated the level of additional learning support as good or outstanding in 11-12) the Dv8 Academy will have the experience and expertise to meet this target.
- Interventions will be tracked and monitored and linked to measures of success and achievement between the different cohorts of learners attending The Dv8 Academy to ensure equality of opportunity.

100% of learners will take part in sessions that will help them to be entrepreneurial, enterprising and healthy

- This target is linked to the emphasis within the Dv8 Academy offer on the development of the person as well as the vocational skills and knowledge. A significant amount of time and resources within the weekly time table will be focused on the young person developing their confidence, self-awareness, interpersonal skills, health and fitness and setting appropriate targets and goals for themselves and their community.
- The achievement of this target will be manifested within the wider targets of high retention, qualification success, progression, responsible behaviour and learner satisfaction highlighted in section D5 and The Dv8 Academy will develop its own fit for purpose system to monitor the learner personal and social development and levels of well-being.

The Dv8 Academy will receive a Grade 1 at the first Ofsted inspection

- This target is central to the entire rationale for setting up the Dv8 Academy, is intrinsically linked to the successful model developed at Dv8 Training and builds on the extensive network of employers, industry partners, industry specialists and ambassadors that will bring the Dv8 academy curriculum and learning experience to life.
- Strategic planning, staff recruitment, curriculum planning, facilities and resources will all be geared up to provide a learning offer and environment that will ensure that all learners are taught the skills, given the knowledge and provided with the networking opportunities and work experience to allow them to achieve and progress into the creative industries.

- This target will be measured against the Ofsted target of achieving a grade 1 outstanding at the first inspection and that 100% of learner's to progress into the creative sector within 5 years of The Dv8 Academy launch in September 2014.

D1. Education Vision

Dv8 Academy mission statement

DV8 training is seeking to establish a free school to provide an environment that:

- Ensures that young people are taught the necessary skills that are valued by industry and employers. Skills that prepare them for successful jobs and careers within the modern economy
- Nurtures ideas and business development, encourages enterprise and fosters a spirit of self-confidence to achieve and be successful
- Provides skilled, employment ready young people to a sector that represents 5% of the UK workforce and contribute £19bn a year to the UK economy

We aim to produce graduates from the school who excel in their chosen vocational area but who are also work-ready active, engaged citizens who have benefitted from as much exposure to work placement and industry opportunities as possible. They will be young people who are empowered to extend their own learning and who can become positive agents for change in their communities.

Student numbers

The Dv8 Academy will have capacity for 400 learners. In its first year of operation from Sep 2014 the intake will be 300 and the school will run at 75% capacity. The school will be at 100% capacity from September 2015. Current evidence of demand (516 young people have registered in addition to 240 young people that will progress from Dv8 Training) supports that these learner recruitment targets are achievable.

The table below shows the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Year 12		100	100					
Year 13		200	300					
Totals		300	400					

The demographic of Dv8 Academy learners

The Dv8 Academy student population will be made up of a diverse group of learners with differing aspirations and support needs. The main cohorts are described below:

- **Gifted and talented:** Students that are highly talented in the areas of creative, music and media who have high career aspirations and are seeking an opportunity to further develop their knowledge and skills and seek proven progression routes into a career in the creative sector

- **Low level skills / high academic attainment:** Students who have achieved good grades in a mainstream academic setting and who have a passion for creative, music and media subjects but have not had the opportunity to develop these skills in a practical or applied setting due to the nature of previous school offer and resources / expertise available.
- **High level skills / low academic attainment:** Students that have developed high level creative, music and media skills through personal interest, self-development or support at school but did not achieve in other academic areas and were not suited to a mainstream academic setting.
- **Students with additional learning needs (ALN):** Students who require a range of additional learning support due to learning difficulties / SEN statement or a disability.
- **Students from disadvantaged communities:** The Dv8 Academy will draw a significant proportion of students from Waltham Forest and surrounding boroughs. Waltham Forest (WF) is one of the most deprived boroughs in England. It ranks 15th most deprived out of 326 local authorities in England and 6th most deprived of 32 London boroughs. Similarly, neighbouring borough Hackney is the 6th most deprived and Newham the 1st most deprived borough in the UK according to IMD 2010. A high proportion of these students will have Additional Social Needs (ASN) that will require additional support.

It is important to recognise that students can also be characterised by a combination of the above categories, for example gifted and talented and with an additional social need.

There are not a high number of students that actually have a full 139a educational statement in Waltham Forest due to the difficulty of obtaining the expertise required for the test (less than 10 studying post 16 in 2012). However, Dv8 data suggests that through screening and initial assessment, 15% of current Dv8 learners have a significant additional learning need and require additional one-one learning support in order to be successful in their programme of study.

Due to the high numbers of students that have registered for The Dv8 Academy from Waltham Forest (24%) and the 40% of the intake that will progress from Dv8 Training to The Dv8 Academy, there will be a significant number of learners from disadvantaged backgrounds that will require additional learning and additional social support.

Curriculum development

The development of the curriculum offer at the Dv8 Academy is based on a combination of good practice developed at Dv8 Training and exploring best practice and education pedagogy at other leading education providers. The bid development team has researched and visited good practice at a number of other education providers including Wellington College, BRIT school and the Birmingham Ormiston.

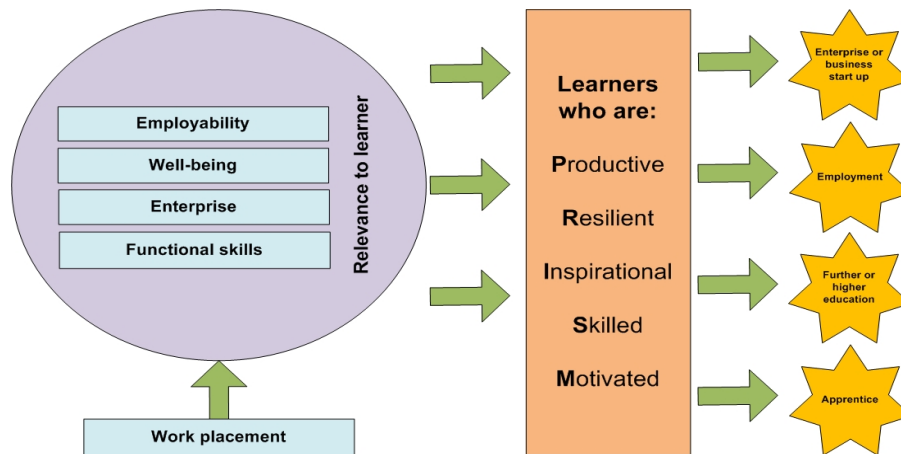
Curriculum principles

The development of the Dv8 Academy curriculum has been driven by the following 5 principles linked to the vision and ethos:

- Employers and employability

- Well-being
- Enterprise
- Functional skills
- Work experience

Curriculum principle model



Employers and employability

The Dv8 Academy curriculum will be driven by the involvement of high profile and cutting edge employers influencing and shaping the curriculum and offer. We will work with employers to design programmes that produce young people with skills that are needed in today's workplace.

Employers will give talks, set projects, host visits, provide work experience and apprenticeships and will be at the heart of the day to day learner experience. The Dv8 Academy will focus on experiential learning using tutors who are active in their industries bringing their current knowledge, contacts and networks to the school. Learners are able to mirror the actions of their tutors, learning first-hand the latest industry standard techniques.

Rationale: Employers, of all types and background, want action to improve the work prospects of UK school leavers. There are a growing number of young Londoners with good qualifications who are becoming disaffected because current educational and careers provision does not meet their needs. There have been many calls from employers and their representative bodies for action to be taken to improve the employability skills of young people leaving education, and to improve the supply of skilled workers for sectors experiencing skills shortages.

Main messages from evidence hearing with business sector:

- Young people are often not prepared for the world of work, which becomes a major barrier to success in getting jobs. It is not enough just to have the qualifications. Today, attitude is equally as important.
- Employability is about life skills and needs to be more significant on the curriculum. Schools need to help prepare young people for job interviews and selection processes.

- Business partnering with schools and partnerships to provide mentoring support are the way forward. Businesses need to be motivated to get involved with schools for more than 'corporate social responsibility' reasons and opportunities for businesses to work alongside schools to develop relevant vocational programmes should be explored.

Well-being

The Dv8 Academy approach to well-being draws significantly on the Wellington College model. Since 2006, Wellington College has been pioneering the teaching of well-being lessons. Well-being will be central to the learner experience at the Dv8 academy and the curriculum will promote a context in which young people learn from their experiences and become more effective in their decisions and relationships.

The well-being of young people is fundamental to our vision and offer and self-reflection, character development and a strong understanding of the young person's relationship to the world will underpin all learning at Dv8 Academy. The well-being curriculum at DV8 Academy will be designed to develop young people who are able to lead purposeful lives with integrity. Learners will be better prepared for the world of work in a multi-cultural and multi faith environment.

6 hours a week will be allocated to a programme which will be designed specifically for our learners and will include the following areas of study: well-being, citizenship, personal and social development, mindfulness, employability skills, personal learning and thinking, sexual health, resilience and health and fitness. The curriculum will be developed and delivered in conjunction with experts in these areas.

Rationale: The Government Office for Science in 2008 defines well-being as follows: "well-being is a *dynamic* state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community."

There is a growing body of scientific evidence on the causal factors around happiness and well-being, which can then be applied in work with individuals and institutions. Having a better understanding of how to increase the likelihood of happiness with life, and how to channel the emotional pains of set-backs en route, are the sort of skills that can substantially improve an individual's progress. Previous research has shown, for example, that becoming involved in challenging and absorbing activities is important to people's ability to cope better with life.

Enterprise

There is a clear labour market rationale in the current economy to help develop the next generation of successful entrepreneurs and social entrepreneurs. The latest national employment figures indicate that growth has come from the greater number of self-employed and entrepreneurial 'starters' in London. A National City and Guilds survey found that 49% of young people today are ambitious and entrepreneurial, stating that they would one day like to run their own business.

In addition 77% of the creative sector is made up of small companies and freelancers (Skillset, 2010), which further supports the argument that young people

need to develop business development and enterprise skills in order to access opportunities and set up their own business and / or as specialist freelancers.

Budding young entrepreneurs in London have said that while start-up funds are important to them, just as crucial is having the “right people around you” and support on identifying how to be resourceful. Employers also consistently say that when they are recruiting, factors such as passion and attitude are as important to them as qualifications, and that young people’s employability can be developed through entrepreneurial experiences and ventures, such as starting up their own companies or contributing to their local communities through social entrepreneurship.

Functional skills

The Wolf Report June 2012 recommends that “students who are under 19 and do not have GCSE A*-C in English and / or maths should be required, as part of their programme, to pursue a course which, either leads directly to these qualifications, or which provides significant progress towards future GCSE entry and success. The latter should be based around other maths and English qualifications which have demonstrated substantial content and coverage.”

Functional maths, English and ICT will be taught at the Dv8 Academy within the context of the creative industries up to level 2. This works to engage learners who have previously been unsuccessful by giving them meaning and context, while still challenging those who are adept. The Dv8 contextualised functional skills delivery model has been stated by Ofsted as a model of national good practice in 2011 and was included in the HMI chief inspector’s report in late 2012.

“I would say we have found some people with poor literacy and numeracy skills. No doubt about it. Some of these folks struggle with things as simple as showing up for work ready... and how to be presentable. Some are not used to being punctual or planning ahead.” (Kris Engskov, Managing Director, Starbucks Coffee Company UK and Ireland).

Work experience

High-quality work experience can stretch young people’s understanding of the wider skills and competencies they will need in life. Whether young people choose an academic or vocational route, they will be required to demonstrate a range of skills – strong communication, problem-solving, adaptability, independence and team work, to name a few.

These will be required at different points and to different degrees in their journey through education and entry into the world of work. Professor Wolf’s review of vocational education in schools concluded that much of the work-related activity provided did not give young people the opportunity to go into the workplace or engage directly with employers. We want our young people to be able to meet employers to find out what qualities and skills they look for when hiring.

Rationale: Young people need exposure to the world of work, and help to build their aspirations and see where their strengths lie. The Government’s Social Mobility Strategy (2011) identifies access to work experience as a means of helping gifted

young people from disadvantaged backgrounds. Employer contacts make a big difference to the employment prospects of young people

“Young adults who recalled four or more (work related) activities while at school were five times less likely to be NEET and earned, on average, 16% more than peers who recalled no such activities. The findings are not linked to highest level of qualification”(<http://www.educationandemployers.org/research/taskforce-publications/its-who-you-meet/> accessed 31/12/2012)

All young Londoners should benefit from well-organised high quality work experience and wider exposure to employers, irrespective of where they live, their family networks or the school they attend. There is not always equality of access to work experience opportunities or apprenticeships, particularly for those young people who do not have knowledgeable parents or older siblings who can guide them. Young people from poorer families are unlikely to have the same access to same networks as their wealthier peers, and will struggle to take unpaid work experience or internship opportunities when they are of working age. (LMR Oct 12).

“It is undoubtedly true that our young people face the infinite circle of not being able to get a job due to lack of experience and not being able to get experience because they can't get a job. With this in mind we believe that work placements should become a regular part of vocational subjects.” (Grant Hearn, CEO, Travelodge).

Underpinning principle - relevant curriculum

The key underpinning principle for all elements of the Dv8 Academy curriculum is relevance. Materials and resources will be developed to ensure that they are relevant to the industry and to the learner drawing on the rich mix of cultural and historical learning opportunities that are available in London.

Assignments and resources will place the learning in a context that reflects current industry practice and references made to genres, youth trends, technology, innovation and role models that will engage learners. London is also the home of a multitude of successful people, projects and iconic UK brands from the creative industries that have established a worldwide reputation in the fields of music, fashion and media including TV, radio, film, web, animation and design. The curriculum will draw on these case studies to provide learning opportunities, master classes, briefs and visits for Dv8 Academy students.

Curriculum offer

The ethos at the Dv8 Academy will be for high levels of achievement, success and progression into the creative industries. Qualifications will be selected that are nationally recognised, rigorous and that offer a portfolio of skills to succeed in the real world. Functional skills will be contextualised within everyday settings such as writing press releases, producing a tour budget or creating publicity for an exhibition.

The curriculum at the Dv8 Academy will be vocationally focused on the creative industries and all learners will also study enterprise, well-being and functional skills in English, maths and ICT to a minimum of level 2.

The principal qualifications offered at the Dv8 Academy will be Edexcel BTECs, the world's most successful applied learning brand. BTECs are vocational qualifications designed to give students the skills they need to either move on to higher education or go straight into employment. The philosophy of 'learning through doing' is at the heart of all BTEC qualifications. Learners are given the opportunity to gain a broad understanding of their sector, as well as the knowledge and skills to underpin it.

From 2014, all BTEC qualifications will count in the school performance tables, regardless of the size of the qualification. From a student's perspective, larger qualifications provide a valuable recognition of achievement and a stepping stone to future opportunities as identified in The Wolf Report. Dv8 Training has successfully delivered BTECs for 2 years and has a team of Edexcel recognised lead IV staff with subject specialism in music, media and fashion.

It is fundamental that young people are able to develop academic rigor *and* apply their abilities to real world challenges. The development of live briefs (in conjunction with respected industry partners) will enable Dv8 Academy students to grow in confidence as they experience education in the context of enterprise and market forces. Our strong links across the creative sector places us in an excellent position to deliver an enhanced curriculum.

Course duration and levels

- Courses will be available at Level 2 and Level 3
- Level 2 courses will be available over 1 year
- Level 3 courses will be available over 1 and 2 years
- Courses are available to provide entry points for 16, 17 and 18 year olds at both levels

Level 2 curriculum model

At level 2 the students will select one of the following vocational qualifications

Edexcel BTEC Level 2 Diploma in Interactive Media
Edexcel BTEC First Level 2 Diploma in Music
EDI Level 2 Certificate in Supporting Live Events and Promotion
Edexcel BTEC Level 2 Diploma in Fashion and Clothing
Edexcel BTEC First Level 2 Diploma in Performing Arts

These qualifications will be delivered around industry standards applied projects where students will work on events, showcases, marketing campaigns and music releases. In addition all level 2 learners will study functional skills and the well-being curriculum

Maths, English and ICT functional skills up to level 2
--

The wellbeing curriculum will include citizenship, employability, personal development and health and fitness.

Level 3 curriculum model

At level 3 the students will select one of the following vocational qualifications

Level 3 courses – 1 year

Edexcel BTEC Level 3 Diploma in Interactive Media
Edexcel BTEC National Level 3 Diploma in Music Technology
Edexcel BTEC Level 3 Subsidiary Diploma in Performing Arts
Edexcel BTEC Level 3 Diploma in Fashion and Clothing
EDI Level 3 NVQ Diploma in Event Management

Level 3 courses – 2 years

Edexcel BTEC Level 3 Extended Diploma in Interactive Media
Edexcel BTEC National Level 3 Extended Diploma in Music Technology
Edexcel BTEC Level 3 Subsidiary Extended Diploma in Performing Arts
Edexcel BTEC Level 3 Extended Diploma in Fashion and Clothing
EDI Level 3 NVQ Extended Diploma in Event Management

All level 3 students will also study the enterprise BTEC and well-being curriculum

BTEC Level 3 Subsidiary Diploma in Enterprise and Entrepreneurship
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Broad and balanced curriculum

Whichever creative option the learner chooses, learning will stem from the DV8 Academy paradigm of real industry experiences. For example; the events group plan, book, and run a public facing festival of creative arts; the music production and business group start a record company, promote and release a track; the fashion group design and make garments, and organise a fashion show.

All courses will be professional working environments where the learning is through exploration and practical real life experience. Evidence for the qualification will be naturally occurring as a result of the work done on the applied creative project. All learners have roles within the team and are accountable to each other. A spirit of collaboration will be fostered as learners interact with other groups and externally with experts from the creative industries

Qualifications have been selected in order to support all aspects of a young person's development and prepare them for success in life and work:

- The vocational options will develop the student's skills, knowledge and technique and broaden their understanding of the creative industries.
- The emphasis on well-being in the curriculum is to support the development of the individual as well as the vocational skills and provide a basis for success and achievement in all aspects of a young person's life.
- Enterprise skills will develop the student's individual ability to present themselves to prospective employers, develop their own ideas, establish enterprise and take ideas to market.
- Maths, English and ICT skills underpin the ability of the student to be able to articulate their ideas, communicate well and be confident in their day to day functionality and ability to realise enterprising projects and goals.

All students will have access to extra-curricular activities to extend their personal and career development including industry master classes, health and fitness options and time using music, media and performance facilities for extra personal projects.

Students will be able to progress within the Dv8 Academy from level 2 programmes into level 3 programmes. This strategy is to maximise the number of students who can benefit from a 2 year learning experience in order to progress into a positive outcome and provide additional pathways for students that may have not achieved in a traditional academic setting.

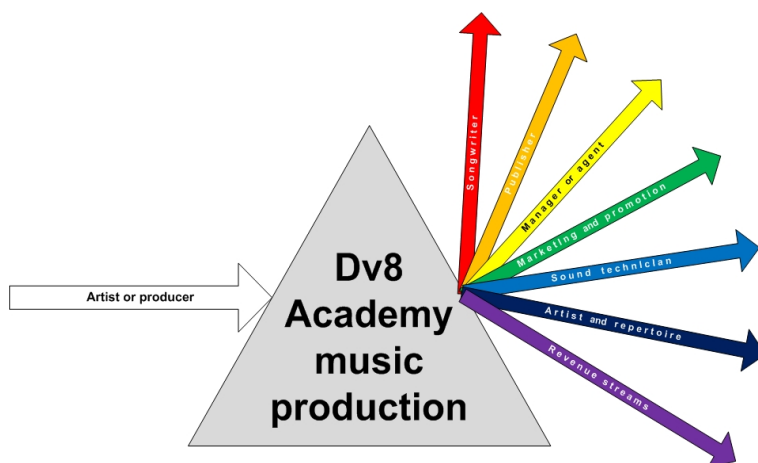
Progression pathways

Progression routes will be developed that are appropriate for all young people who attend our school. There will be opportunities to progress into apprenticeships within the creative sector, partnerships with HE institutions that will offer taster days and pathways to HE courses. Graduates will be supported to set up small businesses and enterprise through the various employer and corporate partnerships that will support the Dv8 Academy. Initial discussions have taken place with The University of The Arts and City of Westminster who have identified various suitable progression routes for future Dv8 Academy graduates. This work will be further developed during the pre-opening phase.

Internal progression

In addition, Dv8 Training offers advanced apprenticeships in creative and digital media, music business and live events and promotion that will enable over 50 Dv8 academy graduates to progress directly into employment with training.

Through 12 years of experience of delivering creative sector courses, it is often the case that young people enter into a course with a one dimensional perspective of career options in that sector; for example in music courses young people often enter with an aspiration to be a performing artist or a producer but through learning about the industry are led to consider a much wider range of career options including song writing, publishing, A&R, events management, booking agent etc.



This principle applies to all of the vocational sectors offered at The Dv8 Academy. As student awareness of different career paths develop, students will be supported to

pursue optional units, personal projects, work experience placements and progression routes to support their evolving ambitions.

Dv8 have named the journey of heightened awareness that a learner goes on whilst studying creative industry courses at Dv8 Training 'The Prism Principle'. A diagram represents this above for the music industry and this analogy is developed further in section D2.

Information, advice and guidance

Developing progression options that meet the needs of individual learners is based on supporting them to make effective choices at every stage of their journey. The initial choice of course will be underpinned by effective IAG and a comprehensive initial assessment to ensure that learners are studying at the correct level and have selected the most appropriate vocational specialism.

Employer engagement

In order to maximise progression opportunities a significant level of resources will be allocated to developing employer links, internships and work experience for Dv8 Academy students. The Dv8 Academy employer engagement manager will be responsible for co-ordinating this activity.

Dv8 Training currently work with over 50 employers delivering apprenticeships and work experience placements and these relationships will be developed to support progression opportunities for Dv8 academy graduates. These employers include ITN News, Universal Music, Island Records, Festival Republic, Global Radio, Silver Bullet Media, AEG, Adidas, Tour Support and many more.

Diversity

Currently there is a high emphasis in the UK media industries to improve the diversity of their workforce. This is reflected in the importance that the main UK media broadcasters (BBC, ITV, MTV, Channel 4 etc.) place on the annual 'Cultural Diversity Awards'. Dv8 Training is in the process of developing apprenticeships with ITN News and Viacom (MTV) in order to provide these companies with skilled apprentices from diverse backgrounds. This is a strategy that we are going to pursue strongly in order to maximise progression routes via apprenticeships for Dv8 Academy graduates.

Opportunities

In terms of developing enterprise opportunities for Dv8 Academy graduates, there are 2 key relationships that we plan to develop. Dv8 Training currently works with Global Radio and Barclaycard on a London wide project called 'Music Potential' (<http://www.musicpotential.co.uk>). Key to the current Barclays CSR strategy is to support young people through enterprise and Barclaycard have expressed their support for the enterprise curriculum at The Dv8 Academy curriculum. Equally Dv8 Training work closely with The Princes Trust who refer a high number of young people to Dv8. Opportunities will be explored to support Dv8 Academy graduates to develop business plans to pitch for Princes Trust start-up funding.

Higher education

The Dv8 academy will also develop partnerships with universities to create progression routes into H.E. The curriculum offer has been designed to ensure that Dv8 Academy students have the ability to secure entrance to university on merit. The table below demonstrates that a learner that achieves a distinction in their BTEC interactive media and BTEC enterprise can achieve 640 UCAS points.

Level 3 two year interactive media				
Vocational qualification	UCAS points	Enterprise qualification	UCAS points	UCAS points range (if all quals achieved)
Edexcel BTEC National Level 3 Extended Diploma in Creative Media Production (Interactive Media) (180 credits / 1080 GLH)	Distinction* = 420	BTEC L3 Subsidiary Diploma in enterprise and entrepreneurship (60 credits / 360 GLH)	Distinction* = 140	640
	Distinction = 360		Distinction = 120	480
	Merit = 240		Merit = 80	320
	Pass = 120		Pass = 40	160

In addition the Dv8 Academy will develop partnerships with universities to meet their widening participation agenda. It is anticipated that there will be a significant proportion of students at the Dv8 Academy from disadvantaged communities (40%) that will meet this agenda. Our initial research on HE progression has demonstrated the following:

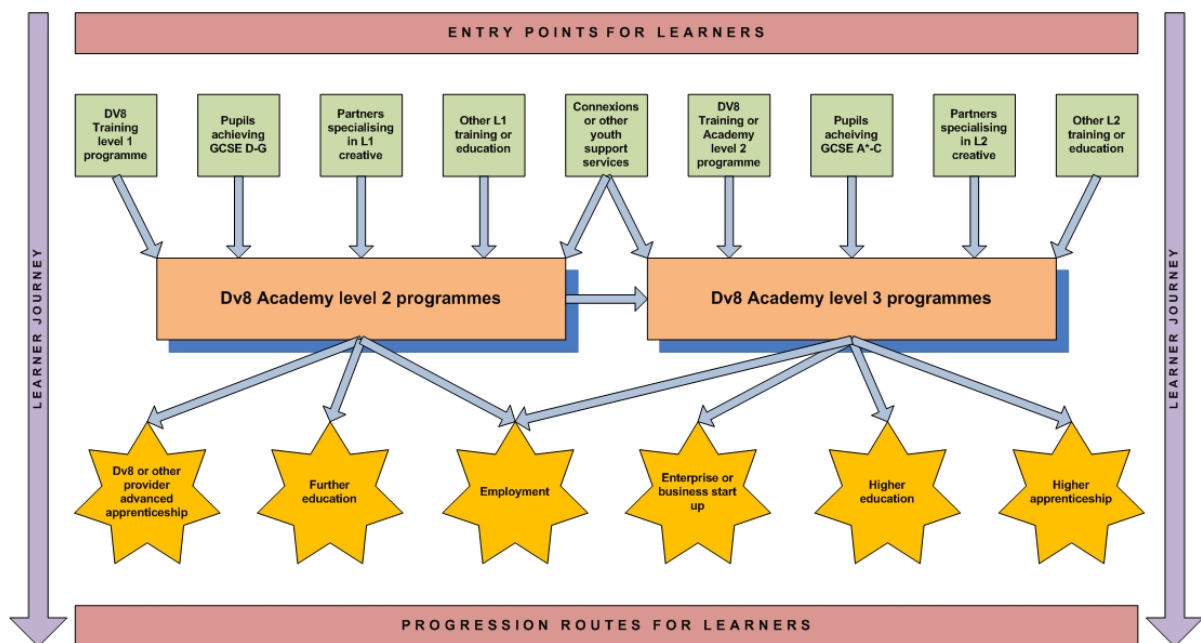
Universities offering suitable progression routes for Dv8 academy learners have wildly differing criteria for entry.

- The University of the Arts requires that most learners complete one of their foundation courses (1 year, free to under-19s) before admitting them based on around 160 UCAS points. This would mean that learners on either of our L3 1 yr. or 2 yr. courses would be able to progress.
- UEL offer a huge amount of relevant courses but don't really mention UCAS points, mainly focussing on grades and qualifications. You don't need to do a foundation degree first.
- All the universities recognise BTECs - which were the only qualification mentioned apart from A levels and GCSEs. This reinforced our decision to go with them as the main qualification offered.
- Other courses go as high as 240 UCAS points which would be possible for L3 2 year learners.
- Lots of universities offer non-standard routes and will take into account portfolios, work experience, other qualifications etc.

The progression rate at Dv8 Training was 64% in 10-11. This is above national benchmarks for a NEET client group that had not previously achieved 5 A*-C whilst in mainstream education and again provides a strong rationale for a target of 100% for Dv8 Academy students.

Model of entry and progression routes for the Dv8 Academy

The below table demonstrates the various progression routes that have been identified for level 2 and level 3 Dv8 academy graduates.



UAL and Exposure PR case study

[REDACTED], a key member of the Dv8 Academy bid development team and governor [REDACTED]

‘Exposure’ is an independent communications agency representing some of the world’s most recognised brands including Coca-Cola, Nike, Levi’s, Microsoft and PlayStation. As an agency they have already received 6 major industry awards this year and most recently were recognised in The Sunday Times International Track 200, which ranks Britain’s private companies with the fastest-growing international sales. Exposure are always looking for the next generation of forward thinking creative communicators to join their team and network. Through a partnership with the University of Arts / London College of Communication they have achieved this.

The partnership

- Raises the profile of students to the creative and media industries
- Helps Exposure find the next generation of creative talent

Benefits to students

- Monthly mentoring sessions with a company director / senior member of staff
- Live briefs set by different departments in Exposure
- Opportunities for permanent jobs for top students (measured in various ways)
- Guaranteed internships at Exposure across various departments including Creative, Public Relations, Fashion, Brand Experience, Digital and New Business and Brand management
- Portfolio / CV review days

- Exhibitions hosted in the Exposure Gallery four times per year with private viewings for key media and influencers
- Potential client collaborations - in previous years Exposure has implemented collaborations between:
 - Palladium and Central Saint Martin Jewellery Students
 - Matthew Williamson and Coca-Cola collaboration
- Opportunity to attend lectures from influential people within our network

Benefits for Exposure

- The opportunity to give something back to students
- Access to the best new creative talent for internships / junior positions
- 4 x new exhibitions in the gallery space

The partnership has worked/is working for the students and the partners.

██████████ is a governor of The Dv8 Academy and will oversee strategic employer and HE partnerships.

D2. Curriculum and Organisation of Learning

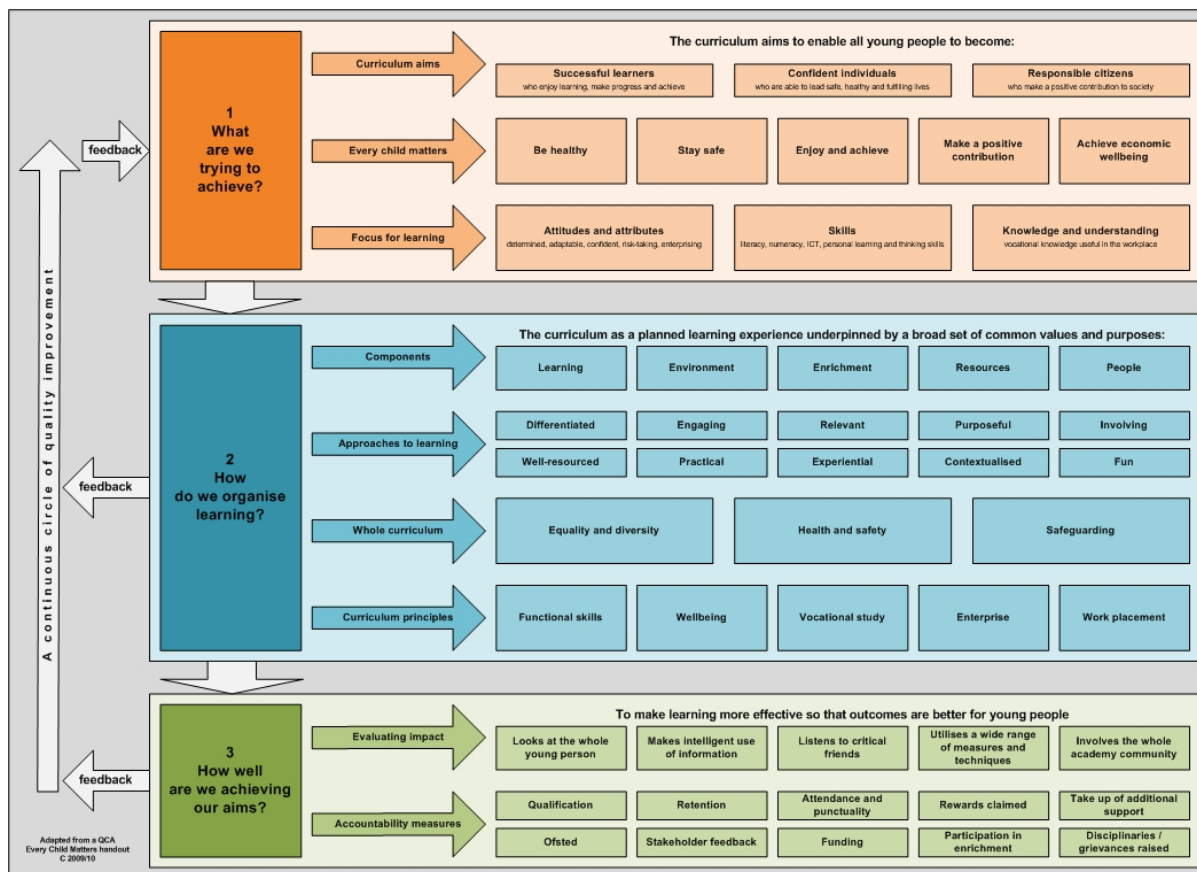
DV8 believes that much post-compulsory education has become stuck in a specialist rut. It is extremely positive for young people to study their chosen specialism – but why should the other aspects of their schooling be limited at the same time? We wish to start a 16-19 free school in order to provide a sector paradigm: a holistic, experiential, immersive learning opportunity that will encompass all aspects of a young person’s education.

