



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

DIXONS FREE SIXTH FORM

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Application

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

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. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who 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 by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

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

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
<p>12. 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 who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

- the requirements outlined in the background information and glossary document;
- 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]

Print name:

[Redacted print name]

Date:

[Redacted 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:

The application

Section A applicant details

(see Excel spread sheet)

Section B – outline of the school

(see Excel spread sheet)

Section C – Vision

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The recent raise of participation age across the United Kingdom has meant that many schools have had to redesign their curriculum offer and school structure to accommodate the increasing number of students at post-16. The Dixons Multi-Academy Trust is no different. We intend to offer a post-16 provision that will develop, challenge and support scholars from low-income backgrounds and provide them with the cultural capital experiences that they need to be competitive, as the next generation of top leaders. We know that a small sixth form on our other academy sites cannot offer the same academic rigour and financial robustness that a larger, centralised sixth form could.

Bradford is regularly in the news for providing its young people with an education that is “failing to equip young people with the skills and knowledge that our country needs” [REDACTED]. However, in the Dixons Multi-Academy Trust, we are determined to eradicate this disadvantage, and develop our young people into well-rounded professionals, ready to be successful at top universities or in a real alternative.

There are currently 18 sixth form provisions in Bradford, only 1 of which is ‘outstanding’ and 22% of which are good, meaning that 72% of sixth form places in Bradford are at least requiring improvement, if not inadequate (Ofsted Reports, 2016). We believe at Dixons that we are in an excellent position to develop an outstanding post-16 provision for the young people of Bradford.

Last year Yorkshire and Humber sent 622 scholars to Oxbridge, compared to the 2,575 scholars that went to Oxbridge from London schools (Oxbridge Admissions Report, 2014). We want to build on the success of Dixons City Academy, Dixons Kings Academy, Dixons McMillan Academy and Dixons Trinity Academy, to continue to challenge and inspire the children of Bradford to become the next generation of top professionals.


Post-16 provisions in the South of England, such as the London Academy of Excellence and Harris Westminster share the same vision as the Dixons Free Sixth Form; we want to provide the best education possible for our disadvantaged most able scholars. Both Harris Westminster and the London Academy of Excellence have been successful free schools in providing a challenging curriculum for most able scholars in areas of deprivation, however, they are both post-16 providers in the South of England. Further contributing to the growing divide of the north and south education systems. We endeavor that the Dixons Free Sixth Form will help close this gap for the young people in Bradford. We want to set up a school that will cater for our already high performing scholars at Dixons City Academy, Dixons Kings Academy, Dixons McMillan Academy and Dixons Trinity Academy.

Our proposal is to establish a centralised 16-19 provision that the successful Dixons secondary schools will feed into. The Dixons Free Sixth Form main driver is the replication, amalgamation and extension of the heavily oversubscribed Dixons Academies.

We


Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

expect almost 80% of the intake to come from Dixons schools which will leave a further 80 places a year for external applicants.



Our Mission is to lead educational system improvement in Bradford and the surrounding district, primarily by establishing high-performing non-faith Academies which value diversity and maximise student achievement.

Dixons Core Principles



DIVERSITY ACHIEVEMENT

Students will choose to attend the Dixons Free Sixth Form because of their commitment to the Dixons brand and their reputation within Bradford. This centralised Dixons post-16 provision will allow the Dixons Multi-Academy Trust to maximise the resources, specialist staff and dedicated high-quality experiences for post-16 scholars, including the opportunity to offer minority subjects, most preferred by Russell group universities. It is important to us that the Dixons Free Sixth Form will raise the aspirations of the community and ensure that all scholars are Russell group ready.

The studious ethos of the school will help develop and instill business habits that will make scholars more employable, beyond university or their high-level apprenticeship. High standards of professional behaviour and business dress will be strictly enforced at all times, allowing scholars to learn what is acceptable in the workplace.

The vision of Dixons Free Sixth Form is to ensure that all scholars are Russell group ready regardless of their gender, disability, ethnicity, deprivation indicators, or any other personal circumstance. All scholars will be expected to be prepared for top universities. Should a scholar choose a real alternative, this will be a personal choice, as opposed to being their only option because their grades are not high enough to attend university. The Dixons Free Sixth Form will do whatever it takes to ensure scholars gain their first life choice past A level, whether that be into a prestigious university or a high-level apprenticeship.

In order to prepare scholars for a prestigious university or a high-level apprenticeship, the Dixons Free Sixth Form will offer a traditional three A level curriculum, focused on 'facilitating subjects'. This timetable will include an extended school day, including mandatory courses that will support scholars in their applications to top universities. In addition to the three traditional A levels, all scholars will take part in mandatory competitive games, and will be required to undertake an elective that will gain them an additional qualification (DofE, NCS, first aid etc.) to make them more employable.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Scholars will also work towards gaining a Dixons Diploma, which will include completing 150 hours of service in the local community. The Dixons Diploma pulls inspiration from the highly regarded Ontario Secondary School Diploma (OSSD) in Canada and the globally renowned International Baccalaureate (IB). The Service component of the Dixons Diploma will be an opportunity to develop the local area, by strengthening business links and partnerships with prestigious universities and high performing sixth forms across England.

Like other Dixons academies, Dixons Free Sixth Form will draw inspiration from the Charter School movement in the US. Several of our team have visited the highly successful Charter Schools in New York and Chicago, and this bid incorporates some elements of their mission and model. Similarly, the Dixons Multi-Academy Trust is a values driven organisation that focusses on developing character both internally and externally. Typically, the values of each of our schools are about:

- Hard work (i.e. challenge, diligence and excellence)
- How one operates/works within a community (i.e. civility, respect and diversity)
- Personal quality for success (i.e. happiness, fairness and integrity)

The proposed post-16 provision will also be a values driven school, meaning that all practices will be defined by and disseminated through the defined values of Dixons Free Sixth Form. These values will be chosen by the Principal during pre-opening.

As an Accredited School Provider, and as a National Support School, the Dixons Academies Trust is building a small federation of schools in Bradford and the surrounding area, offering the same ethos and success to more of the 1,500 Year 6 pupils who apply for a place at Dixons City every year. To this end, we opened our second Academy, Dixons Allerton, in September 2009, Dixons Trinity Academy, in September 2012, Dixons McMillan Academy in 2014, and incorporated the former Kings Science Academy as Dixons Kings Academy in 2015. Three primary academies complete our Group of schools. The new Dixons Free Sixth Form will benefit from our own experience of opening three schools under the Free School mechanism in 2012 and 2014. In this way we are refreshing and reinterpreting the vision and values of our original CTC, set up 25 years ago.

As a high-performing group with a comprehensive inner-city intake, the Dixons Multi-Academy Trust is well-placed to replicate our success in a dedicated 16-19 provision. We have the trust of our parents and students, and are highly effective at raising their aspirations: while most of our parents did not benefit from higher education, most of our students do. We now want to bring our distinctive brand of success to more families in Bradford and support them in their ambitions of attending top universities. The Dixons Free Sixth Form will allow all scholars from diverse backgrounds to come together and achieve.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
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		230	230	460	460	460	460	460
Year 13			210	210	420	420	420	420
Totals		230	440	670	880	880	880	880

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English Literature	6	Voluntary	A Level option as a combination of 3 subjects.
English Language	6	Voluntary	A Level option as a combination of 3 subjects.
Mathematics	6	Voluntary	A Level option as a combination of 3 subjects.
Further Mathematics	6	Voluntary	A Level option as a combination of 3 subjects.
Biology	6	Voluntary	A Level option as a combination of 3 subjects.
Chemistry	6	Voluntary	A Level option as a combination of 3 subjects.
Physics	6	Voluntary	A Level option as a combination of 3 subjects.
History	6	Voluntary	A Level option as a combination of 3 subjects.
Economics	6	Voluntary	A Level option as a combination of 3 subjects.
Art	6	Voluntary	A Level option as a combination of 3 subjects.
Music	6	Voluntary	A Level option as a combination of 3 subjects.
Physical Education	6	Voluntary	A Level option as a combination of 3 subjects.
Government and Politics	6	Voluntary	A Level option as a combination of 3 subjects.
Business	6	Voluntary	A Level option as a combination of 3 subjects.
Art History	6	Voluntary	A Level option as a combination of 3 subjects.
Technology	6	Voluntary	A Level option as a combination of 3 subjects.
Sociology	6	Voluntary	A Level option as a combination of 3 subjects.
Religious Studies	6	Voluntary	A Level option as a combination of 3 subjects.
Computer Science	6	Voluntary	A Level option as a combination of 3 subjects.

Philosophy and Ethics	6	Voluntary	A Level option as a combination of 3 subjects.
Spanish	6	Voluntary	A Level option as a combination of 3 subjects.
Law	6	Voluntary	A Level option as a combination of 3 subjects.
Geography	6	Voluntary	A Level option as a combination of 3 subjects.
French	6	Voluntary	A Level option as a combination of 3 subjects.
Theatre Studies	6	Voluntary	A Level option as a combination of 3 subjects.
Classical Civilization	6	Voluntary	A Level option as a combination of 3 subjects.
ICT	6	Voluntary	A Level option as a combination of 3 subjects.
English GCSE	4	Mandatory	Mandatory for anyone with less than grade4 and voluntary for anyone who wants to improve their GCSE grade.
Mathematics GCSE	4	Mandatory / Voluntary	Mandatory for anyone with less than grade4 and voluntary for anyone who wants to improve their GCSE grade.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Our Cohort

We expect the equivalent of 70% intake from Year 11 at Dixons City Academy, Dixons Kings Academy, Dixons McMillan Academy and Dixons Trinity Academy. Currently at Dixons City Academy this is made up of just over 70% of the scholars recruited internally and just under 30% are recruited from top performing scholars at neighbouring Bradford schools. The Principal of Dixons Free Sixth Form will become a member of the Dixons Leadership Group and will work directly with the Principals of Dixons City Academy, Dixons Kings Academy, Dixons McMillan Academy and Dixons Trinity Academy, to ensure that the cohort transition successfully and are well catered for at the dedicated 16-19 provision.

Dixons Free Sixth Form DAY

The Dixons Free Sixth Form, like all other academies in the Dixons Multi-Academy Trust, will run an extended school day beginning at 8:00am. There will be 27.5 hours of timetabled sessions, 18 hours of which will be optional subject sessions and 2.5 hours of pastoral support, leaving 7 hours of mandatory activities.

On average, subject sessions will have 16 scholars on register. Subject sessions will be taught in three 2 hour sessions; 4 hours of each subject session will be taught by a subject specialist and 2 hours will be a tutorial overseen by a teaching fellow/ specialists. The tutorial is an important time for scholars to learn how to be collaborative in their learning and develop excellent study skills under the supervision of a professional academic. There will also be time allocated for co-curricular and societies (research groups) at the end of each day. Proposed timings of the day are listed below:

	08:10	08:35	10:25	10:45	12:35	13:15	13:55	14:50		
Activity / Day	Briefing	Session 1	Break	Session 2	Advisory*	Lunch	Session 3		Instruction - as needed/ Co-Curricular**	
Mon		Block A		Block D	PDS	Lunch	Block B			
Tues		Block B		Block C	DEAR	Lunch	Block A			
Wed		Block C		Block D						
Thur		Block B		Block C	Careers	Lunch	Block D			
Fri		Block A		Block D	Practice					

(Figure 1)

In summary, all scholars must arrive at the academy by 8.00am at the latest; some scholars will be expected to arrive at the academy as early as 7.30am for catch-up and pre-teaching.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- All scholars begin their day with breakfast and Briefing. This is a 25-minute opportunity for scholars to develop leadership skills by running the Briefing; address any academy-wide gaps; strengthen school culture; reset value expectations; and celebrate each other.
- Scholars finish at 14.50 on Monday, Tuesday and Thursday.
- Scholars finish at 12.35 on Wednesday.
- Scholars finish at 13.15 on Friday.
- There are *optional co-curricular* opportunities until 15.45 on Monday, Tuesday and Thursday (these may be compulsory for those scholars who are not making as much progress as we would like and/or regularly fail to meet study deadlines).
- Same day *instructions* (detentions of up to 1 hour) start at 14.50 on Monday, Tuesday and Thursday; and 12.35 on Wednesday and 13.15 on Friday.
 - **Advisory* will include pastoral support and coaching, to ensure that scholars are accepted to and succeed at top universities.
 - ***Co-curricular* will include activities in the arts and subject societies; study support and subject catch-up

Further to the timetable illustrated in Figure 1, on Wednesday afternoon, there will be prearranged university visits and buses running between Dixons Free Sixth Form and university libraries in the local area. This time will also be vital in stretching the long-term ambitions and perspectives of the scholars. On Wednesday afternoons, guest speakers will be available to give lectures and talk about their career pathways. Furthermore, this time will also be crucial in developing the arts, allowing shared time for the preparation of exhibitions and rehearsals for art-based activities.

The Curriculum

The proposed timetable illustrated in Figure 1, shows that we will offer a traditional 3 A level curriculum. The curriculum offer is influenced by schools who send the top percentage of scholars to top universities (Westminster School, Eton College and London Academy of Excellence). By combining this curriculum offer with the excellent practice already established in the Dixons Multi-Academy Trust, we will ensure that scholars coming from disadvantaged backgrounds receive an education that is appropriate to both their academic and pastoral needs, necessary to gain entrance to top universities. Overpage is the list of proposed subjects that we intend to offer.

The subjects are divided between blocks based on the combinations that will maximise scholars' chances of entrance into Oxbridge and other Russell Group universities. These subjects and combinations are often referred to as 'facilitating subjects', which are most preferred for entrance at Oxbridge schools. Top universities ask for a minimum of one 'facilitating subject' at A level. Therefore, we are proposing to offer a minimum of 8 'facilitating subjects' in each subject block, allowing scholars to have a range of options to choose from that will support them in their applications to top universities. By offering a 3 A level curriculum that is largely based on 'facilitating subjects', it means that staff will be able to develop their expertise by deepening their knowledge of their subject(s). This will allow scholars to aim for and achieve the highest grades, making them competitive when applying for places at top universities in the UK

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

and abroad.

