



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

BEAUCHAMP Sixth Form STEM

Contents

Completing and submitting your application	3
Application checklist	5
Declaration	7
Section A: Applicant details	8
Section B: Outline of the school	8
Section C: Education vision.....	9
Section D: Education plan – part 1	27
Section D: Education plan – part 2	29
Section E: Evidence of need – part 1	Error! Bookmark not defined.
Section E: Evidence of need – part 2	Error! Bookmark not defined.
Section F: Capacity and capability	94
F1 (a) Pre-opening skills and experience	96
F1 (b) Skills gap in pre-opening.....	100
F3 (a) Proposed trustees	105
Complete table and provide a short commentary on your plans.	108
F3 (b) Skills gap for board of trustees.....	111
F6 (existing providers and any new applicants seeking to open more than one free school)	121
F6(a) Shared services	121
F6 (b) Shared services	122
Section G: Budget planning and affordability	124
G3 Financial resilience to reductions in income.....	127
Section H: Premises.....	133
Annexes	135
CV template	183
Self-assessment form for independent schools.....	184

Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

Sections A to H, ie the completed word AND excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

Please include the name of your school in the file name for all word and excel templates.

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

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

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

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	✓	
2. Have you provided information on all of the following areas:	✓	
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	✓	
Section H: Premises	✓	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	✓	
4. Have you fully completed the budget plans?	✓	
5. Independent schools only*: have you provided all the financial information requested for in the criteria?		
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria and a governance self-assessment form		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

<p>8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	✓	
<p>9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	

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

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

Section I of your application		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	✓	

Declaration

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

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

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

[Redacted signature]

Position: [Redacted position] (please delete as appropriate)

Print name:

[Redacted print name]

Date:

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

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

Section A: Applicant details

Please complete the excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

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

This section will need to be completed by both route 1 and 2 applicants.

Introduction

The Lionheart Academy Trust are proposing to open a Post 16 STEM specialist college in or around the borough of Oadby, bordering Leicestershire and Leicester. The Lionheart Academy Trust are a recently formed MAT containing 4 schools including primary, secondary and sixth form provision. The Multi Academy Trust is dedicated to enhancing educational opportunities for all young people, regardless of their starting points, and is committed to developing high quality education through the sharing of best practice. The Executive Principal, who leads the Trust, has NLE status and Beauchamp college has been designated as a National Support School, supporting other secondary schools in the area with clear evidence of positive impact. Beauchamp college is the Lead school in the MAT and is the main proposer of this supplication.

Rationale

The Lionheart Academy Trust and its trustees are assured that there is a clear and distinct need for high quality sixth form provision in our local vicinity and that our proposal will create greater choice and increased educational opportunity for Leicester and Leicestershire families.

Through close analysis of local provision, we have identified a need for inspirational educational opportunities that encourage all students to raise their aspirations for their futures; through our analysis we have concluded that there is a local shortfall in high quality provision, and specifically in relation to STEM subjects. The Trust fully appreciates and endorses the national agenda to educate young people in these fields in order to become a skilled and prosperous workforce for the future and we feel compelled to close this gap in provision locally.

Currently, there are several schools in Leicester and Leicestershire, with significant numbers of disadvantaged students, which do not perform well at Key Stage 4 in relation to attainment or achievement; several schools are below the national average and value added scores for disadvantaged students are variably low. (See table A) The resultant impact of this means that even when young people have a natural interest and/or aptitude for STEM, doors are closed to them post Key Stage 4. In addition to this, several of these schools do not offer post 16 provision and young people who do qualify for level 3 courses are led to an open market of sixth form provision without adequate information, advice, guidance about their educational route to post 16 and

beyond. The trust feels very strongly that we should do and *can* do better than this for our local community. It is clear to us that opportunities are missed or lost and young people's lives are being adversely affected in this way. As part of our rationale, we propose a model of close partnership work and collaboration with these providers in order to ensure that pathways for talented STEM applicants are supported. We know that STEM careers are extremely attractive pathways for many Leicester and Leicestershire families. Using Beauchamp as a model of representation, courses such as mathematics and biology are oversubscribed year on year; moreover, when seeking to identify a demand for this proposition we were able to gather evidence from the community that highlights the popularity and interest in these fields. In section E2 we will evidence this demand.

Our proposal seeks to use Beauchamp's highly regarded brand to open a new centre of excellence for science, mathematics and computer science education that is truly comprehensive in its nature and reaches out to raise aspirations for all students regardless of their starting points. Through the close collaborative work that we will outline, we foresee many more young people in Leicester and Leicestershire being successful in STEM based careers and feel that there is a clear educational imperative to improve the current system.

The Lionheart Academy Trust is dedicated to a comprehensive, student-centred ethos and the new post 16 STEM school would seek to widen participation for minority STEM groups. In addition, we would seek to inspire and enrol some of the county/city's most vulnerable students who have a natural aptitude for these subjects, but whose potential needs harnessing, fostering and nurturing. We will make this a key aspect of our proposal and a target for our Free School.

Underperforming local provision

It is important to outline that one of the key reasons that we are seeking to open this free school is because we believe it is vitally important that local families and young people are provided with high quality educational opportunities that enable them, mobilise them and qualify them to be successful in a competitive world.

It is our view, and the view of external agencies such as Ofsted, that local provision is lacking in offering this high quality provision and that many young people, particularly disadvantaged young people are left behind. This is something we are fundamentally opposed to and we are seeking to exercise the freedom the free school initiative affords to offer something very different. Our Free School proposal seeks to raise the aspirations of all young people who have a passion, curiosity and interest in the STEM field of subjects. We seek to provide an exciting, engaging and accessible institution to all local families regardless of their social or economic background and we are committed to opening educational doors and widening horizons for vulnerable students.

The schools bordering Oadby borough include the newly formed Wigston Academy Trust. The Wigston Academy Trust encompasses two high schools (Bushloe and Abington Academy) and a 14-19 school, Guthlaxton College. The latter is the prime provider for Post 16 education in this bordering borough and has very recently been inspected by Ofsted where overall effectiveness was judged to be inadequate. Within South Leicestershire there are two other schools that offer Post 16 provision; these are Countesthorpe Community College and Robert Smyth Academy. These schools have undergone recent inspections by Ofsted too and were judged as requires improvement. Table A shows the Ofsted rating of South Leicestershire schools with sixth forms. In addition to their overall effectiveness rating these schools do not perform very favourably in relation to national average in the STEM subjects.

Table A Ofsted ratings of South Leicestershire schools with sixth forms

School	Ofsted rating
Beauchamp College	1
The Robert Smyth Academy	3
Guthlaxton College Wigston	4
Countesthorpe Community College	3

In Section E we will provide a more elaborate narrative regarding the quality of provision at these neighbouring institutions and provide supplementary data that highlights a picture of mediocrity at best, leaving a significant void that the trust feels needs to be addressed.

Areas of deprivation and disadvantaged students

There are a significant proportion of young people who attend school in Leicester city and Leicestershire who are disadvantaged. In Leicester this proportion is particularly high with 20% of the number on roll in receipt of Free School Meals. (In Leicestershire this is also substantial at 7.3%).

As can be seen in the map below, there are a large amount of students who score highly on the IDACI index who live within close proximity to Oadby, the proposed destination of the new school. Indeed, many students from Leicester city apply to Beauchamp currently. At KS4, some of these students are currently performing less well at school than their non- disadvantaged counterparts and less well than disadvantaged students nationally in some cases.

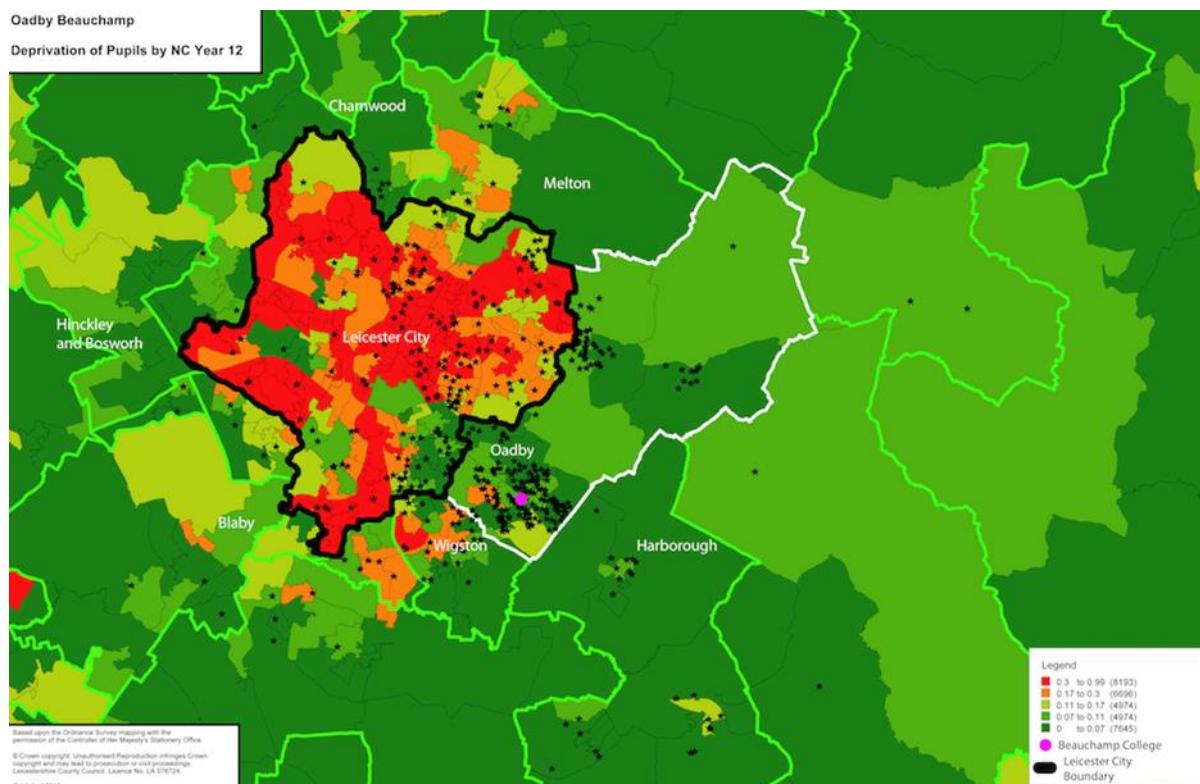


Table B below highlights many Leicester and Leicestershire schools and the Value Added scores for disadvantaged children in 2014.

School	% Disadvantaged	VA scores for Disadvantaged pupils
National average	26.9	977.5
Beauchamp College	10 (50+ pupils)	1049.6 (Beauchamp 2015)
Judgemeadow Community College	28	998
Lancaster Boys school	32	966
New College	55	955
Rushey Mead School	33	993
Samworth Academy	58	903.4
Sir Jonathan North Community College	29	977.9
Countesthorpe Community College	14	955.3
The Robert Smyth School	9	899
The City of Leicester College	41	985

As can be seen from Table B, Beauchamp College significantly outperforms other Leicester and Leicestershire schools in relation to achievement of disadvantaged pupils. With the largest cohort at KS4, this is not an insignificant number of pupils making excellent progress at 1049.6 where the national average for disadvantaged students score is sits at 977.5. The majority of local providers above do not meet the national average here. The trust is steadfast in its resolve to narrow the gap that exists

between disadvantaged students and others. As part of this proposal, the trust will seek to build and enhance relationships with 11-16 providers in the city of Leicester and across the county in order to support and nurture students who have a particular propensity and aptitude for STEM subjects. Our goal is to raise aspirations and remove learning barriers for these disadvantaged young people by identifying their abilities early and providing them with clear and distinct pathways towards an excellent STEM education. In Section D we will outline our plan to create these distinct pathways.

A STEM focus

As outlined in the 2011 report, 'The Plan for Growth' ¹the government declared education at the heart of 'future economic success' and highlighted the importance of STEM to drive innovation towards an economic recovery. For future prosperity the government focus is on developing high levels of skills in science, technology, engineering and mathematics. As well as this national context, the need for highly skilled STEM professionals has been highlighted as a particularly challenge for Leicester and Leicestershire. The 2014-2020 Strategic Economic Plan (SEP) for Leicester and Leicestershire proposes a new Enterprise Zone as a key strategy that will drive the regeneration of the local economy. It anticipates that three quarters of all the new jobs created will require intermediate or higher level STEM skills and indicates a desire to work closely with the local education system to ignite a passion and interest in STEM careers, deploying STEM ambassadors to carry out this kind of field work. The trust envisages a strong relationship here; indeed, across the MAT there is a commitment to providing students with as much of an insight as possible into their chosen career paths. Providing students with excellent and appropriate information, advice and guidance is imperative. Moreover, we see this anticipated gap in the workforce optimistically as there is clearly an opportunity for us educate and employ the next wave of scientists and engineers locally.

It is widely agreed that the key challenges to STEM education include the need to:

- ✓ Increase and widen participation in STEM education
- ✓ Ensure the quality of STEM education, and its suitability to employer's needs.²

Much research explores complexities around participation and attainment in STEM subjects. There are links to socioeconomic status, ethnicity and gender, such as:

¹ HM Treasury, The Plan for Growth, March 2011

² Parliamentary Office of Science and Technology, STEM education for 14-19 year olds, March 2013

- At A level and beyond, significantly more girls than boys study biology, and significantly more boys than girls study physics, with roughly equal participation in chemistry.
- Young people from poorer backgrounds tend to perform more weakly in STEM subjects pre and post-16.
- Adjusting for socioeconomic status, there is a strong correlation with ethnicity, with Asian students often performing well in STEM subjects and Caribbean and White English students tending to perform more poorly.

As a trust that subscribes to a truly comprehensive ethos we are keen to promote STEM pathways to minority groups of students as indicated. Our vision is one that emulates Beauchamp's track record seeking to raise aspirations for all students by providing them with the educational opportunities they are entitled to regardless of any specific characteristic or perceived limitation. In our education plan, Section D, we will outline further our plans to promote these pathways to these vulnerable groups.

We wholeheartedly appreciate the value and importance of the STEM agenda, both nationally and locally. The trust and its trustees firmly believe that we have the skills and capacity to design and deliver a centre of excellence for the sciences, mathematics and computer science. Strong affiliations and relationships will be built and enhanced through this new school as we seek to forge links with regional employers and industry, as is proven effective in raising achievement within the STEM field.

Some major STEM sectors and top employers from the East Midlands include:

Aerospace Systems Engineering Innovation Centre (SEIC), ALSTOM, Thales , Rolls-Royce plc, East Midlands Airport, Bombardier	Automotive Toyota, Bowler Off Road, Noble, Triumph, Norton Motorcycles, Siemens Industrial Turbo Machinery	Biomedical BioCity Nottingham, AstraZeneca, 3M Healthcare, Trudell Medical International, Reckitt Benckiser, Boots UK	Financial & professional Totemic	Nuclear & scientific National Space Centre, Intelligent Energy, 4energy	Food & drink Campbell's, Carlsberg, Griffith Laboratories, Pepsico, Alpro
--	--	---	--	--	--

We have already built some links with some key organisations and institutions that are committed to supporting the development of STEM education in the East Midlands. These include STEMNET and the Universities of Leicester, Loughborough and Warwick, NHS University Hospitals (Leicester) Trust, Cavendish Nuclear, The National Science Learning Centre, The National Space Centre and Institute of Physics. We would

seek to build further links with other regional branches such as the ESERO-UK - the UK space education office. In Section D, we will outline our three levels of partnership in relation to linkage with industry and further education providers which we feel will massively enhance our new Free School.

Proven track record of excellence

Alongside the concern regarding the quality of local provision both pre and post 16, the Lionheart Academy Trust believes that Beauchamp's track record and its current profile supports this application, as the college is the only post-16 provider to be judged as 'outstanding' by Ofsted in Leicestershire. There are currently 2226 students on roll, 1155 of which are registered in our sixth form. Beauchamp and its sixth form have a long-standing reputation of academic excellence within the community, the county, the city of Leicester and further afield. This reputation has been built by the very strong attainment and achievement profile of the college and its capacity to continue to improve, innovate and develop year on year. For example, the college rates highly in the top 3% of schools nationally for achievement and is consistently significantly above national average for value added at key stage 4 and 5. In relation to the sixth form specifically, provision is very good and progress is judged as 'excellent' with an ALPS rating of '3'. Our A level Value Added Score is significantly positive and above national average at 0.14. Beauchamp is an ambitious and aspirant comprehensive provider and many students opt to study 5 AS subjects or supplement their 4 AS subjects with an accredited extension course. Each year the college support students from a range of backgrounds with application to university, apprenticeship or work and our broad and comprehensive intake includes 5 successful applications to Oxbridge universities this year. Overall, in 2014 31% of students secured a place to study at a Russell Group university, in comparison to 8% of state students nationally.

Table C: Beauchamp's A' level results

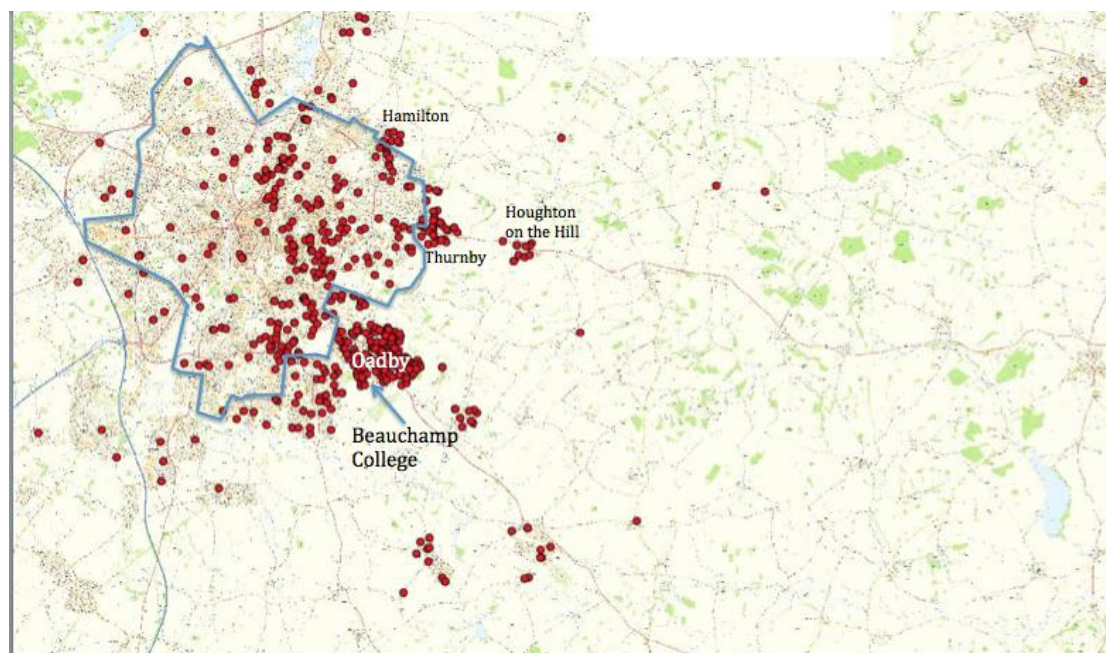
	2012/13	2013/14	2014/15
No. on roll (year 13)	431	415	437
APS	706.08	762.66	821.97
A*-C	89	89	92
A*-E	100	100	100

As can be seen from Table C above, the last three years A' level results have been positive and as the college has become even more popular the APS has also improved. This demonstrates the trust's capacity to continue to improve as we grow in order to provide an excellent education to our cohorts.

Currently, Beauchamp is the preferred choice for post 16 provision for many Leicestershire and Leicester families, as well as typically retaining 75-80% of students

who study their GCSEs with us. Families from across the city and county apply to send their children to Beauchamp's sixth form despite the fact that in many instances sixth form provision is already an option at the schools they attend. In 2014/15 226 students who live in Leicester city studied post 16 at Beauchamp, 36% of the overall cohort. This demonstrates that the college is a very popular choice for those that live some distance from the college and that families are prepared to travel to benefit from its high quality provision.

Map showing the geographical spread of families who send their children to Beauchamp to study post 16.



The demand for the college is growing and many courses are very popular and fill up very quickly. In 2014/15 the most popular courses were Biology, Chemistry, Physics and mathematics. For example, 289 students applied to study Biology for 230 places, 272 students applied to study mathematics for 230 places. These examples demonstrate the demand for Beauchamp's high quality provision and the regrettable position we are in, having to turn away students from their first choices of courses, which will have an inevitable impact on their next steps and future career aspirations.

As already mentioned, these particular subjects are extremely popular with students and their families within the community and uptake for mathematics, further mathematics, and traditional sciences is very high. Students who study mathematics, further mathematics and the sciences at Beauchamp make significant progress; we attribute this to the high quality provision in conjunction with a culture within the community that places significant value on STEM careers including medicine, dentistry, veterinary science and engineering. Over one third of our most recent cohort went to

study STEM degree courses. Latest data from 2015 shows that the percentage of students studying STEM at university has increased from 31.1% to 36.3% this year.

Maths Hub Status

In recognition of the outstanding work that is carried out in mathematics particularly, the college has recently been awarded status as a Maths Hub tasked with developing and supporting mathematics education across Leicester, Leicestershire, Rutland and Northamptonshire. This new initiative, funded by the Department for Education and coordinated centrally by the National Centre for Excellence in the Teaching of Mathematics demonstrates the Trust's commitment to outstanding education across communities, regions and nationally.

Table E shows the A' level outcomes for mathematics and further mathematics at Beauchamp. Table F shows outcomes at Longslade Community College, a school that Beauchamp have sponsored and supported to move from an Ofsted category of 'Inadequate' to a rating of 'Good' in 2014. Longslade Community College, (now Cedar's Academy) is one of the schools within our MAT; our capacity to sustain and improve student outcomes is demonstrated here.

Table E Mathematics and Further Mathematics A'level outcomes at Beauchamp; national figures in brackets.

Beauchamp Mathematics	2013	2014
No. of girls	57	59
No. boys	83	59
A*	22 (16)	22 (17)
A*-B	71 (65)	73 (64)
A*-E	100	100
Beauchamp Further Mathematics	2013	2014
A*	47 (28)	60 (28)
A*-B	84 (65)	90 (64)
A*-E	100 (98)	100 (87)

Table F: Outcomes at Longslade community college with and without support from Beauchamp college

%	LCC outcomes 2012 prior to support	LCC outcomes 2013 with BC support and intervention	LCC outcomes 2014 with BC support and intervention
3+ levels of progress	57	66	68
4+ levels of progress	16	25	35
A/A*	8	15	20
A*-C	56	67	69

The post 16 Free School proposal seeks to maximise on the trust's commitment and its capacity to build further educational opportunities for the local community delivering excellent teaching of the STEM subjects, preparing them for further education and careers. Using the brand of the college and the Maths Hub status as a badge of excellence the trust is committed to extending, sharing and collaborating with local providers to raise attainment and aspirations in key stage 3 and 4 aiming to encourage all young people to strive for mastery in mathematics.

Below, Table G compares student outcomes at Beauchamp to other local sixth form providers in the sciences, mathematics and computer science.

Table G. 2014 Student outcomes for science, mathematics and computer science at Beauchamp and locally. ³

A*-B%	National Average	Beauchamp College	The Robert Smyth Academy	Countesthorpe Community College	Wygggeston & Queen Elizabeth I College	City of Leicester College
Biology	51	50	41	39	42	47
Chemistry	59	58	52	44	51	46
Physics	53	56	44	62	41	50
Mathematics	65	73	76	70	51	56
Further maths	76	90	60	57	77	90
Computing	36	67	67	46	28	n/a
A*-C%	National Average	Beauchamp College	The Robert Smyth Academy	Countesthorpe Community College	Wygggeston & Queen Elizabeth I College	City of Leicester College
Biology	72	74	71	70	61	65
Chemistry	78	78	78	67	74	85
Physics	72	68	69	62	57	69
Mathematics	80	85	92	91	70	81
Further maths	88	100	80	71	90	100
Computing	61	67	83	73	50	n/a
A*- E	National Average	Beauchamp College	The Robert Smyth Academy	Countesthorpe Community College	Wygggeston & Queen Elizabeth I College	City of Leicester College
Biology	97	96	96	100	96	100
Chemistry	98	98	94	94	96	100
Physics	97	100	98	100	89	88
Mathematics	88	97	100	100	94	100
Further maths	94	100	100	100	97	100
Computing	96	100	100	100	94	n/a

³ DfE performance tables website and schools' own websites (data was NOT available for all schools and colleges)

These student outcomes see the provision within Beauchamp in line with or exceeding national averages. We would like to emphasise that these outcomes are secured without compromising our philosophy towards comprehensive education for all. It is clear from the tables above that Beauchamp compares very favourably with local sixth form providers in these popular subject areas. In nearly every instance, Beauchamp outperforms these colleges, with the percentage of students achieving the very top grades significantly higher in most cases. We feel very strongly that every student should be given every opportunity to succeed. Moreover, our entry requirements to study advanced level courses are lower than most providers; for instance we will still provide opportunity for students who attained a grade B at GCSE to study mathematics and science A 'levels and have created bridging programme of support to enable these students to succeed at the highest level. Students who attain a B grade in mathematics will be given additional sessions and be placed on a mentoring programme to supplement their understanding and confidence with the subject, allowing them every opportunity to master skills and access more advanced materials.