This vision and ethos will be clearly delineated in the curriculum which, in contrast to much post-16 education, will be holistic *and* vocationally focussed on the creative industries. Personal and social development and citizenship will be the beating heart of the organisation – not solely based around the achievement of qualifications, but a sound ethical framework permeating all aspects of the school. The free school will be a context in which young people learn from their experiences and become more effective in their decisions and relationships.

In line with recent developments in education (for example the Scottish curriculum) highlighting the need for a balanced programme of study with breadth and depth, the curriculum offer at the Dv8 Academy will be broad and support all aspects of a young person’s development. <http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp>

The following table provides a good diagrammatic overview of the Dv8 Academy delivery model as a holistic offer. The key pupil outcomes are referenced in box 1, ‘What are we trying to achieve. The curriculum principles and vision and ethos are reflected in box 2, ‘How do we organise learning? The tools for measuring and evaluating pupil outcomes are referenced in box 3, ‘How well are we achieving our aims?’

The holistic offer at the Dv8 Academy



This section will describe in detail the organisation of learning and the curriculum offer.

Overview

Dv8 Academy courses will be available at Level 2 and Level 3. Students will choose to specialise in a particular vocational area and programmes will include substantial and rigorous qualifications. Level 2 courses will be available over 1 year while level 3 courses will be available over 1 and 2 years.

Vocational curriculum

Each course will be offered at each level and length in order to provide entry points for 16, 17 and 18 year olds in each subject at both level 2 and level 3.

- Interactive media
- Music production and business
- Events management
- Performing arts
- Fashion and styling

Vocational study will be facilitated by a lead tutor responsible for planning, delivering, marking and assessing content. Each programme level will also have a support tutor responsible for individual learning plans, learner support, and other administrative work. Vocational study will be based around an industry project and live briefs and

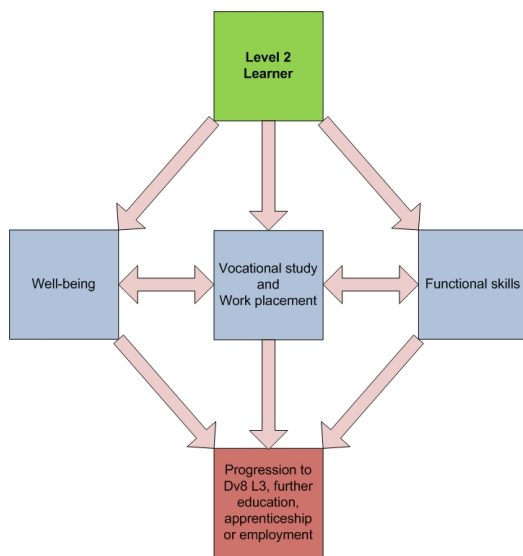
therefore lessons will be 2 whole days a week to allow for extended, concentrated activity relating to the area of study.

Young people on level 2 programmes who have not achieved maths, English and ICT at grade C or above will study functional skills (FS) in these subjects as part of their study programme.

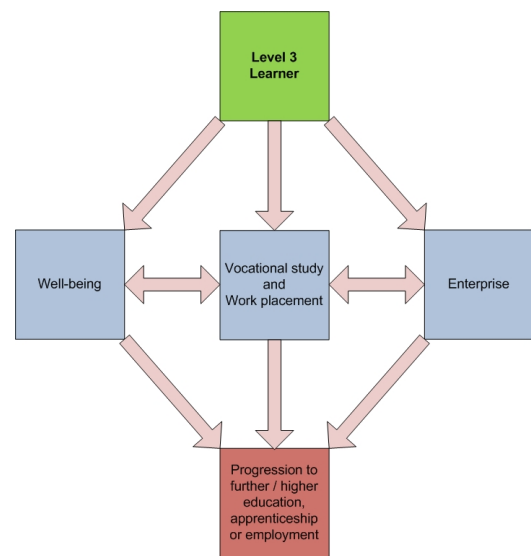
The well-being of young people is fundamental to our vision and offer. We believe that empowering our students to lead effective and responsible lives is an integral part of the learner journey. Self-reflection, character development and a deeper understanding of the young person’s relationship to the world will underpin all learning at Dv8 Academy. This commitment will be reflected in the teaching methodology and practice of our staff.

Employer engagement will be a crucial element of the DV8 free school curriculum. We will work with employers to design programmes that produce young people with skills that are needed in today’s workplace. Learners on level 3 courses will also study enterprise. Study will be accredited at the appropriate level.

Curriculum model for a L2 learner



Curriculum model for a L3 learner



Well-being curriculum

1 day per week will be allocated to a programme which will be designed specifically for our learners and will include the following areas of study: well-being, citizenship, personal and social development, mindfulness, employability skills, personal learning and thinking, sexual health, resilience, and so on.

Physical activity will be timetabled into the well-being curriculum with all learners to take part in traditional sports such as football, basketball and athletics as well as additional activities such as rock climbing, sailing, martial arts etc. We will aim to use legacy facilities from the Olympics where possible. The tutors for the group will also take part in these activities.

The curriculum will be developed and delivered in conjunction with experts in these areas and CPD will be delivered to all staff to ensure understanding and integration across all areas of delivery. The aims of this area of study for the learner are:

- To develop mature, reflective, thinkers.
- To develop confidence to enter the workplace, for example in preparation and learning from interviews and learning from a work placement, presenting personal information effectively and financial capability.
- To help develop the knowledge, understanding and skills needed to manage life and future opportunities. Covering themes such as:
 - The importance of relationships
 - Diversity, discrimination and prejudice within society
 - Ways to maintain good physical, mental and emotional health and wellbeing
 - Skills and personal attributes needed for the workplace

Enterprise curriculum

Learners on level 3 programmes will study enterprise for many reasons, not least because: *“The promotion of an enterprise culture as a means of stimulating economic growth and improving economic prosperity is a key focus of government and industry.”*(Promoting enterprise in vocational courses for 16–19 year old students in colleges. Ofsted November 2012).

The Dv8 Academy believes that if you can create your own work you will never be out of work. *“It is estimated that 41% of people working in the creative sector are self-employed and arts council research shows that 70% working in its regularly funded organisations are employed on a freelance basis”* (Social Market Foundation “Disconnected” 2010).

We therefore believe it is of the utmost importance that learners are educated to be enterprising and entrepreneurial in line with the stated vision of the Academy. It is vital that the enterprise elements of the curriculum are not just seen as a bolt-on, but that they are integrated at a fundamental level with the rest of the delivery across the curriculum. All staff will be expected to engage with the entrepreneurial elements of the learner programme.

The Academy will work with learners to support their enterprise ideas to ensure they are sustainable. Enterprise raises confidence, self-esteem, assertiveness, risk taking and gives a more balanced view of profit and loss.

We believe the enterprise element of the courses will be enhanced by the following key aspects of the programme:

- The prospect of learning entrepreneurial skills in real world projects
- Opportunities provided by Dv8’s extensive links with creative industry employers
- Industry standard enterprise opportunities that model current best practice in the creative sector
- Highly skilled staff with excellent knowledge, experience and contacts

The BTEC in Understanding Enterprise and Entrepreneurship: The design principles have been to develop a qualification that:

- Enables learners to produce realistic and relevant assessment evidence leading to a business plan
- Requires learners to focus on their own self development through the planning process
- Ensures that learners interact with entrepreneurs and business people throughout the course of their study to enable them to learn from experienced professionals.

Functional skills curriculum

Learners on level 2 programmes will study functional skills. The day will be split into 3 sessions (maths, English and ICT) of approximately 2 hours each. Each session will be led by a subject specialist with experience of the client group and the subject area. Learners will be in sets grouped according to ability and so will not study in their programme groups.

The reason for “setting” is to give tutors a better chance to provide learners with lesson content and exams that best suit their learning styles and pace. Setting is partly based on initial assessment and partly on individual support requirements. Our experience at Dv8 Training has shown a marked increase in qualification success since we introduced setting for functional skills.

Work placement arrangements

Learners who are progressing well on their course, and who have been identified as work-ready by their tutors, will be put forward for a work placement opportunity.

“Work-ready” means that learners have demonstrated the basic requirements to be able to function in the work place, for example:

- Attending regularly and on time
- Demonstrating initiative
- Progressing well with their work
- Meeting academic and non-academic targets
- Communicating effectively with peers and staff
- Friendly, helpful and respectful
- Good creative industry skills that might be of use to sector employers

Learners will benefit from work placement opportunities because it offers them a learning environment that is different from the classroom and provides the following opportunities:

- A real-world work experience
- The opportunity to engage with industry professionals and to learn from them
- The chance to work on real projects
- Develop a range of transferable skills
- Enhance your CV
- Gain useful contacts for networking
- Explore possible career options and make a positive career choice
- Pursue your personal and development goals
- Make a good impression on a prospective future employer.

The academy will employ a full time employer engagement manager whose role will be to:

- Find employers prepared to take an academy learner on work placement
- Carry out a H&S inspection and a risk assessment on the employer's premises and check their policies and procedures
- Interview prospective learners and match their interests with available placements
- Make sure learners are prepared for the placement by delivering a programme of work-readiness sessions
- Induct learners to the placement
- Continue to monitor the placement while it is ongoing, liaising with the employer and the learner to ensure everything is going well, and intervening if there are issue
- Liaise with the enrichment officer where opportunities arise for employers to give a master class or come and speak with learners

Placements will be local and regional across London as there are advantages with a range of locations. Placements which are local cement the relationship with the community and identify real work opportunities. Placements further afield give learners the chance to sample company headquarters and their culture.

Timetable arrangements

Students will study the following subjects alongside their vocational option

On all courses:

- Well-being - including physical activity
- Industry work placements for those learners who have demonstrated they are work ready

On level 2 courses only:

- Maths, English and ICT functional skills up to level 2

On level 3 courses only:

- Enterprise

Learners will have access to a virtual learning environment that will allow for distance learning, self-supported study and which will increase 'on demand' learning.

The school day will be Monday to Friday 9.30am to 4.30pm with an hour for lunch, giving 6 hours of learning per day. Term dates will broadly follow the Waltham Forest school calendar and will start in the first week of September. Term will finish at the end of July, giving 40 weeks of learning per year. There will be 3 x 1 week half term breaks as well as two weeks at Christmas and at Easter. Learners will attend compulsory timetabled lessons 4 days a week as detailed in the course timetables above and will have 1 day a week for self-guided study or work placement (optional).

In the first year the academy would be operating at 75% capacity (300 learners) and there would be 15 courses running:

- 5 x L2 1 year courses
- 5 x L3 1 year courses

- 5 x L3 2 year courses (in their first year)

In the second year the academy would be operating at 100% capacity (400 learners) and there would be 20 courses running

- 5 x L2 1 year courses
- 5 x L3 1 year courses
- 5 x L3 2 year courses (in their first year)
- 5 x L3 2 year courses (in their second year)

Table showing breakdown of a week by subject and % time on each area

Subject	Days per week	Hours per day	Hours per week	% of week (L2)	% of week (L3)
Vocational option	2	6	12	40%	40%
Well-being	1	6	6	20%	20%
Functional skills (L2 only)	1	6	6	20%	N/A
Enterprise (L3 only)	1	6	6	N/A	20%
Study day / work placement	1	6	6	20%	20%

Table showing breakdown of a week by subject and % time annually

Subject	Days per week	Hours per day	Weeks per year	Hours per year	% of year (L2)	% of year (L3)
Vocational option	2	6	12	480	40%	40%
Well-being	1	6	6	240	20%	20%
Functional skills (L2 only)	1	6	6	240	20%	N/A
Enterprise (L3 only)	1	6	6	240	N/A	20%
Study day / work placement	1	6	6	240	20%	20%

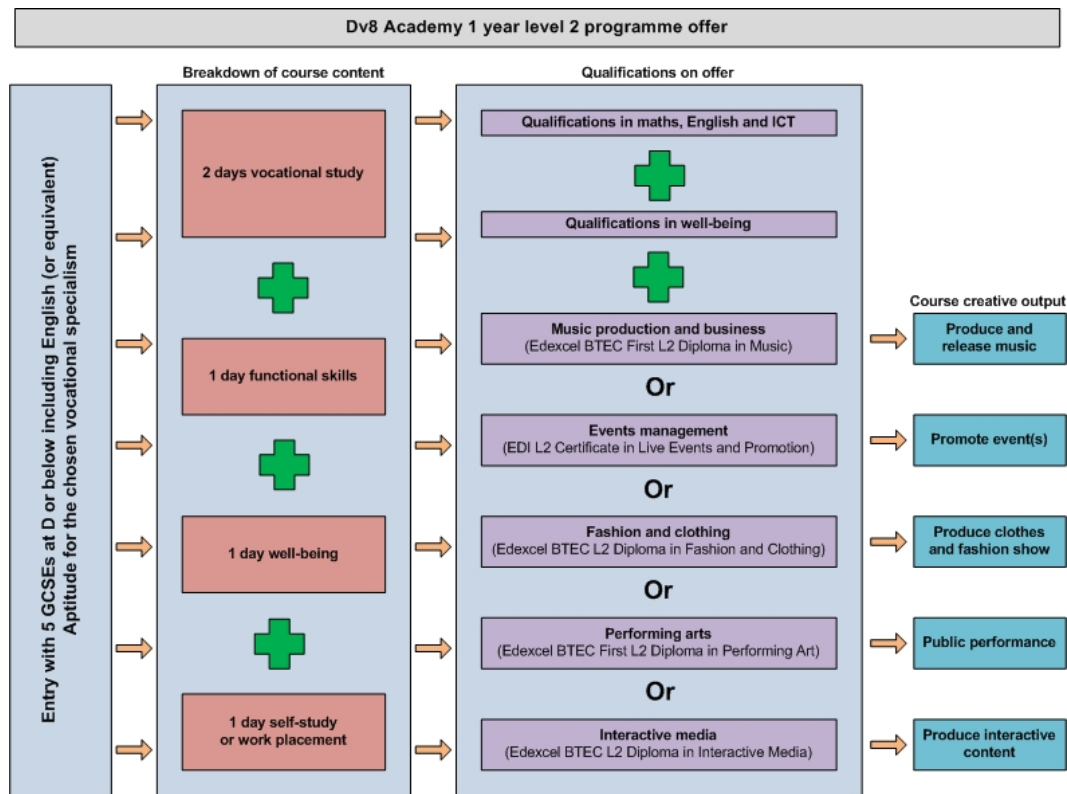
Table showing hours per course per annum

Course	Hours per course
1 year course (L2 or L3)	1200
2 year L3 course	2400

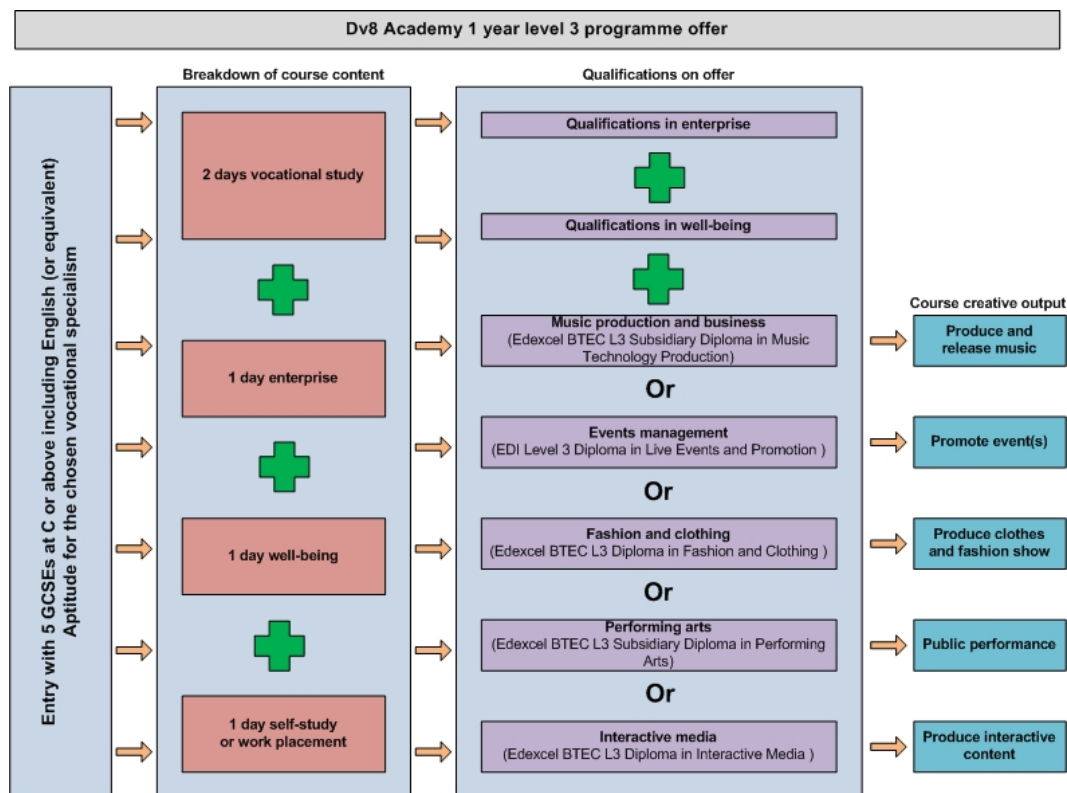
School calendar for 2014 / 2015

School calendar for 2014 / 2015	
Term starts	1st September 2014
Half term	27th - 31st October 2014
Christmas	22nd December 2014 - 2nd January 2015
Term starts	5th January 2015
Half term	16th - 20th February 2015
Easter	30th March 2015 - 10th April 2015
Term starts	13th April 2015
Half term	25th - 29th May 2015
Term ends	25th July 2015

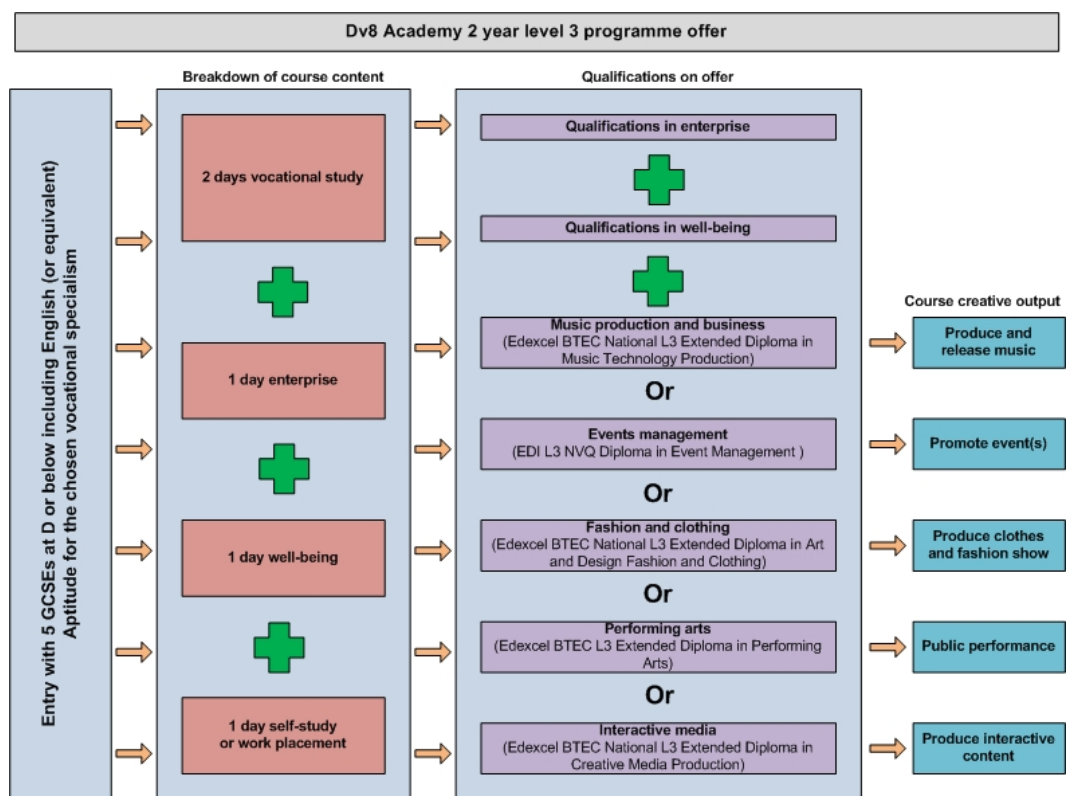
Dv8 Academy 1 year level 2 programme offer



Dv8 Academy 1 year level 3 programme offer



Dv8 Academy 2 year level 3 programme offer



Dv8 Academy qualification offer – key features

Course	Vocational qualification
Music	Provide education and training for musicians. Give opportunities for musicians to achieve a nationally recognised vocationally specific qualification. Give learners the opportunity to enter employment in the music industry or to progress to higher qualifications. Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful working life.
Events	This qualification is suitable for those aspiring to work in an administrative and/or support capacity in areas as diverse as indoor or outdoor events, one-off events or tours and small to large scale productions. It addresses common skills and knowledge required in all aspects of putting on a show or event.
Fashion	Engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques in fashion and clothing, and the personal skills and attributes essential for successful performance in working life. Achieve a nationally recognised vocationally related qualification in fashion and clothing. Possibly progress to employment in a fashion and clothing-related job. Progress to related general and/or vocational qualifications.
Perform	Education and training for performing arts employees. Providing

	opportunities to achieve a nationally recognised vocationally specific qualification. Providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in the performing arts sector or to progress to higher education vocational qualifications. Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.
Media	Engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques in Interactive Media, and the personal skills and attributes essential for successful performance in working life. Achieve a nationally recognised vocationally related qualification in Interactive Media. Possibly progress to employment in an Interactive Media-related job. Progress to related general and/or vocational qualifications.

Internal progression

Internal progression is possible between courses at the Dv8 Academy. L2 learners can progress on to a L3 course in order to extend the breadth and depth of their learning and, if appropriate, to develop opportunities to progress to higher education.

The Dv8 Academy will offer opportunities for learning with both breadth and depth. The breadth of study will be defined by the length of the programme (either 1 or 2 years) and the depth defined by the level (either L2 or L3).

Learners will study at a greater depth if they are on a L3 course. What this means in practice is that L3 courses examine their area of study to a more challenging level. Concepts will be expanded and developed to an equivalent level of study as an A level. Level 2 courses are an equivalent level of study to GCSE A-C grades.

Learners on 2 year courses will have the chance to extend the breadth of their knowledge and build on learning. For example in their first year the event promotions learners may have put on one or more events with guidance on finance and marketing. In the second year they would use the lessons they have learned and apply that knowledge to the events they would promote (hence, they would be given a notional amount of finance that is their responsibility and they would run their own marketing and advertising campaign) thus extending the breadth of their knowledge.

Timetable in the first year (no second year of two year L3 course)

Year	Course	Monday	Tuesday	Wednesday	Thursday	Friday
14/15	L2 1 year (course 1) MPB	V	V	FS	WB	FS
14/15	L2 1 year (course 2) EVM	V	V	FS	WB	FS
14/15	L2 1 year (course 3) FAS	V	V	FS	WB	FS
14/15	L2 1 year (course 4) PAD	V	V	FS	WB	FS
14/15	L2 1 year (course 5) MED	V	V	FS	WB	FS
14/15	L3 1 year (course 1) MPB	WB	E	V	V	S
14/15	L3 1 year (course 2) EVM	WB	E	V	V	S
14/15	L3 1 year (course 3) FAS	WB	E	V	V	S
14/15	L3 1 year (course 4) PAD	WB	E	V	V	S
14/15	L3 1 year (course 5) MED	WB	E	V	V	S
14/15	L3 2 year (course 1 year 1) MPB	S	WB	V	V	E
14/15	L3 2 year (course 2 year 1) EVM	S	WB	V	V	E
14/15	L3 2 year (course 3 year 1) FAS	S	WB	V	V	E
14/15	L3 2 year (course 4 year 1) PAD	S	WB	V	V	E
14/15	L3 2 year (course 5 year 1) MED	S	WB	V	V	E

Timetable in the second and subsequent years (steady state)

Year	Course	Monday	Tuesday	Wednesday	Thursday	Friday
15/16	L2 1 year (course 1) MPB	V	V	FS	WB	FS
15/16	L2 1 year (course 2) EVM	V	V	FS	WB	FS
15/16	L2 1 year (course 3) FAS	V	V	FS	WB	FS
15/16	L2 1 year (course 4) PAD	V	V	FS	WB	FS
15/16	L2 1 year (course 5) MED	V	V	FS	WB	FS
15/16	L3 1 year (course 1) MPB	WB	E	V	V	S
15/16	L3 1 year (course 2) EVM	WB	E	V	V	S
15/16	L3 1 year (course 3) FAS	WB	E	V	V	S
15/16	L3 1 year (course 4) PAD	WB	E	V	V	S
15/16	L3 1 year (course 5) MED	WB	E	V	V	S
15/16	L3 2 year (course 1 year 1) MPB	S	WB	V	V	E
15/16	L3 2 year (course 2 year 1) EVM	S	WB	V	V	E
15/16	L3 2 year (course 3 year 1) FAS	S	WB	V	V	E
15/16	L3 2 year (course 4 year 1) PAD	S	WB	V	V	E
15/16	L3 2 year (course 5 year 1) MED	S	WB	V	V	E
15/16	L3 2 year (course 1 year 2) MPB	V	V	S	E	WB
15/16	L3 2 year (course 2 year 2) EVM	V	V	S	E	WB
15/16	L3 2 year (course 3 year 2) FAS	V	V	S	E	WB
15/16	L3 2 year (course 4 year 2) PAD	V	V	S	E	WB
15/16	L3 2 year (course 5 year 2) MED	V	V	S	E	WB

Key to timetable V = vocational study / WB = well-being / E = enterprise / FS = functional skills / S = study day / work placement

A week in the life of a typical level 2 learner

Day	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Building opens and resource centre opens				
8.30am	Optional breakfast club				
9.30am	Vocational study	Vocational study	Functional skills	Well-being	Work placement
12.30pm	Lunch				
1.30pm	Vocational study	Vocational study	Functional skills	Well-being	Work placement
4.30pm	Timetabled learning finishes				
5pm	Optional enrichment activities				
8pm	Building closes and resource centre closes				

A week in the life of a typical level 3 learner

Day	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Building opens and resource centre opens				
8.30am	Optional breakfast club				
9.30am	Vocational study	Vocational study	Enterprise	Well-being	Work placement
12.30pm	Lunch				
1.30pm	Vocational study	Vocational study	Enterprise	Well-being	Work placement
4.30pm	Timetabled learning finishes				
5pm	Optional enrichment activities				
8pm	Building closes and resource centre closes				

Needs and outcomes

The cohort identified earlier in this application has identified the Dv8 Academy as their chosen institution for study because of the specific creative industry specialism offered and because of the unique way the curriculum will be delivered. Learners will also choose the academy because of Dv8's track record in delivering this kind of programme. If they are progressing from Dv8 Training it is also likely they will feel secure in their choice as a result of already knowing the organisation.

In addition we believe learners will choose to come because of the excellent links with employers and subsequent work-based experiential opportunities available. The academy curriculum will therefore meet the vocational needs of the cohort.

Learners who apply to the academy are likely to not yet have the skills required to be effective and therefore employable in their chosen industry. It is also likely that they will not have the qualifications they need at an appropriate level to enter employment or further / higher education. The academy will therefore meet their needs by giving them the opportunity to study for qualifications that when achieved will enable their identified progression pathway.

The outcomes for learners and The Academy are detailed as key performance indicators (KPIs) in section D5.

Approach to teaching, learning and assessment

The proposed DV8 free school will be a centre for excellence in music and media for 16-19 year olds. The programmes will take in a number of qualifications but the curriculum not be defined by those qualifications - DV8 will focus on the needs and development of the individual. Learners will be attracted and engaged through their curiosity and interest in a given vocational area.

All courses will be professional working environments where the learning is through exploration and practical real life experience. Evidence for the qualification will be naturally occurring as a result of the work done on the applied creative project such as an exhibition, showcase, performance or fashion show. All learners have roles within the team and are accountable to each other. A spirit of collaboration will be fostered as learners interact with other groups and externally with experts from the creative industries

Much of the learning will be experiential as proposed and described by the psychologist J Kolb. He defined this type of learning as *"the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming experience."* Tutors who are active in their industries will bring their current knowledge, contacts and networks to the school. Through prior assessment the tutors will know which mode of experiential learning works best for the learners and plan for their engagement. For example, some learners the 'doers' will be able to mirror the actions of their tutors and engage in active experimentation, learning first-hand the latest industry standard techniques. The 'watchers' will prefer to reflectively observe, perhaps taking notes.

Tutors will engage the learners in active learning, designing simulations to highlight important information and processes, creating games to explain content, and using small-group activities to engage students.

DV8 will also aim to be bold – to switch learning around so learners become the centre of the teaching-learning environment not the tutor. This has many benefits including developing an equality of exchange between teachers and learners. Learning environments will replicate work situations with companies formed and learners managing their own opportunities. The traditional classroom will be transformed and the space designed to maximise learner and staff interaction and collaboration.

This will require that tutors have a different attitude and a new way of relating to students than the traditional. Our tutors will be effective and comfortable with both the cognitive and affective dimensions of teaching. They will achieve more genuine relationships with learners by being available, being glad to be in class with them, sharing with them what's happening in our lives that is relevant, and investing the time it takes to prepare meaningful activities.

Tutors will understand that they are there to build students' capacities. It is not just about what the tutor knows but what they can enable others to do. DV8 will strive to create a culture that requires learners to question their own pre-conceptions, explore their horizons, read between the lines and be happy for their own ideas and aspirations to be bold

Organisation of assessment

Effective assessment of learners' work is fundamental to the success of the Dv8 Academy as detailed in the KPIs in D5. Learners need high quality formative and summative feedback if they are to succeed in their qualifications. Tutors will be responsible for delivering learning, feedback and assessment using a wide range of

appropriate methods and this will be tracked using observation, qualification success and learner feedback. The verification process will be robust with all work standardised, sampled and verified to ensure the quality of provision and assessment methods. In order to reduce the reliance on paper, there will be a focus on digital assessment at the Dv8 Academy and staff will therefore be trained in the use of online assessment methods.