Block A	Block B	Block C	Block D-Mandatory	Pastoral Block
English Literature	English Literature	English Literature	EPQ	PDS
English Language	English Language	Philosophy and Ethics	Physical Education	DEAR
Mathematics	Mathematics	Mathematics	Service	Careers
Further Mathematics	Further Mathematics	Spanish	Elective	Practice
Biology	Biology	Biology	Lecture Series	
Chemistry	Chemistry	Chemistry		
Physics	Physics	Physics		
History	History	Law		
Economics	Geography	Geography		
Art	Art History	French		
Music	Technology	Theatre Studies		
Physical Education	Sociology	Sociology		
Government and Politics	Religious Studies	Classical Civilization		
Business	Computer Science	Level 3 ICT		

(Figure 2)

In addition to the traditional A level choices on offer, all scholars will have to undertake mandatory activities, which are listed in Block D (Figure 2). Firstly, all scholars will be required to complete the Extended Project Qualification (EPQ). The EPQ gives scholars the chance to choose an area of study that they would like to investigate further. The EPQ sessions will begin with a 13 week program focused on developing pertinent research skills; topics will include referencing skills, research methodologies and academic writing workshops, focused on conducting academic research. During the designated EPQ time scholars will learn and develop skills that will aid them in obtaining the highest grades in their A levels and prepare them for researching at university level. This time will also include trips to various libraries and specialist research centers. Here scholars will work independently under the supervision of a teaching fellow to research and produce a presentation on their area of study. Once scholars have determined their research areas, they will be grouped to form research societies. The research societies will be led by student leadership and Heads of

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Faculties.

Competitive games is an important component of preparing for the social aspect of attending top universities, whilst teaching scholars the importance of being healthy and active. Consequently, scholars will have to participate in mandatory competitive games (PE) once a week. This will be an opportunity for scholars to develop their relationships with their peer groups and gain cultural capital experiences through games. The proposed list of competitive games are inspired by Oxbridge geared games and will be finalised based on staffing experience/ expertise. Here are the potential competitive games that Dixons Free Sixth Form will offer:

Competitive Games	
<ul style="list-style-type: none"> • Archery • Athletics • Badminton • Boating • Cycling • Canoe and Kayak • Cricket • Croquet • Dance Sport • Fencing • Football 	<ul style="list-style-type: none"> • Hockey • Golf • Lacrosse • Martial Arts • Netball • Orienteering • Pool and Snooker • Squash • Swimming • Tennis • Ultimate Frisbee

(Figure 3)

Additionally, scholars will be expected to participate in mandatory service. Service is an opportunity for scholars to give back to the Dixons Multi-Academy Trust and the local community. Essentially, during this time, scholars will volunteer within a Dixons school or in a local business to learn a new skill and develop their relationship skills. Service placements may vary from supporting teachers in Dixons Primary/ Secondary schools to creating and handing out clothing to people on the streets of Bradford.

Finally, as a part of the mandatory curriculum, all scholars will have to participate in one elective each academic year. The electives will run in either an annual block or three 13 week blocks. Electives will be linked with qualifications and certificates, ensuring that scholars gain further skills and experiences outside the academic arena. The proposed list of electives combines national recognised qualifications, in addition to requested qualifications emerging from consultation with the current Key Stage 4 Dixons scholars:

Electives	
Annual	3 Block
<ul style="list-style-type: none"> • Duke of Edinburgh Award • National Citizen Service • Amnesty International Group 	<ul style="list-style-type: none"> • First Aid • Food and Hygiene • Health and Safety

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

<ul style="list-style-type: none"> • Young Enterprise • Language (determined by specialist) • Student Investors • The Care Certificate • Theory of Knowledge • TEFL • Certified Coding Associate Certificate (Year 13 only) 	<ul style="list-style-type: none"> • British Sign Language • Effective Tutoring • Geographic Information Systems • Critical Reading/ Reasoning • Social Entrepreneurship • Field Techniques for Surveying • Introduction to Statistics for Health Care Research
--	--

(Figure 4)

Any scholar who did not achieve a grade C or above in English and mathematics at GCSE will be required to re-sit these qualifications as a part of their mandatory curriculum. Additional English and mathematics catch-up will become mandatory to any scholar who did not achieve at least a grade B in English and mathematics at GCSE level.

Every scholar at Dixons Free Sixth Form will work towards obtaining the Dixons Diploma, consisting of the following elements:

- 3 A levels completed
- 2 additional qualifications obtained (see Figure 4)
- Extended Project Qualification completed
- Attendance at 2 Post-16 Residential visits
- 150 hours of Service completed
- 80 hours of Work Experience completed
- 40 hours of an art co-curricular completed
- 40 hours of a competitive games co-curricular completed

Co-Curricular

The co-curricular offer emerges from the list of Oxbridge geared clubs (Figure 5). The wide variety of co-curricular on offer will vary depending on staff experience and any cultural capital experience gaps that may arise over time. All scholars will be expected to undertake at least one co-curricular each year at the Academy.

Co-Curricular	
Arts	General
<ul style="list-style-type: none"> • Creative writing • BBC Writers Room • World Development • Academy Newspaper 	<ul style="list-style-type: none"> • Military Fitness • Model UN • Young Enterprise • Junior Leadership Team

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

<ul style="list-style-type: none"> • STEM Art • Choir • Musical instrument lessons • Choreography • Art Direction • Marketing and Design 	<ul style="list-style-type: none"> • Earth Explorers (Ecology/ Astronomy) • Maths games • Physics of flying • STEM Robotics • Forensics • Debating
--	--

(Figure 5)

Pastoral Support and Additional Needs

Pastoral support at Dixons Free Sixth Form amalgamates the different needs of its cohort, to include DEAR, PDS, Careers, Practice (Figure 1 & 2) and Mountain Support.

DEAR time is a weekly 35 minute session, which will allow scholars to learn how to engage with, analyse and discuss both academic research and iconic theorists. This is an extension of DEAR time, implemented at other Dixons schools. During DEAR time scholars will discuss the literature that they are reading and have the opportunity to read individually, and as a group. At Dixons Free Sixth Form this aspect of the school day will be taught in the form of a lecture. Scholars will learn and understand the behaviours associated with attending a lecture, as well as the importance of ‘pre-reading’ and making notes prior to attending a lecture. Undertaking this process will allow scholars to prepare for university and give the opportunity for Dixons Free Sixth Form staff to intervene and support any scholar who may find this environment challenging. DEAR time will also be a time where scholars will learn to read widely and discuss literary works with their teachers and peers, as well as widen their academic perspectives as they become familiar with canonical works.

At Dixons Free Sixth Form we are committed to ensuring that our scholars develop into young adults with the knowledge, understanding and skills to make informed decisions about their next steps, upon leaving our post-16 provision. In line with DfE Guidance for Personal, Social and Health Education (PSHE) we have extended our already successful design of Personal Development Studies (PDS) implemented at other schools in the Dixons Multi-Academy Trust to explore the appropriate challenges of those who are 16-19.

In addition to PDS, we will also provide all scholars with preparation for making an informed aspirational choice about their next steps beyond Dixons Free Sixth Form through the designated time for Careers. Scholars will research and visit different universities, coupled with high quality advice from internal and external experts. All scholars will formulate a career plan that will take them through to a top university or a real alternative, where they can lead happy and successful lives. Both PDS and Careers will be delivered during advisory times.

Practice will be a weekly session where scholars can ‘practise’ the necessary skills to be successful in an academic and professional environment. Advisors will use this time to teach scholars to live the academy’s value; embed academy routines; and prepare for academic/professional interviews and scenarios.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The Dixons Free Sixth Form will supply any additional support for scholars via the Mountain Support department. Mountain Support and the Dixons Free Sixth Form will encourage high aspirations, high motivation and high achievement for all. This vision will apply equally to scholars with any kind of special educational need. Our philosophy will include a strong teaching model and early intervention with extra teaching and individual attention for scholars who might have difficulty reaching the expected standards. Additional support for scholars will be provided under the direction of the Mountain Support department which is for all scholars – be they disabled, gifted and talented, dyslexic, dyspraxic, with learning or behavioural difficulties, or for students who just need advice and support.

Concurrently with the support described above, all scholars will be closely monitored and intervention for those who are not making expected progress will be highly tailored. Daily planning will identify intervention and will name individual scholars based upon both the most recent assessment data and ongoing observation (Inclusion Strategies and Intervention Plans support with planning, resources, assessing students, advice and information). With a no withdrawal policy, at Dixons Free Sixth Form all teachers will become teachers of SEND. As such, intervention will be highly responsive and happen within the curriculum.

Teaching and Learning

The Dixons Free Sixth Form teaching and learning strategies will be aligned to those already established within the Dixons Multi-Academy Trust. As a result, the Dixons Free Sixth Form will benefit from the excellent practices already created in other Dixons schools. Some of these documents will include schemes of work templates, long-term planning documents, daily teaching planning sheets and intervention trackers, amongst many others.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Post 16 Performance

Setting and achieving challenging targets will support a culture of excellence. Target setting will take place at all levels of the organisation. Dixons Free Sixth Form will set aspirational targets, and they will be monitored through progress throughout scholars' time at Dixons Free Sixth Form.

The Dixons Free Sixth Form will set challenging targets, which will be coupled with pastoral support and highly tailored teaching, consequently raising the aspirations of the young people in Bradford. For this reason, Dixons Free Sixth Form will identify challenging minimum target grades for each of our scholars at enrolment, based on prior attainment. The Dixons Free Sixth Form will use ALPS, which is a national data system based on 1400 schools and colleges, and which is used for setting targets and measuring value added – the extent to which learners meet those challenging targets. ALPS sets targets at the upper quartile level of performance nationally, and this is the minimum level at which we will expect our scholars, and staff, to perform.

In line with the new Ofsted framework, the great emphasis of our work as a 16-19 provider will be ensuring that all scholars make exceptional rates of progress from the point at which they enter Dixons Free Sixth Form. We will be seeking to ensure that:

- Attendance rate is 97% or higher
- A retention rate from Year 12 into Year 13 of 95% or higher
- 90% of Year 12 scholars retaking English or Mathematics GCSE secure a C grade or higher in one year. 100% successfully secure the qualification in two years.
- 100% of scholars achieve the Dixons Diploma
- 100% of scholars achieve their first choice progression-route after A level
- 100% of scholars secure an A*, A or B grade in the Extended Project Qualification
- 100% of scholars at least match or exceed at A level in comparison to their GCSE outcomes (ALPS 5 or better)
- 75% of all A level grades at the end of Year 13 at A*, A or B grade
- 15% of A level grades at A*
- 100% of scholars wishing to move on to higher-level apprenticeships are successful in securing a place
- 70% of Year 13 scholars to be successful in securing a place at a Russell Group University or an overseas university of international renown

D2 – measuring pupil performance effectively and setting challenging targets

Measuring Performance

In addition to the above, the Dixons Multi-Academy Trust will provide the model for measuring scholar performance and setting challenging targets at Dixons Free Sixth Form.

There will be three key elements that underpin the approach to measuring scholar performance and setting challenging targets as previously approved:

- A 'Data Day' after each assessment cycle dedicated to creating data-driven instructional plans that target whole class, small group and one-on-one intervention.
- Weekly progress summits to ensure a razor-sharp focus on data and the impact of intervention is maintained throughout each cycle.
- Designated time before, during and after the academy day for small group and individual teaching.

The appraisal cycle will be fully aligned with the systems for monitoring and intervention and will hold both scholars and staff to account. Families will be given regular information on their child's progress in every subject. As well as our parents' evenings, families will receive their child's progress grades three times a year and a presentation from their child in Cycle 3.

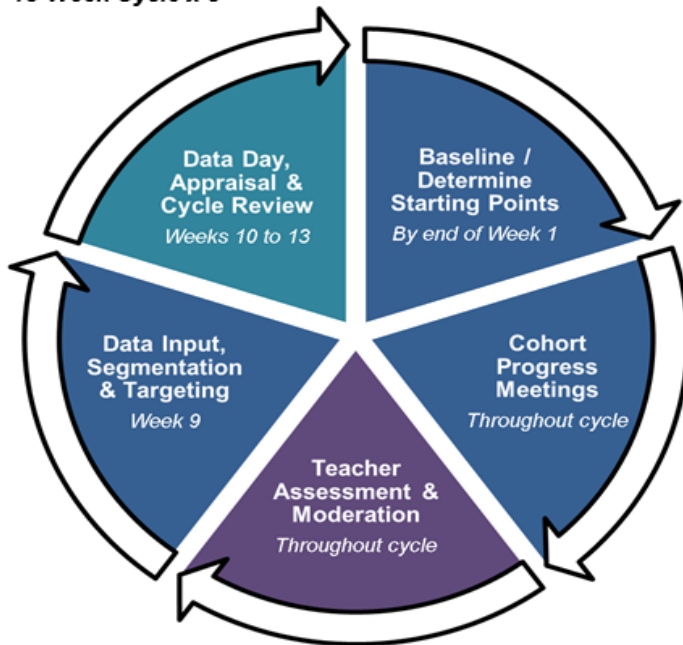
Teaching will be developed through the Dixons bespoke coaching model over three weeks of each Cycle. For those who require it, the frequency of coaching will be increased. Coaching will be coupled with a culture of practice, already established at Dixons Trinity and Dixon McMillan academies. At least three staff briefings each week will be dedicated to the practice model of training. Practice will be built around key strategies selected from 'Teach Like a Champion' and involve real-time role-play. Practice will also be highly responsive enabling the review of routines and expectations.

The following diagram, which is already implemented at other Dixons schools, explains how our cycle will evolve over 13 weeks:

D2 – measuring pupil performance effectively and setting challenging targets

Monitoring & Intervention Strategy

13-Week Cycle x 3



Teacher assessments in the EBacc subjects should be externally moderated at the end of Cycle 1 and 3.