Our vision

We envisage an outstanding, academically excellent institution that creates a range of inspiring educational opportunities and pathways for passionate young people interested in becoming the very best candidates in their chosen field or profession.

This new institution would subscribe to the MATs philosophy of equity and excellence for all and would embrace a mixed, comprehensive cohort that aspires to achieve. We can foresee, very lucidly, an exciting opportunity to establish a Free School that emulates and builds on Beauchamp's well-established comprehensive but academic reputation and that becomes a local, national and even international beacon institution for A' level provision of the Sciences, mathematics and computer science.

As is characteristic of the Lionheart Academy Trust's ethos we feel compelled to tackle the challenges associated with the quality of education locally, the achievement of disadvantaged students and STEM engagement. We feel very passionately about our responsibility to meet the demand for outstanding provision and are committed to extending educational opportunities in STEM subjects to all students regardless of their socioeconomic status, gender or ethnicity. We are driven by the desire to create an outstanding facility that provides young people with some unique opportunities to become fully immersed in subjects that inspire them and allow them an insight into their chosen profession or vocation.

Our education plan will be designed to ensure that we meet these challenges; that students, including those groups of students identified as performing less well in these subjects, are given every opportunity to succeed. Our aim is to inspire, educate and empower all young people as we uphold our key values. These include:

- Comprehensive, student-focused outstanding education for all.
- Belief in the importance of an excellent curriculum model that allows choice and opportunity to nurture talent and aspiration.
- High-quality teaching and learning experiences delivered by dedicated subject specialists.
- An innovative and inspiring learning environment that is state of the art, engaging and exciting.
- Creation of learning pathways to support every student to realise their potential and achieve their dreams.

Our vision is also to encourage staff and students to fully embrace our mantra of ‘Cool to Learn’. By this we mean that every individual involved in this learning centre will actively participate in the process of learning. The Post-16 Free School will create an environment where all staff and all students challenge each other as they ask the ‘big’ questions; the language of learning and a dialogue around learning will be common parlance.

We envisage busy, vibrant and invigorating classrooms as everyone involved becomes an active participator in their learning. These learning spaces will encourage a sense of resilience and perseverance and will permeate an enquiring atmosphere reassuring students that it is important to get things wrong on the journey to finding things out. Students and teachers will be problem solvers and investigators together and through this will gain a mutual respect for each other through their common goals.

We would seek to instil the MATs ‘Inspire to Learn’ philosophy at our Post-16 Free School which has, in turn, been inspired by some of the work of [REDACTED] with his ‘Building Learning Power’ model of education. In [REDACTED] words there is an economic imperative to encourage students to learn how to learn; there is ‘a significant disconnection between education systems around the world and the needs of 21st century employers’.⁴ We subscribe to the notion that a focus on learning and the promotion of a programme where students develop as outstanding life-long learners will prepare them more fully for the world of tomorrow. Our vision is to support young people to help them to continue to evolve as attractive prospects in the employment market and as confident, well-rounded and responsible citizens.

This model of education promotes the ‘4Rs’ as cornerstones of learning. The diagram below shows our ‘Inspire to Learn’ philosophy and its key aims.

⁴ [REDACTED], Building Learning Power. <http://www.buildinglearningpower.co.uk>



Ensuring quality of provision

Teachers and other staff employed at this new centre would adhere to our vision and the moral purpose that underpins it; they would have at their hearts a wholly student focused approach with an intrinsic desire to develop confident, mature, passionate learners in preparation for further education and beyond.

The leadership of the college would seek to reward and value staff based on their performance and a quality assurance model, underpinned by rigorous performance management would be utilised to ensure that all staff felt appropriately supported to continue to professionally develop as excellent teachers. Studies have shown that teachers respond positively to direct financial incentives and when incentive schemes are used linked to student progress, levels of attainment improve.⁵ Teachers and other staff would have individualised appropriate targets focused on pedagogical skills and student outcomes. We would have very high expectations of teachers and we would hope to create a workforce of inspirational educators who felt valued and inspired themselves to continue to develop their skills and hone their knowledge.

Approach to teaching and learning

We would seek to establish a school that upholds the trust's core values and our central priority is our drive to ensure outstanding quality teaching and learning.

⁵ Evaluating the Impact of Performance- related Pay for Teachers in England

Dec, 2004 Atkinson et al, 2004.

All of the teaching at the college will be delivered by well qualified, enthusiastic subject specialists who will utilise their excellent subject knowledge to teach challenging, differentiated, creative and engaging lessons. In lessons students can expect to receive well planned and focused learning sequences. Assessment will be central in the classroom where staff will employ a range of feedback strategies including accurate summative written assessment, verbal feedback and peer assessment to ensure that students feel confident about the content and direction of their learning.

All involved in the learning partnership will understand the importance of high quality, regular marking. Policy and practices that have proved successful within the MAT will be embedded within this new institution and communicated transparently. For example, we will promote the 'prep learning' model of education whereby all students come prepared to lessons having an understanding of lesson content; this empowers students to become more confident learners and creates more lesson time for developing high- order thinking skills as students and teachers investigate, explore, analyse and evaluate together. This is one of the ways that we endeavour to create student leadership opportunities allowing students to build key life skills such as confidence, articulacy, curiosity and resilience in preparation for further education and the wider world of work.

Leadership of teaching and learning will be very strong with members of the SLT having specific responsibility for professional learning provision and standards. The college will have an overt school development plan that will place a strong emphasis on consistently striving to improve the quality of teaching across the school.

The MATs commitment to continual professional development is affirmed through Beauchamp's its status as a strategic partner in a Teaching School; our successful application to the National College for it to become a National Support School and the Executive Principal's status of National Leader in Education. This reinforces our commitment to raising standards both locally and in a wider context. The ethos that 'everyone is a learner' is embedded across the MAT and this notion is one we would seek to embed at the new school, supporting everyone involved in the learning community to improve, develop and refine their professional competencies. An example of this commitment is our investment in a Coaching programme to provide excellent support for colleagues to develop professionally becoming more self-reflective practitioners. In addition the Lionheart Trust promotes staff and students to engage in action research as a means of being innovative in our approach to teaching as well as learning. We would seek to transfer our experience and expertise in this area to strive for excellence at the new school.

Location

The trust seeks a suitable piece of land or self- contained building that has the capacity to develop a range of facilitates and flexible learning spaces to suit our cohort. This will

include a suit of classrooms/ learning spaces that would be suitable for delivering STEM courses and so laboratories, ICT facilities and relevant equipment will need to be sourced and implemented. This would be situated locally bordering Leicester and Leicestershire, close to Oadby in order to meet the needs of our local community and to ensure its accessibility to all students, particularly those more vulnerable young people who live in Leicester. A potential plot of land has been identified on the border of Leicester and Leicestershire which is currently publically advertised. Enquiries have been made in relation to this plot of land as its location is in a prime position in relation to the city.

Curriculum

We envisage our new school to work in close collaboration with Beauchamp college, as we aim to mirror some of the outstanding aspects of this school. However, the curriculum would have a very specific focus on preparing young people to travel a STEM journey through to higher education and beyond.

Currently, Beauchamp College offers over 40 Level 3 qualifications including a small number BTEC / vocational qualifications and it would continue to offer this very broad and balanced curriculum offer. The curriculum diet at the new Sixth Form Free School would be very different and cater for students who wish to specialise in STEM careers. The new school will be offering a specialist suite of subjects and enrichment opportunities that seek to ready the cohort for a future in this field. As such our curriculum offer would focus on Science, Mathematics and Computer Science and would hope to develop a centre of excellence. With this in mind, we would seek to embed pedagogical modes and models that would create unique and specific opportunities for young people to excel in these areas.

For example, in mathematics we would ensure that a mastery approach is employed. As outlined by the NCTEM 'The content and principles underpinning... [a mastery approach] reflect those found in the highest performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore, Japan, South Korea and China.'⁶ Ensuring that practitioners are confident with innovative practice, particularly those that allow increased opportunity to differentiate to enable every student to access the curriculum, is a key objective for this Free School proposal.

We would seek to build further collaborative links with FE providers, such as the University of Leicester, itself a leading centre for the sciences. We have already formed some of these links and would seek to forge and formalise this relationship to build concrete pathways to success for our young people.

⁶ NCEM, Approaches to differentiation; defining a 'mastery' approach; the 'England-China Mathematics Education Innovation Research Project', C.Stripp, Oct 2014

Key targets:

Our key targets are ambitious and match our vision of an institution that aspires to be excellent and academically impressive whilst retaining a truly comprehensive ethos.

1. Attainment and Achievement: 25% ABB in 2 facilitating subjects and Average Points Score targeted at 230 and a Total Points Score of 900. Overall ALPS score of 3 (excellent)
2. Progress to next steps: 40% of students will obtain a place at a Russell Group university and at least 90% of the entire cohort will progress to STEM degree places or appropriate apprenticeships.
3. Retention: 100% of students complete a two year programme of study at the free school.
4. Widening participation: 25% of the cohort will be from disadvantaged backgrounds and of these 40% will progress to Russell group universities. (versus a national average of below 10%)

In Section D2 of our Educational Plan we will explain why we believe these targets are appropriate and specifically how we will achieve them.

Potential future developments

We would like to reiterate and emphasis that we are committed to this proposal because of the clear and compelling educational argument that we have laid out. In summary, it is true that current provision is not good enough and that Leicester and Leicestershire's young people would benefit enormously from a centre of excellence in STEM that inspired them to progress towards exciting and important careers. Our vision is clear, well thought-out and we are resolute that we want to launch a Free School that realises this vision.

It is also true that the educational landscape shifts and changes and Oadby is no exception. In recent years good and outstanding schools have converted to become Academies and where Leicestershire has historically followed the unconventional three tier model of education (whereby children transition in year 5, age 10, to high school and transition again in year 9, age 14, to upper school), schools have decided that they want to take advantage of academy freedoms to offer increased choice to the local community. As such the two high schools have decided to consult to change the age range of the children they educate to 11-16. In response to this, and in close collaboration and consultation with the eight feeder primary schools, Beauchamp has decided to consult to change its age range to 11-19.

Each school advocates a focus on delivering first class education and Beauchamp, with its outstanding track record at Key Stage 4 and 5 fully embrace the opportunity to nurture students from the age of 11. Beauchamp's curriculum has been judged as 'outstanding' by Ofsted as it offers breadth and choice to its cohorts; this aspect of the college is central to its ethos and continuing to offer a broad, balanced and engaging curriculum is a key goal for an 11-19 school. In order to facilitate a Key stage 3 curriculum and ensure a range of subjects are offered to meet the needs of all our students the college would reduce the current sixth form size to a total of 650.

This is an additional future development that would impact on the demand for sixth form provision in the area. From this perspective, we think the Free School application is strengthened because of this, as there will be an inevitable requirement for additional sixth form places; but we do not want to cloud this issue. The Age range question is not a determining factor in relation to the Free School proposal. The critical points around the quality of education have been described first and foremost. Age range change has not been approved currently and the Free School vision was born out of recognition that there is a shortfall in provision locally and our belief that we have the capacity, expertise and capability to transform post-16 STEM education for our community.

In establishing a post 16 Free School the trust believes we can better serve the needs of the community by providing more choice and essentially higher quality places for local young people in Leicester and Leicestershire, particularly for those at a disadvantage. The Lionheart Academy Trust is committed to the vision of creating a truly inspirational, comprehensive and outstanding new school that specialises in STEM subjects- subjects that are both very popular and in demand and that we are absolutely resolved to carry both an educational and economic imperative.

Section D: Education plan – part 1

Expected Student Cohort

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Year 12	0	250	250	250	250	250	250	250
Year 13	0	0	250	250	250	250	250	250
Totals	0	250	500	500	500	500	500	500

Please note that we have targeted progression rates between Year 12 and Year 13 as 100%. National progression rates are in the region of 75% using the Advanced Level Performance System (ALPS) however, by ensuring that IAG is strong from the outset with students enrolled on suitable courses through robust transition arrangements we believe we will be able to buck this trend. Currently at Beauchamp College progression rates for ability bands who would be eligible to apply for a place at the free school lie between 98.8% and 87.9%. These figures cover progression rates across a very broad curriculum; rates in STEM based courses tend to be higher. In addition the very robust tutoring system and personal studies will ensure students are supported and guided through any difficulties. Whilst this target is challenging we believe it is realistic, especially in light of the changes to assessment meaning all A-levels moving to terminal assessment, as such all students will be enrolled on two-year courses.

Through building and enhancing relationships with schools in Leicester City where deprivation figures are high and aspirations lower we would seek to support and nurture more vulnerable students who have a natural aptitude for STEM subjects.

Prior to enrolment we would use a range of strategies to engage more vulnerable students with a view to providing GCSE support and raising both aspirations and attainment. These strategies would include:

- A careers fair (with successful women and other from under represented groups to present as role models)
- A peer mentoring scheme with successful A level students offering support for GCSE students
- STEM days for KS3 and KS4 students who aspire to a career in STEM but are from more deprived areas

- Provide access to free excellent quality Beauchamp produced online GCSE learning materials
- Offer access to our Library facilities including extended opening hours during final year of GCSE study
- Provide access to a full and rigorous GCSE programme of Easter Revision (free for more vulnerable students)
- Offer free access to Master Classes, including University guest speakers
- Beauchamp GCSE Learning Prizes for Biology, Chemistry, Physics, Mathematics, Computing and Economics. These competitions would be open to all GCSE students in Leicester City and County, details would be published online and in schools
- All students given pre-reading course list to aid the smooth transition between GCSE and A level. Material to be provided free for more vulnerable students.

Once enrolled we would offer studentships including a subsidised transport and learning package for students identified as more vulnerable (using the IDACI index and family income). This would include a subsidised travel pass, a named learning mentor with weekly meetings during personal study time and financial support for books, educational visits and other learning equipment (such as mathematical calculators).

Beauchamp College has proven to have successful systems in terms of supporting vulnerable KS4 students to make the next steps (2015 VA 1049.6, likely to be top 1-2% nationally). However, typically only 10% of the cohort (50+ students) would be considered disadvantaged. Due to the strategies outlined above we would seek to ensure at least 25% of all students in the new sixth form are identified as more vulnerable therefore enhancing social mobility and reaching into the less obvious pockets of society to find the next wave of scientists, mathematicians and economists.

Whilst we would strive to be as inclusive as possible, the challenging nature of the courses we would offer means that entry requirements would be a GCSE grade B in any chosen subject and a minimum of 6 grade Cs overall (or the equivalent following the introduction of the new grading system). Experience has shown us students who attain grade B GCSE in Maths and Science based subjects can be successful at A level study but often need further support, this would be provided through bridging courses during their first term.

We would not make preferential offers to any student, however our moral imperative drives us towards a bigger picture where the new sixth form is a tool that could enhance social mobility. As such we would seek to ensure 25% of our cohort were considered to be more vulnerable. Existing Beauchamp College students **would not be** given preferential offers or given places before others. As part of the selection process we would invite young people to interview and ask them to bring something they are

proud of (perhaps a certificate or a piece of work) and ask them to talk about their experience. Secondly we would ask why they want to be Beauchamp STEM students and what led them to their course choices, this would be to ascertain their passion for learning. These questions would be key in our selection process. We would then support students given offers to ensure they meet our entry requirements.

Section D: Education plan – part 2

Curriculum Choice and Composition

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Maths	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Maths	5 hours	Option	Y13 50 * 6 periods
Further Maths	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Further Maths	5 hours	Option	Y13 50 * 6 periods
Physics	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Physics	5 hours	Option	Y13 50 * 6 periods
Biology	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Biology	5 hours	Option	Y13 50 * 6 periods
Chemistry	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Chemistry	5 hours	Option	Y13 50 * 6 periods
Computer Science	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Computer Science	5 hours	Option	Y13 50 * 6 periods

Geology	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Geology	5 hours	Option	Y13 50 * 6 periods
Psychology	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Psychology	5 hours	Option	Y13 50 * 6 periods
Geography	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Geography	5 hours	Option	Y13 50 * 6 periods
Economics	5 hours	Option	Y12: 50 * 6 periods (1 period though flexible learning)
Economics	5 hours	Option	Y13 50 * 6 periods
English GCSE	2.5 hours	Compulsory (if students have less than a GCSE grade C)	3 * 50 minutes Joint and delivered at Beauchamp College
Core Maths	1.66 hours per week	Compulsory if not studying A level Maths	3* 50 minutes per week (Completed over two years).
Extended Project Qualification	2.5 hours	Extension Option	3 * 50 minutes Available to students in Year 12 or 13
IFS	2.5 hours	Extension Option	3 * 50 minutes Available to students in Year 12 or 13
AS Modern Foreign Language	2.5 hours	Extension Option	3 * 50 minutes Would run over both Years 12 and 13
Subject specific enrichment	1 hour	Extension mandatory	1*60 minutes Available to Y12 and Y13 in vertical

			subject specific groupings
Personal Studies	4 hours	Mandatory	4 * 60 minutes Supervised personal study with targeted support for more vulnerable
Work experience	Minimum of 2 weeks	Expected of all students	Students to be given application and preparation support during tutor time in Y12. This would take place during the end of the summer term in Y12.

Section D1

Overview

Beauchamp Post 16 Free School would have a very specific focus on preparing young people for careers with a STEM focus. We would use our experience and expertise to provide high quality learning opportunities for young people leading to very well respected, traditional academic qualifications.

At Beauchamp College over 40 A level qualifications and a small number BTEC / vocational qualifications are offered. Beauchamp College would continue to make this very broad and balanced curriculum offer and it is important to recognise the Sixth Form Free School would be a separate organisation making a different offer. The new proposal would in no way restrict the curriculum offer available at Beauchamp College.

The curriculum diet at the new Sixth Form Free School would be very different and cater for students who wish to specialise in STEM careers. The curriculum would focus on preparing students who are able to positively contribute to knowledge intensive sectors in an increasingly competitive global economy. 'Ensuring that businesses have access to science, technology, engineering and mathematics skills is critically important since these skills play a central role in developing innovative products and services'⁷. As such our curriculum offer would focus on Science, Mathematics and Computer Science.

⁷ UK Commission for Employment and Skills, (2015), Reviewing the Requirement for High Level STEM Skills.

Educational Philosophy

At Lionheart Academy Trust we passionately believe that all young people have the right to an outstanding educational experience. Underpinning our approach is the unwavering conviction that all students will receive high quality outstanding teaching from specialist practitioners. Lessons will be differentiated and provision will be closely designed and planned to match the needs of learners. Those most able students will be challenged and stretched via curriculum content and beyond as we take advantage of close links with industry and further education providers. As outlined in our vision section, we will maximise on every opportunity to develop outstanding learners and just as we have the highest expectations of our teaching staff, we will have of our learners too. We will encourage students to build learning power by becoming more confident, resilient, resourceful learners that are actively engaged in learning as a partnership.

Our particular approach to learning would be built on a model developed by Professor Guy Claxton that focuses on building learning power throughout the organisation so both staff and students become learners with a keen focus on their own practice.

“The biggest effects on pupils’ achievement occur when teachers become learners about their own teaching, and when pupils become their own teachers.”

Professor John Hattie, ‘Visible Learning’⁸

Central to the developing learning power model is a focus on all learners becoming resilient, reflective, reciprocal, resourceful learners. A key learning aspect of the philosophy is the notion of dual learning, for example maths and risk taking, science and questioning, computer science and problem solving, economics and skepticism or geography and self-evaluation. Through a continual focus on learning skills building the autonomy, flexibility and resilience of all learners, students will not only be better equipped for their examinations but more adaptable and effective life long learners and employees.

*There is a significant disconnect between education systems and the needs of the 21st century. People may or may not have the right clutch of certificates, but far too few of them have the **attitudes** that employers know are **the more important foundations of that ‘elusive world class workforce’***

Effective Education and Employment: A Global Perspective, 2009⁹

⁸ Hattie. J. (2011), Visible Learning for Teachers: Maximizing Impact on Learning, Routledge.

⁹ Playfoot, J., & Hall, R (2009). Effective Education for Employment: A Global Perspective, International Edexcel

These findings were supported by the CBI Education and Skills Survey 2013, when asking employers to reflect on recruitment and workforce availability:

*55% say school leavers **lack the right work experience** and key attributes that set them up for success, including **self-management (54%); problem solving (41%); and attitude to work (35%)** – stressing the need for school reform to produce people who are rounded and grounded, as well as stretched academically.*

Changing the Pace: CBI, 2013¹⁰

An example of a strategy we would embed in order to create resourceful, resilient learners would be that of 'Prep Learning'. Using this method students will be encouraged to become responsible for their learning and will follow our 'prep' (preparation) learning model of education, which is based on the flipped classroom model. As much research, and our own experience has shown giving students an opportunity to learn the content and knowledge needed for lessons prior to the lesson itself by using research methods and other resources has many educational benefits. Not only does this provide more valuable time in the actual lessons to explore, debate and discuss key learning issues or tensions- providing students access to higher order skills, it also allows students opportunities to develop interdependent skills and engage fully in their area of interest ¹¹.

Using the 'prep' learning model, staff will intentionally shift instruction to a learner-centred model in which class time is dedicated to exploring topics in greater depth and creating meaningful learning opportunities, while educational technology such as wider reading or online recordings of lectures/ videos will be employed to deliver content outside of the classroom.

In conjunction with this students will be in receipt of high quality effective feedback and marking on their work and staff will create a dialogue around learning whereby students are given clear space and time to act on the advice that has been given. An effective feedback policy will be launched and shared with students and families to ensure that expectations about work and homework are made apparent. A home-school contract or learning agreement will be produced and all students and staff will adhere to its expectations.

Robust and clear data tracking systems will be used and will be communicated to students and their parents every half term to ensure that progress is monitored and all

¹⁰ Changing the Pace (2013). CBI/Pearson Education and Skills Survey.

¹¹ Bergmann, J., & Sams, A. (2012). Flip your classroom: reach every student in every class every day. Washington, DC: International Society for Technology in Education

involved in the learning partnership can discuss ways to improve. Intervention will be planned in close collaboration with the learner and mentoring programmes, including 1-2-1 tutorials will be provided in order to individualise students learning and ensure they understand what their next steps are.

Why STEM?

At Lionheart Academy Trust we recognise and believe in the importance of a high quality STEM focused education. Five key points, all of which are grounded in moral imperative, drive our belief that a STEM focus would be beneficial and add positively to choices for young people living in the areas of Leicester and Leicestershire:

- 1) Innovation and creativity in areas of science, mathematics and technology can profoundly change global society for the better
- 2) The number of UK based STEM graduates needs to increase to enable our nation to compete effectively in the world economy
- 3) The shortage of people with STEM skills has been identified as a particular barrier to successful economic development in Leicester and Leicestershire
- 4) Young people with a good STEM background up to A level are able to apply for a number of higher level apprenticeships, thus creating opportunities without the financial burden of University study
- 5) Employability prospects and earnings potential are higher for young people with STEM qualifications. This can help to alleviate the lower than national average workplace-based earnings in both Leicester and Leicestershire^[LSEP] (Leicester and Leicestershire SEP 2014-2020)¹².

Nationally a shortage of young people with STEM skills has been much written about. In the 2013 Education and Skills Survey from the CBI found '39% of employers are struggling to recruit workers with the advanced, technical STEM skills they need – with 41% saying shortages will persist for the next three years'¹³. Correlating with this finding the UK Commission's Employer Skills Survey 2013, found '43 per cent of vacancies for professionals working in science, research, engineering and technology are hard to fill due to skills shortages'¹⁴. Furthermore, evidence indicates young people with these skills have better earnings potential, with those with a STEM degree on average earning £250,000 more over their career¹⁵, with our plans to reach out to

¹² Leicester and Leicestershire Enterprise Partnership (2014). Leicester and Leicestershire Strategic Economic Plan 2014-2020.