Enrichment activities

Enrichment activities before and after the school day will be managed and delivered by the extra-curricular activity administrator and will be optional. The post holder will need to coordinate with tutors, support tutors and external service providers to ensure the activities are staffed and coordinated effectively and that those running sessions have the correct experience / qualifications. Staff will be paid to run the sessions and there will be a small annual budget managed by the post holder to pay for staff and external speakers. Activities will be offered at the end of the school day and are likely to include:

- Talks and master classes from industry specialists
- Opportunities to access the music and media studios
- Access to rehearsal spaces
- Social clubs and special interest groups
- Health and fitness opportunities
- Extended hours in the resources centre
- After session opportunities for learners to showcase their learning to each other
- We will ask learners to suggest enrichment activities that they would like to take part in. If enough sign up then the activity would be run

Activities will be open to all learners enrolled at the academy but numbers will be limited – if an activity is over-subscribed participants will be chosen by random ballot. Enrichment activities will be consistent with the stated vision of providing a rounded education experience of breadth and depth for all learners.

The academy will offer a subsidised breakfast club running from 8.30am to 9am every week day which will be free to those in greatest need. This will offer healthy breakfasts in order to set learners up for their day of learning in the best possible way. It has the added advantage of ensuring those learners who attend will be on the premises at the appropriate time to start their lessons.

Enrichment activities such as breakfast club and after school clubs will be optional and learners can attend according to their own needs and interests.

Enrichment activities benefit learners because it will broaden their horizons. It is a chance to try out something new and have new experiences and gives opportunities to learn from experienced professionals and to network with them.

Room arrangements

Each cohort of 20 learners will study together for their whole programme (apart from FS on L2 courses which will be in sets). This is in order to facilitate the sense of

togetherness and team work that is necessary if a group is to pull together and create a convincing end project.

The school will have 20 training rooms which will be set up as a blank canvas to allow maximum flexibility of learning opportunities. Each group will be allocated a training room that is equipped with the necessary equipment and resources for them to learn their content as detailed above. Each course is timetabled in on four days, so on the fifth day when the room is not being used by learners it will be available for staff to use for planning, marking and assessment. In addition there will be performance hall, music and video editing studios and other spaces available for tutors to book as and when needed. These arrangements allow for the comprehensive programme detailed above to be delivered.

Organisation of learners

Learners will be organised in course groups of 20 young people outlined in the table below. Learning will be focussed on those groups and they will be encouraged to develop a team identity in order to work effectively and deliver the creative content for their course. Learners will also study well-being and enterprise in the same groups. Functional skills will be taught in sets for the reasons outlined above. All this notwithstanding learners will be encouraged to work across vocational areas of study, for example:

- Learners studying music could provide backing for theatre productions developed by the performing arts students
- The performing arts groups could support the music learners with stagecraft and performance skills
- The fashion learners could provide costumes for theatre productions and fashion for the showcase events promoted by the events management learners
- Media students could provide viral internet campaigns to promote events or artists at the Dv8 Academy

This work will be facilitated, coordinated and supervised by the creative content manager who will be responsible for the horizontal integration of the courses and their collaboration. The post holder will also be responsible for ensuring that content produced by learners at the academy is collated and made available on the Dv8 website. Lead tutors will also be responsible for engaging with colleagues in order to create opportunities for learners to work collaboratively across courses. Enrichment activities will be made available to learners across the academy and therefore learners will take part in these activities with whoever also enrolls.

All learners will have access to pastoral care via their support tutor who will build strong links with learners and be the first line of support. All learners may self-refer to their tutor or any other appropriate member of staff at any time. All staff are trained to deal with cases and understand and comply with the referral policy/process so that sensitive or complicated and complex issues are dealt with in the most suitable and empathetic way.

Room arrangements from year two on (steady state)

Room number	Monday	Tuesday	Wednesday	Thursday	Friday
1	L2 1 year (course 1)	L2 1 year (course 1)	L2 1 year (course 1)	L2 1 year (course 1)	L2 1 year (course 1)
2	L2 1 year (course 2)	L2 1 year (course 2)	L2 1 year (course 2)	L2 1 year (course 2)	L2 1 year (course 2)
3	L2 1 year (course 3)	L2 1 year (course 3)	L2 1 year (course 3)	L2 1 year (course 3)	L2 1 year (course 3)
4	L2 1 year (course 4)	L2 1 year (course 4)	L2 1 year (course 4)	L2 1 year (course 4)	L2 1 year (course 4)
5	L2 1 year (course 5)	L2 1 year (course 5)	L2 1 year (course 5)	L2 1 year (course 5)	L2 1 year (course 5)
6	L3 1 year (course 1)	L3 1 year (course 1)	L3 1 year (course 1)	L3 1 year (course 1)	Staff work room
7	L3 1 year (course 2)	L3 1 year (course 2)	L3 1 year (course 2)	L3 1 year (course 2)	Staff work room
8	L3 1 year (course 3)	L3 1 year (course 3)	L3 1 year (course 3)	L3 1 year (course 3)	Staff work room
9	L3 1 year (course 4)	L3 1 year (course 4)	L3 1 year (course 4)	L3 1 year (course 4)	Staff work room
10	L3 1 year (course 5)	L3 1 year (course 5)	L3 1 year (course 5)	L3 1 year (course 5)	Staff work room
11	Staff work room	L3 2 year (course 1 year 1)	L3 2 year (course 1 year 1)	L3 2 year (course 1 year 1)	L3 2 year (course 1 year 1)
12	Staff work room	L3 2 year (course 2 year 1)	L3 2 year (course 2 year 1)	L3 2 year (course 2 year 1)	L3 2 year (course 2 year 1)
13	Staff work room	L3 2 year (course 3 year 1)	L3 2 year (course 3 year 1)	L3 2 year (course 3 year 1)	L3 2 year (course 3 year 1)
14	Staff work room	L3 2 year (course 4 year 1)	L3 2 year (course 4 year 1)	L3 2 year (course 4 year 1)	L3 2 year (course 4 year 1)
15	Staff work room	L3 2 year (course 5 year 1)	L3 2 year (course 5 year 1)	L3 2 year (course 5 year 1)	L3 2 year (course 5 year 1)
16	L3 2 year (course 1 year 2)	L3 2 year (course 1 year 2)	Staff work room	L3 2 year (course 1 year 2)	L3 2 year (course 1 year 2)
17	L3 2 year (course 2 year 2)	L3 2 year (course 2 year 2)	Staff work room	L3 2 year (course 2 year 2)	L3 2 year (course 2 year 2)
18	L3 2 year (course 3 year 2)	L3 2 year (course 3 year 2)	Staff work room	L3 2 year (course 3 year 2)	L3 2 year (course 3 year 2)
19	L3 2 year (course 4 year 2)	L3 2 year (course 4 year 2)	Staff work room	L3 2 year (course 4 year 2)	L3 2 year (course 4 year 2)
20	L3 2 year (course 5 year 2)	L3 2 year (course 5 year 2)	Staff work room	L3 2 year (course 5 year 2)	L3 2 year (course 5 year 2)

NB in year one, the rooms numbered 16-20 will not be in use for teaching as the second year L3 learners will not have started

D3: Staffing Structure

The Dv8 Training philosophical approach to staffing has been the same since the formation of the company 12 years ago. We have always taken the view that as many staff as possible should be learner facing; directly involved in working with the young people attending our training programmes.

It is important that as many staff as possible are learner facing because we want learners to have the benefit of the learning opportunities and surrogate networks provided by knowledgeable, professional and well-connected tutors. It is also vitally important for our vision that learners are supported by a team of people who know them well, have strong relationships and therefore can act quickly to support learners who are struggling, as detailed in section D7. All of this is better facilitated if as many staff as possible are working directly with learners.

This rationale has proved to be extremely successful with regards to working with our existing cohort as our figures for retention, progression and achievement demonstrate. It is also popular with the staff team, who enjoy being hands on and working face to face with our learners. Learner and staff surveys also back up this approach with feedback being extremely positive in both areas.

This approach is not dogmatic and we recognise and understand the importance of strong management and support service arrangements to ensure the efficient delivery of all the administrative, strategic, financial, IT, contractual and qualification verification arrangements. It would be impossible to deliver our vision without a dynamic, specialised and proficient team of people working in these areas, who spend a much less significant amount of their time (if any) directly engaging with learners, but whose roles are nonetheless extremely important.

We have therefore reflected the Dv8 Training approach in our academy staffing structure, which features lead and support tutors, an additional learning support team, learner voice, enrichment, and other learner facing roles in a structure specifically designed to enhance the learner experience, deliver our curriculum, vision and ethos, and provide value for money for the taxpayer at the same time. Value for money is demonstrated in section G which demonstrates that we can deliver everything as promised with the staffing team described and still function with an appropriate level of operating surplus.

We believe this model will be the most effective for delivering our vision, ethos and curriculum because we have carefully thought through how the school will run. We have an in depth understanding of the learner journey through our existing provision and what the necessary roles will be in order to meet learners' needs, deliver outcomes for them as described in D5, and maintain staff.

The post opening grant and the leadership grant will be fully utilised during this period to support the essential work of developing and running the academy and to support the planned staffing structure.

The Dv8 Academy will be full within 2 years. In the first year we will operate at 75% capacity (300 learners) and the second year will be full with 400 learners.

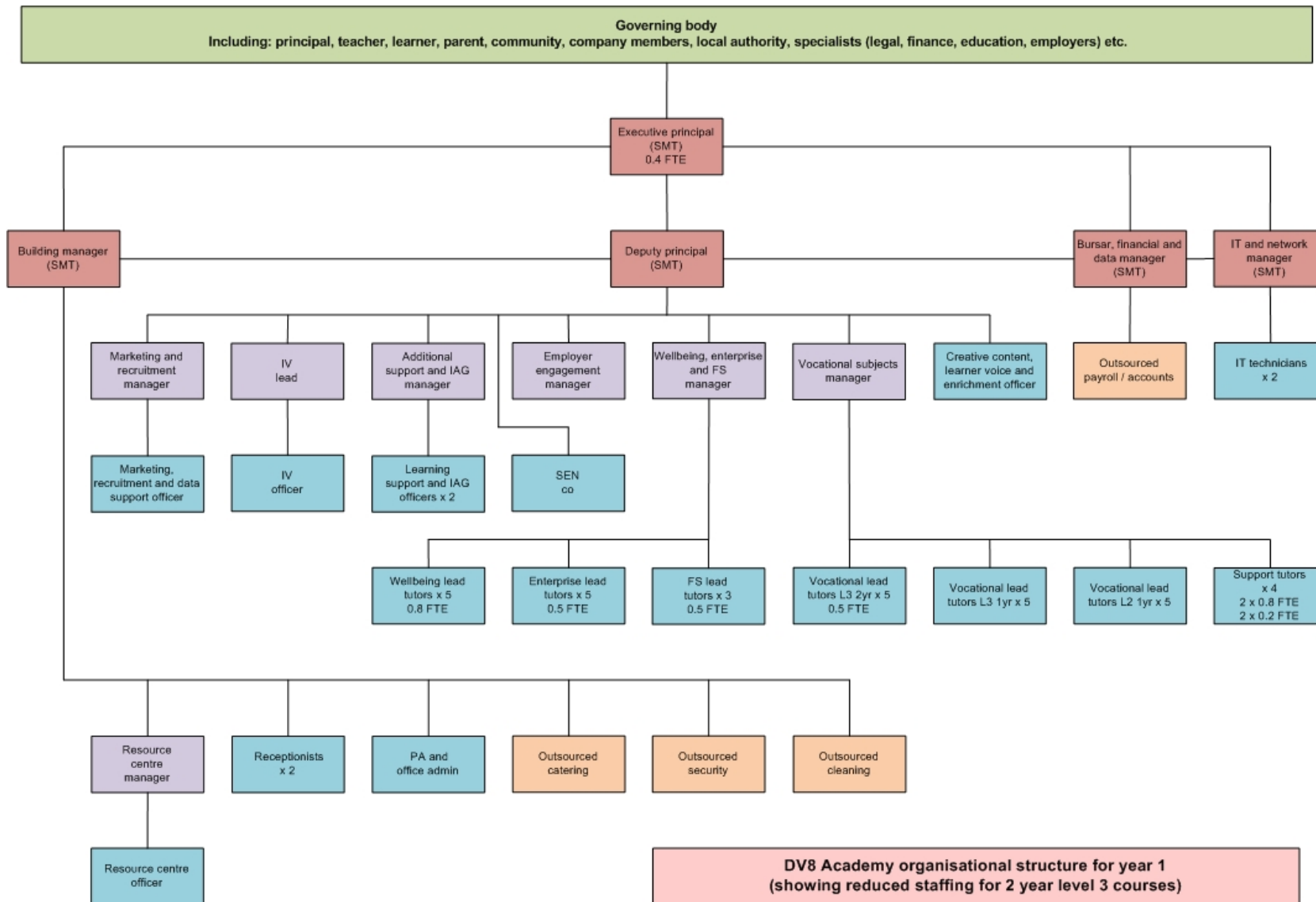
The executive principal will work 0.4 FTE in the first year of opening in order to ensure the academy is up and running and that the vision and ethos is embedded in the organisation in an effective manner. From the second year on the executive principal will be 0.2 FTE.

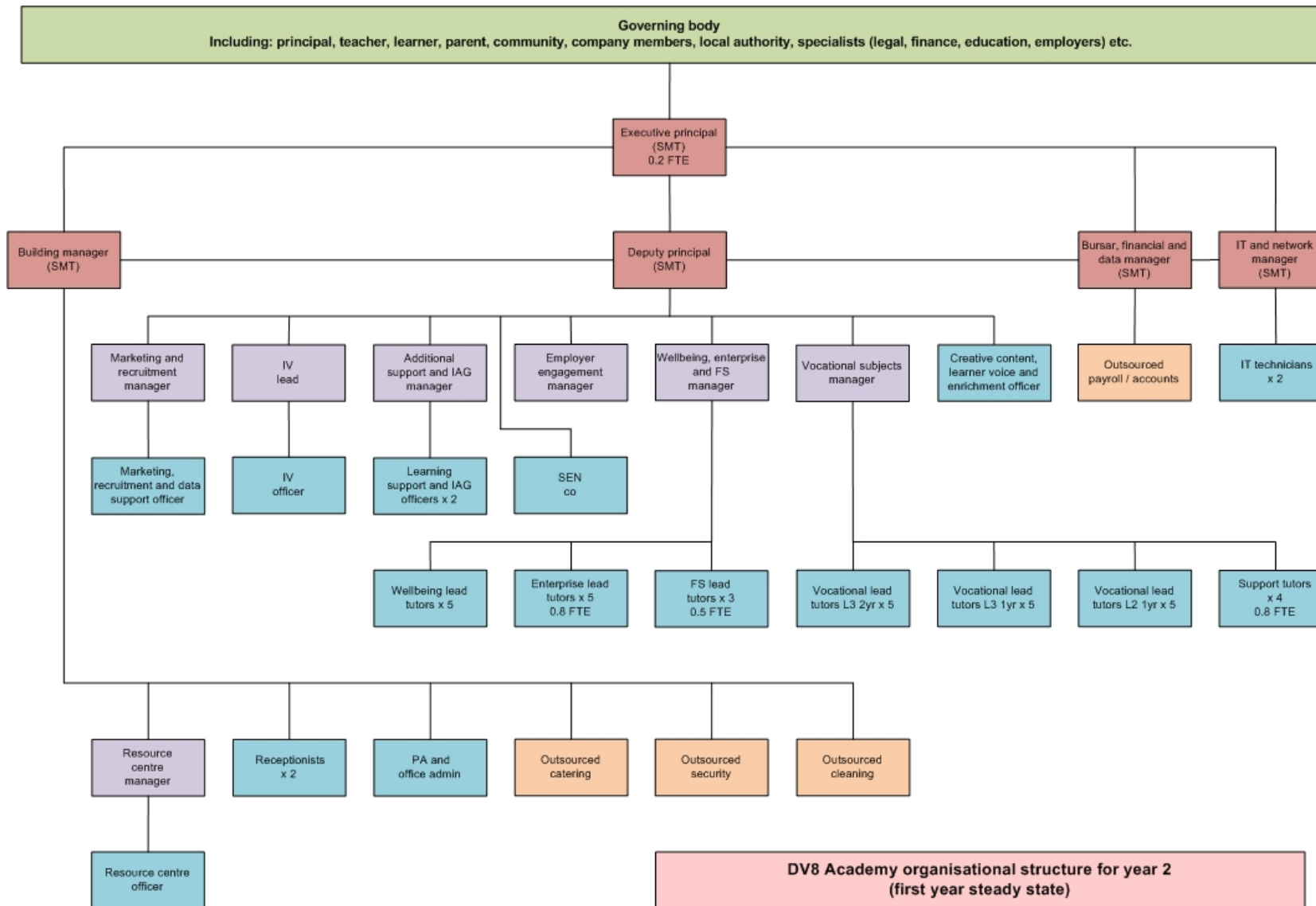
The only learners that will not be present in the first year will be the second year level 3 learners (totalling 100 young people). The same tutors facilitate both years of this 2 year course. All staff will be recruited into the positions they will hold in the second year (which will be the first year of steady state), but will be on reduced hours in the first year as a result of the reduced numbers of learners.

We have therefore reduced the hours in year 1 for the staff teaching on the level 3 programmes, as detailed in the table below. This arrangement will save the FTE of 4.8 positions, demonstrating good value for money while the academy is in the first year of opening. These arrangements, including lines of accountability, are shown below in the diagram “staff structure year 1” and are also detailed in the financial spreadsheet G.

	Positions	FTE year 1	Year 1 total	FTE year 2	Year 2 total
Vocational L2 / L3 one year lead tutor	5	1	5	1	5
Vocational L3 two year lead tutor	5	0.5	2.5	1	5
Functional skills lead tutor	3	0.5	1.5	0.5	1.5
Well-being lead tutor	5	0.8	4	1	5
Enterprise lead tutor	5	0.5	2.5	0.8	4
Support tutor	2	0.8	1.6	0.8	1.6
Support tutor	2	0.4	0.8	0.8	1.6
	Totals		17.9		23.7

The staffing structure from year 2 onwards is the first year of steady state and is shown below in the second diagram “staff structure year 2” which also shows lines of accountability. The model is based on 12 years’ of experience delivering similar provision at DV8 Training, which has enabled us to extrapolate necessary numbers of staff in each position.





Executive principal

The Dv8 Academy will be led by an executive principal who will work part time 1 day a week at the academy from year 2 (2 days in year 1). This person will be the public facing head of the organisation, responsible for high level strategic progression of the academy and the internal development of the organisation. The executive principal will take the lead in positioning the Dv8 Academy at the forefront of education expertise in the country. The executive principal will manage the senior leadership team (SLT) which will be at full strength from the beginning of year 1 and comprises of:

- Executive principal
- Deputy principal
- Building manager
- Financial and data manager
- IT and network manager

The SLT will be responsible to the governing body, and will work closely together to ensure that learning is delivered in accordance with the ethos and vision of the academy and that all contractual and statutory obligations are met.

Senior leadership team

The SLT (as detailed in the diagram above) will work closely together to plan and deliver high quality innovative learning opportunities under the direction of the governors. The team will meet regularly and there will also be sub-groups in each of the key areas which will report quarterly to the SLT as detailed in section F of this application. The roles of the SLT are inextricably linked and close, productive and effective working relationships will be necessary for the academy to deliver its vision and ethos successfully.

Deputy Principal

The deputy principal will take responsibility for the day to day running of the academy. They will have extensive experience of running similar size organisation and will be familiar with all relevant funding streams, awarding bodies and relevant statutory arrangements. This person will all be the designated lead for safeguarding. The deputy principal will manage the following staff:

- Well-being, enterprise and functional skills manager
- Vocational lead and support tutor manager
- Employer engagement manager
- Creative content, learner voice and enrichment officer

The deputy principal will be responsible for quality improvement arrangements across the organisation. Quality checks (using management data, learner and staff feedback, observation and / or document checking procedures) will take place at all stages of the learner journey:

- Initial IAG during recruitment
- Interview
- Induction and initial assessment
- Planning individual programmes
- Teaching and learning
- Reviewing learner progress
- Assessment and accreditation

- IAG, progression and aftercare

The post holder will also manage staff contractual arrangements as well as day to day staffing issues such as holiday, sickness and so on. They will be responsible for managing the staff handbook and making sure all policies and procedures are compliant and up to date. The role will include responsibility for supporting the continued professional development (CPD) of staff, and for arranging in house CPD and staff development days. They will manage the following staff:

- Marketing and recruitment manager
- Internal verification lead and exams officer
- Additional support and information, advice and guidance (IAG) manager
- Special educational needs coordinator (SENco)

Building manager

The building manager will be responsible for ensuring the smooth running of the academy facilities and offices. The post holder will manage systems for room bookings and ensure systems for resourcing the academy are delivered smoothly. The building manager will manage the following staff:

- Resource centre staff
- Reception team including one apprentice
- Office administrator and PA

The post holder will also manage arrangements with the following subcontractors:

- Catering
- Security
- Cleaning

Finance and data manager

The finance and data manager will be responsible for managing and monitoring all arrangements to do with gathering, entering and managing learner data to ensure that the contracts are delivered in line with requirements and that the contract is maximised. A key part of the role will be to analyse data and use information effectively to inform planning, trends and strategic planning – that leads to improvement and raises achievement. They will work closely with all areas of the academy with regard to financial planning and accounting, as well as ensuring that all budgets are met. The finance and data manager will manage the finance and data officer and will also be responsible for outsourced payroll and accountancy arrangements.

IT and network manager

The IT and network manager will be responsible for strategic planning to ensure the academy ICT system is up to date with developments in the creative and media sector. A key responsibility for the post holder will be to ensure that the academy engages with learners on social networks and to lead developments in areas such as exams on demand, distance learning, research, mobile learning etc. They will be responsible for managing ICT budgets and resources to provide continuity of service and for setting support priorities. A key area of this role will be training staff in the use of ICT resources; document systems and procedures. The IT and network manager will manage the two IT support technicians, one of whom will be an apprentice.

Vocational lead and support manager, and Well-being, enterprise and functional skills manager

There will be 2 managers responsible for delivery staff. The first manager will support the vocational lead and support tutors (18 people) and the second manager will support well-being, enterprise and functional skills lead tutors (13 people). The management of these areas is complex and detailed work – as well as people management, post holders will also need to track learner progress and ensure the staff team are meeting targets with regards to retention and qualification achievement. They will also have a key role in the quality improvement of the organisation, conducting observations of teaching and learning as well as observing one to one reviews and quality checking ILPs. There will be a robust programme of observation and feedback that engages both observer and teacher in a debate about pedagogy and sharing good practice, and the post holders will therefore be trained in these areas and lead this debate.

Lead tutors

Learning will be facilitated by a lead tutor in each area of provision (well-being, vocational, enterprise and functional skills). The lead tutor will be the focal point for learning and will inspire learners with their knowledge and expertise. They will also support learners to achieve their aspirations and raise self-esteem. The post holders will be responsible for planning, assessing and marking and therefore also in charge of delivering the curriculum and ensuring learners achieve qualifications as appropriate. The lead tutors on 2 year level 3 programmes will start on smaller contracts in the first year in order to allow for the fact that the second year of their course will not start until the second year of the academy being open (15/16). This is detailed in the two organisational charts as well as in the table above.

Support tutors

There will also be two support tutors for each level and area of provision. They will therefore share their time between each of the groups they are responsible for. The support tutors will engage with learners and build supportive, developmental relationships with them in order help overcome everyday problems and issues which may be barriers to learning. The support tutors will also address any additional learning or social needs with other academy staff. The support will help the learner complete their individual learning plan (ILP) and monitor progress throughout a learner's time at the academy. Initial assessment and induction will be handled by the lead and support tutors working together.

Creative content, learner voice and enrichment officer

The creative content, learner voice and enrichment officer will be responsible for coordinating and gathering all the creative output of the various courses. This is an important role in the academy as there will be a large amount of work happening across the organisation, including music, performances, films, blogs, social media, events and so on.

This outpouring of creative energy will need to be managed, captured, curated, made available online and archived. This member of the team will also have an important role in ensuring that content is available for marketing and recruitment purposes, as well as for learner portfolios and assessment. This person will also coordinate

learner voice activity at the academy, including learner forum meetings and ensuring that feedback from learners is acted on and that learners are informed of the outcomes.

Learners will also be invited to join management meetings and to take part in the governance of the organisation. Representation from learners at meetings will bring fresh approaches, identify learning barriers early on and give the learners real power to shape their future.

The final part of this role relates to coordinating the enrichment activities that will be offered at the end of the day. The post holder will be responsible for managing the enrichment budget, timetabling activities, coordinating room bookings and tracking attendance.

Employer engagement manager

Employer engagement is an important role at the Dv8 Academy and will be handled by the employer engagement manager. This person will build the profile of the academy with local, regional and national employers and source meaningful work placement opportunities for all learners at the academy who are work ready. The post holder will liaise with tutor teams to establish which learners can be referred for work placement and then work with those learners one to one in order to prepare them for interview and a successful placement.

They will monitor and support the learner and provider while the placement is ongoing and also ensure the placement is healthy and safe. Dv8 Training has extensive experience in this area and the two organisations would work together to strengthen opportunities for young people. An additional element of this role will be to work with colleagues to plan and deliver a series of in house conferences examining in depth an aspect of education policy.

Marketing, outreach and admissions

Marketing, outreach and admissions will be managed by a dedicated team of two people who will be responsible for promoting the academy, recruiting learners, ensuring eligibility and suitability and conducting initial interviews. The marketing and outreach team will work closely with Dv8 Training colleagues responsible for those areas to ensure that learners are initially assessed and placed on the correct course for them. The team will also link with partners and share good practice in order to ensure all marketing materials are learner friendly.

Additional learning support

Any learners with more complex needs will be referred to the additional learning support (ALS) team which comprises 3 staff members. This team will be responsible for administering the government funded 16-19 bursary (guaranteed and discretionary) as well as for engaging with any learners at risk of leaving. The team will provide a one-stop shop for all learners and will help with anything that is preventing a learner engaging with learning.

The ALS team will work closely with lead and support tutors as well as the special educational needs coordinator (SENCO) to ensure that all learners who need it have

a tailored support programme and advocacy if needed. The ALS team will develop strong relationships with external agencies that support young people – for example youth support services, counselling and so on. This team will also be responsible for delivering IAG at the academy.

Special educational needs coordinator

The special educational needs coordinator at the academy will be responsible for working with learners who have been identified as having barriers to their learning. Initial support will be provided in the classroom and may consist of differentiated activities or special aids to learning (for example coloured paper or access to special software).

If this intervention is not enough for the learner to make progress in line with the rest of their cohort then a meeting would be arranged with the young person, the SENco and their teacher. At this meeting a plan would be agreed to support the young person further. This may involve buying in external expertise where appropriate and the SENco would manage a budget specifically for this purpose.

Internal verification

The internal verification (IV) and exam arrangements would be managed by an IV lead and an IV officer. The post holders will be responsible for ensuring that the qualification offer is standardised, sampled and internally / externally verified in accordance with academy and awarding body procedures. These procedures are in place in order to ensure that the work set adequately gives learners the opportunity to achieve their qualifications.

The IV team will also manage the arrangements for registering candidates with awarding bodies and for claiming certificates in a timely manner once learners have completed their programmes of study. In addition the IV team will manage the functional skill exam and certification arrangements. All arrangements will need to be completed in cooperation with the relevant tutor teams and programme managers.

Resource centre staff

The academy resource centre will be a modern environment equipped with relevant books, magazines and other physical resources. As well as open access computers and internet use it will also have small study pods available for learners and staff to book, in which they will be able to go and work in a quiet and peaceful environment. The resource centre staff will be responsible for managing the facilities, making bookings and equipment as well as making arrangements for learners to borrow books.

ICT skills

Dv8 recognises the value of good ICT both to improve administration and teaching and learning. This will be achieved by creating an innovative and supportive staff development programme to ensure that every staff member is able to improve and update their skills. This will include skills audits, sharing of best practice, buddying, CPD and training opportunities as well as investment in high quality resources and cutting edge technology.

D4. Meeting All Needs

A key target for the Dv8 Academy will be to increase the number of young people achieving level 2 and level 3 qualifications and to narrow the attainment gap for students from disadvantaged communities.

The target student for the Dv8 Academy will be aged 16-19 from north and east London, who are passionate, creative and determined to develop a career in the creative economy. The school population will be reflective of the background community in north and east London and the school will attract students who have achieved strong GCSE grades as well as young people with high potential that did not achieve in a traditional academic setting. Access courses into the Dv8 Academy for young people from disadvantaged communities will be a key element of the recruitment strategy.

All learners will be treated equally according to their age, disability, gender and gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation. All Dv8 Academy staff and learners will sign up and adhere to these principles; the ethos of the school is success and equality for all.

The definition of success will be individualised as will the support required to attain learning goals. However, there will be a requirement of learners that they are capable of achieving at least one, if not two, levels higher during their time in the school and that they can meet the goals and objectives they negotiate with the academic and vocational staff.

It is the philosophy of Dv8 Academy that those learners who are not capable of achieving this level of academic success will be offered an alternative provision route via existing provision at Dv8 Training. This will focus learners in Dv8 Academy on academic success and progression into higher education and / or employment. Learners offered the access route of Dv8 Training will have the opportunity to have more time to prepare for employment or further studies.

Through dynamic leadership the DV8 Academy will encourage all staff to support all learners to work towards the following attributes of a successful learner: questioning staff and peers, making connections in and between subjects/topics, taking risks, listening and reflecting, perseverance, critical, self-editing, creative, can-do attitude, thirst for knowledge and skills, get on well with others, generate ideas, literate, acts with integrity, learns from mistakes, thinks for themselves and flexible.

By encouraging these values from all learners it will help overcome barriers such as: gaps in learning, disability, behaviour issues, cultural and social issues, organisational issues, communication and attitudes.

Gifted and talented

Dv8 Academy expects that once it is fully operational and has its complete learner population of 400 that based on its previous 12 years of experience approximately 20% will fall into this category.

Learners who are highly talented in the areas of creative, music and media who have high career aspirations and are seeking an opportunity to further develop their knowledge and skills and seek proven progression routes into a career in the creative sector. Gagne (2003) said: *“Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical.”*

The types of gifted and talented have been categorised as follows:

- Successful on their own – don't have to work at it
- Challenging and frustrated
- Underground – don't want to show they are different
- Drop outs- refuse to be challenged
- Double-labelled (disability and gifted)
- Autonomous

(http://www.davidsongifted.org/db/Articles_id_10114.aspx)

Gifted and talented identification

There are five important elements to the identification process:

- The use of tests
- Parent feedback
- Pupil feedback
- Teacher identification
- Establishing a formal identification process

The use of tests

Objective test results can be useful in identifying gifted and talented learners, although the results need to be used carefully. A 'high' mark, for example, can indicate that a particular pupil is 'gifted' or 'talented' but a low mark would not necessarily imply that a pupil was not 'gifted' or 'talented.' Learners can under perform in tests, particularly those who are under-achieving and disaffected. These tests aim to measure verbal, written, number and vocational skills. The information can be used alongside examination results, previous school/teacher assessments and records. Whilst testing does have a role to play in the identification of gifted and talented learners it should usually only ever be one element in a wider identification process.

Parent feedback

It can sometimes happen that learners develop interests and hobbies outside of school which teachers are not aware of. In some cases the development of such hobbies and interests can be an indicator that a particular pupil may well be gifted and talented. A pupil might develop an interest in local history and thereby develop sophisticated skills of historical investigation and research. Communicating with parents to find out about learners' interests and experiences outside of school can therefore provide important information to help identify gifted and talented learners.