Progress and attainment data is tracked using SIMS:

- To allow for Data Manager manipulation (inc. segmentation and targeting) – KS4 PRAG / projected A level grade
- To share secure, up-to-date information with everyone who needs it, when they need it (inc. parents)

Progress Meeting Agenda:

- Evaluate success of previous interventions
- Update PRAG cohort/s (using progress, behaviour and attendance data)
- Determine new actions:
 - Purple / Green – rewards
 - Amber – monitoring
 - Red – intervention (inc. core target / catch-up groups; deployment of ICO / Intervention Teacher / Support Coordinator; 1:1 tuition and mentoring)

Staff Data Day Agenda (1 Day):

- Progress Summit
- Appraisal
- Intervention Planning

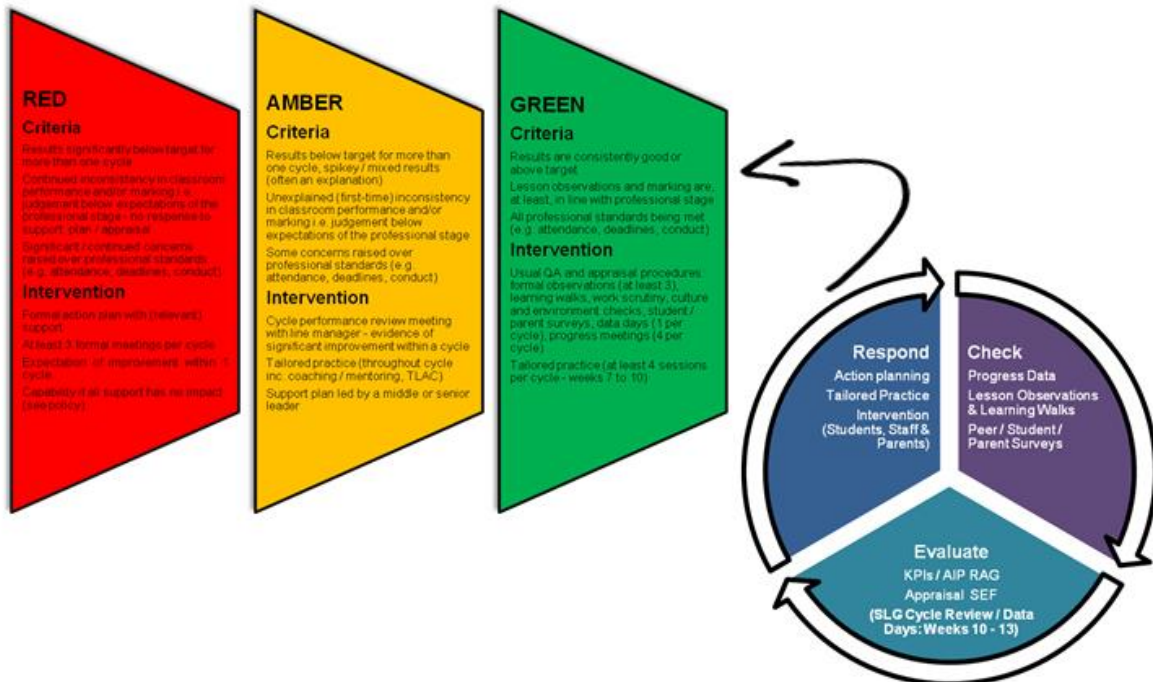
SLG Cycle Review Agenda (1 Day):

- KPIs
- Academy Development Plan RAG
- Appraisal
- SEF

(Figure 6)

Performance Improvement Strategy

13-Week Cycle x 3



(Figure 7)

Developing High Performing Teachers

Principles

- Every colleague, even those who are ‘high performing,’ can get better.
- All staff are committed to acting on constructive feedback.
- A culture of practice and rehearsal will help all teachers refine their skills of delivery and ensure academy routines are executed with maximum consistency.
- A highly developed and professional staff team will ensure our scholars receive the very best education.
- CPD activities should be personalised as much as possible to meet the needs of the colleague.
- Colleagues should have some input into CPD plans.
- Individual ‘Coaching for Excellence’ is a powerful method and is an entitlement for all staff.
- All managers should play an active part in developing all members of their team/s.
- Peer observation is a useful tool to help colleagues evaluate their own practice.
- There should be a clear link between CPD planning and the academy Monitoring & Improvement Strategy.
- Effective monitoring, support and coaching plans should ensure that no member of staff is consistently underperforming.
- CPD time should be focused on explicit development and training, although the most effective operational discussions can be a form of training and development.

Appraisal and CPD

Start of the Academic Year

- Professional Growth Plans (PGPs) for all existing staff to be finalised.
- Confirmation of pay recommendation in light of external results / data.
- QA to focus on literacy, routines and learning environments.
- Teacher tracker to be populated.
- Invest heavily in new staff induction & existing staff members who were judged as red / amber in the last academic year.

Cycle 1 & 2 Data Day

- Cycle review (QA data: learning walks, progress data, lesson observations, work scrutiny & surveys).
- PGPs for new staff to be finalised at the end of Cycle 1.
- PGP review.
- Staff to be informed of their current monitoring PRAG (in relation to the academy career expectations).
- Coaching for Excellence plans.

D2 – measuring pupil performance effectively and setting challenging targets

Cycle 3 Data Day

- Cycle review (QA data: learning walks, progress data, lesson observations, work scrutiny & surveys).
- Final PGP review.
- Pay recommendation / discussion.
- Draft PGPs for next academic year.

CPD & Meeting Plan

1. Daily Briefings / Practice (30 minutes)

- Monday: Principal Briefing (key messages & bulletin)
- Tuesday: Practice (Teach Like A Champion)
- Wednesday: Progress Summits
- Thursday: Practice (Teach Like A Champion)
- Friday: Pastoral updates / WWW & EBI

2. Weekly Peer Observation (55 minutes)

- Every member of staff will work in the back of a classroom for at least one hour each week – this will help role model hard work to scholars as well as expose staff to different teaching ideas / tools.
- An additional peer observation during Week 12 will be more developmental and should support staff to address their key next steps (run to the agenda of the observed, not the observer).
- HoDs will work with staff to identify times and periods.

3. Subject Training Sessions (9 per cycle led by HoDs)

- Although some instruction will be operational, much of the time will be devoted to developing subject pedagogy; moderation; data analysis / intervention; and SoW planning.

4. Pastoral Training Sessions (2 per cycle led by HoYs)

- Although some instruction will be operational, much of the time will be spent developing PDS; training in PSHE; safeguarding; and SMSC.

5. Literacy Sessions (1 per cycle led by the Literacy Lead)

- These sessions will be used to provide feedback and next steps in light of the

D2 – measuring pupil performance effectively and setting challenging targets

findings from literacy QA.

6. Bespoke CPD (2 per cycle led by SLG / UPS3 teachers)

- These sessions may be in small groups and will be designed using QA data / findings and requests from staff. They will also provide an opportunity to ensure all staff are aware of national changes in education.

7. 'Coaching for Excellence' (3 hours)

- Line managers (and UPS3 teachers) will work with colleagues to provide at least 6 x 30-minute sessions of coaching and tailored practice.
- QA data will determine the nature and extent of each individual 'Coaching for Excellence' programme.

8. Formal Appraisal Meeting (45 minutes)

- On data days, all staff will meet with their Line Manager to review their performance during the previous cycle, evaluate scholar progress data and to determine Coaching for Excellence plans.
- Professional Growth Plans will be RAGed and reviewed.
- Coaching for Excellence plans for the following cycle will be agreed.

9. External Training / Meetings

- Staff will be encouraged to attend high quality and relevant courses which offer real value for money.
- HoDs will be encouraged to work with exam boards (e.g. take up the position of Assistant Examiners) to ensure they are fully up to date with curriculum changes and developments.
- HoYs will be encouraged to work with local confederations and the safeguarding board to ensure they are fully up to date with safeguarding procedures and best practice.
- The INCO will attend local SENCo network meetings to ensure the academy is fully compliant with any statutory obligations.
- The Pastoral lead will attend the South Bradford BAC to work collaboratively with local schools around admissions (FAP) and managed moves, as well as keep abreast of good practice around behaviour and safety.
- Quality courses offered by the National College / Future Leaders will be made available to staff who would benefit from a longer term CPD programme and will be ready for the next stage in his/her career within 24 months.
- The Principal will be an active member of the Dixons Leadership Group, Bradford Partnership and South Bradford Heads Partnership to ensure that Senior Leadership is open to development and external feedback.

D2 – measuring pupil performance effectively and setting challenging targets

Individual Coaching for Excellence Sessions

Individual coaching session will be led by the line manager and should last approximately 30 minutes. The line manager will have to plan carefully for this session in order for it be focused and productive.

1. Praise (2 minutes)

- All colleagues have some strengths and it is important that these strengths remain whilst other skills are being developed and refined.
- Adults value praise as much as children and it is a key motivational tool.
- If there have been improvements in between sessions, this is the time to acknowledge and celebrate this.

2. Probe (4 minutes)

- Use questioning to reveal the colleague's understanding of his / her area for improvement and begin to unpack the key next step.
- Some colleagues will find this difficult and might be over critical of their own practice.

3. Decide a key next step (2 minutes)

- This should flow from step 2 through professional dialogue and discussion.
- Line managers can tell colleagues the key next step if it does not arrive in the previous section.
- Line managers should ensure the next step is a key action point to bring about improvement that can be achieved by the end of the following week.

4. Prepare & plan (5 minutes)

- Prepare step 5: line managers should have prepared for this section before the session; how-ever, some 'tweaks' might be needed in light of steps 1 to 3.
- Colleagues may watch clips from 'Teach like a Champion' (if this is appropriate).

5. Practice / rehearse / instruct / coach (10 minutes)

- It is likely that rehearsal will be a key feature in this section of the session.
- Astute line managers always pick the right moment to stop the practice and give quick feed-back, and then the practice is repeated until it is effective.
- Line managers may point towards other colleagues who should be observed or articles to be read etc.

6. Follow up (2 minutes)

- Deadlines / milestones to be identified and agreed.
- Colleagues to be clear on what has to be achieved before the next session, including anything that is needed for the next session.
- If lesson observations are appropriate, this will be agreed and set.

D2 – measuring pupil performance effectively and setting challenging targets

- If a learning walk with a particular class is required, this needs to be communicated to the SLT / HoD.

Teaching Staff Induction

The staff induction will be broken down into four key stages as detailed below. Thorough and rigorous staff induction will be essential to ensure all staff have the best possible start to their career at Dixons Free Sixth Form. The stronger the start, the stronger our scholars' progress will be. We will do whatever it takes to ensure all our staff develop into high performing teachers in the shortest amount of time.

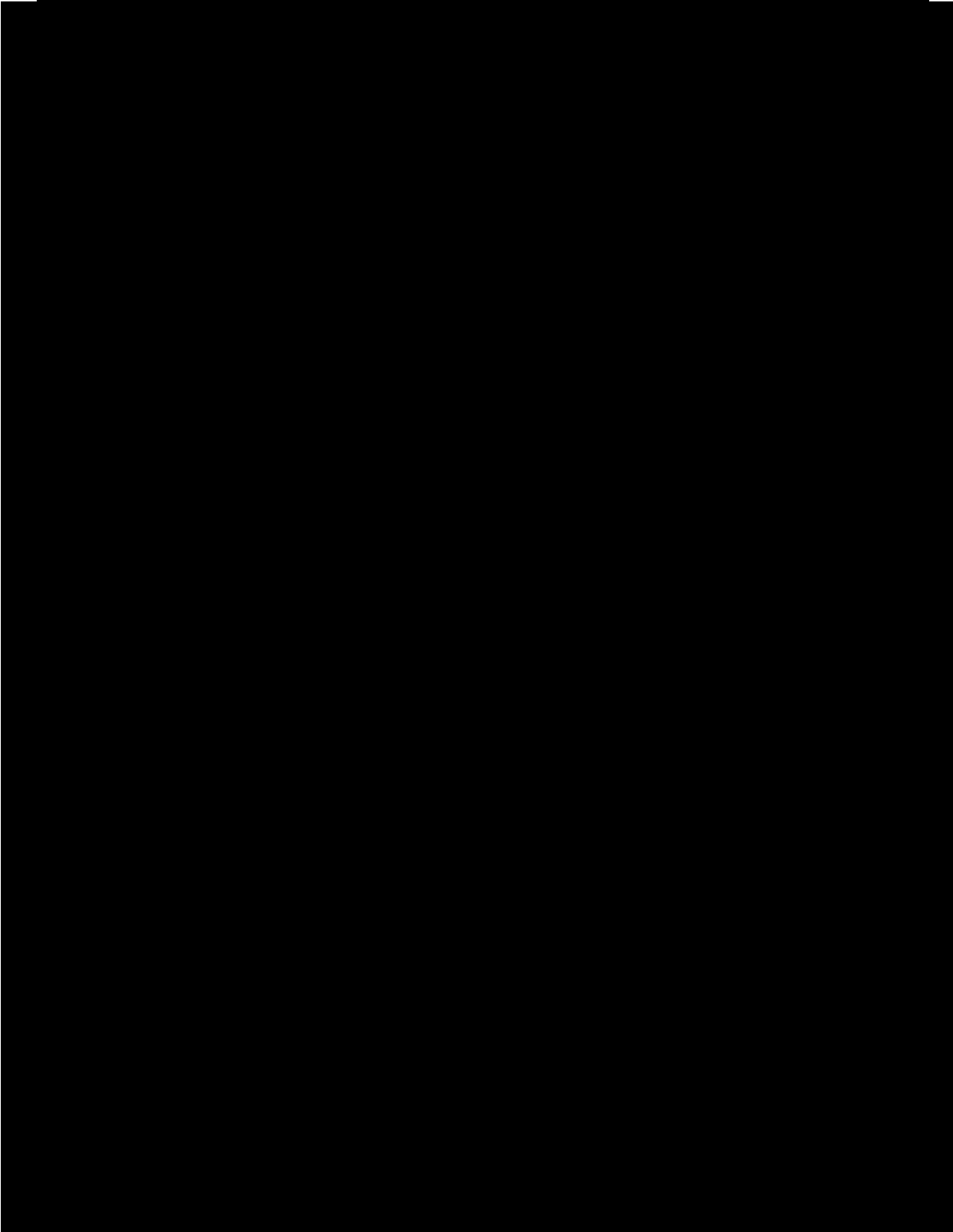
<p>Recruitment (based in another Dixons school, prior to opening)</p>	<ul style="list-style-type: none"> • Recruitment evenings take prospective employees through the academy vision; values; drivers; reasons to work at Dixons Free Sixth Form; and reasons why someone might choose not to take their application to the next stage. • On recruitment day, all candidates will have a short meeting with the Principal to reiterate key messages from the recruitment evening. Candidates will then be given a tour of the academy so they develop an understanding of the academy culture – some candidates may decide to withdraw at this stage. • It is hoped that when a candidate is offered a position at the academy they have a well-developed understanding of the academy culture, values and drivers.
<p>Summer Term</p>	<ul style="list-style-type: none"> • Afternoon with the line manager • Participation in at least one Y12 transition day • Away weekend: <ul style="list-style-type: none"> – Dixons Difference – Vision, values, drivers and priorities – Academy culture – Measuring scholar progress – Cycle of Teaching & Assessment – Literacy (strategies & planning codes)
<p>August Training Days</p>	<ul style="list-style-type: none"> • Vision, values, drivers and priorities • Safeguarding & BSCB online module • Health & Safety • Curriculum • Inclusion • Teaching routines • Learning environments • Role of an Advisor