¹³ Changing the Pace (2013). CBI/Pearson Education and Skills Survey.

¹⁴ UKCES research by Winterbotham et al. (2014)

students from disadvantaged backgrounds this could make a significant change to chances of social mobility.

Not only are young people with both a robust STEM focused education and the right attitudes and learning skills in short supply for the workforce nationally and internationally but this has been identified as a particular challenge in Leicester and Leicestershire. The 2014-2020 Strategic Economic Plan (SEP) for Leicester and Leicestershire identifies a significant restricting factor to economic development as *'insufficient young people choosing STEM careers which is critical for our growth sectors'* (Leicester and Leicestershire SEP 2014-2020)¹⁶. Moreover it is anticipated that '75% of the new jobs created within the Enterprise Zone and related area will require intermediate or higher level STEM skills' (Leicester and Leicestershire SEP 2014-2020)¹⁷. It is important to recognise the development of the Enterprise Zone is one of the key strategies being used to drive the regeneration of the local economy.

Some of the educational strategies identified in the SEP include the deployment of more STEM ambassadors at both Primary and Secondary level. This initiative is one that we would be very pleased to engage in. At Beauchamp College our work with STEM ambassadors is embedded right from the first parents 'aspirations evening' held on their first week in college. We would seek to build on and extend this provision in the Free School Sixth Form; this would be through work experience placements for all students and working closely with regional employers to carefully establish the skills young people are most often lacking when commencing employment.

We would also want to contribute to the engagement and development of younger students with STEM education and would offer peer mentoring schemes to students identified as having talent but being vulnerable as well as career fairs for 14-16 year old students and STEM activity days for KS3 and KS2 students.

Links with local STEM providers

A key element of the provision offered at the free school will be the links with local STEM employers and universities. These partnerships will be used to inspire the students in their chosen field, provide positive role models (particularly important when encouraging more girls or certain ethnic minorities to study in key areas of under-representation), promote the breadth of STEM careers available (often students have a

¹⁵ Engineering UK Report (2011)

¹⁶ Leicester and Leicestershire Enterprise Partnership (2014). Leicester and Leicestershire Strategic Economic Plan 2014-2020.

¹⁷ Leicester and Leicestershire Enterprise Partnership (2014). Leicester and Leicestershire Strategic Economic Plan 2014-2020.

very narrow understanding of STEM) and help us to fulfil the promise of a guaranteed 2 week work experience placement for all students. We will also be looking for larger employers to provide sponsorship of disadvantaged so barriers, e.g. travel costs, can be removed from them participating in the work placements.

Contact has already been made with a number of these employers and educational establishments to begin to build links and establish working partnerships. This includes discussion about the skill set these employers would like to see in the work force of the future, building on the key ideas of resilience, resourcefulness, reciprocity and reflectiveness, so that the wider curriculum can be tailored to meet these needs.

Three levels of partnership are envisaged with partners offering some/all of the areas identified. As we are in the early stages of developing these relationships other opportunities are also likely to be explored:

Level 1: Small STEM providers e.g. local architect firms, local businesses

Partnership support:

- guest speakers, who could talk about roles in STEM based industries or share with the students areas of expertise, knowledge and instil a love of the area (vocation);
- mentoring for students as they prepare for university/STEM careers;
- providing opportunities for students to visit workshops/offices etc;
- work experience/internship placements for students;
- participation in careers fairs.

Level 2: Large STEM providers e.g. National Space Centre, Next, Caterpillar, University Hospitals of Leicester

Partnership support:

- guest speakers, who could talk about roles in STEM based industries or share with the students areas of expertise, knowledge and instil a love of the area (vocation);
- mentoring for students as they prepare for university/STEM careers;
- providing opportunities for students to visit workshops/offices etc;
- work experience/internship placements for students;
- support in looking for suitable gap year placements;
- support in developing projects and competitions that the students could take part in;
- sponsorship of students from disadvantaged backgrounds;
- capital funding for key projects e.g. sponsoring a laboratory or ICT room
- practice interviews;
- participation in careers' fairs.

Level 3: Universities e.g. Leicester University and Warwick University

Partnership support:

- guest speakers, who could talk about roles in STEM based careers and share with the students areas of expertise, research and instil a love of the subject;
- undergraduate mentors for students as they prepare for university/STEM careers;
- opportunities for students to visit laboratories;
- work experience/internship placements for students;
- development of pedagogy and support in delivering specialised areas of the curriculum e.g. genetic engineering;
- support in developing projects and competitions that the students could take part in;
- places on summer school and widening participation events;
- practice interviews and support in university applications;
- attendance at an aspire to higher education evening;
- support in developing reading lists to prepare student for university/next steps.

Curriculum Content

As already outlined our core curriculum would focus on STEM subjects whilst simultaneously developing the skills to become resilient, resourceful, reciprocal, reflective learners. After careful reflection we would propose the STEM qualifications available would include A' levels in Maths, Further Maths, Chemistry, Biology, Physics, Geology and Computer Science. We would also offer A levels in Geography, Psychology and Economics. This curriculum offer would allow young people the widest range of STEM progression routes. We have examined the courses requirements for entry to a range of Undergraduate Science, Engineering, Mathematics and Computing courses in a range of Russell Group Universities including Oxford, Cambridge, Durham, Southampton and Sheffield. The combination of our proposed A' level curriculum would enable students the widest range of choice in terms of progressing to higher level STEM courses and then careers. Some examples of the courses we looked at are shown in the table below.

University	Course	Entry Requirements
Oxford	MEng Engineering Science	A*A*A to include Maths and Physics
Cambridge	BA or MEng Computer Science	A*A*A to include Maths and Computer Science
Warwick	MEng Manufacturing and Mechanical Engineering	AAB to include Maths and Physics
LSE	BSc Actuarial Science	AAA to include Maths (Further Maths highly desirable)

Durham	BSc Software Development for Business	AAA to include Maths
Sheffield	MComp Artificial Intelligence and Computer Science	AAA to include Maths or AAB and A in Extended Project
Nottingham	BSc Environmental Science	ABB to include at least two science-based subjects at A level (can include geography and/or maths)
Leeds	MEng Mechatronics and Robotics	AAA to include Maths

We did not find any STEM based courses that our subject combinations would restrict.

Our decision to supplement the STEM subjects with A level offers of Geography, Psychology and Economics is based on our considerable experience as a Sixth Form provider. During this time we have found that many young people choose to study three Science / Maths courses and then supplement with a fourth from a slightly wider base. Geography A' level tends to be a very popular choice with those keen to pursue careers in Environmental Science or Geology. Psychology is a common choice for those studying Biology as a way of gaining some breadth and a broader understanding. Economics is often a subject chosen by students who study Maths and Further Maths, this opens pathways for students who would consider pathways into financial mathematics or simply seek a solid grounding before moving on to read Economics at University.

We would envisage most of our students choosing to complete the Extended Project Qualification (EPQ) as an extension course. We particularly value this course because it is so structured in forcing students to develop good study habits. Through this course students are taught how to reference, research and become independent, self managing learners, it dovetails particularly well with our Trust belief and drive to develop learning power. This course allows the student to focus on a topic of their choosing, it can be particularly beneficial for students when writing a personal statement or preparing for an interview. It encourages the student to read beyond the A level syllabus and show real passion for their chosen university course. Additionally our research and experience indicates EPQ is viewed very favourably in most Universities and will help our students to not only win offers but make the transition to University level study or employment more effectively. Finally, we believe that the EPQ will offer

an additional opportunity for students to widen their pallet allowing them to explore a subject/topic that engages them and encourages creative, enquiring thought and reflection.

"The Cambridge Colleges welcome the introduction of the Extended Project ... primarily because of the benefit we recognise in the skills it will develop in learners and the consequent easing of the transition from study in secondary to higher education."

University of Cambridge

"UCL supports Year 12 and 13 students undertaking the Extended Project Qualification (EPQ) as part of our commitment to the development of study skills as preparation for university degrees".

UCL

"Nearly 1 in 5 successful applicants to Durham had completed the EPQ" –

The Sunday Times 16 Feb 2014

We would also offer an AS modern foreign language (French or Spanish) or IFS Level 3 Certificate in Financial Studies. As the modern language AS level would be delivered in an 'extension block' it would be completed over two years. The rationale for offering a modern language is two fold firstly, it delivers breadth by offering students a totally different type of subject and therefore way of thinking and secondly, it will make our students more employable in the longer term. We decided to include IFS in our curriculum offer on the basis it provides students with the knowledge and understanding needed to make sound financial decisions including becoming responsible borrows and sensible savers in the future. All three courses we offer as extension courses will provide breadth and challenge for learners, all will carry UCAS points in line with half an A' level. The very focused range of subjects would also enable the trust to run the organisation in a way that would be financially viable and sustainable.

Core Curriculum

Each student would follow a challenging programme of study, which with carefully planned personalised support would enable the very highest levels of achievement. Our timetable would be based on a 15 minute tutor period each day, 30 taught periods per week, each being 50 minutes long and a personal study period from 3-4pm 4 days per week. All students would be engaged in study each day from 8.30am - 4pm. Time of the school working day would coincide with Beauchamp College which would enable some students to access a wide range of enrichment and extension opportunities

available at the college campus.

Timing would be as follows:

Registration	8.30 – 8.45
Period 1	8.50 – 9.40
Period 2	9.40 – 10.30
Break	10.30 – 10.50
Period 3	10.50 – 11.40
Period 4	11.40 – 12.30
Lunch	12.30 – 1.10
Period 5	1.10 – 2.00
Period 6	2.00 – 2.50
Personal Studies	3.00 – 4.00 (Mon-Thurs)

A year 12 sixth form student studying at the new sixth form college would follow a curriculum with the components shown in the table below:

4 A Levels	Extension Course (core Maths compulsory for those not taking A level Maths)	Work experience / University preparation	Enrichment Opportunities	Personal Study (GCSE English compulsory if not attaining at least a C)
24 periods	3 periods	Tutor time (5 * 15 minutes)	2 periods	4 periods (3-4pm)

In some circumstances a student may be admitted following only three A level courses. It would very much depend on prior attainment. Students studying 3 A levels would have 6 additional periods of supervised study.

When embarking on the second year of sixth form study students would have a more refined set of study skills as such the number of personal study periods would increase for the majority.

Year 13 curriculum

3 or 4 A Levels	Extension Course (core Maths compulsory for those not taking A level Maths)	Apprenticeship / University preparation and application	Enrichment Opportunities	Personal Study (GCSE English compulsory if not attaining at least a C)
18 or 24 periods	3 periods (optional)	Tutor time (5 * 15 minutes)	2 periods (optional)	4-16 periods (including 3-4pm)

We would expect approximately half of all students to reduce to 3 A levels. If reducing to three full A levels students would take an AS level qualification in the subject they were not continuing. Those who reduce to three subjects would be strongly encouraged to follow an extension course. We would seek to ensure timetables were personalised to suit individual students and so precise make up would be decided following an interview with each student during the summer term of year 12.

We have high expectations of our students and as such would expect the vast majority to study **four** A level courses. At the free school students would choose from:

- Biology
- Chemistry
- Physics
- Geology
- Mathematics
- Further Mathematics
- Computer Science
- Psychology
- Geography
- Economics

Students who did not want to study a combination of the above A levels would be

encouraged to apply to the Beauchamp College Sixth Form where the full range of courses would be available.

Additionally most students would follow an extension course in either Year 12 or Year 13. We believe extension courses to be very important to our students in ensuring a broad education and the development of a well-rounded set of study skills. Following a similar curriculum model at Beauchamp College our 'Breadth and Depth' ALPs rating was most recently 'Outstanding'. Students would be able to select from:

- Extended Project Qualification
- IFS Level 3 - Certificate in Financial Studies
- Accelerated Sociology – AS or A level

Students who are not studying Mathematics A' level would follow Core Mathematics Level 3. We view this as being in essential in equipping students with robust numerical skills to approach their other A level subjects with confidence and competence. This course would be followed for three periods per week over two years in the 'extension block'.

Broader Curriculum

Work Experience: A unique aspect of our sixth form college would be the keen focus on preparing students for life beyond A levels. All students would be expected to undertake a minimum of a two week work placement between Year 12 and Year 13. We believe this will help to give our students an edge when applying for either University or higher level apprenticeships. In order to source the work experience placements we would seek to build strong relationships with local STEM employers and Universities with a strong reputation for Maths, Science and Computing. Students would then work with their tutor and receive personalised advice and coaching to ensure they are well equipped for making the next steps and successful in their applications. Tutor time each day would be used to focus on career exploration and work experience application.

SMSC: We believe SMSC is an integral part of all aspects of any successful school. We would seek to create discussion in tutor time of the thought for the week, a weekly focus on current affairs which is student led, a focus on well-being every Wednesday and through student voice work which develops a strong sense of community and social capital. However, we also believe that SMSC should be an integral part of each lesson with good behaviour modelled and debate/discussion regularly included so that students have the opportunity to develop opinions and understanding on a range of issues.

Enrichment Activities

Developing Student Leadership

Within the Lionheart Academy Trust we are very proud that student voice is very strong and well established; staff and students recognise the value of student participation both within the college and out in the wider community. This is something we would want to embed at the Free School Sixth Form. Students would take an active role in the recruitment of new staff through lesson feedback and interviews. In addition to this, students would contribute to college leadership through a team of democratically appointed student governors. Furthermore, a team of students would have the opportunity to participate and lead in an 'INSTED' programme that would support the whole college focus on improving the quality of teaching and learning. Students would carry out lesson observations and feedback their mature reflections to departments in a timely and organised fashion. This participation has been extremely valuable in our Trust and has helped to shape development plans both at a departmental and whole school level. All of these initiatives are valued, embedded and central to our ethos. The students' voices are heard, recognised and responded to and this allows them to feel safe. We would consider strong student voice and leadership an essential ingredient in the success of the new Sixth Form.

Our students are encouraged to play an active role in the local community, this would also apply to students enrolling in the new Sixth Form Free School. Our students' currently volunteer through the 'Right to Read' scheme and 'Number Partners' as well as support the 'Yellow Teapot Club' for old age pensioners. Once a year the students organise the 'Together Event' which unites different community groups to share and celebrate diversity. On an international level Beauchamp student governors raised over [REDACTED] in order to facilitate an educational visit by 4 Palestinian students in June 2014. This not only gave the Palestinian students a chance to experience a different educational system but allowed our students to develop empathy and understanding for a different culture. These activities, together with many more, continue to develop the social capital of the students and we believe are key elements of Britishness we are proud of and seek to develop further.

Student Led Societies

As part of our drive to develop student leadership we encourage the development of student led societies in the colleges in our Trust. Societies are led by sixth form students, students typically make a proposal for a society (we would encourage them to be financially sustainable) and if given approval they would be launched to the student body. In some cases society leaders may make a funding bid to the student governors

who have a small amount of money to use at their discretion over the course of an academic year. We currently have student societies based around Maths, Science, Physics, Computing, political parties, religion, arts, music and sport. We would encourage students at the Free School to set up their own societies following this model which has proved to be very successful on a multitude of level. Visiting speakers and lecturers from prestigious universities are frequent, we consider this to be a crucial tool in encouraging students to think and read beyond A level specifications, a factor which can give them the edge over other students. In the interests of safeguarding societies will be facilitated and monitored by staff.

STEM Specific Activities

As mentioned we consider reading and exploring beyond A level specifications to be essential in enabling our students to be successful in the most competitive situations but also in developing a real love and passion for their chosen subjects.

Enrichment and competition will play a key role in the wider curriculum at the free school with the aim of developing inquisitive and resilient students ready for a fast changing work place. Each student will be expected to sign up to an enrichment programme based on one of the subjects they are studying and linked to their future aspirations. The enrichment programme would include a blend of wider reading with a monthly discussion group to extend a student's knowledge of a subject, regular tea and biscuit sessions during personal study time whereby teachers and guest speakers (e.g. from local universities) talk about a subject they love to encourage a similar love of learning in the students and entry into national competitions and challenges as appropriate e.g. Senior Maths Challenge and Biology Olympiad. Within the 2 years at the Free School students will also be expected to research and present on a topic of their choice to others following the same programme. This is key in developing articulate students who can research and communicate effectively. Other key enrichment opportunities will include an engineering club and an environmental group whose focus will be to make the school as environmentally friendly as possible.

Some specific activities we would run linked to Economics would be attending the Annual Public Lecture run by the Royal Economic Society for young economists. Running the Young Economist of the Year essay competition and Target Two Point Zero - The Bank of England and The Times Interest Rate Challenge which gives teams of students aged 16-18 the chance to take on the role of the Bank of England's Monetary Policy Committee, assess economic conditions and the outlook for inflation and tell panels of judges what monetary policy they would set to achieve the Government's inflation target of 2.0%. Subscribing to '*The Economist*' would be an example of a publication from which regular preparatory reading would be set.

In order to enrich the experiences of the Science students the free school would subscribe to both New Scientist and Scientific American as well as the Junior Lancet. This would enable students to keep abreast of key scientific and medical research as well as familiarising themselves with the scientific way of writing. For less able students periodicals such as *Biological Sciences Review* will be available, science in the news will also be discussed to enable students to become more critical about research and how it is reported. As well as encouraging students to read use will be made of other forms of media such as you-tube clips e.g. Ted lectures and documentaries on television e.g. Royal Institute Christmas lectures. Within Science in general the crest awards will be run to develop research, practical, analytical, evaluative and reporting skills. Theses projects also require commitment, resilience and resourcefulness from the students. For the most able links will be made to Nuffield bursaries so that students can immerse in science over the summer. Entering national competitions will also be promoted and these will include the Biology, Chemistry and Physics Olympiads which test both a students understanding of the subjects taught but also knowledge from beyond the traditional curriculum so promoting wider reading and the need to make logical links between what is known and new situations. Links with universities will be developed so that the curriculum can be enhanced, for example the university of Leicester already runs a genetic engineering workshop for all Y13 Biology students at Beauchamp, allowing students access to equipment not normally available in a school.

In the interests of developing environmentally aware, well educated young people we would wish to explore sustainable development towards becoming a green school.

Through this enrichment students would be required to develop and lead a project to make their school more eco-friendly. This means they will learn about how the school operates (e.g. budgets; energy supply; energy costs; building materials; management) and how it is part of a wider community. The project will deal with the principles of climate change and sustainable development and allow the students to research and create design requirements for a low energy school. There will opportunities to communicate with the school management, builders, researchers at universities and institutes, and local authority for issues like planning permission.

To be able to work towards a green school they will develop their scientific understanding and competencies relevant for their future lives such as:

- Community problem solving;
- Empathetic understanding;
- Conflict management;
- Handling socio-scientific disputes;
- Dealing with moral and ethical dilemmas and competing claims

Enrichment opportunities within Psychology would include attending conferences in which guest speakers prominent in the field of Psychology lecture on relevant topics to the specification such as conformity, obedience and eyewitness testimony. Running the creativity project which gives students to express, in a non-literary form, what they have learned throughout the year, enables students to demonstrate their understanding beyond the syllabus. Gifted and talented students could attend summer schools at Villiers Parks and trips to the University of Leicester to 'Experience Psychology' days allow students to engage with experimental research in the field and volunteer as participants in psychological research. Subscribing to Psychology Review would be an example of a publication from which regular preparatory reading would be set.

House System

As part of our aim to develop students academically, socially, morally, spiritually and culturally as a seamless whole to prepare them to participate fully in British society we would provide students with opportunities and encouragement to make an outstanding contribution to the college and to enjoy themselves whilst doing so. We currently operate a very successful house system at schools in the Trust, this is something we would like to introduce at the Free School. All students are assigned to a house throughout their time with us and as part of their designated house will both compete and collaborate. As a consequence, participation in artistic, sporting and cultural extra-curricular and house activities is very high. Many students are keen to assume leadership roles and the house system provides a vehicle to create these opportunities, their involvement in influencing change both within the school and beyond is substantial. Contributions to society beyond college are encouraged through our partnerships with The Rotatory Youth Speaks Competition, Hope Against Cancer and LOROS. We are especially proud of this feature and would seek to create an equally strong system in the Free School.

Transition Stages

We see there being four stages to a student's engagement with us, these include:

- 1) Application and pre enrolment
- 2) Enrolment and settling in
- 3) Established students
- 4) Moving on at 18+

Stage 1: Application and Pre Enrolment

The Beauchamp Post-16 Free School is committed to a comprehensive and inclusive

ethos whereby all students meeting the entry requirements are both supported and challenged to reach their potential. As part of our drive to ensure a comprehensive intake we will seek to engage in a range of STEM activities with 11-16 schools, particularly those identified as being in higher areas of deprivation.

A key element of our application process would be an interview to which the parent/carer will also be invited. This will allow early discussion and assessment of the needs and aspirations of each student applying for a place. Following this further information can then be sought from their school of origin, any professionals involved with the student and, if necessary, diagnostic tests taken to provide additional information so that appropriate support can be put in place for each student as required from the moment they enter the free school. A member of the free school would also attend transfer reviews for EHCPs or PEP reviews for LAC before students transfer to the school to answer any queries and ensure that provision is well-thought out and matched to the student's needs. In July before students transferred our student support team/tutor team would visit each of the 11-16 schools in order to learn more about each student enrolling with us, this would help us to have a picture beyond grades.

Stage 2: On Enrolment

We would seek to develop very strong three way partnerships and view School – Student – Parent as being a partnership that needs to be robust and challenging in all directions. To this end during the final weeks of the summer term all parents and students would be invited to a 'getting to know you event', this would be with the purpose of outlining expectations and ensuring all student have access to suitable pre course reading materials. During the first week of being a student at the Free School both Parents and Students would be invited to an aspirations evening, this in essence would be an opportunity to meet key staff, explain target setting methodology, iron out any very early teething problems and hold an early careers fair with a view to ensuring from the earliest stages students are carefully planning their next steps. During the first 10 weeks all courses would include 'learning to learn' as a very strong feature. The key aim of this programme which would be embedded in all A' level courses would be to ensure all students have a strong set of enabling study skills which allow them to meet the challenges of advanced level study with confidence. We strongly subscribe to Professor Guy Claxton's 'Building Learning Power' model of education and see educating students in how to learn as an essential part of successful sixth form study but equally importantly in ensuring our students are well equipped for both university and work post sixth form.

Stage 3: Established Students

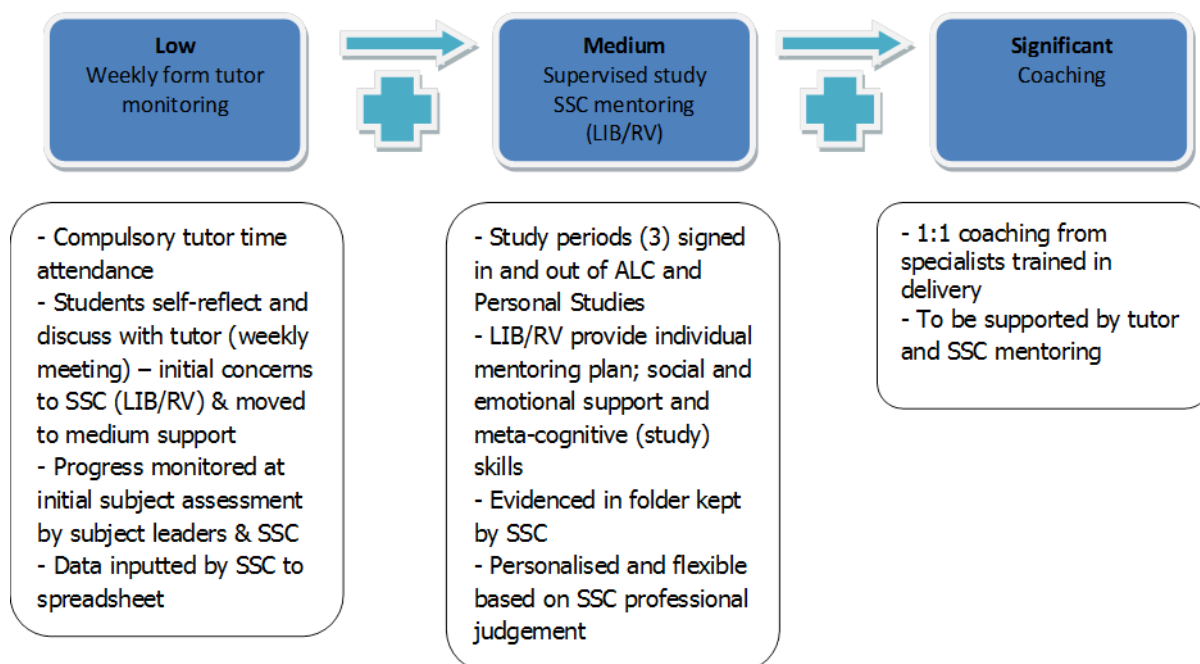
Once students are enrolled successfully onto their courses we will begin to carefully monitor and track progress, this information will be shared regularly (every half term) with the parent and student (this tracking system is described in more detail later). However, in addition students will be given regular feedback on the work they produce, we would see this being a minimum of one in three lessons. Whilst every piece of work would not be marked we would see detailed very useful feedback provided, this would include what the student has done particularly well, how the work could be improved and some action the student should take to be able to make the next learning steps. On receiving feedback all students would have some lesson consolidation time for reflection and a teacher set activity based on 'closing the learning gap', for example in mathematics students would be given personalised feedback on the answers they have produced and then individually set questions which mirror the questions where they did not score full marks. A clear marking and expectations policy would be shared with all students and parents on enrolment.