Pupil feedback

Allowing learners the opportunity to contribute observations about their own strengths and weaknesses, and also those of their peer group, can be an effective

way of involving them in the identification process. It can also provide useful insights which can help in the identification of underachieving gifted and talented learners.

Teacher identification

Teachers at Dv8 Academy will be able to, or trained to, identify those learners who are gifted and talented in relation to their peer group. Teachers often have a shrewd idea about the relative strengths and abilities of many of their learners, but research has shown that quieter learners, or those who do not so readily manifest their abilities, are sometimes less likely to be identified as gifted and talented.

The process of discussing and drawing up a Dv8 Academy checklist of qualities which gifted and talented learners might be expected to exhibit will be a way of ensuring that staff are clear and consistent in their understanding of the concepts, and application, of the notion of 'gifted and talented'.

Establishing a formal identification process

In order to ensure clarity and equity in the identification process it is important to establish a formal identification process which occurs each year and leads to the recording of the learners identified as gifted and talented. In order to ensure that changes to a particular pupil cohort are recognised in the identification process, it can be particularly helpful to review the identification each year.

During the initial induction week teachers formally observe their learners, and using their checklists to inform their judgements, feedback specific nominations, in a formal meeting held at the end of induction. Nominations can then be considered by the teacher responsible for gifted and talented learners, in the light of parent feedback, exam results and any feedback from learners that there might be.

How Dv8 Academy will organise learning for G&T:

- Acceleration – across year or subjects. The use of support staff who will review students' progress and act as advocates for students to take tests earlier, hand in assignments early and take part in additional classes
- Differentiation – extend the pupil with richer and more challenging tasks but not isolate. The strategy of identifying each of the G&T on every lesson plan with additional tasks/activities and support planned in advance will be transferred from Dv8 Training the Academy as this has worked effectively to date. It is a practice and culture that is already embedded in to the teaching and learning culture.
- Teacher-student matching. The methodology developed at Dv8 Training is that students perform best with tutors they respect for their vocational skills. Students who want to study a certain subject will be offered a teacher with a practical, often on-going, career in that area. This has the benefit of creating a relationship of respect for each other's skills very quickly. The offer of learning support in lessons is another way to help create positive working relationships and remove barriers to learning. Examples currently within Dv8 Training of G&T students are when they have access to their tutors via email almost 24/7 to ask for feedback on their ideas. This culture will be embedded into the Academy too.

- Mentoring/ cross age tutoring. The culture of Dv8 Training is students can sometimes be mentors or can act as ambassadors, such as representing the student body to stakeholder meetings. Or young people who have been successful in their careers often come to talk to students about their road to success and the hurdles they have had to negotiate
- Independent negotiated programmes. The culture from Dv8 Training is to monitor each student; the Academy will make sure that each G&T student is given challenging targets and has the opportunity to review these at least monthly.
- Competitions (individual and team) – lots of opportunities to mix and enjoy learning. The staff at Dv8 Training offer time outside class to their colleagues as well as the students to work co-operatively on projects and tasks. When there is a need for works of art to support a live event then teams are put together just for the show

Evaluating gifted and talented provision

The quality improvement process will ensure that:

- G&T learners have been identified and records kept
- Assessment of teaching and learning has ensured G&T learners are stretched
- Career progression of G&T learners is monitored in school and for 3 years after
- G&T learners are encouraged to be part of school alumni system
- G&T learners monitored for team/paired study as well as individual attainment

Other types of pupil that will come to Dv8 Academy include:

Low level skills / high academic attainment

Students who have achieved good grades in a mainstream academic setting and who have a passion for creative, music and media subjects but have not had the opportunity to develop these skills in a practical or applied setting due to the nature of previous school offer and resources / expertise available.

Based on previous experience that has bracket of pupil has been rare at Dv8 Training but with recruitment focusing on learners who can improve their academic attainment then it is anticipated that this may rise to be approximately 5% of the school population.

These learners will follow the same process as gifted and talented as they will hopefully be easy to identify in the assessment portion of the vocational skills initial assessment. Staff can quickly identify learners who are not able to use equipment or demonstrate performance skills in the induction period but they will be assigned a tutor who will design achievable goals that will be monitored frequently throughout the academic year. Experience at Dv8 Training in 2012/13 has found learners with low levels of vocational skills who are being offered extra tuition, sometimes after timetabled sessions are over in order to use the specialist equipment necessary.

High level skills/ low academic attainment

Students that have developed high level creative, music and media skills through personal interest, self-development or support at school but did not achieve in other academic areas and were not suited to a mainstream academic setting.

This group of learners will probably be a sub-set of gifted and talented and additional learning needs. The initial assessment will be particularly important here as there will be a choice for these learners of Dv8 Training or Dv8 Academy. There will have to be discussions with parents/carers and the pupil about their goals and progression routes. It is imperative with this group that the recruitment process is not focused on low level results from school but that they go through the same process as gifted and talented but in this case they will be referred to the SENCO for an additional portion of their individual learning plan and more diagnostic testing of academic skills. It is anticipated that approximately 5% of learners will be in this category, based on previous experience and the entrance requirements placed on learners entering the Dv8 Academy.

Students with additional learning needs (ALN)

Students who require a range of additional learning support due to learning difficulties / SEN statement or a disability. It is anticipated that based on learners within Dv8 Training that it is likely that the percentage of learners needing ALN support will be about 15%. In 2012/13 there was only one learner who came to Dv8 Training with an educational statement but the others were identified as being on the ALN spectrum in the initial assessment process.

Print disability is the term for those with a visual, cognitive or physical disability that hinders the ability to read print. It includes a range such as visual disability and dyslexia. This also includes all difficulties that involve reading instruction for calculations as well as comprehension. DfE 2010 said that 25.4% of boys and 14.3% of girls had a learning difficulty.

Print disability is one of the most common learning difficulties so we can expect at least 1 in 4 boys to need additional support. Within Dv8 Training the ratio is 50/50 boys and girls so this would extrapolate to 200 boys recruited and 50 having print disability issues. Girls requiring support would be 29. A total of 79 learners would be expected to need ALN support in this category.

Approximately 1 in a 100 is on the autism spectrum but the condition is more common in males. Study in 2006, Baird et al, put the figure at 1.6 in a 100. 50% of these have an IQ in the average to high range. Non-statemented SEN will be a challenge that will be discovered through initial assessment, self-disclosure and school records.

Formal testing for ALN is purchased externally at present but in Dv8 Academy the SENCO will be trained to undertake tests, analyse the results and develop a curriculum that will be measured in the ILP and supported as and where necessary using a variety of learning aids and resources.

ESOL/EAL

English as an additional language is another additional learning need. ESOL/EAL learners may be newly arrived and have the dual barrier of new language and new culture or they may have been resident some time but have a home and school language. <http://www.naldic.org.uk/>

Local colleges Leyton Sixth Form and George Monoux Sixth Form have 90% and 80% of minority ethnic heritage learners (Ofsted report data). These figures exceed those of the borough, Waltham Forest 2011 Census there were: 53.4% British White; 9.8% other white; 4% other mixed; 14.9% Asian; 0.9% Chinese; 15.5% Black; 1.5% other.

The survey of EAL in Waltham Forest schools in January 2012 found that on average 41.2% had EAL needs.

In Dv8 Training there are currently 69% of learners who come into the MEH category. Consequently Dv8 Academy will have to ensure that it can support and develop the fluency and writing skills of this large proportion of its intake.

Physical disabilities

Modified environment, adapted aids for academic and vocational studies, specialist IT equipment, arrangements for travel, arrangements for health and fitness activities. In addition to physical access to the school and all classrooms, disabled toilets and desks at appropriate levels there will be regular risk assessments undertaken and recorded for each disabled pupil before they start and at regular intervals throughout the academic year.

There would be a joint meeting with the pupil, staff, parents/carers and medical professionals to update the Education, Health and Care plan. A major issue for Dv8 Academy will be the provision of a health centre which will act as a recovery centre and where drugs can be administered in privacy and where necessary by an appointed person.

Learning disabilities and SEN

Dv8 Academy will ensure that all the documents it uses in paper format will be created in structured heading format that have a clear layout. All documents will be in electronic format to ensure that text size and text colour or background colour can be changed easily and quickly. Audio books will be sourced but in addition the IT department will load text-to-speech reader software.

Reader software has been used in exams in Scotland where the rubric was read out to the pupil taking the exam. DV8 Academy will ensure that these assistive technologies are as common to support learning as a pair of spectacles to help sight. The skills to use the assistive technologies will be shared across the staff and learners.

SENco will be qualified as a dyslexia specialist and be able to perform assessments to confirm need on the spectrum. The SENco will also liaise with feeder schools to

obtain previous assessment results to help design appropriate learning strategies and acquire assistive resources/aids.

Learning disabilities EAL/ESOL

EAL/ESOL teaching will involve lots of visuals, lots of learner discussions, translation of key words into various languages (using on-line translation to support). Open days for each culture to share with fellow learners and their families will form part of the learning strategies Dv8 Academy will employ.

Staff will be supported to develop their teaching skills such as scaffolding and embedding across the curriculum offer. Staff will also be encouraged to learn more about language acquisition processes, in particular formal and informal language across a variety of cultures and regional accents. Cultural events will be acknowledged using the intranet but celebrated where it is part of the curriculum offer.

English as a second language can be supported using Lexia Reading which will track progress. ESOL/EAL will be encouraged to establish international links to enable conversations in native and English about mutually beneficial subjects.

How Dv8 Academy will evaluate ALN/EAL provisions

The quality improvement process will ensure that:

- ALN/EAL learners are identified and records kept
- Assessment of EAL learners will ensure extended skills in spelling and writing as well as fluency
- Record keeping monitored for very specific targets
- ALN/EAL learners monitored at school extra-curricular activities and events
- ALN/EAL learners career progression monitored for 3 years after leaving school
- QI staff will peer assess against other similar provision locally and national

Support for learners from disadvantaged communities

The Dv8 Academy will draw a significant proportion of students from Waltham Forest and surrounding boroughs. Waltham Forest (WF) is one of the most deprived boroughs in England. It ranks 15th most deprived out of 326 local authorities in England and 6th most deprived of 32 London boroughs.

Achievement gap

One of the key targets for the Dv8 Academy will be to close the achievement gap between young people from disadvantaged backgrounds and those who do not face disadvantage. Historically Dv8 Training has delivered almost exclusively to young people from disadvantaged communities. Success rates and positive progression have been high at Dv8 Training with 93% of learners achieving their main qualification aim and 64% progressing to positive destinations.

Support from student services

Unemployment in Waltham Forest is higher than the national average (Ofsted reports 2012) and educational attainment is below the national average. The most effective evaluation tools for these learners will be success rates in qualifications and

employment or higher education. Retention and attendance can be the most important factors in success and this will be supported by the pupil behaviour, attendance and well-being arrangements described in detail in section D7. It is important that learner support works closely with the following external parties:

- Parents/carers
- Local authority
- Social services
- Health professionals
- And so on

However, it is just as important to work closely with all tutors to ensure that there is a free flow of information about learner progress and barriers to learning.

The main method of supporting learners will be through the learner support officer, based on the Dv8 Training model. All learners are interviewed by the learner support officer and then on a learner led basis. In Dv8 Training at least 49% of learners elect for a second and subsequent interview. Most of the issues are about finance but some are more pastoral and the learner support officer is vital at making links for and with the learner to gain external support.

It is anticipated that based on the experience from Dv8 Training that learners at Dv8 Academy will need support from student services to overcome financial, home responsibilities or other factors such as developing time-keeping skills to be able to take advantage of the learning offered at Dv8 Academy.

The 49% is based on experience but is expected that this is the maximum as the intake (60%) will come predominantly from learners who have been successful at learning at Level 2 in school and who may already have coping strategies to overcome these barriers to learning or who have problems that are acute and not chronic.

Dv8 Training have been particularly successful at supporting learners from disadvantaged backgrounds and overcome issues such as: home-carer; child or parent; recently released from custody or under probation order; addiction issues; unable to fund travel or extra-curricular activities; need to work part-time; lack of space to study at home; moving out of care or support to undertake internship.

Dv8 managers already know their local communities well whilst the staff team has a good understanding of the often complex circumstances and needs of individual learners. Learner support will be closely integrated with teaching and there will be good links with external agencies in Dv8 Academy based on already established networks.

What learners say

Learners are generally extremely positive about all aspects of DV8 Training. They particularly enjoy the creative elements of the courses and really appreciate the opportunities for them to work on real enterprise projects. Learners also appreciate the way they are treated while they are at DV8 Training. Learners say things like:

- “ [REDACTED] ”
- “ [REDACTED] ”

- “ [REDACTED] ”

Financial support

It is our understanding that learners will be eligible to apply for support from the government funded 16-19 bursary fund (<https://www.gov.uk/1619-bursary-fund>). Learners in the following vulnerable groups will receive a guaranteed bursary:

- Students who are looked after by the local authority or who are care leavers
Students who are 16-18 years old and receive income
- Students in receipt of both employment support allowance and disability living allowance.

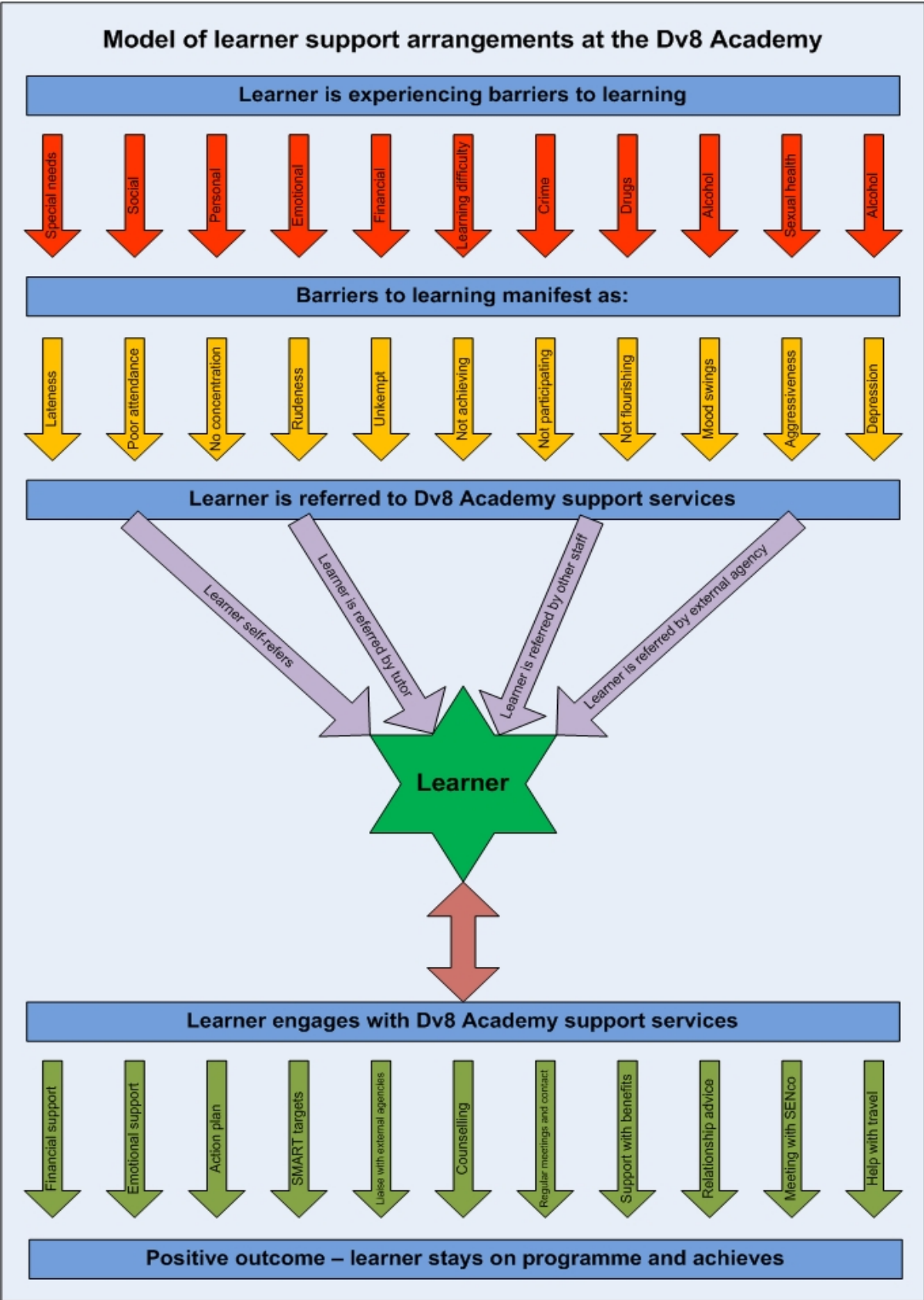
Other learners may be eligible for a discretionary bursary depending on personal circumstances and an assessment will be carried out with all learners to determine the level of award. All bursary payments will be subject to meeting acceptable standards for good behaviour and attendance and payments will be withheld if learners do not meet those targets.

Partnerships in learner support

Dv8 Training has a long track record of working in partnership with local agencies to support learners, and over the years we have proactively developed relationships with appropriate organisations. As detailed in the case study we regularly engage with partners in cases where this will help learners overcome barriers to learning. This can include working with support staff who are already engaged with the learner, such as social services, youth offending teams and so on.

We also act as advocates for learners when appropriate. This would most often mean liaising with government agencies or other organisations in cases where learners need support to access services. Another area of partnership working involves referring learners to specialist services when there is a need. For example a learner might need independent housing advice, counselling, bereavement or other specialist services that staff at Dv8 may not be qualified to offer.

The final aspect to our partnership working is engaging with organisations with expertise in certain areas, which can help with staff training and continued professional development (CPD). Recently Dv8 has arranged staff training days in areas like staying safe online and behaviour management, while also sending individual staff on external training as and when appropriate.



Organisation and evaluation of pupil support

Dv8 Academy will appoint a learner support officer who will be available throughout the year; not just academic terms. Dv8 Academy will train specialist recruitment officers, as per the Dv8 Training model who will help identify any learners who come with support issues.

Dv8 Academy will establish confidential record keeping systems that conform to safeguarding and e-security standards as already in place within Dv8 Training. Support will be recorded but will only be entered on ILP where it impacts on learning, for example, a comment on monitoring time-keeping would be entered on an ILP but not reasons.

Evaluation will be by learner success records, retention records and attendance records. Career progression of learner receiving support will be monitored for three years after leaving Dv8 Academy. Case studies of learner success will be published and recognised. Impact of learner support and the use of the behaviour, attendance and well-being policies in D7 will be measured by the success and feedback as listed above.

Initial assessment

The foundation stone of successful learning and pupil support is initial assessment (IA). Due to the nature of the qualification, it is conceivable that we will get students of varying skill sets. Therefore, IA is a fundamental tool that will help develop our teaching and learning goals for specific students.

For example we may recruit 11 A* candidates whose goals might be more portfolio based than level based. So through initial assessment we might need to develop certain areas of the curriculum, pushing them to achieve at a higher level. A possible scenario could be a partnership with HE partners which would enable us to run a series of open lectures at degree level with UAL London. On specific days our academy students could be working on a university type project, which relates to our curriculum. Once we've identified the strengths as a cohort, we'd possibly be able to develop 'higher level curriculums' based on numbers / HE partners.

The aim of initial assessment is placement. This is the decision on what level of provision is appropriate to the learner. Initial assessment must be administered by a practitioner trained to at least level 3 with the support of a qualified teacher. All results from these tools should be seen as contributing to one overall decision on placement which is based on one overall estimate of level. The result obtained from each individual tool is only an indication of probable level. Use the tools together to obtain a more accurate picture of the learner's level.

IA is a process, not just the administration of a single test. This provides insufficient data for a teacher to determine accurately the pupil's strengths and weakness and the most appropriate targets and support to achieve them. IA should not only identify weaknesses and strengths, it should help define the most appropriate methods of teaching and learning; a starting and end point; any resources to help learning and finally a list of all involved in the achievement of the learning goal:

- Initial assessment

- Discussion of results
- Learning plan
- Behaviour goals and targets

This plan will be completed by the support tutor and audited by the SENco.

To help develop a robust but meaningful IA Dv8 Academy will use the professional discussion tool below to record the complex facets involved.

Completion of the professional discussion tool will take place after a number of activities have taken place. These include an interview, completion of an on-line application and screening exercise, submission of work to an electronic portfolio, attendance at a taster session or one day in school. Where there is a need then diagnostic tests will be given but only under careful discussion and supervision.

Aptitude tests will be researched and after research and discussion with the SENco, undertaken by a pilot group of learners and staff. This will then also be incorporated into the initial assessment process. Dv8 Training staff members are already well versed in this format for initial assessment and with the advent of the school there will be more robust recording of the process. There will also be more links between the results and the preparation of sessions to ensure that differentiation is pupil not tutor or curriculum led.

Staff will be trained in the use of testing and the professional discussion tool. There will also be an opportunity for staff (teaching and non-teaching) to undertake units or a qualification in information, advice and guidance

A professional discussion of each element should assess if there is a direct or indirect need and what support is necessary

Developing the potential of Dv8 Academy learners using external agencies

Dv8 Academy will provide opportunities such as:

- Skills matched work placements
- Summer schools/ boot camps
- Additional training opportunities
- Partnering with experts on internships
- Establishing companies, sometimes limited companies
- Producing and selling products
- International connections and networks
- Allocating a learning coach who is a recent graduate of the learner's vocational topic

ICT supporting learning

Dv8 Training already has its own IT department who can design and host a number of learning platforms including VLEs. The goal for Dv8 Academy is to design a learning management system that will allow access to cloud storage but in a collaborative environment so learners can work together in school and outside. In addition there needs to be a system to track progress and accessibility issues. This

will have to be bought in as part of the wider MIS system described in D5 or developed in conjunction with the ICT manager and the finance manager.

ICT is integrated into almost every lesson and aspect of the curriculum with learners being encouraged to research in advance of lessons and work collaboratively. Where a pupil has additional support needs than they can access assistive technologies to enable them to work as effectively as their peers. The support that ICT can give to all learners is that it helps the teacher to differentiate their lessons and provides more opportunity for one to one coaching on a topic; it can give greater depth of knowledge and understanding to a pupil where they have had the opportunity to question and interact with the teacher.

To facilitate this method of teaching and learning the ICT manager will support tutors and supports in the integration of on-line learning and the use of current sites such as: Ted Ed, Khan Academy, Skills Live and You Tube

Ability Net will be invited to work with the ICT manager to ensure that Dv8 Academy is able to ensure that its hardware is able to be modified to support all learners regardless of disability. Software will be obtained through a myriad of sources to ensure all learning activities are adapted for as many learning disabilities as possible. This is being supported by the Loads2Learn programme which is sponsored by Dyslexia Action and the RNIB.

Dv8 Academy will invest in an electronic management system that will track attendance, lateness, formative and summative assessment, support requirements and resources, track teaching resources, text alerts, parents and carers alerts and information.

D5. Pupil Achievement

Vision for a graduating learner

Identifying pupil achievement and success at the Dv8 Academy can be captured by answering the following question: what do we wish a learner to be like when they graduate from the academy? Our school will be a success if the following is true on graduation:

Character traits exhibited:	resilient, confident, self-aware, self-sufficient, entrepreneurial, good communication, team work, proactive, generous, community minded, active, healthy, positive, knowledgeable, skilled
Opportunities gained:	work experience, professional links, industry exposure, health and fitness sessions, industry and cultural trips, industry and other guest speaker, learner voice participation – student governors, industry resource use
Future options:	social mobility, higher earning potential, higher level courses (FE Level 3, HE, work, self-employment)

The areas of achievement have been carefully chosen to ensure that they represent the elements that when achieved together will ensure success for the individual and for the academy as a whole. Targets for the Dv8 Academy and learners are therefore very ambitious. The areas for achievement and the targets can be seen in the table below.

Areas of achievement

Areas of achievement	Target
Vocational qualifications achievement	98%
Functional skills achievement	90%
Progression	100%
Retention	95%
Attendance	98%
Punctuality	98%
Learner Satisfaction (good / outstanding)	100%
Employer Satisfaction (good / outstanding)	100%
Behaviour	100% successful interventions
Pastoral care and pupil well-being	Support received 100% successful
Teaching and learning observation grades (good / outstanding)	50% - 50%
Staff morale	100% satisfaction at appraisal / survey
Staff retention	100%
Pupil participation in extra-curricular activities	100% at least one activity
Complaints (all)	0%
Ofsted Grade	1

All learners will be supported to maximise their potential and meet these targets. The ethos of high achievement and success at the Dv8 Academy will be underpinned by a rigorous monitoring, reporting and tracking system crucial to producing appropriate interventions for those learners and staff that are not on track.

The strategy for achieving the success we plan for includes a high level of learner support (described in D4) with an emphasis on both reward and sanctions covering all types of behaviour (described in D7). The disciplinary code is strong and dynamic with processes designed to pre-empt and deal very effectively with challenging behaviour. There will be a keen focus on ensuring a high level of respect and understanding between learners and they will be expected to have high levels of punctuality and attendance in order to retain their place at the school. Standards and targets will be reinforced at regular one-one reviews.

Progress towards overall success depends on the accomplishment of each individual target. The following section will focus on each target explaining what it is an indicator of, why it is achievable and what the means of measurement are to ensure progress is being made.

Vocational Qualification Success Rate – 98%

Qualification	Target
Functional Skills	90%
All other qualifications	98%

The targets are an indication of qualification success rates. At Dv8 Training success rates (not including FS) were 93% for 10-11. This provides a strong basis for a target of 98%. The target is realistic given that academy students will have additional resources and time allocated in the timetable to allow for self-directed study as well as actual contact time.

Assessment will measure both learner progress and absolute results. Regular one to ones will provide learners with ongoing feedback about all the work they are involved in, how they are doing and what they need to do to improve.

Functional Skills 90%

Functional skills underpin every single aspect of learning, work and life. All learners who don't have a level 2 in English and maths will study functional skills.

Success will indicate we are well above national averages (as can be seen from the table below) and that the learners are progressing from Dv8 with essential skills genuinely in demand.

Dv8 functional skills results for maths and English in 11-12 are well above national averages at level 1 and level 2 and our method of contextualisation has been especially commended by HMCI as a model of best practice (HMCI report, 2012). Further, The Dv8 Academy timetable allows double the contact time than at Dv8. There are also multiple exam windows to support retakes.

Subject	L1 OCR National average	DV8	L2 OCR National average	DV8
English Reading	67%	80%	50%	61%
English Writing	76%	86%	59%	77%
Maths	43%	60%	52%	100%

To ensure learners start studying at the right level and are focusing on the areas they need to develop most, they will all have a one to one and undertake an initial and diagnostic assessment prior to learning. Qualification success is determined via a stand-alone exam so the learners have to learn the skills then practice their application. Progress will be measured on an ongoing basis in class by the tutor by both mini tests and using one-to-one meetings, and entry for exams will be made appropriately.

Progression 100%

By achieving the target we will know that all our learners have been effectively supported to progress into employment, apprenticeships and further or higher education as aspired to in the our ethos captured in Section C. This target is achievable due to the following factors:

- High expected qualification success rate - vocational and functional skills
- Relevant industry and HE recognised qualifications
- Extensive group based and one to one careers planning and guidance through lead and support tutor
- The emphasis on developing employer relationships through the partnerships director and work experience manager
- Establishing progression routes with HE partners

Work readiness and progress to FE/HE will be assessed across their programme and captured via one to ones and the ILPs. Indicators will include qualification progress, attendance, punctuality, communication skills etc.

Retention 95%

Retention is an indicator of how much perceived value a student places in their programme of study, how much they are enjoying / engaged and feel in control of their learning, and the impact of external factors that become barriers to learning.

The curriculum and pedagogical methods described in D2 and the environment created for learning (as detailed in section D7) are the most appropriate for learners that are accepted onto Dv8 Academy courses and they will be highly valued by students. High competition for places due to the relevance and success of the programmes will reinforce the value of securing a place at the Dv8 Academy. In line with the vision, learning will be fun, engaging and challenging with additional high levels of learner support built into the staffing structure.

Learner initial assessment will be thorough, providing a detailed picture of their social, personal and educational needs. The right course and support will be available from the outset. Each learner will have a support tutor assigned to them. They will have regular one to one reviews with their support tutor to track their progress across all subject areas and to ensure their personal needs continue to be met. The support tutor will liaise with the ALS co-ordinator, the SENco and other members of the support staff team to ensure that the learner receives the most effective financial, pastoral and additional learning support possible. The process by which they receive support for any barriers to learning is described in more detail in section D4.

Attendance 98%

98% attendance will be one indicator that learners are not only present but they are engaged and their needs are being met in a way synonymous with the vision of a learners experience outlined in Section C.

High attendance rates are achievable due to the reasons given for high retention above. Further, much of the targeted preventative work the Dv8 Academy will do supporting good behaviour will also impact positively on attendance. The measures are described in Section D7.

Accurate monitoring will be crucial and appropriate software will be used to track learner attendance and punctuality and highlight trends as they arise. This will allow for us to produce appropriate interventions for pupils whose attendance is dropping for whatever reason.

Punctuality 98%

98% punctuality is another indicator that learners are not only present but they are engaged and their needs are being met in line with the vision.

High rates are achievable due to the reasons outlined above. Accurate and timely monitoring will ensure the appropriate support is provided and the effect tracked. For example a learner living somewhere requiring tube transport may be unable to afford to travel at peak times. The learner will be late and this will be highlighted in the register and by the support tutor. A referral to the ALS manager will be made. The ALS manager will have a budget to support with transport issues and any associated financial needs. The MIS encompassing the registration system will capture the data and associated information about the learner and information discussed and disseminated at regular course meetings.

Learner satisfaction 100%

Achieving 100% satisfaction from the learners will show we are providing a positive learning experience that provides inspirational learning opportunities, with an exciting and relevant curriculum.

This target is very much based on present trajectory. 93.4% of the 160 learners currently studying courses at Dv8 Training rate the learning experience as good or outstanding. This is an improvement on 10-11 which was 95%. The curriculum for the academy is broader and deeper with more support and inherent opportunities.

Direct feedback to tutors, the learner forum and regular learner surveys all provide excellent opportunity to gather learner feeling and opinion and make sure progress is being made.

Employer Satisfaction 100%

Achieving this target will show employers are happy with our interactions with them and be an indicator of good future partnership potential and direction.

In 10-11 100% of employers stated that their experience of working with Dv8 on the apprenticeship scheme was good or outstanding. In January 2013 Dv8 Training will gain the 'Getting the Tick' accreditation from 'Skillset', the sector skills council for the UK media industries. The aim of the accreditation scheme is to kite mark high quality delivery programmes of 'Skillset' issued apprenticeship frameworks.

As outlined in section F1, the Dv8 Academy board will include a director of employer partnerships to maintain relationships with key high profile employers. Employers that have already committed to act as ambassadors for the Dv8 Academy include ITN News, Universal Music and Barcroft Media.

The Dv8 Academy will continue to ensure employer relationships are maximised by conducting surveys every term to gather employer views on the ongoing standard of learner work in live briefs, attitude, skills and preparedness for work and how well Dv8 Academy learners meet the needs of their business. The director of employer partnerships will be in regular contact with all employers enabling them to respond to both formal and informal feedback.

Behaviour – 100% successful interventions

For all the reasons discussed in D7 (behaviour) and noted in the retention paragraph, we expect the environment created at the Dv8 Academy to be conducive to good behaviour. Purposeful, engaged learners who enjoy their time and learning space are less likely to misbehave.