D2 – measuring pupil performance effectively and setting challenging targets

	<ul style="list-style-type: none">• Literacy (templates and DEAR)• SIMS, Class Charts, PiXL, room booking & network• Induction Professional Growth Plans (PGPs)
<i>Cycle 1</i>	<ul style="list-style-type: none">• Three weeks of developmental short observations:• Week 2: Successful starts (mantra & expectations) – Principal• Week 3: Literacy – Vice Principal / Literacy Lead• Week 4: Learning Habits –Vice Principal / Pastoral lead• Quality feedback to scholars (before Week 3)• Educational Visits Training (before residential)• Lesson observation Training (external trainer)• Appraisal Training (ideally Week 6 / 7)• Data Training (Data Day)• Learning Commons / Information Literacy Training (post Data Day)

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

As an experienced Post 16 provider we are confident that the staffing structure above will deliver the curriculum plan and will ensure that all aspects of the Academy are well-led and held to account. It is fully costed in Section G, which demonstrates it can be delivered within budget through the growth period and then in steady-state.

We have made conservative assumptions on group size, calculated at an average of 16: this is the average currently achieved at Dixons City's stand-alone sixth form, and we can confidently expect to at least match that in a larger Post-16 provision eventually serving four academies. We have assumed a 19 hour mainscale teaching load, plus one hour tutorial / PDS and two hours of Games or Co-curricular (22 hours in all). The use of large-group lectures, together with supervised study for the sixth hour of teaching in Arts subjects, have the potential for further staffing efficiencies. Our conservative assumptions and potential efficiencies build even greater resilience into our staffing plan.

From our experience of opening three earlier free schools, we have learnt the importance of front-loading senior and subject leadership. We believe that our pattern of appointments over the first four years will meet this need.

The core of the Dixons Free Sixth Form staff will be appointed full-time or part-time to the Academy to nationally advertised posts, either from our existing 11-19 Academies or externally.

The staff will be supplemented by specialists based at our other academies who will teach one or two half-days a week at the Post 16 Academy. By aligning lunch-times across our Group, we shall be able to draw on a greater expertise than we could otherwise afford in order to offer a good range of minority subjects even in the first three years. This will also reinforce staff retention in academies which are making the transition from 11-19 to 11-16 provision.

To fully test the resilience of our overall plan, we have chosen to conduct a full **sensitivity analysis** based on the 70% figure given on Row 62 on the 'budget' tab on the Excel financial template. This is attached as **G3**. In the main, we have achieved the required savings by:

- Reducing the scope and seniority of the senior leadership team
- Maintaining Group average group size at 16 and reducing staffing accordingly
- Delaying the introduction of some minority subjects
- Reducing support and admin staff
- Cutting per student costs proportionately

We have a strong track record of effective financial management as a Trust and experience as a Post 16 provider: we have every confidence in our plans.

D4 – the school will be welcoming to pupils of all faiths/world views and none

D4 – the school will be welcoming to pupils of all faiths/world views and none

As a Multi Academy Trust, our Mission is to lead educational system improvement in Bradford and the surrounding district, primarily by establishing high-performing non-faith Academies which value diversity and maximise student achievement.

To achieve this, the Dixons Academies share a set of Six Core Principles. We are a *values-driven* organisation, and define the Dixons Difference is our *relentless focus on student learning and progress*, led by *highly committed and professional staff*. By creating a can-do, independent culture with an emphasis on self-discipline, we *empower our leaders to lead*, our teachers to teach and our students to learn.

Working and learning at a Dixons Academy is a *choice which requires commitment* and we are assertive of the need for everyone to share a common core experience and live up to our high expectations no matter what their background or circumstances. Our Academies put students at their heart and work in close partnership with parents. We value diversity and cultivate happy schools, based on strong relationships, mutual respect, integrity and honesty.

At Dixons Free Sixth Form, we shall achieve high value added across the board primarily by asserting collectively, consistently and strongly those shared values which are familiar to students from every background.

We do not tailor our educational offer to the perceived needs of different communities: we believe strongly that community cohesion is better served by insisting that all students share a common core experience which unites them. We strongly resist any requests to opt out of aspects of the education we offer, including areas like religious and sex education where parents can exercise a right to do so. By working closely with parents/carers, our experience has shown that we have convinced them of this education for their children and we are optimistic that this situation will continue.

Our academies truly reflect the mix of cultures around them, and as secular schools they are not owned by any one of them, but by them all. Families from a non-white and non-Pakistani heritage are especially keen on the more diverse intake that a Dixons education offers, as they are not particularly happy with either type of mono-ethnic school in Bradford. A higher proportion of our intake relative to their presence in the city as a whole is made up of ethnic minorities such as Indian, African, Afro-Caribbean, Chinese and children of mixed heritage. This also applies to families with a mixed white and Pakistani heritage. We value our diversity and are assertive of our

D4 – the school will be welcoming to pupils of all faiths/world views and none
students' need to do so too.

Spiritual, Moral, Social and Cultural Development

The Academy is committed to offering students the opportunities to:

- Identify, reflect on and explore experiences and distinguish between right and wrong and discuss moral issues
- Develop and talk about their own attitudes and values
- Take responsibility for their own decisions
- Develop an understanding of social responsibilities and citizenship
- Celebrate a diversity of cultures

Spiritual development

The Academy will support the process of acquiring positive personal beliefs and values as:

- An active basis for personal and social behaviour
- The consideration of the meaning and purpose of human existence
- The seeking of answers to questions about the universe

Moral development

- Will encourage students to develop fundamental precepts about behaviour and the reasons for behaviour.
- Will help students to develop the skills and confidence to make decisions.
- Will give students the confidence to listen to and respect the thinking of answers to questions about the universe.

Social development

The Academy will enable students to acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community.

There will be a planned programme of personal social, and citizenship education, which aims to develop student awareness or moral issues as well as fostering a sense of responsibility and community values. Amongst many other areas, the Personal and Social Education programme will cover:

Membership of groups:

- What are the limits of loyalty to particular groups?
- How do we cope with the conflict between personal judgement and what do the members of the group expect from us?

D4 – the school will be welcoming to pupils of all faiths/world views and none

The relation to British society:

- Laws and their justification, civil rights and duties.
- Truthfulness in the media and in political and pressure group propaganda.
- The ethic of work, management and production.
- The morality of profit, the fair wage, the distribution of wealth.
- Censorship.
- The morality of gender, race and cultural relationships.
- Crime, punishment and the judiciary system.
- The cultural development of students

The Academy will also assert Fundamental British Values by promoting:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Cultural development

The Academy will emphasise the importance of understanding those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development.

The Academy will seek to provide an education, which not only develops and strengthens students' current awareness, but also allows them to develop new cultural insights by:

- Avoiding cultural bias
- Promoting an appreciation of cultural diversity
- Achieving a balance between 'high' culture and more immediate local cultural expressions

Students will be given the opportunity to learn about past features which have influenced and shaped the present, and about how present generations (themselves

D4 – the school will be welcoming to pupils of all faiths/world views and none

included) are maintaining, interpreting and reshaping their cultural tradition.

Prevent Duty

As part of our duty to safeguard students, the Academy will recognise its statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause.

Staff are expected to be vigilant in protecting students from the threat of radicalisation and refer any concerns to the designated senior leader. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns.

In common with other media such as magazines, books and video, some material available via the internet is unsuitable for students. The academy will take all reasonable precautions to ensure that users access only appropriate material. Websites encouraging violence, unlawful activities, suicide and self-harm should not be accessed.

Anti-Bullying

It is important that all students feel welcome and safe in our academies, and as a MAT we take a very strong line on anything which could be construed as bullying or harassment:

- Friendships, compromise and respect will be explicitly taught through Personal Development Studies.
- Students will be monitored carefully for signs of bullying especially by their advisor or tutor.
- Diversity will be explored and celebrated during assemblies led by Senior Leaders.

D4 – the school will be welcoming to pupils of all faiths/world views and none

- All staff must be responsive to allegations of bullying or harassment.
- It is essential that students have the confidence that all allegations are taken seriously and acted upon.
- The incident will always be investigated and recorded.
- The priority is to give protection and support to the victim.
- Staff must make it clear that the bully's behaviour is totally unacceptable – it is important that disapproval is explained in a calm and rational way – we avoid bullying the bully.
- Investigations will be made to ascertain the reasons for the harassment and, if possible action taken to alter the behaviour of the perpetrator.
- The victims of bullying should receive support and help to develop strategies for dealing with bullying.
- In particular, attempts need to be made to rebuild the self-esteem of victims of bullying.
- An incident of bullying must be reported to Advisors, to inform both the bully's and victim's Advisors and also be recorded on SIMS.
- Victims of bullying may end up believing that they deserve to be bullied – they feel powerless and vulnerable – self-esteem can be badly damaged and so it is essential that self-confidence is re-established through appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate).
- The bully will be supported in recognising their unsociable behaviour and offering support to modify that behaviour.
- Sanctions will be decided on the individual incidents and circumstances.
- Parents/carers will always be informed of the incident and the outcome.
- After an incident, there must be "follow-up" to ensure that the problem does not re-surface. Experience suggests that bullying will not take place again if they know that there will be follow-up. This should take place some 2 weeks after the initial incident and then perhaps some further a term later.
- In extreme cases the police will be informed.

Section E – evidence of need

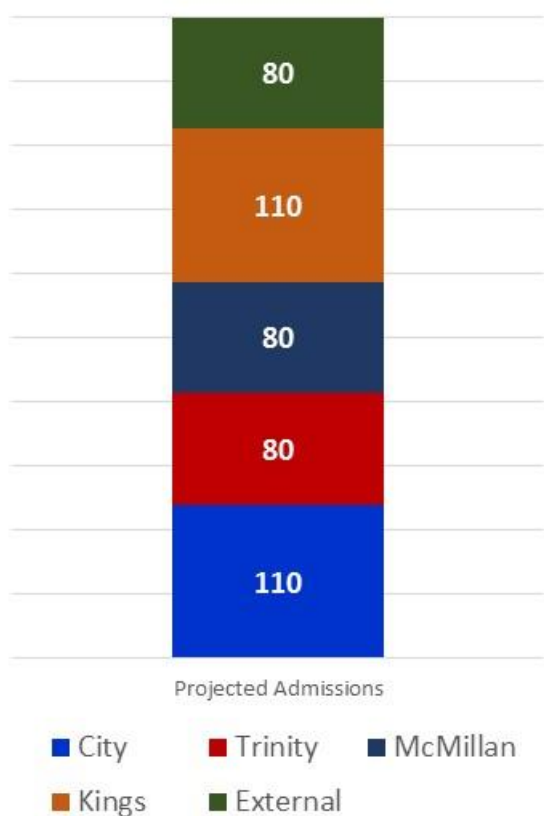
E1 – provide valid evidence that there is a need for this school in the areas

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The Dixons Free Sixth Form will be solidly founded on existing demand for a Dixons Post 16 education.

Every year Dixons City recruits 110 students of its 165 Year 11 cohort onto its Level 3 only offer - two-thirds of the cohort. If anything, we would expect student retention to rise under the new arrangement: up to 5% of the cohort chooses to move on to larger

Dixons Free Sixth Form
Projected Admissions



institutions with a wider curriculum offer, which we will now be able to match. It is a conservative assumption that we would merely match current rates of recruitment.

Dixons Kings is a similarly-sized free school, whose first cohort of GCSE take their exams this coming summer. They are on track to at least match Dixons City in Attainment 8 terms. Their loyalty to Dixons is very strong, given our rescue of them in 2014, and it is a safe assumption that similar numbers to City will be recruited.

Kings was founded by another Trust as an 11-16 Wave 1 Free School with the intention of adding Post 16 later, and has since been incorporated into the Dixons Trust. The school's inherited Requires Improvement grade currently rules out the hoped-for expansion. This year we have accommodated their students by opening up the McMillan Post 16 provision three years earlier than planned. Without the Dixons

Free Sixth Form, we shall still have to make additional provision for Kings students by 2019, when the first cohort of McMillan students will themselves progress onto Year 12: there will then be nowhere for Kings students to go.

E1 – provide valid evidence that there is a need for this school in the area

Dixons Trinity and Dixons McMillan are two free schools currently with Year 10 and Year 8 as their oldest cohorts. Both academies are of a similar size, with 112 in each yeargroup. Although both are 11-19 schools, their small nature raises serious questions about the future financial viability of their Post 16 provision, and both schools recognise the benefits that a shared facility with a broader curriculum would offer. A similar rate of recruitment has been projected for these schools, with 80 students eventually coming from each.

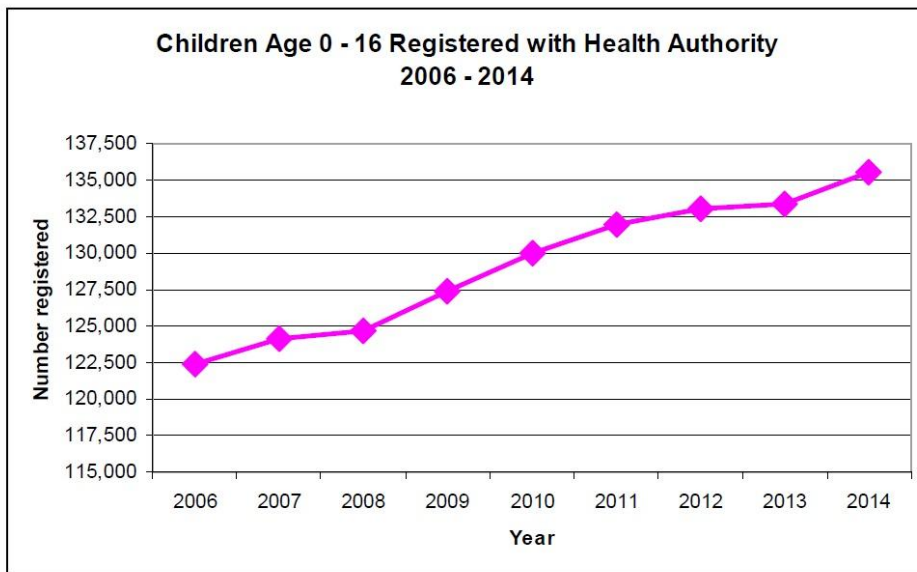
Finally, we have allowed for 80 external candidates to be admitted to the new provision. Dixons City currently receives over 300 applications every year from Year 11 students at other schools for places on its A Level courses. The number of external applications has risen by over well over 50% in the past five years. At the moment, Dixons City can only accommodate forty of these students in any one year, and competition for places is very high. Again, eighty external admissions to the new provision is a very conservative estimate.

Our preferred site does have the potential for further expansion in the future, but our other free schools have always benefitted from a conservative approach to numbers in the early years of opening: it is vital for the success of such a project that the new school starts with a full roll. Building provision over the first four years as our free schools start to generate their first cohorts of Year 12 students is the best approach.

As already highlighted in Section C, there are currently eighteen sixth-form provisions in Bradford, only one of which is graded Outstanding and only four of which are graded as Good: 72% of sixth form places in the City of Bradford are thus Requiring Improvement, or worse (Ofsted Reports, 2016). We believe we are well placed to build on the Good experience at Dixons City and the Outstanding free school experience at Dixons Trinity to establish an outstanding post-16 provision for the young people of Bradford.

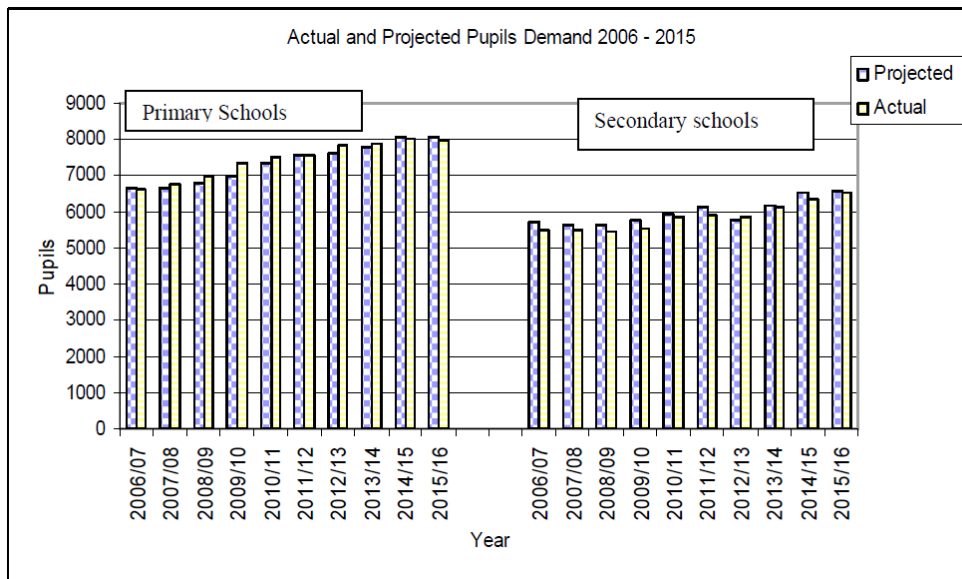
Moreover, as the Local Authority evidence in Annex III explains in detail, there is significant population growth in Bradford, especially among children and young people. This is further demonstrated by the graph (also taken from the LA report) overpage. The opening of a shared Post 16 provision will offer the potential to expand 11 – 16 student numbers at the three 11 – 19 academies and contribute to meeting this need.

E1 – provide valid evidence that there is a need for this school in the area



Ages as at 31 August.

The growth in secondary numbers will feed our Post 16 provision, but the more significant and increasingly urgent need is to meet the significant growth in need for places which is currently rising through our primary schools:



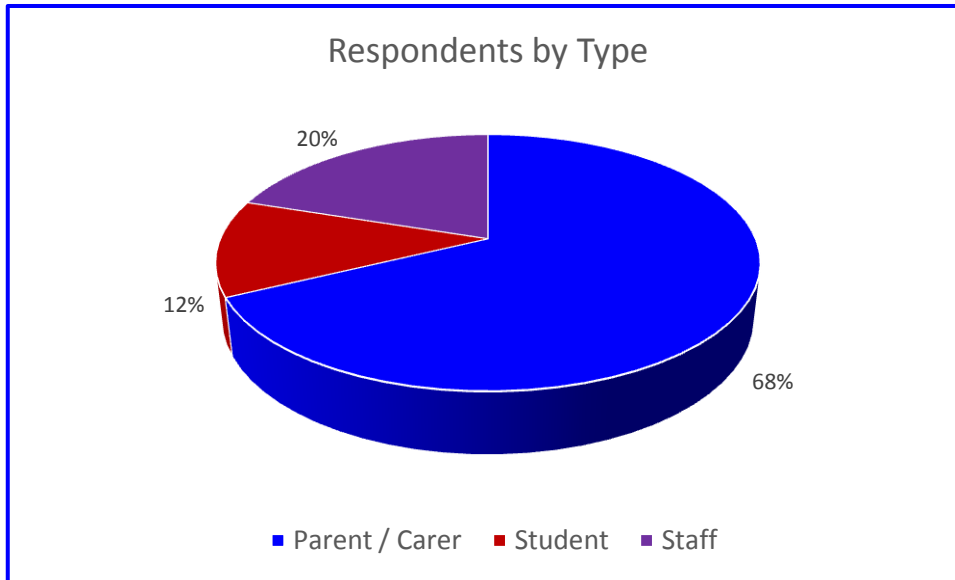
Please tick to confirm that you have provided evidence as annexes:



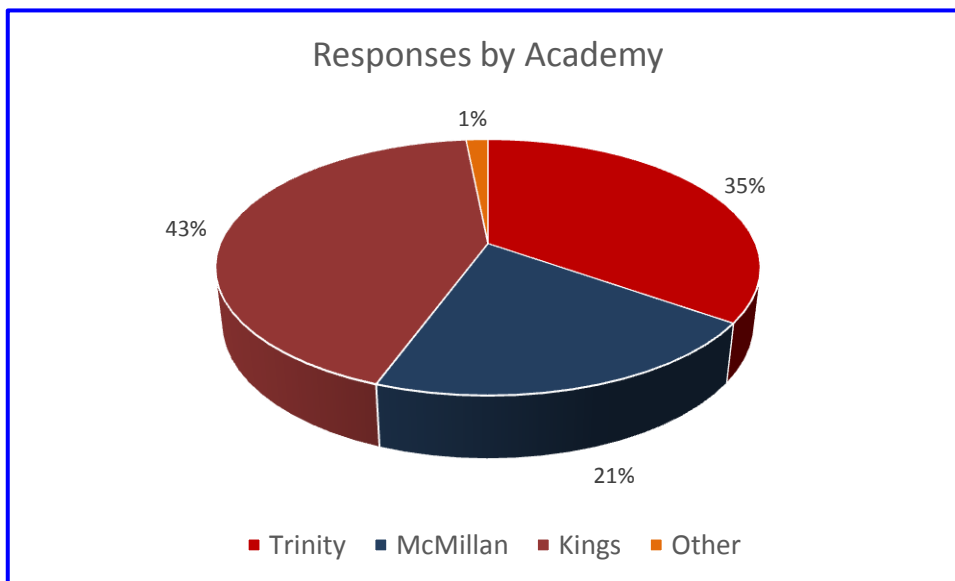
E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

We have opened consultation to over 1,200 students and their families in Year 10 and below at Dixons Trinity, Kings and McMillan, as well as over 100 staff. We have a 25% response rate overall, with a good range from each category:



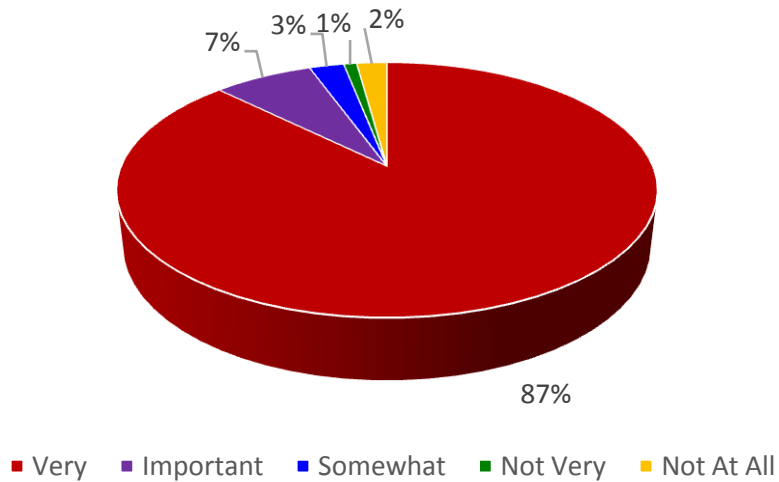
We also had good representation from each academy in line with their relative size:



94% agreed that it is important that Dixons offers Post 16 provision from our students with 87% expressing the view that it is very important. This is a pleasing affirmation of the brand loyalty of our students, families and staff, and a strong reflection of their commitment to stay on at Dixons beyond GCSE:

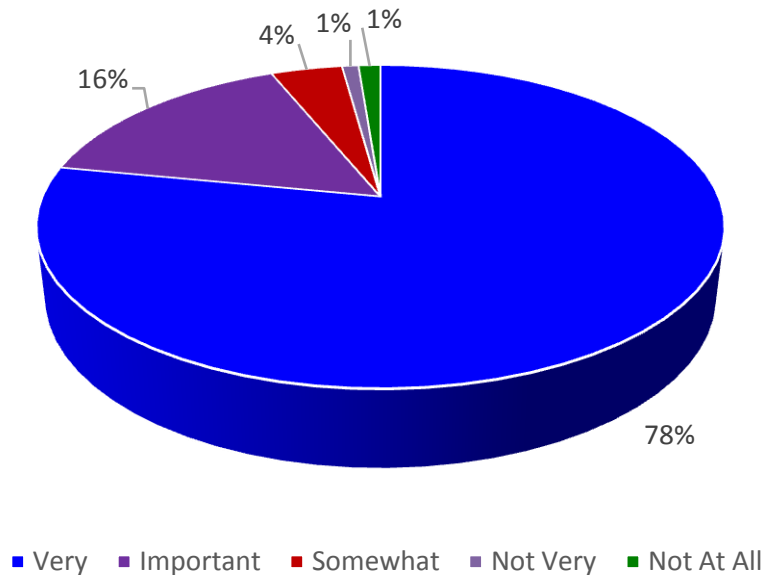
E2 – successful engagement with parents and the local community

How important is it for Dixons to offer Sixth Form Provision for our students?



There was also a strong affirmation of the importance of offering a good range of minority subjects. This is significant because in response to cuts in funding we have recently made a 10% curriculum cut at Dixons City's Post 16 to ensure that the sixth form is self-sustaining and not subsidised by funding intended for younger students:

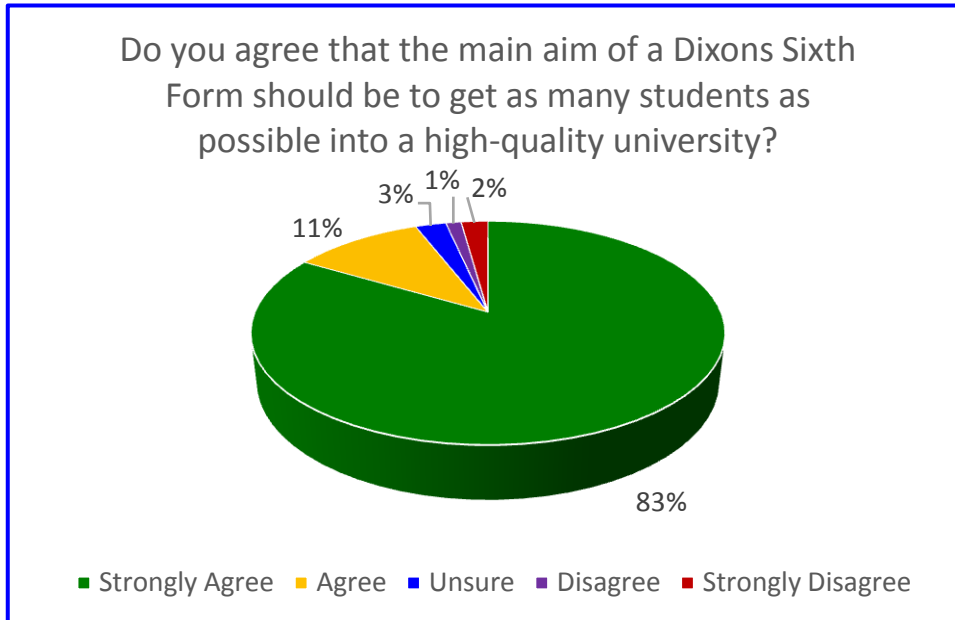
How important is it for a Sixth Form to offer a wide range of minority subjects such as Languages, Music, Law, Economics, etc.?



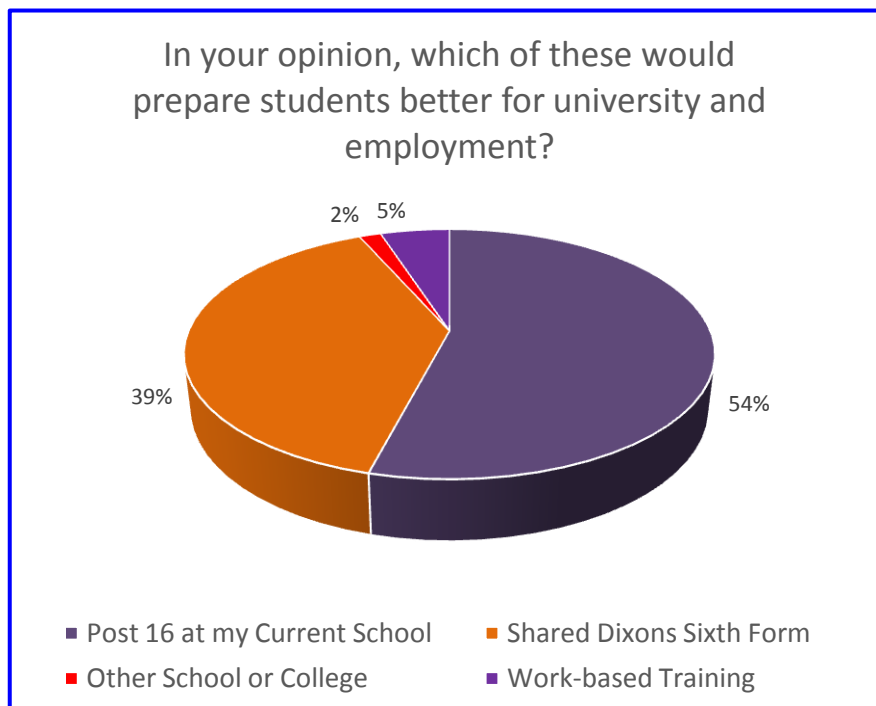
Again, 94% of respondents overall agreed that this was important, with 78% thinking it very important.

E2 – successful engagement with parents and the local community

94% of respondents also approve of our avowed mission for the new provision, to get as many students as possible into high-quality universities, with 83% strongly approving:



Understandably, the overall preference of our students and parents would still be to stay on their current academy, where they are known to staff and familiar with the environment. Nevertheless, we are pleased that without any marketing effort up until now, for 40% of respondents a shared provision is already their preferred option:



E2 – successful engagement with parents and the local community

With open meetings and further consultation to come, we believe we can significantly improve on this figure. Moreover, in the comments section there was frequent recognition that small school-based sixth-forms, even where respondents considered them preferable, are not necessarily sustainable. To take a few of the examples:

“ [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Unsurprisingly, the proposal for a shared Sixth Form had even more ringing endorsement from those who identified it as their preferred option, often because it was seen as having the best of both worlds.

“ [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

And this from a student:

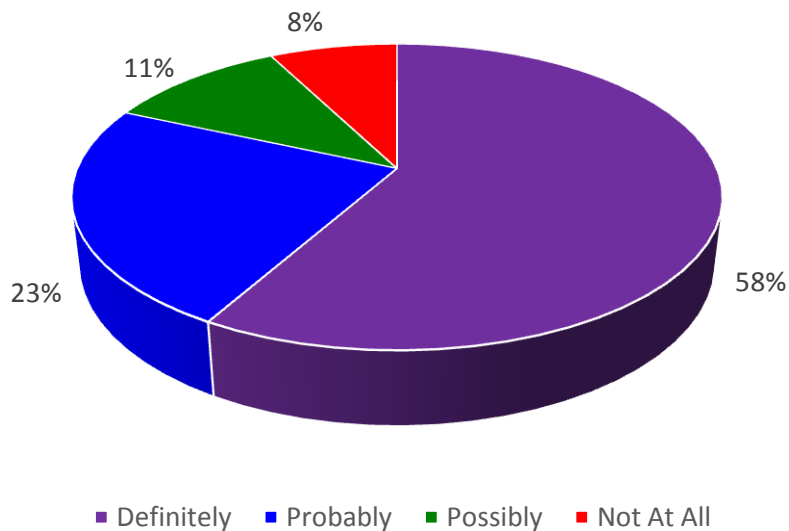
[REDACTED]
[REDACTED]
[REDACTED]

There is strong commitment to Dixons in Bradford, and strong loyalty to the current arrangements. We are very clear that we have a journey to travel to convince all of our parents and students that this change is the right thing to do for them. While very few of them would leave as a result of this arrangement, it is important for us to convince them all that this is a change for the good rather than something they have to put up with because they do not like any of the local alternatives on offer.

Nevertheless, even at this early stage there is stronger support than we anticipated for the change, and over 80% would more likely than not take up the provision as a parent or as a student.

E2 – successful engagement with parents and the local community

How seriously would you consider attending or sending your child to a nearby shared Dixons Sixth Form site for Trinity, McMillan, Kings students?



By the time of interview, if taken through to that stage, we shall have held open meetings to explain our plans in more detail and to win even more support. We shall also have opened up consultation at Dixons City by that time, and will be able to report on that. Given City's strong reputation and track record in Bradford, their inclusion alone will win further support from parents at Trinity, Kings and McMillan.

We have also consulted with local schools and engaged with the current regional and local area reviews of Post 16 provision. Given that we shall draw most of our intake from our own academies, other local schools have not expressed strong opinions on the proposal either way, but they understand the context and are generally supportive. A letter of support from the Local Authority is included in Appendix V.

Section F – capacity and capability

F1 (a) Skills and experience of your team

The letter from our Regional Schools Commissioner is attached as Annex I. In it, she asserts: “I am satisfied your trust has capacity to apply to open the sixth form free school, and that your trust is eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form.”

Sir Nick Weller, CEO of the Dixons Academies Trust, will be the named individual in charge during the pre-opening phase. His CV is attached as Annex II.

On the advice of the RSC, we have also filled out the table below.

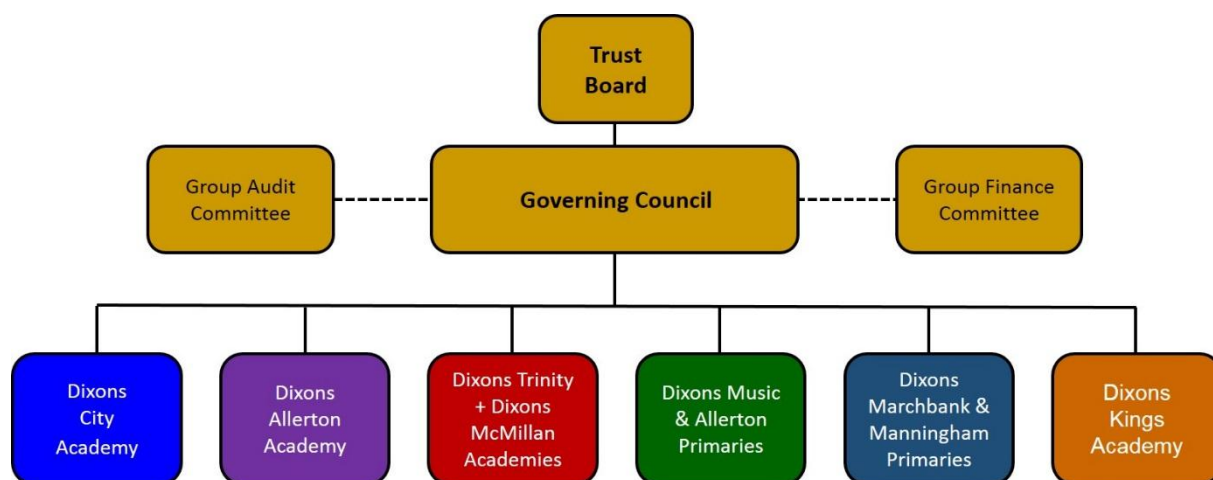
Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

The Dixons Academies Trust has three levels of governance, to hold the CEO and Principals to account, and to ensure that the Trust operates as a charity and a limited company should do:



The Members form a small Trust Board which meets twice a year. They set the overall purpose, ethos, and strategic direction of the Trust, and have the power to appoint the CEO and the Director of Finance to ensure that these are upheld. They also have a limited function related to agreeing annual reports and accounts and ensuring new Members are appointed when required. No expansion of the Trust can happen without the Members' approval.

The Governing Council meets four times a year and forms the board of directors of the charity, overseeing the day-to-day running of the Trust.

It approves Group-wide policies and procedures, signs off all the Academy budgets, and holds the CEO to account for performance and outcomes across our Academies. It is assisted in this work by two committees.

The Audit Committee checks that the Trust complies with all relevant legal obligations and regulations, both financially and operationally. It monitors the integrity of the financial statements; reviews the governance, internal control and risk management systems; and reviews the internal and external audit services. It also gives recommendations to the Governing Council where it considers that action and improvement is needed.

The Finance Committee recommends an annual budget to the Governing Council, and reports on how well this is being met during the course of the year. It is responsible for reporting to the Governing Council all significant financial matters and any actual or potential overspending.

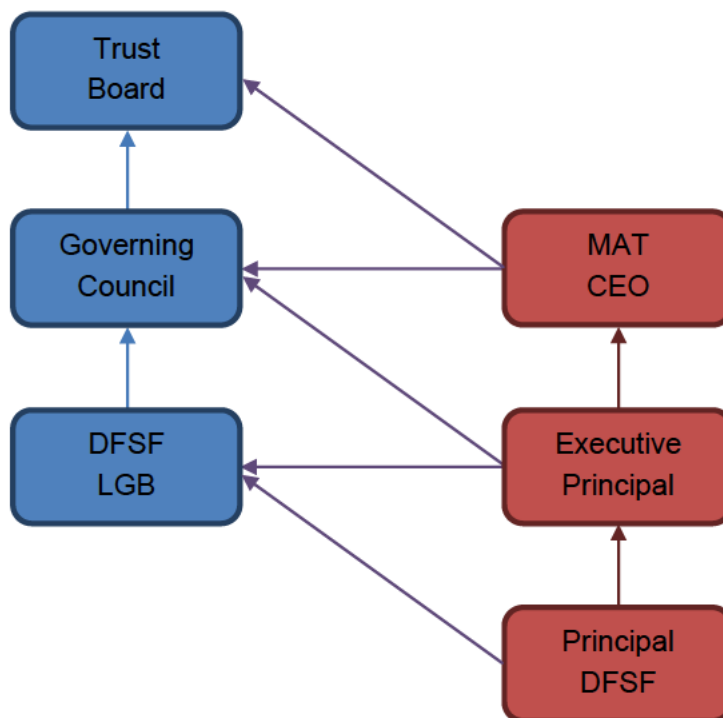
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

In practical terms, all operating decisions are delegated to the Local Governing Bodies, which meet four times a year.

Local Governing Bodies examine the performance of each Academy in detail, holding the Principals to account and making recommendations to the Governing Council as appropriate.

This will be primarily made up of existing Governors in the Trust from the four secondary academies feeding into it.

Our success is built on clear and unambiguous systems of accountability with a clear focus on student progress. The diagram below illustrates the lines of accountability.



Full declarations of interest (pecuniary, other governorships and directorships) are made at the start of each academic year, and governors are obliged to declare any new ones as soon as they arise. No Dixons Governor at any level supplies services to our Academies or has any pecuniary interest in any aspect of the Trust. Remuneration for all employees is processed through PAYE and no employee's earnings, no matter how senior, are made via third party arrangements.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Further details of our MAT governance structure and a full scheme of delegation is published on our Academy websites.

Sections F3 – F5 are not applicable

G1 – budget planning and affordability

Value for Money

Value for money is a critical factor in our decision-making and as an existing Academy Trust we have successfully delivered in line with HM Treasury and DfE guidance. The financial policies and procedures of the Academy Trust incorporate various elements of value for money criteria which would be fully applied to Dixons Free Sixth Form through the delivery of procurement via the centralised services finance team.

Examples of Value for Money in general terms will include:

- The use of approved suppliers
- The use of brokerage organisations (Energy/Insurance/IT)
- A requirement for 3 quotations on all purchases over £1,000
- The use of informal and formal tenders
- Use of the OJEU Framework

The development of the centralised services team has also helped to ensure value for money is being achieved by reducing the need for specific groups of staff i.e. finance, IT, Admissions and compliance.

Contingency

Dixons MAT has considerable experience and knowledge of managing and operating academies and therefore has decided not to provide a contingency within the budget. The planning assumptions have been based upon sound financial experience and allowances have been made within the staffing structure and curriculum resourcing to support any additional need or capacity requirement. In addition, the projected surplus year on year and cumulative surpluses we believe are sufficient to offset any material problem.

In addition the Dixons MAT also provides a further level of reassurance for Dixons Free Sixth form.

Financial Stability

The financial plan and budget has been developed and structured on the basis of a sustained growth strategy leading to steady-state, while providing a level of financial security so as to enable educational outcomes to be achieved. The assumptions used have briefly been identified within G1.

Furthermore, below we identify a number of core areas which we believe support the deliverability of Dixons Free Sixth Form:

1. [REDACTED]

G1 – budget planning and affordability

1. [REDACTED]
2. [REDACTED]
3. The teacher per pupil ratio has been maintained at a high level to ensure the quality of provision and consistency of relationships with pupils.
4. Dixons Free Sixth Form staffing model also does not provide for any agency or unqualified staff leading teaching and learning.
5. [REDACTED]
6. Curriculum resourcing has been generously provided for, allowing for specialist and extra-curricular provision which is often lacking in many sixth forms.

We have also chosen to conduct a full **sensitivity analysis** to further test resilience and this is attached as **G3**.

We believe our financial model sufficiently provides for educational and operational needs as well as ensuring each academic year is supported by an in-year surplus, allowing the academy to build a modest surplus when steady state is achieved without the need to be reliant upon third party borrowing or inter-company subsidies.

Section H – premises

(see Excel spread sheet)

Annex I: Letter of Support from the RSC



[REDACTED]

Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD
LWY.RSC@Education.gsi.gov.uk

22 January 2016

[REDACTED]

FREE SCHOOLS SURGERY – 7 JANUARY 2016

Thank you for attending the free schools surgery on 7 January. It was very informative to hear about your plans for growth, and understand more about the capacity and capability of your trust. I understand you are currently awaiting the outcome of a Wave 10 application to open an all-through free school in Leeds, and your plan is to replicate Dixons Trinity Academy in Bradford.

At our meeting, you advised me that you are considering applying for a sixth form free school in Bradford. Thank you for providing additional information in writing about the sixth form capacity within your trust.

We spoke about the latest free schools guidance and the streamlined process which is making the application process shorter for MATs and approved sponsors; and those schools that want to replicate a strong school they already have open. The following link will direct you to the published free schools guidance documents:

<https://www.gov.uk/government/publications/free-school-application-guide>.

The additional information you have sent to me has enabled me to gain a much clearer view of the expertise you have within your trust. I am satisfied your trust has capacity to apply to open the sixth form free school, and that your trust is eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form. As discussed, you will need to set out in full the expertise you will draw on for this proposal.

We also spoke about Academy Ambassadors, who are a not-for-profit organisation set up to support academies across England by finding senior figures from the world of business and the professions to join the boards of multi-academy trusts. We agreed to send you the information to enable you to consider this. The website is:

<https://www.academyambassadors.org/>. If you would like to discuss this further please

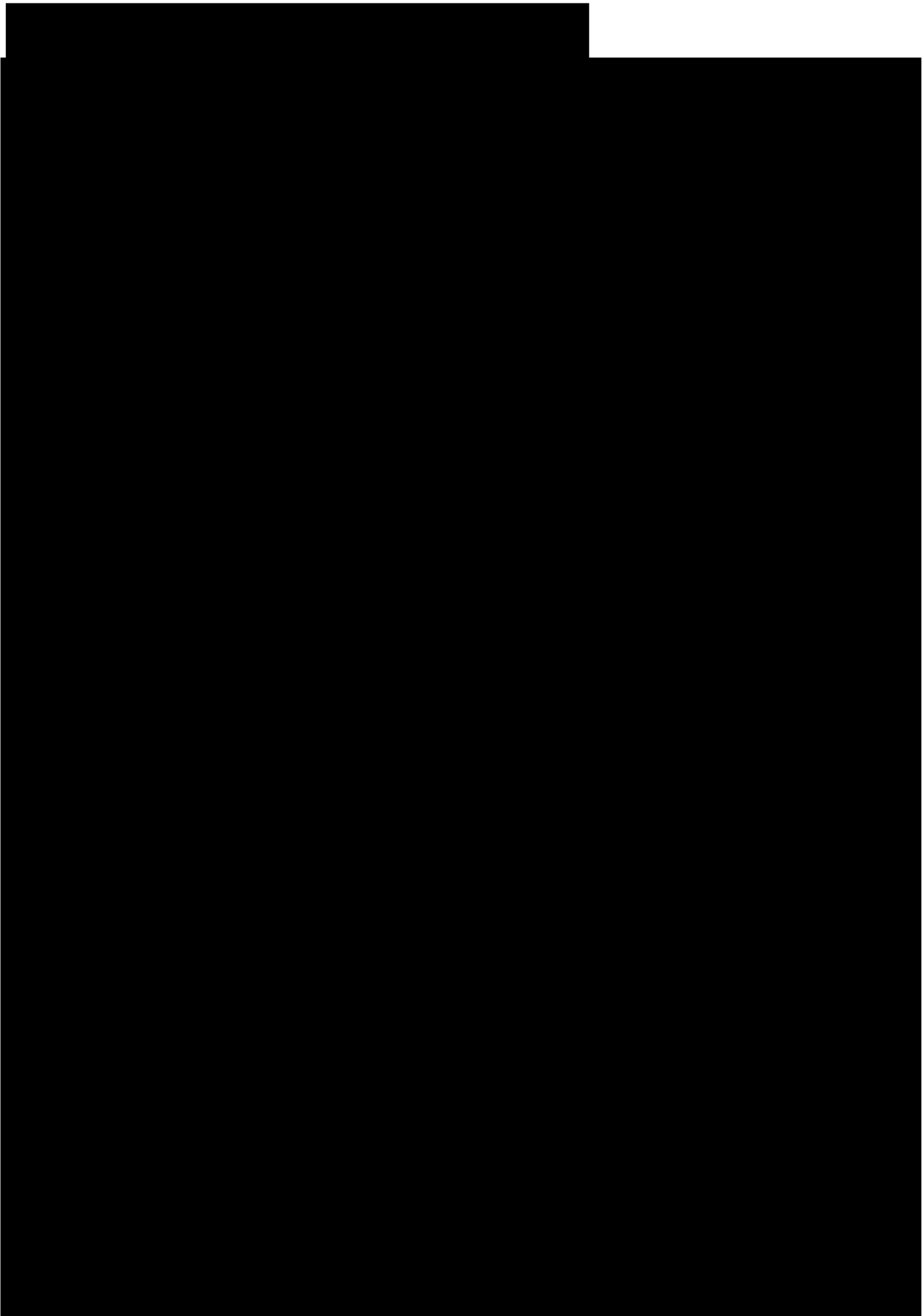
[REDACTED]

If you have any questions or difficulties accessing advice or information, please contact

[REDACTED]

I wish you the very best in developing your free school plans further.

[REDACTED]



CV template

8		

Annex III: Evidence of Local Need

City of Bradford MDC

www.bradford.gov.uk

Extracts from

Bradford District Education Organisation Plan

2 The Bradford Context

- 2.3 Recent analysis of the Index of Deprivation (ID 2010) highlights that Bradford has 94 or 31% of Lower Super Output Areas that fall into the most deprived 10% in England. 31% of Bradford's population live in these 10% most deprived Lower Super Output Areas. The District is ranked the 26th most deprived Local Authority out of the 326 English Local Authorities (average overall deprivation score) and second most deprived in the Yorkshire and Humber region, after the City of Kingston upon Hull. Further evidence of the diversity of Bradford is that some of these deprived neighbourhoods are adjacent to much more affluent areas (5.9% are in the “most affluent” decile).
- 2.4 Just over half a million people (526,400) live in the Bradford District according to the latest population estimates from the Office for National Statistics. The population of the district is increasing. During the 1990s, population numbers were relatively stable, however since 2001 the population has increased by approximately 53,900. Most of this gain is due to the rising number of births and the falling number of deaths but the number of new arrivals from other countries has also contributed to this growth. The District's population is expected to increase further and if current patterns of growth continue, the ONS population projections forecast the District's population will rise to 598,000 by 2037.
- 2.5 Nearly a quarter (24.4%) of the projected growth by 2037 is estimated to be in the 60+ age group. Over the same period, a significant proportion of the population growth will be amongst children and young people. The 0-19 year olds are predicted to account for 26.6% of the total population by 2037 (ONS 2012 based sub-national population projections for Bradford District).
- 2.8 Up to 45,500 new dwellings are currently planned across Bradford District by 2028. Of these 28,000 are planned in the City Centre area, 10,100 in Airedale, 3,100 in Wharfedale and 4,300 in the Pennine towns and villages. This demand for housing places pressure on all services and public infrastructure – particularly schools. The ability to meet demand will be of increasing importance to Bradford. Other environmental challenges include pressure for new development and loss of countryside and green belt. Regional plans and government policies seek to increase the level of housing that the District should provide which shapes the school organisation challenges that the District will face in the future.

5 Bradford District Overview

5.1 Population in the Bradford District

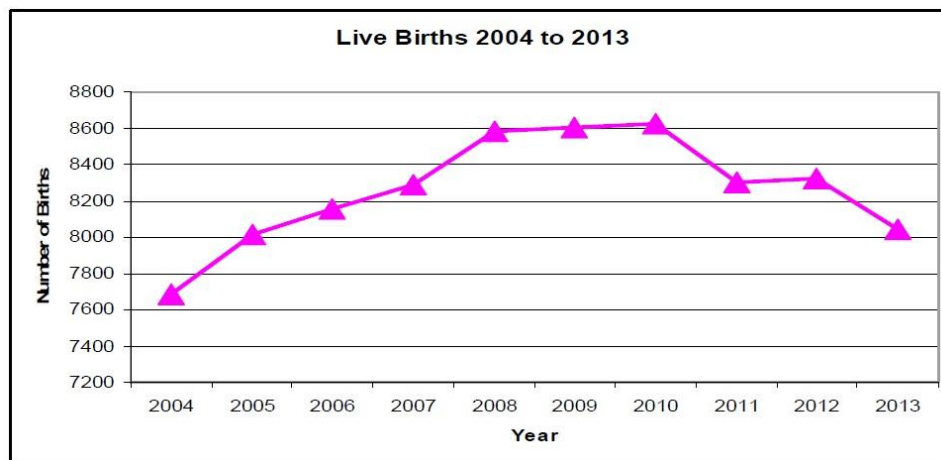
The population of Bradford District has increased from 457,344 in 1991 to 526,400 in mid 2013 , an increase of 69,056 (15%). Projections produced by the ONS show they estimate that by 2033 the population will have increased to 598,000 an additional 14% or 31% between 1991 and 2037.

The District covers a large area and is a mixture of rural and urban centres which includes towns such as Ilkley, Keighley, Bingley, Shipley and Queensbury plus Bradford itself. ONS regional trends show that Bradford has some of the highest levels of deprivation and that infant mortality although reducing is higher than the national average. Life expectancy in Bradford is slightly lower than other parts of the District. The fertility rate for Bradford in 2013 was 2.21 compared to the national average of 1.85, West Yorkshire of 1.94 and Leeds 1.77. The general fertility number per 1,000 women aged between 15-44 is 75 in Bradford compared with 65.7 for both West Yorkshire and 62.2 for England.

5.2 Bradford District Births

Live birth data is provided by the ONS, the latest data currently available is from 2004 to 2013 and shows a steady increase in the number of births up to 2010 across the District as shown in the table and graph below. There appears to have been a significant increase between 2004 and 2005 of over 300, and almost 300 again between 2007 and 2008. The number of births appear to have reduced significantly in 2011 levelling off but reducing further in 2013.

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Live Births	7686	8014	8153	8288	8580	8603	8627	8301	8322	8039



Children Registered with the Health Authority Living in the Bradford District

Information provided by the Health Authority identifying all children living within the Bradford District is crucial to primary school forecasting. The data is provided once a year around October. This is analysed by age group and compared with the data from previous years.

Over the last 8 years the numbers in many cohorts have increased over time indicating an inward migration of children as well as an increase in the birth rate. Between 2011 and 2005 the number of registered children aged 0 – 16 increased by over 13,000.

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014
Age 0 - 16	122402	124151	124717	127337	130015	131952	133018	133351	135523

Primary Schools:

The increase in each cohort for children aged 1 – 10 can be seen in the following table, with the change in actual numbers between 2006 and 2014 shown in the final line. Note that for age 0 the figures are not full years until 2014.

	Ages as at 31st August										
	0	1	2	3	4	5	6	7	8	9	10
2006	6522	7918	7673	7434	7339	7064	7081	7185	7112	7038	6828
2007	6522	8105	8068	7714	7535	7356	7153	7113	7294	7090	7102
2008	6873	8147	8219	8093	7601	7378	7321	7134	7138	7193	7068
2009	6745	8430	8302	8350	8169	7803	7604	7430	7207	7235	7275
2010	7022	8521	8562	8390	8413	8195	7816	7687	7510	7252	7282
2011	5956	8548	8512	8483	8351	8309	8115	7768	7664	7436	7212
2012	8047	8389	8592	8575	8524	8226	8301	7986	7792	7648	7504
2013	8073*	8283	8332	8664	8689	8607	8327	8364	8121	7776	7787
2014	8123	8131	8288	8382	8782	8625	8540	8275	8309	8041	7747
Change since age 1			5	5	-7	234	104	110	128	204	123
Number of years			1	2	3	4	5	6	7	8	9

* part year only

For example, the cohort of 1 year olds in 2006 was 7918. When the children in this cohort were 2 years old (in 2007) the number had increased to 8068. By the time the children in the cohort were 9 year olds (in 2014) the number had changed to 8041. An insignificant increase but fluctuating over a 7 year time period. 2 years olds increased from 7673 in 2006 by 74 to 7747 by 2014.

Secondary Schools:

For Secondary school aged children the numbers provided by the Health Authority reduced in some year groups between 2006 and 2007 but since then have generally

increased, although the overall numbers for each year did still increase but particularly from 2010 onwards.

Year	Ages as at 31st August					
	11	12	13	14	15	16
2006	7060	7148	7146	7290	7248	7316
2007	6908	7182	7175	7170	7342	7322
2008	7037	6904	7097	7129	7109	7276
2009	7130	7187	6969	7147	7185	7169
2010	7351	7268	7237	7022	7198	7289
2011	7211	7412	7211	7202	6972	7180
2012	7201	7309	7484	7227	7160	7053
2013	7594	7425	7494	7520	7297	7106
2014	7741	7516	7314	7301	7329	7079
Change since age 11		-78	113	90	-22	-51
Number of years		1	2	3	4	5

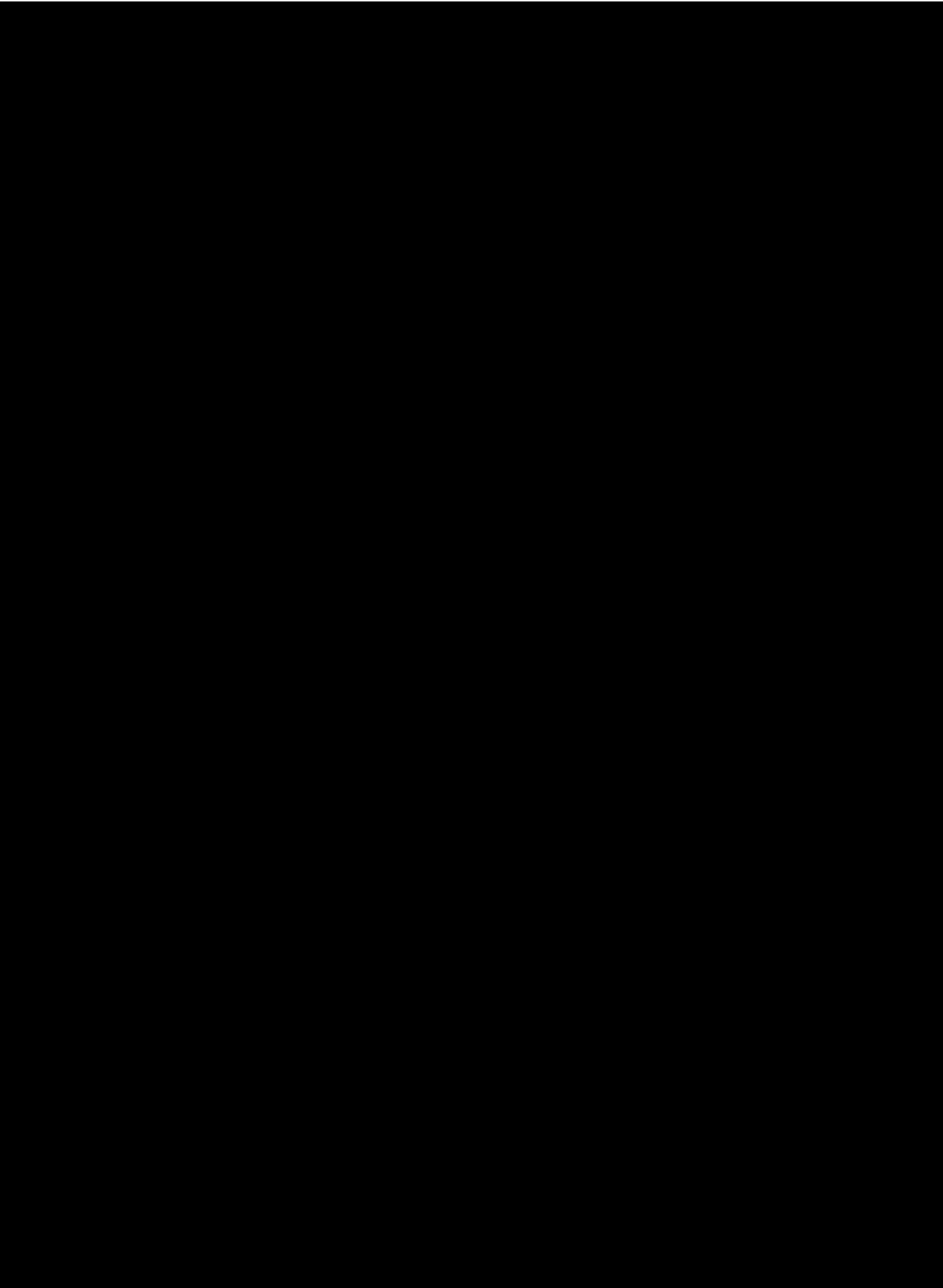
Secondary school planning areas

Secondary capacity is more difficult to assess due to the number of Academies where the LA no longer has access to the data. Forecasts are produced up to 2021 (September) for secondary schools.

Planning Area	Capacity	2016	2017	2018	2019	2020	2021
Aire Valley	6108	5666	5785	5897	6069	6212	6329
Bradford Central	8660*	7624	7939	8239	8461	8680	8710
Bradford East	6951	6716	6984	7260	7513	7702	7839
Bradford South	9260	8583	8854	9127	9416	9744	9900
Bradford West	3889	3526	3747	3955	4074	4139	4174
Cullingworth	1039	1049	1076	1130	1161	1210	1257
Ilkley	1558	1570	1583	1626	1637	1665	1686
Keighley	3947	3265	3336	3415	3491	3556	3604
Total	41412	37999	39304	40649	41822	42908	43499

As shown in the table the current overall capacity of 41412 is expected to be exceeded in 2019. The table shows a need for additional places from 2016 onwards.

Annex IV: Consultation Letter and Survey



Post-16 Consultation

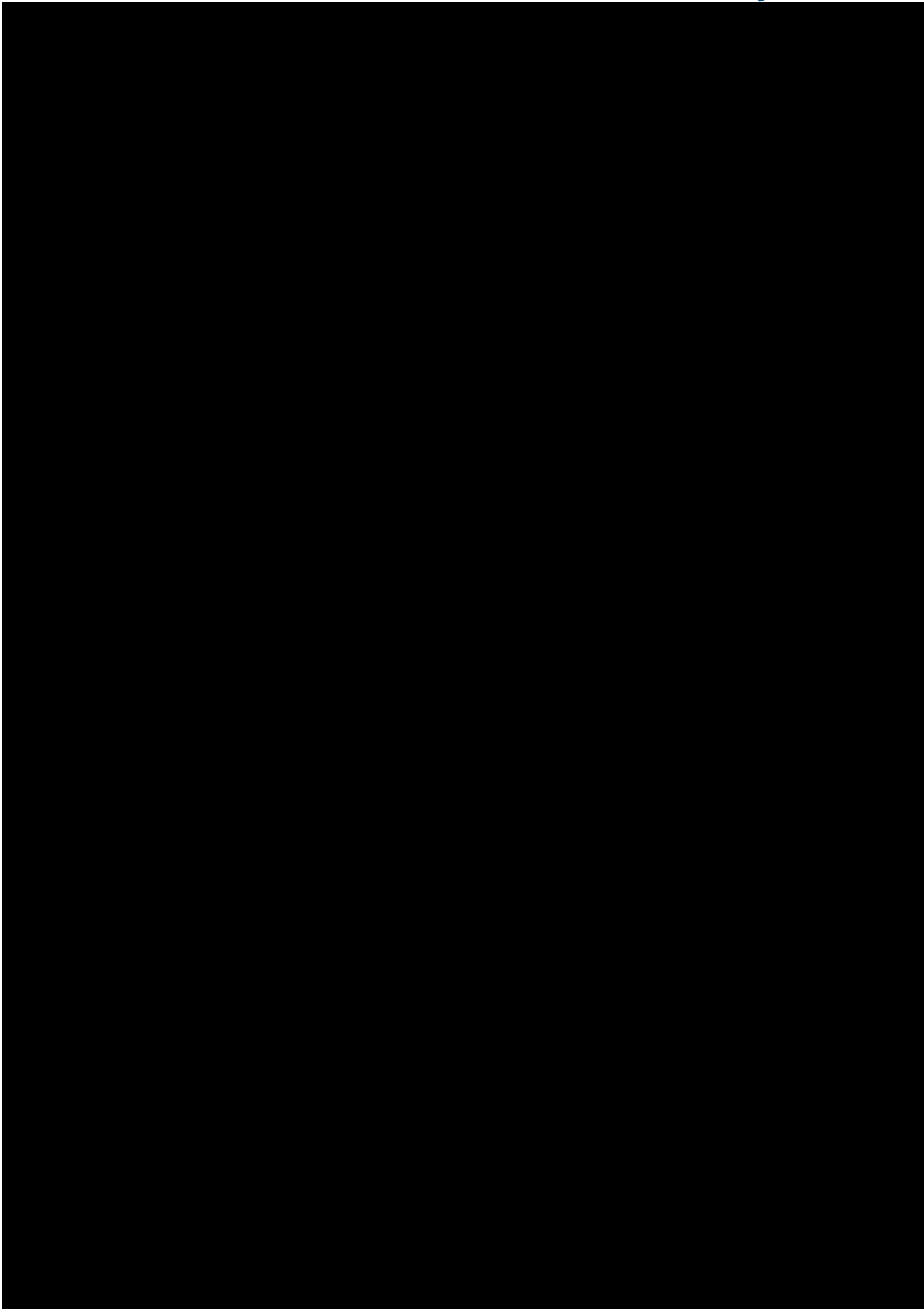


There is currently a national review of Post-16 provision. We would like your opinion about how Dixons should best respond to the current curriculum reform and cuts in funding.

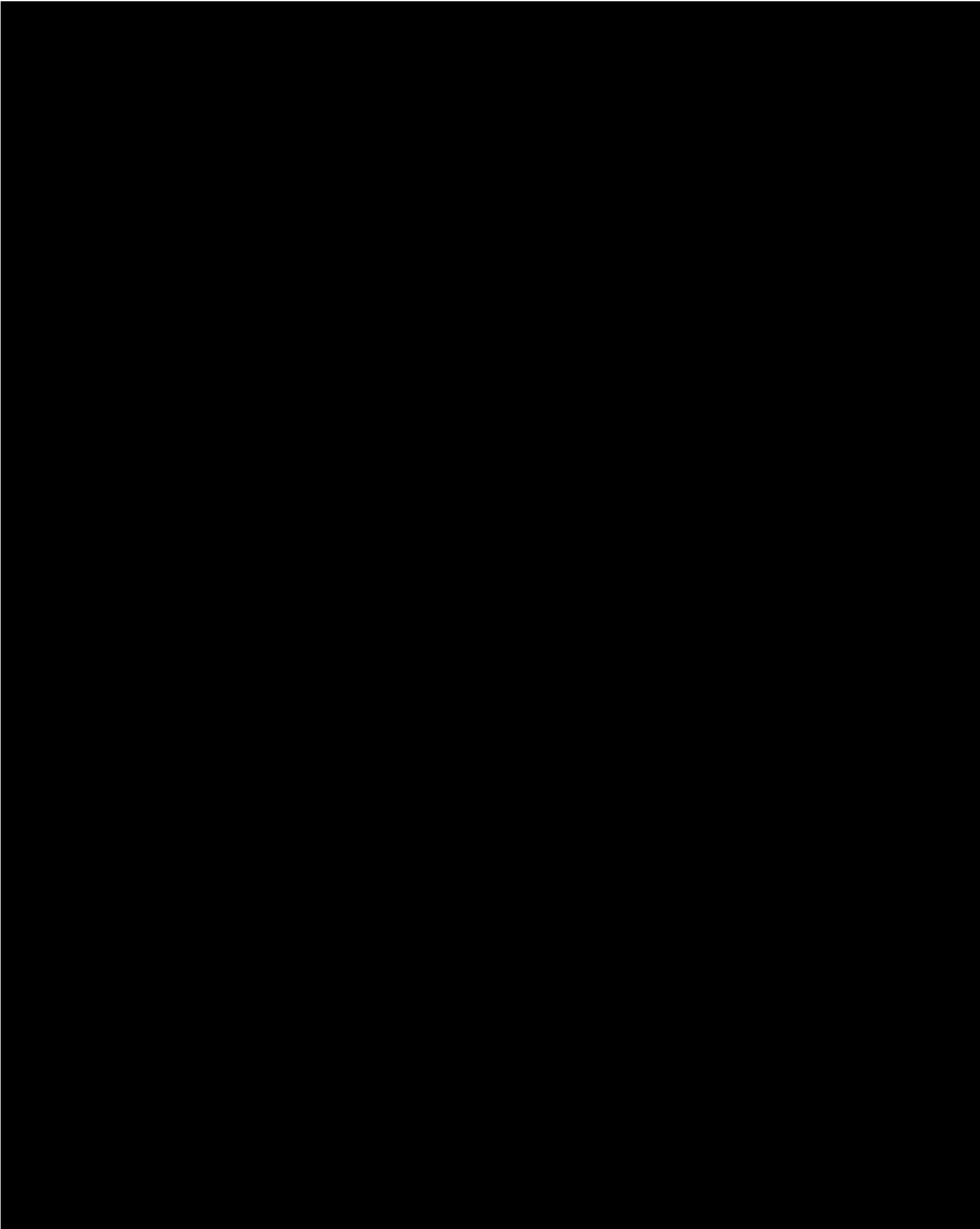
- Q1 Are you a:
- Parent Student Staff Member Other
- Q2 Attending Dixons:
- Trinity McMillan Kings City None of these
- Q3 How important is it for Dixons to offer Sixth Form Provision for our students?
- Very Somewhat Not at all
- Q4 How important is it for a Sixth Form to offer a wide range of minority subjects such as Languages, Music, Law, Economics, etc.?
- Very Somewhat Not at all
- Q5 Do you agree that the *main* aim of a Dixons Sixth Form should be to get as many students as possible into a high-quality university?
- Strongly Agree Unsure Strongly disagree
- Q6 How seriously would you consider attending or sending your child to a nearby shared Dixons Sixth Form site for Trinity, McMillan and Kings students?
- Definitely Probably Possibly Not at all
- Q7 In your opinion, which of these would prepare students better for university and employment?
- Post-16 at my current school Shared Dixons Sixth Form Other school or college Work-based training

Add any comments here:

Annex V: Letter from Bradford Local Authority



Annex VI: Proximity of our Preferred Site to our Existing Academies





Department
for Education

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