A carefully scheduled series of assessments would highlight students who are either struggling with the academic rigours of the courses they have chosen or who are not engaging as fully as they should or could with their learning. If this is shown to be the case our student support MAKE programme would begin.

The MAKE Programme is a support plan that is aimed at students with low attainment at GCSE and recognises that the complex needs to these students requires a personalised, daily support plan. The programme emphasises student responsibility alongside the daily support of a form tutor with a weekly meeting in which the student reflects on their progress the previous week and 'scores' their learning in all subjects across the following areas; motivation, attainment, knowledge and understanding and effort. This raw score is passed on to the Advice and Guidance team for monitoring and tracking on a weekly basis. The system relies on tutors and tutees knowing each other well and being able to pursue open and honest discussions once a week.

The system is graduated and flexible in that if tutors, the student and SSC are concerned about progress they move to a 'medium' level of support which involves academic mentoring in SSC at least once a week where individualised targets are set and reviewed linked to study and progress. In addition to this, students must engage in directed, supervised silent study time for 3 periods a week. The final level of support relies on 'coaching' (of which there are a number of qualified professionals in the college) who would meet students to deliver additional skills and targets. The aim of the programme is that these 3 layers of support allow students to not only access the skills

required for A Level study but also be monitored on a regular basis and provide the pastoral input these students require at this stage of their education.



Stage 4: Moving on at 18+

Although careers interviews and discussions would be available throughout, in the summer of Year 12 we would begin to robustly prepare students for their next steps. Our work experience programme (July/August) for all students would help to give students insight in terms of areas they might like to pursue and is likely to be particularly valuable for disadvantaged and widening participation students who don't have family links to provide these opportunities. For many students the next step will be University. As such we would have a very thorough UCAS programme, this would include a full **Next Steps** week (July) where students would be shown how to search for suitable courses, they would begin to put together their university application and be given support in writing their personal statement. As part of this programme we would seek to join an established programme used by Beauchamp, this involves joining with a number of local Public and higher performing state schools to offer students trial university interviews. The event is held at Uppingham School and ensures all students who are considering applying for Oxbridge, Medicine, or Dentistry have an insight and thus can prepare more effectively, students can choose to be interviewed or observe interviews. Another very important part of our UCAS programme would be university open day visits. We believe these are especially important for widening participation and giving confidence to students who apply to university as the first from their generation.

Some students will chose to apply for higher level apprenticeships, many are offered and they are becoming more common. Accounting routes are offered by all of the big four firms (Deloitte, Ernest Young, KPMG and PWC) and for the first time some are now offering Actuarial Science through this pathway. Additionally many science and engineering forms offer schemes where students are educated to degree level, for example Rolls Royce offer an engineering apprenticeship with entrance requirements of “A-Level Grades A* to C in Maths, Physics or Chemistry and one other”. We would urge students to consider both apprenticeships and university. The scaffolding and support given to students applying on either route would be equal.

As students begin to prepare for final examinations where securing grades will be vital to meeting the conditions of next step offers we would offer a range of support including the provision of study skill workshops, preparing a revision timetable and help and wellbeing, including coping with pressure and counselling services.

On A level results day we would have a range of advice and guidance services available to students and be on hand to support and help to find alternatives should they have not met the conditions of their offer. 7 and 14 days after A level results we would email all leavers to ensure they are in a position to proceed on to their chosen pathway. We would set up an alumni society to encourage students to stay in touch and become involved in offering support and eventually possible work experience placements to future students.

SEN

As stated earlier, all students before entering the school would have an interview with a key member of staff. In the case of students with SEN this would take place either with the SENCo or the HLTA. This interview would focus on ensuring that the correct provision was in place before the student entered the school. For example, a student with physical disabilities may need the physical environment adapted e.g. desks which can be altered in height to fit a wheel chair, a student with dyslexia may require coloured overlays to read books more easily or access to dictation equipment, whilst a student with autism may benefit from a quiet space to spend time in outside of lessons. Where appropriate extra visits to familiarize the student with the new surroundings and support staff will be arranged.

Once the students have entered the Free School close tracking of student's progress with SEN will take place and each student will have a named member of staff responsible for their progress and ensuring that their needs are met. These key staff will meet regularly with their students in their personal study time and act as a facilitator between staff and parents to ensure that lines of communication remain open and clear. They will also challenge the student to become more independent and support students with their applications to university/employment. All students with SEN will receive specialist careers advice through an independent 'prospects interview' and a twice yearly formal review with the SENCo regarding progress and destinations. This will allow a personalised pathway to be devised to support students in their next steps and signpost them to additional support that they may be entitled to. Students will also be tested for examination concessions to ensure that they receive their entitlement.

Depending on the needs of the students additional support may be provided for the student within lessons. This may include 1 to 1 support for students with physical disabilities and/or through tutorials in their personal studies lesson. We would aim to recruit and train learning support assistants who have a knowledge of not just SEN but also of the STEM based subjects so that a high quality level of support is available. The free school will be designed to be fully accessible to students with physical disabilities and specialist equipment purchased as the need arose e.g. i-pads for visually impaired students.

Students who enter the Free School with no identified SEN may be referred at any time to the SENCo for testing if a concern arose. Referral could be made by either the student's teachers, parents or the students themselves and based on evidence of need and diagnostic tests.

A SENCo will be appointed with a clear role. This will include:

- Tracking and monitoring students' progress
- Effective transition of students including attending review meetings and meeting all students before they start at the free school
- Ensuring that needs are met through additional support
- Carrying out regular reviews including maintaining EHCP
- Professional development of staff
- Managing the effective deployment of LSAs
- Liaising with parents and key professionals
- Advice and guidance to staff re individual student's needs
- Ensuring that all students have appropriate examination concessions

- Remaining up to date on SEN and current legislation and ensuring that this is shared with the leadership team
- Ensuring value for money
- Ensuring equality of opportunity for all

Due to the inclusive ethos of the Free School all students with SEN will be encouraged and enabled (with support if necessary) to access the full range of enrichment opportunities afforded to all students. This will be complemented with literacy support and tutorials specific to their needs. A SEN base will be identified that students can work in if they need either more support or a quieter space (e.g. autistic students).

Students who do not speak English as a first language at home

Within Leicester and South Leicestershire the demographic of students is ethnically very diverse and we predict that 60% of the cohort will come from ethnic minorities. The East Midlands Regional Ofsted Report 2013-2014 has identified the progress of children with English as an additional language as a key issue for the area. Whilst new to English students are a very small minority (less than 1%) a particular issue within this area is the literacy of second and third generation young adults. Often English isn't spoken at home and when it is it is often a hybrid between 2 or more languages. The result is that a large number of students, whilst appearing to speak English fluently, struggle with comprehension and extended writing. At GCSE this often does not affect their progress to any significant degree but at A-Level, where the concepts are more challenging and extended writing is expected e.g. essay writing in Biology A-Level, the students begin to struggle and so do not achieve their potential.

At the start of year 12 all students will undertake a short study skills programme as part of their extension course, this will look at skills such as research, reading for comprehension, making notes and constructing an essay. Through this students will be monitored and those identified as having difficulties with literacy will undertake an academic literacy course in place of an extension subject in Y12. They will then be encouraged to take up the opportunity of an extension course in Y13. This will allow all students to be equipped with the skills required to be successful at L3 and ensure that progress in STEM is not held back by literacy.

For the small number of students with EAL they will also be offered additional English support within their personal studies lessons and parents will be encouraged to attend workshops (through coffee mornings) on literacy and how they can support their son/daughter in their studies, these will be run in conjunction with the Lionheart Academy Trust. A HLTA will be given the responsibility of working with and tracking the progress of students with EAL.

Most Able Students

For the more able students stretch and challenge will be provided in three ways: through quality first teaching and challenge within the classroom, through a wide range of enrichment activities and through being enrolled on the 'High Fliers Programme'. The enrichment activities planned for the free school will afford the more able a chance to develop their interests further with like-minded individuals and also take part in competitions to challenge their thinking e.g. crest award, engineering club, debating society, maths challenge, biology Olympiad. Students will also be encouraged to set up their own societies following a university model e.g. MEDSOC, this will enable them to take more responsibility for their learning.

All gifted and talented students will be enrolled on a 'High Fliers Programme' which will aim to provide them with information, wider opportunities and 'inspiration' to aim high and be confident in their ability. Throughout their two years at the free school there will be regular opportunities to enhance their learning and develop their skills e.g. visits to Russell Group Universities and local employers, practice interviews, support in applying for Oxbridge summer schools, regular guest speakers (both internal and external) talking about a subject that interests them, reading groups to discuss key STEM literature and recent innovations and regular challenges and competitions to stimulate their inquisitiveness. The schedule of activities would be shared with students at the beginning of the year to help students and parents plan ahead. We would absorb any cost of activities for students who are identified as disadvantaged.

Please see below an example of the Inspire Pathway at Beauchamp that we would emulate in the new school with the 'High Fliers Programme.'

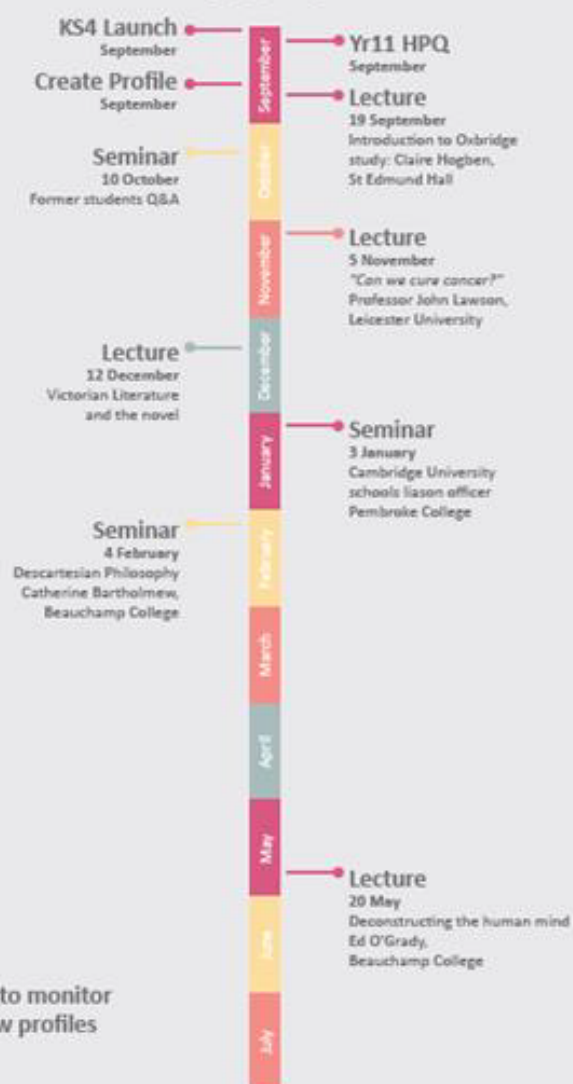


The Inspire Pathway



A programme of events for academically aspirational students focussed on going to Oxford/Russell Group Universities

KS4



Seminars: 1/2 termly to monitor progress and to review profiles

Section D2

Target Setting

The targets that we have set for pupil performance are realistic and ambitious.

As set out in our vision section, these targets are aspirational and seek to develop a centre that is academically impressive: Our vision for the post 16 Free School is to create a local, national and international beacon institution for excellence in maths, science and computer science. As such these targets are appropriate.

Achievement Targets

When target setting we have carefully considered both the national and local profile.

NB includes state funded and independent	Average Points per Subject	Average Points per Student	AAB in two facilitating subjects
National 2014	215.5	787.1	15%
Leicester 2014	202.4	696.6	8.1%
Leicestershire 2014	209	743	10.2%
Our Target	230	900	25%

Our Targets

1. Attainment and Achievement: 25% AAB in 2 facilitating subjects and Average Points Score targeted at 230 and a Total Points Score of 900. Overall ALPS score of 3 (excellent)
2. Progress to next steps: 40% of students will obtain a place at a Russell Group university and at least 90% of the entire cohort will progress to STEM degree places or appropriate apprenticeships.
3. Retention: 100% of students complete a two year programme of study at the free school.
4. Widening participation: 25% of the cohort will be from disadvantaged backgrounds and of these 40% will progress to Russell group universities. (versus a national average of below 10%)

How we will achieve them:

1. In order to ensure that at least 25% of the cohort attains ABB in 2 facilitating subjects we would ensure that we have in place a combination of effective systems and intervention strategies to track, monitor and support the learning of our students. Strong advice, information and guidance would be provided for prospective students and their families as we would utilise data effectively to ensure that their potential was identified prior to gaining a place at the new school. We envisage strong links with 11-16 providers and collaborative working to understand the educational profiles of future cohorts. Once on courses, data systems will be robust and regular, close monitoring of students will take place and a frequent dialogue around teaching and learning will be an expectation. Any students that lack confidence, have misunderstood concepts or have specific areas for improvement can discuss this with subject specialists daily. Students will feel confident to revisit, revise and reflect on their work very regularly; we expect students to feel empowered and ready to challenge gaps in their own learning with the support of key colleagues. In addition, we would ensure that students are in receipt of suitable mentoring packages that encompass both academic and pastoral learning to ensure that they continue to make excellent progress. We have devised a gifted and talented programme called 'Supernova' which would provide further opportunity for students to 'reach for the stars' raising their aspirations and make the next steps towards attaining very highly in facilitating subjects.
2. To ensure that 40% of students gained places to study at Russell group universities and that at least 90% of the entire cohort progress to STEM degree places/ apprenticeships we would ensure that any social barriers are tackled assertively. For example, the University of Leicester's objective in their Widening Participation Strategic Plan is to 'lead on, and contribute to, initiatives which help to broaden the horizons of young people, raising both their aspirations and attainment, and ensure that progression routes are available which enable them to succeed in achieving their ambitions'¹⁸. Within this we see potential to create opportunities for team teaching, university visits, electronic mentoring and other strategies that support all young people in feeling confident and capable in applying for an securing high quality degree places. We are committed to creating tangible pathways for students and to further motivate them we would seek to build close partnerships with Universities and work place based experiences in order to ignite their drive and determination to succeed. Through developing these close links we feel that we would be better equipped to help students to manage transition to further education; we would welcome colleagues from universities to deliver content in order to stretch, challenge and inspire students further.

¹⁸ Widening Participation Strategic Assessment, University of Leicester 2009.

3. This challenging target will be met through ensuring high quality pastoral care throughout the two year programme of study. All students will be attached to a tutor group and a qualified teacher will be their personal tutor. Tutors will provide support and advice in relation to a range of challenging issues which they will be skilled in handling sensitively. We see this tutoring system as very robust and a platform that provides students with relevant information, additional student leadership opportunities and engages them in all aspects of social, moral, spiritual and cultural education as appropriate. In addition to this, we would ensure that there is a Student support centre which will operate an 'open door policy' where students can drop in to discuss any challenges. Obviously, we believe very strongly in a learning partnership between the home and the college and we would aim to ensure that students and their parents/carers have open lines of communication at any point. Students will be academically and personally mentored and monitored to ensure that they remain happy, fulfilled and clear about their potential and next steps.
4. Government statistics show in 2013 only 8% of students entitled to free school meals secured a place at a Russell Group University whilst for all state funded school sixth form students this increases to only 16%. As already indicated, a key reasons for this proposal is to ensure that all young people have a choice of high quality provision regardless of their socioeconomic profile. It is our intention to ensure that some of the most vulnerable young people are supported to attain sufficient level 2 qualifications in the STEM subjects and that they are then given an opportunity to flourish in a highly aspirational setting. We foresee building links with local 11-16 providers in order to identify and nurture talented young people from disadvantaged backgrounds. Once identified, we would design gifted and talented provision that aimed to break down barriers to learning and would seek to provide them with early educational experiences that widened their horizons through support programmes. For example, the trust would seek to find funding for educational trips and exhilarating experiences such as Kennedy Space Centre, Florida or to explore mathematics education in Shanghai, China (a destination that we have already forged links with in relation to Beauchamp's Maths Hub status) Our objective is to reach out to talented but deprived local young people and seek to create an exciting and aspirational opportunity for this group of students. To ensure that these vulnerable students' progress to prestigious Russell group universities we will devise a clear programme that creates social and cultural opportunities to prepare and inspire them for successful application. Strategies to support students include: university open days and visits, support of learning mentors through university applications, close liaison with Universities and admissions tutors to facilitate widening participations initiatives and on-going excellent teaching and learning (including guest lectures from university academics) that raise aspirations and encourage a commitment to academic pathways.

Attendance Targets

Attendance

Attendance at the Free School is key to progress and attainment. This will be made clear to parents/carers and students at the start of their time at the school through an aspirations evening talk. If students are not attending they are not learning. They can also disrupt the learning of others when they return to lessons. All students will be expected to have an attendance of **96%** or better. In order to achieve this a number of strategies will be employed, these include: Truancy call for students who fail to attend a session and have not notified the school in advance; A focus on attendance in tutor time every Monday where any absence can be discussed and targets for improvement set; An attendance matters interview with a member of the pastoral team when attendance drops below 95%; and a consultation with the student, parent/carer and a senior member of staff when attendance drops below 93% to discuss the reasons why and what additional support may be needed, this will be in conjunction with placing the student on an attendance report and mandatory subject catch-up sessions.

Measuring pupil performance

In order for students to be suitably challenged and progress effectively measured, we would seek to implement a number of systems and processes to ensure that each student is appropriately targeted and supported within their studies. We would envision using prior attainment data from GCSE and equivalent examinations to form an initial basis for establishing a suitable personal, ambitious and realistic target for each student. We would propose to use ALPS (Advanced Level Performance System) to aid in this target setting process. ALPS is a system developed by [REDACTED] which is the result of 30 years research and development within education. The ALPS system considers student prior attainment and the differentials of each subject (using national statistics and datasets) to suggest an individual target for students in each subject they choose to study. One of the key reasons for using ALPS as a method of target setting is that it is **aspirational**, encouraging all students to aim for the top 25% within the targets that are set. The national profile of the ALPS package is very well known and trusted and represents over 70% of all students taking A levels; the company also has a presence in every LA in the country. Beauchamp College has used ALPS successfully over the last 5 years and this has enabled timely and appropriate target setting and suitable monitoring of student performance. ALPS is able to suggest target grades for both AS and A2 portions of a qualification, within Beauchamp College we have always opted to use the A2 targets from the outset as this provides a more aspirational goal for the student to work towards; we would see this being applied in exactly the same way within the Free School. We feel this is

important for the students to recognise their potential and be suitably challenged whilst simultaneously setting a precedence of the school to always strive towards the best possible outcome still being realistic and sensible within the approach. Within the vision of the school we see all students reaching their full potential.

Effective communication between teachers, students and parents is essential in setting targets and measuring performance. Collection, sharing and analysis of data is key to managing the success of students. We will collect data on student performance at regular intervals and share this with parents and students. We have a process of 'Data Snapshots' whereby all teaching staff will report on a student's current grade within their subject, their most likely grade at the end of the course and their effort/behaviour during the period. There are 6 points within the academic year when this process will take place (2 in the Autumn term, 2 in the Spring term and 2 in the Summer term). The Data Snapshots are shared with parents as a written report (or sent electronically via email) and available for both parents and students to access on a specially designed mobile app called 'Beauchapp'. By collecting and sharing data in this way allows for meaningful and purposeful communication to ensue with all stakeholders to ensure that each student is working well and making suitable progress. The data will be collected electronically and held within the college's MIS (Management Information System) so that this is accessible to all staff to best support the students on their learning journey. Furthermore, the data will also be imported into a tracking and monitoring programme called SISRA Analytics. SISRA Analytics provides real-time access to detailed performance data which can help to identify underperformance and generate school improvement. SISRA has been designed specifically to assist with the analysis of various collections of data, from targets and predictions through to termly assessments. By using SISRA we will be able to analyse performance against targets, identify any areas of concern and make quality use of available data. Students who are identified as a performance or behavioural concern are subsequently mentored, supported and given suitable professional guidance to ensure they are able to achieve to their full potential. Beauchapp also shares attendance data with students and parents.

To further support the tracking and monitoring of student progress, we would also propose to run a full set of Trial Examinations within January to formally assess progress from the first term. The assessments would be in the form of a full trial examination in each subject. This would allow our students to experience the process of an examination format and assess their progress within their subject area. The results from the trials can then be reviewed against targets to check and monitor progress for each student (SISRA would again be used within this process). This would serve as a suitable discussion point for students to carefully consider their educational choices in regards to subjects to continue to study going forward. We would see a large pastoral involvement with these discussions engaging with all stakeholders to ensure

that each student selects and follows the most appropriate pathway for their future. With the educational shift following A-level reform, we would also expect to run a summer trial examination for subjects now following a 2-year programme where the AS/A2 has been decoupled. In the absence of an AS examination grade, this will further support the ongoing assessment of students and ensure that after the first year of study students are making suitable progress and on-track to achieve at the end of the course.

In addition to Data Snapshots and trial exam results, it will be important to maintain a written dialogue with parents/carers on their child's progress so as to support them in their learning. We would expect to write a full subject report for each student in each year with a summation from form tutors to inform parents/carers fully. This would be further followed by hosting parent-teacher days where parents/carers would be invited in to the school to have detailed discussions about their child's performance with each of their individual subject teachers.

Following terminal assessments, the school will also seek to review the success of overall school performance; ALPS reports will form a large basis of this review. In addition to setting targets, ALPS provide an end of year report which rates the performance of the school as whole and individual performances of subjects and students. The rating is derived from assessing student valued added considering prior attainment and actual outcome against that of other schools and subjects nationally. This will be vital in assessing the effectiveness of the school and identifying any areas of success or concern. ALPS offer an LA report which compares all schools within the local authority; we would expect to use this report as a benchmark against other similar schools within the area to assess to an extent the value the school would add to the local area.

Behaviour

Attendance and behaviour are two key aspects to student success; these will be closely monitored and reported on continually throughout the year. Using the tools of our MIS we will be able to quickly and easily able to record and flag-up any low level disruption of students within lessons. In addition to the behaviour recorded in the Data Snapshot process, should a student present behavioural concerns this is identified quickly allowing for pastoral intervention and early conversations with student and parents to take place. This would include punctuality to lessons and tutor time. Any lateness would be logged as disrupting the learning of others if the teacher / tutor needs to pause or backtrack on the activity being delivered. Persistently late students would be closely monitored on a daily basis by a senior member of staff, dialogue with parents would be open.

Our low level behaviour logging system has been a huge success in the Trust and we saw a large decline in reported incidences of behavioural concerns following the implementation of this early intervention system. We would expect to use the same process within the Free School to support the monitoring of behaviour to ensure any and all interventions are timely and purposeful. This also extends to attendance, by carefully tracking attendance using MIS, students who are presenting as an attendance concern can be quickly flagged up and action taken.

Measuring and Improving Quality of Teaching

At Lionheart we pride ourselves on the quality of teaching and consider it to be core to our on going success. We take care and have implemented detailed work sampling, student voice activities, formal lesson observations and learning snapshots, we would introduce mirror systems in the Sixth Form Free School.

A systematic and structured professional learning database is accessed by all teachers who realise the centrality of a reflective ethos, who constantly seek to develop their skills to improve provision and who have extremely high expectations of themselves and their students. Recognising that teaching and learning is our core business, the electronic system allows staff time to focus on their targets for improvement by keeping a self-reflective learning log. Additionally, individual professional review targets are confidentially saved within this system to initiate self-reflection (and appropriate dialogue) in relation to progression and performance. A fair and transparent performance related pay system has been introduced without opposition, Furthermore, faculty development plans and our whole college development plan are also electronically accessed within this one system that has a searchable functionality in order for us to focus on the importance of developing and sharing best practice. Within this system staff can draw on their lesson observation grading, their 'even better ifs', reflections made on the quality of their written feedback and student outcomes to ensure that we 'drill down' in order to support staff to perform at the highest level possible aiming for the best outcomes for our young people.