We believe successful intervention starts before any disruptive behaviour is exhibited and a more holistic method of behaviour management should be in place. The ladder of consequences detailed in D7 is a model of our approach to interventions and includes both rewards and sanctions. For example, highlighting and rewarding positive behaviour such as helping others or arriving early and being prepared demonstrated to all the benefit of this type of behaviour. It can be seen and modeled by others and reduces the need for sanctions.

Being 100% successful with interventions will show that the ladder of consequences and the procedures it represents have merit.

Monitoring of learners behaviour is carried out unofficially at all times by all staff. Tutors and support tutors report on learner behaviour and will record all incidents in the MIS system.

Poor behaviour will trigger an immediate targeted intervention meeting. This will be attended by the learner and their tutor and is detailed in D7.

Pastoral care and pupil well-being – 100% successful interventions

Learner well-being is paramount to fulfilling our vision of developing well rounded successful learners. This will not happen by chance and as highlighted in section C a large section of our targeted demographic will be from disadvantaged communities. Learners will experience many barriers along the way, personal, social, financial and educational. Ensuring the right pastoral care is available and developing learner well-being is essential to overcome barriers to learning.

Successfully hitting this target would show that a number of different level interventions were working. Firstly that the well-being programme described in section D7 was being effectively delivered. This would empower the learners, making them more resilient and self-sufficient and reducing the need for more in depth interventions. Secondly that the support tutors would be working well with the learners in a coaching style relationship, identifying barriers as they arose. These would be solved together or the learner referred to the appropriate internal member of staff or external agency to help further. This could be the ALS manager, SENCO, social worker, doctor etc. This would be coordinated on behalf of the learner by their support tutor.

Dv8 Training has outstanding systems in place for pastoral care and the Dv8 Academy would take the best of what has been proven to work. In 2008 Ofsted noted that Dv8 Training has a 'good provision of pastoral and academic support and effective links with a range of external agencies'. In a focussed monitoring visit in 2011 Ofsted highlighted that since then 'significant progress' had been made in this area especially with the recruitment of a full-time additional learning support manager. They noted that 'potential barriers to attendance and success, such as transport, housing and finance problems, are now dealt with effectively and promptly'.

Regular course meetings will be held where learner progress and learner support requirements discussed. All members of staff linked to the learners will be present and appropriate referrals can be made.

The ALS manager will have a database where the number, type and frequency of interventions and referrals will be recorded. This will be carried out by individual and the outcome of each recorded. The destination of each learner is also recorded meaning intervention success can be analysed.

Teaching and learning observation grades (good 50% / outstanding 50%)

Perhaps nothing has more direct impact on learners than the quality of teaching and learning. No matter how effective other aspects of a school's provision might be it's what is delivered in the classroom that really matters.

Achieving the target for teaching and learning would on a macro level be an indicator that the vision is being realised and that the aims are being implemented. At the delivery level it indicates that:

- The right example, training, conditions and help are being given to tutors so they can teach to high standards
- Learners are fulfilling their individual potential through rich opportunities for learning, encouragement and support
- A high level of learning skill is being developed

(Adapted from 'secrets of outstanding schools', Gordon, G

<http://www.teachingexpertise.com/e-bulletins/secrets-outstanding-schools-7928>)

Last year at Dv8 Training 70% of observations were good or outstanding. Achieving the target is possible by creating the right conditions for tutors to thrive. The process by which we improve teaching and learning will be to develop the Dv8 Training model. Tutors will be required to attain teaching qualifications at external centres. Lesson observation and learner feedback, appraisal, regular IV visits and out of class informal discussions with other members of staff will all highlight how effective a tutor is. The lesson observations will provide empirical data for accurate monitoring and a basis for developmental feedback.

Areas of practice identified as needing improvement in any of the above forums will then be addressed formally by either the buddying system, at all staff training or on inset days and informally by the tutor keen to improve.

The buddying programme will be used to place this member of staff with another who has notable skills in a given area. A positive not punitive coaching relationship is formed and the AFIs worked on. SMART targets are set in regards to the aim(s) of the relationship and time built in to review outcomes and set next steps.

All staff training days and inset days address CPD issues identified by large numbers of staff at appraisal or during observations. This gives the opportunity for continual improvement.

Staff morale – good / outstanding 100%

If staff morale is good or outstanding it indicates the conditions in which they are working are favourable. They will feel a personal connection to the aims of the organisation. That they are happily engaged in their tasks, they feel purposeful and empowered and that what they are doing is making a difference. Staff will feel they know what to do on a day to day basis and how what they are doing impacts on others. They will feel that the combination of reward be it moral, financial, self-improvement or other is just. They will not feel that work pressure has become stress. It will be an indicator of a healthy effective school (Young, D (1998) <http://www.aare.edu.au/98pap/you98079.htm>).

A staff survey is carried out annually and questions are asked of all members of staff to find out how they feel about the areas noted above, essentially relating to all aspects of dv8 provision and what they would do to retain good practice and address concerns. The results are amongst other things a gauge for morale. The Dv8 training staff survey for the last three years show indicator measures for staff morale are high and consistently improving. For example in 2010 78% felt supported by their manager, and by 2012 it was 86%. In 2010 94.5% felt they were treated fairly and equally whilst at work and by 2012 it was 100%.

The results are not accidental. By applying the same ethos and approach to the management of staff at the Dv8 Academy we can be sure that morale will be high and every opportunity will be taken to continually improve.

To assess how things are progressing we will make sure the organisational structure is designed to be responsive and open to change for the better. There are a number of other ways to gauge and capture staff morale aside from just in the staff surveys and these will include:

- Regular informal meetings
- Regular line manager meetings (weekly/bimonthly/monthly as appropriate)
- Absentee frequency, pattern and type
- Appraisal and progress reviews
- All staff meetings – two per term
- Inset days – 5 per year

Happy, productive staff will have a direct positive relationship on the experience the learners receive.

Staff retention - 100%

Very much related to staff morale. If morale is high retention rates will benefit. Historically Dv8 Training has a very low turnover of staff.

A very high rate of retention is achievable for all the reasons given in the section on morale. Retention of staff will be discussed at regular senior leadership and board meetings. The processes by which issues are identified and interventions are monitored and tracked are captured in the above section.

Participation in extra-curricular activity – 100% at least one

The Dv8 Academy feel that participation in extra-curricular activity is a major factor in helping achieve all the targets set and most importantly for the learner in becoming all they can be.

Numerous studies point to the benefits of extra-curricular activity. In a paper looking at predictors of academic giftedness, Modi, Konstantopoulos, and Hedges (1998) found that gifted students appear to spend their time out of school participating in constructive activities. The research disclosed that a "50% increase (in the odds of being gifted) was related to involvement in extra-curricular activities" (p. 15).

They also discovered that involvement in extra-curricular activities helps at-risk learners. John Mahoney and Robert Cairns (1997) indicated that engagement in school extra-curricular activities is linked to decreasing rates of early school dropouts in both boys and girls. They found that such participation provides marginal students an opportunity to create a positive and voluntary connection to their school. Conversely, other strategies typically used to address the needs of at-risk students, such as school dropout prevention programs and remedial education, focus on the deficits of students and serve as a catalyst in the formation of deviant groups. (December 1999/January 2000 | Volume 57 | Number 4 Understanding Youth Culture Pages 87-88)

Having all learners participate in at least one extra-curricular activity will indicate we are achieving at least the minimum desired target. It will show that the activities are well received, appropriate to our client group and are engaging. It should also benefit in the achievement of many of the other targets such as qualification success, retention, learner satisfaction and well-being etc.

Dv8 Academy will poll both current learners and learners signed up for Dv8 Academy to find which range of activities would be best received. We will also look at those on offer at comparable organisations and research to measure pros and cons.

Monitoring of take up will be done by tutors by register and effect will be measured by talking to learners directly, through learner surveys, through the learner forum and from tutor feedback. Changes and developments will be discussed at management meetings and the learner forum and implemented with the blessing of all stakeholders.

Ofsted grade: Grade 1

The target to achieve a Grade 1 at the first Ofsted inspection will indicate that Ofsted judge the Dv8 Academy to offer outstanding provision to the learners it serves.

The Dv8 Training senior management team and board members of The Dv8 Academy will ensure that the successful ethos and good practice that has developed at DV8 Training will be transferred into all aspects of the vision and ethos of the Dv8 Academy.

Dv8 Training was first inspected in January 2008 and achieved a 'good' grade with outstanding features including an outstanding contributory grade for equality and diversity and outstanding for 'meeting the needs and interests of learners'. In the Ofsted monitoring visit of September 11 the inspectors judged that Dv8 had made 'significant progress' in four key areas of provision, and had made 'reasonable progress' in three key areas.

At the monitoring visit the inspection team noted: "DV8 is good at using data to set targets and maintain standards and sets ambitious targets for learner achievement, particularly for the NEET client group engaged in foundation learning. High standards are maintained at DV8 through the shared ethos and culture of improvement that is demonstrated across the staff team.

"There is a common understanding of using creative industry projects as the vehicle to deliver DV8 courses and communication is open and dynamic so that DV8 can be responsive to meeting the needs of learners. Extensive staff and learner staff surveys in 10-11 have given DV8 a clearer picture of the views of these key stakeholders and these views have fed into all aspects of self-assessment and improvement planning.

"Leadership and management are judged as outstanding by DV8. Dynamic and responsive management support the culture of continuous improvement with frequent management meetings, supervision meetings for staff and regular course meetings to review progress and address emerging issues. Significant progress has been made in developing quality improvement arrangements to improve the provision for learners, share good practice and fully involve all relevant stakeholders in the self-assessment process."

The foundation for achieving a grade 1 is solid and there is time to research and develop these systems further based on existing first-hand knowledge and through adapting best practise from the sector.

Ongoing progress in all areas can be measured and specific areas targeted by applying the successful self-assessment and improvement approaches noted by the inspection team to the Dv8 Academy. This will ensure quality improvement arrangements continue to develop and the day to day provision is Grade 1.

Monitoring and reporting systems

Accurate, timely, targeted monitoring reporting and analysis of a learners' progress is key to ensuring their success at the Dv8 Academy and learner success will ensure that the ambitious targets set are met.

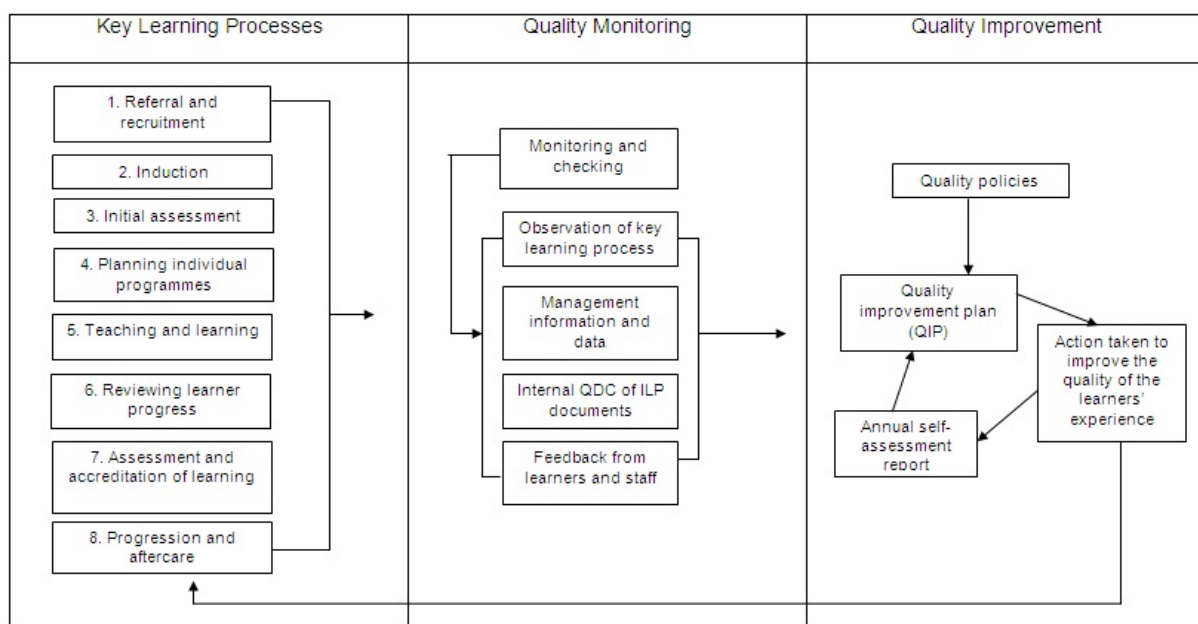
The key learning processes describe what we will do to plan and support each stage of the learner's experience with DV8 Academy. They describe what we need to do to ensure every learner has an outstanding learning experience.

Quality monitoring involves checking that each key learning process is being followed and/or is working from a learner's point of view.

Quality improvement involves analysing the information we collect through quality checking. Using this information we will be able to identify our emerging strengths and areas needing improvement and what we need to do to improve the learning experience. We will summarise this information in an annual self-assessment report and track progress in taking action through a quality improvement plan (QIP).

The monitoring and reporting systems fit into the quality monitoring process of the wider academy quality improvement cycle. This cycle is designed to ensure the continued improvement of Dv8 Academy and the learner experience. The quality cycle is represented diagrammatically below.

Quality improvement and key learning process at the Dv8 Academy



The self-assessment process and learner information

Monitoring, analysis and reporting on data will be an ongoing process and allows for comparison of headline performance data against national benchmarks and internal targets. Dv8 Academy will gather data from a range of sources that relates directly to learner achievement and data that may have an influence on their achievements. This will include: learner centred feedback, staff views, registers (attendance and

punctuality), teaching and learning and other KLP observations, achievement and progression statistics and external reports including from Ofsted inspection.

The forums for analysis and action will be regular staff and management meetings to reflect on and address issues or improvements across the year. Generic agenda points will be used across the meetings to ensure specific standards in quality are being met. This includes points on quality, functional skills and learner assessment. Further, post course reviews will be carried out for all courses and areas for improvement and building on strengths action planned. All meetings will be minuted with SMART action planning. We will also collect all the information necessary to fulfil our statutory obligations with regards to reporting each learner's progress in termly reports to parents / carers.

A formal appraisal will be held with all staff to gain their feedback annually to ensure staff views are integral to the culture of quality improvement and the general progress of learners.

The following data will be collected before the learner starts to help ensure the learner is able to study with us, is on the appropriate course and support requirements are identified early:

Pupil data

Basic details – gender, ethnicity, language, religion, nationality, passport details

- Pastoral details – including registration group, year group, languages spoken, medical and dietary details
- Agency and contact details associated with pupils and their relationship – including phone numbers, details of relationship with child, parental responsibility, languages spoken, correspondence history
- Parental consent – details of permissions to take photos, internet access in school etc.
- SEN details
- School history details
- Communication log
- Linked documents

Data collection, storage and analysis

The table below details the areas of achievement we have set targets for, the information source we will go to in order to monitor and report effectively on the target and the device or system we will use to store the information. It also highlights who is responsible for collecting the information and analysing it and in both cases how often this will be scheduled for.

For example we will be aiming to have 98% attendance across all courses in a given academic year. We can see from the table above that attendance is number 5 in the table above. The information source to check on progress toward this target and to get the final attendance figure is the register. The staff member responsible for ensuring data is collected on a daily basis is the lead tutors on the respective course. The staff members ultimately responsible for analysing the data with regards to the target are the course managers and the deputy head.

Table showing responsibility for collection and tracking of KPI data

Areas of achievement	Information source	Storage device	Who collects and when		Who analyses and when	
			Staff member	Frequency	Staff member	Frequency
1 Vocational qualification achievement	Qualification tracking grid	SIMs		Weekly	IV, VCM / DH	Ongoing and mthly
2 Functional skills achievement	Qualification tracking grid	SIMs		Weekly	IV, FWECM / DH	Ongoing and mthly
3 Progression	Progression table	SIMs		Weekly	CMs / DH	Ongoing and mthly
4 Retention	Register	SIMs		Weekly	CMs / DH	Ongoing and mthly
5 Attendance	Register	SIMs		Daily	CMs / DH	Ongoing and mthly
6 Punctuality	Register	SIMs		Daily	CMs / DH	Ongoing and mthly
7 Learner satisfaction	Learner survey	Online - Intranet		Termly	CMs / DH	Termly
	Learner forum	Minutes - Intranet		Monthly	CMs / DH	Monthly
	Course meetings	Minutes - Intranet		Monthly	CMs / DH	Monthly
	Learner / tutor feedback	Intranet		Daily	CMs / DH	Ongoing and mthly
8 Employer satisfaction	Employer survey	Online - Intranet		Termly	EE / DH	Termly
	Employer feedback	Minutes - Intranet		Monthly	EE / DH	Ongoing and mthly
9 Behaviour	Individual learner record	SIMs		Daily	CMs / ALS / DH	Ongoing and mthly
10 Pastoral care and pupil well-being	Individual learner record	SIMs		Daily	ALS / DH	Ongoing and mthly
	Register	SIMs		Daily	CMs / DH	Ongoing and mthly
11 Teaching & learning observation grades	Observation matrix	Online - Intranet		Termly	DH	Termly
12 Staff morale	Staff survey	Online - Intranet		Twice yearly	DH	Twice yearly
	Appraisal records	Online - Intranet		Twice yearly	DH	Twice yearly
	Informal staff feedback	Minutes - Intranet		Weekly	DH	Weekly
13 Staff retention	Retention matrix	Online - Intranet		Termly	DH	Termly
14 Pupil participation extra curricular activities	Register	SIMs		Daily	FWECM / DH	Ongoing and mthly
15 Ofsted Grade	Ofsted	Online - Intranet		As appropriate	DH, PD	As appropriate

Key: Vocational course manager (VCM), Functional wellbeing and enterprise course manager (FWECM), Deputy Head (DH), Additional learning support manager (ALS), Learner forum manager (LF), IV lead and exams officer (IV), Vocational lead tutor (VLT), Function skills lead tutor (FLT) Support tutor (ST), Employer engagement manager EE, SENCO, Principle designate (PD)

Dv8 Academy will use either the SIMs or BROMCOM MIS systems both with a number of specialist additional modules. The system will be a comprehensive, fully integrated MIS system for entering, accessing and analysing the learner data required to monitor progress toward the targets identified at the beginning of the section and for returns to the EFA. Dv8 Academy will ensure the system covers the following areas:

Core MIS system features

- Pre-admissions function – capture future pupil details
- Communications – generate mail merge, individual letters and alerts quickly and easily, school diary
- Administration reporting engine for all aspects of the database – including registration groups, contact lists, dietary and medical needs, birthday lists and achievement summaries
- Reports – quick drag and drop reporting tools, reporting wizard and option to highlight your favourite reports for quick and easy access directly from the Homepage
- Dietary and medical information which can be reported on at any time

- Staff records - including contact details, CRB checks, qualifications, training records, references and absence records which can link to the
- Cover module in timetabling
- Automatic completion of statutory returns - including pupil returns and the Staff Central Register return
- Former pupils – access details of former pupils, including their leaving date
- SEN – capture relevant details, manage reviews and hold individual academic tutoring plans.

Additional modules

- Attendance / assessment and reporting / curriculum management

The system will give tutors access to all school data within the classroom and beyond and as such will use a browser-based cloud solution. Tutors will have access and entry capability in the following areas:

- Attendance register
- Pupil assessment
- Pupil behaviour
- Alert functions
- Messaging system
- SEN information

Interventions

The data collected will be analysed to assess progress against target. The following section outlines examples of what we would do if the targets we have set are not being met and conversely if they are being exceeded.

Targets met or exceeded

Learner satisfaction – 100% good or outstanding

The deputy principal (DP) would look at the breakdown of the survey responses by course. The areas that learners said were good would be subject to targeted interventions. The deputy and course managers would feedback to the respective tutors and actions put in place to achieve outstanding by the next survey.

Teaching and learning observation grades – 100% good or outstanding

If for example 75% were good and 25% outstanding the deputy would target the tutors who achieved good grades. They would be the subject of a buddying partnership. This is a key feature of the Dv8 Training and Dv8 Academy CPD offer. The DP would pair up the 'good' tutor with another tutor graded as 'outstanding' and work on the development of the relevant skills, knowledge and practice. The relationship would be one of coach or mentor depending on need. The good tutor would be able to observe the outstanding tutor in action and then practice in their own class supported by outstanding tutor with time for reflection and evaluation. The buddying system could be rolled out to any partnership organisation and also commercially for further tutor development in the sector.

Targets not met

Vocational qualification – 98%, functional skills qualification– 90%

At monthly course meetings attended by all staff the course manager would be responsible for checking qualification progress against target. Any learner seen to be struggling or slipping would be the target of an intervention. This could be by the ALS, support tutor, SENco etc. The same would happen at the monthly functional skills meeting. This intervention could happen earlier if for example the lead tutor flagged up a regularly non-attending learner.

Progression –100%

The marketing and recruitment team are responsible for tracking. Monthly meetings held were this team have to report to the DP. All aspects of provision could be examined to build a picture of what needed to be improved or what was missing from the provision overall. This would include the quality of work experience, teaching and learning observations, conversations with all staff etc. Whatever aspect was found to be below target SMART actions would be set in the appropriate forum to focus on progression.

Retention – 95%, Attendance 98% and Punctuality 98%

All measures will be monitored on a course by course basis by CMs as part of regular monthly course meetings. Any learner that is repeatedly absent or late or who leaves will be discussed. A conversation between all involved with the learner will ensue. The CM, tutor, ALS, SENco and again SMART actions would be set in the appropriate forum involving the right support.

Learner satisfaction – 100% good / outstanding

The survey is created and arranged by the DP to be completed once a term. The DP will analyse the results. The areas that the learners are not happy with are apparent and actions to rectify situation can be taken by DP and delegated to the relevant member of staff. For example if there is a general dissatisfaction with functional skills delivery then issue will be raised and an action plan drawn up with the functional skills manager.

Employer satisfaction – 100% good / outstanding

The survey is created and arranged by the DP annually. The DP will analyse the results. The areas that the employers are not happy with will be apparent and actions to rectify situation can be taken by the DP, discussed and agreed with the relevant member of staff. For example if there is general dissatisfaction with the level of the learner preparation for the job role then the issue will be raised and actioned with the employer engagement manager

Behaviour – 100% successful interventions

There are structured arrangements for accountability detailed in D7

Pastoral care and pupil well-being – support received is 100% successful

There are structured arrangements for accountability detailed in D7

Teaching and learning observation grades – good 50% / outstanding 50%

The DP is responsible for co-ordinating the quality improvement arrangements. The CMs do the observations. If improvement is required then support and a development plan will be agreed with the line manager. This could be use of the buddying programme described above.

Staff morale – 100% satisfaction

Ongoing detailed analysis of staff survey, observations, appraisals etc. to see direct comments and trends. Qualification achievements by learners, learner surveys to build up picture. The DP will coordinate.

Staff retention – 100%

DP to monitor and check for trends and conduct exit interviews and act appropriately on information gathered.

Pupil participation in at least 1 extra-curricular activity

The extra-curricular activities are detailed in D2 enrichment activities. The extra-curricular activity administrator will be responsible for collating registers. A report will be completed for monthly meetings with the DP. If a learner is not participating their support tutor will be made aware and the reasons investigated further. The support for the learner will be provided via the support tutor and will involve the relevant members of staff.

Ofsted Grade 1

Self-assessment processes need to be robust quality improvement planning dynamic in order to support a culture of continuous improvement across the organisation.

Accountability and performance management

The system of accountability is detailed in D3 and is inherent in the staffing structure diagrams. Each position is described outlining what they are responsible for and who they manage. If targets are not met or there are other issues in performance or discipline they are dealt with first by the line manager and ultimately the DP.

The deputy principal will be responsible for co-ordinating CPD for staff as outlined in their section in D3. The CPD opportunities for staff will be wide ranging with a programme of general development that will include, 2 contractual CPD days, six all staff training sessions and five inset days. Here CPD issues pertinent to sector guidance, industry best practice or as identified by large numbers of staff at appraisal or during observations will be covered.

CPD is individualised with the line manager and DP working with the respective member of staff to ensure they can fulfil their potential. One method is the Dv8 Academy buddying programme. The buddying programme is in place to develop best practice be it improving an area of weakness or building on an outstanding one.

In the first year of the school the buddying and group CPD work will be undertaken with consultants across all areas of curriculum development.

Engaging parents / carers

Parents and carers will be proactively engaged in the work of their learners and with the Academy. (This approach will ensure best behaviour and attendance and is outlined in D7).

The following will be provided:

- An information for parents booklet, providing answers to frequently asked questions from parents / carers
- An Academy calendar detailing key dates in the year (within this booklet)
- An opportunity to meet with subject tutors prior to starting at the Academy and on parents' open evenings and discuss your son/daughter's progress
- A personal link with the Academy via your son/daughter's support tutor
- Appropriate access to the VLE to see homework/projects set, progress made and other information
- A termly report in both electronic and hard format on the VLE and sent to all parents/carers detailing personal progression toward goals including the following:
 - Punctuality and attendance
 - Positive achievement such as:
 - Passing an exam or module
 - Exhibition of one of the key character traits outlined at the start of section D5 such as: resilience, confidence, good communication, team work, pro-activity, generosity etc
- Contact when there is a problem with your son/daughter's attendance, punctuality or progress
- A prompt response to any enquiry
- An appointment, if the Academy or parent/carer needs to discuss any aspect of their son/daughter's welfare and progress at the Academy
- An Invitation to attend any of the conferences held at the Academy
- An invitation to learner events such as performances, festivals and concerts
- An invitation to take part in enrichment and extra-curricular activities
- An invited to get in touch with the Principle or deputy if there are any problems at home be they financial, emotional or so forth

There will be one parent governor voted for by the parental population.

D6. Dv8 Academy admissions policy

Practical arrangements and eligibility criteria

- Applicants must be between the ages of 16-18 on the first day of their course.
 - Apart from applicants to the 2 year L3 course who must be 16 or 17 on the first day of their course
- Applicants for L2 courses must have at least 5 GCSEs at D or below (or equivalent) including English
- Applicants for L3 courses must have at least 5 GCSEs at C or above (or equivalent) including English
- There are 20 places available on each programme
- There is no catchment area for the academy but applicants must be able to travel to and from the centre in a reasonable amount of time

- The academy will run for 40 week term from the beginning of September to the end of July and will observe the Waltham Forest dates for Half terms, Easter and Christmas

Timetable of applications process for September 2014 places

Marketing of courses begins	As soon as DfE confirm success of bid
Applications open	2 nd September 2013
Interviews begin	6 th January 2014
Interviews finish	28 th February 2014
Places awarded and offer letters sent	21 st March 2014
Successful candidate accept places by	4 th April 2014
Unsuccessful candidates notified	11 th April 2014
Waiting list candidates notified	11 th April 2014
“Keep in touch” taster sessions	July 2014
Clearing process for unfilled places	August 2014
Boot camp inductions start	2 nd September 2014
Courses start	9 th September 2014

Planned admission numbers

300 new learners will be admitted in September each year. 100 of those learners who are on 2 year L3 courses will continue into their second year. Therefore total learner numbers in year 1 will be 300, and total numbers in year 2 will be 400.

Date	L2 1 year x 5	L3 1 year x 5	L3 2 year x 5
September 2014	100	100	100
September 2015	100	100	100
September 2016	100	100	100

Equal opportunities

The academy is committed to equal opportunities and admits learners who can cope with the academic requirements of L2 or L3 courses as appropriate. All learners will have equal access to the curriculum and there is a learning support programme for students with special needs. Applications are encouraged from all sections of the community and admission arrangements will be monitored to ensure that all applicants are considered equally in compliance with the Equalities Act 2010. The aim is that the academy community should broadly reflect the community of Greater London.

Application

- Students or parents / guardians may obtain a prospectus in any of the following ways:
 - by phone, written request or by visiting the academy
 - by visiting our website at www.dv8academy.com
- We strongly recommend visiting the academy during an open day before applying. This will enable applicants to understand the way in which the academy works

- Applicants should contact the admissions office to arrange an interview at the earliest possible opportunity
- Applications will be particularly encouraged from learners who are attending Dv8 Training or Dv8 Academy provision and who are interested in progressing to a higher level course at the Dv8 Academy
- All applicants who meet the qualification criteria detailed above will be interviewed for their chosen programme and will be required to take part in workshops and / or auditions. The purpose of workshops and auditions is to establish the applicant's aptitude and talent for their chosen area of study.
- The academy will admit students who are able to demonstrate:
 - Aptitude and talent for their chosen specialism
 - A clear commitment and a real determination to study, practice and succeed
 - The stamina and drive for the demanding academy timetable
 - That they would benefit from the education and progression opportunities offered by the Dv8 Academy
 - An aspiration to a career in the creative industries
- These criteria will be assessed by experienced academy staff using a combination of the following sources of information
 - Rigorous interview
 - Assessment at workshop / audition
 - Portfolio of work (physical or electronic)
 - References from school or college tutors
 - Curriculum vitae
- Once all applicants have been interviewed and assessed the admissions team will meet to discuss the candidates and award places. Decisions to offer a place will be based on eligibility, aptitude and potential as detailed in the criteria above.
- In the event of a course being over-subscribed by learners of equal ability and potential, places will be allocated on the basis of the following criteria:
 1. In care or care leaver
 2. In receipt of income support
 3. Current or former learner at Dv8 Training or Academy
 4. Date of application (priority given to earliest application)
 5. In the event of more than one applicant with the same admissions criteria, admission will be decided by a random lottery
- Successful applicants will be informed via an offer letter detailing any conditions (for example achievement of grades to meet eligibility criteria)
- In the event of over-subscription candidates not chosen will be placed on a reserve list and informed of their place on the list in order to enable them to evaluate their options
- Unsuccessful applicants will also be informed via letter
 - Brief feedback will be provided on request to unsuccessful candidates
- Applicants offered a place must formally accept the offer within 14 days of the date of the letter or the offer may be withdrawn

Dv8 Academy admissions appeals policy

The objectives of the Admissions Appeals Policy and Procedure are to ensure that:

- applicants are able to have concerns about the admissions process heard
- the academy's admissions appeals procedures are clear
- throughout the process of admissions the proper procedures are followed

Stage 1

- If an applicant is not offered a place the applicant may write to the admissions department confirming they want to appeal and detailing why they think the decision should be reviewed.
- This letter must refer to the admissions criteria and should detail the reasons for the appeal. Appeals must be received in writing within 14 days of the date of the decision letter.
 - We recommend that applicants obtain a proof of postage when sending an appeal letter as the Dv8 Academy cannot be held responsible for non-delivery of appeal letters. Date stamped envelopes will not be considered proof of postage.
 - We will not accept requests for appeals via email, fax or telephone.
- The appeal will be considered by a manager in the admissions department
- The applicant will be informed by letter of the result of their appeal and the reasons for the decision
- The applicant may then be:
 - Informed that the original decision was correct and be refused a place
 - Informed the original decision was incorrect and be offered a place
 - Be offered a second interview in the presence of a member of the senior management team.

