



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

NEW COLLEGE BRADFORD

Contents

The application form explained	3
Sections	3
Application checklist	6
Declaration	8
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	12
Section D – education plan: part 2	13
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	13
D2 – measuring pupil performance effectively and setting challenging targets	14
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	14
D4 – the school will be welcoming to pupils of all faiths/world views and none	15
Section E – evidence of need	16
E1 – provide valid evidence that there is a need for this school in the areas	16
E2 – successful engagement with parents and the local community	16
Section F – capacity and capability	17
F1 (a) Skills and experience of your team	18
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	22
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	22
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	23

F5 – Independent schools have an appropriate, well-maintained, and secure site	23
Section G – budget planning and affordability	24
Section H – premises (use Excel spread sheet)	25
Annexes	26
CV template	27
Self-assessment form for independent schools	29
Governance self-assessment	35

The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

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

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 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?		
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability		✓
Section H: Premises		✓
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	
4. Have you fully completed the appropriate budget plan(s) where necessary?	✓	
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?	✓	
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?		

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?		
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?		
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?		
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?	✓	
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?		
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	✓	

* 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>		

Declaration

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

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

- the requirements outlined in the 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:

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

Print name:

Date:

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

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Section C: Education vision

1. The Overarching Vision

The vision for New College Bradford is of a 16-19 free school opening in 2019, which will provide outstanding academic [A-Level] and applied general [Level 3 BTEC] learning and progression opportunities for around 1200 young people in Bradford, delivered through collaboration with a number of partners. As a non-selective and inclusive provider of post-16 education, we aim to improve life chances by encouraging learners to achieve their potential. With a proven track record of excellence in the post-16 sector and building on the successes of New College Pontefract, we will create a dynamic, high quality learning experience for the young people of Bradford. “On leaving secondary education, too many of the Yorkshire region’s young people are poorly prepared for the next stage in their lives” (Ofsted regional report). We believe that secondary schools in the area will have much to gain from the opening of a specialist sixth form college. We will prioritise academic success in a supportive and inclusive environment thereby raising the aspirations of young people.

New College Bradford will form part of a chain of institutions including New College Pontefract and New College Doncaster (due to open in September 2017). Under the governance of a new multi-academy trust and working in close conjunction with NCTSA (New Collaborative Teaching School Alliance) we intend to drive improvement in the sixth form sector in the Yorkshire region. NCTSA is currently contracted by the DfE to provide school to school support to Bradford Academy. Through this work we have developed some knowledge of the issues of post-16 education in Bradford.

Our Track Record at New College Pontefract

The Project Team behind the proposal have a successful record in translating an inspiring vision into deliverable operational systems, and furthermore in achieving this in a broadly similar demographic and socio-economic context to Bradford. The proposers’ success record at New College Pontefract has seen college performance rise to a position in which it comfortably exceeds national rates with a student cohort whose starting point is below the

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

national attainment rate at KS4. New College Pontefract embarked on a three-year journey to transform outcomes for learners. In May 2014 New College was judged outstanding in every area by Her Majesty's Inspectorate (HMI). In August 2015 the college recorded an A level pass rate of 100% and a high grade rate of 56% and these results meant New College Pontefract became the most successful college in the North of England with a 93.8% success rate.

Our vision for a transformed learning journey for Bradford's young people

The college will offer an innovative and distinctive alternative to local low quality provision. Our Study Programmes will include an extensive range of A levels (32) and a suite of applied general qualifications (15). The college will set a new and higher standard for achievement which will support improvements across the city's post 16 provision as a whole. It will enable young people to access an exciting and high quality learning journey, one which is embedded with skills for work and further study, which takes account of the uniqueness of every learner and which features an innovative pastoral model.

A key element of our proposal's success will be our close working relationship with our partners in Bradford, including a multi-academy trust, Bradford Diocesan Academy Trust. We are in early dialogue with BDAT regarding possible collaboration in the provision of sixth form education.

Working with other education providers mirrors the model we are developing in Doncaster. We will seek to locate New College Bradford carefully, to enable strong transitional and partnership relationships with schools.

Our proposal will be the first dedicated post-16 centre in the city to offer both an academic [A-Levels] and an applied general [Level 3 BTECs] study programmes at Key Stage 5, including particularly strong Science, Technology, Engineering and Maths (STEM) provision to support the priority area of engineering skills in the region. We want to see many more young people undertaking a STEM learning pathway to post-graduate level. Having a well-educated and innovative STEM workforce is critical to the economic security and prosperity of Bradford, and is a commitment shared by our strategic partners. More importantly, a solid STEM education provides all young people with a strong foundation to keep the door open to many opportunities throughout their lives. We intend to create a dynamic learning community in which every student's individual needs are met through personalised and data rich Information, Advice and Guidance (IAG), through learning and teaching which is consistently outstanding, and through mentoring and coaching which builds ambition and raises aspiration. Around 80% of provision will be academic with a comprehensive A level offer.

2. Why we are seeking to establish a 16-19 Free School in Bradford

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

The identification of Bradford as the location of the project is a consequence of data analysis which demonstrates the need for local choice and local high quality provision in order to give Bradford's young people the opportunities to fulfil their potential. Local needs reflect the Government's twin priorities of raising attainment for all and closing gaps. Bradford's socio-economic profile and the overall picture of its children's educational achievement demonstrates the ways in which deprivation can affect performance at school, limiting life chances for individuals, and making economic recovery and growth more difficult and complex.

The quality of existing post-16 provision

There are 31 providers of post-16 education in Bradford, including a range of voluntary aided, foundation and academy schools sixth forms offering some A level provision. The largest provider (an FE College) offers a very limited A level programme. Of these, 14 have their most recent Ofsted judgements as grades 3 or 4. This places over 2000 learners in sixth form provision which is either inadequate or requiring improvement. Headline results are poor in relation to the England average. Bradford's most recent Ofsted report states that the Council is ineffective in raising school standards, describing the need for change as "urgent". Ofsted further comments that "outcomes for all pupils, including the more able, are significantly below average." Ofsted further notes that fewer than half Bradford's children attend a school which is ranked good or better.

Educational Attainment

Similarly, the poor educational attainment of Bradford's children is highlighted in several strategic documents. A report by the [REDACTED] identifies "poverty of expectation and poverty of aspiration in schools in Yorkshire and Humber". Bradford is one of several areas in which "children are being failed in schools". The report claims that what are needed are high expectations in schools of young people. Bradford's Local Economic Strategy 2011-15 states a need to improve attainment and transition at levels 2, 3 and 4. The majority of outcomes for pupils at Key Stages 4 place Bradford in the lowest 10% of local authorities nationally. Bradford's Equality Action Plan 2013-16 sets clear objectives to narrow gaps between different groups of children including looked after children, those with special educational needs and those from Black and Minority Ethnic backgrounds. A key objective in the Public Health Needs Assessment is to "ensure that reducing social inequalities in pupils' educational outcomes is a sustained priority". Across all age groups there are achievement gaps between children living in poverty and others, particularly with boys from white, Pakistani and Bangladeshi backgrounds. The Plan identifies key concerns regarding the achievement of children in protected characteristic groups where there are significant achievement gaps.

Other contextual factors

In addition, support work already underway in Bradford means we are already finding like-

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

minded local organisations interested in supporting this Bradford project.

Bradford is the most deprived borough among its local comparators, and measures of deprivation are particularly high for both living environment and education. The proportion of children living in poverty (32%) is greater than both regional and all-England comparators. 31% of the district is in the 105 of most deprived areas in the country. The Index of Multiple Deprivation (IMD) rates it the 26th most deprived place to live. Additionally, it has an IMD education and skills deprivation score of 36 compared with a score for the Yorkshire & Humber region of 25, making it the 4th poorest out of 22 areas. The poor economic performance of Bradford is clearly identified in strategy documents, in needs assessments, in inclusion and equality plans and in public health strategies. Bradford's Local Economic Assessment reports it has low skills levels, high and growing numbers of people out of work, high levels of deprivation / income inequality. In the private sector there has been slow growth in productivity and persistent low rates of pay with limited opportunities for work in the knowledge economy or other high quality and graduate jobs.

3. Our Vision and Ethos

New College Bradford will offer a local solution to the issues of poor choice and poor quality. New College Bradford will enrol students at the end of Key Stage 4, and they will be guided onto an appropriate study programmes, based on their individual prior attainment, their needs, their preferred learning style, and their progression goals. A campus located in the city centre will facilitate travel to learn for students within a 10-mile radius, with some expansion of this radius as the college's outstanding performance is more widely recognised.

High quality education, high ambition for teaching and outcomes

The ethos of success and achievement will apply equally to students, teachers and Progress Tutors at New College Bradford. Our strapline "Raising Standards, Changing Lives" reflects our commitment to setting very high standards of work and conduct. We have seen at first hand the ways in which high quality education and skills can transform the lives of young people. Enabling the high achievement of Bradford's young people will in turn support wider and far reaching work on tackling low aspiration, lack of confidence and low prior attainment.

New College Bradford: a deliverable vision

Our vision is deliverable because the Project Team comprises the senior leadership team of a sixth form college judged outstanding in all areas by Ofsted in May 2014. In three years the team has reversed declining performance trends and put in place systems to sustain exceptionally high performance. The college's performance has overtaken national averages and our success rate comfortably exceeds those of selective and prestigious

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

post-16 providers. This trend has continued to improve with the most recent results in 2015. Despite this we are an inclusive college, supporting students in a wide range of Study Programmes, enabling academic and vocational success and meaningful progressions to university and employment. This team will provide consistency in strategic and operational responsibility for the 16-19 free school, from application to operation.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)		2019	2020	2021	2022	2023	2024
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			500	600	700	700	700	700
Year 13				350	500	500	500	500
Totals			500	950	1200	1200	1200	1200

Section D – education plan: part 2

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

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

New College Bradford will mirror the curriculum model that is delivered at New College Pontefract. It will follow a similar model to New College Doncaster, more detailed records of which are contained in our previous successful application to the DfE for New College Doncaster. The features which will make New College Bradford distinct are discussed below.

New College Bradford will be a smaller college than Pontefract. The proposed numbers in each year group at the point of opening, and for the subsequent years are indicated above. This is based on our estimate of demand for sixth form places in the area. As the second youngest city in the UK, the population is expected to rise by 10% over the next decade, with the school age population increasing by 17.6% by 2020. In addition, Bradford is already anticipating a shortage of secondary school places by 2019 with the situation expected to be worst in Bradford Central. The projections above are based on the existing potential within Bradford and learners from Calderdale who already commute out of area. With the demographic profile in the city and population expansion it is anticipated that there will be future capacity for further expansion beyond 1200 learners.

The average Advanced Level Performance Systems (ALPS) progression rate for Sixth Form Colleges is around 75%. We have used this progression rate for the first year but our aspirational progression rate and one which we believe our systems of support and guidance will deliver is near to 85%. Students do not continue with their A level studies for a variety of reasons. Some may decide to enter into employment opportunities or to undertake apprenticeships. Our pastoral support and careers team, working alongside other external agencies, will ensure that any students who decide not to continue in fulltime education with us are given the best advice and guidance to ensure that they do not become NEETs.

Pupil population

In a number of respects the pupil population of New College Pontefract differs from that of Bradford. The table below shows the Bradford LEA figures for disadvantaged pupils at Key Stage 4. These are displayed alongside the national average figures by way of comparison.

▲ school name	Number of pupils at the end of key stage 4	Disadvantaged pupils			Other pupils		
		2014	2013	2012	2014	2013	2012
		% of cohort	% of cohort	% of cohort	% of cohort	% of cohort	% of cohort
England - all schools	618437	NA	NA	NA	NA	NA	NA
England - state funded schools only	558432	26.9%	27.0%	25.3%	73.1%	73.0%	74.7%
Local Authority	5783	37.3%	36.9%	35.8%	62.7%	63.1%	64.2%

In comparison, the second table shows similar figures for students from New College Pontefract in

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

from 2014 - 15

% of NCP students	2014/15	Current
LLDD students, who have some form of Learning Difficulty or Disability.	18%	23%
students receiving bursaries	18%	15%

Although the KPIs from the school and post-16 sectors do not map across, the data from the 2014/15 cohort of New College Pontefract does illustrate some differences in the range of needs in relation to disadvantaged learners between Bradford and Pontefract. This will be an area of focus for New College Bradford in terms of learner support addressed in Section D part 2.

In terms of free school meals (FSM) New College Pontefract reflects the sixth form average, but compared with the Bradford data we recognise the need to expand the financial support for a higher proportion of FSM students.

	% FSM
National (all secondary)	15.2%
Bradford (all secondary)	20.5%
Wakefield (all secondary)	13.5%
National (16 – 19)	7.6%
New College Pontefract	6%

The most significant difference in the pupil population between Pontefract and Bradford is in terms of EAL. New College Pontefract closely reflects the local demographic in the Wakefield District with a 92% white British demographic. In contrast in Bradford secondary schools 34.4% of pupils have EAL with the majority from the Pakistani community. Performance data indicates that EAL pupils in Bradford perform worse than in Wakefield at GCSE level. This will mean that the support for the student centred model operated at New College Pontefract (1:1 and in-class support) will need to be modified to address these priorities.

Exam Results | English Baccalaureate | Pupil Progress | Average Point Scores

Final KS4 2014 Results / English as Additional Language and gender - Sorted by School name, in ascending order.

2014 Results data last updated on 31 Mar 2015

Displaying 1 - 50 of 61 schools.

▲ school name	% achieving A*-C in English and maths GCSEs				% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs			
	All pupils	Boys	Girls	EAL pupils	All pupils	Boys	Girls	EAL pupils
England - all schools	55.5%	50.9%	60.5%	NA	53.4%	48.2%	58.9%	NA
England - state funded schools only	58.9%	54.5%	63.4%	56.5%	56.6%	51.6%	61.7%	54.7%
Local Authority	46.6%	42.8%	50.7%	42.3%	44.0%	39.3%	49.0%	39.7%

Bradford data

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

Exam Results | English Baccalaureate | Pupil Progress | Average Point Scores

Final KS4 2014 Results / English as Additional Language and gender - Sorted by School name, in ascending order.

Final KS4
2014 Results data last updated on 31 Mar 2015
Click on headings to sort figures in ascending/descending order.
Schools without data will be displayed below those with data.

Displaying 1 - 31 of 31 schools.

▲ school name	% achieving A*-C in English and maths GCSEs				% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs			
	All pupils	Boys	Girls	EAL pupils	All pupils	Boys	Girls	EAL pupils
England - all schools	55.5%	50.9%	60.5%	NA	53.4%	48.2%	58.9%	NA
England - state funded schools only	58.9%	54.5%	63.4%	56.5%	56.6%	51.6%	61.7%	54.7%
Local Authority	60.4%	54.8%	66.1%	51.1%	58.2%	51.7%	64.9%	51.1%

Wakefield data

In consequence New College Bradford will need to allocate more resources to the support of literacy. Literacy will be a key priority at department, subject and class level. Systems to support learners with EAL will be an area for potential expansion within the new Free School subject to the needs of the intake. Based on the same principles underpinning study support and The Single Equality Scheme at New College Pontefract (2014–18) we will demonstrate our commitment to equality of opportunity throughout the College community by valuing and celebrating diversity, removing any barriers to access and achievement and providing outstanding support to enable each and every student to reach their potential.

In addition there will be provision of EAL courses for students who do not have English as a first language as well as regular CPD training for all staff on the needs of EAL learners. This will be reflected in the staffing with an additional member of staff to support literacy and a requirement that Progress Tutors have EAL experience to be appointed

(For more on this, see **Student needs: SEN, EAL and the role of the SENCO, Financial Support for Students and The Role of the Progress Tutor** below).

Curriculum

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Academic Programmes			
AS Levels	4.5	Optional	Students to choose 4 AS Levels or equivalent in first year (with flexibility)
A levels	4.5	Optional	Students progressing from AS to A2 Programmes will select 3 A2 Subjects (with flexibility)
New A levels	4.5	Optional	Students will select 3 or 4 subjects to be studied over two year programme

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

GCSE Maths or English	3	Mandatory if do not have C Grade on entry	All students without C Grade in Maths and English to study for an appropriate Maths or English qualification
Applied General programmes			
BTEC Certificates	4.5	Optional	Students to choose up to 4 Certificates in first year
BTEC Subsidiary Diplomas	4.5	Optional	Students to choose 3 or more in Second year
BTEC Extended Diploma	13.5	Optional	Student choose 1 substantial Extended Diploma Course
Tutorial	1.5	Mandatory	All student received support and tutorial programme including careers advice and employability skills
Enrichment	Between 1.5-4.5 hours	Optional	A range of enrichment opportunities available for all students
Work Experience	1-2 weeks	Optional and mandatory for some vocational programmes	All students will have the opportunity to undertake meaningful and organised work experience
Music lessons	0.5	Mandatory for Music Students	All A level music students have ½ hour music lessons per week
Language Assistant Support	0.5	Mandatory for all MFL students	All A level MFL students will have between 20-30 minutes speaking language practice with a native speaker.

The 4-phase curriculum model

With regard to its organisation, the curriculum model for New College Bradford uses a 4- phased approach within the learning journey structure in place at New College Pontefract. These 4 phases (pre-enrolment, enrolment, on course and pre-progression) are part of our innovative pastoral model, in which Progress Tutors form a mentoring, coaching, and IAG relationship with students before they become a college student.

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

In the pre-enrolment stage individual IAG on curriculum and Study Programmes will start in Years 9 and 10 with subject sampling and taster sessions, information events for parents and students regarding Oxbridge and Russell Group progression, support sessions for students who may find aspects of transition challenging and careers and employability workshops to encourage students to establish some initial progression goals. In this phase, information from schools, parents, the local authority and other agencies will be used to plan an appropriate curriculum for the student which will include the “matching” of student to Progress Tutor, again in accordance with their needs and goals, so that a gifted student will be placed in an Excellence Academy tutor group with an expert in tutoring the very able, and equally, a student with a progression goal of employment will be allocated to a tutor with a specialism in careers.

Student transition – enrolment, study programmes and ethos

In the enrolment phase, the curriculum will begin to take shape through a series of structured interviews using a range of information about each individual student’s prior attainment, needs and goals, and national data on achievement in each individual subject. Additional interviews will ensure that data is collected in a comprehensive way on different learner groups-the most able, those with prior attainment which identifies them as vulnerable, those with second language needs, those with learning difficulties and other groups such as looked after children. This allows us to construct a study programme with inbuilt support, inbuilt stretch and challenge, and inbuilt additional teacher access periods from the start. This phase includes an initial skills assessment to enable support to be needs-driven and personalised.

In the delivery of every subject and running through every study programme skills for employment are integrated. For example, in A level Law the use of teams to solve relevant legal problems to provide client-based solutions will provide a real-world, work-related experience for students. This reflects our commitment to ensuring that students develop skills for work and further study whatever the nature of their progression goals.

It also reflects our ethos of success, ambition, high expectation and resilience. We expect our students to demonstrate the behaviour and commitment which will be a requirement in the workplace, and we expect them to look beyond the subject, towards its application in their lives and jobs after college. In the on-course phase, students will follow a Study Programme comprising the main subject or subjects, with tutoring, enrichment and additionality, which may be 1:1 support, teacher access, stretch and challenge sessions and work experience. All Study Programmes have integrated employability skills and feature blended learning in order to respond to the diversity of learning styles. The individual nature of Study Programmes means that for some, Study Support, EAL support or stretch and challenge may be an additional feature.

Our vision for inclusive learning is delivered through the curriculum with Study Programmes including not only Teacher Access Periods, enrichment, and pastoral support, one-to-one support, small group support and specialist support for students with learning difficulties and disabilities.

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

Our team of specialist tutors includes staff qualified to diagnose a range of learning difficulties to manage exam access arrangements, and liaise with a range of external agencies in order to ensure both the removal of barriers to learning and achievement, and a parity of learning experience for all students. This parity and equality applies equally to students in our Excellence Academy, whose needs will be met through an integrated academic, pastoral and IAG provision.

Gifted and Able students

Students included in our Excellence Academy participate in a range of activities run by specialist staff to help them make progression choices appropriate to their ability and aspirations. If students decide to apply to a prestigious university such as Oxford or Cambridge, they will have access to an individual guidance programme to prepare them for the more demanding interview and selection process. Similarly, if they wish to apply for a higher competitive course such as medicine and Veterinary Science, they will be given specific, individual advice, guidance and information. Students will be invited on lots of university visits, including our Oxford and Cambridge Residential Programme.

Student needs – SEN, EAL and the role of the SENCO

The needs of Special Educational Needs (SEN) and English as an Additional Language (EAL) students will be recognised and analysed pre-enrolment so that support can begin before they arrive. Progress Tutors are specially selected to work with these students and a programme of study is tailored to the needs of the student. The impact of this can be measured using data based on the key performance indicators contained within the *Six Dimensions of Performance* analysis by [REDACTED]

Individual support for students with SEN and EAL will match their specific needs. The Special Educational Needs Co-ordinator (SENCO) will oversee a process consisting of four stages with each SEN and EAL student; assessment, implementation of appropriate support, review and intervention, and pre-progression. For most high needs students this process will begin prior to enrolment as their individual needs are discussed. In the case of students with EHC Plans this process could start as early as Year 9, starting with an initial review meeting and subsequent annual review meetings.

The SENCO will ensure all modifications to the site for access, training for teaching staff, assistive technology and support mechanisms are in place prior to the student commencing learning. Teaching staff will be provided with appropriate information if a student requires special consideration or support to aid their learning. This could range from suggested seating arrangements to help visually impaired students, to providing dyslexic students with coloured overlays for reading. Collaboration between teaching staff and Progress Tutors will be key to ensuring learning and pastoral support work to the best interests for the student.