Formal lesson observations and work sampling activities are undertaken across the academic year, where teaching is evaluated against the teacher standards and against Ofsted criteria. Consistency of feedback is essential in ensuring the process is rigorous and transparent, being achieved through the use of a lesson observation form devised following external advice to reflect the changes to the evaluation framework, and through regular training and moderation. An Effective Feedback Policy would be implemented ensuring that feedback is closely consistent across the college to ensure students are given every opportunity to 'close the learning gap.' Following both activities, feedback discussions will take place between SLT staff and teachers where planning for progress and provision for all learners will be explored together. Members

of SLT will work in partnership to support subject leaders in undertaking work sampling in order to empower and develop middle leaders, provide a further level of rigour and increase transparency.

All staff will produce a Teacher Portfolio, this will be a vehicle in order to support staff with their planning; this is because we believe that outstanding lessons stem from thorough planning. Staff portfolios will be monitored throughout the year by SLT and subject leaders as outlined by the Planning Policy implemented by Lionheart Academy Trust. Middle leaders will be expected to take a strategic lead on the planning so that outstanding lesson plans can be shared within a Department and best practice shared effectively.

The profile of teaching at Beauchamp, as indicated by our formal lesson observations, sees the majority of teachers graded as outstanding at 58%. Many teachers are good at 38% and 4% of teaching requires improvement; no teaching is inadequate. At Key Stage 5, 58% of teaching is outstanding and 39% is good and 3% of teaching requires improvement. We would seek to improve on this further at the Free School by ensuring that all teachers have their attentions focused tightly on a limited number of courses for delivery, all staff will be highly qualified subject specialists who will benefit from joint planning and reflection time.

Where teaching has been identified as requiring improvement, a dialogue about specific areas for development is initiated with subject leaders. To further support staff to realise a better and more consistent teaching profile, we have trained coaches to engage with staff members who fall under this category (a strategy we have used across the MAT and would implement in the sixth Form Free School). We have launched an alternative observation system, which is built around delivering outstanding lessons and designed carefully to initiate a supportive dialogue with teachers who may need additional support in delivering consistently good or better lessons. Where marginal performance is identified the college have a robust system to support improvement, led by the leadership team and including teacher support plans with clear, time-framed targets, this standard and system would be fully implemented in the Free School.

To further embed the self-reflective attitude towards teaching practice we have run professional learning communities whereby all teaching staff will opt into 1 eight week programme, based on an area of teaching and learning that they would like to develop. These communities are run by staff who have volunteered to co-ordinate them and as such further evidences the vision we share as a staff body to improve practice for our students, as well as empowering staff to take a lead in an area of their practice which they have a strength and a passion for. A range of 22 professional learning communities ran in 2014-15 and we have just launched a similar number which

highlight the range of specialisms, interests and foci our staff invest in. All of our communities are sharply focused on classroom teaching for example, 'data informed planning', 'more able provision', 'creativity' and 'developing literacy'. After a period of time, the professional learning communities share research, developments and recommendations at a whole college feedback session and this platform further advances staff learning and reflectiveness. To provide a further insight into effective teaching, a student professional learning community runs alongside staff communities. A group of students from both key stages engage willingly in this student research project to shine a different light on effective teaching and learning strategies.

As outlined in our vision we are very keen to develop resilient, resourceful, reflective, reciprocal learners. Ensuring staff are fully focused on this goal is a key aspect of our professional learning programme. A key member of our Science Staff (who has recently joined us from the University of Leicester) is very experienced and published in effective use of Lesson Study. We plan to implement a Lesson Study model to ensure all staff and students are very keenly focused on how learners learn most effectively. The triad model implemented in this programme will be tightly focused around subject specialism, this will facilitate very careful and detailed conclusions to be drawn and therefore further refine our practice. We have a partnership with The University of Leicester whereby we offer our staff some financial support should they wish to further research, pursue further academic qualifications or publish their findings. In order to create choice, personalisation and financial efficiencies we would run a joint professional learning programme between the Free School and Beauchamp College.

As a Trust, we believe in celebrating effective teaching practice prompting us to introduce an Open Lesson Week in June 2014. This enabled staff to visit lessons across the whole college in a more informal fashion, learning from their colleagues. An open door policy across the week was operated and staff were encouraged to visit colleagues who had a particular strength in their target area; staff could use the QLT database to search for these teaching staff. Feedback from staff was extremely positive and visiting staff were encouraged to actively thank staff by sending a postcard in which they highlighted what they had learnt, as with other elements of the professional learning package we would envisage this being a joint activity with classroom doors open to practitioners across the secondary phase of the MAT.

All of the teaching at the Free School will be delivered by well qualified, enthusiastic subject specialists who utilise their excellent subject knowledge to teach challenging, differentiated, creative and engaging lessons. Students should expect to receive well-planned and focused learning sequences. Assessment is and will be central in the classroom where staff employ a range of feedback strategies including accurate summative written assessment, verbal feedback and peer assessment to ensure that

students feel confident about the content and direction of their learning. All staff understand the importance of high quality, regular marking. Currently, students' active participation in lessons demonstrates their confidence in the classroom and a positive learning environment resonates throughout. Relationships between staff and students are excellent; all work in a mutually respectful way to maintain a keen focus on learning and achievement. Staff ensure that students are aware of their potential and provide meaningful learning opportunities both inside and outside the classroom to fully support students' progress. The mature, purposeful, partnership approach to learning and feedback that has been created at Beauchamp would be recreated at the Free School.

Each department at the Free School will have a leadership link through line management and frequent meetings will take place where developing teaching practice will feature strongly. Subject leaders will participate in learning walks with members of leadership to monitor best practice and reflect upon areas for development. Leadership meetings will be joint with other secondary's in the Trust on a monthly basis as part of our agenda to provide challenge, opportunities for sharing best practice and ensuring standardisation of quality.

The Beauchamp focus on professional development is affirmed through our status as a Teaching School and a Training School; our status which enables us to deliver both the OTP and ITP programmes; our successful application to the National College to become a National Support School and the Executive Principal's status of National Leader in Education reinforces our commitment to raising standards both locally and in a wider context. In the last year five teachers have successfully completed their master's degree in educational leadership with a further 2 currently undertaking their final year. The college has supported these colleagues both educationally and financially. Once a term a research magazine (Professional Learning Matters) is produced to share best practice, with contributors from both staff and student researchers.

Our ethos that 'everyone is a learner' manifests itself clearly with our innovative 'Insted' programme. Co-ordinated annually by a member of leadership, a team of students from both key stages investigate aspects of teaching and learning, conduct lesson observations, interview subject leaders and conduct questionnaires to formulate valuable reports that provide a unique insight into provision. Further to this, our Coaching programme which we invested in 2012-13 continues to provide excellent support; currently 24 members of staff, with a range of experience, are fully qualified coaches. These staff are employed to coach and support colleagues and to continue to embed a self-reflective culture. Two members of staff have a specific responsibility in leading this programme, supporting staff across the MAT.

Section D3

Year 1 Staffing Plan

The Senior Leadership Team will be appointed and in place from Year 1 and will consist of a Head of School, an Assistant Head and two team leaders. The Principal, as well as having an operational and strategic (in conjunction with the MAT and Executive Principal) overview of the School will also have specific responsibility for the pastoral and Inclusion areas, including the role of SENCo in the first instance. We also recognise the need to provide additional leadership capacity for then higher levels of staff recruitment and induction as we grow to full capacity. The Assistant Principal will be responsible for teaching and learning, a key area in ensuring a high quality of provision for the students, and creating links with local universities and STEM based employers in industry (partnerships). One of the team leaders will be responsible for data, performance and interventions ensuring that any underperformance, student or teacher, is challenged whilst the other team leader (a member of associate staff) will be responsible for transition and admissions, careers (Y1 only) and marketing, all key areas in the opening and promotion of the Free School and ensuring that all places are taken up by suitable and engaged students. With the exception of the associate team leader all members of leadership will have a teaching load. This is key to the ethos of the school with everybody leading by example and being accessible and credible to the students.

The curriculum will be organised into three key areas and each would be expected to be represented at a senior leadership level:

Biochemical Sciences: Biology, Chemistry, Psychology and EPQ

Physical Sciences and Technology: Physics, Geology, Geography and Computer Science

Mathematics and Economics: Maths, Further Maths, Core Maths, Economics and IFS

These senior leaders would be responsible for the strategic leadership of their areas, delivering continuous improvement to meet our challenging targets and monitoring students' progress. Within each area lead teachers will be appointed for each subject(s) who will have a reduced teaching load and an allowance and their role will include developing schemes of work, ensuring successful delivery of their subject by all teachers, examination entries, monitoring student progress so that concerns can be identified and interventions put in place and ensuring that there is a wide-ranging programme of enrichment within their area.

A full time teacher with no responsibility will be expected to teach/contact with students for 26/30 lessons. The Principal will teach 6/30, the Assistant Principal 12/30 and the team leader 16/30. The remission for the lead teachers will vary depending on the size of the subject e.g. lead teacher maths 23/30 whereas lead teacher for economics and

IFS would receive 25/30. This may vary in year one when there is only one year group to manage and less students e.g. lead teacher in maths 24/30

The Free School will be part of the Lionheart Academy Trust with backroom services being shared so allowing economies of scale and a sharing of expertise for example finance, payroll, human resources, catering, premises, IT support and exams.

In addition the following support staff would be employed by the Free School in the first year:

A lead administrator who would line manage the associate staff on site, they would also take on the role of PA to the leadership team, a receptionist dealing with both students and parents who would also manage parent-mail and a second administrator to work with the lead teachers in the subjects. There would also be on-site cleaners, catering and an overseer of facilities.

Technical support for the sciences will be key to delivering a high quality education to the students. Two science technicians will be employed at the free school from year 1 onwards. The new A-level syllabi now focus on 12 key practicals that all students must complete during their studies and a series of competencies/skills they must demonstrate. We intend to incorporate as much practical work as is appropriate to engage and enthuse the students as well as develop their confidence in this area. In order to only need to employ two technicians efficiency will be essential: laboratories will be dedicated to a specific science so that large equipment can remain static; Planning will be done jointly across the disciplines to ensure that demand for chemicals/equipment is equally spread and teachers/students will move to the most appropriate room rather than expect equipment to be transferred e.g. setting out a specific laboratory for a key practical then rotating classes into the room over the period of a week.

Working directly with the students we would employ a student attendance and behaviour lead, a learning resource manager who would also run reprographics, a HLTA to support SEN and EAL (a particular need for our local community) students and a further LSA who would meet regularly, during personal studies with students who have SEN to ensure that they have suitable level of support and have been tested for the appropriate exam concessions. We would also look to appoint a learning mentor who would support students during their personal studies lessons and provide study support for those students who were underachieving.

Year 2 Staffing Plan onwards

By year 2 the staffing structure should represent the final structure and staffing in the school. The year 2 staffing plan would follow a similar pattern to year 1 with the same leadership model but with the responsibility for inclusion being passed to a teacher who would have an oversight for this area and a reduced teaching load of 20/30. This will

allow the Principal role to develop and focus more on developing external links. The middle management structure (lead teachers) would remain the same but teaching load would be adjusted to allow for the additional students and study programmes. Additional teaching staff would be employed to staff the curriculum as shown in the table on the next page. We have assumed 100% retention rate as we believe with the appropriate level of support, quality teaching and engaging learning environment all students have the potential to achieve. However, being part of a MAT affords us flexibility within the staffing model through staff potentially teaching at more than one institution within the MAT and so keep the teaching costs proportionately low (mirroring the outstanding value for money offered at Beauchamp).

One of the advantages of the MAT model and buying in central services is that this can be more flexible if the student number fluctuates in the initial years. It also allows the economy of scale which would not normally be afforded to a small school so allowing the free school to be economically effective.

In the second year we would look to expand the associate staffing through the recruitment of an additional learning mentor and an additional member of student support to cover the areas of advice and guidance including careers affording the associate team leader more time to ensure a successful transition of student to HE/FE or employment.

Overview of staffing for year 1 and 2

Leadership

Senior Managers	Responsibilities
Principal (0.2) Teaching Science	Operational and Strategic Lead Operational Oversight of Pastoral Operational Oversight of Inclusion (Y1 only)
Assistant Principal (0.5) Teaching Com/Sci	Teaching and Learning Partnerships
Team Leader (0.6) Teaching Maths	Data Performance Review Interventions
Team Leader (Associate) Part Time	Transition Admission Marketing Careers (Y1 only)

In order to project staffing needs in Y1 and Y2 it has been assumed that all students will study 4 AS subjects in Y12 and an extension course, which for the majority of students would be EPQ. Each AS course is taught over 5 periods with a mentoring session. This necessitates 1000 student spaces in classes. All extension courses are taught over 3 periods, necessitating 250 student spaces in classes.

In Year 13 only half the students will continue to study 4 subjects, the other half will drop to 3 subjects necessitating 875 spaces in classes. Each A2 subject will be taught over 6 periods to allow for deeper learning to be developed and synoptic learning to be accommodated. Extension courses, with the exception of those studying core maths, will become optional. We are projecting 115 student spaces.

The number of classes per subject has been based on the normal pattern of choices made by students in the local community and adjusted based on information provided by the positive responses to the student questionnaire. An average of 23 students per class has been assumed. This is based on a figure below that of Beauchamp College where outstanding outcomes have already been achieved and evidenced. This number allows for the school to develop and so achieve even better results.

Faculty	Teaching staff	Year 1		Year 2	
		No of groups planned	FTE	No of groups planned	FTE
Biochemical Sciences	Biology	8	1.8 *	15	3.4 *
	Chemistry	6	1.4	12	2.8
	Psychology	3	1.3	5	2
	EPQ	6		7	
Physical Sciences and Technology	Physics	5	1.2	9	2
	Geology	2	0.6	4	1
	Computer Science	4	1 **	7	1.8 **
	Geography	3	0.7	6	1.4
Mathematics and Economics	Maths	9	3 ***	16	5.4 ***
	Further Maths	2		4	
	Core Maths	1		2	
	Economics	3	0.8	6	1.8
	IFS	2		4	
Total			11.8		21.6
Associate (support) Staff	Administrative Support	Admin for Faculty/PA/Admin	2 x 0.85 = 1.7		2 x 0.85 = 1.7
	Receptionist		0.8		0.8
	Technicians		2 x 0.85 = 1.7		2 x 0.85 = 1.7
	Inclusion (LSA)		2 x 0.68 = 1.36		2 x 0.68 = 1.36
	Student Support	Pastoral	0.68		2 x 0.68 = 1.36
	Learning Resource Manager	Repro/library	0.7		0.7
	Learning Mentor	LSA	0.7		2 x 0.7 = 1.4
	Catering		1		2 x 0.8 =

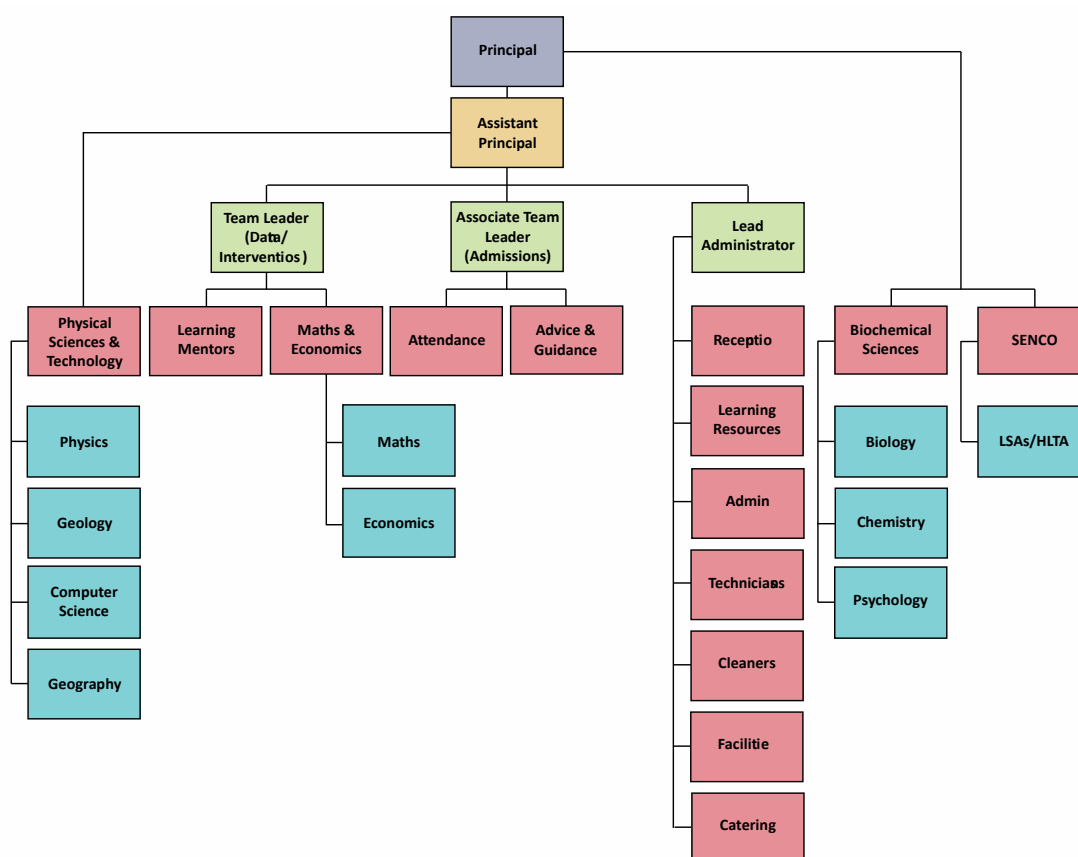
					1.6
	Cleaners		$3 \times 0.4 = 1.2$		$3 \times 0.4 = 1.2$
	Facilities		1		1
Total			10.64		12.82

*0.2 Taught by Principal

**0.5 Taught by Assistant Principal

***0.6 Taught by Team Leader

Year 2 onwards Organisational Chart



70% Contingency Plan in Staffing

The staffing has been based on 250 students in the first year and 500 in the second. If only 70% of students enrolled in Year 1 this would result in a cohort of 175 and in Year 2 a cohort of 350.

In the first instance we would make savings through reductions in backroom services such as technical support, equipment and resources and the amount of money required for MAT services would also reduce. Teaching staff would only be cut in the last instant. The team leader for data could also be reduced to part-time for the first year. See G3 for more detail.

Any further reduction would need to be made in the teaching costs. Initially we would increase class size from the 23 projected above to 25, this is still in line with the class size at Beauchamp College.

The table below shows how a reduction in teaching costs could be made in **Year 1** based on 25 per class (assuming a 30% reduction is required from teaching staff ie. worst case scenario):

Number of students	Curriculum Spaces needed	Number of lessons	Extension spaces needed	Number of lessons	Total	FTE*
250	1000	200	250	30	230	9.2
175	700	140	175	21	161	6.2

*Please note this does not include mentoring periods or additional non-contact time for subject leaders so the actually FTE will be higher.

Year 2

Number of students	Curriculum Spaces needed	Number of lessons	Extension spaces needed	Number of lessons	Total	FTE*
Year 12						
175	700	140	175	21	161	6.2
Year 13						
175	615	148	80	10	158	6.1
TOTAL	1315	188	155	31	319	12.3

Please see section G3 for more details

Section E: Evidence of need – part 1

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

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). ie $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). ie $D = ((B+C)/A) \times 100$.

	2017				2018			
	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	250		405	162%	250		351	140%
Year 13					250		405	162%
Totals	250		405	162%	500		756	151%

Section E: Evidence of need – part 2

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

This section will need to be completed by both route 1 and 2 applicants.

Section E1

As has already been identified in Section C's vision statement we are proposing a new type of provision within the area focusing on STEM based subjects. This will provide additional choice to local students as well as a total emersion in these subjects with strong links to local universities and industry, guaranteed 'real life' experiences and a higher quality education than is afforded currently to these students in these key subjects. We are proposing that the new free school will be positioned on the county/city border and so promote free flow of students between the areas and increase access to high quality education from those living in areas of high deprivation.

Quality of Provision

	Average Point Score			% of A level students achieving				Ofsted Rating
	A level Entry	A level Entry Grade	A level Student (FTE)	3 A levels A*-E	2 A levels A*-E	1 A level A*-E	Grades AAB in at least 2 facilitating subjects	
National (state)	211.2	C	772.8	77.9%	91.8%	99.6%	11.9%	Outstanding
Beauchamp	217.4	C+	762.0 (*825.12)	89%	99%	100%	15%	Outstanding (2011)
Guthlaxton	196.7	C-	680.7	61%	92%	100%	6%	Inadequate (2015)
Robert Smyth	220.1	C+	751.2	93%	100%	100%	15%	Requires Improvement (2015)
Countesthorpe	216.6	C+	750.9	92%	100%	100%	10%	Requires Improvement (2015)
City of Leicester	206.3	C	744.3	57%	82%	98%	9%	Requires improvement (2015)
Gateway College	182.3	D	523.7	38%	76%	99%	0%	Good (2014)
Regent College	185.7	D+	620.9	38%	73%	99%	1%	Good (2013)
Wyggeston and Queen Elizabeth 1 College	206.2	C	740.7	88%	98%	100%	11%	Outstanding (2007 – no recent judgement)

Within South Leicestershire there are three local sixth form providers within travelling distance of the new proposed free school that offer A-Level provision including the sciences and maths. Whilst within Leicester City there are three further education colleges and one 11-18 school offering STEM based L3 A-level provision (this does not include the faith based schools).

The table above provides an overview of the education available across these providers for 2014 compared to national averages for state education as a whole.

Please note that in 2015 all students in KS5 were expected to take an extension course to widen the breadth of their experience and this is a model that the new free school would be following. As a result this bench mark has risen to 825.12 APS per A level student (FTE), well above the national and all our local competitors

This table illustrates that all providers, except Beauchamp*, have a significantly lower average APS per student than National. The new free school would, by ensuring that all students studied an extension course to increase the breadth of their educational experience, also ensure a high average APS score per student by replicating the Lionheart Academy Trust curriculum model for Key Stage 5. This in turn will increase the attractiveness of the students to top universities and competitive courses such as medicine.

The 2014 performance data also shows that all city providers and Guthlaxton College have a below average APS per subject compared to national, highlighting the need for higher quality education to be available for these students, many of whom come from deprived backgrounds (see section C). The number of 16-19 providers in Leicester and South Leicestershire that match national average for students taking 2 facilitating subjects is also a concern, given the need within this area for a high quality STEM based work-force and the ability for students to then access Russell Group Universities.

Most concerning is that four of the providers, Guthlaxton College, City of Leicester, Regent College and Gateway College, fall below national average on most or all of the national benchmark measures. We believe that the new free school will ensure that those students wishing to study STEM based subjects would receive a higher quality of education than is currently afforded to them in these institutions.

Ofsted

The table also compares Ofsted ratings for each provider. Currently there are four local providers with an Ofsted rating of requires improvement or below. One of these, Guthlaxton College, also has a RI rating for sixth form meaning that 269 students are currently receiving education below the standard expected and would benefit from attending an institution delivering outstanding teaching and learning. This is coupled with an inadequate for leadership and management showing a concerning capacity to lead improvement. When looking in detail through the Ofsted Report the following

issues are raised which we believe affect the quality of provision available to the students: *'In recent years, students have not achieved well enough across many different subjects. On average, they attained lower results than other students nationally'; 'The quality of teaching in the sixth form requires improvement'; 'Although student receive advice and guidance, which they appreciate, an above average proportion does not complete courses. A significant group of students leave at the end of Year 12' and 'Leadership of the sixth form requires improvement because over time achievement has not been high enough...The Leadership of teaching has not had sufficient impact on improving the quality of teaching across all subject areas. There are still too many areas where achievement has been too low and shown little sign of improvement.'*

Whilst Countesthorpe College, Robert Smyth and City of Leicester have a good rating for their sixth form they also have a number of areas of weakness identified which we believe affects their quality of provision, not least both Countesthorpe College and Robert Smyth being rated requires improvement for leadership and management.