Stage 2

- If an applicant is not offered a place after the first appeal and the applicant believes that this is because the admissions procedure has not been properly and fairly applied, they may appeal in writing to the chair of governors
- This letter must refer to the admissions criteria and should detail the reasons for the appeal. Appeals must be received in writing within 14 days of the date of the decision letter.
 - We recommend that applicants obtain a proof of postage when sending an appeal letter as The Dv8 Academy cannot be held responsible for non-delivery of appeal letters. Date stamped envelopes will not be considered proof of postage.
 - We will not accept requests for appeals via email, fax or telephone.
- The academy will then send a letter from the chair of governors acknowledging receipt of the appeal. If the chair is not satisfied that the appeal is made on an allowable basis (i.e. failure by the academy to follow its published admissions procedure) the letter will say this and there will be no further consideration of the matter.
- Appeals made on an allowable basis will be referred by the chair of governors to a panel of three senior academy staff not involved in the original decision or appeal
- After careful consideration of the procedures followed, the panel will decide whether to:
 - uphold the original decision to refuse a place, or

- refer the application back to the academy to be considered afresh.
- The decision of the panel is final and will be communicated in writing within 14 days of the panel hearing

D7: Pupil behaviour, attendance and well-being

Behaviour overview

“The behaviour in school of the large majority of children is good, as it always has been. Where instances of bad behaviour occur intervention must be swift, intelligent and effective. This intervention must protect the interests of the majority while aiming to change the behaviour of those causing the difficulties.”

(https://www.education.gov.uk/publications/standard/arc_SOP/Page8/DCSF-00453-2009 accessed 16/11/2012)

Behaviour in schools

Sir Alan Steer’s 2009 report into behaviour in schools stated the following six core beliefs, which DV8 has used as the basis for establishing arrangements to ensure good behaviour:

- Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour;
- There is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent in implementing good practice in learning, teaching and behaviour management;
- The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff;
- Respect has to be given in order to be received. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard;
- The support of parents is essential for the maintenance of good behaviour. Parents and schools each need to have a clear understanding of their rights and responsibilities; and
- School leaders have a critical role in establishing high standards

(Learning Behaviour: Lessons Learned - A Review of Behaviour Standards and Practices in our Schools. DSCF 2009)

Ofsted’s findings

In addition we will apply the lessons learned from Ofsted’s review of schools that excel in challenging circumstances, which established the following:

- Schools excel at what they do, not just occasionally but for a high proportion of the time.
- They prove constantly that disadvantage need not be a barrier to achievement... that schools really can be learning communities.
- They put students first, invest in their staff and nurture their communities.
- They have strong values and high expectations that are applied consistently and never relaxed.
- They fulfil individual potential through providing outstanding teaching, rich opportunities for learning, and encouragement and support for each student.

- They are highly inclusive, having complete regard for the educational progress, personal development and well-being of every student.
- Their achievements do not happen by chance, but by highly reflective, carefully planned and implemented strategies which serve these schools well in meeting the many challenges which obstruct the path to success.
- They operate with a very high degree of consistency.
- They are constantly looking for ways to improve further.
- They have outstanding and well distributed leadership.

(Twelve outstanding secondary schools excelling against the odds. Ofsted February 2009)

Inspirational opportunities

The overarching vision of the Dv8 Academy, as detailed earlier in this application, is to provide a stimulating, immersive and interactive education experience, and as such we hope and expect that learner engagement with the organisation will be deep and profound. Learners that are involved with learning, their environment and with the academy community are much more likely to have good attendance and punctuality, exhibit good behaviour, achieve well, make good choices, make purposeful progressions and therefore flourish.

The fundamental driving force behind achieving good behaviour, attendance and punctuality in the Dv8 Academy will provide inspirational opportunities for learning. As detailed in D5 all teaching in the academy is to be good or outstanding. Additionally the creative industry curriculum and enrichment opportunities will inspire and motivate learners who have demonstrated interest and aptitude in their chosen specialist area.

Academy environment

The environment will be visually stimulating and exciting with innovative design and public art. It will be designed to maximise opportunities for planned and spontaneous learning as well as creating spaces for creative collaboration between learners and staff. Equipment and facilities will be industry standard and the chance to attend the school will be so prized by learners they will want to be on time and make the most of every moment they are there.

The site will be kept clean and litter free at all times and any broken equipment or facilities will be mended immediately. This will foster a sense of pride and belonging, and therefore encourage good behaviour, among the whole school community.

Total engagement

Learning opportunities will be scheduled all day every day, as well as optional enrichment activities before and after the normal school day. Learners will be so busy and engaged with the opportunities to gain knowledge, skills and experience that they will be highly motivated to attend and be punctual.

Staff responsibilities

"It takes a village to raise a child" and the academy will be structured around the principal that all the adults working there shall take an active, inspirational role in learners' lives. Staff will have high standards and model exemplary behaviour in and

around school as well as when engaging with learners on external industry projects. Adults in the academy will be encouraged to take an active interest in all learners, not just those on their own programmes. Strong leadership from the SLT is particularly important in these areas.

Learner voice

It is vitally important that learners have meaningful involvement in the running of the academy. They are the key stakeholders in the organisation and without their full engagement the purpose of the school is fatally undermined. Learner voice activities are therefore to be a material part of academy life and governance. We will never take a decision without considering the fundamental questions - what is the effect on the learner, and how will what we are about to do impact on behaviour? Learner feedback will be welcomed at every stage of the learner journey and the results used to inform decision making. As a result learners will feel a sense of belonging, of being part of something bigger than just themselves and good attendance, punctuality and behaviour will be the consequence.

Professional environment

The academy will function as a professional work environment with the underlying principle that “we are at work not at school”. Expectations of learner behaviour and professionalism will be as high as if they were employed. Industry experts will come in and speak to learners to raise their understanding of expectations in the creative industries. Learners who are ready for work will demonstrate a deep understanding of appropriate timeliness and good behaviour and will therefore lead their peers in this area. These will be the learners who are selected to take part in work placement opportunities.

Policies and procedures

The Dv8 Academy will have a cross organisation policy of having the same policies for staff and learners (i.e. talk about “people” behaving rather than having separate arrangements for staff and learners). This levelling of the playing field speaks volumes about our high expectations of learner and staff behaviour, builds a culture of mutual respect and understanding and hence leads to good attendance and behaviour.

Wider community

Families, parents and carers will be proactively engaged in the work at the academy. They will be invited to information evenings, events, and even to take part in enrichment and extra-curricular activities. Staff will send positive information home when learners achieve or reach important milestones in their progression:

- [REDACTED] passed his exam
- [REDACTED] came in on time for a whole week
- [REDACTED] helped another learner who was upset

Building relationships such as these reinforces good attendance and behaviour and establishes high levels of trust which can be utilised in the event of challenges with individual learners.

Security

The security team at the academy will be trained to operate in new ways:

- To be welcoming and open – the first face any learner or visitor sees at the academy is a friendly one
- To look for instances of good behaviour and to praise learners when appropriate
- To be sources of information
- To be helpful, supportive and engaged in learners' success
- To play a full part in the life of the academy

This is in order to build relationships, so that should there be any security issues there is a mutual level of pre-existing respect.

Communication

Good attendance and behaviour will be supported with a monthly newsletter to staff, learners, parents, carers and other stakeholders. Focussing on learners, the newsletter will be an opportunity to model examples of exemplary attendance and behaviour, shine the light on examples of excellent work, case studies demonstrating successful progression and to give feedback from the learner forum.

CPD

Staff will be supported to deliver the good behaviour agenda with an ongoing programme of induction and continued professional development focussing on ways of implementing the arrangements detailed in this section.

Financial support

It is our understanding that learners will be eligible to apply for support from the government funded 16-19 bursary fund (<https://www.gov.uk/1619-bursary-fund>).

Learners in the following vulnerable groups will receive a guaranteed bursary:

- Students who are looked after by the local authority or who are care leavers
Students who are 16-18 years old and receive income
- Students in receipt of both employment support allowance and disability living allowance.

Other learners may be eligible for a discretionary bursary depending on personal circumstances and an assessment will be carried out with all learners to determine the level of award. All bursary payments will be subject to meeting acceptable standards for good behaviour and attendance and payments will be withheld if learners do not meet those targets.

Individual learning plans

All learners will complete an individual learning plan (ILP) with their support tutor. The ILP will be a record of a learner's prior attainment and induction. Additionally all learners will complete their key aims and then from that create specific, measureable, achievable, realistic and time-bound (SMART) targets to work towards by their next review meeting, which will be every four weeks. The learner will discuss progress in all three areas of their course (well-being, vocational and either functional skills or enterprise) as well as any social or personal issues that are affecting their learning. This system will identify issues early and help learners to plan, hence improving attendance and behaviour.

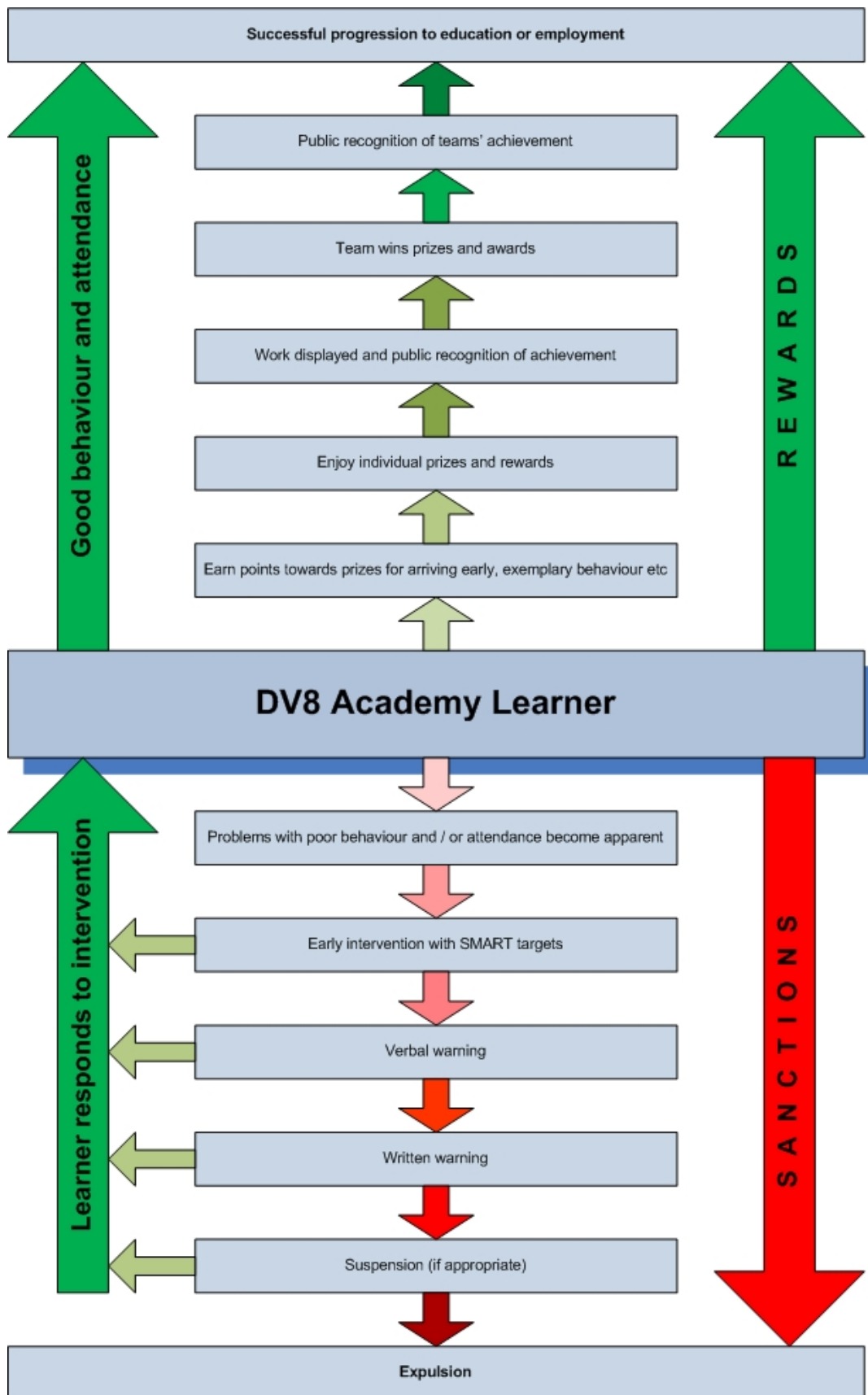
Learning agreements

As part of induction all groups will generate their own learner agreement which will consist of points they agree on as a group from the following three headlines:

- What they can expect from DV8
- What they can expect from each other
- What Dv8 can expect from them

As the learners brainstorm and then agree on their own contract we find in our current provision that this is an effective method of maintaining good behaviour and attendance.

Model of how rewards and sanctions will work at Dv8 Academy



Dv8 Academy – ladder of rewards and sanctions

Good attendance and behaviour will be supported by a ladder of rewards and consequences as per the diagram below. Learners will all participate in a reward scheme which will award points for the following:

- Arriving early to class
- Handing in work before the deadline
- Demonstrating excellent behaviour
- Demonstrating leadership
- Helping others
- Etc.

At the end of the month the learner with the most points in each class wins a small prize:

- A voucher for a shop of their choosing
- Extra access to facilities such as the recording studio
- Marketing opportunities for their creative work
- Opportunities to perform at inter-college events
- Or other similar prize

Learner points will be reset each month so that learners who have not achieved have the opportunity to start from the same point as everyone else each month. The scheme will also operate on a cross-college basis, so learner scores will be totalled each month and the most successful course will also win a prize.

Further ideas for rewarding good behaviour and attendance:

- Wanted posters in the staff room: "If you see this learner, stop and praise them"
- Showcase the work of individuals or small groups of learners on our website
- Random rewards given by SLT on "walkabout"
- Photographs of learners on the display next to their work in reception

Enrichment

Every week at the academy learners will have the opportunity to take part in "after sessions". This will be the opportunity to showcase talent or skills to other learners and the staff team at the academy. However this opportunity will only be offered to learners whose attendance and behaviour has met the required standards.

Evidence

Ofsted's publication "Pupil Behaviour in Schools in England" details three robust studies which provide empirical evidence of the efficacy of the approach of having rewards and sanctions. While the Dv8 ethos of promoting good behaviour and attendance for intrinsic reasons will be paramount, all learners and staff have a right to be able to study and work without unreasonable disruption, and it is for this reason that we will also have a system of sanctions in the academy.

(<https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR218.pdf> accessed 26/12/2012)

Zero tolerance

The focus of the Dv8 Academy's approach to encouraging good behaviour and attendance will be overwhelmingly positive and preventative. Accompanying this positivity there will be zero tolerance of poor behaviour and attendance for the reasons detailed in the introduction above. Learners and staff will take part in an induction to the centre which will detail the academy policy and define unacceptable behaviour with examples (lateness, absence, bullying etc.)

Interventions and support

Poor behaviour will trigger an immediate, targeted intervention meeting. This meeting will include the learner and their tutor, will look for reasons for the behaviour and will make an action plan which proposes solutions with SMART targets. The process is not automatically punitive, however if the action plan is transgressed then there will be implications according to the disciplinary procedure:

- Verbal warning
- Written warning
- Suspension (if appropriate)
- Exclusion

Exclusion is only to be used when behaviour is so extreme the needs and interests of the academy community outweigh the rights of individual concerned to receive an education. If exclusion is justified then we will support learners to look for other organisations that might be able to support them. Gross misconduct occurs in cases of violence, drugs, weapons, racism, serious bullying or similarly extreme behaviour. If a learner is found to be guilty of gross misconduct they will be asked to leave immediately. All learners subject to disciplinary proceedings will have the right of appeal to the principal.

Restorative justice

Where it is possible and appropriate restorative justice methods will be used. The restorative justice process brings together the respondent (offender), the person harmed or affected by the offender's actions, and members of the affected community, possibly including family and friends of either the respondent or the harmed party or parties. The process is facilitated by trained staff or volunteers who follow a set format to create a sense of structure and safety for all involved.

Restorative principles and practices help:

- Hold students who harm accountable for their actions.
- Provide those harmed with a safe place to share how the incident impacted them.
- Give students, faculty and residence hall staff a voice in helping the respondent (offender) make things right.
- Develop an effective alternative to the traditional system of judicial affairs.
- Create a culture of belonging and caring where community standards are relied upon for setting and correcting behaviour.

By "making things right," restorative justice seeks to knit wholeness back into a community which has been torn; it seeks to repair relationships so students can focus on their academic work and reconnect as a member of the learning community. (<http://www.restorativesolutions.us/colleges.html> accessed 16/11/2012)

Attendance overview

Good punctuality and attendance is fundamental to learners' successes in their study. Repeated or prolonged absence will lead to a learner disengaging with the opportunity to learn at the academy, they will be less engaged with their peers and it is hard for them to catch up when they do return.

As with behaviour the Dv8 Academy approach will be to positively promote 98% attendance and 98% punctuality in line with the targets in D5, and for the reasons outlined above. Much of the targeted preventative work the Dv8 Academy will do supporting good behaviour will also impact positively on attendance and where this is relevant it is mentioned in the behaviour section above.

Learners will be required to provide a reason for absence and to have all absences or lateness authorised by their support tutor. There will be a process of self-certification for short periods of illness as detailed below. If a learner is absent or late without authorisation it will be the responsibility of their support tutor to follow this up with them within 1 day. If the reasons given are not acceptable or contact cannot be made then the support tutor will instigate a meeting with the learner on the first day they return to learning. An action plan may be put in place or referrals made to ALS or SEN if this is deemed appropriate.

If unauthorised absence continues the learner will continue to be supported but may also be subject to the disciplinary procedure. The learner's support tutor will be responsible for this process, unless there are serious concerns about a learner's well-being, in which case a referral should be made to the programme manager who will take further action.

If a learner's overall attendance and punctuality drops below 98%, this will also trigger an intervention from the support tutor. This will take the form of an informal meeting with the focus of addressing any needs or barriers the learner may have. An action plan will be created and followed up at regular intervals. If the problem continues then learners may be subject to the disciplinary procedure detailed in the ladder above.

Employer engagement

The Academy's strong focus on preparing young people for employment or for progression to further or higher learning opportunities mean that it is a vitally important part of the learners' journey to understand what is expected in the world of work. In order to promote this aspect of the academy's work, relevant employers will be invited to talk to learners, with expectations around professionalism a key element of the agenda.

Intervention and support

Learners who do lapse into poor attendance and punctuality will be targeted early, with proactive and solution-focussed interventions. An intervention meeting will be scheduled and the resulting action plan with SMART targets will be regularly monitored. We hope that learners will respond to the positive proactive incentives outlined above but in cases where they do not learners will ultimately be subject to the disciplinary procedure detailed above.

Registration software

One of the KPIs detailed in section D5 relates to attendance and punctuality. As this is a major focus for the Dv8 Academy it will be necessary to buy-in appropriate software for managing the register. Staff will complete a register at the beginning of each session and will mark learners in as present, late, authorised late, absent or authorised absent. Guidance will be clear on what constitutes “authorised” for lateness or absence. Non-attendance will affect bursary payments. Figures on punctuality and attendance will be used to motivate learners when completing SMART targets on ILPs. The data will also be used as part of the course review and planning process to ensure any issues are addressed.

Induction

All learners will take part in a session focussed on attendance during their induction period. This session will culminate in learners signing the Dv8 attendance agreement which will detail the (limited) circumstances under which their absence or lateness will be authorised.

Authorised absence

In circumstances where a young person is genuinely unwell their absence will of course be authorised, however they will need to contact the academy on the first day of their absence giving the reason, and then complete a self-certificate on their return. Learners will not be allowed to take holidays during term time unless the holiday was booked before they accepted the place on the course. If learners are absent for an extended period they will be supported to complete their course via distance learning if they are able to, and it is deemed appropriate.

Well-being

Keeping learners and staff safe explicitly connects to our vision and ethos; we want to create an environment where all members of the academy community can learn and flourish. One of the unique features of the Dv8 Academy is the focus on our well-being curriculum. 20% of a typical learner week will be spent working in groups studying the skills necessary to work towards a state of well-being.

██████████ defines the subject as *“to learn what it means to be human, to improve relationships, to nurture and develop a range of interests and abilities to live healthily and to be able to manage adversity and stress”* (Teaching Happiness and Wellbeing in Schools, 2009).

Well-being principles

The curriculum will support good attendance and behaviour in lots of ways, not least those outlined in the six principles proposed by ██████████:

- Physical Health: this covers information on the foundations of well-being: keeping ourselves physically healthy.
- Positive Relationships: this aspect of the course explores what is arguably the most important aspect of well-being, namely our relationships with other people.
- Perspective: this part of the course is concerned with building a “psychological immune system”, or grit and resilience. It aims to help develop the thinking skills that enable us to overcome adversity.

- Strengths: this element of the course is concerned with finding out our character strengths and abilities and looking at ways of employing our character strengths in everyday life.
- The world: this strand is concerned with looking at ways of living sustainably in a conspicuous consumer society and considering our place in the world and what our relationship to it might be.
- Meaning and purpose: this final aspect of the course is concerned with exploring meaning-making, which is a central aspect of working out, as ██████████ would say, our response to the questions life asks of us.

Well-being curriculum

The academy well-being curriculum will be designed to develop young people who are able to lead purposeful lives with integrity and will include:

- Citizenship: equips young people with the knowledge, understanding and skills to play an active, effective part in society as informed, critical citizens, who are socially and morally responsible. It aims to give them confidence and conviction that they can act with others, have influence and make a difference in their communities (locally, nationally and globally). (Play your part: guidance on post-16 citizenship QCA, 2004)
- Emotional and mental health: working with learners to understand their own and others' emotional needs and mental health. Breaking down boundaries and prejudices at the same time
- Employability skills: preparing learners for the world of work
- Financial management: being able to manage your own money and also finances within your area of work
- Managing conflict situations: resolving conflict to achieve positive outcomes for all involved – becoming aware of one's own triggers in order to avoid conflict
- Mindfulness: a technique where distracting thoughts and feelings are not ignored but instead acknowledged and observed non-judgmentally as they arise, in order to detach from them and gain insight and awareness.
- Personal and social development: defined as the process by which we learn from our experiences and become more effective in our decisions and in our relationships.
- Personal learning and thinking skills: provide a framework for describing the qualities and skills needed for success in learning and life. The PLTS framework has been developed and refined over a number of years in consultation with employers, parents, schools, students and the wider public and consists of six groups of skills: independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants.
- Physical activity: all learners to take part in timetabled activities such as: rock climbing, orienteering, abseiling, canoeing, sailing, yoga, martial arts and so on.

The tutors for the group will also take part in these activities. The curriculum will be developed and delivered in conjunction with experts in these areas and training will be delivered to all staff to ensure understanding and integration across all areas of delivery.

Learner safety

Learners at the Dv8 Academy will be kept safe using a wide range of appropriate policies, risk assessment and learner and staff training. Dv8 has the benefit of being an existing provider so much of the relevant paperwork will be carried over to the academy, e.g.:

- Safeguarding
- Safer recruiting
- Communication
- Guidance on behaviour and conduct
- Trip and visits risk assessment
- And so on

Safeguarding arrangements

There is a detailed policy for safeguarding learners on Dv8 programmes. The emphasis of the policy is on a whole organisational approach to responsibility for learner safety. This is led by an experienced and trained designated lead for safeguarding. All staff will have an introduction to safeguarding during their induction to the company and this is backed up with regular refresher training for staff.

Disclosures are managed sensitively and in conjunction with the designated lead may result in a referral to appropriate agencies if necessary. Staff are encouraged to report all concerns, however small, to the designated lead; allowing that person to collate all information relating to a learner and act if necessary.

All staff will be recruited according to the Dv8 safer recruiting policy. CRBs are undertaken and references checked. CVs are also scrutinised for gaps or inconsistencies. New applicants are required to complete a self-disclosure declaring that they do not know of any reasons why they should not work with young people. Staff will be issued with the communication policy and guidance on behaviour and conduct. These documents give advice on managing contact with learners in order to maximise learner safety.

All trips and visits are risk assessed using the Dv8 pro-forma which has been developed to identify risks and mitigate for them where possible, while keeping paperwork requirements to a minimum. All sites are subject to risk assessment and health and safety checks to ensure they are fit for purpose. Learners on work placements are also safeguarded through a process of risk assessing the placement and training of placement providers.

Barriers to learning and additional support

Learners who are experiencing any barriers to learning will in the first instance be helped by their support tutor. If the issues need an extra intervention learners will be able to access the learner support service at the academy. They will help with areas such as (but not limited to):

- Financial
- Benefits
- Bereavement
- Emotional support

- Homelessness
- Travel arrangements
- Problems at home
- Sexual Health
- Drugs and alcohol
- Mental Health
- Etc.

Learners can self-refer to the service or they can be referred by existing staff members. Access to the support service will not be restricted and will be mix of drop in and appointment. The learner support service will develop relationships with local agencies supporting young people (including the police and social services) in order to make appropriate referrals. There will be an emergency hardship fund for those learners who need extra financial help for a short period.

Identification

All learners and staff will be required to wear ID badges at all times while on the premises and this will be enforced by all staff with the support of the security team. This will help ensure that there is no one on the site who is not supposed to be there.

Training

Through ongoing training and support the academy will empower and enable young people to keep safe, in so far as they can. Learners will be trained in the following important areas:

- Bullying (more details below)
- E-safety. We will ensure that pupils are not accessing inappropriate materials online whilst at the academy. We will also ensure that learners are trained to be able to access the internet safely when they are elsewhere.
- Managing conflict. Through planned lessons in the well-being curriculum learners will be supported to identify situations which may lead to conflict. They will learn how to manage their own responses to minimise conflict and to help others avoid these kinds of situations.

Bullying strategy

The report “No place for bullying” (Ofsted, June 2012) was based on a systematic review of a large number of schools. The report made recommendations based on the evidence collected. Dv8 accepts the best practice model as defined by the report’s recommendations and would implement them as below:

The Academy SLT will ensure that their policies and practice consistently contribute to a culture of mutual respect, in which unacceptable behaviours, including bullying, are minimised, by ensuring that:

- The academy has a set of clear, inclusive values that are understood and lived by all members of the school community. We will promote the R.I.G.H.T.S. agenda all through the academy.
 - **Respect** – a culture of mutual understanding and support
 - **Insight** – being conscious of others and their points of view
 - **Generosity** – being generous with our time to help and support others

- **Honesty** – a culture of honesty will be engendered throughout the academy
- **Thoughtfulness** – awareness of how our actions might affect others
- **Self-esteem** – being empowered to feel confident in our own skin
- These values will be engendered throughout the school in the following ways:
 - The well-being curriculum will make explicit and implicit reference to the values
 - The values will be referred to by all staff members, giving examples and asking questions, for example learners could be praised using the language: “well done [REDACTED], that was really insightful”, or they could be questioned: “[REDACTED], please can you tell me in what ways your behaviour just now was respectful?”
 - Posters will be placed around the academy referring to the values and giving examples of the types of behaviour we want to encourage, for example:
 - Respect is: listening to other people
 - Honesty is: telling other people how their actions affect you
 - Etc.
 - The values will be included in the learning agreement signed by all learners at the beginning of their course
- the behaviour policy is explicit about the way in which pupils should treat each other and the messages are consistently reiterated and reinforced
 - the policy will give examples of good and bad behaviour, and detail how rewards and sanctions will be applied in each case, for example:
 - Good behaviour will mean extra access to academy facilities and looks like:
 - Helping others with their work
 - Listening to others and speaking in turn
 - Being early for lessons and handing in work before the deadline
 - Bad behaviour could mean being subject to the disciplinary procedure and looks like:
 - Being mean to others about their appearance
 - Taking things from people without their consent
 - Copying work from other people
- staff consistently model positive behaviour in their interactions with each other, with parents and carers, and with learners
- learners and staff understand the importance of using inclusive and non-derogatory language
- learners are helped to understand the difference between banter and interactions that can threaten or hurt
- all staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach learners about diversity and the effects of bullying
- The staff team consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.

The well-being curriculum at the academy will:

- systematically teach learners about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability
- include a clear progression that takes account of the age and maturity of learners
- be tailored to the particular needs of the current and anticipated intake of the school
- be adapted as necessary to address particular issues related to diversity or to bullying in the school and the wider community.

The academy will:

- ensure that we are able to evaluate, at an appropriate time after any bullying event, how effective our action has been
- analyse our information about bullying to assess whether there are any patterns, trends or issues emerging
- use this analysis to plan future actions.

The governing body will:

- develop systems to independently seek the views of learners, parents and carers and staff on a regular basis to evaluate the effectiveness of the leadership's actions to create a positive school culture for all learners
- require the school's analysis of bullying and the actions taken to be included in the principal's reports to governors, and challenge and support the academy accordingly.

As well as developing robust systems to prevent bullying in our school we will have a system where learners can report any bullying safely and confidently, and in confidence if necessary. Learners can be confident that all accusations of bullying will be thoroughly investigated and any learner(s) found to have been bullying will be subject to the disciplinary procedure as appropriate.

Medication arrangements

Any learners who need to take medication on a regular basis will be able to access a secure storage area for those medicines in the academy office. As learners will be over 16 they will be expected to manage their own medication.

Summary

The arrangements detailed above have been developed from existing arrangements in our current provision (good with outstanding features at our last Ofsted). In addition we have completed a large amount of research on best practice in the sector. Combining what we know works with best practice from the sector enables us to provide behaviour, attendance and well-being arrangements that will deliver the best possible environment for learning to take place.

As we expect a substantial amount of learners to progress from Dv8 Training to the Dv8 Academy current policies and procedures are a good starting point. We can point to high satisfaction rates (from 125 learners who completed the most recent

survey 93.4% of them rated Dv8 as good or outstanding overall) as evidence of the efficacy of our arrangements. We aim to achieve higher satisfaction ratings at the academy, as detailed in D5, by developing existing systems to include best practice from the sector as defined by Ofsted and others detailed above.

Section E: Evidence of demand

Overall 516 young people who will be eligible to join the Dv8 Academy have registered that the Dv8 Academy would be their first choice in 2014 and 2015.

This equates to;

341 eligible young people to join Dv8 Academy in Sep 2014 Year 13

60 eligible young people to join Dv8 Academy in Sep 2014 Year 12*

60 eligible young people to join Dv8 Academy in Sep 2015 Year 13*

55 eligible young people to join Dv8 Academy in Sep 2015 Year 12

*There is an assumption of a 50/50 split of the 120 young people currently in year 10 who could join the academy in 2014 as a year 12 or in 2015 as a year 13

The below table demonstrates that there is already substantial demand for the Dv8 Academy in the first year of opening in September 2014 for young people that will be year 12 (60%) and year 13 (170%). The year 12 and year 13 planned places at the Dv8 academy will be interchangeable and can vary according to demand because courses are offered on the basis of level as opposed to age.

In September 2015, the demand is substantially less than in 2014 at year 12 (55%) and year 13 (30%). The principle reasons for this inequality in demand between the 2 years is due to the current year group of potential students. Students currently in year 10 and year 11 are within the current school careers cycle where the school is active in organising careers events, access to assemblies and careers advice. Student's currently in year 9 are not yet in this cycle and so opportunities to promote to schools has been limited.

Another key factor that is not reflected in the below table is that it is anticipated that 40% of the Dv8 Academy places will be filled with young people progressing from Dv8 Training provision as outlined in section D1. These learners start their programmes with Dv8 Training in September 2013 and September 2014 and will add a further 120 potential students in 2014 and 2015 bringing the total number of student demand to 516 + 240 = 756 students.

Table of Demand

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								

Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	100	60		60%	100	55		55%
Year 13	200	341		170%	200	60		30%
Totals								

Geographical Map

The map below shows the main geographical locations of eligible young people that have registered for The Dv8 Academy. They are predominantly from north and east London with significant numbers from south east London also.

The London map on the right is from the IMD 2010 survey of indices of deprivation. The blue areas represent the 40% most deprived communities and the dark shades represent the 10% most deprived wards in the UK. There is a high correlation between the Dv8 academy registrations and the IMD 2010 map showing that a high proportion of learner's at The Dv8 Academy will be from disadvantaged communities.



Dv8 Academy geo-map



IMD 2010 London map

Evidence of local need - the London and Waltham Forest picture

Table 1 below gives a detailed projection relevant to those people seeking education and training at 16 over the next few years in Waltham Forest. The increased demand locally and regionally due to population increases combined with the raising of the participation age nationally will lead to significant increased demand for post 16 places across London from 2015.

Population projection based on the known numbers May 2011 (WFPGOSP), Nov 2011)

Year Group May 2011	11	10	9	8	7	6	5	4	3	2	1	R
Year of Starting post-16 Study	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Number of Pupils	2441	2641	2665	2573	2521	2789	2773	2838	3001	3170	3246	3382
Difference with 2011 +	0	200	224	132	80	348	332	397	560	729	805	941
In Borough *53% +	1294	1400	1412	1364	1336	1478	1470	1504	1591	1680	1720	1792
Out Borough 47% +	1147	1241	1253	1209	1185	1311	1303	1334	1410	1490	1526	1590

There is an acute shortage of school places in London currently 90,000, mostly in primary but also in secondary schools. London Councils forecasts a serious shortage of primary and secondary school places in the next four years: 90,000 by 2015/2016, based on available capacity in May 2011. (LMR)

In London, the numbers of children seeking secondary school places is expected to rise greatly, with the number of eleven-year-olds up 22.4 per cent by 2021. This means the minimum total demand for places by children resident in London between 2011 and 2021 will require extra 4,900 primary classes across London and extra 2,800 secondary classes across London.

Additionally, the Lord Mayor's report highlights not only the shortage of places now and the increase in shortfall over the coming decades but the worry over the quality and appropriateness of provision. They note that, 'even in those areas where there may be a surplus of places, many London parents feel they do not have a genuine choice and are unsatisfied with the schools in their local area' to the extent that, 'on average 47 per cent of London students in year's 12 and 13 study in a different borough than their home borough'.

Gathering evidence of demand

The Dv8 bid development team used a range of approaches in order to prove evidence of demand for the Dv8 Academy. This included the following key tools

- Surveys at Events
- Power point presentation for school career events and assemblies
- Press Release for Community partners
- Dv8 Academy flyers
- Dv8 Academy website – www.dv8academy.com

We explained our school to young people and parents as follows:

We are currently collecting surveys to measure support for a new 16-19 school in our area. We may share this information with the Department of Education as part of our application for a new school. The proposed DV8 Free School will be a centre for excellence in music and media for 16-19 year olds. Recruiting principally from Waltham Forest and the surrounding north and east London boroughs, the school will be focused on the creative industries. Learners will choose to specialise in a particular area such as music production, fashion, interactive media, film making, or event promotion. All courses will include substantial and rigorous qualifications. Alongside vocational study all learners will engage in personal and social development, citizenship, maths, English, ICT and physical activity. Please register your interest in attending this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

We asked for the following information and confirmation that the Dv8 Free School would be first choice

- Name
- DOB
- Address
- Contact Tel
- E-mail
- I would select the DV8 Free school as my first choice (Please sign)
- I am interested in finding out more information (Please tick)

The Dv8 Academy marketing campaign

The marketing strategy of the DV8 Academy has been supported by the good reputation of DV8 Training and strong relationships with the local community, schools and the local authority in Waltham Forest. These networks have been built up over 12 years of operating in the borough and are essential to the current marketing strategy of DV8 Academy.

The Dv8 Academy bid development team tailored a marketing campaign targeting young people aged 14-16 (who would be 16-18 in 2014) and are passionate creative and determined to develop a career in the creative sector. This campaign included the following elements:

Events attended to promote the Dv8 Academy

Wed 10th Oct - Haringey Boxing Academy
Mon 22nd Oct - Buxton School Y11 careers
Tue 23rd Oct – Willow field School post 16 road show
Sat 27th Oct - Industry Takeover @ Rich Mix
Sat 27th Oct - Forest Road Youth Centre launch – Hackney
Sat 3rd Nov - Walthamstow Shopping Centre
Tue 6th Nov -Woodside School Haringey Family Forum 5-7pm
Wed 14th Nov – Kelmscott school year 11 careers event – 4-7pm
Wed 14th Nov - Whitefield School (Barnet) Year 11 Careers Day
Thu 15th Nov Frederick Bremer school progression evening – 5 -7pm
Sat 17th Nov – Street life Radio FM launch – Leyton E10

Tue 19th Nov – Kelmscott school year 11 assembly
 Thu 22nd Nov – Connaught school year 11 careers day
 Fri 23rd Nov – Kelmscott school year 10 assembly
 Mon 26th Nov Lammas careers eve 5-7pm years 9-11
 Wed 28th Nov Kelmscott parents evening
 Thu 6th Dec - Park View Academy careers fair Edmonton
 Tue 11th Dec – Year 10/11 careers event – Middlesex University
 Tue 11th Dec Walthamstow School Girls careers event
 Mon 17th Dec – Moving On Year 11 career events – Stepney Green
 Thu 31st Jan - Heathcote Year10 assembly @ 2.30 - 3pm

Special conferences and trade shows attended to promote Dv8 Academy

Youth Enterprise Live 12th and 13th October
 Dv8 Academy Stall, Marketing Team and interactive Music 7 DJ workshops
 Youth Enterprise Live 2012 was an event focusing on employment, education and enterprise for 15-30 year olds and brought together a collective audience of providers and young people

Skills London UK 23rd and 24th November
 Dv8 academy Stall, Marketing Team and interactive Music and DJ workshops
 Skills London 2012 focussed on visitors aged 15-24 and ensured the audience was ready to make decisions about their future education, training and employment including apprenticeships.

External consultants brought in to advise on academy marketing

Industry in the streets
 Creative and branding: Consulting closely with Dv8 free school development team the IITS design team has developed the Dv8 Academy logo and design style, 20 t-shirts, 2 pop up banners and 10,000 leaflets.

NASH consulting
 Development of the Dv8 Academy website, online sign up and database management. NASH created a data base to capture young people signing up to the Dv8 Academy as well as maintaining the database for Dv8 Academy updates and newsletters.

Guardian Newspapers
 Dv8 booked a ½ page colour advert in the education section of the following newspapers for w/b 5th Nov. Waltham Forest Guardian – 20,000 copies

The Dv8 Academy bid development team will ensure that the promotion of the Dv8 Academy remains an active priority from Jan 2013 and that contact is maintained with the existing database of young people and parents that have already registered for the Dv8 Academy. This will include:

- Email updates on progress of the bid
- Email updates on curriculum offer and timetable for admissions
- Digital prospectus circulated
- Physical prospectus posted to all students / parents that have enrolled

Section E2

The Dv8 Academy marketing campaign has been designed to ensure that the offer is attractive to all young people interested in the creative and media industries. Careful consideration was given to ensure that the images and text used would be inclusive and reflect a broad range of ethnicities and gender and appeal to young people from all backgrounds including those from disadvantaged communities and those with disabilities and other additional learning needs.

It will be a key aim of the Dv8 Academy to attract a diverse range of students that reflects the background community in north and east London. The Dv8 Academy will produce an annual equality report that will be published on the website. The report will include equality objectives to ensure that the outreach and marketing strategies are proactive in engaging and attracting young people with protected characteristics to enrol at the Dv8 Academy. As the full range of learner support arrangements are formalised, these will also be published on the Dv8 Academy website to ensure that young people with additional learning needs, social needs and disabilities are aware of the range of specialist support available.

Local and regional links

Dv8 Training has established strong links with the local community and this is one of the key reasons that it is proposed for Dv8 Academy to be based in Waltham Forest. Dv8 Training has delivered an alternative provision pathway in creative and media for KS4 students in Waltham Forest that have been excluded from mainstream provision since 2005. Through this work Dv8 Training has developed close links with the local authority and schools and has contributed to Waltham Forest being identified as a national model of good practice in Lord Taylor's Report of alternative provision in 2011. These local links were enhanced between 2008-2011 when Dv8 was commissioned by the local authority to design and co-ordinate the delivery of the 14-19 diploma in creative and media including 13 secondary school and 3 FE college partners.

Relationships with partners

Through this process Dv8 developed strong relationships with the schools and colleges including liaison on student support, timetables, curriculum development, quality improvement and exam administration. These links have raised awareness of Dv8 services and specialist offer in the local education community which have in turn facilitated Dv8 Academy team being able to attend careers events, assemblies and other local careers networks to promote the academy directly to year 9, 10 and 11 students in Waltham Forest.

Marketing experience

Since 2000, Dv8 Training has been promoting music, media and events courses to young people across north and east London who have not achieved in mainstream education and have achieved less than 5 GCSEs at A-C. Through this work, Dv8 Training has developed a database that covers 14 London boroughs including many of the key referral services for NEET young people aged 14-18. This includes careers services, youth workers, youth clubs, pupil referral units and community groups and organisations. In 12 years Dv8 Training has supported over 5000 NEET

young people on Entry to Employment and Foundation Learning programmes. This database and network of contacts has been utilised to support the promotion of the Dv8 academy and will continue to support this activity in the pre-opening phase.

This will give the Dv8 Academy a local advantage in terms of access to key networks to promote the academy to young people and for access to student support services.

Local networks

Key links that have been established include the following;

- Representation on the Waltham Forest post 16 executive committee for peer quality improvement
- Represented on local alternative provision steering group including local authority, Waltham Forest college and Leyton football club
- Represented as a member of the Waltham Forest Business Association
- Links with secondary schools and FE colleges through the delivery of 14-19 diploma's
- Joint delivery with Waltham Forest College from 2000-2010 under LSC
- Worked closely with the Metropolitan police Waltham Forest safer schools team
- Close links with Walthamstow Academy where current Dv8 Training site is based
- Work closely with community organisations supporting young people including LEAP and the Waltham Forest youth & community service
- Open days and tasters for young people from local disabled charity 'The Limes'

On a wider level Dv8 has established the following links across London:

- Members since 2000 and represented on the board of The North London Training Provider Network
- Members since 2008 and represented on the board of the London Work Based Learning Alliance
- Members since 2008 of London Vocational Peer Group (LVPG)
- Close links with working groups and new initiatives of creative and media sector skills councils 'Skillset' and 'Creative and Cultural Skills'
- Representation at events, panels hosted by London wide equality and diversity organisation 'Shape'

Through the bid development team, principal designate and senior leadership team outlined for The Dv8 Academy, the networks and associations outlined above will give the new school a platform to engage on a number of levels including promotion of the Dv8 Academy offer, curriculum design, post 16 policy developments, equality initiatives, creative sector developments and joint working with the sector through peer review.

F1. Governance

Company law members

The decision to apply to set up the Dv8 Academy is based on the success of Dv8 Training's provision of high quality education courses in creative and media since 1999. The vision and ethos of the Dv8 Academy is closely linked to the vision and ethos at Dv8 Training and this success has been driven by a stable senior management team that have worked together since 2000 and driven the development of Dv8 Training over the past 12 years. The senior management team of Dv8 Training Ltd will make up the core of The Dv8 Academy founder members as proposers for the 16-19 free school. The founding members of Dv8 Academy are therefore:

- Dv8 Training Ltd (as a corporate member) with an authorised representative appointed in accordance with Article 44
- [REDACTED]; and
- [REDACTED]

Going forward, Article 12 states that the other members of Dv8 Academy will be as follows:

- up to 8 additional members appointed by Dv8 Training Ltd;
- up to 1 member appointed by the Secretary of State in the event that he chooses to appoint someone for this purpose;
- the chairman of the governing body who will be an ex officio member;
- any additional members appointed unanimously by the existing membership in writing.

The members will have rights and powers under the Companies Act 2006 and the Articles of Association to:

- change the constitution of the company (subject to the consent of the Secretary of State and the Charity Commission where appropriate); appoint and remove directors
- appoint further members
- receive the annual accounts of the company
- appoint auditors to the company
- receive notice of, attend and vote (or appoint a proxy to attend and vote) at all company meetings

The members will be the legal owners of Dv8 Academy and will have ultimate control of the company. The members can pass resolutions changing the constitution and have a statutory power to remove governors. Members' decisions can be made by a resolution passed at a general meeting or by written resolution.

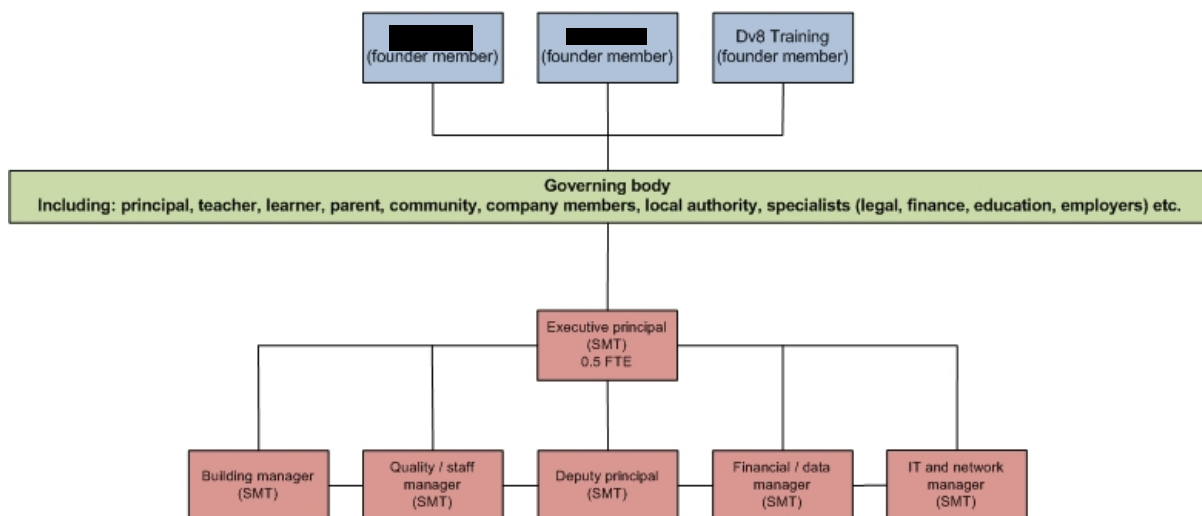
There are two types of members' resolution: 'Ordinary' and 'Special'. Most members' decisions will be ordinary resolutions. If an ordinary resolution is passed at a meeting, members will require 14 days' notice and a simple majority of those attending and entitled to vote to vote in favour of the resolution. If an ordinary resolution is passed as a written resolution, approval is required from a simple majority of members entitled to vote.

‘Special resolutions’ – these are needed for certain types of decision such as a change to the constitution. If made at a meeting, the text of the special resolution must be set out in the notice of the meeting and identified as a special resolution. A special resolution is passed by a 75% majority of those attending and entitled to vote. If a special resolution is passed as a written resolution, approval is required from not less than 75% of the members entitled to vote.

Dv8 Academy has been established as a company limited by guarantee and the founder members have signed the memorandum of association and adopted the ‘Articles of Association’. During the application phase the bid development team have engaged the services of legal firm [REDACTED] who specialise in advising on the governance arrangements for academies and free schools in order to provide guidance on the structure of DV8 Academy and the roles and responsibilities of the members, governors and staff.

It is proposed that in the pre-opening stage and once the school is open, Dv8 Academy may pay DV8 Training Ltd to supply services to support the development and on-going running of the Dv8 Academy. This will be a decision of the governing body and will be subject to rules regarding procurement and competitive tendering. Procedures to manage any potential conflicts of interest are set out below.

Governance Diagram



Board of governors and trustees

The Directors appointed by the founder members will be responsible for the governance of the Dv8 Academy and will be known as the Dv8 Academy governors. The Dv8 Academy founder members will appoint governors on a 4 year term. The governors can be reappointed for an unlimited number of terms in accordance with the Articles. Governors will be provided with training and inducted based on the 6 principles of good governance described below.

If it is deemed by the founder members that governors are not operating within the spirit of the principles of good governance then they will act to redress the situation with the governor concerned. In extreme cases the founder members could remove

a governor from the board using either Article 67 or the statutory removal procedure in the Companies Act 2006.

Role of Governors

The operation of the free school is the charitable activity of the Academy Trust. The governors of the Academy Trust are charity trustees and company directors. As a charity trustee, the governors have ultimate responsibility for Dv8 Academy and its property. This means:

- making sure the charity complies with the law and its governing document
- acting responsibly, in the interests of the charity and its beneficiaries
- managing any conflicts of interest
- exercising reasonable care and skill - using relevant personal knowledge or taking professional advice where appropriate

The key duty as a governor and charity trustee is not to represent the interests of the founder members that appointed them but to act in the best interests of the Academy Trust at all times.

Dv8 Academy governors will be provided with an induction on the key responsibilities as a governor (trustee) based on the 'Code of Good Governance' issued by NCVO. The code describes 6 principles on how an effective board can provide good governance and leadership:

- Understanding their role
- Ensuring delivery of organizational purpose
- Working effectively both as individuals and as a team
- Exercising effective control
- Behaving with integrity
- Being open and accountable

During induction the governors will be provided with the Dv8 Academy memorandum and articles, the financial plan and the 3 year strategic plan.

Responsibilities of Trustees:

Finance, accounts and financial controls

The governors will be responsible for the school's assets and need to be confident that financial controls are in place to ensure funds are used properly and reduce the risk of fraud or theft. Quarterly financial reports will be presented by The Dv8 Academy bursar to the board of governors at board meetings.

Managing risk

The governors will need to ensure that strategic and financial decisions are taken on behalf of The Dv8 Academy to ensure that there is financial stability and the reputation of the school is not at risk through the actions of its senior management and staff team. The principal will present the Dv8 Academy 3 year strategic plan to the board of governors.

Accountability and transparency

The governors must ensure that the Dv8 Academy is open and transparent in its operation and should ensure that the Dv8 Academy publishes the minutes of board meetings, accounts, governing documents, equality objectives and the names of the governors on the website to maximize public trust in the governance and running of the school.

Maintenance of independent school standards

The governors must ensure that high standards are in place to ensure pupil protection, development, welfare and safety. The Independent School Standards includes the following:

- Spiritual, moral, social and cultural development of pupils.
- Safeguarding.
- Good behaviour policy, sanctions record anti-bullying guidance.
- Health and safety DfE guidance.
- Health and safety on educational visits.
- First Aid.
- Proper supervision.
- Admissions and attendance register.
- Suitability of proprietor and staff.
- Standard of premises and accommodation ('safe, warm and dry').
- Provision of information.
- Complaints procedure

Ofsted inspections

The governors must consider how the school is meeting the priorities of new Common Inspection Framework 2012 and where appropriate take decisions to ensure that The Academy is meeting the new priorities of:

- Pupil achievement.
- The quality of teaching.
- Leadership and management.
- The behaviour and safety of pupils.

The Governors must prepare an annual report for each financial year to be submitted to Companies House and the Secretary of State as Principal Regulator of academies. This annual report must include:

- Names of all Governors
- Principal activities of the company during the year
- A business review – to assist members and the public to assess how the directors have performed their duties to promote the success of the company.

One of the key roles of the governing body will be the appointment of the Principal Designate who will also act as an ex officio governor. The governing body will delegate certain powers and functions to the principal in accordance with Article 104.

Practical arrangements

In the pre-opening stage there will be a project steering group that will consist of governors and non governors in order to make decisions regarding premises,

recruitment, budgeting, curriculum design etc. This group will have delegated authority from the main governing body in line with Articles 101 to 103 of the Articles of Association. During the pre-opening phase the project steering group will meet monthly in order to ensure that the pre-opening phase meets targets and objectives.

Once the school is open, the governing body will meet 4 times a year (quarterly) for a 3 hour meeting to consider the following key areas and make decisions in the best interests of the Academy Trust. Board meetings will include the following agenda items:

- Strategic direction
- Performance of the senior leadership team
- Funding and performance against targets and KPIs
- Finance and accountability
- Maintenance of standards
- Curriculum development / industry engagement
- Quality Improvement
- Learner Support

The chair will liaise with the PD to ensure that an agenda and reports from the senior leadership team are available at board meetings and that these are circulated at least 48 hours in advance of the board meeting.

The governing body will delegate responsibilities to sub committees for specific areas in accordance with the terms of Articles 101 to 103 of the Articles of Association. These sub-committees will focus on the areas of;

1. Strategic Planning
2. Performance Management
3. Quality Improvement
4. Assessment Management
5. Learner Support

This will allow for smaller focussed groups (who may be made up of a combination of governors and non-governors) who are able to deal with issues properly delegated to them by the governing body. This will be dealt with in the terms of reference for each subcommittee. The subcommittees will meet monthly and report back to the whole governing body at board meetings each quarter.

Principal role within the management and governance structure

As described in section D3, the principal designate will have a strategic role on behalf of Dv8 Academy. The day to day operations will be the responsibility of the deputy principal but this will be overseen by the principal designate.

The Principal's strategic role will include:

- Overseeing strategic direction
- Performance management
- Financial management
- Business development
- Key employer and HE relationships

The Deputy Principal's role will include:

- Management of senior management team
- Leadership and management of daily operations
- Co-ordinate quality improvement
- Co-ordinate behaviour management
- Co-ordinate learner support arrangements
- Co-ordinate student admissions
- Staff welfare and professional development
- Responsible for safeguarding / e-safety management

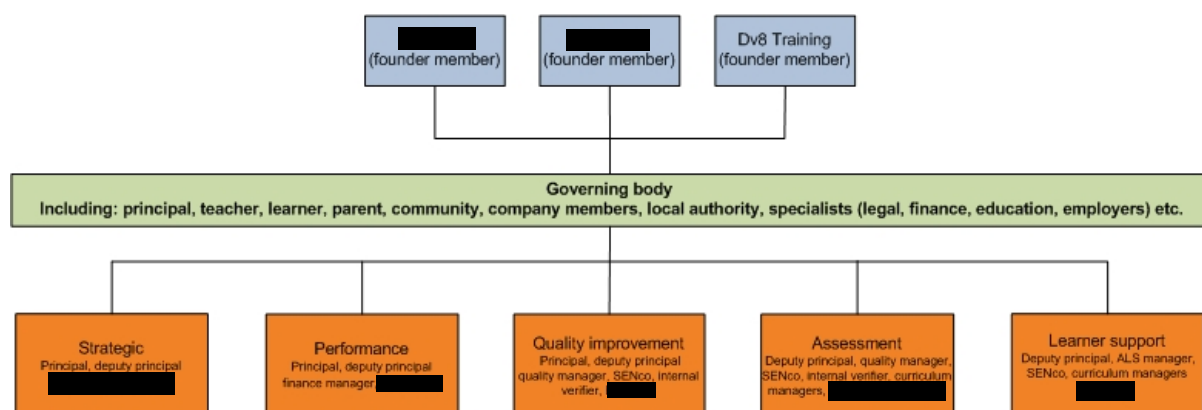
The senior management team and curriculum managers will report to the deputy principal in terms of day to day operations, managing emerging issues and supporting individual learner needs.

The senior management team will also have responsibility for providing monthly reports to the principal designate from the delegated sub-committees based on a pre-agreed reporting structure and framework.

The 5 sub-committees will be attended by the following staff / academy SLT:

- **Strategic:** Principal, Deputy Principal, [REDACTED], [REDACTED]
- **Performance:** Principal, [REDACTED], Deputy Principal, Finance and Data Manager
- **Quality Improvement:** Principal, [REDACTED], Deputy Principal, Quality Improvement Manager, SENCO lead, Assessment Manager
- **Assessment:** [REDACTED], [REDACTED], Deputy Principal, Quality Improvement Manager, SENCO lead, Assessment Manager, Curriculum Managers
- **Learner Support:** [REDACTED], Deputy Principal, ALS manager, SENCO lead, Finance and Data Manager

Quarterly reports from these 5 sub-groups will be presented to the board at quarterly Dv8 Academy board meetings by the PD.



Managing potential conflicts of interest

Articles 98 to 99A of the Articles of Association set out a procedure for managing conflicts of interest of governors. The governors must always make decisions which

are in the best interests of the school. Therefore, where there may be any personal conflict of interest, procedures must be followed to ensure that such conflicts are recognised and appropriately dealt with. In addition to the procedure in the Articles, the governing body will adopt a policy to manage conflicts of interests.

Any governor who has or can have a direct or indirect duty or personal interest which conflicts or may conflict with his or her duties as governor shall disclose that fact to the governing body as soon as they become aware of it. The conflicts of interest policy will require that a register of declared interests is kept and updated on a regular basis. This will be available to the public to ensure transparency and accountability.

Where a governor has a conflicting interest, he or she must absent themselves from any discussions of the governing body and not be permitted to vote if it is possible that a conflict will arise between the duty to act in the interests of Dv8 Academy and any other duty or personal interest. This specifically includes a Personal Financial Interest which is the employment or remuneration of that governor in a manner outlined in Article 6.

An example where a governor may have a Personal Financial Interest would be the Principal Designate (“PD”). Once appointed by the governing body, the PD will be an employee of the Academy Trust as well as an ex officio governor. This employment is permitted by Article 6.7. In addition, it is possible that a situation may arise whereby another governor is chosen to provide services to the Academy Trust. This would also be allowed under Article 6.7. However, in both cases the conditions set out in Article 6.8 must also be followed. This includes the following:

- the remuneration of the PD or other governor must not exceed an amount that is reasonable in all the circumstances;
- the PD or other governor must be absent from any part of the meeting where there is a discussion of his or her employment, remuneration (or any matter concerning contract, payment or benefit), performance or any other matter which would confer a benefit on the PD or governor which is permitted under Article 6.7;
- the PD or other governor must not vote on any such matter and is not to be counted when calculating the quorum;
- when deciding whether to contract with a governor (other than the PD) the other governors must be satisfied that it is in the best interests of the Academy Trust to employ or to contract with that governor rather than someone who is not a governor and the reasons for that decision must be recorded in the minute book; and
- a majority of the governors then in office must have received no payments or benefits from the Academy Trust.

It is possible that if the application for Dv8 Academy is approved, then Dv8 Training Ltd might provide specialist services to the school. Although Dv8 Training Ltd will be a member of the Academy Trust, this is permitted by Article 6.2(b). However, any decision to purchase services from Dv8 Training Ltd will be a decision of the governing body of Dv8 Academy and will be subject to the Articles and DfE guidance surrounding procurement and competitive tendering. In addition, where any

members of the governing body are connected with Dv8 Training Ltd in a manner such as listed in Article 6.10(a)-(c) they will declare such a conflict and will be absent from any decisions or discussions relating to this provision.

F2. Educational Expertise

The key educational experience described below have been identified because they relate to the development of an offer that reflects the curriculum principles of the Dv8 Academy and the expertise to realise the best possible curriculum and to review and improve from year to year.

The key educational expertise that will be required to successfully set up and operate the Dv8 Academy can be categorised as follows:

Educational Expertise	Brief Description
Strategic development	Experience and successful track record of strategic planning and development of a school, college or education provider of a similar scale proposed for The Dv8 Academy (45 staff / 400 students) and the ability to meet local, regional and national education priorities
Creating an Organisational Structure	Educational experience of developing an organisational structure that provides clear line of accountability / line management arrangement's, provides an efficient deployment of resources and includes functions to support the full range of individual learner needs.
Timetables	Educational experience of creating effective staff and learner timetables in order to facilitate the optimum delivery of the curriculum offer, maximise efficient deployment of resources and an ability to present information clearly to staff, learners and other stakeholders.
Plan, design and deliver vocational curriculum	Experience and a successful track record of developing a curriculum that meets the needs and interests of learners, provides knowledge and skills that are valued by employers and the creative industries and the ability to develop the curriculum within an applied work based setting.
Plan, design and deliver a well-being and PSD curriculum	Experience and a successful track record of developing and delivery of a curriculum that meets the needs and interests of learners, supports individual learners well-being and personal, social and development needs through an exciting and relevant curriculum
Plan, design and deliver an enterprise curriculum	Experience and a successful track record of developing and delivery of an enterprise curriculum that meets the needs and interests of learners, is relevant to the structure and needs of the London economy and provides a basis for learners to develop their enterprise and entrepreneurial skills to a high level
Plan, design and deliver functional skills	Experience and a successful track record of developing and delivery of a functional skills curriculum that meets the needs and interests of learners, s relevant to everyday settings and contextualises the learning in a creative context

curriculum	
Plan, design and develop enrichment activities including health and fitness	Experience and a successful track record of developing and delivery of an enrichment offer that includes health and fitness, industry master classes and extra curriculum clubs and activities.
Employer Engagement	The Dv8 Academy curriculum principles are driven by industry, enterprise and the involvement of employers in the setting up of live projects and briefs within the curriculum. It will be important to have this experience in the curriculum design and development as well as creating future progression routes.
Assessment management	Significant experience of setting up assessment arrangements across a range of subjects, awarding bodies and academic levels of study. These arrangements would need to include standardisation of materials, IV, EV and learner registration and certification.
Quality Improvement	Educational experience and a track record of putting in place effective quality improvement arrangements in order to create and maintain a culture across the organisation of continuous improvement including observations of all key stages of the learner journey in accordance with the new Common Inspection Framework 2012
Learner social support arrangements	Experience of the management and delivery of student support services including the creation of effective policies and procedures, the provision of specialist advice and / or referral to support organisations and the administration of student hardship funds.
Learner additional learning support arrangements	Educational experience of implementing effective arrangements for the provision of additional learning support for learners with special educational needs (SEN), additional learning needs e.g. dyslexia, ADHD and / or a disability.
Learner attendance, punctuality and behaviour management arrangements	Educational experience of implementing effective policies and procedures to manage learner behaviour and optimise attendance and punctuality including the development of a culture of reward as well as punitive measures.

Educational Expertise within the team

Name:	
Role: Principal Designate	
Time Commitment	
Biography	

(describe the expertise and why it's relevant)	
Name:	██████████
Role: Founder Member	██████████
	██████████
Time Commitment	██████████
	██████████
Biography (describe the expertise and why it's relevant)	
Name:	██████████
Role: Founder Member	██████████
	██████████
Time Commitment	██████████
	██████████
Biography (describe the expertise and why it's relevant)	
Name:	██████████
Role: Governor	██████████
	██████████
Time Commitment	██████████
	██████████
Biography (describe the expertise and why it's relevant)	
Name:	██████████
Role: Governor	██████████
	██████████
Time Commitment	██████████
	██████████

Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role: Curriculum Advisor	██████████
Time Commitment	██████████
Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role: Curriculum advisor	██████████
Time Commitment	██████████
Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role; Curriculum advisor	██████████
Time Commitment	██████████
Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role: Curriculum	██████████

advisor	
Time Commitment	
Biography (describe the expertise and why it's relevant)	
Name:	
Role: Functional Skills	
Time Commitment	
Biography (describe the expertise and why it's relevant)	
Name:	
Role: Enrichment – Health and Fitness / Sports clubs	
Time Commitment	
Biography (describe the expertise and why it's relevant)	<ul style="list-style-type: none"> •

Skills gap analysis

The following tables represent the stages and expertise currently identified as part of the free school bid development team:

- Green: significant expertise identified within bid team
- Amber: expertise identified within bid team / external specialist input required
- Red: No major experience within bid team / / external specialist input required

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AREA	Expertise identified	TRAFFIC LIGHT
Strategic development	/ /	Green
Creating an Organisational Structure		Green
Timetables		Green
Plan, design and deliver vocational curriculum	, ,	Green
Plan, design and deliver a well-being and PSD curriculum	, ,	Green
Plan, design and deliver an enterprise curriculum	, ,	Red
Plan, design and deliver functional skills curriculum	, ,	Green
Plan, design and develop enrichment activities including health and fitness	, ,	Green
Employer Engagement in the curriculum	, ,	Green
Assessment management	, ,	Green
Quality Improvement	, ,	Green
Learner social support arrangements	, ,	Green
Learner additional learning support arrangements	, ,	Amber
Learner attendance, punctuality and behaviour management arrangements		Amber

Accessing relevant expertise

Plan, design and deliver an enterprise curriculum

There is no experience within the current bid development team of delivering an enterprise curriculum. Of the core bid development team, [REDACTED] and [REDACTED] have the most experience of enterprise due to many years of experience of setting up new businesses, mentoring young entrepreneurs and SMEs and operating within the commercial sector. Specific expertise will be sought externally in order to support the design of the Dv8 Academy Enterprise curriculum. This will include;

- Looking at best practice, particularly in the post 16 sector

- Consulting with our partners at The Princes Trust and Barclays Enterprise Division
- Consulting with the industry executives that have committed their support as 'Ambassadors' of The Dv8 Academy
- Employment of a curriculum lead for this area of the curriculum with relevant experience

Learner additional learning support arrangements

This is an area that the current bid development team have relatively low level experience and only in a small scale environment. Effective additional learning support can only be achieved through an appropriately qualified SEN co-ordinator, specialist staff qualified to deliver additional learning support and investment in specially designed resources to support specific learning needs. Current arrangements at Dv8 Training are limited and as stated in the skills analysis, [REDACTED] will not start SEN co-ordinator training until Jan 2013. The Dv8 Academy will put in place the following arrangements to meet this skills gap;

- Employ an experienced SEN co-ordinator
- Allocate a budget for specialist ALS staff that can be hired on an ad hoc basis depending on the individual learner needs. This will include specialists for dyslexia, dyscalculia, ADHD and physical and mental disabilities.
- Allocate a budget to specialist resources including functional skills initial assessment and diagnostic tests, SEN screening software, tools to support impaired vision and other resources to support ALN's
- Work alongside Dv8 Training to pool resources and expertise to make the most effective use of budgets and expertise across the two organisations

Learner attendance, punctuality and behaviour management arrangements

As stated in section D7, policies and procedures at Dv8 Academy will be developed that reward good attendance, punctuality and behaviour as well as a series of punitive measures for poor behaviour. The approach to establishing effective arrangements at the Dv8 Academy will be to visit best practice at other schools and post 16 providers as well as the purchase of effective MIS systems to track learner attendance and punctuality linked to a digital ID card and swipe registration system.

Pre-opening and post opening grants

Some of the pre-opening grant will be used to engage the expertise of external consultants and key people identified to work on the development of the curriculum offer at The Dv8 Academy across the vocational subject areas, well-being and enterprise curriculum. This will allow the depth of experience available to be fully utilised and enable Dv8 Academy to develop a curriculum that is designed around proven good practice. This time is factored into the commitment of the educational experts described above during the pre-opening phase.

Some of the post opening grant has been allocated to curriculum development, particularly in the first year. This will allow for the external consultants working on curriculum development to provide training and support to Dv8 Academy delivery staff, review the effectiveness of the curriculum through the observation of teaching and learning and to allow time to work with staff to develop the resources further to meet the needs and interests of learners.

F3. Financial Expertise

The financial management of the Dv8 academy is one of the most important aspects of the free school project in order to meet the key aims of the governance for the Dv8 Academy to be:

- Open and transparent
- Able to manage risk
- Efficient use of resources

The key areas of financial expertise required to support financial planning and management of the Dv8 academy are well represented in the Financial Management and Controls Evaluation issued annually by the SFA to Colleges and WBL providers. Dv8 Training has been subject to a FMCE self-evaluation since 2008 and has been graded as 'good' in all financial years since 2008.

Financial management and controls evaluation (FMCE)

The FMCE return requires all providers to self-assess, evaluate and grade their financial management and control arrangements on an annual basis. All providers have to assess the soundness, operation and effectiveness of their financial management framework. When undertaking their self-assessment providers need to recognise that their financial management and control arrangements will

- support the delivery of high quality learning provision;
- contribute to effective self-assessment, quality improvement and corporate governance;
- give assurance to stakeholders; and
- demonstrate value for money

If providers cannot demonstrate the above then they should not view their financial management and control arrangements as being effective even if they have an adequate internal control system and are financially stable.

The FMCE covers four areas:

- **Accountability arrangements**

Appropriate and effective accountability arrangements should be in place to enable (both governors and) management to effectively discharge their responsibilities

- **Financial planning arrangements**

Adequate and effective financial planning arrangements should be in place and these should contribute to the proper, economic, efficient and effective use of resources

- **Internal control arrangements**

Adequate and effective internal control arrangements should be in place to safeguard and protect public funds

- **Financial monitoring arrangements**

Adequate and effective financial monitoring arrangements should be in place to enable (both governors and) management to monitor, control and improve financial and contractual performance effectively.

Effective financial planning and management will allow Dv8 Academy to establish arrangements to ensure that it is:

- monitoring its performance in all areas
- achieving its funding targets for all funding streams
- investing monies for the benefit of learners
- achieving cost savings and efficiencies
- improving its internal control system
- controlling staff costs

Areas of financial management

Short-term financial planning

Dv8 Academy approved budget should be a realistic and an accurate reflection of the levels of income and expenditure that will be received and incurred in the forthcoming twelve months. Thus an annual budget should be prepared in accordance with a documented timetable and process, be based on realistic and valid assumptions with appropriate recognition being taken of known sensitivities and risks and involve all relevant stakeholders.

Risk management

Dv8 academy should have a risk management policy in place to effectively mitigate risks and a strategy in place so that Dv8 Academy financial arrangements go beyond simple compliance. For example:

- demonstrate that its internal auditors and external auditors are effective
- demonstrate a commitment to implementing audit recommendations
- demonstrate that all audit reports from whatever source together with any reviews which could impact on internal control system, are presented to and considered by the board

Procurement arrangements

Dv8 academy has policies and procedures in place to meet UK Government regulations relating to the spending of public funds and legal requirements. These require that all potential suppliers are given a fair opportunity to seek business and make competitive offers.

Sub-contracting arrangements

Dv8 Academy sub-contracting arrangements should cover any arrangements to deliver their agreed volumes through the use of subcontracted provision and to ensure that they are responsible for the overall quality of provision, quality of outcomes, overarching self-assessment processes and judgements and for the management and control of funding

Financial expertise and experience

The following expertise will be available to support the planning and financial management for the Dv8 academy.

Name:	
Role:	

Principal Designate	██████████
Time Commitment	██████████
Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role: Governor	██████████
Time Commitment	██████████
Biography (describe the expertise and why it's relevant)	██████████

Current systems in place at Dv8 Training

██████████ and ██████████ have developed the following systems to support financial management at Dv8 Training

- Budgets based on historical costs / trajectories
- Forecast budgets linked to live actual expenditure to allow for real time tracking
- Annual forecast budgets based on headline target of 10% cumulative surplus
- 12 month projected cash-flow with week to week breakdown
- 3 year headline budgets to pan business development

Financial and performance management

Dv8 Training use the 'PICS' programme to support financial and performance management with the following key functions;

- Provide batch returns to EFA and SFA
- Forecast programme funding based on learner starts
- Reconcile payments
- Provide financial reports

Audit and filing accounts

Dv8 Training have used the chartered accountants ██████████ since 2003 to provide the following services

- Project audits
- Payroll / PAYE

- Provide specialist tax advise
- Deliver annual tax returns based on accounts supplied by [REDACTED]

Skills gap analysis

The following tables represent the stages and expertise currently identified as part of the free school bid development team

- Green: significant expertise identified within bid team
- Amber: expertise identified within bid team / external specialist input required
- Red: No major experience within bid team / / external specialist input required

AREA	Expertise identified	TRAFFIC LIGHT
Financial Planning Arrangements	[REDACTED], [REDACTED]	Amber
Internal Control Arrangements	[REDACTED], [REDACTED]	Amber
Accountability Arrangements	[REDACTED], [REDACTED]	Amber
Financial Monitoring Arrangements	[REDACTED], [REDACTED]	Green
Short-term Financial Planning	[REDACTED], [REDACTED]	Green
Risk Management	[REDACTED], [REDACTED]	Amber
Procurement	[REDACTED], [REDACTED]	Amber

Accessing relevant expertise

The Dv8 Academy needs expertise and a financial management system to manage a significantly larger scale operation than is currently in place at Dv8 Training. The senior leadership team will research financial management systems and services that are available on the market and suitable for a medium scale education institution.

Initial advice has been provided by 'School Business Services', who currently provide financial management services to 17 schools in Waltham Forest, provide financial management systems including payroll.

It is planned that key functions will be in-house at the Dv8 Academy and will be the responsibility of the financial manager / bursar. These include:

- Financial planning
- Budgets and cash-flow
- Procurement
- Issuing purchase orders
- Invoice processing
- Issue invoices to creditors
- Internal controls
- Risk management
- Payroll

- Petty cash
- Monthly / quarterly financial reports

The employment of an experienced and effective financial manager will be fundamental to the future success of Dv8 Academy. The staff recruitment arrangements outlined in F5 will be used to ensure that Dv8 academy can attract and appoint a suitable financial manager.

██████████ in his role as principal designate and ██████████ as a governor with financial expertise will support the financial manager / bursar with the development and implementation of systems and processes that are fit for purpose.

Pre-opening and post opening grants

Some of the pre-opening grant will be used to engage the expertise of external consultants and companies that provide specialist financial services so that a fit for purpose and practicable system is implemented that links financial performance to funding and assessment targets.

The senior leadership team have identified that it will be important to access further expertise and advice in the following areas and the pre-opening and POG will be used to access this expertise:

- Financial planning
- Budgets and cash-flow
- Procurement
- Internal controls
- Risk management
- Payroll
- Petty cash
- Monthly / quarterly financial reports

F4. Other Expertise

The additional expertise that is described below provides the underpinning infrastructure to deliver the vision and ethos for the Dv8 Academy. In order to create an outstanding learning environment, the business management, performance management systems, learner support arrangements, outreach and admissions and careers advice and guidance all need to be structured to create the best possible learner experience and maximise the achievement of pupil targets and outcomes. Below is a description of the key areas of additional expertise required to set up and operate the Dv8 Academy.

Additional Expertise	Brief Description
Setting up appropriate governance	Experience of setting up effective governance arrangements specifically for an academy / free school
Business development	Experience of business development in a range of settings, in particular experience of business development within the education sector.

Project Management	Experience of project management of large scale projects including revenue and capital, GANT charts, target and milestones and managing teams to deliver to deadline.
Performance Management	Educational experience of implementation of performance management arrangements and management information systems in order to track and monitor key performance data against targets and the use of data for target setting.
ICT Management and Support	Educational experience of setting up ICT systems and networks across a school with a student population of 400 to an industry standard including the equipping of industry standard music and media studios, performance space and business units. Good understanding of e-safety issues in post 16 sector.
Create Prospectus	Experience of creating a learner offer in physical and online formats that effectively outline offer to learners and parents / guardians and referral services. The prospectus should effectively convey the exciting learning available, admissions arrangements, progression opportunities and links to future career opportunities.
Marketing and Outreach strategy	Educational experience of planning and delivery of an outreach strategy for the successful recruitment of 16-18 year old learners from London who are interested in creative and media courses including learner admissions arrangements.
Careers and Education Initial Advice and Guidance (CEIAG)	Educational experience of the provision of effective careers and education advice and guidance in order to ensure that learners choose the right courses to meet their academic ability, personal interests and career aspirations.
Staff recruitment	Extensive experience of the recruitment of appropriate qualified management and delivery staff with the skills and experience to deliver a high quality vocational curriculum. This experience should include formal arrangements for advertising posts, short-listing, interview and selection.
Staff policies and procedures	Experience of creating policies and procedures that are suitable for post 16 education provision that are fit for purpose, practicable and can be implemented efficiently when required.
Staff induction and professional development	Experience of the planning and delivery of staff induction, professional development and staff appraisal arrangements
Equality and Diversity / Improvement objectives	Experience of developing and implementing an effective equality and diversity strategy including appropriate staff and learner policies including the publication of equality data and objectives in accordance with The Equality Act 2010. In addition experience of embedding equality and diversity in learner induction, learning materials and across the culture of the organisation in order to create shared values of respect and understanding across all staff and learners.
Health and Safety	A health and safety lead with appropriate IOSH qualification and experience of putting in place health and safety arrangements for

arrangements	the workplace, learning environments and ensuring risk assessments are in place for vulnerable learners and for educational visits and trips.
Learner Safeguarding arrangements	Experience of putting in place effective safe guarding and e-safety arrangements for staff and learners including policies and procedures, induction materials and the ability to create a culture and level of awareness where staff are empowered to take responsibility and provide support to learners.
Site viability	Experience of property development, major new builds and large scale refurbishments with experience of liaising with local authority planning and properties departments
Site design	Experienced designers / architects with experience of designing large scale educational projects, particularly for vocational education delivery and conforming to building regulations and environmental standards.
Building contracts / sub-contracts	Experience of overseeing large scale capital developments including managing the tender process for contractors and sub-contractors and with a record of delivering on time and to budget.

Additional expertise within the team

Name:	██████████
Role:	██████████
Principal Designate	██████████
Time Commitment	██████████
Biography (describe the expertise and why it's relevant)	<ul style="list-style-type: none"> • ██████████
Name:	██████████
Role: Founder Member	██████████
Time Commitment	██████████
Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role: Founder Member	██████████
Time Commitment	██████████

Time Commitment	██████████
	██████████
Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role: Governor	██████████
	██████████
Time Commitment	██████████
	██████████
Biography (describe the expertise and why it's relevant)	<ul style="list-style-type: none"> • ██████████
Name:	██████████
Role: Governance Arrangements	██████████
	██████████
Time Commitment	██████████
	██████████
Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role: ICT advisor	██████████
	██████████
Time Commitment	██████████
	██████████
Biography (describe the expertise and why it's relevant)	██████████
Name:	██████████
Role: Site	██████████

viability / design	
Time Commitment	
Biography (describe the expertise and why it's relevant)	

Dv8 Academy ambassadors

The Dv8 academy bid development team have been promoting the Dv8 Academy to industry partners and employers working closely with Dv8 Training on the delivery of current creative courses and apprenticeships. Key executives have been invited to become 'Ambassadors' for the Dv8 Academy with the following commitments:

- Create live briefs that can be delivered within courses
- Deliver industry master classes
- Organise trips and activities in the workplace for Dv8 Academy students
- Offer internships and apprenticeships
- Attend Ambassadors meetings once a quarter in order to develop ideas and review progress

The following key people have signed up as Dv8 Academy ambassadors

Skills gap analysis

The following tables represent the stages and expertise currently identified as part of the free school bid development team

- Green: significant expertise identified within bid team
- Amber: expertise identified within bid team / external specialist input required
- Red: No major experience within bid team / external specialist input required

AREA	Expertise identified	TRAFFIC LIGHT
Setting up appropriate governance	/	Green
Business development	/ /	Green
Project Management		Green
Performance Management		Amber
ICT Management		Amber

Create Prospectus		Green
Marketing and Outreach strategy		Green
Careers and Education Initial Advice and Guidance (CEIAG)	/	Amber
Staff recruitment		Green
Staff policies and procedures		Green
Staff induction and professional development	/	Green
Equality and Diversity / Improvement objectives		Green
Health and Safety arrangements		Green
Learner Safeguarding arrangements		Green
Site viability		Amber
Site design	/	Amber
Building contracts / sub-contracts	/	Amber

Accessing relevant expertise

Performance management

Further input and expertise are required to implement performance and management systems that are fit for purpose for a student population of 400. The current systems developed at Dv8 Training are largely based around Google educational applications and the use of PICS software. The Dv8 Academy will need to look at the full range of MIS software available in the education market. This market is very sophisticated now and MIS programmes offer packages that cover a range of key functions that will be needed at The Dv8 academy. These functions include:

- Data submission to funders and batch reporting
- Performance Reports / Projections
- Funding Reports
- Equality and Diversity reports
- Learner registration
- Attendance and punctuality tracking
- Assessment tracking
- Managed Learning Environment
- E-Portfolio functions
- Progression Tracking

The Dv8 Academy team will request demonstrations from a range of service providers, consult with schools and colleges and look at best practice in order to purchase and implement the most appropriate MIS systems for Dv8 Academy.

ICT management

As stated in the vision and ethos for The Dv8 Academy, it will be important that the computers, networks, servers and software available are industry standard so that students are able to develop skills to a level to support progression into careers and employment in the creative sector. The Dv8 academy will research the market and utilise existing networks and contacts in order to recruit and employ an ICT team of a manager and 2 technicians with extensive educational experience as well as a strong working knowledge of the creative industries. See F5 for the arrangements and timeline for recruiting staff.

Careers and education initial advice and guidance (CEIAG)

The Dv8 Academy will employ a learner support officer who will also be responsible for providing careers advice and guidance. The key elements of this role will be to support learners to make informed choices when they complete a level 2 programme at The Dv8 academy and whether to progress to a level 3 programme, or seek external options and to support level 3 graduates into HE, employment, apprenticeship and enterprise opportunities outlined in D1. The Dv8 academy will employ a person with a CEIAG level 4 qualification and working knowledge of the creative sectors to this post.

Site viability, design and building contracts

This is an area of expertise that the existing bid development team have very little experience. Although initial meetings have taken place with [REDACTED], who have appropriate skills and experience as outlined above, if the Dv8 application is successful, then the bid development team will research alternative tenders from other design and architecture firms to support the capital development of The Dv8 Academy. The bid team have had an initial meeting with councillors and senior staff in the education and planning departments from the London Borough of Waltham Forest who are supportive of the Dv8 free school application and are committed to engaging in identifying viable sites if the bid is successful.

Pre-opening and post opening grants

Some of the pre-opening grant will be used to engage the expertise of external consultants and companies that provide specialist services, particularly in areas where skills gaps have been identified. This will allow external expertise and systems to be purchased in the areas of:

- Performance management
- ICT management
- Catering
- Careers and Education Initial Advice and Guidance (CEIAG)
- Site viability, design and building contracts

The pre-opening grant and post opening grant have also been structured to allow an increased amount of time for the PD and senior consultants, [REDACTED] and [REDACTED] to work on the setting up and effectiveness of systems at The Dv8 Academy. This is 0.4FT in year 1 as opposed to 0.2FT in year 2 onwards.

F5. Staff recruitment

Governance structure

Founding members

1. Dv8 Training – corporate member
2. [REDACTED]
3. [REDACTED]

The governors to be appointed at the company formation, pre-opening phase and post opening phase as follows

Company formation

1. [REDACTED] ([REDACTED]) – [REDACTED]
2. [REDACTED] ([REDACTED])
3. [REDACTED] ([REDACTED])

Pre-opening

4. LA representative (London Borough of Waltham Forest) TBC
5. Principal Designate
6. Media industry executive - TBC
7. Music industry executive - TBC
8. Member of the local voluntary / community sector - TBC

Post opening

9. Dv8 Academy staff representative
10. Dv8 Academy staff representative
11. Dv8 Academy parent representative
12. Dv8 Academy learner representative
13. Member of the local voluntary / community sector - TBC

Arrangements to identify and recruit governors

During the pre-opening phase it is intended the board of governors will consist of 8 governors including the principal designate. Once the school is open a further 5 governors will be appointed including 2 staff representatives, a parent representative and a student representative (based on an annual term) to make a full board of 13 governors.

Process for appointing staff and parent governors

The governors appointed to act during the pre-opening phase of the Dv8 Academy will be crucial to its success and have been selected by the founder members because they have the right balance of skills and experience to realise the vision and ethos of the Dv8 Academy. This includes financial expertise, educational expertise and creative industries expertise. The board will also be represented by a member of the Local Authority in the pre-opening phase to ensure that strategic links are in place between the Dv8 Academy and local strategic priorities.

Principal Designate

It is proposed that the principal designate will be [REDACTED].

██████████ would be employed full time as the principal designate during the pre-opening phase to oversee the recruitment of staff, implementation of MIS systems, development of policies and procedures, marketing and recruitment of students and oversee the capital development as per the financial plan. This is a highly strategic and operational role and ██████████ has the right balance of experience and is central to the vision and ethos of the Dv8 Academy.

When the school opens in 2014, ██████████ will continue in the role of executive principal on a part time basis with day to day operational responsibility with the deputy principal. The skills that ██████████ has which makes him the best person to be the principal designate are that ██████████

██████████

Timeline for recruitment of staff and governors for Dv8 Academy																
	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	
Executive Principal	1	Principal designate interviewed by DfE formal appointment made	Principal designate writes JD and PS for SMT and DP	PD gets advice from HR source about recruitment process	PD researches best places to advertise posts	Adverts designed and checked with HR and recruitment experts. Recruitment companies researched to find best terms and results	PD to design templates to be used in interviewing to obtain consistency across interviewers. PD to research and source psychological and aptitude tests	PD places adverts	Principal starts role and shortlisting for DP. Shortlist asked to complete attitude and aptitude tests. Starts to advertise for SMT roles	Principal starts interviewing shortlist of candidates for DP along with Founding Governors using agreed rating scale for judgements	Second part interview for DP including practical tasks. Appointment made to allow up to 4 months notice. DP to start beginning of August	Interviews for SMT roles. JD and PS for recruitment officer ready along with teaching roles. Adverts for teaching staff placed in Guardian, TES and online.	Principal visiting local schools to recruit learners. Second stage of interviews for SMT roles. Other roles interviewed for. Support staff roles advertised locally and through recruitment agency.	Principal recruiting learners. Principal interviewing teachers. Heads of Department, Learning Support Managers and teachers	Support staff interviews following shortlisting	
Deputy Principal	1						Deputy Principal position advertised in Guardian, TES and online	Deputy Principal position advertised in Guardian, TES and online	Interview stage 1	Interview stage 2	Notice period	Notice Period	Notice period	DP starts role and interviewing non-teaching roles helped by governors	DP interviewing any unfilled vacancies	
Senior management team	3										Interviews for SMT roles	Notice Period	Notice period	Notice period	SMT assisting DP in interviews	
Curriculum managers	2											Interviews	Notice period	Notice period	notice period	
Resource centre team	2											Interviews	Notice period	Notice period	notice period	
Teachers	28											Interviews	Notice period	Notice period	notice period	
SENCO	1											Interviews	Notice period	Notice period	notice period	
Support tutors	4													Interviews	Notice period	
Reception and admin staff	3													Interviews	Notice period	
Internal verifiers	2													Interviews	Notice period	
Marketing and recruitment team	2					Adverts for recruitment officers placed online and with recruitment agencies. Interviewed	Notice period	Interviewing prospective learners	Interviewing prospective learners	Interviewing prospective learners						
Learner support and IAG team	3													Interviews	Notice period	
Employer engagement manager	1													Interviews	Notice period	
Creative content and enrichment	1													Interviews	Notice period	
Enrichment officer	1													Interviews	Notice period	
IT technicians	2													Interviews	Notice period	
Total	57															

Recruiting the Principal

It is expected that [REDACTED] will act as the Dv8 Academy Principal Designate as he is the public face of the existing organisation, Dv8 Training. [REDACTED] has already led the bid writing team through the initial application and is co-ordinating all the contributions to the full bid. [REDACTED].

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Recruiting staff

Staff will be recruited in accordance with the recruitment timetable for the Dv8 Academy above. The staff recruitment will be led by the principle designate with support from the project steering group outlined in F1. The project steering group have many years of experience of recruiting staff at Dv8 Training and for other education institutions.

Teaching staff

As mentioned in the Chief Inspector's report for 2012 there is a need for, "better subject-specific continuous professional development for teaching staff."

Dv8 Academy will continue to recruit dual-professional staff who have experience in the creative industries but who want to combine this with passing on their skills to young people. However, there will be a need in the Academy to recruit teachers who can deliver BTEC qualifications, assess at the correct level and give learners developmental feedback to succeed.

Dv8 Training have recruited staff with English and maths specialisms recently, to improve their functional skills delivery and this has resulted in success rates of 93% and recognition by OFSTED in the above report. For the academy some staff may have less experience in the creative and music sectors but they will have an interest and empathy for those who do. They will have an aptitude for working in a learning environment that values the whole person, are enthused by the well-being curriculum

and demonstrate in their interview interactions that they like to work with challenges and non-traditional teaching approaches.

The challenge facing Dv8 Academy will be recruiting enough staff at the same time and therefore we need to think about approaching Teach First for potential graduate teachers and looking at avenues such as employing non-qualified teachers who can gain their qualifications whilst working and supported by a HE partner.

The recruitment of teaching staff will take at least a term full-time and therefore the principal will ensure that he is supported throughout this time by the founding governors to ensure the highest quality staff can be employed.

The PD will ensure that he takes HR advice about recruitment based on the processes already in place at Dv8 Training to ensure that the process is up to date, conforms to legislation and governance principles and is easy to use.

Support staff

The quality of the support staff and the diverse roles they will undertake (as per the organisational chart) will place the learner at the heart of the academy and will support the teaching and learning function. It is therefore important to ensure sufficient time is taken to recruit these roles.

In the recruitment of support staff the founding members and appointed governors will be particularly useful as they will have experience outside of education and the creative sectors. Support staff adverts will be placed in the Guardian and on-line recruitment sites. It is not anticipated that recruitment agencies will be used to source these roles. Support staff recruitment will take place after teaching staff as per the recruitment timetable because they do not usually have to give six and three month notice periods.

Recruiting members of the governing body

There are already founding governors and pre-opening governors that have been identified as outlined at the start of F5. The founding governors bring a wealth of experience in financial management, staff development, quality assurance, creative sector experience and inspection. These skills will support the PD and act as a critical friend to stay on task with this huge and challenging endeavour. The founding governors also have enormous commitment to offer a high quality, stretching, holistic education offer to 16 plus learners that will give them the opportunity to be socially mobile and have a career that is rewarding to themselves and society in general. Additional governors will be appointed in the pre-opening phase as outlined above in order to increase the board from 3 to 8 governors. These governors will be appointed strategically so that the Academy board represents the interests of the local community, local strategic priorities as well as the relevant creative industries expertise to realise the school ambitions.

The governors post-opening will need to represent the stakeholders more and will therefore be from staff, learners, parents and community volunteers. The community governors (2) will be recruited using SCOSS. Interestingly they found in their most recent research, why people become governors, that the largest numbers of volunteers are retired teachers. Perhaps this gives Dv8 Academy a ready route to explore. SCOSS will try to match the requirements of Dv8 Academy with their list of

volunteers. Dv8 Academy will want to ensure that its governing body is representative of the community and the learner body.

The two staff governors will be voted for by their peers and each candidate will have to write a statement about why they wish to undertake the role and may be subject to interview before voting takes place by a quorate number of governors.

The learner governor will be appointed initially for one year by election but can stand for election for a second year if re-elected by the learner body. The learner governor will be expected to write a statement about what they will do in the role.

Section G

Financial expertise and track record

- [REDACTED]

Section H. Premises

Site location

As stated earlier in the application, it is proposed that the Dv8 Academy will be based in Waltham Forest. This is principally because Dv8 Training was founded in Waltham Forest in 1999 and over time has established a good reputation and strong links with the local authority, schools and colleges, youth referral agencies and community groups that support young people. Although Waltham Forest would be the preferred option, the bid team would also consider alternative sites in inner London boroughs in north and east London.

The bid team have undertaken significant initial research in terms of possible sites for the Dv8 Academy. This includes:

- Local trips around Waltham Forest to identify potential sites on the ground
- Contact with commercial property agents and initial site viewings
- Online research
- Meetings with London Borough of Waltham Forest representatives

Initial discussions have taken place with the local authority and a business case developed by the bid team outlining the following benefits of the Dv8 free school being located in Waltham Forest:

- A new high quality post 16 education provider will be established in Waltham Forest enhancing the borough's reputation for post 16 education
- A net decrease in the number of Waltham Forest residents studying outside of the borough and a net increase in the number of students travelling into Waltham Forest to study
- Provide additional post 16 places to meet the additional demand from the Raising of the Participation Age (RPA) and projected population growth in Waltham Forest by 2020

- Creation of a new post 16 education site at no cost to the LA
- Support Waltham Forest strategy to provide high quality education to young people from disadvantaged communities

Initial site options have been explored including [REDACTED] although nothing suitable has been identified.

Following a positive meeting with Waltham Forest Cllr Claire Hodges, who is responsible for the education portfolio, and [REDACTED], the [REDACTED], the local authority current position is as follows:

“With regard to a possible site for the proposed Free School I am afraid that we are unable to help at the moment. We are at full capacity with sites to meet basic need in the primary and secondary phases. You do not need to have an identified site at this early stage. If your application gets through to Stage 2 then the department will help you to identify sites, this will include liaison with us.

“We will be undertaking a review of secondary provision next term from which we will develop our strategy for expansion. We will contact you and other approved providers directly if we identify a Post 16 gap that we feel you may be able to support us with. I wish you well with your application and look forward to talking more if you are successful.”

[REDACTED] - [REDACTED]. *London Borough Waltham Forest*

[REDACTED] is an additional site option explored, but ultimately was found to be too small. Initial discussions have taken place with the commercial agents that are managing the i-media hub being developed on [REDACTED].

Architects and design

The bid team have had initial meetings with companies that may be able to provide site design services. This includes [REDACTED], who specialise in designing educational space for vocational training and who led on the Walthamstow town centre redevelopment and hence have good local contacts.

In addition initial discussions have taken place with architects [REDACTED] associates who designed [REDACTED].

Possible sources of support

Dv8 currently works with a range of corporate and media partners that may be willing to support the development of The Dv8 Academy (if approved by the members and board of governors). These include ITN, Global Radio, Barclays and AEG. It is also common for media and music companies to provide specialist equipment to equip music and media spaces (for example The Academy of Contemporary Music in Guildford), in return for branding, with a long term commitment to maintain and upgrade the equipment to ensure it remains industry standard. This is a strategy that would be pursued if it meets EFA guidelines.

In addition the principal designate has in depth experience of fundraising and involvement in other capital developments and bids in Waltham Forest and will use the pre-opening phase to secure additional funds and resources to support the

capital development. This work will include capital bids to grant giving trusts and foundations and proposals to commercial investors with a social remit such as 'Sovereign Capital'. The PD has also approached the Mayor's office for support – they are currently formulating their strategy to support free school development.

Site options

Currently the Dv8 bid development team are considering the following long term strategic options in relation to the Dv8 Academy site:

- The Dv8 Academy site is developed alongside a new site for DV8 Training's existing provision leveraging commercial mortgage and grant funding to support this
- A new site is established to host Dv8 Academy in Waltham Forest and current Dv8 Training provision moves to satellite centres around London in order to establish provision and links in new communities
- A new site is established to host Dv8 Academy and current Dv8 Training provision remains at the Walthamstow City Learning Centre

Site requirements

As stated in the vision and ethos, it is important that The Dv8 Academy school building will be modern, creative and cutting-edge in order to reinforce the currency of the learning.

In order to meet the requirements of the vision and ethos for the Dv8 Academy it is essential that facilities and learning environments are industry standard. It is also imperative that, as well as the training rooms and offices that would be standard in this environment the school also has a high class performance and theatre space, with associated rehearsal and changing rooms. It will also be necessary to have designated music and media studios, as well as meeting rooms and spaces appropriate for holding conferences and staff training.

The bid team have researched and visited some of the best creative and media education spaces in the UK as a benchmark for The Dv8 Academy and were really impressed with The Birmingham Ormiston Academy (BOA) and The BRIT school in Croydon. Because the environment is such a key factor in the provision of creative and media education, it has been identified as a key target for the principal designate to secure additional investment and resources for the Dv8 academy premises during the pre-opening phase.

**Appendix 1
Principal designate biography**

Name	
Current Employer	
Current Position	
Years of experience	

Biography (including educational experience and industry experience)

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██████████	
██████████	
██████████	
██████████	

██████████	
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Professional / Academic Qualifications

• ██████████	
██████████	
██████████	