Once appropriate support is implemented, the SENCO and the Support Assistants will use monthly assessment data to review the progress of all LLDD and EAL students across college.

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

The progress and support for SEN and EAL students will be monitored and discussed; interventions and modifications to existing support will be made if necessary. Students with EHC plans will receive an Annual Review Meeting with all appropriate persons to check their progress and to make sure they are meeting their goals.

In addition to the careers guidance and information available to all students, SEN and EAL students in particular will have discussions both formally and informally with support staff about their progression and aspirations. This additional guidance will make sure SEN and EAL students are aware of the support they can access once they progress into adult life. Such guidance could include making sure students are aware of their Local Authority's "Local Offer", and making them aware of support when studying in higher education.

Financial Support for Students

Financial support can be provided to students of families who are on low income to help with extra costs of staying on in education. These students can apply for the 16-19 Bursary Fund & Free Meals scheme. The amount of Bursary award will be paid in relation to student attendance. An average percentage of each half term's attendance will be the percentage of the Bursary funds that are paid e.g. a student with 94% attendance will receive ██████. All payments are subject to satisfactory effort and work performance. (The Progress Tutor has the flexibility to override these criteria dependent upon individual circumstances)

Curriculum Content and Study Programmes

Our vision for New College Bradford will be delivered through an innovative curriculum underpinned by sound pedagogical principles with a proven track record of success. The curriculum will be organised through a range of Study Programmes each designed to be responsive to the needs and interests of young people, to meet local and national skills needs and to support the Government's wider priorities for educational attainment. All Study Programmes will be embedded with literacy and numeracy and opportunities sought for formal exploration of concepts of inclusivity, equality and diversity either through subject content or learning mode.

Study Programmes comprise either academic or applied general pathways to progression. The A-Level Study Programme offers 32 subjects which can be taken in any combination, provided that this combination supports clearly-defined progression goals. Following the reform of A levels, the study of 4 A level subjects will continue to be the norm and the expectation, however our individualised approach to guidance does not preclude variations, again with the proviso that any variation to the norm is in the interest of the achievement and progression of the individual. Opportunities therefore exist for gifted students to study more than 4 subjects, and for others to study less than 4 where this is in their best interest. As the reformed A levels are rolled out, the norm will be study of three subjects. An expansion of GCSE English could potentially be planned to cater for an anticipated needs of the student group in Bradford.

Our approach to entry requirements at New College Bradford will be equally student centred and

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

innovative. Unlike other providers who establish a “blanket” set of criteria (such as 5 grade Cs at GCSE as a qualification to study at level 3), our trained IAG interviewers use as their starting point the particular nature and demands of each subject, based on national data sets and used to set a specific requirement for each individual subject. As a consequence, students are able to select subjects with reference to their likely chances of success, providing them with information to support informed decision making at this critical time. They are active in the enrolment process, their unique and distinctive needs being the driver in the selection of study programme. Study Programmes will be timetabled in a simple model of 4.5 hours per week per subject, apart from GCSE which will be delivered in three hours per week and Extended Diploma which will be delivered in 13.5 hours per week in recognition of its equivalence with three subjects. Every student will be allocated three hours per week of pastoral support from Progress Tutors who will have built up in-depth knowledge of their students over the pre-enrolment period.

The Role of the Progress Tutor

The role of the Progress Tutor in the students’ Learning Journey is pivotal and at New College Pontefract the work of this specialist team has had demonstrable impact on whole-college retention and achievement. The proposing team have worked on the Progress Tutoring model for four years, refining, developing and amending it as part of an interventionist approach to pastoral care and support. During the set-up phase, [REDACTED]

[REDACTED] This training will take the form of work shadowing, case study work, role-play, and data training.

Progress Tutors are allocated between 8 and 10 tutor groups of around 20 – 25 students. Case loadings are sensitive to Progress Tutors’ skills and expertise, and matched appropriately to student needs. For example, students with GCSE point scores of 6.8 and above will be tutored by individuals with specialist expertise in overseeing the learning and progress of very able students.

[REDACTED] Various, they are qualified and experienced in Careers, widening participation and deprivation, mental health, Higher Education, progression, employability and work experience, and disability and learning difficulty. They take responsibility for the progress and achievement of students across all their subjects. Their role is different to, but complementary to, the role of subject teacher, who is responsible for the progress and achievement in one single subject.

We intend to adapt this tutoring model at New College Bradford, resourcing both the formal, timetabled tutor group sessions, and the one-to-ones more intensively. This is because there are some differences in context. In Pontefract, our IAG team and school liaison team visit schools regularly and systematically, providing pre-enrolment IAG, delivering assemblies and establishing links between Progress Tutors and potential students, as described earlier in this section. In addition, students attend Taster Days and Induction Days in college. Our transition work is very effective in this pre-enrolment stage in setting out expectations. Colleagues in local schools reinforce our high standards, so that students arrive at New College Pontefract with a clear idea of expectations and systems. When New College Bradford opens, our Progress Tutors, and school liaison team will not have had the opportunity to build these productive links and partnerships and

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

so we will be working “from scratch” to give students an induction into college and its processes, systems, standards and expectations. Until these links are established, our initial Progress Tutoring at New College Bradford will need to be regular, formalised, consistent and intensive.

Liaising with parents

A strong tripartite relationship between staff, students and parents is central to successful outcomes for any of our students. Communication between the college and parents needs to be timely and appropriate, focusing on how we can support our students to achieve the quality of results which will provide them with more opportunities in adult life, whilst making a positive contribution to the area’s social cohesion.

The Intervention Hierarchy

At New College Pontefract, we operate a formal intervention system, linked to provision of one-to-one sessions. The majority of students work well to achieve and/or exceed targets. They have good attendance and are clearly committed. The following stages identify the hierarchy of interventions where this is not the case.

Stage 1: Committed students have fallen behind or are experiencing difficulty in one subject. Their subject teacher will set targets, monitor and support.

Stage 2: Students are a cause for concern in more than one subject. Progress Tutors set overarching targets and subject teachers continue to do so at subject level.

Stage 3: Students are a cause for concern because of lack of commitment to college. A senior member of staff is now involved.

Stage 4: Students are those on a Deputy Principal Exclusion Contract. They must agree to meet terms and conditions. Failure to do so results in immediate exclusion for a set period of time.

Stage 5: Students are on a Principal Permanent Exclusion Notification. This involves a panel of parents/carers, and senior staff to determine whether or not a student can remain in college.

This system will be adapted in Year 1 pending full staffing at senior level.

At New College Pontefract, 97% of students at any given point are outside the intervention hierarchy, which is a reflection of the effectiveness of the Intervention System.

Alongside their academic and applied general study and their pastoral programme, students will also be timetabled for a range of additional activities including 1:1 support, extra-curricular sessions, careers and progression, work experience and where appropriate, additional subject support through the Teacher Access Period.

Year 12 Study Programmes will generate over 700 in-year study hours and Year 13 will generate 600 study hours, thereby maximising the potential of funding and ensuring value for money.

In recognising a broadly similar demographic in Bradford to Pontefract with regard to societal,

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

historical and economic factors, the Project Team also acknowledge that there are differences particularly with respect to EAL, and will reflect these differences in modifying, adapting and reviewing the systems and processes which work effectively at New College Bradford. For example, the population of students at New College Bradford within the intervention hierarchy may be greater than at New College Pontefract, and our resource planning will allow for this variable. Another example of this is the additional resourcing for EAL and the pastoral system, with a more intensive and extensive induction by Progress Tutors into college standards, values and expectations.

We have experience of this in New College Pontefract, since several providers do not allow our IAG team access to pupils in schools. We already run out of school, college-based sessions, and have developed our use of social media to reach out to young people who are not always accessing information about post-16 alternatives.

We also recognise that the volume of GCSE Maths and English resit students is likely to be higher than in Pontefract, reflecting the poorer attainment at Key Stage 4 in Bradford's schools and the higher proportion of EAL learners on entry. This will be reflected in provision which is broad-based, including the "setting" of students to reflect whether they are ready to resit, or working towards resit.

Consistency of approach in Teaching & Learning: Principles underpinning curriculum delivery

In order to ensure consistency of approach to teaching and learning between New College Pontefract, Doncaster and Bradford, we will focus relentlessly on:

- effort, excellence and personal best, with no collusion with underperformance and second best.
- employability and enterprise, embedded both in the classroom experience and in specific activities and initiatives including the Internship Programme, employer involvement in delivery, planning and resourcing of study programmes and meaningful work experience.
- individual Study Programmes; our approach to information, advice and guidance based on individual success chances, progression goals and learning style means that every study programme is tailored to the individual learner.
- personalised support and achievement coaching, from Progress Tutors who work with their students throughout the learning journey and who are allocated in order to effect a close match between student needs and goals and tutor expertise; Tutors will work closely with subject teachers using data to ensure a joined-up approach to achievement.
- inclusiveness. We expect teachers' planning and pedagogy to reflect a deep commitment to meeting the wide-ranging and often complex needs of every one of their learners, and to embed their lessons and learning with employability skills and world of work activities as well as supporting the progression goals of the most able with stretch and challenge.
- blended learning to support the development of workplace skills and to help learners to develop independent learning skills. Our teachers will draw upon a range of innovative modes, media and methods including blending theory with practice, case study, discovery and re-

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

search and online learning.

- Learner Voice consultation and involvement in teaching, learning and assessment.

Teachers at New College Bradford will be expected to draw upon taxonomies of skills and abilities to ensure that learners know when ideas and concepts are relevant, and to develop their use of knowledge to solve problems and make judgements. We intend to draw upon, and tailor our existing system of weekly CPD to enable teachers to plan their teaching within theoretical frameworks, and to do so in a defined and “protected” weekly session. This practice at New College Pontefract has been key to giving teachers the time, space, confidence and support to think and plan learning creatively, using ideas from theorists as well as their colleagues. This “thinking outside the box” has catalysed a spirit of enquiry and an “action research” approach.

A cross-college team of Teaching and Learning Developers will be used at New College Bradford to train a group of outstanding practitioners who will work with mixed groups of staff to develop and embed innovative learning and teaching strategies to raise learner achievement. This will be embedded in the core day, with all staff on a Wednesday developing their skills and competencies.

Our vision for an individualised learning experience will be delivered by teachers whose detailed knowledge of their students allows them to plan learning which differentiates and which enables progress and success for all students whatever their starting point. In practice this means that teachers will move students through the hierarchy of skills from a baseline of knowledge and comprehension, towards application and analysis and then finally towards the synthesis and evaluation associated with high level achievement.

A central pillar in learning and teaching identified in our vision is the system of formal monthly assessment, a whole college integrated process in which assessment is followed by analysis and action by both teacher and progress tutor with feedback and targets. This approach is informed by the work of John Hattie on the impact of effective feedback on every aspect of learning, progress and motivation. The curriculum delivery is therefore rooted within sound pedagogical theory. Whole college assessment has driven a culture of work and study among both staff and students. Since its inception three years ago college performance has improved rapidly.

The following table identifies the academic and applied general curriculum offer.

A level	BTEC (Level 3)
Accounting	Extended Diploma in Art and Design
Art	Extended Diploma in Business
Biology	Diploma in Business
Business Studies	BTEC Subsidiary Diploma in Business
Chemistry	CACHE Diploma in Childcare
Computer Science	BTEC Extended Diploma in Games Design
Dance	Certificate and Diploma in Financial Studies

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

Drama	BTEC Extended Diploma in Health and Social Care
Economics	BTEC Diploma in Health and Social Care
English Literature/Language combined	BTEC Subsidiary Diploma in IT
English Literature	BTEC Extended Diploma in IT
Film Studies	BTEC Subsidiary Diploma in Law (Applied)
French	BTEC Subsidiary Diploma in Creative Media
Geography	BTEC Subsidiary Diploma in Photography
Geology	BTEC Diploma in Music
Government and Politics	BTEC Extended Diploma in Performing Arts
Graphic Design	BTEC Extended Diploma in Public Services
History	BTEC Subsidiary Diploma in Science (Applied)
Law	BTEC Extended Diploma in Sport
Maths	BTEC Subsidiary Diploma in Sport
Further Maths	
Media	
Music	
Music Technology	
Photography	
PE	
Physics	
Psychology	
Religious Education	
Sociology	
Spanish	
Textiles and Fashion Design	

The core day

The core day will be 8.50am to 4pm and consist of 4 lessons of 1.5 hours in length. A student will have 3 periods (4.5 hours) per subject. The day will end at 4.00pm with 50 minutes for lunch and 20 minutes for break. All students will have the opportunity to take an enrichment activity on Wednesday afternoons, which may be a sporting or non-sporting activity.

Entry Requirements – A level

New College Bradford will provide places on an open-access basis. Our entry requirements are generic and indicative only because of the college's commitment to recruiting with integrity. This may sometimes mean that we will offer a student a place at college subject to our guidance on the specific components of the Programme of Study. IAG is provided at all stages and takes into account a range of factors including GCSE score, predicted grade, actual grade and other factors.

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

The college reserves the right to refuse admission to a course in some cases, even where the generic requirements are met. This is in the interests of student success.

New College Bradford's minimum entry requirement for 2019 is that all students studying level 3 should have achieved at least a grade C in English Language.

To succeed at A level, students will need to have coped well at GCSE level because A level courses are more demanding. The majority of students will take four different subjects in the first year of Advanced Level study and some students will also resit Mathematics and/or English GCSE in addition if they have not achieved a grade C at school. There is not always a natural progression from GCSE to A level. Therefore, most A level subjects carry a specific entry requirement and have a minimum average GCSE points score attached to them. However, there will always be exceptions to the subject specific entry requirements. The interviewer will use their professional judgement when deciding if a student can enrol onto a course without meeting the minimum average GCSE points score requirements. At enrolment the quality assurance team will decide on all requests where students have not met the subject specific entry requirements.

Entry Requirements – Applied General courses

To succeed at Level 3 BTEC courses students should have achieved at least four GCSE passes at grade C from four different subject areas and have a real enthusiasm for completing coursework and a commitment to managing their workload within deadlines.

- All BTEC qualifications require students to have achieved either a grade C in English GCSE or at least a Merit if they have studied the subject at Level 2.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Section D2

Challenging targets

New College Bradford will set and work towards the achievement of challenging high targets. Setting and achieving challenging targets will support a culture of personal best and self-responsibility. Target setting will take place at all levels of the organisation. We will set aspirational targets, monitoring progress in year and evaluate performance at the end of the year. Evaluation of performance will apply to learners, individual teachers, Progress Tutors, subject areas and the college as a whole.

The sponsor of New College Bradford, New Collaborative Learning Trust, intends to set a target setting model close to that of the sponsor college, whilst acknowledging the differences in the needs of the student population in Bradford. Although the data suggests that students in Bradford possess a lower level of prior attainment and have greater literacy and numeracy needs, New College Bradford will still set aspirational but achievable targets. Since the previous application approved for New College Doncaster, the college has extended and developed a strengthened Senior Leadership Team, including three newly appointed Assistant Principals. This will afford New College Pontefract the capacity to work within the Trust and New College Bradford in order to ensure that consistent systems are set up for assessment and target setting.

We believe that challenging targets, coupled with strong support and excellent teaching, raise the aspirations of learners and are a prerequisite for outstanding performance and outcomes.

Key Performance Indicators

The college will use a very wide range of key performance indicators, responding to key priorities with the Ofsted common inspection framework and DfE Performance Tables. Our primary measures will be:

- Retention
- Success
- High Grades
- Value Added
- Attendance
- Progression to HE, Russell Group, Employment and Training
- The proportion of students achieving 3+ academic qualifications or 3+ applied general qualifications

Given the high rate of NEETs within Bradford, we will set high targets in terms of student progression rates. These targets will be based upon the aspirational targets set by the sponsor, New Collaborative Learning Trust, whilst taking into account the rates

D2 – measuring pupil performance effectively and setting challenging targets

of lower prior attainment in Bradford and greater literacy and numeracy needs.

We will evaluate our performance against benchmarks specifically for sixth form colleges where they are available and against the All-England benchmarks. We will also monitor performance for different groups of students. This will include gender, ethnicity, difficulty, disability, socio-economic status (in particular deprivation), ability groups, looked after children and students identified by their feeder school as being at risk of NEET.

College Targets 2019/20 to 2021/22

	Level	Value Added		Success	Attendance	HE Progression	Russell Group Progression
		ALPS	Grading				
2019/20	Overall	N/A	N/A	+8	91.6	N/A	N/A
	A2	N/A	N/A	N/A	92.2		
	BTEC	3	Outstanding	+8	91.2		
2020/21	Overall	N/A	N/A	+7	92.0	62	14
	A2	2	Outstanding	+2	92.3		
	BTEC	2	Outstanding	+9	91.3		
2021/22	Overall	N/A	N/A	+7	92.4	65	15
	A2	2	Outstanding	+3	92.5		
	BTEC	2	Outstanding	+9	91.7		

Our attitude is that simply meeting national benchmarks will be insufficient for the young people of Bradford and for our College. Our targets are challenging, but achievable, and reflect levels of performance achieved by the sponsor.

We will mirror the current outstanding performance with applied general qualifications at New College Pontefract and we anticipate strong progression to HE, Russell Group universities and other positive progression routes, supported by high grade rates that exceed benchmarks. We understand the nature of the students in Bradford result in a lower level of prior attainment, however, we strongly believe that the strong leadership and systems we will put into effect will deliver outstanding outcomes at New College Bradford. In 2013/2014, New College Pontefract were ranked 3rd in the Skills Funding Agency's success rates table for sixth form colleges.

A Levels Attainment levels			
	Average point score per A Level Entry	Expressed	Average point score per A level student
			% of A level students achieving

D2 – measuring pupil performance effectively and setting challenging targets

		as grade	(FTE)	At least 3 A levels at A* - E	At least 2 A levels at A* - E	At least 1 A level at A* - E	Grades AAB or higher in at least 2 facilitating subjects
England – state funded schools and colleges	211.2	C	772.8	77.9%	91.8%	99.6%	11.9%
Target 2019/20	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Target 2020/21	216	C+	795	82%	96%	100%	14%
Target 2021/22	220	C+	800	85%	96%	100%	15%

Applied General Attainment levels

	Average point score per vocational Entry	Expressed as grade	Average point score per vocational student (FTE)	% of vocational students achieving		
				At least 3 substantial vocational qualifications	At least 2 substantial vocational qualifications	At least 1 substantial vocational qualification

D2 – measuring pupil performance effectively and setting challenging targets

England – state funded schools and colleges	216.6	D-	560.1	47.4%	65.7%	99.9%
Target 2019/20	N/A	N/A	N/A	N/A	N/A	N/A
Target 2020/21	231	D+	804	85%	90%	100%
Target 2021/22	232	D+	805	90%	95%	100%
Sponsor of NCLT 2013/14	239	D+	781	40%	68%	100%

Ambitious targets will also be set to manage the quality of teaching and learning, and the level of student satisfaction.

Assessment and data systems

We will replicate the outstanding assessment and data systems currently utilised at New College Pontefract, part of the New Collaborative Learning Trust (NCLT). Ofsted, in 2014, commended our use of assessment, describing it as '*regular and rigorous*', and observing '*feedback to students helps them make very good progress.*' Our learners will enjoy formal assessment every month in every subject. Assessments will be substantial, synoptic and accurate, covering the breadth of knowledge and skills developed within the course, and will be based on external examination content. This formal assessment will be complemented by on-going informal assessment that we expect teachers to employ within lessons as a matter of course. Assessment will drive students towards the final external examinations; exam board marking criteria will therefore underpin classroom teaching, and will be complemented by significant stretch and challenge opportunities and the inclusion of subject material that extends above and beyond the exam board specifications. Our curriculum delivery and assessment will stretch, broaden and enrich the learning experience, whilst taking into account the prior attainment of students in Bradford and in particular a focus on literacy and

D2 – measuring pupil performance effectively and setting challenging targets

numerical needs.

Monitoring learner progress

Learner progress, performance and teacher support will also be monitored by the Progress Tutors within our pastoral system. They too will be held accountable for the academic performance of their learners, through the use of data systems and our appraisal model. Targets for Progress Tutors will focus on retention rates, value added and attendance for the learners under their supervision.

We will emulate the support and pastoral system in place at New College Pontefract, part of the New Collaborative Learning Trust. However, we will take into account that the students in Bradford come from a more ethnically diverse background and this will impact upon the pastoral care offered at New College Bradford. A greater focus on literacy and numeracy will also take priority in order to ensure that the students have the same opportunity to progress to higher education and employment as those at New College Pontefract.

Each member of staff will be provided annually with data analysis of their individual end of year results for each of their classes, evaluating attendance, retention, achievement, high grades and value added relative to national benchmarks. An overall judgement will then be drawn by college leaders about the performance and outcomes of each teacher. This judgement will feed into the appraisal system whereby teachers are graded on performance and outcomes; accountabilities; and, values and behaviours.

The project team's successful transformation of outcomes at New College Pontefract was a process which took three years. Within that three years, we were able to try new ways of working, new systems and processes, new structures, to reflect on which of these contributed to our success.

The results at New College Pontefract have increased year on year and have shown greater improvement since the last application for New College Doncaster. The revised systems set in place are now fully established, meaning the senior leadership team is able to spend greater time on external projects. [REDACTED]

[REDACTED] the team is in an even greater position to sponsor, set up and monitor the establishment of New College Bradford whilst providing continued support for New College Doncaster.

Further modifications have now been implemented to maximize expertise amongst middle leaders by reducing the number of colleagues at this level and introducing Heads of School. The Heads of School represent a strengthened level of middle leadership, which will stand the Trust in good stead in terms of further supporting the establishment of two free schools.

More recently, we have directed a considerable amount of time and effort towards enhancing the quality of teaching and learning experienced by our students. New College have appointed 11 Learner Leaders in 2015, in order to ensure best practice throughout the College in terms of innovative and highly effective teaching and learning. Again, the appointment of the Learner Leaders will help New College Pontefract and the Trust set up strong teaching and learning practices throughout the proposed New College Bradford.

D2 – measuring pupil performance effectively and setting challenging targets

Furthermore, New College Pontefract established its Teaching School in 2015, which resulted in the appointment of a number of subject specialists known as SLEs, who will assist the Trust in establishing best practice at both New College Doncaster and New College Bradford.

Ultimately, the staffing changes effected in 2015 place New College Pontefract in a great position to open up two new free schools with strengthened and widened capacity. Our capacity to reflect, innovate and to try new ways of doing things will ensure that we do not simply replicate the systems of New College Pontefract in Bradford, but that we review, reflect, and learn as an important part of our development planning. Our systems and processes will be sensitive to, and reflective of, the context of Bradford and the needs of its young people.

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

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Section D3

Year 1 Staffing Plan

Initially the Principal will be supported by [REDACTED] and this will comprise the totality of the senior team. [REDACTED] will oversee marketing and school liaison, which will be essential in ensuring that the recruitment of the college meets targets and to build partnership relationships with other schools and relevant other organisations. The [REDACTED] will be responsible for the quality of teaching and learning and ensuring that the student experience is high quality and meets the expectations of the college.

[REDACTED]
[REDACTED]
[REDACTED] These teachers would receive remission of 4.5 hours per week equivalent to 1 teaching group. They would be responsible for organising the staffing within their areas, schemes of work, monitoring student progress, examination entries, identifying causes for concern and ensuring students are progressing and be-

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

Teaching Staff/Area	FTE equivalent
[REDACTED]	[REDACTED]

ing supported. Teaching staff required to fulfil the curriculum offer are outlined in the table below. It is costed on the basis of the lead teachers coming from the following areas: Business, Maths, English, and Visual Arts. Their remission time in total amounts to [REDACTED] and this has been costed separately on the spreadsheet.

The teaching staffing is based on student preferences at New College Pontefract adjusted for an enrolment of 500 students in the first year. It is accepted that many of the groups will not be operating at full capacity in this first year. A full time teacher is expected to teach 5 groups (5 x 4.5 hours) and deliver the Teacher Access Period. The teaching rates are based on Sixth form College salary scales. We have used point

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

[REDACTED] The Bradford College’s staffing costs are around 56% of the overall income in the first year, as we believe it is important to invest resources into the teaching and learning for these students.

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

one-to-one sessions would also be scheduled as well as undertaking any diagnostic testing of student needs. The [REDACTED] would also undertake any reviews of the Education Care Plans in association with parents, student and other outside agencies, and be responsible for applying for special consideration needs of students for examinations.

EAL / Literacy support will be a key issue for New College Bradford, and will require more resource allocation than New College Pontefract. That is why we have an additional member of staff purely for literacy support. Further details of our EAL support can be found in Section D1.

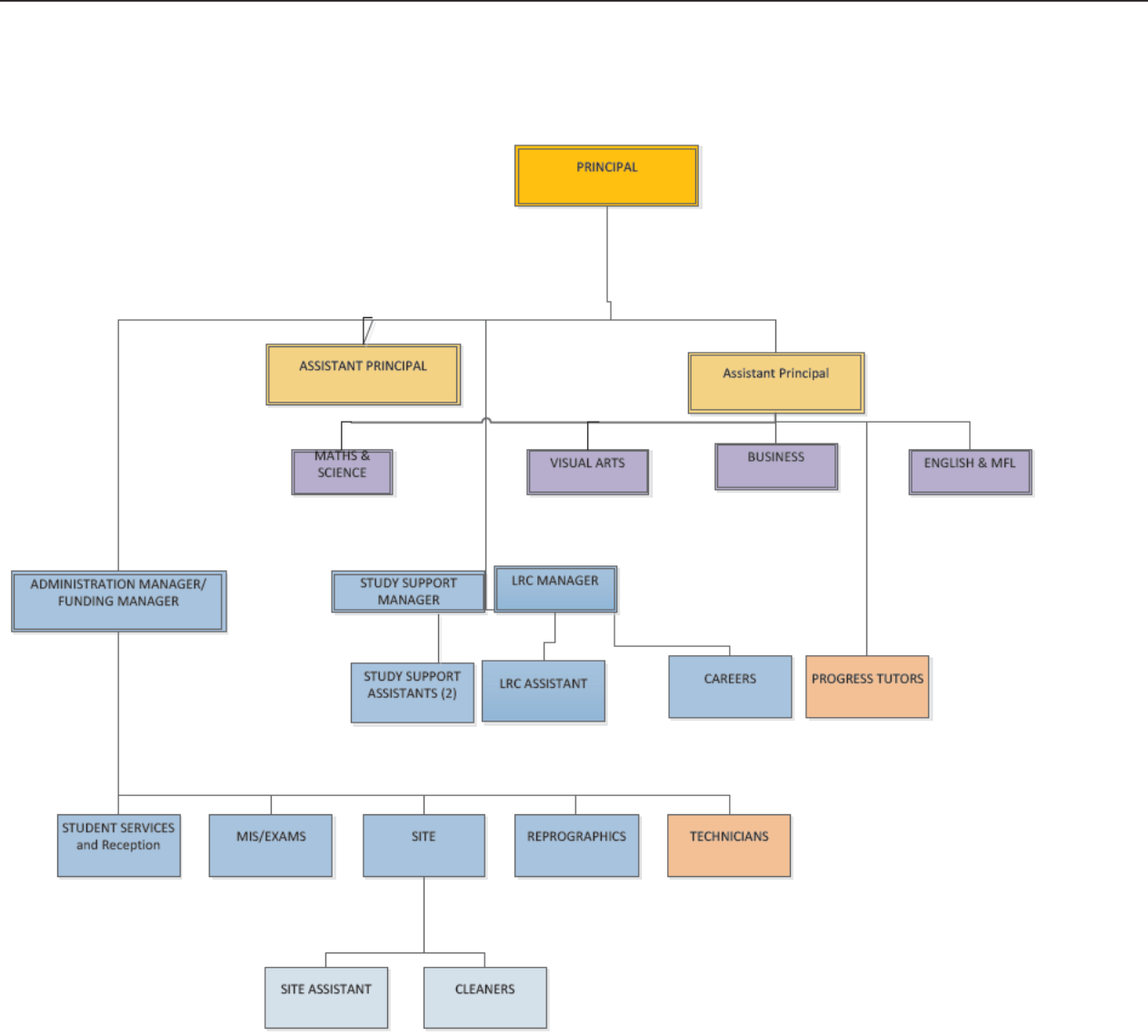
The college would also have a Learning Resource Centre staffed initially by a [REDACTED]. This would be a place where students can work in their self-directed study time, access books and other learning resources, get assistance and help in researching topics and assignments, use printing and other IT resources. Ideally other services such as careers and work experience would be housed in this area so students can access all the support they need in one area.

Technical support would initially be provided by one Visual Arts technician and one Science technician and one IT technician, who would provide support inside and outside the classroom in these areas.

Year 1 Organisational structure

Senior Managers	Responsibilities
Principal Designate	Including operational oversight of pastoral support and guidance [to be handed over to a separate Assistant Principal in Year 2]
Assistant Principal	Partnerships / Marketing and Schools Liaison
Assistant Principal	Quality and Teaching and Learning

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



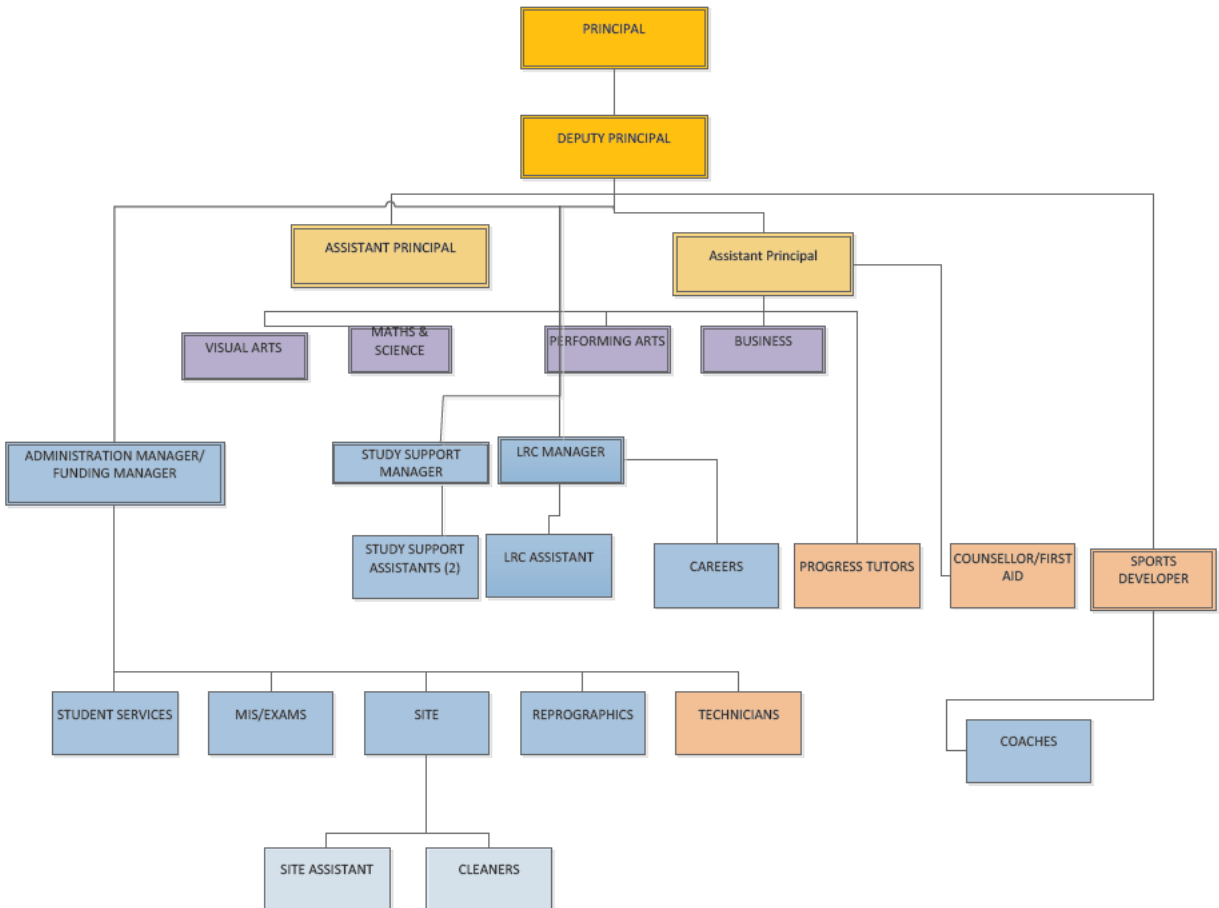
Year 2 Staffing Plan

In the second year the senior management team would be strengthened by the addition of a Deputy Principal. This will mean that the Principal’s role will change over time, as more senior staff are recruited.

The middle management structure would remain the same with the four lead teachers supporting the work of the teaching staff. Additional staff would be employed to staff the curriculum as shown in the table below based on the increase in student numbers. It is assumed progression from Year 12 to Year 13 would be around 75% rising to 85% for years 2-3.

Additional progress tutors would be needed to support the increase in student numbers and one additional progress tutor has been accounted for. Other support staff costed are MFL assistants, based on 15 minutes per student of language support. Coaches

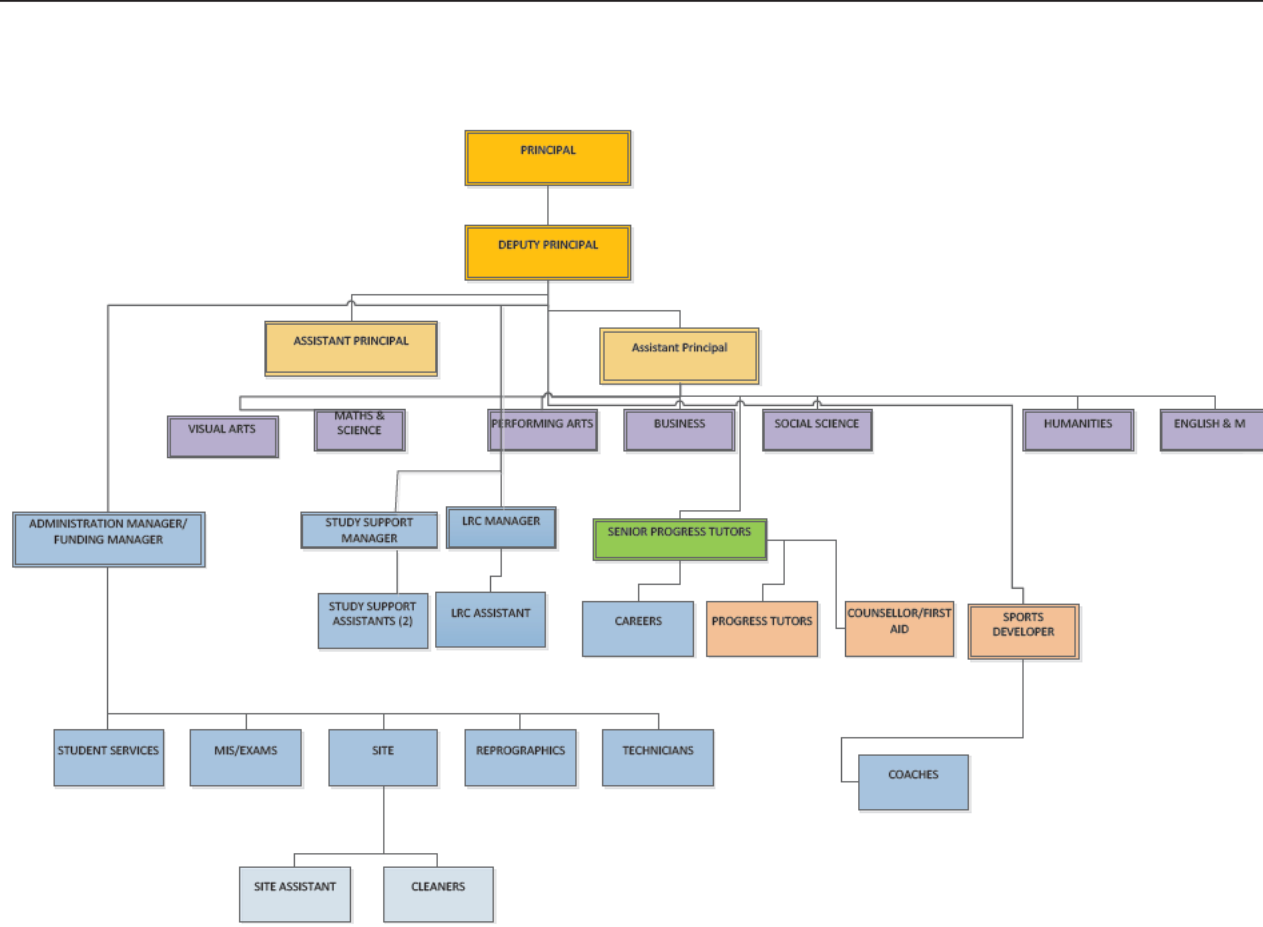
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



Year 3 Staffing Plan

Years 3 Organisational Chart

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



In the third year it is anticipated that the college will be at full capacity of around 1200 students.

The curriculum would be re-organised into eight distinct areas with lead teachers for each of the following areas: English and MFL; Maths and Sciences; Visual Arts; Performing Arts; Sport and Health; Business; Humanities; Social Sciences. These lead teachers would receive around 9 hours remission time per area so in total this equates to [redacted] remission. The staffing has been adjusted to assume 1200 students with progression from Year 12 to Year 13 of around 85%.

In addition a senior progress tutor would be employed to oversee the Progress Tutors, organise the tutorial programme and support the work of the Progress Tutors including a further progress tutor.

Teaching Staff/Area	FTE equivalent
[redacted]	[redacted]

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

████████████████████	
██████████████	█
██████████████████	██
██████████████████	█
██████	
██████████████	██
██████████████████	██
██████████████████	██
██████	
██████████████████	██
██████████████████	██
██████████████████	██
██████	
██████████████████	██
██████████████████	██
██████████████████	██
██████████████████	█
██████████████	
██████████████████	█
██████████████████	██
██████████████	██
████	███
██████████████	
██████████████	█
██████████████	█
██████	██
██████████████	██
██████████████	█
██████████████	█
██████████████	█
██████████████	█

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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

How will we ensure that our free school will be welcoming to pupils of all faiths/world views and none, and will address the needs of all pupils and parents?

Our proposed free school will be welcoming to pupils of all faiths/world views and none. In order to ensure this, the school will put the following measures into effect.

1. We will establish a Learner Voice group. This will act not only as the vehicle for gathering ‘student perception of course’ feedback, informing decisions about curriculum management as mentioned in Section D1, but will also be used as a channel for allowing students to provide feedback on their perception of how welcoming our free school is to pupils of all faiths/world views and none. Feedback from this group will be collected on a regular basis, before being presented to the school’s senior management. This will not only be used as a means of monitoring progress on these issues, but also as a means of inviting students to provide suggestions for ways of developing our work in this area further. This group will be created via a series of classroom ballots, discussed in more detail below.
2. We will establish a student executive with a ‘faiths and world views’ officer. This student officer will, along with other members of the student executive, help organise events throughout the academic year designed to help our proposed free school celebrate different faiths and world views. This will be a key element in our approach to promoting equality and diversity, whilst also helping to create a culture of tolerance and acceptance across the free school.
3. We will establish a parent liaison group. In conjunction with the learner voice group run with students, the parent liaison group will ensure that the voice of parents is heard. We will work to ensure that this group reflects the range of religious and ideological beliefs held by our pupils and the local community. The group will provide feedback for the senior management on the school’s progress in this area.

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

4. We will run regular parents' evenings, providing all parents with the opportunity to meet teachers and receive feedback on their son/daughter's academic and personal progress.
5. The majority of students will have the same Progress Tutor from their initial interview right through their two years with the free school. This strengthening of the relationship between Progress Tutor, parent and student will help to improve communications between parent, student and the free school. This will be supported by the free school writing to every parent in the first half-term, providing them with the contact details of their son/daughter's Progress Tutor so that they can contact them directly, whenever the need arises. This will also be supported by the use of our text and email communication systems. This regular contact between parents, students and Progress Tutors will help to ensure that if any concerns do arise regarding issues of faith, world-views and tolerance, the free school will be able to respond quickly to these concerns.
6. The free school will provide a prayer and meditation room, which students of any faith or none will be able to access at appropriate times during the day.
7. The free school will take account of religious festivals such as Ramadan and Diwali in its curriculum planning wherever possible. For example, events such as mock exams may be rescheduled to ensure they do not clash with Ramadan.
8. Where possible, students will be encouraged to organise their own events to celebrate different religious and secular festivals over the course of the year. These will be organised in conjunction with the student executive.

How will we ensure that our free school's curriculum will be broad and balanced and prepare learners for life in modern Britain, including through the teaching of spiritual, moral, social and cultural (SMSC) education? How will the school deliver PHSE, adhere to the Prevent Duty and have appropriate policies on safeguarding and welfare?

Our proposed free school will take the following steps to ensure these issues are resolved:

1. The curriculum offer of 32 A levels and 15 BTECs will provide all students with the opportunity to engage with a curriculum that will prepare them for modern life in Britain. As well as well-established subjects such as English, the sciences, Maths, History and Geography, our curriculum offer will also include a range of 'minority subjects' such as French, Spanish, Geology, Drama and Music. This range of A levels is on offer nowhere else in Bradford, and will play a key part in helping prepare Bradford's young people for a life of better employment and

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

wider opportunity.

2. Regardless of the subjects our students pick, all departments will spend time reflecting in class on the impact of SMSC issues upon their subject areas. This will form part of an annual SMSC week, where these issues are given special focus across all curriculum areas.
3. In addition our Progress Tutors will include SMSC and PHSE material within each tutor group's pastoral programme, ensuring that the same material is delivered to all students whatever their subjects. This consistency of approach will help to ensure the quality of the free school's coverage of these issues.
4. The free school will include regular training for all staff as part of its Prevent Duty, including supporting staff on spotting the signs of concern that a student might be becoming radicalised. This training will also inform the delivery of material in the pastoral programme, but will also be used in curriculum delivery to initiate conversations with students where appropriate. This will vary from subject to subject, but might include discussions about the Middle East's past [History], or the differences between religious groups and ideologies [Religious Studies]
5. The free school's policies on safeguarding and welfare will be based on those currently being used by New College Pontefract, and to be used by New College Doncaster.
6. The senior management will make a member of staff the single point of contact (SPOC) for promoting fundamental British values across the school.
7. This member of staff will be responsible for briefing the senior management and the school's staff on fundamental British values, the school's Prevent Duty and related issues.
8. The member of staff will establish links with the local prevent police officer and any local authority staff working in this area.

How will the school promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs?

1. A key element of our free school's approach will be to require all subjects to embed teaching which promotes fundamental British values into their schemes of work. As mentioned above, there will be a special SMSC week, but the expectation will be that all departments are undertaking at least one specific teaching activity every half-term designed to promote fundamental British values.

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

This will be monitored by the senior management team.

2. All teachers will be given a copy of the DfE's list of fundamental British values, as identified by Lord Nash here: <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>. CPD time will be set aside during the course of the year to ensure that departments have the time to plan appropriate activities.
3. To help highlight the value of democracy, elections to the student executive will be held every year. A hustings event will be held and a secret ballot undertaken, to help student appreciate the value of participating in the democratic process.
4. The Learner Voice group will be populated with students who have won a short subject-area election. In this process, students will be invited to stand as the representative for their subject area and, where there are more than two candidates, a secret ballot will be held. This will again provide an opportunity for students to see the value of democracy in action, and the strong link there should be between those elected and the groups they represent.
5. In addition, cross-school events will be held to coincide with any national, local or European elections. When possible local candidates from all mainstream parties will be invited in to the school, specifically to address students who will have the opportunity to vote for the first time in that election. This will take the form of a Question Time event where students' questions will be directed to the candidates, helping students to understand the value of holding public figures to account.
6. The school will also build connections with local councillors, and invite them to visit the school to address students when appropriate. This might form part of a particular international event, like International Women's Day. Using local and national politicians to raise awareness of campaigns will help students to see the relevance of politics to issues they care about.
7. The school will also look at local chaplaincy support, to ensure that the needs of the student demographic are met.

How will the school aim to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role in the school?

1. Local faith and community group leaders will be invited to public meetings in the marketing stages of the free school, specifically to build bridges with key stakeholders in the community from as early a stage as possible.

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

2. Local faith and community group leaders will be invited to meet with members of the project team to discuss their concerns about post-16 education in Bradford, and to provide advice on how the school can be more effective at attracting students from a range of different backgrounds and communities.
3. Where possible, meetings for potential parents about the planned free school will take place in a variety of venues, religious or secular, to make it as easy as possible for members of the different communities to provide feedback to the project team.
4. Faith and community leaders will be invited to help the free school celebrate key religious festivals over the course of the year. This will be organised in conjunction with the series of events being run by the student executive, as mentioned above.

How will the school aim to encourage pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views?

1. All students will be encouraged to participate in cross-school events, such as fundraising and charity days. These will be designed to focus on a range of deserving causes, reflecting universal values of charity, hope and kindness.
2. Other key cross-school events might include a series of lunchtime talks from speakers across a range of different faiths, coinciding with the relevant religious festivals, providing students with the opportunity to gain an insight into other people's beliefs.
3. Other lunchtime speakers could include members of the police, fire service, a prison officer, nurses and a magistrate. These could be used to highlight the importance of the rule of law, as well as promoting employability and careers advice.
4. Students will be encouraged to share their stories about their faith and values, through activities like a student magazine and a student blog. These will be passed to an appropriate gatekeeper, prior to publication.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

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

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Current 16-19 provision in the area

There are currently 11,471 16-18 year olds eligible for post-16 provision in Bradford, according to the DfE League Tables and local authority NEET data.

Current provision	Number of 16-18 year olds known to the Local Authority
In local schools	6470
In local FE colleges	4001
Total	10 471
NEETs	1000

Sources: DfE KS5 League tables for 2015; NEET data by local authority 2014, www.gov.uk

The quality of that provision

As demonstrated in the table below, 17 out of 27 Bradford secondary schools offering post-16 provision are currently grade Requires Improvement [3] or Inadequate [4]. The schools with sixth form numbers available have, on average, only 130 pupils in those sixth forms.

School Name	Ofsted Inspection	Grade	Academic Attainment		
			Average Point Score per Academic Entry	Average Point Score per Academic Grade	Academic Students achieving at least 3 A levels at A-E

E1 – provide valid evidence that there is a need for this school in the area					
Appleton Academy	03-Dec-13	3	140	E-	9%
Belle Vue Boys' School	08-May-14	4	203.5	C-	13%
Belle Vue Girls' School	04-Jul-12	2	194.3	D+	44%
Bradford Academy	29-Jan-13	2	188.7	D+	30%
Bradford College	22-Sept-14	2	191	D+	58%
Bradford Studio School	10-Sept-14	3	N/A	N/A	N/A
Buttershaw Business and Enterprise College	06-Feb-13	3	187.6	D+	31%
Carlton Bolling College	19-June-14	4	171.5	D-	47%
Dixons Allerton Academy	12-Nov-14	3	191.8	D+	35%
Dixons City Academy	21-May-14	2	204.6	C-	67%
Dixons Trinity Academy	29-Jan-14	1	N/A	N/A	N/A
Feversham College	17-Jan-08	1	202.6	C-	63%
Grange Technology College	03-Nov-11	2	179.5	D	37%
Hanson School	24-Feb-15	4	200.3	C-	43%
The Holy Family Catholic School	29-Nov-12	2	182.4	D	85%
Ilkley Grammar School	11-Oct-11	2	228.2	B-	99%
Immanuel College	05-Dec-12	2	222.6	C+	46%
Laisterdyke Business and Enterprise College	12-Sept-13	3	181.5	D	47%
Oakbank School	24-Feb-2015	3 (2 for sixth form)	198.5	C-	73%
Oasis Acadmy Lister Park	04-Feb-15	4	186.4	D+	44%
Parkside School	26-Nov-14	3	200.3	C-	46%
Queensbury School	14-May-14	3	186.9	D+	33%
Titus Salt School	19-Feb-2014	3	211.3	C	61%
The Samuel Lister Academy	19-Feb-2014	3	168.0	D-	38%

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

Thornton Grammar School	20-May-14	3	188.9	D+	68%
Tong High School	29-April-15	4	188.5	D+	48%
University Academy Keighley	20-May-14	3	200.4	C-	58%

The quality of local provision is well **below the national average**, according to the DfE's 2014-15 figures.

▲ School/College name	School/College Type	Average point score per			% of A level students achieving			
		A level entry	A level entry expressed as a grade	A level student (full-time equivalent)	at least 3 A levels at A*-E	at least 2 A levels at A*-E	at least 1 A level at A*-E	grades AAB or higher in at least 2 facilitating subjects
England - all schools and colleges		215.5	C+	787.1	79.5%	92.4%	99.6%	15.0%
England - state funded schools and colleges		211.2	C	772.8	77.9%	91.8%	99.6%	11.9%
Local Authority		199.7	C-	735.0	61.6%	81.4%	98.6%	8.1%

Average point score per A level entry is below 200 [national average 211.2], whilst the percentage of A level students achieving at least 3 A levels at A*-E is only 61.6% [national average 79.5%].

How does our free school offer something different?

Our proposed free school would differ in several key ways.

Firstly, because we would offer 32 A Levels courses, a breadth of choice currently unmatched by any other provider in Bradford.

Secondly, because our proposed free school will be run by a project team from New College Pontefract, a Grade 1 sixth form college ranked in the latest data from the Skills Funding Agency as the third most successful sixth form college in the country. This means that our proposed free school would share similar values and aspirations, with a culture of high expectations.

Thirdly, because we would offer the uniqueness of a sixth form college environment, providing a stepping-stone between high school and the world of work or university.

Basic need

For 16-19 free schools, basic need can be identified by looking at the places for 11 to 16 year olds in the Bradford area.

Bradford is a growing city with high fertility rates and a young population, making it the second youngest city in the country. Currently 23.5% of its population are under 16. According to the *Bradford District Education Organisation Plan*, “[t]he fertility rate for

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

Bradford in 2013 was 2.21 compared to the national average of 1.85, West Yorkshire of 1.94 and Leeds 1.77.”

The *Bradford Joint Strategic Needs Assessment 2014* notes that:

“The number and proportion of the district’s total population aged under 18 years old is increasing and the relatively high proportion that live in poverty is likely to increase the general demand for services.”

The total number of learners in secondary schools is increasing year on year, and will increase from 35,200 [www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2012] in 2013/14 to 42,002 in 2020. This will result in a considerable demand for post-16 places that currently the area cannot cater for.

Bradford City Council’s recent *Report of the Strategic Director Children’s Services to the meeting Children’s Services Overview [December 2015]* also highlighted the problem of growing need for places.

“In January 2005, the overall population in the District’s schools and nurseries totalled 79,589. 10 years later, in January 2015, the schools’ population reached 90,292, the equivalent of a 13.4% increase. This trend is projected to continue over the next 4 years with the number of school places required estimated to 98,055 by 2019. The bulk of this increase will be experienced in the secondary school sector.”

This report highlights that Bradford will need to **meet this shortfall with the creation of additional free schools:**

“It is clear however that the expansion of just the current secondary schools will not meet the full predicted demand and the Council has also been in discussion with the Education Funding Agency about the possible creation of new Free Schools in the District run by Multi Academy Trusts.”

On top of this, there is also considerable migration for a sixth form option by current Bradford learners to other LEAs. This is likely to be due to the lack of curriculum breadth in the area and the desire to find better quality choices. Currently 1027 learners, or 12%, travel to other local authorities for a sixth form choice.

Our proposed Free School would offer 1200 places when at full capacity.

The text of our promotional material is included in the annexes as **Annex 1**.

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



E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community		
The proposal is for a 16-19 free school based in Bradford.		
Postcodes pupils are likely to come from		
The table below illustrates the average commute time via public transport including bus and rail routes to our proposed location in Bradford.		
Postcode	Village	Journey Time (Bus/train)
BD1	Centre	
BD2	Eccleshill, Fagley	16 mins – 30 mins
BD3	Barkerend, Bradford Moor, Thornbury	15 mins
BD4	Bierley, Bowling, East Bierley, Laisterdyke, Tong	16 mins
BD5	Bankfoot, Little Horton, West Bowling,	10-15 mins
BD6	Buttershaw, Wibsey	25-30 mins
BD7	Great Horton, Lidget Green	27-30 mins
BD8	Girlington, Manningham, Lower Grange	15 mins
BD9	Frizinghall, Heaton	22-35 mins
BD10	Apperley Bridge, Eccleshill, Greengates, Idle, Thackley	30-50 mins
BD11	Birkenshaw, Drighlington, Kirklees	20 – 40 mins
BD12	Low Moor, Oakenshaw, Wyke	15-30 mins
BD13	Queensbury	28 mins

E2 – successful engagement with parents and the local community

BD14	Clayton	32 mins
BD15	Allerton, Norr, Wilsden	26 mins – 35 mins
BD16	Bingley, Cottingley, Eldwick, Harden	30-40 mins
BD17	Baildon, Shipley	20-40 min
BD18	Saltaire, Shipley	20-40 mins
BD19	Cleckheaton, Gomersal, Scholes	35 mins
BD21	Hainworth, Keighley,	50 mins

All of the postcodes can travel to the city centre in 50 minutes, with the majority having travel times of around 30 minutes or less.

Community engagement and marketing activity

The project team has engaged with a wide variety of members of the local community through a variety of means.

1. [REDACTED]
2. The project team have produced a promotional leaflet about the proposed 16-19 free school, a text version of which is included as **Annex 1**.
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]

E2 – successful engagement with parents and the local community

[REDACTED]

7. 290 learners across Years 7-9 at Bradford Academy, were asked about the project’s proposal. 183 (63%) agreed with the following statement: “Bradford Academy is working with New College Pontefract to develop many exciting outstanding opportunities for you when you are age 16. These opportunities will include over 30 A Levels, as well as BTECs, apprenticeships, college courses and much more. Tick this box if you support the idea of these new opportunities for you at age 16.”

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

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

F1 (a) Skills and experience of your team

Our approach to managing the project will reflect the skills and experience of the project group. The Chief Executive Officer, [REDACTED], will lead the project and act as project manager. Each member of the project group will lead in several key areas, consistent with their experience and background set out in F1, with all of those with a teaching background taking additional responsibility for setting up curriculum areas, and the recruitment of staff.

In order to support the development of the Trust and the New College Bradford project, we have restructured the senior leadership team at New College Pontefract. [REDACTED]

[REDACTED] have been created to ensure capacity and support for our free school projects. These posts address both capacity issues and succession planning, so that a team of experienced senior leaders are available to support New College Pontefract and, depending on fair and open recruitment and selection processes, New College Doncaster.

In particular the Trust has ensured that there is sufficient capacity in the following key areas:

Managing school finances

[REDACTED]
[REDACTED]

Leadership

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

Project Management

[REDACTED]
[REDACTED]

Marketing

[REDACTED]
[REDACTED]
[REDACTED]

Human Resources

[REDACTED]

F1 (a) Skills and experience of your team

[Redacted]

Estates, Health and Safety and Safeguarding

[Redacted]

Principal Designate

The Principal Designate will be recruited. We expect the Principal Designate to be appointed in January 2018. The Trust has extensive experience of recruiting senior staff.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Board of Directors (Legal)	Board of Directors	Currently working with Academy Ambassador Programme to find a Director in this area
Advisory Group parental advisor New College Bradford	Advisory Group	Will be elected once New College Bradford opens
Advisory Group student advisor New College Bradford	Advisory Group	Will be elected once New College Bradford opens

[Add more lines as appropriate]

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

All applicants will need to complete this section in full for each school they wish to open. Please:

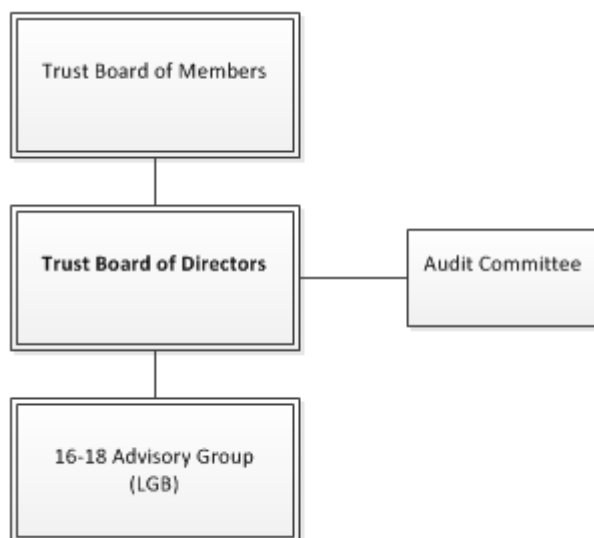
- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Section F2

New College Bradford will be an academy that sits within New Collaborative Learning Trust, a MAT which includes New College Pontefract (subject to academisation) and New College Doncaster, due to open in September 2017.

The diagram below shows the proposed structure of the multi academy trust.



The trust is three tiered, consisting of members, directors and advisors. New College Doncaster and New College Pontefract will share a single 16-18 Advisory Group in the pre-opening phase of New College Doncaster (2016-17) and in its first year (2017-18). This is to support collaboration and a consistency of standards and systems, and the development of advisors. After 2017-18, New College Doncaster will then have its own separate Advisory Group.

Similarly, for the same reasons, New College Bradford will share its advisory group with New College Pontefract until the end of its first year of opening (2018-19).

This means that a supportive structure will exist for local governance for the first three

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

years of the trust, while the trust grows and while new free schools become well-established. By 2019-20, all three colleges within the trust will have their own separate 16-18 Advisory Groups. Details given below for the 16-18 Advisory Group are therefore provisional as there is likely to be change between now and New College Bradford opening.

Board of Members

	Name	Skills and expertise	Summary of current and former roles
1	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] There is a very high level of independence and a range of high level skills within the group.

Board of Directors (directors/trustees/governors)

	Name	Skills and expertise	Summary of current and former roles
[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

█	█	█	
---	---	---	--

This presents a board of 7, plus the █. There is a very high level of independence from the trust. We are currently seeking to fill the single vacancy using the *Academy Ambassador's Programme* and local advertisement. █

█
█

16-18 Advisory Group

	Name	Skills and expertise	Summary of current and former roles
1	█	█	█
█	█	█	█
█	█	█	█
█	█	█	█
█	█	█	█ █
█	█	█	█ █
█	█	█ █	█ █
█	█	█ █	
█	█	█ █	█
█	█	█ █	

█
█
█

█ We believe that it is important that in a 16-18 setting, parents and students have a strong voice at a local level, particularly given that this is an advisory group. The trust will work closely with the Student Executive bodies to ensure that one student from each college is elected specifically to support the work of governance in this way; we recognise that students with particular skill sets will be required and that this might not always be the president of the Student Executive. █

█

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

As we have one remaining vacancy on the Board of Directors (legal), it is our aim to secure an appointment who can perform the role of Director and Chair of the 16-18 Advisory Group.

The roles and responsibilities of the **Board of Members**:

- To determine the overall purpose of the trust
- To ensure that the trust and its academies are acting in accordance with the purpose of the trust
- To ensure that the trust is well led by an effective Board of Directors and to oversee the performance of the trust
- To appoint and remove directors, including the Chair of the Board of Directors
- To co-opt members and remove members, including the Chair of the Board of Members
- To review the performance of the Board of Directors, individual directors and its chair
- To ensure that the Board of Directors has introduced effective systems for measuring the performance of the trust as a whole and the academies within it, 16-18 Advisory Groups, in addition to individual directors and advisors
- To approve and amend the terms of reference of the Board of Directors

Members must be informed of the following:

- Actions that might reflect adversely on academies or the trust
- Ofsted outcomes
- Vacancies on the Board of Directors

The roles and responsibilities of the **Board of Directors**:

- To ensure that the trust and its academies operate in accordance with the trust's purpose, as defined by the Board of Members
- To determine the ethos, culture and values of the trust
- To provide support and challenge for CEO, ensure high quality leadership within the trust, and ensure that Executive Directors are held to account for the trust's performance
- To provide support and challenge to ensure high quality governance within the Board of Directors and 16-18 Advisory Group
- To appoint and remove a number of members of the 16-18 Advisory Group, as set out in the terms of reference
- To ensure that resource allocation, policies, governance and leadership deployment across the trust ensure high quality provision, strong outcomes for learners and strong improvement where required, throughout the trust
- To have overall responsibility for finances, assets and contracts within the trust and ensure transparent systems of prudent and effective internal controls, includ-

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

ing assessment and management of risk

- To ensure that the trust's performance is driven by detailed and effective improvement plans
- To determine policies and frameworks which apply across the trust as a whole, as appropriate
- To ensure that systems and services provided centrally by the trust are of a high quality

The roles and responsibilities of the **16-18 Advisory Groups (LGB)**:

- To monitor and ensure high overall quality of provision within each academy in the cluster, reflected by strong outcomes for learners and high quality teaching and learning
- To provide support and challenge for principals and to ensure high quality leadership within academies
- To ensure that detailed performance review informs effective improvement planning, which is carefully monitored
- To ensure that learners are safe, supported and well-prepared for their futures
- To ensure that a supportive, challenging and performance-driven culture exists within academies which ensures excellence
- To promote cooperation and collaboration between the academies in the cluster, and more widely
- To advise the trust about the performance of academies, as outlined above, and to make wider recommendations where appropriate

Key **decision-making** powers will remain with the Board of Directors. The 16-18 Advisory Group is primarily there to assist the monitoring of learner progress, the support and development of learners and to provide additional challenge to Principals, complementing that of the CEO and Board of Directors.

The roles and responsibilities of the **Audit Committee**:

The primary responsibility of this committee is to ensure:

- 1) Internal financial controls; governors will ensure that effective control and risk systems are in place to ensure financial security and probity
- 2) That risks to the trust are appropriately identified and that an effective risk management strategy is in place

The Audit Committee will make recommendations to the Board of Directors regarding:

- 1) The adequacy and effectiveness of the trust's systems of internal control
- 2) Its arrangements for risk management, control and governance processes, and securing value for money
- 3) The appointment, reappointment, dismissal and remuneration of the financial statements auditor and the internal audit service
- 4) Internal audit strategy, audit plans, assignment reports, annual reports, control

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

issues and management responses

It will also

- 1) Produce an annual report for the Board of Directors and accounting officer, including the committee’s advice on the effectiveness of the trust’s risk management, control and governance processes, any any significant matters arising from the work of the auditors
- 2) Ensure any allegations of fraud and irregularity and properly addressed

The Audit Committee will consist of the following members:

	Name	Skills and expertise	Summary of current and former roles
■	██████████	██████████	██
■	██████████	██████████	██
■	██████████████████	██████████████████ ██████████	██ ████████████████████
■	██████████	██████████	██████████
■	██████████████████	██████████	██████████

This committee will consist of one individual who is a Director of the trust, to support interaction between the audit function and the Board. Three individuals will not be Directors, and so act as an independent check-and-balance.

Key reports to be reviewed by this committee will include management accounts, annual budgets, policy documents relating to value for money processes, reports on estates, fees and lettings, funding allocations and estimates of income and expenditure, monitoring of capital projects, external and internal auditing reports, financial policies and procedures.

Appointment of Directors and Advisors

A formal application is used to enable the members to evaluate candidates and to audit their skills and experience alongside the existing skills and experience within the Board of Directors. This will include a written expression of interest and an interview with the members. The same principles apply when appointing those individuals to the Advisory Group that are appointed by the Board of Directors, rather than elected by the parent or student bodies. Where, following advertisement, the number of parents expressing interest in joining the 16-18 Advisory Group exceeds the number of places available, full elections of the parent body will take place. Otherwise, the Board of Directors will appoint

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

parents based on their skills and experience. Student places will be filled via full student elections for the Student Executive bodies.

It is important to note that all directors, except the CEO, are appointed by the members, and a significant proportion of the 16-18 Advisory Group are appointed by the Directors. This is to ensure strong accountability, independence and skills-matching throughout the tiers of governance.

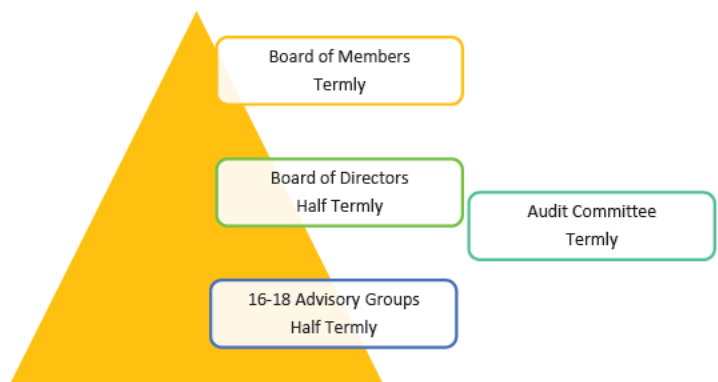
We will also draw strength from a wider pool of contributors and stakeholders. These will be individuals with a specific interest or skill, but who are unable to contribute to the full breadth of work of the Board of Directors or 16-18 Advisory Group, or for whom formal involvement might pose conflicts of interest. [REDACTED]

[REDACTED]

[REDACTED] Where appropriate, we would also include representatives from staff, local schools, colleges, universities, employers and wider stakeholders to support our work.

Cycle of meetings

Each term within the academic year will have a minimum cycle of meetings for the tiers of governance. This will result in 6 meetings per year for the Board of Directors, 6 meetings per year for the 16-18 Advisory Group, 3 meetings per year for the Board of Members and 3 meetings per year for the Audit Committee.



There is an agreed schedule of key reports and agenda items at each of the meetings to support the effective scrutiny of performance and to hold to account the CEO and principals.

Leadership within governance

[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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Directors are expected to contribute to a range of working groups and ad hoc committees, depending on the specific skill sets and experience that they bring.

The meetings of the Board of Directors and 16-18 Advisory Groups have four distinct agenda areas, mapped to the Ofsted common inspection framework: *The effectiveness of leadership and management; quality of teaching, learning and assessment; personal development, behaviour and welfare; outcomes for learners.*

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Each director will be allocated a particular college within the trust. This will enable them to visit colleges in-year and will support their understanding of how policies, values and culture driven by the Board of Directors are implemented at college level. They may for example, by mutual agreement, observe senior leadership meetings in order to gauge the quality of leadership, visit lessons to gauge the quality of teaching, learning and assessment, talk with middle and senior leaders about culture, standards, progress and performance.

Each member of the 16-18 Advisory Group, with the exception of students, will be allocated a curriculum area, or a number of curriculum areas, to which they will be linked. This will enable them to visit colleges in-year, and to provide additional support to curriculum and senior leaders in an advisory rather than operational sense. They may, by agreement, meet with learners to talk about their experiences. It will support advisors in understanding the culture and ethos of the college, get an overall sense of the style and quality of teaching, learning and assessment and the personal development, behaviour and welfare of learners. It will also ensure that advisors are visible and accessible to staff and students and it will help advisors to see how colleges are progressing in relation to their quality improvement plans.

The role of the CEO

[REDACTED]

[REDACTED] The primary role of the CEO is to ensure that the purpose of the trust, as determined by the Board of Members, is fully realised. To

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

achieve this, the CEO will:

- Set and ensure high standards throughout the trust, in line with the values and ethos determined by the Board of Directors
- Be the Chief Accounting Officer and ensure that effective financial management is in place
- Ensure that trust resources and finances are appropriately used to support high performance and improvement
- Determine a significant number of the trust's policies and procedures, as set out in the scheme of delegation
- Appoint and line manage Principals, holding them to account for the performance of individual colleges with respect to
 - The effectiveness of leadership and management
 - The quality of teaching, learning and assessment
 - Personal development, behaviour and welfare of learners
 - Outcomes for learners
- Attend and report to the Board of Directors
- Ensure the effective leadership and management of high quality systems and services that operate across the trust, including trust executive directors
- Ensure that effective self-evaluation of trust performance informs quality improvement planning and strategic planning, and that progress in relation to these is tracked and delivered
- Ensure and maintain strong relationships with key stakeholders
- Ensure that the trust as a whole complies with equalities legislation
- Take overall responsibility for safeguarding within the trust
- Ensure that policies and procedures determined by the Board of Directors are fully implemented across the trust

The role of the Principal

The Principal is accountable to the CEO, but additional scrutiny and challenge will be provided by the 16-18 Advisory Group. The primary role of the Principal is to ensure that the vision of the Board of Directors is delivered. [REDACTED]

- Set and ensure high standards throughout the college, in line with the values and ethos determined by the Board of Directors
- Ensure that leadership throughout the college has impact, maintains high standards and drives improvement in performance
- Ensure that teaching, learning and assessment within the college are of a high quality and that supportive structures support their development
- Ensure that learners are well supported, that high standards of behaviour are

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

upheld, that the personal development and welfare of learners are of the highest priority, that learners are prepared for the next stage of study or employment

- Ensure that learners make good progress and achieve strong outcomes
- Ensure that effective self-evaluation of college performance informs quality improvement planning and strategic planning, and that progress in relation to these is tracked and delivered
- Attend and report to the 16-18 Advisory Group
- Work collaboratively with executive directors operating across the trust
- Appoint staff to New College Bradford, as set out in the scheme of delegation, and ensure suitable line management
- Ensure and maintain strong relationships with key stakeholders
- Ensure that the college and its staff comply with equalities legislation
- Take responsibility for safeguarding within the college
- Ensure that policies and procedures determined by the Board of Directors are fully implemented within the college

The role of the Chair of the Board of Directors

- To provide effective leadership of the Board of Directors and also act as a Member
- To ensure that the Board of Directors carries out its full range of statutory and educational responsibilities
- To ensure effective communication between the Board of Members, the Board of Directors and the 16-18 Advisory Group
- To ensure effective line management and appraisal of the CEO
- To ensure that the Board of Directors holds to account the CEO and Executive Directors for the performance of the trust
- To ensure that effective appraisal of Directors and Advisors takes place
- To ensure that Directors and Advisors are suitably inducted, trained and supported and to manage the process for recruitment and selection of Advisors
- To support the Board of Members in the recruitment and selection of Directors
- To ensure that the Board of Directors effectively holds to account the 16-18 Advisory Group and its chair
- To act as an ambassador for the trust and its work

Avoiding and minimising conflicts of interest

To avoid conflicts of interest it is important that members, directors, advisors and employees act in accordance with interests of the trust and its colleges. Any member, director or advisor that has a conflict of interest due to having any direct, indirect or personal interest shall disclose those to the Clerk of the Trust. In any meeting in which a

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

conflict of interest arises, the individual must absent themselves from the relevant meeting and cannot participate in any vote. The Clerk will also provide advice and guidance about conflicts of interest and will be suitably trained to carry out the role to a very high standard.

Each academic year the Clerk will conduct an audit of interests to ensure that potential conflicts can be minimised and managed appropriately.

Issues relating to conflicts of interest will be explicitly set out in a Code of Conduct. Members, directors, advisors and leaders will also be required to act in accordance with the free school memorandum and articles of association.

Our financial regulations will set out clearly the parameters in which directors will operate when contracts are being sought within the trust. Directors will need to take account of the need for some services to be procured 'at cost' and we will ensure that procurement processes are open, fair and competitive. The trust will take particular steps to ensure that this applies when the trust itself is able to provide a range of shared services across the colleges within it.

Independent challenge

All [REDACTED] are appointed by the Board of Members.

The directors are accountable to the Trust's members. Any director who is not discharging their duties effectively can be removed by a vote of the members. The members must agree by majority voting to remove any or all of the directors. Examples of failure to discharge duties effectively include, not exhaustively:

- Failure to act in accordance with the trust's values
- Failure to declare a conflict of interest
- Failure to meet minimum attendance requirements
- Failure to provide robust challenge of the CEO and Executive Directors
- A breach of the code of conduct
- A criminal offence which undermines the eligibility of a Director

The 16-18 Advisory Group Advisors are accountable to the Board of Directors. Any Advisor that is not discharging their duties effectively can be removed by a vote of the Directors. Examples of failure to discharge duties effectively are the same as those of Directors, with the requirement to provide robust challenge of principals and college senior leaders, rather than the CEO and Executive Directors.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site

[Add text here. Table expands]

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability
[Add text here. Table expands]

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

Annex 1:

Text of promotional leaflet, “*Raising Standards, Changing Lives*”

The following text is used to describe the particular characteristics of our proposed college:

The new school is for 16-19 year olds and will be called New College Bradford. The school is going to be run by the senior leadership team of a sixth form college called New College Pontefract which was recently judged outstanding in all areas by Ofsted. The team believes that Bradford needs a 16-19 Free School because its young people are missing out on outstanding learning opportunities and on an outstanding sixth form experience. The new school will be much bigger than Bradford’s school sixth forms. This will bring a number of unique benefits which make it stand out from the town’s current schools:

1. “Wraparound” care and support.

Q. What does this mean?

A. It means that from your first expression of interest, right through to the point where you leave us and beyond, you will have consistency.

Your Progress Tutor will be there throughout your Learning Journey. S/he will guide your Study Programme choices when you apply, will interview you, meet you at enrolment, support, mentor, coach you while you are at college, prepare you for progression, whether this is to university, apprenticeship, employment or further training and learning.

2. NCB is the first dedicated post-16 centre.

Q. What does this mean?

A. This means that we are the first and only provider of education and skills for students aged 16-19 in Bradford, bringing specialist expertise in the needs of this age group. Your subject teachers will be 16-19 specialists, and because they do not have to

teach 11-16 they can focus exclusively on your needs. Similarly, your Progress Tutor will be skilled in advising, guiding and supporting you through study and beyond.

3. NCB staff team are rated “Grade 1 – outstanding”.

Q. What does this mean?

A. This means that the team running your college are all judged outstanding as teachers and leaders. Ofsted Outstanding is a gold standard awarded to only a select few. It tells you that Her Majesty’s Inspectors judged us to be outstanding in getting students’ results to exceed expectations. It tells you that they judged our teaching to be first class, and that these two things are possible because our leaders are outstanding, and their leadership is making a real difference to student success.

4. NCB offers a distinctive ethos.

Q. What does this mean?

A. This means that you will study and learn in a young adult environment. There is no uniform or dress code, there are no bells, teachers are called by their first names, and there are times in the week when you are “free” either to study independently, with others, or to join in the many opportunities in Sport, Theatre, Music, outdoor and community projects, which are available to you outside lessons. We see you as a co-equal in your learning, and expect you to work with us in ensuring you achieve success.

5. NCB offers an extensive, “open to all” curriculum.

Q. What does this mean?

A. This means that we offer a large choice of subjects, which you can study in any combination. Our distinctive timetable model ensures that we can timetable all your subject choices without any of the restrictions on combination which you may find in smaller providers. We offer a wide and diverse range of both A-level subjects, and vocational qualifications for those of you who want to follow a particular career path. Because of our size, we can offer “minority” subjects such as Geology, Music, French and Spanish; and will involve all our students in planning and reviewing our curriculum.

6. NCB will provide you with world of work opportunities

Q. What does this mean?

A. This means that throughout your study programme we will be working with you to provide work experience internships, and careers and progression are embedded into the teaching of every subject through guest speakers, lectures, trips, university links and many others. So, if for instance, you are studying Business, we will work with you to ensure you have not only plenty of contact with employers and universities, but also the opportunity to join our internship programme.

7. NCB is an inclusive provider

Q. What does this mean?

A. This means that we are passionately committed to every individual learner's achievement regardless of their starting point. We recognise that every student is a unique individual with a distinct set of needs and goals. We will meet those needs whether it is support in writing or number, help with a physical difficulty, or more challenging work to prepare you for a prestigious university. Our Excellence Programme will support students through the process of applying to Oxford, Cambridge and Russell Group universities.

New College Bradford – The Vision

To provide outstanding learning and progression opportunities responsive to the needs of every learner.

Our Message about New College Bradford's values

M - Motivation

E - Engagement

S - Self-responsibility

S - Success

A - Achievement

G - Going the extra mile

E - Equality and inclusiveness

NCB will offer many unique and distinctive features which make it stand out as the "provider of excellence" in central Bradford and beyond.

Annex 2:

[Redacted]



Bradford Academy

I am pleased to support the application from New College Pontefract to open a Free School in Bradford. The introduction of high-performing large-scale provision on a single campus will bring coherence and consistency to the post-16 offer, as well as choice and value for money.

[Redacted]

Annex 3: Letter of support from BD4

28 January 2016



To whom it concerns

BD4 Community Trust has been operating in the BD4 areas since 2008 and was awarded charity status in July 2013. The work of *BD4 Community Trust* is currently split into two projects, namely BD4 Family and Gems, each of which contributes to the ultimate aim of improving the quality of life for the residents of East Bowling in Bradford and beyond.

BD4 Family provides services for pre-school children and their families including parent & toddler groups, healthy lifestyle activities, nursery preparation and infant massage classes and *Gems* provide a day centre, bowls, get fit activities, supermarket bus run and outings for the older people in the community.

BD4 Community Trusts works closely with Bradford Academy and we are fully in support of New College's proposed free school for the following reasons:

- It will enhance the existing provision within BD4 and provide high quality places for South Bradford young people
- It will provide excellent opportunities for families within BD4 and raise aspirations within and outside BD4 itself
- Bradford Academy has grown significantly and we would welcome the opportunity to continue and enhance that relationship as Bradford Academy takes a strategic role in this exciting opportunity
- Educational and skills improvements are essential to increase employment opportunities and choice in the local area.

The proposed free school will help to increase the high level skills needed to build a high wage economy in south Bradford. Increasing the number of young people with good quality level 3 qualifications will improve progression rates to university, and in turn build a workforce better equipped for the decades to come.

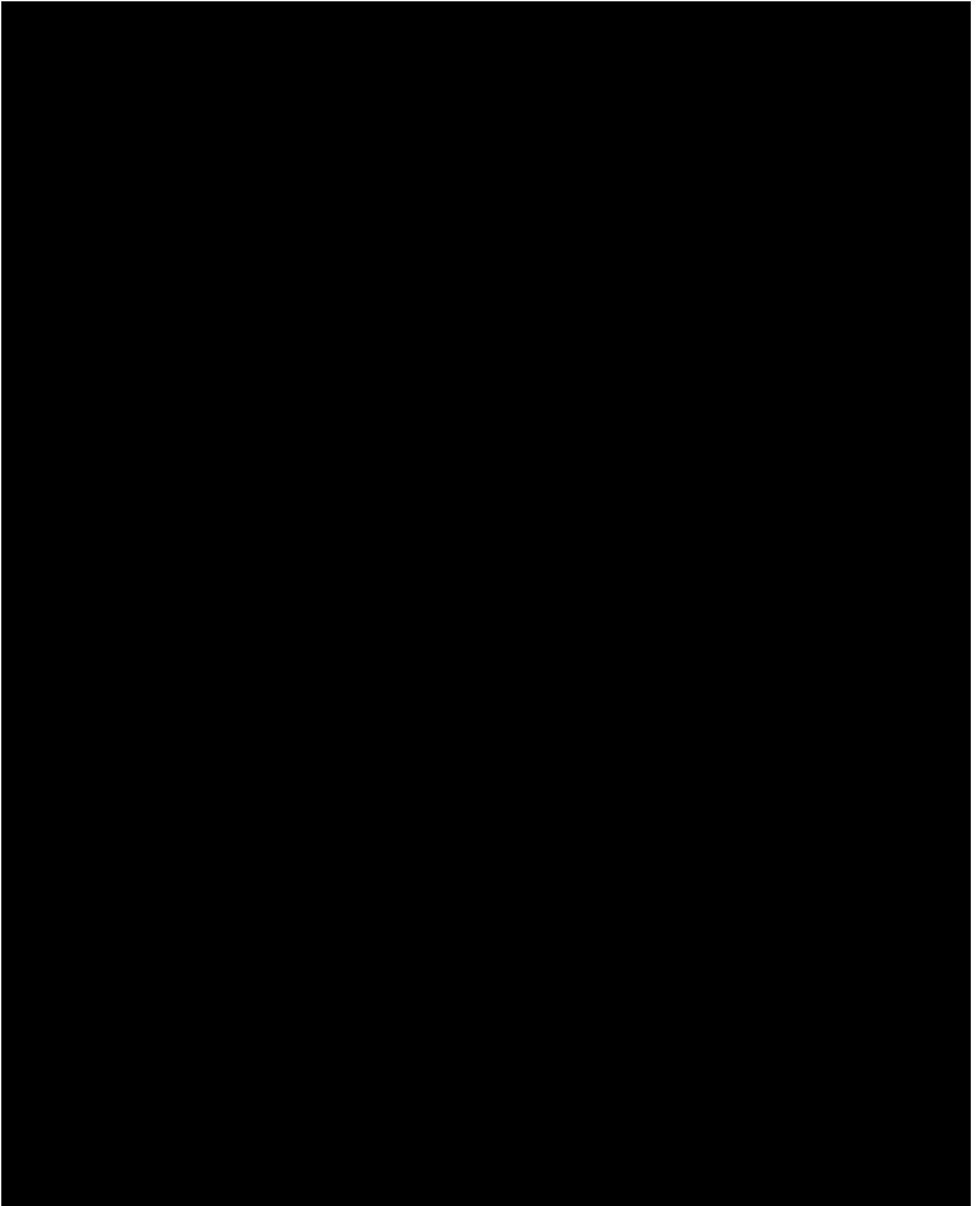
For any further clarification about BD4CT, please feel free to contact me on [REDACTED]

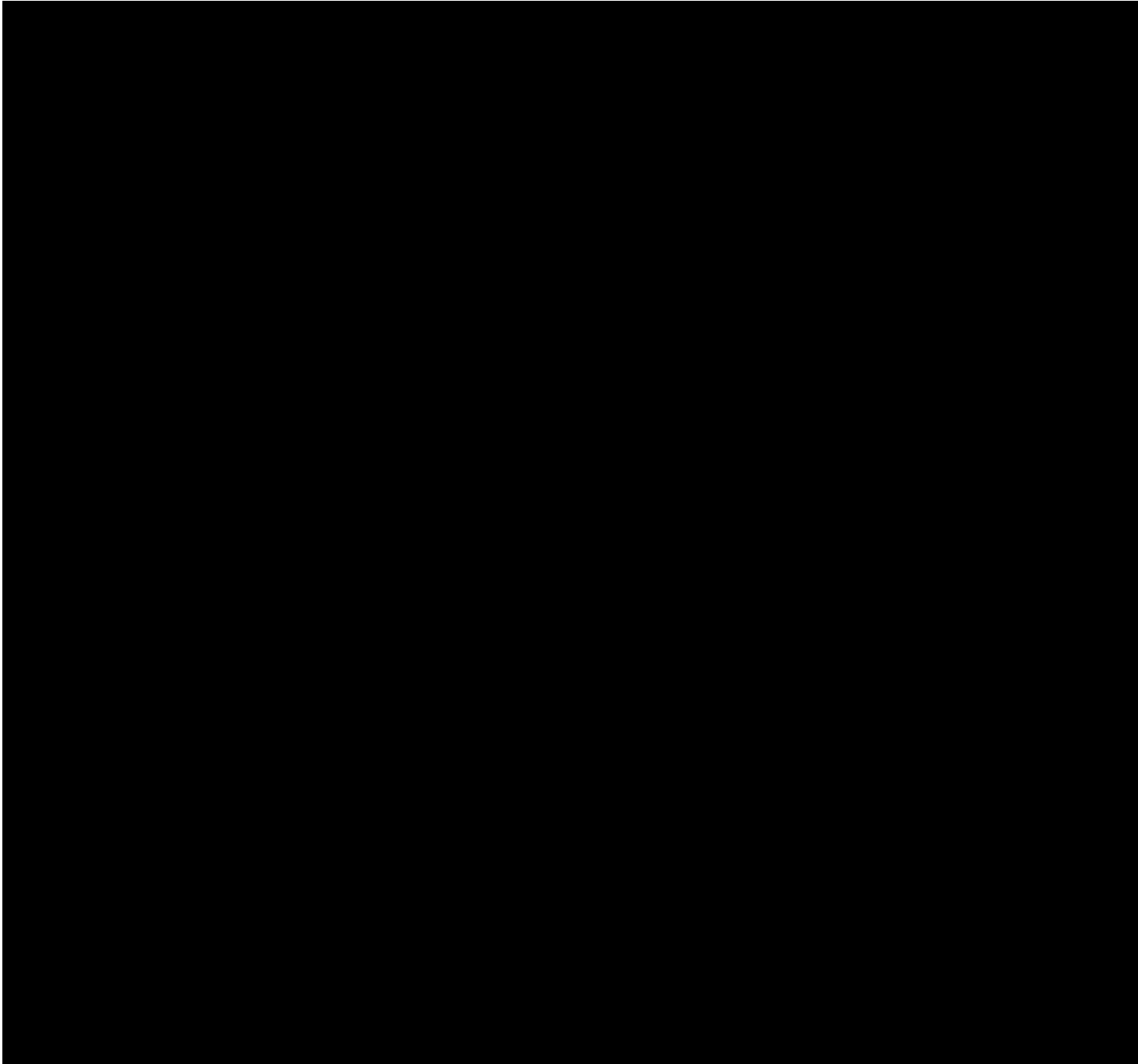
Yours sincerely

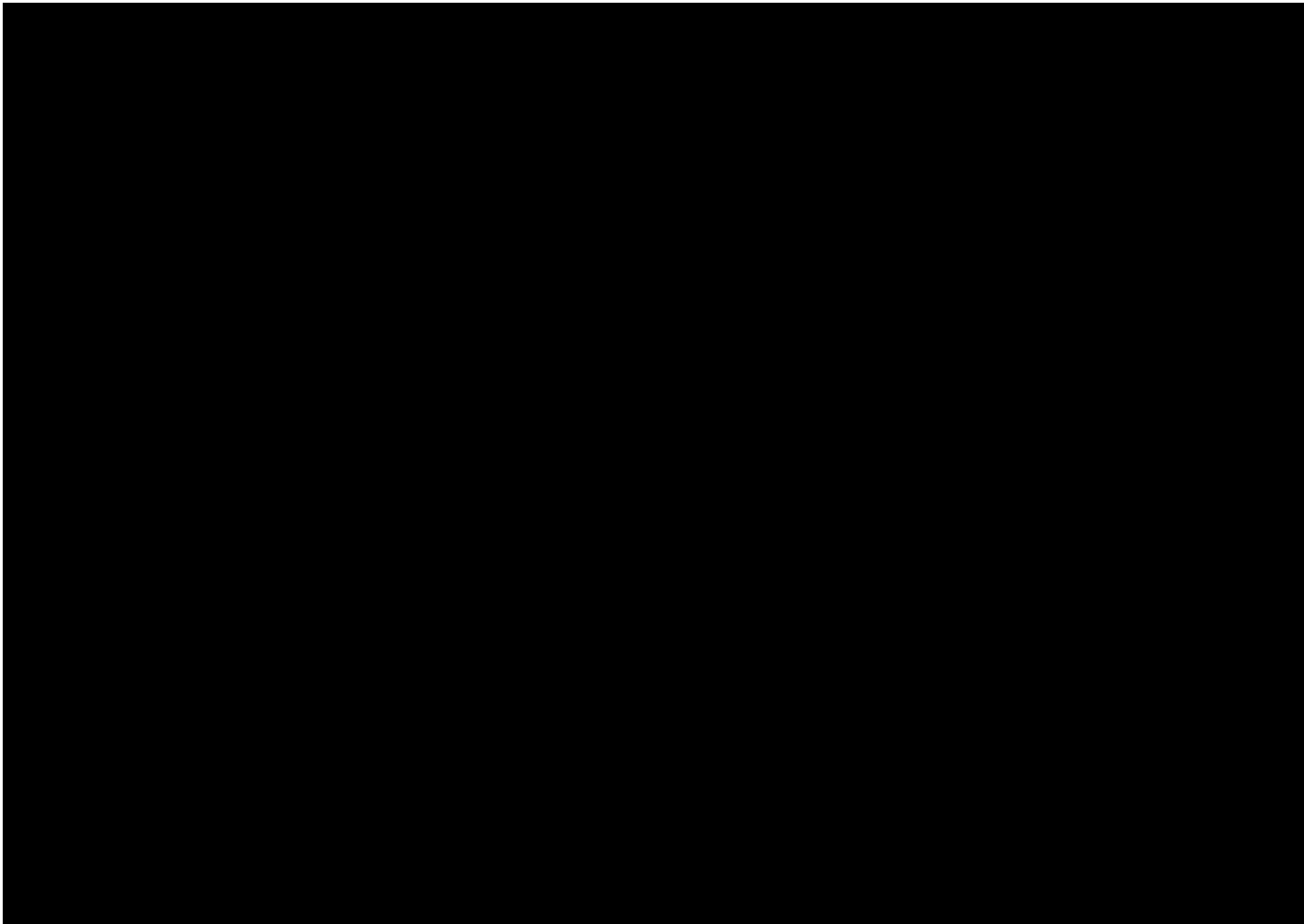
[REDACTED]

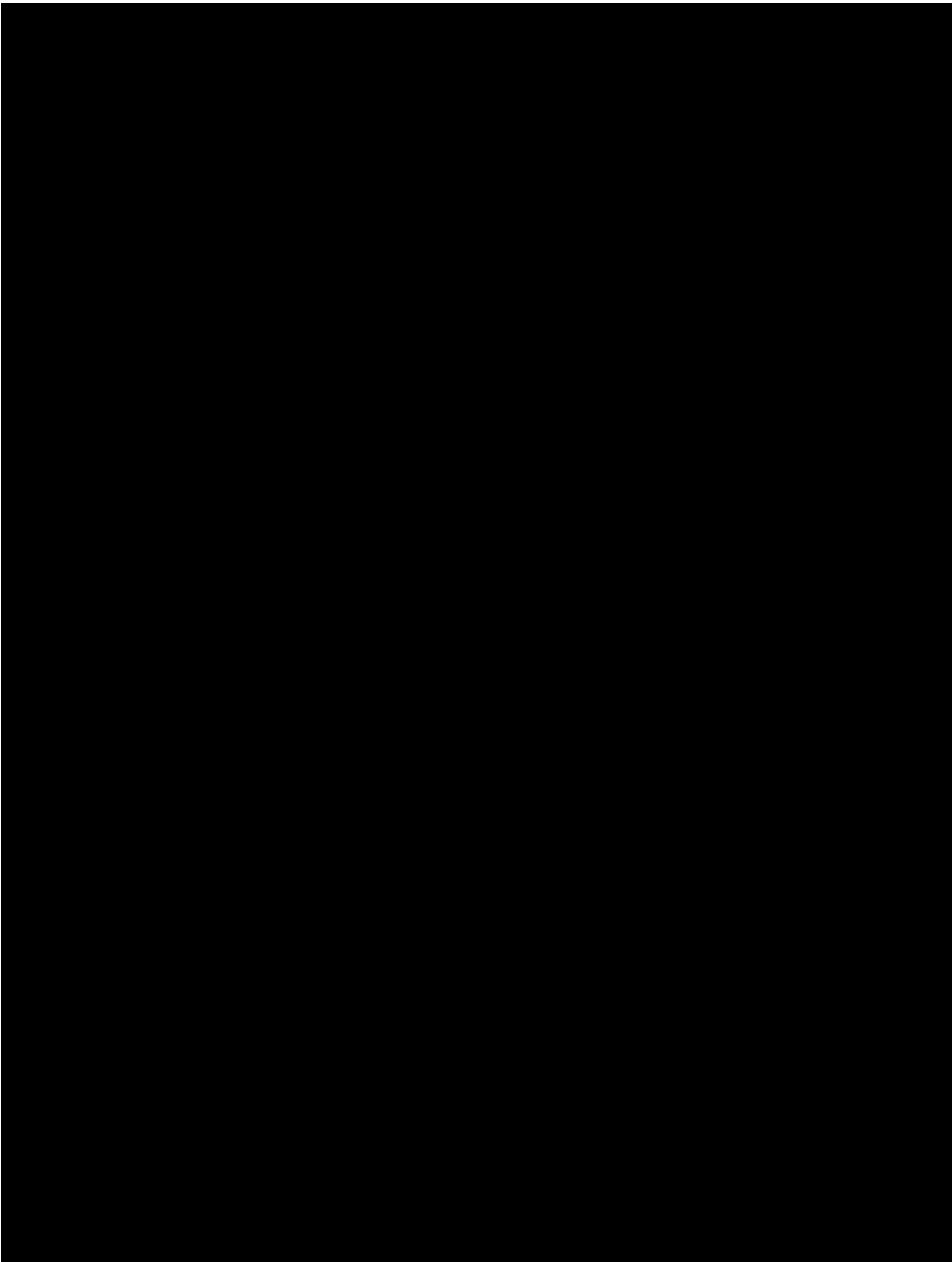
[REDACTED]

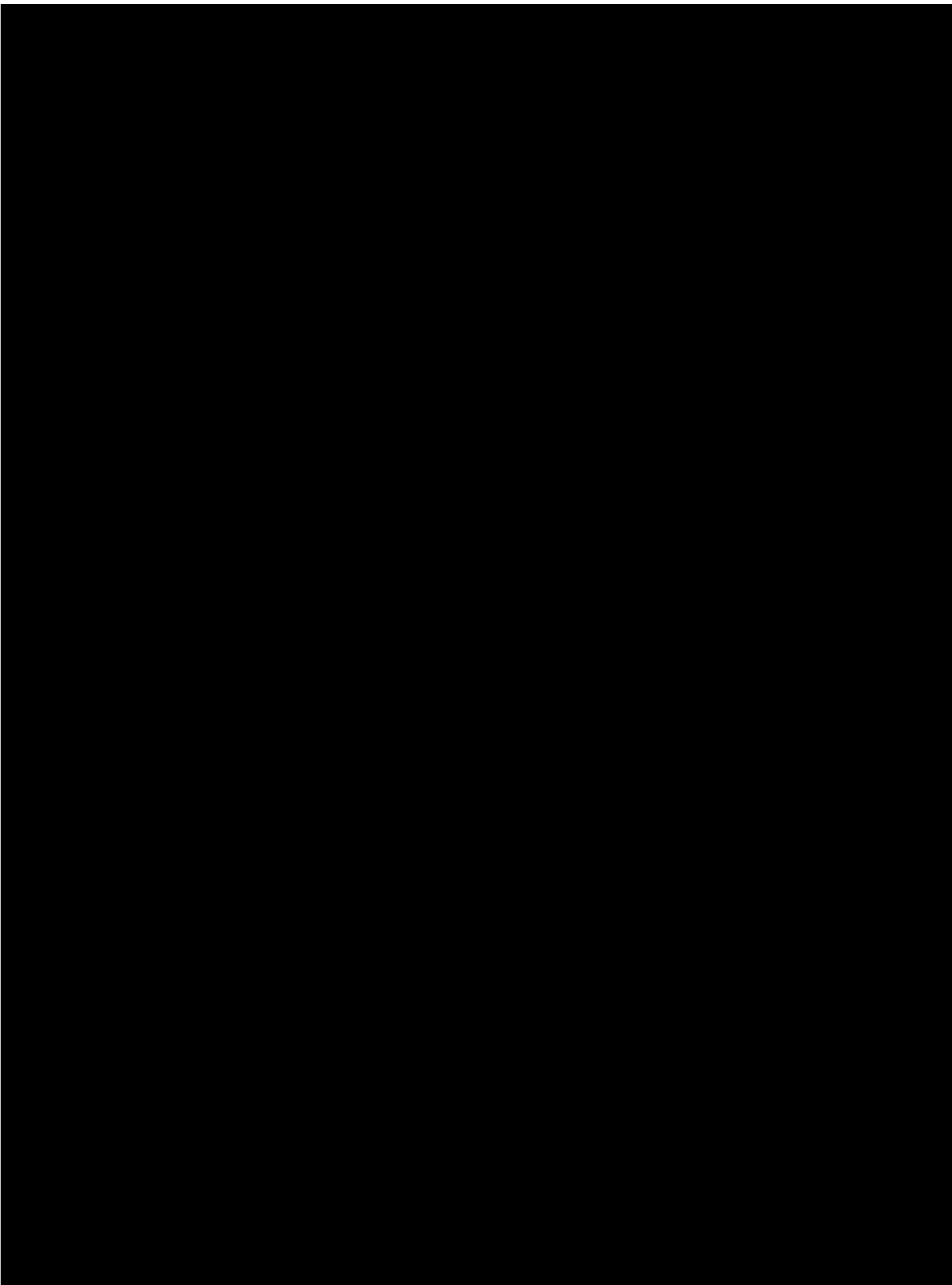
CV template

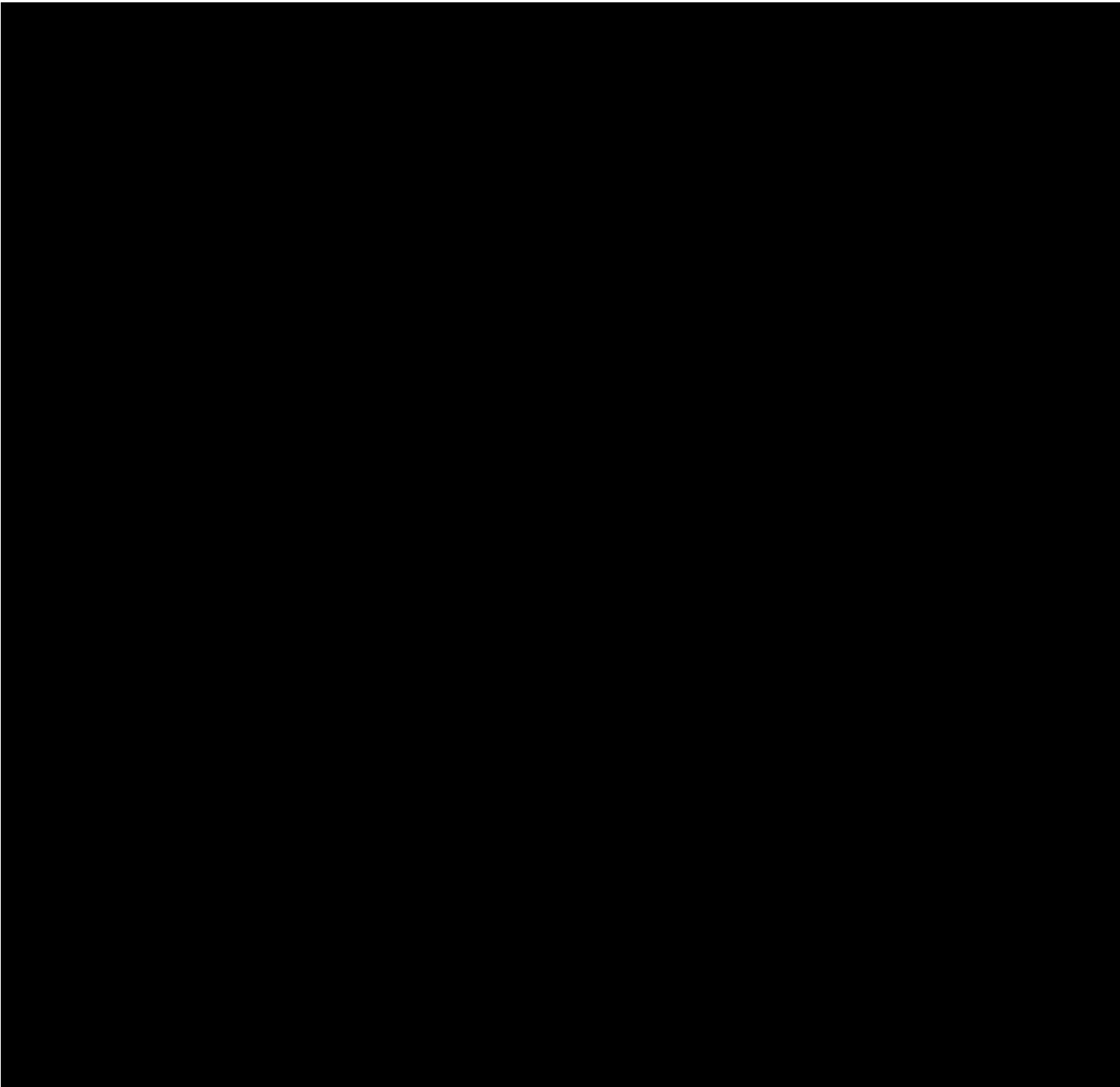


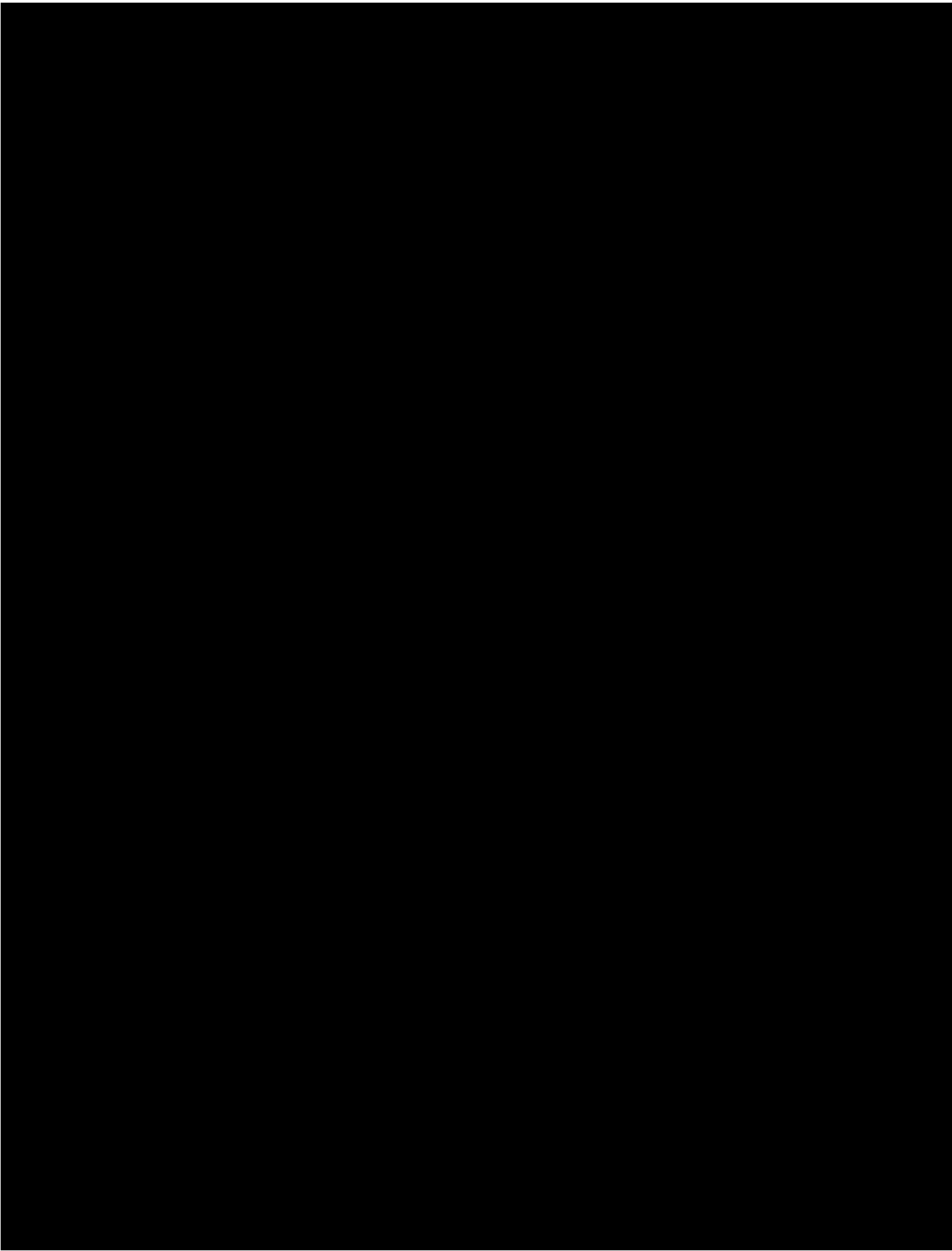


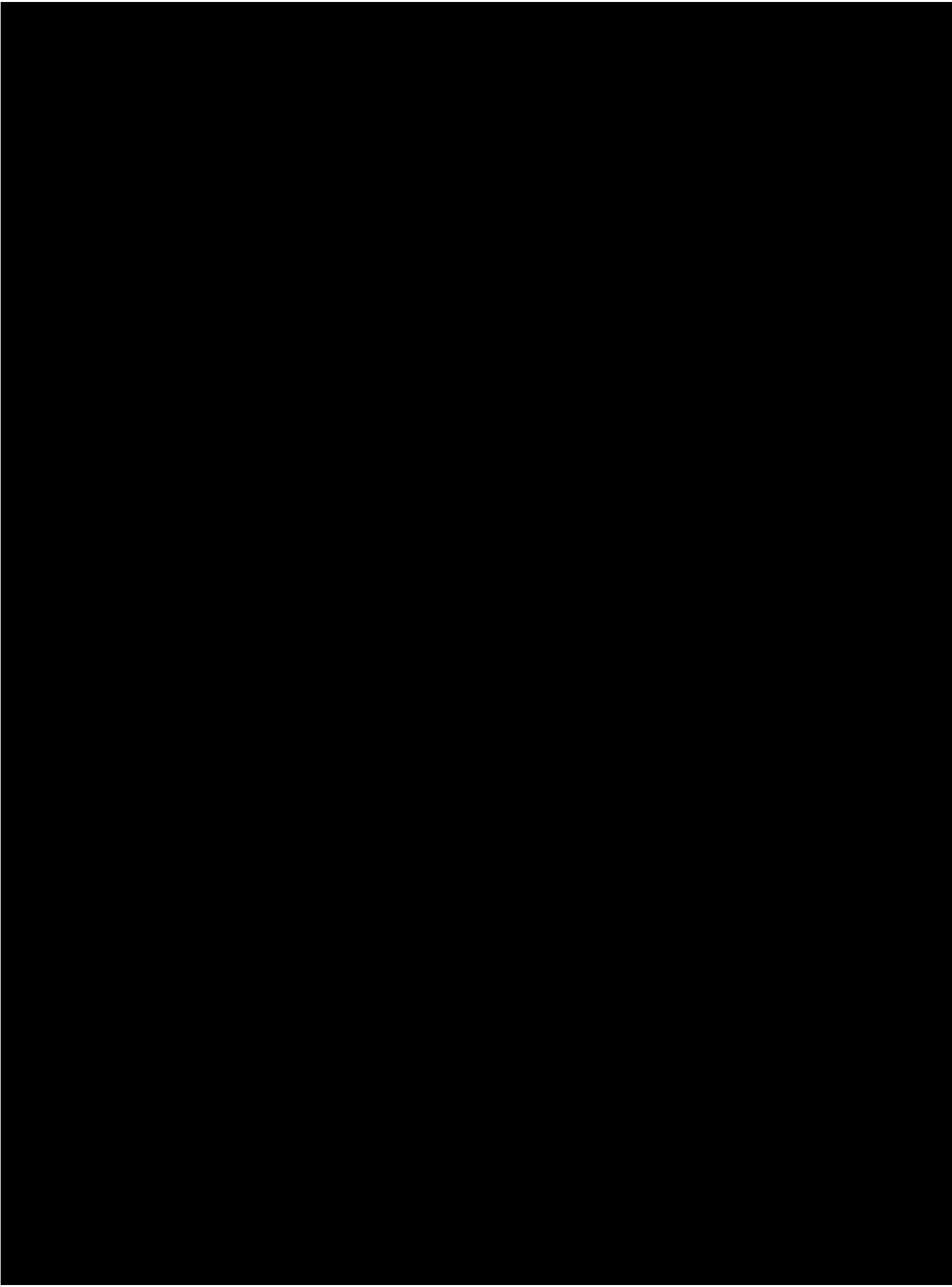




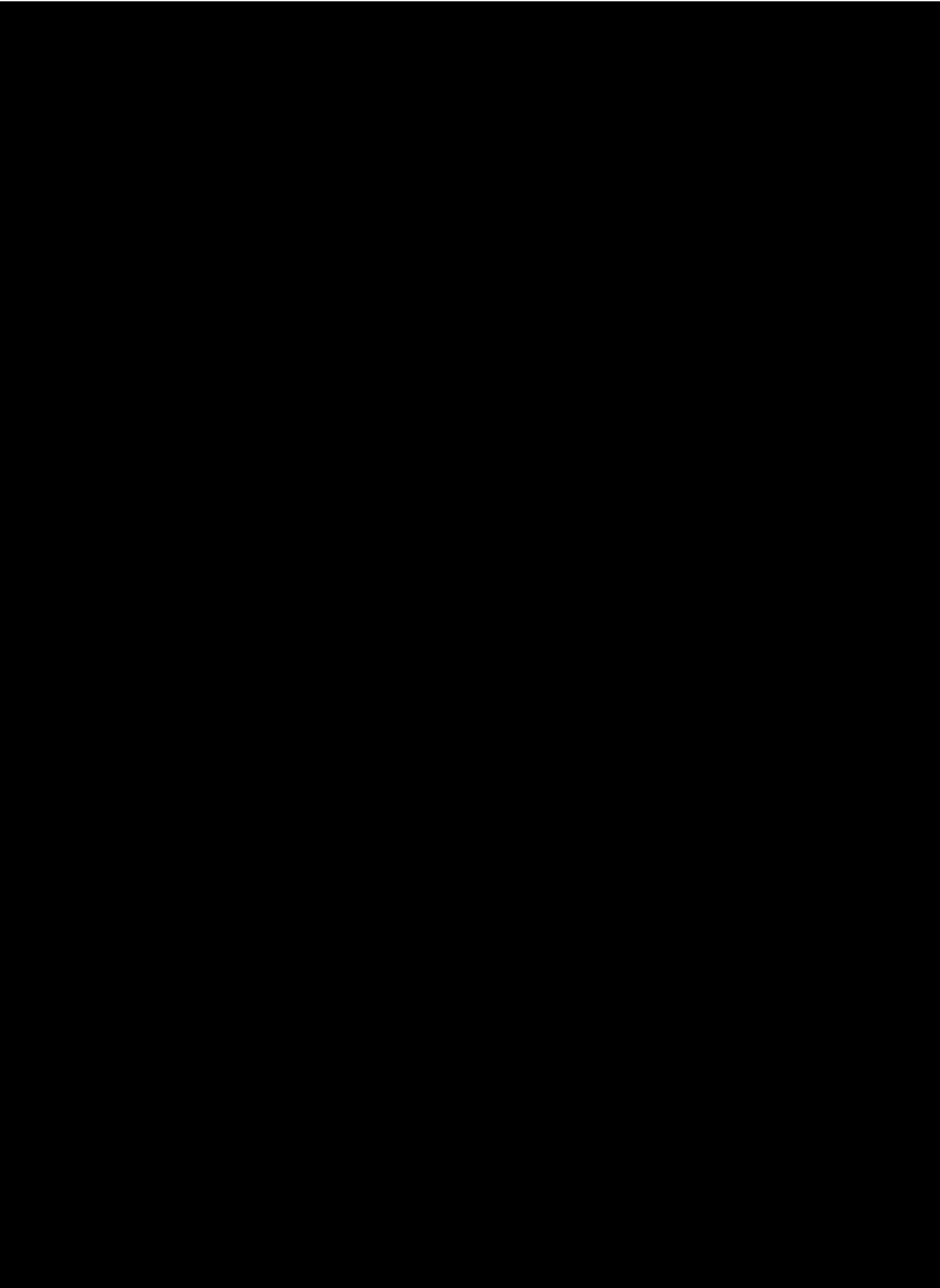


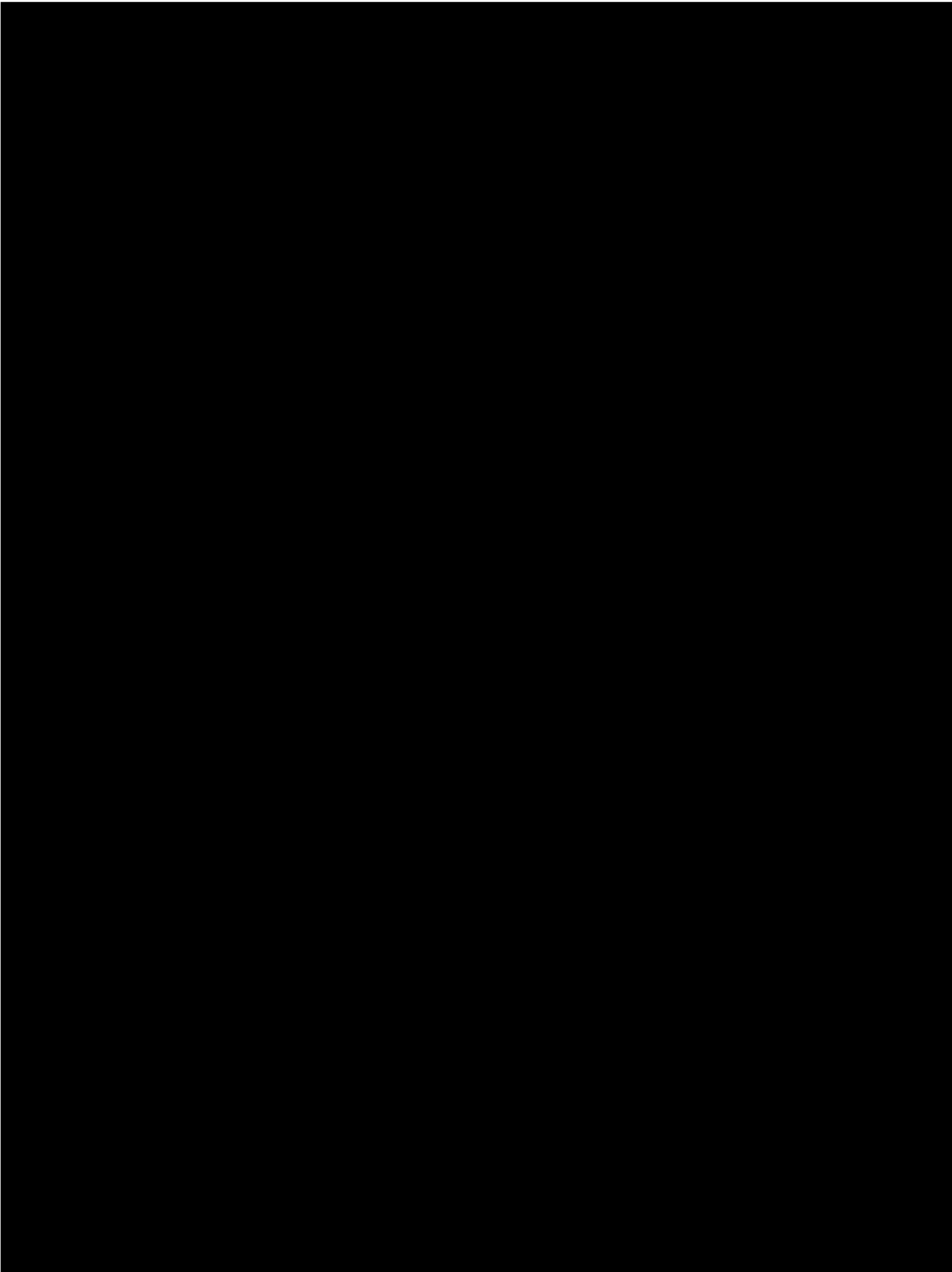


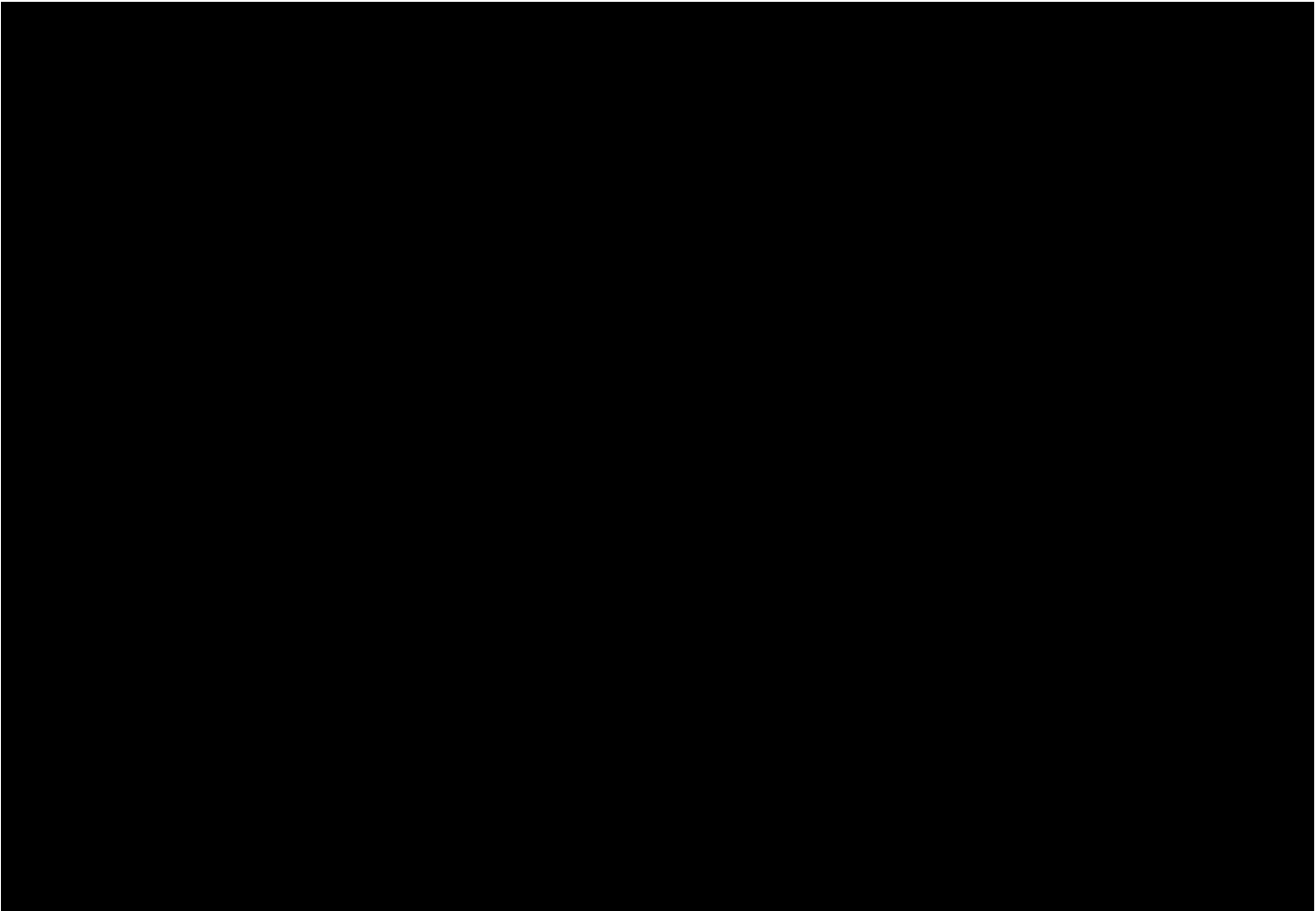


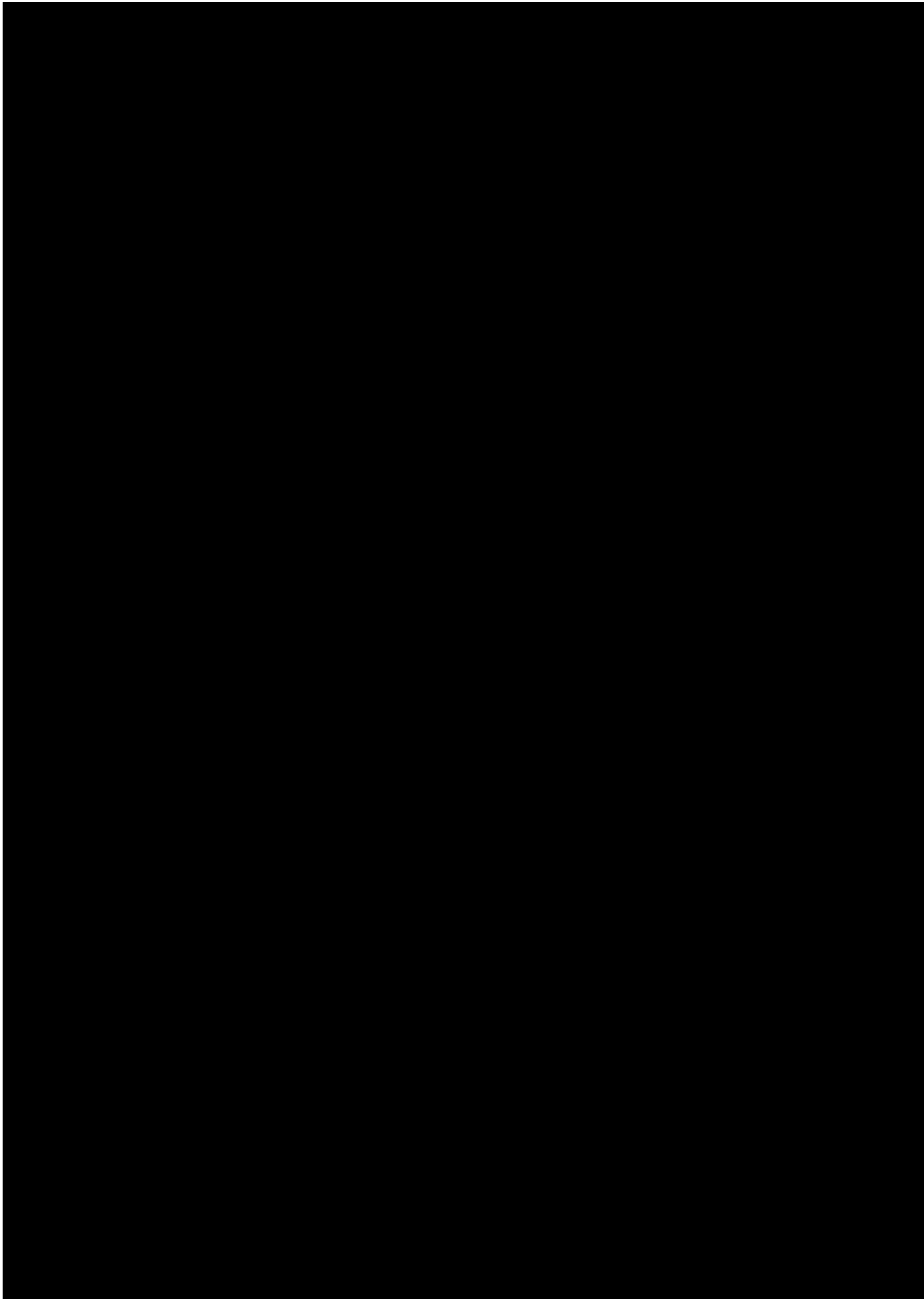


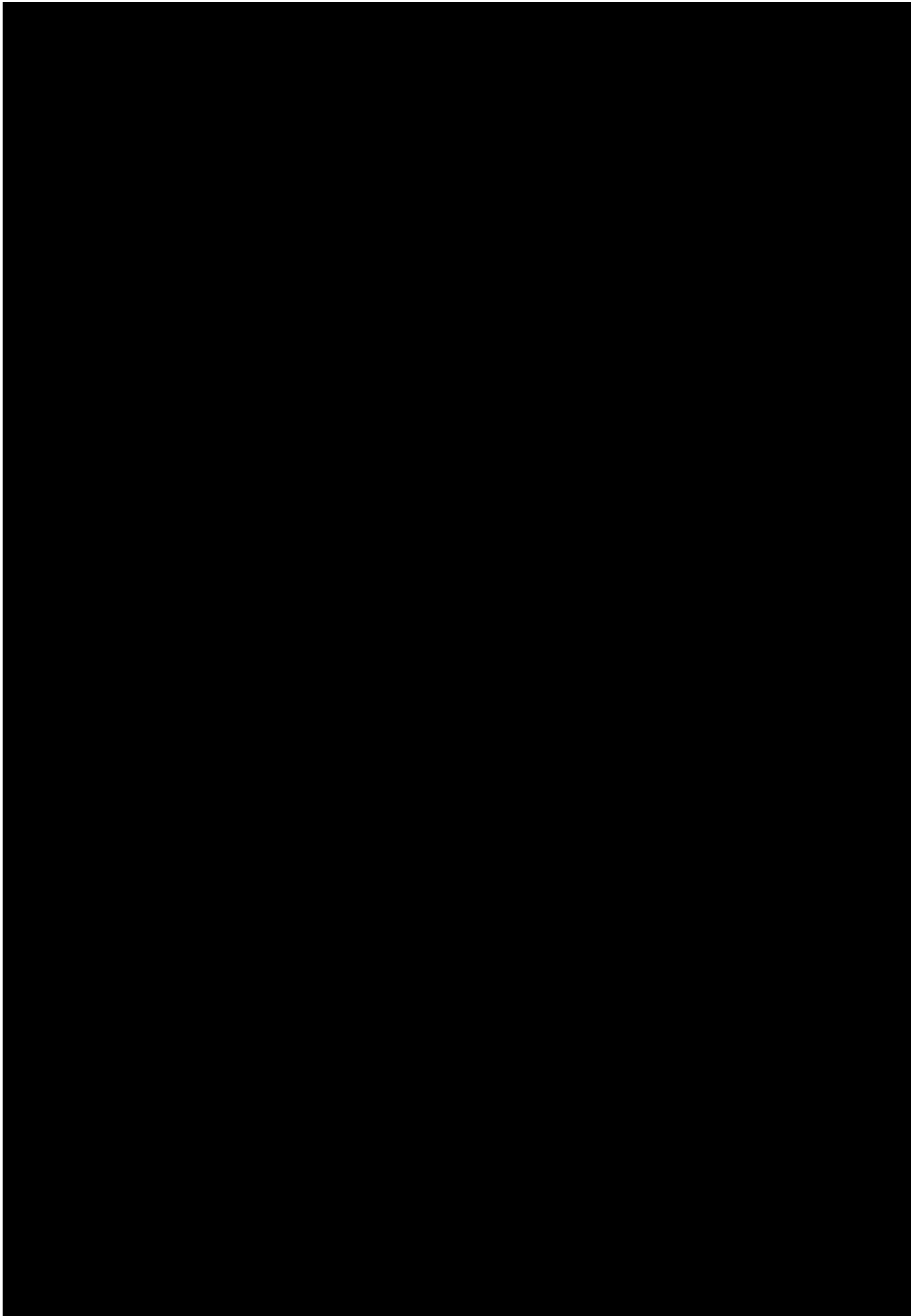


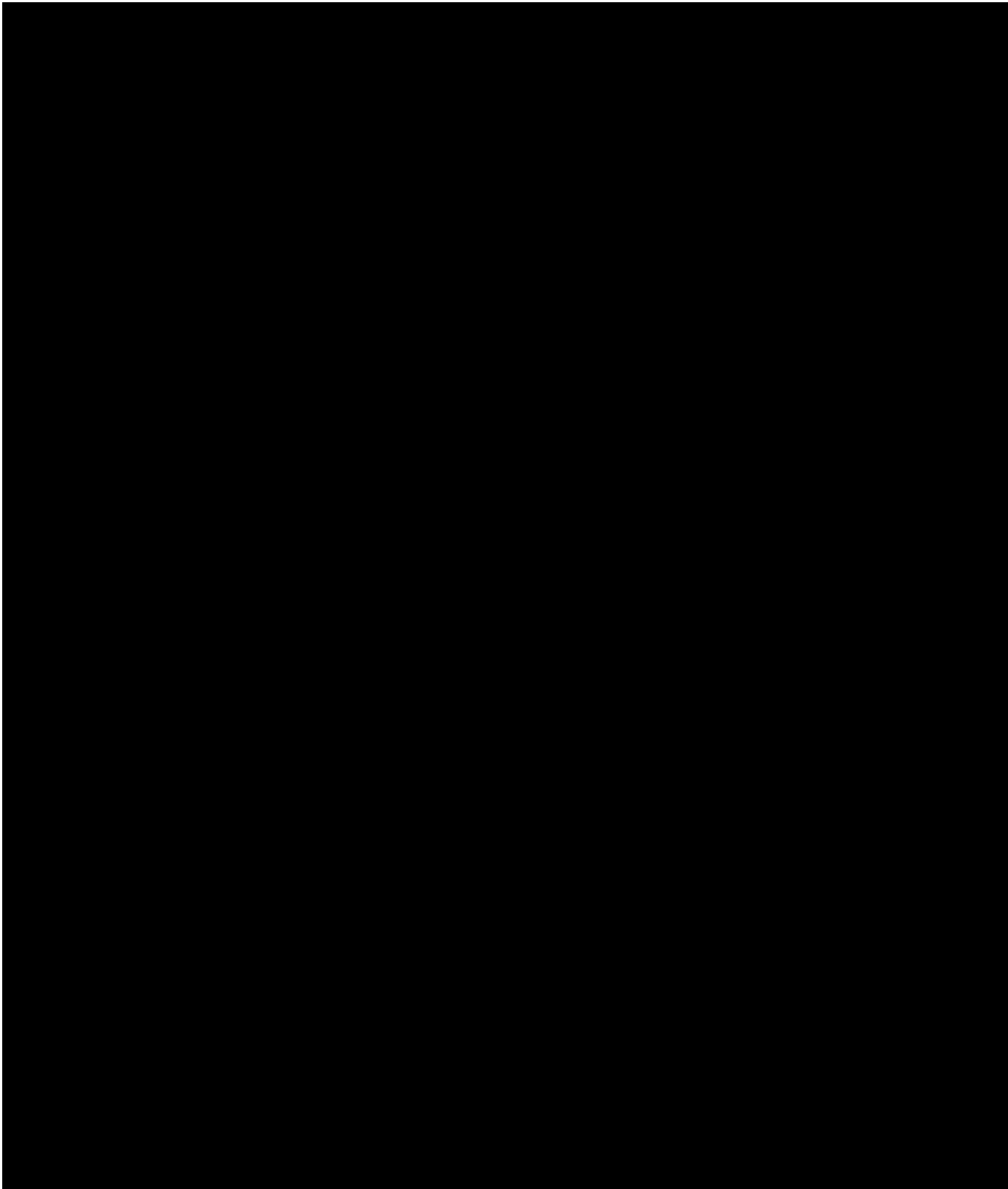


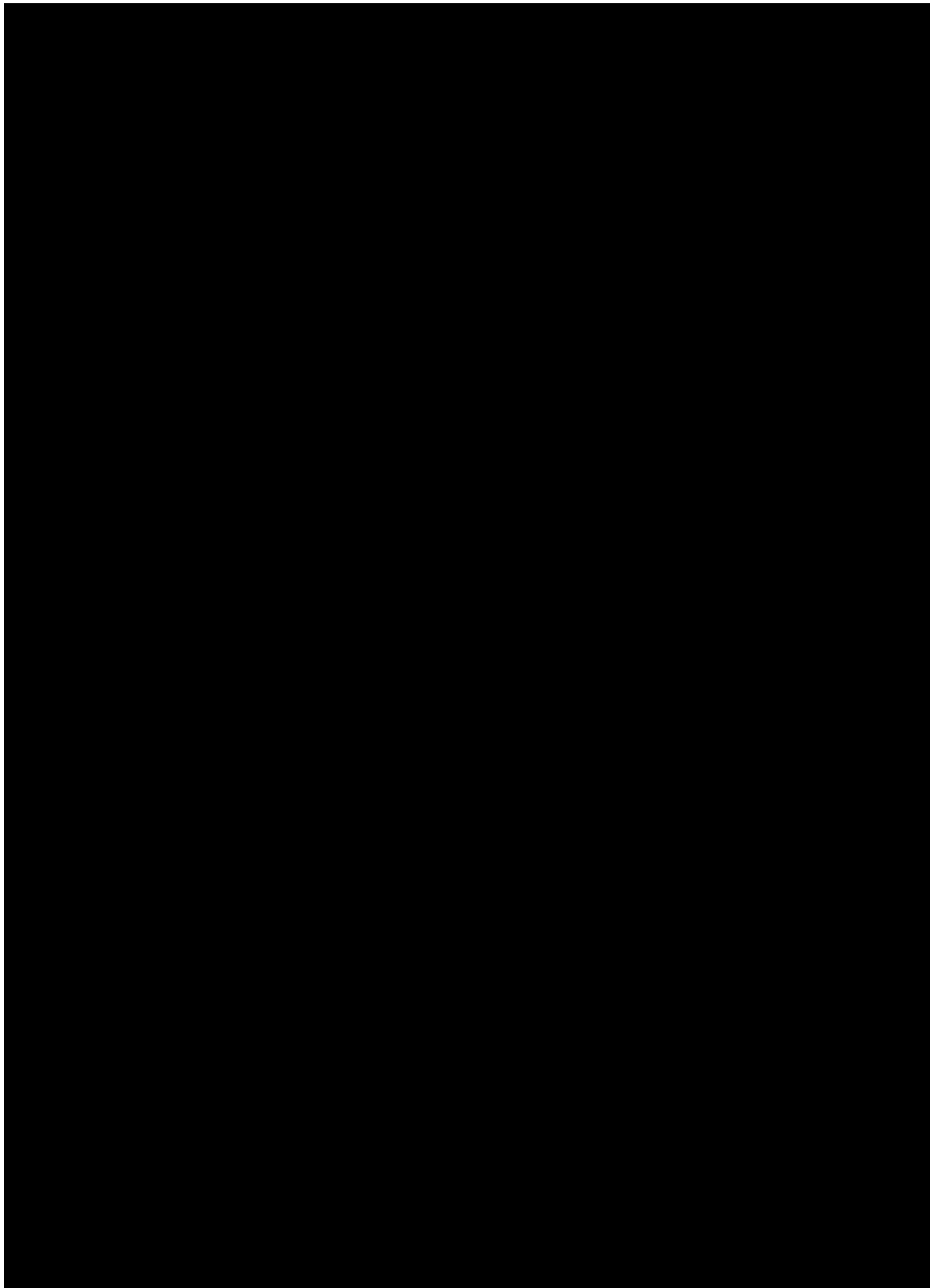


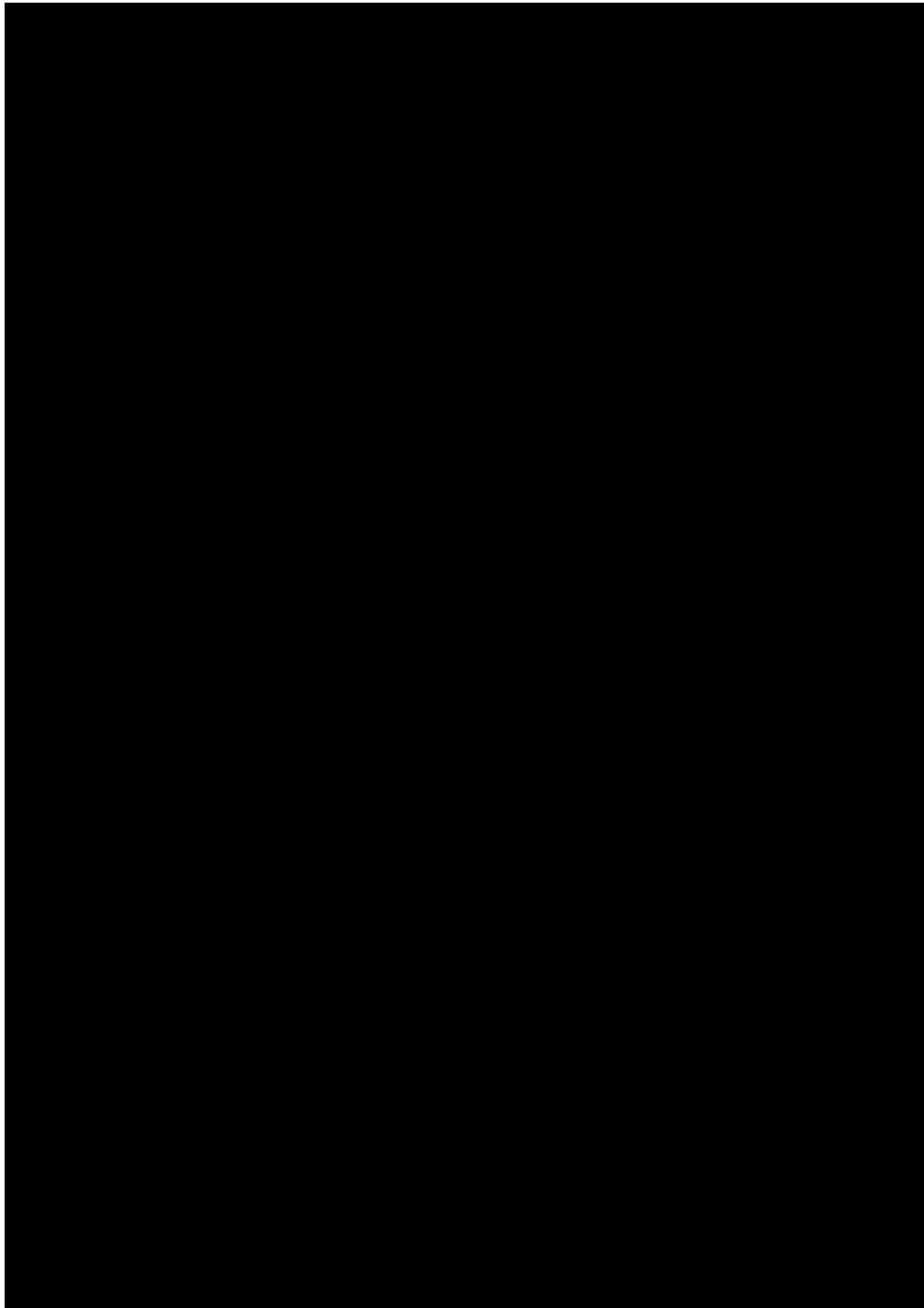


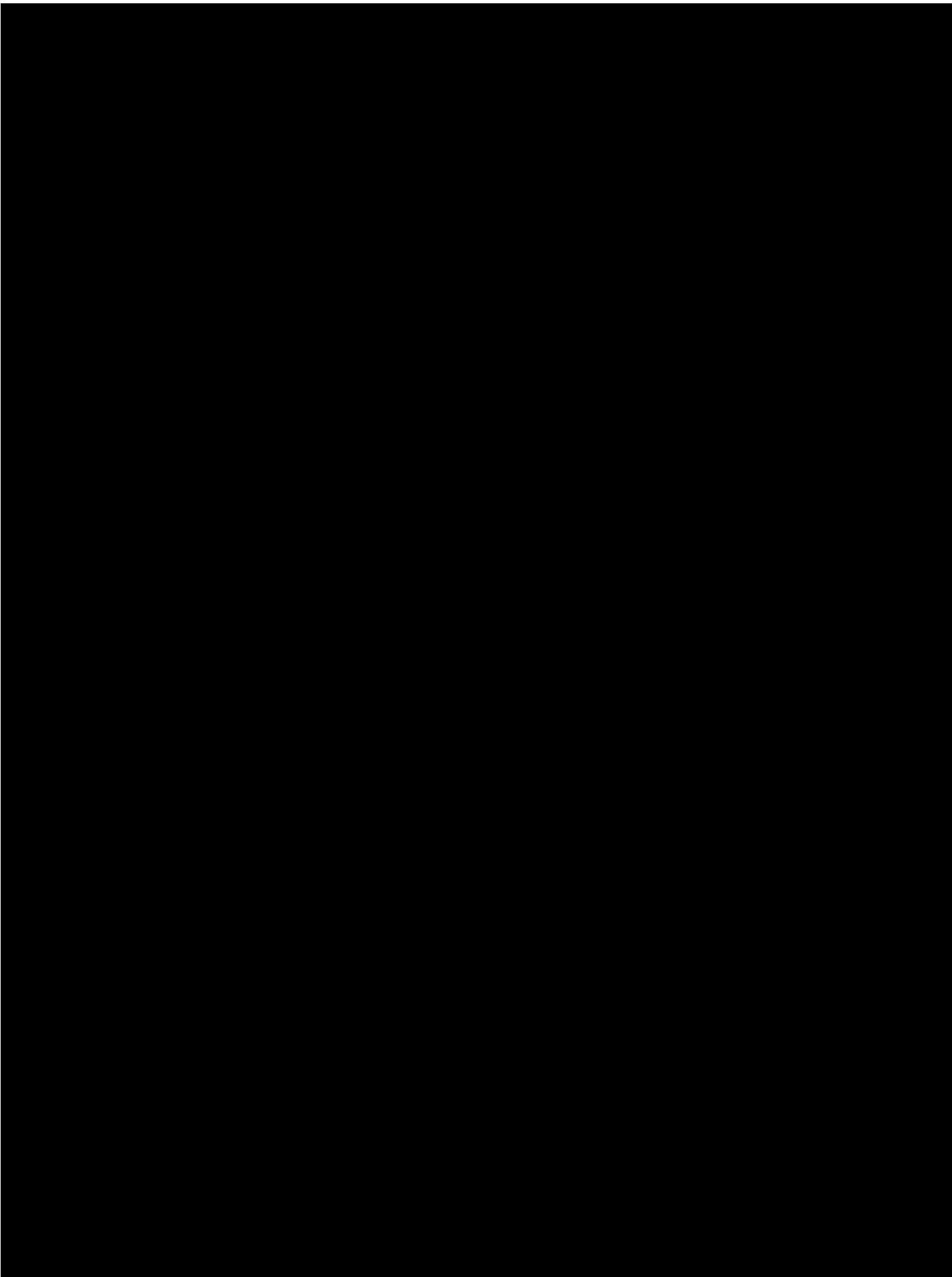


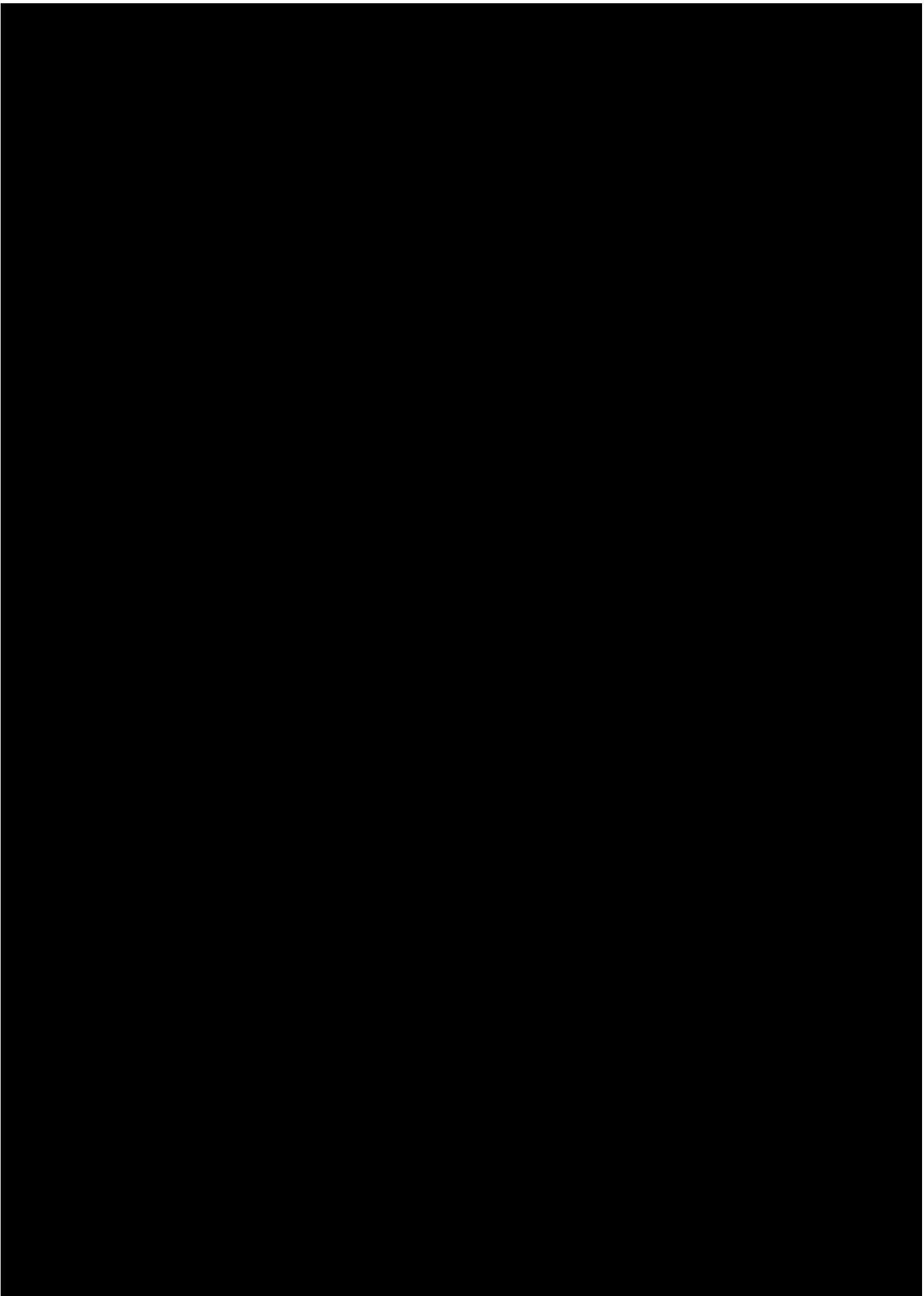




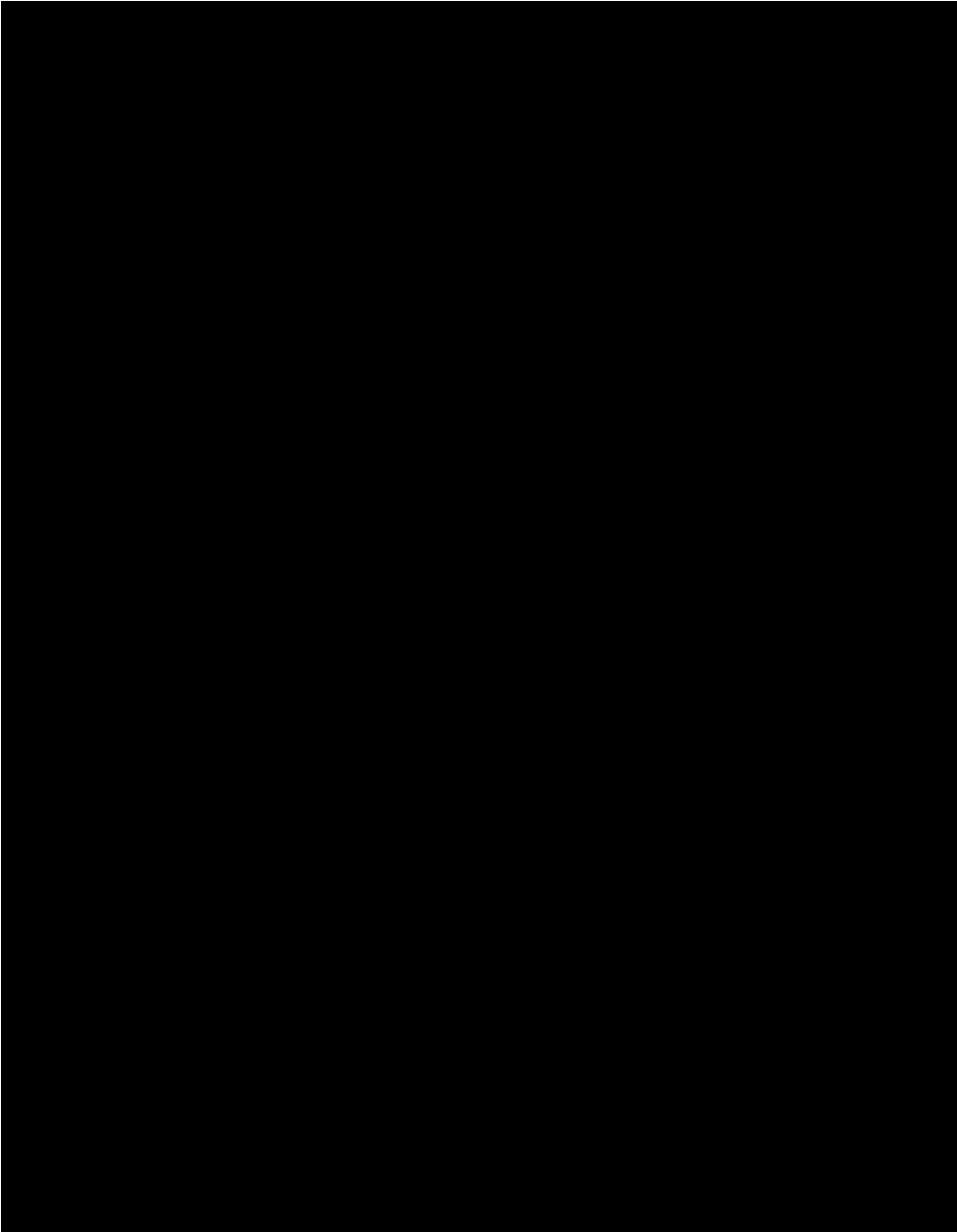












Self-assessment form for independent schools

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

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

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

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

<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
--	---	--	--

<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

© Crown copyright 2015

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

To view this licence:

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

email psi@nationalarchives.gsi.gov.uk

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

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00222-2015



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



Like us on Facebook:
facebook.com/educationgovuk