Weaknesses identified for Countesthorpe College include: *'Not all students, especially boys, are making enough progress'; Teaching in science has not been good enough to support good progress'; The achievement of the most able students requires improvement because the activities set for them are not always challenging enough'; Leaders, including governors, have not done enough to ensure that disadvantaged students achieve well' and 'Leaders' views of how well the college is doing and students' attitudes to learning are too positive. This is limiting their capacity for improving teaching and learning rapidly.'*

Weaknesses identified at Robert Smyth include: *'Disadvantaged students have not made enough progress over time across all subjects..'; 'Teachers do not regularly ask students thought-provoking and challenging questions in order to improve progress'; 'Senior leaders have an over-optimistic view of the quality of teaching in the academy and have not identified all of those teachers whose practice requires improvement' and 'Leaders have not ensured that teachers know how to use student progress data effectively to improve both their teaching and its impact.'*

Weaknesses identified at City of Leicester include: *'The quality of teaching is not consistently good enough to ensure that all students make good progress and achieve well in all subjects'; 'Rates of progress ... have been too slow, particularly in mathematics'; 'The quality of marking and assessment is inconsistent, so students do not always know how well they are doing. Not all teachers check that students are acting on the advice they give on how to improve further'; 'Middle leaders are not yet robustly holding teachers to account for the progress made by their students' and 'Sixth form leaders recognise ... not all teachers are providing the support that these students need early on in their courses to ensure that they reach successful outcome'.*

Whilst the other providers are rated at least good, in the case of Wyggeston and Queen Elizabeth 1 College no recent inspection has taken place so quality is hard to judge. For Regent College and Gateway, whilst rated good, concerns were raised which we believe have a detrimental effect on the learning and progress of the students attending these institutions.

Weaknesses identified at Regent College include: *‘Teachers do not always question students effectively or meet their specific individual needs’*; *‘The college’s virtual learning environment (VLE) system does not support learning effectively outside the classroom’*; *‘Arrangements for self-assessment at subject level and for the performance management of staff are not yet sufficiently rigorous’* and *‘The quality of curriculum management is not yet consistently good’*.

Weaknesses identified at Gateway College include: *‘Teachers do not ... do enough to promote mathematics in lesson’* and *‘Leaders and managers do not identify clear priorities in quality improvement plans and they do not keep sufficiently detailed records of progress in monitoring their implementation.’*

With the support of the Lionheart Academy Trust and its commitment to high quality teaching and learning through robust quality assurance procedures we are confident that the new free school will offering an outstanding standard of education free of the shortcomings raised by Ofsted in other local providers.

Quality of STEM based education in local providers

This proposal is focusing on improving the variety and choice of educational establishments within the South Leicestershire and Leicester area in order to improve the breadth, depth and quality of provision in the STEM based subjects which we believe is lacking currently. Therefore the following table provides a comparison of students’ attainment in these subjects compared to national in 2014 (please note information was not available for all providers):

A*-B%	National Average	Beauchamp College	The Robert Smyth Academy	Countesthorpe Community College	Wyggeston & Queen Elizabeth I College	City of Leicester College
Biology	51	50	41	39	42	47
Chemistry	59	58	52	44	51	46
Physics	53	56	44	62	41	50
Mathematics	65	73	76	70	51	56
Further maths	76	90	60	57	77	90
Computing	36	67	67	46	28	n/a

A*-C%	National Average	Beauchamp College	The Robert Smyth Academy	Countesthorpe Community College	Wygggeston & Queen Elizabeth I College	City of Leicester College
Biology	72	74	71	70	61	65
Chemistry	78	78	78	67	74	85
Physics	72	68	69	62	57	69
Mathematics	80	85	92	91	70	81
Further maths	88	100	80	71	90	100
Computing	61	67	83	73	50	n/a
A* - E	National Average	Beauchamp College	The Robert Smyth Academy	Countesthorpe Community College	Wygggeston & Queen Elizabeth I College	City of Leicester College
Biology	97	96	96	100	96	100
Chemistry	98	98	94	94	96	100
Physics	97	100	98	100	89	88
Mathematics	88	97	100	100	94	100
Further maths	94	100	100	100	97	100
Computing	96	100	100	100	94	n/a

One of the key moral imperatives for opening the new free school is to ensure that students from disadvantaged backgrounds are afforded a high quality of education so that they can aspire to, and achieve, places at top universities including the Russell Group. In order to achieve this they will need to attain A*- B at A level. As can be seen from the data, Beauchamp performs at or significantly above the national average level in all the STEM subjects at this level. In comparison the other providers perform significantly below national average for the majority of subjects when focusing on the %A*-B measure and Wygggeston and Queen Elizabeth 1 College (the largest of the local STEM subject providers and the main Leicester City provider) also underperforms at the % A*-C benchmark in all subjects except Further Maths.

We are confident that with the local reputation of the Lionheart Academy Trust coupled with the ability to draw on the outstanding capacity and experience of the Science, Computing and Maths Faculties within the trust who have a proven track record of delivering a high level of attainment for students means that there would be demand for a post-16 free school on the city boundary with a philosophy and drive for excellence in STEM. With proposed numbers of 250 per year at the new free school this is significantly fewer than the number of students studying STEM subjects at the underperforming local providers in South Leicestershire and the City.

Number of places

The next table shows the number of students who completed their L3 A-level study (2014) in local providers, given a measure of the local demand for places.

	School	Number of students
County Providers	Beauchamp College	400
	Guthlaxton College	134
	Robert Smyth	150
	Countesthorpe College	149
	Total	833
City Providers	City of Leicester	96
	Gateway College	239
	Regent College	136
	Wyggeston & Queen Elizabeth 1 College	995
	Total	1466

Of these providers, as stated earlier, Guthlaxton College, Robert Smyth, Countesthorpe College and City of Leicester all have a requires improvement or Inadequate ratings meaning that within Y13 alone 529 students within the local area are being educated in institutions below the government minimum expectation and would benefit from a higher quality of educational establishment being available.

South Leicestershire Picture of Need*

*Equivalent data has been requested from Leicester City but to this date has not been provided so cannot be included.

Beauchamp College, 2014-2015, has a retention rate of 81% from Y11 to Y12. Within the Oadby area 264 students come from within the 14-16 catchment area for the College. The remainder of students are attracted by the strong academic reputation and quality of teaching provided by the Lionheart Academy Trust, including 226 students from within Leicester City, 36 from Robert Smyth Academy 11-16 catchment area and 40 from Guthlaxton College 14-16 catchment area. We are confident that this spread of students would be replicated in the new free school as part of the Lionheart Academy Trust.

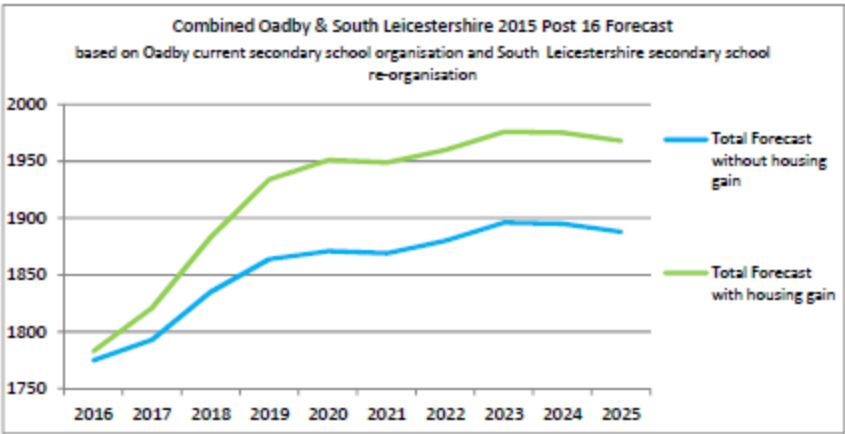
Overall, of the 1,418 16 year olds in the local area (Oadby, Wigston and Harborough Districts[#]) 396 leave the area to be educated within different local authorities, including Leicester City (267), Northamptonshire (40) and Warwickshire (44). Whilst we appreciate that only a proportion of these students go on to study STEM based courses

elsewhere if a high quality STEM provision was put in place this would help to retain some of these students in the local area.

#The Countesthorpe area is not included in the data provided by the local authority.

Coupled to this Leicestershire Local Authority’s student projection numbers show a steady increase in student numbers for this age range from 2018, with a peak in 2023, so necessitating a need for extra provision.

		Total Post-16 Forecast									
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total	w/o housing gain	1775	1793	1835	1864	1871	1869	1880	1896	1895	1888
	With housing gain	1783	1821	1883	1934	1951	1949	1960	1976	1975	1968



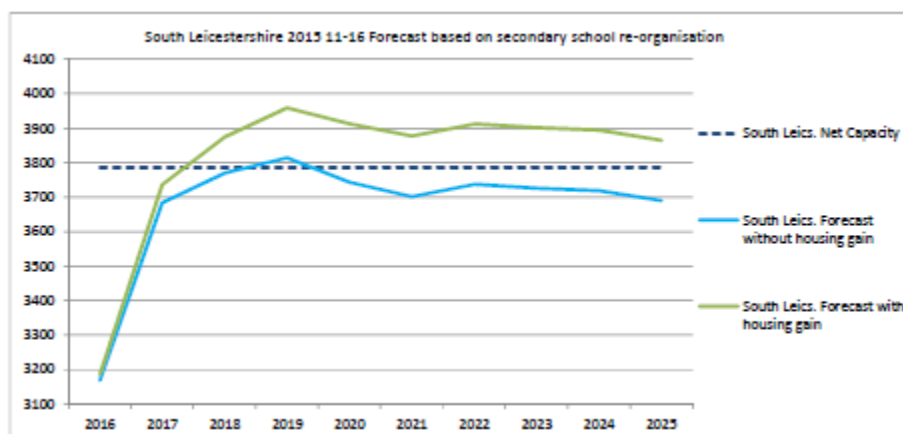
As illustrated by the Local Authority data over the next 5 years the number of students eligible for post-16 education in the South Leicestershire area (catchments of Beauchamp, Guthlaxton and Robert Smyth only) will rise by 166 and over the next 7 years will rise by 193 (using the projections allowing for the proposed housing gain in the area). By 2023, even without the influx of city students who access education within the county, there will be a shortfall of 273 places within the local schools (assuming housing gain).These students will necessitate extra sixth form provision in the area.

Basic Need at 11-16

Within the city there has been an unexpected number of new arrivals and requests for school admissions in the last year. This equates to an additional 692 places being required for 2014-2015. As this trend is likely to continue Leicester LA have agreed for

381 new school places to be created from September 2015 above earlier projections. A further 190 places may also be required and discussions between the LA and city schools are currently ongoing as the majority of schools are at or above their PAN. (minutes of LCC Schools Forum, 19/3/2015)

Looking at the basic 11-16 need within the South Leicestershire area (Oadby, Wigston and Harborough only, comprising the catchments of Beauchamp, Guthlaxton and Robert Smyth) the following projection shows that, when the projected housing gains are included, there will be a shortfall of educational places within the current provision (see table below).



We believe strongly that there is a need within the local area for a STEM based post 16 free school. This is based on:

1. the need for a high quality education provider, given the substandard education available in the area for those aiming for the top end grades(A*-B), that will prioritise places for those from a disadvantaged background and support and inspire them to aim high
2. the forecast shortage of places within both the South Leicestershire and Leicester City areas and the number of students already leaving the area to be educated elsewhere
3. the number of students who have expressed first choice preference for attending the new free school from 2017 onwards (see section E2)

Potential future developments

The education system and pathways for students in Leicestershire are changing. The projection above, provided by Leicestershire Local Authority, takes into account the proposed secondary school reorganisation. In all areas except Oadby, where the schools are about to consult, existing schools are converting their age-ranges. Current

high schools are converting to 11-16 and upper schools to either 11-18 or Sixth Form Colleges. In the neighbouring area of Market Harborough the two existing high schools, Welland Park and Kibworth have both converted to 11-16 for 2016 with their first cohort of Y10, whilst the upper school, Robert Smyth Academy, has become 11-18. These High Schools are now looking to forge strong links with local post-16 providers to ensure a continued high quality provision and clear pathway for their students. Kibworth Academy actively support our application and are keen to work with us to ensure those students looking towards a STEM based career have the highest quality of experience afforded in the area. The new free school will also be the closest post-16 provider of quality STEM education for the majority of their cohort who will be looking to start their L3 courses in 2017. As stated in the vision section the STEM subjects are oversubscribed currently at Beauchamp College and so the new free school will be key to meeting this increased need.

Within the Oadby area a consultation for age range change is currently taking place, and whilst the outcome is not known, if it is approved will result in the two High Schools, Manor and Gartree becoming 11-16 providers in 2017 and Beauchamp College becoming 11-18. If this change takes place then Beauchamp will need to reduce the current number of places in its sixth form by 500 students, resulting in it no longer meeting the demands of all the local community. This will be coupled with more students being educated at 11-16 within the area so increasing demand for sixth form places.

Whilst we believe that a new post-16 free school is required without these age range changes, if these changes do take place then opening a free school will be even more critical to meeting the demand of the local community with a high quality education provider.

Section E2

Parental and Student Demand

The project team's proposal, as detailed in Section D's Educational Plan, is for 250 Y12 students in 2017, and 250 Y12 and 250 Y13 in 2018. We have so far 756 first choice expressions of interest from parents and students, which is 162% of the total required for Y12 in 2017 and 140% for Y12 in 2018.

	2017				2018			
	A	B	C	D	A	B	C	D
Year 12	250	405		162%	250	351		140%
Year 13								
Totals	250	405		162%	500	756		151%

This breaks down to the following groups:

Group	First entry 2017	First Entry 2018
Parents	9	5
Beauchamp College students	248	N/A
Other students*	148	346
Total Students	405	351

*Please note we asked all local schools with Y9/10 students to participate in the questionnaire but only 4 schools were willing to take part: Gartree High School (county), Manor High School (county), Kibworth High School (county) and Rushey Mead (city). Of these only Kibworth and Rushey Mead have students eligible for first entry 2017.

We also had support from the local community who had children in years other than those being surveyed with 110 also expressing first choice interest.

An Informed Decision

The parents and young people identified in the table above have made an informed choice. The text from our promotional leaflet to parents and the local community provides a detailed description of what the new free school has to offer and how students can benefit by highlighting the unique features of this provision compared to others in the area. The particular characteristics that make our offer different are (as taken from the flyer publicising the new school):

‘Our Vision

- *Continue to provide first-class educational opportunities for young people in Leicestershire.*
- *Deliver excellence in mathematics, science and computer science to ensure that we meet the demand for these popular, high achieving courses.*
- *Build state of the art facilities with superb equipment, high quality laboratories and technology that supports students to achieve even better.*
- *Create specific, unique and exciting extracurricular and enrichment opportunities that provide an invaluable insight into the world of further education and work by forging sustainable links to universities and industry.*
- *Appropriate work experience opportunities for all.’*

This was coupled with a letter written to all parents both at Beauchamp and shared with the High Schools where the vision for the proposed free school is described as:

‘Our vision for the Post-16 Free School is one of a comprehensive institution that creates a range of exciting opportunities for passionate young people, regardless of their backgrounds to excel in the fields of science, mathematics, engineering and/or computer science.

We pledge to forge strong links with universities and with industry to create enriching opportunities and real work-based placements aiming to provide our students with a deep learning experience, fully preparing them for the world beyond education in their chosen profession. We envisage a brand new facility, offering state of the art equipment which mirrors Beauchamp's high standards and that upholds our ethos of striving for excellence for all.'

In order to gauge the interest of students in the new free school we carried out a questionnaire (either on-line for current Beauchamp students or in hard copy for external students). To make this as comprehensive as possible all Y10 students in the current Beauchamp cohort (potential first entry to the free school in 2017) were asked to complete a questionnaire, this was following an assembly to introduce and explain the rationale and ethos of the new school so ensuring that an informed decision was being made. One of the questions on the questionnaire asked clearly whether this would be the student's first choice option for sixth form.

The questionnaire was also carried out at local high schools, normally after an assembly introducing the proposal by members of the free school team. The following schools completed the questionnaire: Manor High School, Oadby and Gartree High School, Oadby (Y9, first entry 2018 only), Kibworth High School, Kibworth and Rushey Mead, Leicester City (Y9 and Y10, first entries 2018 and 2017 respectively). Other 11-16 providers were also contacted to carry out the questionnaire but were not willing to do so.



Post 16 Free School

Specialising in Science, Maths & Computing

Beauchamp College has had a long standing tradition of offering excellence in the teaching of the STEM (Science, Technology, Engineering and Maths) subjects, where year on year we have been oversubscribed for these courses. In order to extend and enhance this provision the college is proposing to open a STEM based Sixth Form College. This will provide places for students wishing to study in a brand new environment specialising in Science, Maths and Computer Science.

The new sixth form would offer the following exciting opportunities:

- Outstanding teaching and learning, building on the already excellent education offered at Beauchamp College
- Specialist equipment and a new purpose built facility.
- Links to universities, hospitals and local industry to enhance the breadth of experience for the students.
- Guaranteed relevant work experience.
- A-levels in Biology, Chemistry, Physics, Geology, Computer Science, Maths and Further Maths. Others may be accessed through Beauchamp College or added to the new post-16 provision if the need arose.
- Full access to Beauchamp College extension, enrichment and extra-curricular programmes.
- A bespoke programme of enrichment catering to the students' future pathways and aspirations.
- Specialist advice and careers guidance.
- Situated in or close to Oadby.

As part of our initial research into whether this college is the best way forward for the local community we would like to gain your views through a short questionnaire. We appreciate that you may not have decided what you want to do in the future yet but please answer all questions based on your current thoughts/interests.

FirstName:

LastName:

Postcode:

E-mail:

Date of Birth: *Day* *Month* *Year*

--	--	--	--	--	--	--	--

Current School:

Please tick one choice:

- | | |
|--------------------------|-----------|
| <input type="checkbox"/> | Beauchamp |
| <input type="checkbox"/> | Manor |
| <input type="checkbox"/> | Gartree |
| <input type="checkbox"/> | Kibworth |

☐ Welland Park

☐ Other

Please state:

After GCSEs are you currently intending to study a Level 3 (A-level/BTEC) course?

Please Circle: Yes / No

If you answered yes to the previous question, are you intending to study any of the following courses?

Please tick all choices that are appropriate

- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Geology
- ☐ Maths
- ☐ Further Maths
- ☐ Computer Science

Do you currently intend to study at Beauchamp College post-16?

Please Circle: Yes / No

If a Beauchamp post-16 college specialising in Science, Maths and Computer Science was available would you make this your first choice option for A-Level study?

Please Circle: Yes / No

After A-Levels are you considering continuing in education e.g. university?

Please Circle: Yes / No

If you answered yes to the previous question, are you considering studying any of the following subjects at degree level?

Please tick all choices that are appropriate

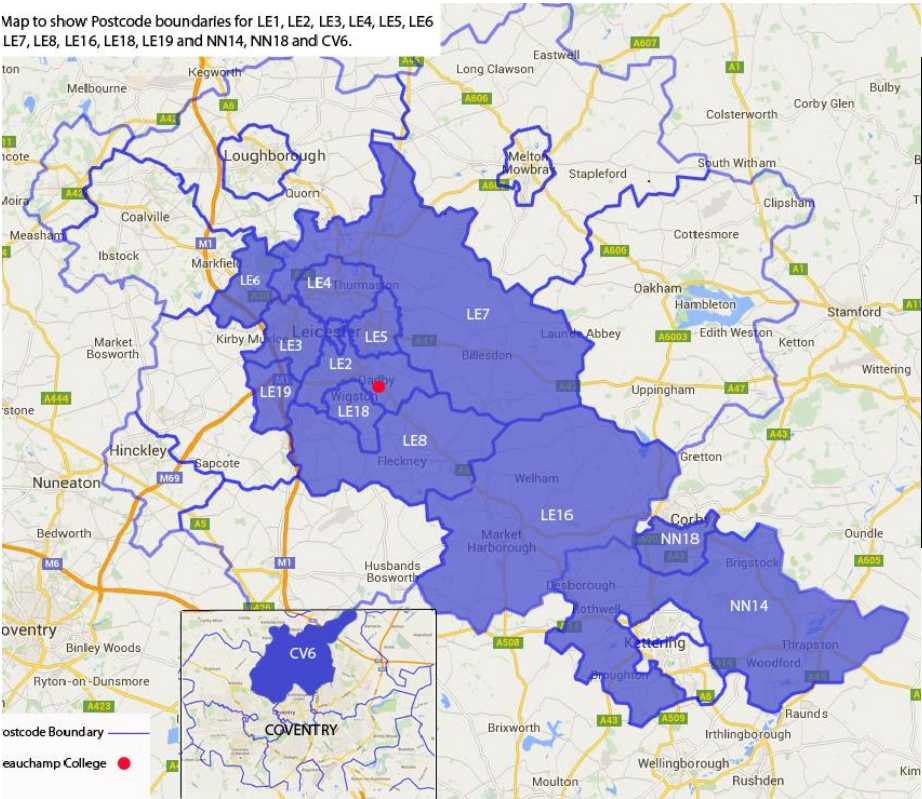
- ☐ Biological Sciences
- ☐ Chemistry
- ☐ Computer Sciences
- ☐ Dentistry
- ☐ Engineering
- ☐ Maths
- ☐ Medicine
- ☐ Other Health related courses
- ☐ Pharmacology
- ☐ Physical Sciences
- ☐ Other STEM course

Please state:

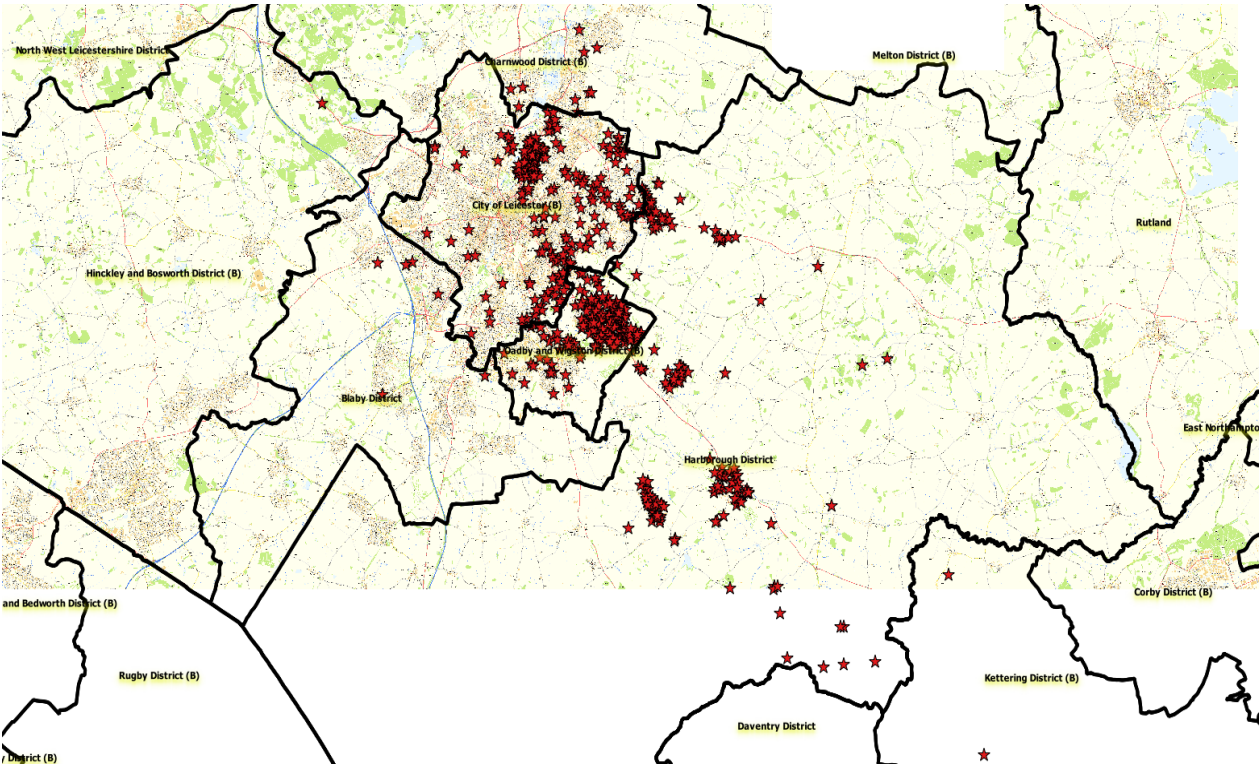
Do you have any comments you would like to make regarding the proposal to open a Beauchamp Post-16 College?

The maps below show the demographic of where the first choice preferences have come from.

Map to show Postcode boundaries for LE1, LE2, LE3, LE4, LE5, LE6, LE7, LE8, LE16, LE18, LE19 and NN14, NN18 and CV6.



Postcode	Number of first choice respondents
LE1	6
LE2	265
LE3	14
LE4	128
LE5	71
LE6	1
LE7	49
LE8	130
LE16	17
LE18	36
LE19	1
NN14	2
NN18	1
CV6	1



These illustrate:

- The geography of the area and the different postcodes from which our potential students will travel
- The close proximity of the new free school to Beauchamp College, allowing students to access the extracurricular and enrichment activities on offer as well as allow staff to teach at both schools and a sharing of resources, allowing economies of scale
- The excellent road and bus networks meaning that the majority of students will have a less than a 30 minute commute to the Oadby/City boundary where the new free school is proposed to be situated (this includes those areas where the greatest demand is shown: postcodes LE2, LE4, LE5, LE7, LE8 and LE18)
- When comparing this to the map in section C it is clear to see that a significant number are expressing interest from areas of high deprivation.

Engagement with the Local Community

The project team for the Beauchamp Post 16 Free School engaged with a wide variety of members of the local community through a variety of means.

Key Group	Date	Means of Engagement	Results/Feedback
Parents	August 2015 September 2015	Letter/parent-mail Website Stall on GCSE results Day Parent/Community Evening Y10/Y12 Aspirations Evening – stall and talk	Parents of all existing students and the new intake (the first year targeted for access to the free school) were written to about the proposal including the rationale, vision and key features of the provision. The website allowed parents to ask questions and gain more information. The website included a FAQ which was updated regularly to provide additional information. Parents could also express their first choice preference for the free school. The parent evening (2/9/15) provided us with feedback to refine our proposal and was also a means of obtaining more first choice preferences from people who were well informed of the proposal

	2015	<p>Parent/Community Evening</p> <p>Publicity event in Leicester City Centre</p>	<p>son/daughter to study at Beauchamp.</p> <p>The local pressure group raised a number of key issues that we were able to address through the parent/community evening and in the proposal.</p> <p>The free school team spent the day in the busiest shopping centre in Leicester City raising awareness of the proposal and gauging public opinion.</p>
Other Schools in the area	<p>July 2015</p> <p>August/September 2015</p>	<p>Meetings with Local Family of Schools</p> <p>Letter to all local providers</p> <p>Meetings/telephone conversations with all local providers</p>	<p>The local family of schools were met early on in the information gathering proposal and were supportive of the proposal.</p> <p>The meetings allowed us to gauge the potential support for the proposal and what the concerns were likely to be across our diverse catchment area.</p> <p>The local High Schools have written to their parents and have encouraged their students to be involved in the questionnaire . This gave strong student support for the proposal.</p> <p>All other local providers in South Leicestershire and the City were written to to inform them of the proposal. This was followed up by either a meeting or telephone conversation. The majority of providers were supportive, with some providing written support but only four schools were willing to take part in the questionnaire with their students.</p>
Sixth Form College	August 2015	Meeting with Principal of QE College (Leicester	QE is the largest local L3 STEM based provider for

		City's main sixth form provider of A-Level STEM subjects)	Leicester City. This provided a forum to inform the Principal of the proposal and ask any questions.
Local Authority	June 2015 August/ 2015	Initial discussion Ongoing discussion through meetings/e-mails	The local authority was a key source of information for the proposal, allowing us to gauge demand and future student projections (demographics) for the area.
Beauchamp College Staff	August 2015	E-mail Staff Training Day Individual Meetings	This enabled staff to be fully informed of the proposal and ask questions. It also equipped them with the information to answer any student queries or questions from their local community.
Local councillors/ MP	August 2015	Meetings with Sir Edward Garnier MP and local liberal democrat councillors	This allowed our local MP and councillors to be informed and so answer any questions raised by their constituents. All were broadly supportive of the proposal.

Continued Engagement

We appreciate that the time frame between consulting on the proposal and the first opening of the free school is a long period of time and we are keen to maintain momentum within the local community and neighbouring areas for this exciting new provision. We aim to do this in a number of ways:

- Students: All students who took part in the survey provided their e-mail addresses and we intend to e-mail them updates on the new school, STEM in the news and STEM opportunities they may find useful at regular intervals. We will also visit the students in their schools to promote STEM based education and careers.
- Hard to reach students: We appreciate that we have not engaged fully with all the city students due to the lack of access from their schools. We would look to develop relationships with these schools in advance of the free school opening in order to smooth the transition for these students. If this was not possible, through fliers and local publicity, we would look to offer extracurricular

opportunities for these students, either at Beauchamp or within their local community that may include workshops, revision classes, summer schools, guest speakers and raising awareness events.

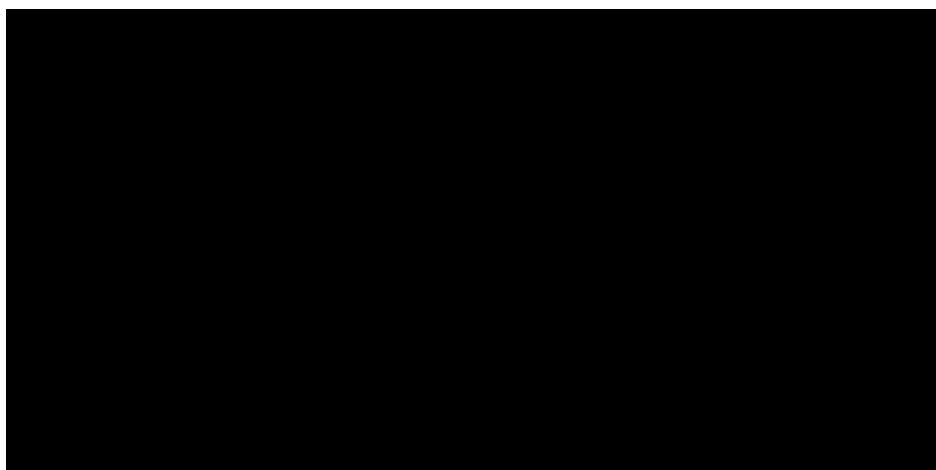
- Local schools: In the schools we have engaged with we are keen to work with the relevant departments to support the development of STEM based subjects. This could include sharing schemes of work, offering workshops and talks to teachers and providing a source of advice for those undergoing age-range change and so teaching GCSE for the first time. We would also look to develop a greater understanding of which skills students would need to be successful at A-level and how they could be develop in the younger years.
- STEM providers: we have already made contact with a number of universities, hospitals and stem based employers and discussed the role they could play within this new establishment. We will continue to work closely with them when shaping the extracurricular programme for the school and also ensuring that we develop the wider skills of the students that these employers would look for.

Below is a copy of the flyer sent to all parents and mail dropped to the local community.



Post 16 Free School

Specialising in Science, Maths & Computer Science



**Have you heard about...
The Beauchamp Post-16 Free School?**

An exciting possibility to design, develop and deliver a centre of excellence for science, mathematics and computer science



Our Values

- Comprehensive, student-focused outstanding education for all.
- Belief in the importance of an excellent curriculum model that allows choice and opportunity to nurture talent and aspiration.
- High-quality teaching and learning experiences delivered by dedicated subject specialists.
- An innovative and inspiring learning environment that is state of the art, engaging and exciting.
- Creation of learning pathways to support every student to realise their potential and achieve their dreams.

Our Track Record

- Awarded status as Maths Hub for East Midlands (Leicester, Leicestershire, Rutland and Northamptonshire) for excellence in mathematics teaching.
- Outstanding attainment and achievement for students following these courses including 60% A* in further mathematics, 72%.
- A*-B in mathematics and over 50% of students who take science at A* level achieve A*-B grades.
- 31% of students who go on to attain degree level in these subjects at Russell group universities (compared with 7% nationally).
- Courses are in high demand, popular and competitive.

Our Vision

- Continue to provide first-class educational opportunities for young people in Leicestershire.
- Deliver excellence in mathematics, science and computer science.
- Ensuring that we meet the demand for these popular, high achieving courses.
- Build state of the art facilities with superb equipment, high quality laboratories and technology that supports students to achieve even better.
- Create specific, unique and exciting extra curricular and enrichment opportunities that provide an invaluable insight into the world of further education and work by forging sustainable links to universities and industry.
- Appropriate work experience opportunities for all.

Section F: Capacity and capability

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

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

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F9

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

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

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

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

F1 (a) Pre-opening skills and experience

Complete table and provide a short commentary on your plans.

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

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	Oadby, Leicester	██████████ ████████████████████ ██████████	██████████. Supported a number of schools in restructuring / improving governance effectiveness. This includes all of the governance processes involved in sponsorship and two schools merging.	10
██████████	Y	Stamford, Northants	Guidance and challenge with regards to philosophy and planning detail. Coaching of leadership team, including	██████████ ████████████████████ ████████████████████ ██████████	3 (one afternoon per week to talk through

			new leaders, this facilitates the creation of additional capacity in the Trust. Challenge and guidance provided for rest of project team where appropriate.	<p>████████████████████</p> <p>████████████████████</p> <p>████████████████████</p> <p>████████████████████</p> <p>████████████████████</p>	plans and progress.
██████████	Y	Bessacarr, Doncaster	████████████████████	<p>████████████████████</p> <p>██████████. Successful experience in NSS work. Experience in curriculum design, timetable, target setting / data analysis, shaping and evaluation of learning and teaching.</p>	10
████████████████████	Y	Countesthorpe, Leicester	<p>Development of curriculum and pastoral provision. ██████████</p> <p>████████████████████</p> <p>██████████</p>	<p>████████████████████</p> <p>████████████████████</p> <p>████████████████████</p> <p>with focus on vulnerable groups, pastoral systems and curriculum mapping.</p>	15
██████████	Y	Gilmorton, Leicestershire	Finance and Business Management.	<p>████████████████████</p> <p>████████████████████</p> <p>██████████ and in the successful merger of two</p>	10

				<p>secondary schools. Experience on financial and legal implications including TUPE of staff. [REDACTED]</p> <p>[REDACTED]. Has led on project management of a number of successful building projects exceeding [REDACTED] in the last 10 years. Led in the conversion of 4 schools to academy status in an 18 month period.</p>	
[REDACTED]	Y	Knighton, Leicester	<p>[REDACTED]</p> <p>[REDACTED].</p>	<p>[REDACTED]</p> <p>[REDACTED].</p> <p>Successful design and implementation of comprehensive, impactful professional learning programmes across multiple sites. Strong understanding and design</p>	10

				of data systems.	
██████████	Y	Hinckley, Leicestershire	Site /Premises research and development.	████████████████████ ████████████████████. Over ████████████████████ in managing and developing schools estates. Has led on project management of a number of successful building projects exceeding ████████████████████ in the last 10 years. █████████████████████ ████████████████████ ████████████████████ in Leicestershire.	10
██████████	Y	Mawsley, Northampton	Technology planning, sourcing and network infrastructure.	████████████████████ ██████████. Including the design and implementation of networks for other schools who commission us to provide virtual maintenance and support. ████████████████████ ████████████████████.	10

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Legal advice / expertise	At Lionheart we have a contract with Brown Jacobson, we have engaged them for advice in addition to NSN.
Project management	It may be that we need to add additional capacity to our team for project management pre-opening. As such we have made contact with [REDACTED] [REDACTED] This company have confirmed they would be able to provide us with capacity that could range from some basic input through to full project management. This organisation have successful experience working with a number of large multi-academy trusts, UTCs and universities.

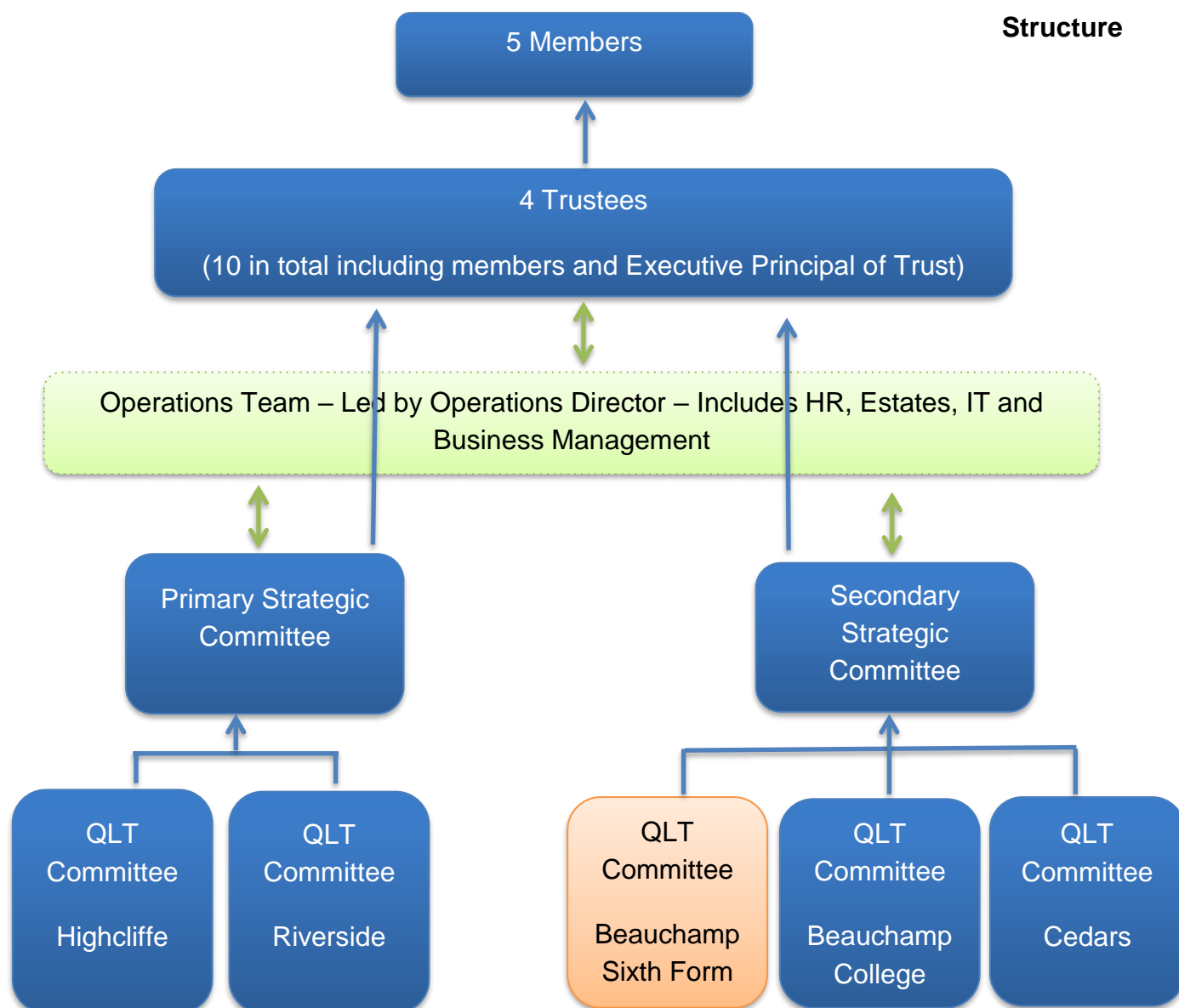
Section F2

Lines of accountability within the Trust

The governance structure and lines of accountability for the Post 16 Free School will mirror existing structures based on the Articles of Association and Terms of Reference of the Lionheart Academies Trust.

↑ Signifies lines of accountability

Lionheart Academy Trust Governance Structure



Roles and Responsibilities:

- a. **Members:** governance; appointment/removal of governors; changes to constitution. At present the 5 members of the Trust are also Trustees and so

have a dual role. In line with governance recommendations we are currently in the process of separating these roles.

- b. Trustees:** whole Trust strategic decision-making, financial strategy & accountability, holding the whole of the Trust to account. Agree the Development Plan for each academy on the recommendation of the Education Director. Agree the Budget for all academies on the recommendation of the Operations Director. Agree and monitor progress against the Trust Development Plan. Ensure compliance through KPIs and reports from the Education Director or Operations Director and by holding these key staff to account. Agree the core charge and core services provided by the Trust to academies.

Following separation of member and trustee role number of trustees only will rise to a total of 10.

- c. Committees:**

- i. **Board Finance Committee:** In depth financial monitoring & strategy.
 - ii. **Board Performance Management & Pay Committee:** agrees the pay of the Executive Principal and Operations Director and reviews the pay awards and targets of Heads of School, Principals, Executive Heads and members of the Operations Team.
 - iii. **Quality Learning & Teaching Committee:** Local Governing Body with delegated responsibilities and a key focus on quality learning and teaching and pupil progress.
- d. Head of School/Academy:** Day to day leadership and management of the academy, accountable for standards of progress and attainment, local academy compliance, safety and local strategy. Responsibility for Ofsted Reports, exclusions, etc. may lie with this role or with the Executive Principal, depending on level of autonomy.
- e. Principal:** Within the Trust a Principal is responsible for the same areas as a Head of School/Academy and in addition takes some responsibility for coaching and supporting Heads of School and takes part in strategic decision-making at a Trust level. Responsible for the Ofsted Report, exclusions, etc. in their school.

Managing conflicts of Interest

- a. We will ensure that all governors, trustees and senior leaders complete a signed Declaration of Interest form at the beginning of each year, or on appointment, outlining any business, charitable, educational or other interests they may have which may lead them to be seen as potentially having a conflict of interest. They will also declare whether any staff members are a close relative, and any business, charitable, educational or other interests, which a close family member may have and which may influence the trustee's understanding or decision-making.
- b. These will be collated for each academy / committee and distributed to committee members to ensure that all decision makers are aware of any potential risk of influence in making a decision.
- c. The collated information will be included on the relevant website to ensure that public accountability is in place.

- d. Every QLT Committee or Board meeting will include an early agenda item requesting any additional declarations, or any already named on the completed forms but which may have a particular bearing on a specific agenda item.
- e. Where a conflict does arise, decisions will be transparent and the conflict of interest will be declared at meetings in which decisions are being made and, where necessary, to the EFA according to the Academy Finance Handbook rules. They will be declared on the website.
- f. We do not anticipate any conflicts of interest within the Trust at the time when the Post 16 provision is being prepared or when it is open.
- g. The Trust has a policy regarding gifts to ensure that governors, trustees, senior leaders and Board members are not unduly influenced in favour of any one person or group.

Accountability and scrutiny through governance structures

The Terms of Reference for the Trust divides the roles and responsibilities for governance between the Board and the Local Governing Body. We refer to the Local Governing Body as the Quality Learning and Teaching Committee (QLT Committee), to ensure that the core focus of this body is on raising attainment and progress to ensure better outcomes for all, including those from vulnerable groups. QLT Committees are accountable to the Board for ensuring that the areas within their remit function effectively in order to raise standards.

Each Quality Learning and Teaching Committee will have the following composition:

- 2 Parents
- 2 Staff (elected by staff)
- 3 Community (minimum at the discretion of the QLT Committee – appointed by the QLT Committee)
- 1 Educationalist, background of secondary educational leadership including sixth form experience
- Head of Academy is ex-officio governor
- Trustee(s): where the board feels this is necessary to add capacity. Chair is recommended by the QLT committee and agreed by the board.

How would the Trust intervene and how would it know to do so?

- a. Heads of School prepare a wide range of KPIs relating to progress and attainment, lesson observation and work scrutiny outcomes, attendance, behaviour issues, staff turnover, complaints etc. which are scrutinized by the

Executive Team and Executive Principal to identify areas of concern. These are then red flagged and the Executive Principal or Operations Director then intervene, highlighting the concern to the Board and, where necessary, agreeing to withdraw delegated responsibilities and autonomies.

- b. The QLT Committee monitors and challenges at a local level, and receives KPIs prepared by the Head of School. Where these do not appear to match with their understanding of what is happening in the school, clear lines of communication to Board members and the Education Director / Operations Director ensure that anomalies are challenged and resolved.
- c. The Executive Team and those who work under them, along with teaching and learning specialists, spend some time in all of the schools and are alert to any potential risks or undisclosed issues. These are highlighted to the Education Director / Operations Director and, where necessary, intervention and the withdrawal of autonomy or responsibility are actioned.
- d. External scrutiny such as financial and health and safety audits identify legal and policy compliance issues. Where these arise the relevant Operations Team member oversees changes in practice and reports to the Board and the QLT Committee. School Improvement Partners bring external rigour to ensure that quality judgements in teaching and learning are accurate and consistent.

Strategic remit of the Board and Local Governing Bodies

	Strategy	Finance & Compliance	Quality Teaching & Learning	Frequency
Lionheart Executive Board	<p>Trust Development Plan (TDP) drives whole Trust strategy</p> <p>Raising standards of progress & achievement on all levels in all schools</p> <p>Staffing: appointment of Operations posts and Heads of School /Principals / Executive Heads; strategies to develop a world class workforce</p> <p>Building Learning Power: strategies to develop the highest possible quality of teaching & learning</p> <p>Trust growth through sponsorship/new schools, ensuring sufficient capacity and balance to maximise benefits for all</p> <p>Holding to account</p> <p>Directly: Education Director and Operations Director</p>	<p>Budget: Agree budgets for all schools</p> <p>Budget monitoring report: review minutes of Board Finance Committee</p> <p>Core charge for MAT services: agree annually</p> <p>MAT services provided: agree annually</p> <p>Alerts and concerns: KPIs and reports from Operations Team alert the Board to non-compliance, financial risks, etc. and actions taken to prevent further instances. Board decides to withdraw autonomy and responsibility where necessary.</p> <p>Annual Financial Report: agree</p> <p>Audit Report: receive – monitor via Board Finance Committee</p> <p>Auditors: agree internal & external auditors</p> <p>Value for money: ensure</p> <p>Compliance: health & safety – ensure school health and safety systems are effective and compliant.</p>	<p>Trust Development Plan (TDP) drives whole Trust strategy.</p> <p>Targets: agree</p> <p>School Development & Local Development Plans: agree, following recommendation by Executive Principal</p> <p>School improvement: drive forward school improvement and raising standards through monitoring via KPIs and reports from Operations Team and Education Director .</p> <p>School improvement: where necessary, decision to insist that school improvement partners are appointed to a school to ensure raised standards, or school to school support is arranged. School budget provision must be made in response by the school.</p> <p>Curriculum: Curriculum decisions impacting several schools across the Trust / several local groups</p> <p>Staffing: ensure high quality staff remunerated at an appropriate level are in place – ensure effective performance management across the Trust.</p> <p>Barriers to learning safeguarding: ensure systems are in place in each school and across the Trust to ensure pupils are safe, safeguarding is in place and barriers to learning are removed.</p>	Half termly
Executive Board Finance Committee		<p>Budget setting: review budgets for all schools & recommend to Board</p> <p>Budget monitoring: KPIs from Operations Team highlight concerns – agree actions to mitigate, withdrawing financial autonomy if necessary</p> <p>Contracts: agree & review</p> <p>Insurance: agree & review</p> <p>Cashflow: monitor</p> <p>Changes to assets: agree</p>		Monthly

		Mid year changes to budgets: agree Audit action plan: review Gifts from Trust: agree, within policy Risks: consider and agree mitigations; monitor Special payments (staff severance, compensation, ex gratia): agree (take larger sums to the Board) Tender process: agree Leases by the Trust: recommend to Board Leases from the Trust: agree Core charge: monitoring Trust-wide finance policies: agree Financial regulations: agree & review Benchmarking: receive benchmarking reports		
Executive Board Pay Committee			Performance management and pay: Carry out performance management of the Executive Director and Operations Director. Recommends the pay of the Education Director and Operations Director to the Board. Receive recommendations and agree pay awards for Heads of School, Principals, Executive Heads and members of the Operations Team. Review targets for this group.	Autumn
Strategic Committee – refers only to Birstall primaries				
Strategic Committee	Local Development Plan (LDP) drives shared strategy for the group of schools. Vision and ethos for local area HR/Staffing: recommend shared staffing to QLT Cttee or Board as appropriate Premises: agree inter-related developments IT: agree shared local developments Risk management; act collectively	Budget: review academy budgets against local strategy, recommend amendments Lettings: agree common lettings charges for local group Value for money: ensure	Teaching & Learning: monitor quality & outcomes across the group. Act collectively to raise standards where appropriate. CPD: agree shared Finance: recommend shared local spending for agreement by QLT Cttee or Board as appropriate Shared curriculum: ensure curriculum offer maximizes outcomes Barriers to learning across the group: consider strategies to reduce barriers linked to safeguarding, wellbeing, attendance, deprivation, SEND, EAL, etc.	Termly

	to reduce risk Stakeholder voice: monitor & respond			
QLT Committee refers to all academies				
QLT Committee	School Development Plan (SDP) drives an individual school's strategy Vision and ethos: agree for local context Staffing structure: agree, following advice from Head of School & HR Exec Premises long term plan: agree, following advice from Head of School & Exec Estates IT: agree developments, following advice from Chief Information Officer Risk Management: identify risks; agree mitigations; monitor impact. Report risks to Exec Team. Stakeholder voice: monitor & respond	Budget: align to SDP, agree & recommend to Board Lettings: agree lettings variations for local context Value for money: ensure	Core work: Holding the academy to account for quality learning & teaching for all pupils, including vulnerable groups. Barriers to learning & safeguarding: reduce barriers; ensure targeted funding is spent appropriately; ensure effective safeguarding is in place Performance management & Pay: ensure high quality teaching and learning through effective performance management. A Pay Committee reviews targets for the coming year and receives recommended pay awards to consider and agree (Head of School / Executive Principal/ Principal pay awards are agreed by the Board Pay Committee not the school Pay Committee).	Half termly
	Holding to account			
	Directly: Head of School / Principal / Executive Principal			

F3 (a) Proposed trustees

Complete table and provide a short commentary on your plans.

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Oadby	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	NLG [REDACTED] [REDACTED] [REDACTED] [REDACTED] Oversaw the merging of two governing bodies in a merged school in the Trust, creating a governing body	5-10

				from scratch. [REDACTED].	
[REDACTED]	Oadby	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED].	5
[REDACTED]	Thurnby	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] Strategic planning in industry	5
[REDACTED]	Oadby	[REDACTED]	[REDACTED]	Strategic planning and finance as	5

		Currently a Member but we are planning to split Member and Trustee roles. [REDACTED] [REDACTED]	[REDACTED].	[REDACTED] [REDACTED] [REDACTED] Leadership and management.	
[REDACTED]	Oadby	[REDACTED] Currently a Member but we are planning to split Member and Trustee roles.	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] Managing finances and [REDACTED] [REDACTED] [REDACTED] company.	1
[REDACTED]	Loughborough	[REDACTED]e	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]. Planning systems and processes for smooth running of the operations.	1

				Industry experience in systems and processes.	
██████████	Birstall	██████████	██████████ ██████████ ██████████	██████████ – processes, systems, administration.	1

F3 (b) Skills gap for board of trustees

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

F3: Ensuring there are no skills gaps and that those already identified have the experience, track record and commitment to drive improvement in a free school and manage the trust effectively.

Skills gap analysis

The following skills gap summary outlines the analysis carried out using the NGA Governor Skills Analysis tool. This is carried out every year with all governors and trustees across the Trust. Existing skills within the Trust are identified and, where appropriate, those with skills are asked to support at a higher level.

1 = little knowledge/skill 5 = extensive knowledge/skill

ESSENTIAL FOR ALL TRUSTEES/GOVERNORS	■	■	■	■	■	■	■	Summary
Commitment to improving education for all pupils	5	5	4	5	5	4	5	33
Ability to work in a professional manner as part of a team and take collective responsibility for decisions	5	5	5	5	5	5	5	35
Willingness to learn	5	5	5	5	5	4	5	34
Commitment to the school's vision and ethos	5	5	5	5	5	5	5	35
Basic literacy and numeracy skills	5	5	5	5	5	3	5	33
Basic IT skills (i.e. word processing / email)	5	5	5	5	5	4	5	34
SHOULD EXIST ACROSS THE GOVERNING BODY								
Understanding and / or experience of governance								
Experience of being a board member in another sector or a governor/trustee in another school	5	5	4	5	5	4	1	29
Experience of chairing a board/governing body or committee	5	5	5	5	5	4	3	32
Experience of professional leadership	5	5	5	5	5	4	3	32
Vision and strategic planning								

Understanding and experiencing strategic planning	5	5	5	5	5	5	4	34
Ability to analyse and review complex issues objectively	4	5	5	5	5	4	4	32
Problem solving skills	4	5	5	4	5	3	4	30
Ability to propose and consider innovative solutions	4	5	5	5	5	5	4	33
Change management (e.g. overseeing a merger or an organisational structure, changing careers)	5	5	5	5	5	5	2	33
Understanding of current educational policy	4	4	4	5	4	2	3	26
Holding the head to account								
Communication skills, including being able to discuss sensitive issues tactfully	5	5	5	5	5	4	5	34
Ability to analyse data	5	5	4	4	4	2	3	27
Ability to question and challenge	5	5	5	5	5	4	4	33
Experience of project management	4	5	4	5	4	5	3	30
Performance management / appraisal of someone else	5	5	5	4	4	5	3	31
Experience of being performance managed / appraised yourself	5	5	5	0	2	5	4	26
Financial oversight								

Financial planning / management (e.g. as part of your job)	4	5	4	4	4	5	1	27
Experience of procurement purchasing	4	5	2	3	2	5	4	25
Experience of premises and facilities management	4	5	5	3	4	5	2	28
Knowing your school and community								
Links with the community	4	5	5	5	4	2	2	27
Links with local businesses	3	4	4	4	3	3	1	22
Knowledge of local / regional economy	3	4	4	3	4	2	3	23
Working or volunteering with young people (e.g. teaching / school work / youth work / sports coaching / health services for young people)	4	3	3	4	3	1	3	21
Understanding of special educational needs	4	3	3	4	2	1	3	20

Recruiting governors

When a need has been identified, trustees and the Operations Team consider a wide range of options for recruitment, including networking with their own existing contacts. SGOSS and Inspiring Futures have previously been used to recruit the necessary skills and experience. Both Beauchamp College and The Cedars Academy run community stakeholder groups which provide a community networking and capacity-building forum. Those attracted to these groups are often highly skilled and have time during the day to offer to governance. The Chair of the Trust attends both these meetings and is alert to the need to identify additional skills and experience and approaches those whose skills would benefit the schools and Board. As Beauchamp is a college is highly

regarded we are also approached by members of the community who would like to be community governors. We are aware that some are attracted by their perception that this is a role which has status in the local community because of Beauchamp's high performance, and we are also aware that some are attracted to the role in order to further their political careers. This can also apply to those standing as parent governors.

We therefore have a robust appointments process in which any external candidates meet with one or more governors for a clear and extensive discussion of the role and the necessary time commitment. For elected posts, candidates must meet with us to be eligible for inclusion in the election. The paperwork accompanying the election ballot paper outlines the role of a governor and also the skills which we have identified as being specifically needed at the time. We have an effective induction process which ensures that those who are appointed are quickly able to fulfill their role and do not leave due to disillusionment or being overwhelmed.

Training is available through Leicestershire's excellent Governor Development Service, to which we subscribe as a Trust. We also have links with external providers who can offer more bespoke training to support new governors and trustees in understanding their role within the specifics of Lionheart Trust.

Support is available from the Chair of the Trust Board, who is a National Leader in Governance and therefore networks with other governance systems leaders.

We will continue to use these methods in appointing to the QLT Committee of the Post 16 Free School.

Governance structure

Existing trustees and members are committed to ensuring that the Post 16 Free School is a success and are willing to be part of its leadership and governance structure.

████████████████████ are committed to work with the steering group and senior leaders in preparation for the opening of the Post 16 Free School, should the application be successful.

Governance level	Membership
Lionheart Trust Executive Board	As at present
██████████ – Post 16	Trustee: ██████████ Trustee: ██████████ Trustee: ██████████ Trustee: ██████████ Head of College, Post 16 1 Educationalist, background of secondary educational leadership including sixth form experience Parent governors: 2 Staff governors: 2 Community governors: 3 (additional if additional skills are

	required)
--	-----------

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

Skills/experience missing	How you plan to fill the gap
To fill out existing Trustee/Director vacancy	
Links with local businesses	Approach local supermarkets (there are 5 within 2 miles), local large businesses (Santander HQ, Next HQ, etc.) with a view to appointing a director from their management team with business links. Use Inspiring Futures and SGOSS.
Financial planning / management	Approach local supermarkets (there are 5 within 2 miles), local large businesses (Santander HQ, Next HQ, etc.) with a view to appointing a director from their management team with financial management experience. Use Inspiring Futures and SGOSS.
To fill community and parent vacancies on the new LGB	
STEM subjects within a university	Approach Leicester, Loughborough, DMU and Warwick Universities with a view to appointing a governor. Use Inspiring Futures and SGOSS.
Business links	Approach local businesses with a view to appointing a governor. Use Inspiring Futures and SGOSS.

Skills/experience missing	How you plan to fill the gap
NHS links	Approach the Leicestershire hospitals trust with a view to recruiting a governor. Use Inspiring Futures and SGOSS.

Section F4

This role is for a visionary professional who fully understands and subscribes to a student centred comprehensive educational offer to all young people which is at the core of the educational philosophy underpinning Lionheart Academy Trust. They will be dedicated to achieving the very best outcomes for all students regardless of their background or starting point. The role will be given to an individual who is keenly aware of the impact of economic disadvantages some students face and who will be driven by the desire to close this gap and remove barriers to learning that some may face. The principal will also understand the local community and context very well; they will be motivated by widening participation initiatives ensuring that all groups of students have an opportunity to access the provision offered at the school. For example, the principal will be aware of the relatively disproportionate amount of girls who opt to study STEM subjects and will launch intervention programmes to tackle perceived stereotypes that act as a barrier to learning.

The principal of the college will lead by example and will be committed to raising progress and attainment through quality first teaching informed by research and professional development. They will have an excellent working knowledge of Ofsted criteria and will understand the importance of quality assurance systems. They will work hard to self-evaluate periodically and consistently in order to continue to plan to improve. They will take ownership of school improvement drives and ensure that at its core is a student focused approach.

We envisage an inspirational leader who is also a natural strategic thinker. The principal will be an individual who is passionate about improving the quality of post 16 provision and one who is particularly dedicated to delivering excellence in the fields of

Science, mathematics and computer science. We foresee the school being led by a professional who has intricate and detailed knowledge of STEM and one that understands what outstanding teaching and learning looks like in a successful STEM classroom.

In addition to this, they will understand the importance of designing a curriculum diet that focuses on developing the whole young person; that meets their personal and educational needs. The principal will understand the need to provide holistic care for young people and will encourage the growth of a broad, balanced and creative environment that allows students to flourish.

The principal of the college will have had a variety of leadership experiences that qualify them for the post. Not in the least, they will be an outstanding practitioner themselves and have an exemplary track record of performance with students. In addition to this, they will be confident in managing the mechanics of the school system- including an acute understanding of the importance of running a financially viable institution, fully understand the statutory requirements expected of them and design, implement and communicate policy that facilitates a culture of transparency and equity.

Identified potential candidate

We have identified [REDACTED] as very closely matching the criteria outlined above. [REDACTED] is a [REDACTED] graduate from Cambridge University having completed both a BSc and MSc with her time at the University. She has shown a keen commitment to ongoing professional development having more recently completed a [REDACTED] and her [REDACTED] has an impressive record in her career in education having proven herself as an outstanding teacher and leader; she worked as an [REDACTED] for eight years and was rated as delivering an outstanding lesson by Ofsted during our last inspection.

Beyond her academic credentials [REDACTED] she has shown herself to be a very effective leader and an outstanding [REDACTED] [REDACTED] Having led on pastoral care and attendance whole college attendance figures moved from below national average to significantly above, this was due to her tireless, systematic embedding of policies and procedures. Her SENCO background has also enabled her to very effectively line manage our inclusion department. We have seen pupil premium figures rise from Progress

8 of -0.07 to 0.63, value added figures move from 996 to 1049 (significantly above national average). She [REDACTED] Science among other departments who have consistently been in the top 5% of national performers.

We believe [REDACTED] is an extremely strong candidate with excellent potential. However, if appointed to this position [REDACTED] [REDACTED] would continue to work with the [REDACTED] in order to share best practice. Leadership meetings would be arranged to facilitate attendance at both, should this be appropriate. Furthermore the excellent and robust challenge from governors at a strategic and the coaching programmes available for new Heads in Leicestershire will provide the support needed to ensure a seamless transition to Headship.

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

Insert text

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

Insert text and provide evidence

F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (eg. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2017/18	2018/19
	£0.00	£0.00

Section F7 (Independent schools)

Insert text. Complete self-assessment forms as an annex.

Section F8 (Independent schools)

Insert text. Submit other information as an annex

Section F9 (Independent schools)

Insert text. Submit plans and other information as an annex

Section G: Budget planning and affordability

Sections G1& G2

Section G: Free School Finance Section: Notes to Budget

Context

The Beauchamp Sixth Form STEM School will join the established MAT, Lionheart Academies Trust. The Trust has a central services team and provides services such as HR, Finance, IT and Estates, Catering and Legal support. This has been factored into the budget plan.

Lionheart MAT has significant experience and an outstanding track record in strategic financial management. The operations team is principally based at Beauchamp College which formed the MAT where the team has successfully managed revenue and significant capital budgets over many years and developed highly successful community programmes, in house catering and payroll services. As Beauchamp evolved from a SAT into Lionheart MAT to support other local schools the operations team has extended to strengthen the financial and business management in these schools and to secure the financial operation across the MAT.

Internal and external audit reports are very good and the significant experience of MAT staff is recognised in their representation on local school networks and forums. The Business Lead is a recognised SLE. Although we have significant experience of academy conversions and accommodating existing schools into the MAT we recognise setting up a new free school from scratch will present different challenges.

We will create capacity for existing finance and operations staff by backfilling roles with MAT resources where appropriate and will use some of the central service charge from the Free School to add additional external expertise and capacity as and when needed.

Following are notes on how we constructed our budget plan.

Income

The spread sheet has been populated using predicted NOR from education plan. This means one intake of 250 students into Y12 in the first year, growing to 500 students in total in the second year. The Free School will be based in Leicestershire and the calculation is based on East Midlands funding model. No other income has been included except for the Post Opening Grants and the first element (resources) based on the size of cohort.

A steady state income has been maintained throughout the plan not allowing for any cost of living increases.

Expenditure

Staffing

The staffing profile has been modelled and populated into the spread sheet from the Staffing Plan referred to in section D3 which supports the educational plan.

The following assumptions are included:

- Head of School salary set at [REDACTED] (based on benchmarks with other Heads of School in the Trust and size and nature of the Free School)
- Head of Faculty salary (Head of Biochemical, Head of Physical Science and Head of Maths) is based on U3 circa [REDACTED]
- Team Leader (Associate) is a part time associate post
- An allowance has also been factored in for these key roles of [REDACTED] each
- Other Teachers have been based on mainly MPS6 and some MPS5 circa [REDACTED]
- Staff costs are budgeted at a high level of experience, i.e. staff at top of scales and Incremental drift should be minimal in the first few years allowing time to factor in once accurate staff known
- Leadership staff have teaching commitments so teaching periods have adjusted teachers down to account for teaching periods from the Leadership team
- Class size is currently based on 23 and could be increased to reduce teaching costs if required, this would also provide a contingency should capacity not be reached
- Adequate level of Associate (support) staff and one of leadership is associate so not sure if they are in the right place for the benchmarking trigger factors
- LSA staff have been factored in but they may not be required depending on the needs of the students and may attract additional income
- Associate staff are not 100% FTE and this has been factored in
- Under [REDACTED] earnings no NI applied on staffing
- Invigilator costs included in exams, may be able to share site costs with Beauchamp for A level

Other Costs

- Estimate for exam costs –some more research on-going
- Not included depreciation of assets costs yet - it says to do so in the guidance and put a value in future years for new purchases - this will be easy to tweak with more time
- Used Beauchamp as a benchmark for some 'other costs'. Used % of GAG so used Recruitment 0.5%, Staff Development 0.25%, Supply 0.4%, Utilities 2.6%, Grounds 0.09%, Cleaning 0.4%, Water 0.3% Energy 2.2%, Buildings including Health and Safety 1.5%, Resources for Learning 2%,
- No cost in for Rates as 20% is charged and then claimed back so nil budget effect
- Diseconomies of scale factored in for premises costs, so slightly more than a 50% occupancy in Year 1 versus a full occupancy

- Have included budget for mileage claims in staff expenses – for staff moving from site to site
- No further transport costs factored in at this stage, but could be required depending on location (i..e. we hope for walking distance) and public bus routes
- Work experience factored in as a specific focus in the educational plan
- 5% Central Charge put in and no budget included for services covered by this for example HR, Legal - but still need to do a thorough check and look through Beauchamp budget headings to see what I have missed
- Have included the LAIS Insurance buy back as the MAT has signed up for this so there should be no reduction on GAG
- Presumption that catering will break even and possibly look to covering staff costs
- Building Maintenance low in first year as new building should be fit for purpose – increasing in future years
- Have included a 1% recommended contingency

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

G3: Financial Resilience to reductions in Income

If the Free School only attracted 70% of the students then below are the adjustments we would consider/implement in order to mitigate against the risk.

The table below shows the level of savings required from the spread sheet and the summary of how they have been achieved and we then go on to outline our approach to the exercise.

	2017-18	2018-19	Notes
Total expenditure at 100% (line 146)			2019/20 mirrors 2018/19

Total Income at 70% (line 62)	██████	██████	
Savings required	██████	██████	
Teaching Staff Salaries	██████	██████	Reduction in FTE, increase in class size, groupings. Based on 30% cut on salary cost of ██████
Associate Staff Salaries	██████	██████	LSA/Learning Mentor
Other Staff Costs	██████	██████	Supply
Premises	██████	██████	5% saving maximum
Educational resources	██████	██████	Exam costs/Learning resources/IT resources and Work experience 30% cut
Catering Service	██████	██████	SLA rather than in house service
Professional Services	██████	██████	MAT Charge reduced based on income
Other	██████	██████	Contingency

Total Savings Made	██████	██████	Y1 is slightly under target but Y2 shows a bigger saving this is due to the timetabling required
Difference	██████	██████	Net █████ balance as contingency

Although we recognise that a reduction in pupil numbers of this magnitude requires a restructuring of our staffing model we recognise the importance of protecting staffing, which is the front line service to achieve the best learning outcomes for our students.

As a long standing and experienced post 16 provider Beauchamp is very experienced in this process as it is not unusual for Sixth Form numbers to fluctuate significantly.

We would look therefore at the potential for savings in other areas before revisiting the staffing structure. The site infrastructure costs such as premises, utilities, energy would be unavailable for significant realising of savings as many costs are fixed and not related to pupil numbers. We feel a 5% saving is a reasonable target on these budget headings.

However if the income reduced then the following reasonable savings could be made before considering staffing working on a 30% reduction. The target saving would be in the first year █████ including the POG income.

MAT Charge/Professional Services	████████
Exam Costs/Learning Resources	████████
Premises	█ █████
Contingency	█ █████
Supply	█ █████
Work Experience	█ █████
S/Total	████████

We would then look to maximise the support and opportunities from being part of the MAT, for example looking to Beauchamp to produce and deliver food on a SLA rather than employing the staff directly for the first year. This could potentially reduce costs by a two thirds as for under 200 students we would not require 3 staff to serve, █████ saving. We could consider Technician and IT support being bought in on a smaller scale until a full technician is required. One technician saving approx.

████████

We would need to keep open central services such as reception and Library but could cut down on LSA/Learning Mentor

████████████████████ █████

S/Total █████

Balance [REDACTED] to find from teaching staff.

The original staffing has been based on 250 students in the first year and 500 in the second. If only 70% of students enrolled in Year 1 this would result in a cohort of 175 and in Year 2 a cohort of 350.

The team leader for data could be reduced to part-time for the first year.

Any further reduction would need to be made in the teaching costs. Initially we would increase class size from the 23 projected above to 25; this is still in line with the class size at Beauchamp College.

We would look to also reduce the number of groups per subject, for example with 250 students we have projected 8 Biology groups allowing for a 30% reduction in students this would be reduced to 6 groups and the FTE adjusted for teaching. The leadership team have teaching commitments in the model and this makes it a possibility to either increase their teaching commitments (although it is technically an expensive option) or we could reduce the leadership to part time in the first instance at the Team Leader level. We would look to maintain the full time Head of School to ensure the drive for the school set up and high quality provision is achieved. Also the marketing and promotion to parents and the community would need to be maintained.

The table below shows how a reduction in teaching costs could be made in **Year 1** based on 25 per class (assuming a 30% reduction is required from teaching staff i.e. worst case scenario):

Number of students	Curriculum Spaces needed	Number of lessons	Extension spaces needed	Number of lessons	Total	FTE*
250	1000	200	250	30	230	9.2

175	700	140	175	21	161	6.2
-----	-----	-----	-----	----	-----	-----

*Please note this does not include mentoring periods or additional non-contact time for subject leaders so the actually FTE will be higher.

Year 2

Number of students	Curriculum Spaces needed	Number of lessons	Extension spaces needed	Number of lessons	Total	FTE*
Year 12						
175	700	140	175	21	161	6.2
Year 13						
175	615	148	80	10	158	6.1
TOTAL	1315	188	155	31	319	12.3

Section H: Premises

Ideally we would like the location to be within 2/3 miles radius of Beauchamp College in order to maximise the intended shared services as a school within the Lionheart Academies Trust. We would be keen to locate the Free School towards the city border as this is where we have identified demand and already have evidence of demand by the external students that travel to attend Beauchamp College Sixth Form from the city. We would be able to revise our plans if a suitable location was sourced just over the city/county border. The border is around 4 miles away.

Key to the site is suitable parking facilities as sixth form students are likely to have their own transport. It will require office space and a catering facility on site. Preferably it would be on a bus route and away from residential properties. Due to the nature of the curriculum provision the classrooms will require laboratory spaces so gas supply is essential.

We are working on sourcing a site and to date have made contact with the following people and completed the following actions,

1. The Director of Education at the LA, very supportive
2. The Head of Strategy – Education Sufficiency Children and Young Peoples Services at the LA who has offered support and is looking at some suitable options
3. Local councillors on the planning committee who have visited to discuss and are actively seeking a site for us and indicated their support
4. We have worked collaboratively and successfully with Surveyors 2 Education and have contacted them for support
5. A parent who works on the Harborough planning committee and who has indicated there are areas of land, some linked to S106 monies and housing, that are going to become available and a search will show us where they are
6. The local race course that has land adjacent and possibly redundant conference facilities – we are exploring with them a partnership

7. We have also signed up with local agents and visited an industrial unit in Oadby that has potential to be renovated.

CV template

Self-assessment form for independent schools

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

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self- assessed Ofsted grade (1- 4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	<i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]</i>		
Achievement of pupils at your school	<i>[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/ moderation will be essential to ensure reliability. please delete this guidance before submitting this form]</i>		

<p>Quality of teaching in your school</p>	<p><i>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management.</i></p> <p><i>Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.</i></p> <p><i>Consistency of student presentation of work and scrutiny reference progress and standards</i></p> <p><i>How marking, assessment and students feedback/reflection enhances pupil learning</i></p> <p><i>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</i></p> <p><i>How teaching promotes pupils learning and progression</i></p> <p><i>The review should be validated externally to ensure moderated outcomes for the school</i></p> <p><i>Reading, writing, communication and mathematics across the curriculum.</i></p> <p><i>Tutor and pastoral time including SMSC and British values</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
--	---	--	--

Behaviour and safety of pupils	<p><i>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</i></p> <p><i>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</i></p> <p><i>Health and safety procedures, policy, training and again supported by clear validated evidence.</i></p> <p><i>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</i></p> <p><i>Student questionnaires and reviews as evidence to support outcome conclusions.</i></p> <p><i>Parental questionnaires and where appropriate business partners.</i></p> <p><i>Pupils attitudes to learning and the creation of a positive ethos</i></p> <p><i>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
Quality of leadership in, and management of, your school	<p><i>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve</i></p>		

	<p><i>and overcome specific barriers to learning.</i></p> <p><i>The Ofsted framework identifies detailed areas for review as does the National College such as the Headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</i></p> <p><i>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school,</p>	<p><i>[pupil recruitment and how the education will be adapted to meet the needs of all</i></p> <ul style="list-style-type: none"> <i>- progress on financial planning and cash management systems, including appointment of finance director</i> <i>- budget predictions and resource for ongoing budget management</i> <i>- trust's plans for ensuring funding agreement compliance</i> <i>- ensuring adequate systems and controls in place, including accounting software package</i> 		

<p>and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p><i>please delete this guidance before submitting this form]</i></p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance Self-Assessment

Your assessment against the Governors and Academies Financial Handbook		Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1 The roles and responsibilities of the directors/trustees	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> a) company directors and charity trustees b) accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>		

2 Structure of the board	Accountability system Structure of decision making		
3 Meetings	Please detail your board and committee meetings schedule and outline agenda		
4 Finance	Please give details of your chief financial officer, with appropriate qualifications and/or experience Schemes of delegation Approvals process- budget Investment policy Procurement including leases Internal control framework Contingency and business continuity plan Insurance cover		



Department
for Education

© Crown copyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00222-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk