



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

QUEEN ELIZABETH STUDIO

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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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Section I of your application	Yes	No
12. Have you sent: <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 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? (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the 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

Rationale

Kirkby Lonsdale is positioned at the heart of an expansive rural network. The small, close knit communities for which it acts as a hub of culture, trade and services extend up to 15 miles in every direction. Its current secondary academy – Queen Elizabeth School – serves a catchment area of over 650 square miles. Education in this context is obligated to meet the needs of a diverse and dispersed rural populace; a populace without ready access to the range of pathways and alternatives for provision of education that might be available to young people in other settings.

Whatever their background, faith, gender or ability; provision of stretch and challenge for the young people of rural communities who have abilities in every aspect of the curriculum, whether that be academic, artistic, sporting or practical must be made. Whilst also supporting the learning of young people who are faced with overwhelming challenges, sometimes in terms of disabilities or learning difficulties, sometimes as a result of mental illness or unmet social and emotional or welfare needs. These students must have their needs met within manageable travel distances, at the heart of their transportation networks.

Young people who have vocational gifts and who – although they may also be academically gifted – excel when given access to a vocational or applied education must be catered for. Pupils characterised in this way routinely represent 25-30% of each year group in Kirkby Lonsdale’s current outstanding secondary school. The current School - Queen Elizabeth School - is equipped and funded to deliver a more standard academic curriculum, suited to approximately 70% of cohorts.

For students who aspire to a vocational education or wish to access apprenticeships or training programmes as an alternative to University there are few pathways. No provision is available at Key Stage 4 and provision at Key Stage 5 is made by mixed

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

quality FE colleges at the very periphery of the catchment; 30 miles distance from some students.

For the 30% of students for whom these less academic pathways are appropriate there is little access to formative experience of real world careers and routes to employment. Transition directly from an academic curriculum in Kirkby Lonsdale's outstanding secondary school to apprenticeship or further education in a specific sector is unsupported by appropriate education and personal development. These students – the lifeblood of our local communities, our local entrepreneurs, trades people and employees – are given a good grounding in key academic disciplines by current provision, but are not equipped with the necessary aptitudes to inform choices about their future or play an immediate economic role. These students, in effect, restart their education as school leavers.

Dialogue with local employers supports these statements. These small businesses operate in rural communities that do not have the same access to pools of staff or industry networks that might be available in larger urban areas. Discussion with local business owners of every type has exposed two key themes:

Recruitment, Training and Business Continuity - Small businesses choose our rural setting for our close knit communities and beautiful landscapes. However, many tell us they are limited by availability of appropriately qualified staff locally and often devote excessive budgets to staff development and training; a requirement when drawing from an under-skilled local pool. The perception that talented young people are drawn to leave the area as the retained population ages is ubiquitous. Smaller businesses in this setting struggle to grow or meet the immediate needs of specific contracts due to a lack of well-developed staff resource. Many businesses tell us that were it not for a personal commitment and willingness to stay in the area, they would move their businesses elsewhere.

Work Readiness - Employers describe a lack of appropriate life skills and workplace aptitudes in new school, college or university graduates. A formal educational experience does not appear to equip students with the necessary attributes to immediately succeed in the workplace. Employers confirm that key skills are in place, but context specific training or experience as well as general employability attributes and an understanding of the workplace are not.

This shortfall in appropriately skilled and work ready staffing mismatches growth in the local economy. The Cumbria Chamber of Commerce tell us the local economy blossoms. Particularly as Cumbria's 'Energy Coast' develops and hyper-fast broadband is rolled out by organisations such as B4RN. Engineering, Food and Creative industries are all growing locally, taking full advantage of the area's excellent

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

transportation links via the A65, M6 and M65 to Leeds, Manchester, Carlisle, Preston, Blackburn and Bradford. And the West Coast Mainline to London, Birmingham, Edinburgh and Glasgow.

Whilst other secondary institutions in the region are undersubscribed with falling rolls, demand for secondary places in Kirkby Lonsdale is high. Queen Elizabeth School's admission number is 210 at year 7. Each year it is oversubscribed with first choice applications. Applicants for 2015 entry numbered 409, of which 227 were first preference. Current applications for 2016 entry stand at 447, with 236 first choice preferences. This demand is generated by the school's results, reputation and commitment to a fully inclusive education. These aspects drive recruitment from the Lune Valley and Lancaster area in particular, where the attractiveness of limited selective academic provision results in the under resourcing of those secondary schools catering for the 30% of students for whom an applied education would be preferable, resulting in a number of underperforming schools.

In the current school, 70% of these cohorts stay on into Sixth Form. The 30% who leave do so because of a lack suitable provision. These students are forced to leave the outstanding institution of their preference and find alternative ways to continue their education; incurring either lower quality provision or high travel distances to access an equivalent.

Demand for 11 – 16 school places – and therefore suitable institutions in Kirkby Lonsdale to meet the needs of fully comprehensive cohorts - is expected to grow over the coming years. Both South Lakeland District Council and Lancaster City Council plan extensive housing development. In particular, the Lancaster Housing Strategy 2015 plans for 13,000 further dwellings by 2031.

In order to address the demand for more school places and a wide-ranging and work focused curriculum offer in Kirkby Lonsdale we propose a Studio School be opened.

QESudio - Queen Elizabeth Studio

It is our aspiration that every child living within Kirkby Lonsdale's extended network and catchment should be given access to a truly outstanding education.

This education should be provided at the heart of their rural community, in a familiar place that doesn't require excessive travel. It should meet the entire range of needs embodied by young people across the locality, but in particular the needs of those young people who will not leave the area to go to university. Young people who will instead go on to become the next generation of employees, small business owners

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

and parents – the very sustenance and lifeblood of our rural towns, villages and hamlets.

These pupils are not best served by the outstanding academic education provided by Kirkby Lonsdale's current secondary academy. In order to meet their potential to its fullest they must have access to an applied curriculum, tailored to local economic development, engaged with employers and designed to allow them to play an immediately successful part in the fabric of the communities they will call home.

In order to do this the QESTudio will provide an applied curriculum, utilising immersion learning and whole day curriculum models, serving a diet of programmes across three economic strands: Engineering, Food & Catering and Arts. An education that is inclusive of industry standard qualifications and supplemented by real world, practical experience. We will create school leavers ready and equipped with the correct sets of contextual skills to engage immediately with the local employment market. These programmes will be developed with professionals and tailored to the aptitudes and interests of individual students. A personalised offer for each student will be designed in partnership with employer coaches from our bank of Professional Partners. Learning may include traditional academic qualifications complementary to the strand, but could also include professional or technical awards as well as relevant, real world experience.

Furthermore, in direct response to the needs identified by employers and through use of an extended version of the CREATE framework, we will develop school leavers equipped with the aptitudes and confidence to succeed in the real world, whatever workplace or vocation they are destined for. We will grow communication, problem solving and metacognitive skills. Taking a holistic approach we will develop the whole person not just the academic. Through coaching, personalised programmes and exposure to employers, working environments and real responsibilities we will equip our students for life.

These aspects will be delivered through the underpinning concept of the Creative Professional. By this we mean that we will immerse students in the approach taken by the most successful modern businesses: The modern workplace is a hub of collaboration; the most successful businesses draw together a range of complementary expertise, skills and influences to drive their success. We believe that small business owners and employees should have the skills to work collaboratively in this way; aptitudes that students in our Studio School will be coached to attain. Our delivery, coaching and assessment of this approach will be given rigour and accreditation by our partnership with the Lancaster University Centre of Education, Training and Development (CETAD) – experts in assessing work based skills,

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

accrediting work related learning and training other practitioners in both of those aspects.

Our Student Creative Professionals will conduct their applied learning in vertical teams, spanning all four year groups – their CREATE Team. These teams will, with the support of coaches and employers, be self-determinate. Setting their own terms of reference and management structures, they will be supported through project based learning by our bank of employers (Professional Partners). Acting in these aptitude matched teams, students may play roles in management, organisation, marketing, administration, communication, leadership, design or technical as projects demand, and as they traverse year groups and develop through the CREATE framework at their own pace.

Queen Elizabeth Studio will not act simply as alternative provision for those pupils struggling to succeed in academic courses. Instead, it will knit closely with its sponsor, Queen Elizabeth School, thereby accessing the full core curriculum range and diet of GCSE and A-Levels; supplemented by transferable constructs for effective learning and a coherent school community: Values, Learner model, Care and Curriculum. Working closely with the Sponsor School, the Studio will access the same high-performing systems for tracking, monitoring and assessment, as well as core school policies. It will excel in achieving academic progress for all pupils, regardless of their individual challenges. It will utilise the academic success and rigour of its integral partner, through a MAT structure, thereby attracting students across the whole range of abilities for whom applied learning is a desirable model for education.

The Studio will access the full range of external validation, school to school support, peer review and educational improvement afforded by the sponsor school's status as a Teaching School and central role in both the South Lakes Federation and South Lakes Rural Partnership.

The QESTudio will be populated by extending the pupil admission number in the main school at year 7 - in line with high demand - diverting students to QESTudio programmes on a competitive application basis at KS4. The academic Sixth Form at Queen Elizabeth School enjoys a 70% retention to academic A-Level programmes from KS4 to KS5, with a further . The QESTudio will provide an applied learning opportunity for some of the remaining 30%, allowing them to continue with education at the heart of their community in the establishment of their preference.

Ethos

Students of QESTudio will experience an education underpinned by ten core values, which will act as a construct for interacting with each other and their learning in positive and constructive ways. Their core learning will be underpinned by robust and

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

assessable models that will provide them with clear parameters for progression through education. In this way, students will be equipped with a foundation from which a self-determinate and creative learning style can be fostered. Building upon these foundations in a safe, constructive and supportive environment will grow confidence in our young people, allowing them to experience the value of their roles and ideas within their Creative Team. Particularly when supported through engagement with our professional partners and whilst working on projects of a practical application.

Creative Teams will be multi-disciplinary and vertically composed. These attributes will promote the development of a sense of identity and strong awareness of individual characteristics and innate aptitudes. Coaching and Professional Mentoring will foster these talents. Students will work across key stages, learning from their peers and more experienced Create colleagues, thereby understanding their progression, experiencing real world social and business constructs and exploring real world interaction, mirroring practice in learning and research at many of the UK's top universities.

A strong sense of community will also be fostered. Many of our Professional Partners are representative of the myriad small to medium businesses typifying our local economy. Our rural businesses are not distinct from our rural communities. The work experience of QEstudio students will often act to support small businesses dealing with new contracts or projects, supporting the local economy directly at the same time as allowing students to practice their skills. Often work or project based learning will focus on community groups and projects – whether they be catering for the elderly, designing a public footpath solution to support a Town Council grant application, or producing a performance piece for a village fair - demonstrating to pupils the integral of nature work, creativity, engagement and social responsibility that is the lifeblood of our rural communities.

Outcomes

Outcomes will be measureable in three specific areas:

Core - Academic and key skills elements comprising the core timetable: Utilising the Progress 8 measure we will ensure all pupils attain outstanding progress, reaching upper quartile level.

Context - Each student will leave their programme of study equipped with at least one qualification relevant to their chosen industry strand, whether that be a technical award, an industry relevant certification or a compatible academic qualification. Examples might include an AQATech Level in Engineering or a certificate in use of AutoCAD software.

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

Employability - The applied CREATE Framework will be used as a tool to build the employability of students. Students may traverse the four levels of its matrix linearly over their four year programme, or may build strengths in areas defined by their individual strengths. All students will reach a minimum level across each strand, in order to demonstrate employability and as a measure of attainment of life skills. Assessment, monitoring and development of content across the matrix will be supported by Lancaster University Centre of Education Training and Development. It is our intention develop accredited awards, certificates and diplomas through this partnership.

MAT Support

QESudio will operate within a MAT, under an outstanding secondary sponsor, Queen Elizabeth School. Partnership with its sponsor on the same campus site will bring many operational benefits:

The existing Business Management Team have vast experience of multi-school working, having project managed academy conversions and building programmes in a number of schools across the locale, as well as providing ongoing financial administrative support and HR and Payroll services to a number of schools.

Educationally, the sponsor school is a Teaching School with vigorous engagement in system leadership both locally and regionally. It has proven capacity to engage in partner school improvement.

Efficiencies will be accessed as the QESudio grows. Core option timetabling will be streamed in partnership with the sponsor on the collocated site, allowing the QESudio access to exactly the level of staffing it requires.

Recruitment will be enhanced by the reputation of the sponsor school, which is unrivalled in the area.

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)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10		50	60	75	75	75	75	75
Year 11			50	60	75	75	75	75
Year 12		50	60	75	75	75	75	75
Year 13			50	60	75	75	75	75
Totals		100	220	270	300	300	300	300

Section D – education plan: part 2

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

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
			See Tables in D1 and D3

[Add more lines as appropriate]

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.

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

QESTudio school will have an ethos that is built on core values:

- Respecting the past and its traditions
- Working hard and doing your best
- Being decent to others
- Being polite, friendly and courteous
- Looking out for others

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

- Getting involved
- Respecting the environment
- Thinking of others less fortunate
- Remembering that life is about more than money and material things
- Encouraging global citizenship

In addition to this, learning is based on a model for successful learning which together with the values, underpins every lesson, every interaction, every activity.

Aspects of Successful Learning at QEstudio:

To develop **good study habits** I need to:

- Listen carefully
- Concentrate properly
- Get on with my work straight away in lessons
- Get better at something by practising
- Prepare for tests and exams by revising properly
- Be organised and plan ahead
- Present my work as well as I can

To take **responsibility** for my own learning and develop my **resilience and independence** I need to:

- Use advice from my teacher to get better
- Learn about some things all on my own
- Have a go at something even if I'm not sure I'm getting it right

To be able to manage the **social aspects of learning** I need to:

- Learn about some things by working with other people
- Make sure other people can learn
- Help other people to learn

To develop my **creativity** and **curiosity** I need to:

- Come up with my own ideas
- Accept different ideas about things
- Work at problems and come up with ideas about solving them
- Ask questions about something in order to learn more
- Get really interested in a topic or subject and find out more about

To be able to understand how I learn and be able to discuss that properly (**learning awareness**) I need to:

- Explain how I learn in different subjects
- Decide I'm going to get better at doing something and really try to improve
- Learn how to do something in one subject and then use what I've learned in another

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

QESTudio will put the student at the heart of the approach:

It will use a holistic model of education with equal priority given to welfare and learning, in partnership with parents and the wider community.

There is an emphasis on quality and rigour:

QESTudio is committed to outstanding provision in all areas from robust tracking and monitoring ; pastoral care and safeguarding ; coaching and mentoring ; staff development and performance management and impartial careers advice and guidance

The studio school will have a very distinctive ethos:

Whilst QESTudio will benefit from the very strong reputation of its sponsor academy, the studio school will have an innovative and distinctive approach and ethos that will set it apart.

The vision is around **Creative Professionals**. It is this central idea that unites the three specialist strands of the QESTudio, namely Engineering, Arts and Food. These three strands are of course of interest to the local community of parents, pupils and employers but they are also all specialisms that allow for the development of Creative Professionals.

QESTudio will offer a distinctive and coherent curriculum designed to produce the Creative Professionals we know our local employers need:

The Core Curriculum

- Employers will have significant input into course design of English, Maths and Science, including providing source materials, exemplar and real activities relevant to the subject and the work place and giving feedback on work relevant tasks. e.g. studying the different linguistic registers of e-mails to customers, specialists and colleagues based on an understanding of audience and purpose; learning how to speak in formal situations like meetings and presentations, using Standard English; calculating prices using percentages; using variables to produce valid quantitative data in science.
- Employers will explain to students the English, Maths and Science knowledge that they need in the work place and why, setting some of the tasks based on real world activity and linked to PBL. They will be able to do this in visits, via conference calling and skype and via pre-recorded podcasts, created by the Creative teams during PBL.
- Learning coaches contributing to the delivery of the core curriculum in the Studio School will make explicit the links between learning in the core and learning in the specialisms, PBL and the work place.

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

- The core curriculum will contribute to the assessment of the CREATE module using the CREATE “Matrix” e.g. designing an experiment in science shows competence in the Thinking strand of the framework.
- Activities designed to develop learning in the core curriculum will afford maximum opportunity to work on the skills in the CREATE framework and will enable practical outcomes for the range of contexts described in the Applied strand.

The industry specialisms

Specialist Qualifications available within field.	Key Stage	Specialist employer priorities met by qualification	General employer priorities met by qualification	Progression routes
Pearson BTEC Level 1/2 First Award in Engineering Design and Product Investigation 120 GLH	4	Applications to engineering industry including appropriate level of mathematical knowledge, materials science, and the application of engineering principles.	The ability to operate effectively in the modern workplace: team work, problem solving, communication, application of key skills, creativity, flexibility, resilience, independent learning and functioning.	<ul style="list-style-type: none"> • Level 2/3 engineering qualifications post 16 at Studio School, • Level 2/3 curriculum at FE college • Sixth form curriculum based around A levels • Apprenticeship
Pearson BTEC Level 1/2 First Award in Art and Design 120 GLH Pearson BTEC Level 1/2 First	4	Applications to a very broad range of Creative Industry from visual to performing arts.	The ability to operate effectively in the modern workplace: team work, problem solving, communication, application of key	<ul style="list-style-type: none"> • Level 2/3 arts courses post 16 at Studio school • Level 2/3 curriculum at FE college • Sixth form curriculum based around A levels • Apprenticeship

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Award in Performing Arts 120 GLH		<p>A particular approach that looks at the use of technology and design in the creative industries in line with the very specialist local businesses offering services to major companies and to the media.</p> <p>Knowledge and understanding of the arts and the creative subjects and their applicability to a wide range of employment contexts.</p> <p>An understanding of enterprise in the creative industries.</p>	<p>skills, creativity, flexibility, resilience, independent learning and functioning.</p> <p>The importance of practice in developing high order performance or production skills in a student's chosen field.</p>	
WJEC Level 1/2 Award in Hospitality and Catering 120 GLH	4	High end food preparation and service skills as required by the	The ability to operate effectively in the modern workplace: team work, problem solving,	<ul style="list-style-type: none"> • Level 2/3 Food and Hospitality courses at Studio School • Level 2/3 curriculum at FE college

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		<p>local hospitality industry.</p> <p>An understanding of creativity and innovation in food production.</p> <p>An understanding of enterprise in the food and hospitality areas.</p> <p>Opportunities to receive training from successful practitioners in and out of the workplace.</p>	<p>communication, application of key skills, creativity, flexibility, resilience, independent learning and functioning.</p> <p>The importance of practice in developing skills of food preparation.</p> <p>The importance of being able to learn in the work place from other practitioners.</p>	<ul style="list-style-type: none"> • Sixth form curriculum based around A levels • Apprenticeship
Pearson BTEC Level 2 First Extended Certificate in Engineering 360 GLH	5	Applications to engineering industry including appropriate level of mathematical knowledge, materials science, and the application of engineering principles.	The ability to operate effectively in the modern workplace: team work, problem solving, communication, application of key skills, creativity, flexibility, resilience, independent learning and functioning.	<ul style="list-style-type: none"> • Level 3 courses at FE college • Apprenticeship • Employment • Self - employment
Pearson BTEC Level	5	High end food preparation	The ability to operate	<ul style="list-style-type: none"> • Level 3 courses at FE college

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<p>2 First Extended Certificate in Hospitality 360 GLH</p>		<p>and service skills as required by the local hospitality industry.</p> <p>An understanding of creativity and innovation in food production.</p> <p>An understanding of enterprise in the food and hospitality areas.</p> <p>Opportunities to receive training from successful practitioners in and out of the workplace.</p>	<p>effectively in the modern workplace: team work, problem solving, communication, application of key skills, creativity, flexibility, resilience, independent learning and functioning.</p> <p>The importance of practice in developing skills of food preparation.</p> <p>The importance of being able to learn in the work place from other practitioners.</p>	<ul style="list-style-type: none"> • Apprenticeships • Employment • Self-employment
<p>Pearson BTEC Level 3 National Extended Certificate in Engineering 360 GLH</p>	<p>5</p>	<p>Applications to engineering industry including appropriate advanced level of mathematical knowledge, materials science, and the application of engineering principles.</p>	<p>The ability to operate effectively in the modern workplace: team work, problem solving, communication, application of key skills, creativity, flexibility, resilience, independent</p>	<ul style="list-style-type: none"> • Higher education including foundation degrees, HNC/HND and B.Eng/ BSc courses • Advance apprenticeships offering HE routes to CEng. Status. • Employment • Self employment

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			learning and functioning.	
<p>Pearson BTEC Level 3 National Extended Certificate in Art & Design 360 GLH</p> <p>Pearson BTEC Level 3 National Extended Certificate in Performing Arts 360 GLH</p>	5	<p>Applications to a very broad range of Creative Industry from visual to performing arts.</p> <p>A particular approach that looks at the use of technology and design in the creative industries in line with the very specialist local businesses offering services to major companies and to the media.</p> <p>Knowledge and understanding of the arts and the creative subjects and their applicability to a wide range of</p>	<p>The ability to operate effectively in the modern workplace: team work, problem solving, communication, application of key skills, creativity, flexibility, resilience, independent learning and functioning.</p> <p>The importance of practice in developing high order performance or production skills in a student's chosen field to professional standards.</p>	<ul style="list-style-type: none"> • Higher education including foundation degrees, BA course, • Art foundation courses as a route to HE • Specialist performing arts provision • Employment • Self employment

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		employment contexts. An understanding of enterprise in the creative industries.		
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Project Based Learning based on the CREATE framework

- All students, whatever their age or specialism, will follow a core programme of study based on the CREATE framework and including Project Based Learning, Personal Development, Work Experience and Work-related Learning. We are developing accreditation routes for this core CREATE module with the support of CETAD at Lancaster University.
- Each student will be part of a Create Team. These are vertically structured groups comprising students from all three disciplines. Teams have the benefit of a trained Learning Coach who will facilitate and guide project based learning, provide individual coaching and mentoring and lead the teams' access to a personal development programme, including PSHE and ICAG. The students will meet with their Learning Coaches for twenty minutes every morning for presentations, operational project meetings, coaching sessions, and personal development sessions. Students will have a Create Team conference with their Learning Coach once a week and then have extended curriculum time to work together on project based learning (PBL).
- Create Teams will be self-determining. They will decide how to allocate roles and responsibilities, clarify expectations of team members and consider responses to problems collaboratively and professionally with the guidance of the Learning Coach.
- Project based learning will afford four different types of experience for the Creative Teams: learning a new skill and showing progress through a log, diary or blog (Video, audio or photo diary); an enterprise activity with the support of local business mentors; a community / business project brief or commission; a performance/ event brief based on STEM. The PBL opportunities will be designed to give students opportunities to develop and articulate their skills and aptitudes based on the CREATE framework. Wherever possible, work done for the PBL challenges will contribute to accreditation in the specialisms, the accredited CREATE module or core curriculum but outcomes for students will also be detailed in portfolios and CVs , will contribute to references and applications and will also be a core of

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our awards scheme. A significant number of the studio school's end of year awards will be presented by employers.

- Studio school students at KS4 will follow a core curriculum of English, Maths and Science that will be delivered by subject specialists who will specialise in teaching in the Studio School context. This core will be designed with employer involvement and will also reference the specialisms and the CREATE module.
- At KS4 students will be able to choose additional GCSE or BTEC options on top of their core curriculum and specialisms from the range of options available in the sponsor academy and will benefit from collaborative arrangement to allow breadth of choice for this element of their curriculum.
- The specialisms will be delivered on the whole day "immersion" method pioneered by the sponsor academy to allow for a deep learning experience as well as enabling a broad range of learning opportunities, for example: off site visits; workshops with guest presenters and practical project work within the specialisms.
- At post-16, studio school students will be able to combine level 2 and level 3 courses, receive high quality provision for Technical or Applied qualifications in their specialism and use the collaborative provision to access a very wide range of additional level 3 courses. There will be resit opportunities for English and Maths GCSE delivered by studio school core specialists and of course the continuation of the CREATE core module which will offer extended work experience opportunities, including work placements abroad and internships.
- The studio school day will extend to 5pm for enrichment, PBL, coaching, work experience or study support. This will be dependent on local transport arrangements.

Employer engagement and work experience

The QESTudio experience will also differ from the sponsor academy provision in that it will have significant employer engagement. Key strategic partner employers will support the specialisms of Engineering, Arts and Food, but we also have small and medium sized businesses, self-employed specialists, community groups, charities and universities to name but a few of the professionals willing to support the studio school by offering work experience or volunteering opportunities, delivering masterclasses or seminars, creating project briefs, supporting enterprise projects, coaching and mentoring. We refer to all those people able to support work-related learning as **Professional Partners**.

Work experience will be carefully planned to meet the needs of studio school students, based on the framework below:

A personalised approach to work experience:

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Principles

- Professional learning: work experience can afford the opportunity to develop skills essential for the work place (e.g. risk-taking, team working, communication, problem-solving, setting and achieving personal goals, taking responsibility for your own development)
- Learning about work: that work has a profound impact on your quality of life; that different organisations have different value systems and priorities; the aptitudes and further training needed for career progression; the reality of working in specific fields
- Aspirations: work based learning can motivate and inspire young people to achieve, to broaden horizons and to think differently

Aims

- Learning about the skills needed for work : basic skills* and advanced skills**
- Building confidence and inspiring personal growth
- Trying out/ sampling careers
- Making links with learning in the classroom
- Finding opportunities for learning in the work place
- Building up CV material
- Professional learning (acquiring skills for learning at work)

*Basic skills:	**Advanced skills:
Punctuality and attendance	Communication with wide range of colleagues and clients
Personal presentation	Team working
Politeness	Problem solving
Listening and concentration	Creativity
Reliability and trustworthiness	Risk taking
Communication with adults	Ability to acquire advanced work related skills (e.g. software, systems, high order tasks)
Ability to learn skills needed	Self-directed work

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Learner	Needs	Possible work experience solutions
Level 1/ 2 learner at risk of disaffection or disengagement	<ul style="list-style-type: none"> • Basic skills for work • Confidence • Making links with the classroom • Learning in the workplace 	<ul style="list-style-type: none"> • Extended work experience as an integral part of the curriculum (one day a week model) • Early GCSEs then extended work placements + college course in year 11
Level 1 / 2 learner hoping to progress into the workplace at 16	<ul style="list-style-type: none"> • Basic skills for work • Confidence • Making links with the classroom • Learning in the workplace • Trying out careers • Gathering CV material 	<ul style="list-style-type: none"> • Extended work experience as an integral part of the curriculum (one day a week model) • Early GCSEs then extended work placements + college course in year 11 • Extended placements during school holidays • Support for applications for apprenticeships as part of the curriculum
Level 2 learner progressing to level 3 courses	<ul style="list-style-type: none"> • Advanced skills for work • Trying out careers • Building CV material • Professional learning 	<ul style="list-style-type: none"> • One day or half day a week model at key placements • Internships with professional organisations, businesses etc • Extended placements during school holidays • Work experience abroad • Projects e.g. engineering schemes • Volunteering

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<p>Level 3 learners hoping to progress into the workplace</p>	<ul style="list-style-type: none"> • Advanced skills for work • Trying out careers • Building CV material • Professional learning • Confidence 	<ul style="list-style-type: none"> • One day or half day a week model at key placements (e.g. vet, solicitors etc) • Internships with professional organisations, businesses etc • Extended placements during school holidays • Work experience abroad • Projects e.g. engineering schemes • Schemes offered by police, health service etc • Volunteering
<p>Level 3 learners progressing to HE</p>	<ul style="list-style-type: none"> • Advanced skills for work • Trying out careers • Building CV material • Professional learning • Supporting applications to HE 	<ul style="list-style-type: none"> • One day or half day a week model at key placements (e.g. vet, solicitors etc) • Internships with professional organisations, businesses etc • Extended placements during school holidays • Work experience abroad • Projects e.g. engineering schemes • Volunteering

It is our intention that students leave the QEstudio fully equipped with the life skills and workplace experience to immediately access and succeed in further education, training or employment. In order to supplement their work in project teams, in learning relevant skills and techniques and their progress through the core curriculum, we will actively include work experience in their programme and CREATE time. This work experience, however, will be tailored in delivery method to our rural context and our numerous small businesses.

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In urban areas it may be possible to identify large business, of sufficient operational capacity to absorb regular 'traditional' placements within easily commutable distance. Our rural circumstances and myriad small businesses may not support this model. This however, gives QEstudio the opportunity to support small business. Rather than offering fixed windows to students we propose to facilitate work experience by:

- Hosting projects on site – one extreme of our catchment footprint to another may be a journey of over 30 miles, regularly involving student travel from extremely remote and isolated rural locations. We propose to house professional standard facilities on site, allowing work experience to happen here. For example: Even the nationally renowned L'enclume restaurant is 21 miles from the QEstudio site and doesn't have sufficient operational scale to host students. But chefs from L'enclume would act as executive chef, overseeing our onsite kitchen and dining facility as pupils in our food and catering specialism prepare a banquet to a design brief for an invited community group.
- Supporting the needs of local business – Small enterprise may not have capacity to commit to regular or fixed placements. However, to secure or deliver a particular order or contract, to cope with peak demand or a staffing shortfall or to work on a particular project, these businesses would welcome the availability of semi-skilled human resource. Placements of this nature would benefit the business and the local economy directly, as well as providing meaningful, relevant and active practical experience for the student, even perhaps allowing them to access training in a specific job function or technical skill to meet a particular need.

The bank of Professional Partners collaborating with us in these ways would receive basic training in working with young people and be DBS checked.

Employers are being invited to contribute to the design and delivery of the curriculum pre- and post-opening in a variety of ways.

The following is taken from the QEstudio website and best explains the vision for working with Professional Partners:

Professional Partners

At the heart of QEstudio is a belief that our students will one day soon become the next generation to grow and develop our local economy; contributing to its workforce, running its small businesses and forming our rural communities. In order to give our students the best possible preparation to play these roles, the QEstudio has strong and meaningful links with employers and industry experts from across our locality.

Our ability to tailor programmes of study to meet the needs of these industries relies on consultation and contribution from our network of professional partners. This group

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of socially responsible businesses support our work in a whole range of ways, dependent upon the needs and capacity of their businesses. This support includes:

- **Project Briefs** – Providing real world challenges to be solved by our student Project Teams.
- **Facilitating** our onsite Work Experience sessions. For example, acting as head chef for a day, working with a team from our Catering Programme to feed local community groups in our onsite restaurant.
- **Consultation** – Working with our Directors of Programmes and Employer Engagement to develop our curriculum and opportunities, ensuring our programmes equip our students with the skills and experiences necessary to join the workforce or access further training.
- **Taster Days** – Opportunities for students to join a business for up to a week, giving them a taste of life in industry beyond their time in education.
- **Professional Mentoring** – Taking part in onsite coaching sessions, providing professional guidance to students nearing the end of their programme, supporting them along routes to employment or further study.
- **Placements** – With the potential for dedicated work, serving a particular business need or to practice an industry specific skill, placements can run for an afternoon weekly for anything from just a few weeks to a whole year. Designed with employers to meet the needs of the host business.
- **Business Briefings** – Introduce students to life in your business, presenting to groups in our purpose built CREATE hub.

If you run or work within a business that would like to become one of our professional partners and can contribute in any of the ways listed above, please contact us [here](#).

The QEstudio organisation will facilitate high quality liaison and engagement with Professional Partners by allocating time to this work appropriately and building the partners into the governance structures of the studio school.

- Key partners from the specialisms and other strategic local partners will join governors on an Enterprise and Employment Advisory Group reporting directly to the MAT executive.
- Programme directors will be given allocated time to meet on a regular basis with specialist employer partners in order to co-design the specialist curriculum, develop project briefs and liaise about specialist work experience.
- The Director of Enterprise and employer engagement will have dedicated time to meet with a wider group of employers to develop the wider employer engagement needed for the CREATE module. The meetings will happen quite regularly on site at QEstudio but will also need to take place in work places.

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Suggested project briefs

Employer	Specialism/ field	Project
Thomas Consulting	Engineering	Designing traffic flow around school site
L'Enclume	Food	An event to promote local produce
The Dukes Playhouse	Arts	A multi media event for schools focussed on STEM concepts
Age UK in South Lakeland / Lancaster	CREATE module	Fund raising/ enterprise projects Ways to keep warm – community project
St. Mary's Primary School	Food	Fun, nutritious menus for infants and juniors
Lancaster University Engineering Department	Engineering	Design competition based on 3D printing of components
The Rose Theatre Company	Arts	Design a performance piece, with set, sound and props for a touring production using open spaces to perform Shakespeare.

The CREATE curriculum/ project brief- an example of activity during a single week:

Lead employer for project brief: The Rose Theatre Company, an Arts Council funded touring company, based in Lancaster, specialising in all female productions of Shakespeare in small venues.

The project : Devise a piece of 30 minute theatre exploring the issue of gender in Shakespeare's work, suitable for performing to pupils in KS4 and 5 and to wider

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community groups in outdoor venues and public spaces. 3 Create Teams involved, vertically structured to include students from KS4 and post -16.

Practical outcomes of the project:

- A devised piece of theatre that is transferable to other groups of actors/ performers
- Solutions to the technical challenge of using outdoor spaces (sound, lighting, props and scenery, costume- all portable)
- Three performance events to different audiences , including community groups- these need to be promoted and arranged.
- A way of evaluating the impact of the performances in order to bid for extended funding and to review the performance experience in order to effect continual improvement.

CREATE skills

The project will allow for development of all aspects on the framework and students will be given the opportunity at the start of the project to articulate which aspects of the framework they need to work on and how the project will support that personal development.

This project brief particularly focusses on the Enterprise strand by allowing students opportunity to Launch , Plan, Execute and Reflect on the implementation of their ideas. It also allows students to Apply their skills to School and Learning (by asking them to engage with Shakespeare texts and to think about audiences of school pupils) and then to all the other contexts in the Applied framework. The pressure of public performance and very real deadlines means that students will have to develop high order Emotional Intelligence in order to manage this within their teams. The project is based on the communication of some very difficult and abstract concepts and therefore requires high order Communication skills which will also impact on students' ability to Relate to Others. The project has built in problems to develop Thinking: how and what to communicate about the issue of gender itself? ; how to overcome the technical challenges involved in outdoor performances?; how to promote performances to generate viable audiences? ; how to capture audience response and use it for funding bids and improvement?

Outline of week 1 :

Day 1 timings	Activity	Notes
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8.40-9.10	Starter activity to Create Teams: a response to a current news issue re: gender	Led by the Learning Coach, this PSHE activity combines elements of the PSHE curriculum outcomes with contextualising the project whilst generating thoughts and ideas in the Create Teams and rehearsing all 6 aspects of the CREATE framework. A member of The Rose Theatre Company sits with the team during the discussion and helps to facilitate the discussion of gender.
9.15-10.45	The Rose Theatre perform a 30 minute piece, typical of their repertoire.	Ideally, this can happen in the outdoor amphitheatre but in poor weather can be done in the Create Space.
10.45-11.15	Q & A/ director's workshop	Students pose questions to the director, crew and acting company about the performance they have seen. This activity needs to be facilitated by the Learning Coach using Think, Pair, Share and active questioning techniques to generate a thoughtful response from students and guide opportunities for each team member to practise high quality structured talk in a semi-formal setting.
11.15-11.30	Refreshment break	Themed refreshments provided by Food students in Studio Event Hub. All students expected to network with Rose Company members in order to develop professional communication skills.
11.30 – 13.00	Workshop/ performance of short set pieces with students reading from scripts, using props and some costume, operating sound and light equipment and in the audience giving feedback.	Students experience some of the performance and technical challenges of the project brief with support from the professional practitioners

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13.00-14.00	Lunch	Again, catered for as an event by Food students. Further networking opportunities , students to focus on finding out about routes into performing professionally, the nature of the work, important skills to develop etc in order to report back on this on day 2.
14.00-15.20	Create Teams meet with Learning Coach and a member of the Rose Company in order to devise teams, allocate roles, plan project timelines, tasks etc.	It will probably help to have a pro forma to guide this discussion with a key team member responsible for making clear notes of the decisions in order to present on this on day 2.
Day 2 timings		
8.40 – 9.00	Review and refocus activity in Create Teams with Learning Coach	Use “minute burst” technique to review learning from yesterday. Learning Coach to facilitate discussion of key issues and priorities and to bring in the thoughts that team members have had overnight.
9.00-10.00	Personal development session based on CREATE framework and project brief.	Session led by Learning Coach: students assess where they are on the CREATE framework using the CREATE matrix model and write a set of personal development objectives based on the opportunities afforded them by this project e.g. applying skills to the context of “My Local Community” or “Managing Others”. They complete the first section of a self- assessment narrative that will contribute to their tracker and which identifies the specific challenges within the next steps on the CREATE matrix. The document will form the basis of their next coaching session with their Learning Coach.
10.00-11.00	Create Teams meet to look again at the project outline,	Again, facilitated by Learning Coach and written up by the students themselves on a QEstudio pro forma for clarity and capture of information.

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	roles, tasks and timelines and devise a schedule for the rest of the day and for the next PBL day, including tasks to be completed in independent study time.	The session starts with a presentation from Day 1's secretary.
11.15-11.30	Break	
11.30-13.00	Team members work on allocated tasks	Learning Coach facilitates and monitors, using CREATE matrix to assess progress of individual students on the framework.
13.00-14.00	Lunch	
14.00-14.30	Careers and employment in the sector	Students share observations about careers, employability skills and the arts industry based on their notes from day 1. This session requires highly structured activities to facilitate formal talk and public speaking skills. A member of the team is tasked with recording the questions to put to professionals via a discussion forum on Moodle.
14.30-15.20	Team members work on allocated tasks	These last 2 sessions can be switched around if the Learning Coaches feel that the careers session will interrupt flow.

Meeting the needs of our cohort:

QEstudio will cater for students of all abilities and anticipate that it will recruit students who have learning difficulties and statements of SEN together with students of high academic ability. We anticipate an ability profile in line with that of the community served by the proposed MAT i.e. 6.37% disadvantaged pupils and 18.38% pupils with SEN. We know that the philosophy of QEstudio will provide the

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right approach to the holistic provision, based on the needs of the individual student by using an underpinning principles:

1. QESchool Values
2. Scholarship-The Successful Learner Model
3. Care – outstanding pastoral provision, linked to scholarship and the curriculum
4. Curriculum – inclusive, personalised and balanced with personal development at its core.

It will nevertheless be important to assess the learning needs of each student before entry to QESchool in order to prepare to meet those needs adequately.

QESchool will use a range of information to devise the Individual Learning Plan (ILP) for each student:

- KS3 data. This will vary from school to school now that we have “life after levels”. Students transferring from QES will have clearly tracked data throughout KS3 which will allow us to see whether they are on track to achieve at the upper quartile by the end of KS4. This data comprises effort grades which are central to the prediction of achievement at KS4 as well as numerical data related to GCSE attainment. We will have to work closely with our neighbour schools in order to utilise their KS3 data in a similar way: the Studio School leadership will undertake this task, combined with a visit to see applicants in their home schools during year 9.
- KS4 data. This will include the various sets of school based monitoring data for KS4 with the actual KS4 attainment data added at entry to post 16 provision.
- A transfer document, similar to the one used for new starters in year 7 which details additional learning needs, any pastoral care/welfare issues, any particular aptitudes and interests and to which is attached narrative school reports, attendance data, IEPs, HCPs, PSPs etc.
- Information gathered from an application and induction process. For this we plan to build on our learning and expertise from running the Diploma programmes in the sponsor academy. Colleagues developed a sophisticated tool to assess aptitudes around Project Based and Professional Learning. We would have a three stage process, starting with a taster day during which interested year 9 and year 11 pupils experience the type of activities they will typically encounter at QESchool. After this applications will be invited followed by a day for applicants during which they will be assessed more formally on the CREATE framework, using an adapted version of our assessment tool. Applicants who score low on the tool will not be rejected, but will have their CREATE targets made explicit at interview. All applicants will be interviewed. Finally applicants who have accepted offered places on the courses will have an induction at the end of year 9. Ideally, this will be a week in the summer term, following a typical Studio School week during which we will be able to

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start off the CREATE assessment matrix with students ready for their September start.

Meeting the needs of all QEstudio students:

The table shows a range of personalised provision that typically represents the Studio School's approach to groups of students. There will always be students who present individually and for whom very bespoke provision will need to be tailored. This is central to the philosophy of QEstudio and will be achieved through an Individual Education Plan, a Health Care Plan or a Pastoral Support Plan, or through a Team Around the Child/Family approach led by a senior colleague in the MAT who has level 3 Multi-agency training.

Category of need	Curriculum approach	Pastoral / welfare support	Staff responsible	Review process
Looked After Children	Use the Personal Education Plan together with induction interview to determine any additional curriculum need e.g additional Literacy or Numeracy support. This is provided 1:1 by a specialist tutor in the QEstudio.	Access to professional counselling. Staff trained in attachment issues.	LAC co-ordinator/ specialist tutor	Through the PEP, using tracking data, learning coaching sessions and pupil and carer interview.
Disadvantaged students (Pupil Premium)	Use induction interview to determine any additional curriculum needs e.g. literacy/ numeracy/ access to resources	Access to mentor/ access to counselling	Pupil Premium co-ordinator	Through the monitoring of Pupil Premium impact and learning coaching sessions.

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				Use of the tracker.
Pupils with SEN	Use the Individual Support Plan to design additional curriculum needs e.g. literacy and numeracy intervention/ exam access arrangements/ use of technology/ guidance for teachers, learning coaches and employers	Access to mentoring/ counselling/ additional medical support through school nursing team	Head of Learning Support in MAT	Through annual review and learning coaching sessions. Use of the tracker.
Most able pupils	Use the induction interview to determine need for challenge and extension. Access the full collaborative provision to provide additional opportunities. Ensure teaching that challenged the more able- across all aspects of QEstudio (Core , specialism and CREATE)	Access to mentoring/ counselling	Learning Coach / all teaching staff	Through learning coaching sessions .Use of the tracker.
Pupils at risk of disaffection/ disengagement	Use of induction interview and process to identify early if possible. Pupils in this category can be	Students will have access to the full range of support services available to QEstudio students	Learning coach/ Head of Pastoral at QEstudio	Through review built into PSP or TAC.

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	<p>identified by learning coaches at any point in their studies. The Learning Coach will work with the pupil to identify ways to support. Curriculum interventions can range from an investigation of SEN, resulting in an Individual Support Plan to a curriculum adaptation emanating from a Pastoral Support Plan.</p>	<p>(counsellor, mentor, specialists in bereavement, family work, attachment and CBT). Referral made to external agencies in the 3 authorities served by QESudio including CAMHS, Early Help, Young Carers, Youth Intervention etc.</p>		
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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

We will use established practice for robust academic tracking and monitoring of individual students and programme effectiveness:

QEstudio students, along with students in the sponsor academy will be working towards academic performance in the Upper Quartile and all target setting will be based on these aspirational targets for students, programmes and the studio school as a whole.

Assessment

Guiding Principles

Assessment through the age and ability range at QEstudio will be based on a number of principles.

First, and above all, assessment must be **diagnostic**. This will provide both students and teachers with information about what has been learned, on strengths and weaknesses and on how far the teaching has succeeded in its aims.

Second, assessment must be **formative** to allow teachers to decide what needs to be taught and to provide a motivating force for students so that they may develop a sense of achievement.

Finally, assessment must have **summative** aspects so that students may receive certification in a range of activities, so that employers and colleges may make a selection, and so that QEstudio may be seen to be fulfilling its aims and those expected by society.

Assessment

- 1 QEstudio is committed to assessing the progress of all students.
- 2 QEstudio is committed to using a range of assessment techniques suitable for the age and ability of students.
- 3 QEstudio will fulfil each year all assessment activities imposed by external agencies according to the age and ability level of the students, for example CATs / GCSE / Entry Level exams / A/AS level.
- 4 Each Programme, subject area, cross-curricular activity, etc will have a written assessment policy and must arrange and implement assessment techniques, activities and procedures which enable the progress of each student to be ascertained. These strategies may include written, oral, practical and self-assessment, designed to cover not only knowledge, but also skills and processes. As far as possible, Programme assessment should be planned and integral to the syllabus being followed. Each Programme should have an agreed understanding of the standards required by the different Key Stages and this may be helped by a consideration of:
 - “National curriculum framework” and other material produced by NCA;
 - GCSE and GCE guidance material;
 - a Programme portfolio which contains examples of students’ work at each level;
 - Programme moderation of students’ work.

An agreed understanding of the standards required will allow subject teachers to make consistent judgements on each student’s performance when required, such

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as at the end of a Key Stage. The outcome from everyday assessment and from national tests should be used to identify strengths and weaknesses and to inform the planning of future teaching.

5 Each Programme will develop and implement a Marking policy designed to ensure academic progress and to increase the motivation of students through positive feedback. Such a policy will indicate ways of achieving common understanding within the Programme and amongst students of what particular marks / grades mean. It will also be helpful to indicate methods of conveying feedback to students. The frequency of marking for the different stages will be specified in the Programme policy.

6 Each member of staff, both full-time and part-time, has a duty as part of their professional responsibilities to ensure that they assess the progress of each student whom they teach, so that they are able, at any stage during the academic year, to provide a written report of a student's progress at the request of the Headteacher or authorised deputy.

7 Each member of staff, both full-time and part-time has a duty as part of their professional responsibilities to provide Effort Grades each half-term, or as appropriate, for all students whom they teach.

8 QEstudio will arrange times for internal examinations or tests at various stages in the academic year, as appropriate. Each Programme will set examinations and/or tests appropriate to the age and ability of students taught. Each member of staff, both full-time and part-time, has a duty, as part of their professional responsibilities, to participate in the setting, administration, marking and reviewing of these examinations or tests and to review the progress made in their subject area by each student they teach.

9 Each member of staff, both full-time and part-time, must ensure that an adequate record is kept of each student's marks, grades etc, work undertaken and progress. Such records must be available for inspection by leadership team colleagues or other authorised persons.

In addition these records must be available for transference from one teacher to another if a student changes groups and progress from one year to another. Each Programme must also ensure that it retains all the necessary evidence and records required at the end of KS3 / GCSE / AS and A2 until the dates specified by the external agencies.

10 Entry for external examinations is at the discretion of each subject area, but there is a presumption that each student will be entered for all subjects studied unless there are good reasons to the contrary, such as possible overload for a particular candidate.

The general summative evaluation of student performance will be based upon work in class, homework and examination/test results. At the appropriate times it will be necessary to refer to KS2 and KS3 assessment data as well as CAT data. Any extenuating circumstances may be taken into account.

11 To ensure the appropriate marking and assessment of the work of statemented students or of those with specific learning difficulties, it will be necessary to liaise with the MAT's SENCO.

12 To ensure that the required decisions are made for Tier entries at GCSE in many subjects, Programmes must ensure that the appropriate assessment strategies are in place.

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13 Each Programme must ensure that the appropriate methods are in place so that Predicted and Target Grades in Years 10 and 11 and Working At and Target Grades in Year 12 and 13 can be given.

14 Informal monitoring of students' progress will take place as appropriate.

a) In KS4 and KS5 underachieving students will be identified by the Director of Programmes after the collection of grades from staff so that appropriate interventions and support can be put in place.

b) In KS4 and KS5 Programme predictions to be compared to National data to look for underperformance. Conversations will take place between Programme Leads and QEstudio leadership colleagues as necessary.

c) The use of Student Information Slips passed to the Head of Year.

d) Requests by the Head of Year to subject teachers for a progress report.

e) Requests from the Head of Learning Support for a progress report on statemented students or those with specific learning difficulties.

15 Each Programme must ensure that procedures are in place to monitor and evaluate Assessment and Marking Policies.

Monitoring and Evaluation

a) Effort Grades

1. Seen by Head of Programme and discussed with subject teacher, as appropriate.
2. Examined by Learning Coach and acted upon with student and parents, as appropriate.

b) External

1. GCSE

- i. Results reviewed by individual programme deliverers.
- ii. Results reviewed by Head of Programme with Programme deliverers.
- iii. Results reviewed by MAT Leadership Team colleague who prepares statistics and observations.
- iv. Value Added Scheme (internal).
- v. Results reviewed by MAT Leadership Team
- vi. Trends of test results and teacher assessments commented upon in exams analyses and Programme SEFs
- vii. Reviewed by governing body based upon (iii), (iv) and (vi) above.
- viii. Reviewed by Governors' Curriculum Committee.

2. A/AS level

- i. As for GCSE, except (iv) is both internal and external, ALPS + Scheme.

3. Vocational

- i. External verifier for scheme to review standard.
- ii. Results reviewed by Examinations Officer and statistics prepared.
- iii. Results reviewed by MAT Leadership Team
- iv. Results reviewed by Governors based on (ii).

All external results are published in Prospectus and Governors' Report to Parents.

c) Internal

1. Internal examinations/tests results reviewed by programme deliverer.
2. Internal examinations/tests results reviewed by Head of Programme.
3. Value Added Scheme for each subject (internal)

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4. Test results and teacher assessments reviewed by Head, Deputies and Assistant Headteacher.
5. Timing, length, etc of examinations/tests reviewed annually.
6. Trends of test results and teacher assessments commented upon in exams analyses and Programme SEFs

d) **Internal Assessments / Marking**

Reviewed periodically by Head of Programme.

Assessment Policies are to be reviewed in Programmes bi-annually.

e) **Targets**

Targets set in Year 10 for GCSE are published in the Prospectus and Governors' Report to Parents.

A key element of the studio school provision is the Professional Learning and we will add this dimension to assessment and monitoring by:

- Using year 9 transition work in order to assess students on the CREATE framework.
- Learning Coaches using the CREATE framework to assess progress in Professional Learning.
- Using accreditation to provide external validation of progress in Professional Learning.

Students and parents will receive updated information about progress at least every half term. The QESTudio student tracker will be available online to parents:

See attached examples

In addition to the report on academic progress communicated through the tracker. QESTudio students will have a narrative account of their development of employability skills completed by themselves and their Learning Coach and using the CREATE matrix as a starting point:

CREATE Assessment Matrix

	Communication	Relating to Others	Enterprise	Applied	Thinking	Emotional Intelligence
Level 1	I can communicate transactionally (give	I can collaborate effectively in a	I have seen a simple project through	I can apply my skills to school and	I can make simple judgements and solve	I can explain how I am feeling and I can work

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	information) in speech and writing	group of people I know well	from start to finish and can explain how successful it was	learning and my family	basic problems	out how others are feeling.
Level 2	I can express my ideas in fluent spoken Standard English and in writing	I can collaborate with other students I know less well	I have helped to come up with an original idea for a project and been a key part in planning, executing and reviewing the project.	I can apply my skills to work and employment	I can use simple research skills to make judgements and solve problems e.g. evaluating simple numerical data, using questionnaires, investigating sources etc	I can manage my emotions when I am working in QESudio and when I am in the workplace community.
Level 3	I can express complex ideas in speech and writing	I can collaborate with people from outside QESudio	I can learn from an earlier project and implement what has been learned to improve outcomes for	I can apply my skills to my local community	I can use advanced research skills to help me to make judgements and solve problems e.g. academic literature review, qualitative and	I can alter my behaviour to accommodate the emotional needs of those around me.

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			another project		quantitative data use. I can also think laterally and creatively about solutions to problems	
Level 4	I can communicate information and ideas in speech and writing to a wide range of unfamiliar audiences	I can steer the group I'm working with to produce something suitable for wider application/ the workplace.	I have had a key role in launching, planning, executing and reviewing an original idea that can work in the community/ workplace	I can apply myself to unfamiliar situations and contexts in the wider world	I can use my Thinking skills in real world contexts to a standard commensurate with professional employees.	I can manage myself and others in order to ensure effectiveness in a professional environment.

The values-led ethos and emphasis on effective Professional Learning as a personal development model, along with a commitment to both scholarship and care lead to a high quality learning environment in which the highest standards of behaviour can be achieved:

Principles:

- A belief in the interdependence of Scholarship and Care
- A belief in the values-led education based on our 10 Core Values

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- A belief in the importance of personal development as defined by our Successful Learner model
- A belief that every child has the right to stay safe, be healthy, enjoy and achieve in their learning, make a positive contribution to their communities and be free from the negative impact of poverty and achieve economic well-being (The Every Child Matters outcomes)

Aims:

- To maintain outstanding behaviour and keep the impact of any poor behaviour to an absolute minimum
- To develop the social and emotional learning of students
- To provide care for students whose behaviour is impacting negatively on others in order to address the underlying causes of any challenging behaviour
- To prevent escalation and serious consequences
- To work in partnership with parents to uphold our values and to ensure positive outcomes for their students
- To uphold QEstudio values in our everyday routines

Practice:

Creating a positive ethos

We believe that preventing bad behaviour is the most effective way to promote the highest standards. There are a number of strands to this prevention work:

1. using the 10 Core Values as a common language and a shared understanding between staff, students and parents and keeping them live and relevant in and out of school
2. having the highest expectations in our classrooms : our Teaching and Learning Policy clearly outlines how outstanding teaching and learning underpins effective personal development whilst our Successful Learner Model outlines the role personal development has in achievement
3. working in partnership with parents : asking for and supporting their contribution to scholarship whilst we offer support and reassurance to them as we share in the care of young people
4. being committed to inclusion, working in collaboration with the South Lakes Federation (Appropriate Curriculum Extension programme and also the Inclusion Advocates) to design suitable provision for challenged or vulnerable students and preventing permanent exclusion if we possibly can (see Appendix 4 : extract from Fair Access Protocol)
5. using a range of protocols for multi-agency working, from Pastoral Support Plans to full Common Assessment Frameworks to “wrap” care around a child whose behaviour is impacting negatively on the community and/ or her achievement of successful ECM outcomes.
6. developing the whole child and attending to the social and emotional aspects of their learning e.g. through the Personal Development curriculum, through the one to one opportunities afforded by Learning Coaches and Creative teams, through a rich diet of extra –curricular opportunities and at times through specifically tailored programmes for individuals or small groups
7. Rewarding young people for upholding the values

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8. Working with young people when decisions they make outside school impact negatively on their development and welfare or on the well-being of others

Using sanctions

We do use sanctions when things go awry. Staff make professional judgements about the appropriate sanction for misdemeanours or poor behaviour. Responses range from a quiet word to detentions through to community service, isolation or fixed term exclusion, depending on the circumstances of the incident and the needs of the individual.

Sanctions have two purposes:

- a) to send out a clear message to the individual child about their actions having consequences and allowing us to focus on this important aspect of learning
- b) to safeguard the community

Fixed term exclusions are used when the undermining of the QESchool values is such that a student forfeits the right to be part of QESTudio community for a short period of time. This can become a permanent arrangement if there is little evidence of a willingness or ability to uphold QESTudio values in the long term.

Caring

Sanctions are not applied without support however. Low level responses to minor issues are accompanied with advice about avoiding such responses in future and support to minimise or eradicate low level undermining of the values. Students who find themselves facing more serious sanctions will be the subject of much more intense support, often from a range of agencies e.g, school counsellor or Students's Services.

We do work beyond QESTudio gate and beyond QESTudio day to ensure the well-being and continued development of the young people in our care and will get involved whenever and wherever a child's behaviours compromise the ECM outcomes for themselves or others.

Appendix 1

Powers resulting from legislation

The Education and Inspections Act 2006 introduced new statutory powers for school regarding behaviour and discipline:

1. Any member of staff, including volunteers, in lawful control of students in or out of school, may regulate students' conduct and impose sanctions: this power extends to students whenever they are not in school if there is a clear link between their behaviour and maintaining good behaviour among the student body as a whole.
2. The powers apply to all students at a school where education is provided for them, regardless of whether the student is registered at that school, for instance a teacher can discipline a student who is attending QESTudio one day a week as part of a 14-19 consortium arrangement.
3. Students may be detained after school on weekday and at weekends, or on teacher days with a minimum of 24 hours' notice.

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4. Staff have the right to confiscate articles (“seize, retain or dispose of”) with authority from the head. (This particular power is contained in the Violent Crime Reduction Act 2006,)
5. Staff may search a student for offensive weapons.

Responding to substance abuse

1. QEstudio is committed to tackling drug misuse among young people.
2. Any incidents of possession, use (including alcohol, tobacco, **volatile substances**, “**legal highs**” as well as illicit drugs) will be regarded with the utmost seriousness. **Misuse of legal drugs will be treated equally seriously. (No drug may be brought into school without QEstudio’s knowledge and approval).**
3. Incidents involving illegal drugs could result in permanent exclusion. .
4. **QEstudio will work closely with other local schools to maintain a drug-free environment**

Belongings checks

1. In order to discourage students from bringing banned items into school we carry out random belongings checks. These are NOT searches.
2. A senior member of staff will be accompanied by a colleague and take the student to a place away from other students or staff.
3. A student will be asked to empty bags, pockets etc and show the staff their contents.
4. Any banned items discovered will be confiscated.
5. The check and its results will be logged using a blue slip.
6. There may well need to be sanctions imposed for persistent or serious disregard of the banned items rule.

Responding to chewing gum in school

1. QEstudio has a zero tolerance policy on chewing gum because of its effect on the environment and the working lives of our site staff.
2. Students caught with gum are reprimanded and the incident is logged at the main office.
3. 3 logged incidents lead to After School Community Service
4. Failure to attend ASCS leads to an isolation.
5. 6 logged incidents lead to isolation after which a further 3 logged incidents would result in a fixed term exclusion.
6. We would try to warn parents if we were leading up to a fixed term exclusion.

Responding to Uniform rule infringements

1. QEstudio has a zero tolerance on uniform infringements because they are so undermining of the QES core values.
2. Students who repeatedly refuse to co-operate with staff who ask them to comply with the uniform rules will receive sanctions in response to a “strike” system:

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- a) 3 logs- a 1 hour lunchtime detention
- b) 6 logs- a 1 hour after school detention
- c) 9 logs- a 2 hour after school detention
- d) 12 logs- a day's isolation
- e) 15 logs- a day's fixed term exclusion

Appendix 2

Procedures for exclusion

Fixed term exclusion

- a) An exclusion is decided by the Directors of studio school. The decision to exclude will be based on all the information available at the time. This will include evidence from statements written by students and staff, including eye witnesses' accounts of events outside school.
- b) In some circumstances the student may remain in isolation or be placed with a senior member of staff for the remainder of the day. In exceptional circumstances arrangements may be made for a student to go home during QESTudio day.
- c) Parents/Guardians are notified of an exclusion by letter sent by first class post immediately after the exclusion has been decided. The Director ensures that a copy of the letter is delivered to the student to be taken home. Parents also receive a FAQ document which explains QESTudio's approach and provides reassurance and guidance.
- d) The Year Head will make every attempt to contact parents by telephone on the day of the exclusion.
- e) The exclusion letter includes:
 - The specific reason for the Head of School's decision to exclude and all circumstances relevant to the exclusion, including the steps taken to try to avoid the exclusion.
 - The length of the exclusion.
 - QESTudio days on which the parent is required to ensure that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so.
 - QESTudio days on (or school day from) which the student will be provided with alternative suitable full time educational provision and will be required to attend such alternative provision, if the parent is not otherwise notified of this information; separate notification of these details can be sent later if more time is needed by QESTudio or LA to make arrangements
 - The date and arrangements for readmission.
 - The parents' right of appeal and where to address the appeal.
 - Information about work that will be set (for exclusions over 2 days) and arrangements for assessing the work.
 - Information that the Governors and the Education Welfare Service will be notified of the exclusion.
 - Contact telephone numbers for advice and assistance is the Advisory Centre for Education
 - (ACE) help line (020 7704 9822).
 - Details of how to apply to view the student's school file.

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- f) Copies of all exclusion letters are sent to the Education Welfare Service and to any other agencies supporting an individual student.
- g) The readmission interview is a formal occasion. A parent / guardian will be expected to accompany a student returning to school following an exclusion to discuss the matter with a Senior Member of Staff and the Year Head. If the student is already referred to the Education Welfare Service the EWO working with the student will be invited to attend the interview. Parents who are unable to attend the interview will be asked to discuss the readmission on an alternative date. A student is never refused readmission because a parent does not attend.
- h) Students returning to school following an exclusion are expected to give an undertaking that the misbehaviour will not be repeated and that levels of behaviour and good citizenship expected by QEstudio are understood, accepted and to be adhered to. A Readmission Sheet should be completed giving details of expectations discussed and passed to the Main File.
- i) Support and counselling will be available to students from a senior member of staff, Learning Coach, the Learning Support Department and/or Education Welfare Officer.
- j) During the readmission interview it will be made clear to the student that returning to school provides an opportunity to make a fresh start. However, this does not necessarily mean the student will be allowed to work through all the levels of sanctions again. A change in behaviour will be expected. If a student has been involved in persistent poor behaviour a contract may be drawn up or Report Book used to monitor the behaviour of the student closely. If the exclusion was for violence or verbal abuse it is explained that any repetition of the offence will result in another, longer exclusion or permanent exclusion. Support mechanisms may need to be put in place.
- k) Details of exclusions are logged and are regularly monitored by the Deputy / Assistant Heads and Year Heads, and are given to Governors on a regular basis.
- l) In the event of a fixed-term exclusion being extended a letter is sent to the parents explaining the reasons. Where an exclusion is extended there is a new right for the parent to state their case to the Discipline Committee.

Extending a fixed term exclusion

- a) If the Head of School decides to extend the fixed term exclusion or change it to permanent exclusion the parent will be informed in writing, explaining the reasons and providing the parent with information as in other exclusion letters.
- b) The parent will then have a new right to state their case to the Discipline Committee.

Permanent exclusion

- a) Parents are contacted as for a fixed-term exclusion. The letter gives the same details as in section (e) above and also includes:
 - Details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident.
 - The parents' right to state their case to the Governors' Discipline Committee and all relevant details and timescales for this procedure.
 - The parents' right to see their child's school record.
 - The name and telephone number of a contact at the LEA who can provide advice and the telephone number of the Advisory Centre for Education (ACE) help line (020 7704 9822).

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- The name and telephone number of SENDIST (the SEN and Disability Tribunal) whom parents may contact if they think the exclusion relates to a disability their child has or if they think disability discrimination has occurred is SENDIST, 7th Floor, Windsor House, 50 Victoria Street, London SW1H 0NW / Telephone Number 020 7925 5750.
- b) Appendix 1 gives details of procedures following permanent exclusion (available from QEstudio Office).
- c) 2008 guidance states that the LA should produce a CAF for any permanently excluded student. School would cooperate fully with this process.

Colleagues teaching in QEstudio will need to demonstrate outstanding teaching over time and will be given challenging targets to achieve that using robust performance management. We will work to the following framework for outstanding teaching and learning:

Outstanding Teaching & Learning

Aims

- to enable every student to develop the attributes of the successful QEstudio learner, including developing CREATE Professional Learning skills
- to develop the QEstudio core values within every member of our community
- to ensure that each student is able to achieve the ECM outcomes
- to achieve outstanding teaching and learning

Outstanding Learning

We believe that outstanding learning happens when:

- the **learning environment** is appropriate
- the teaching is genuinely **responsive**
- **assessment** is used to guide students' progress so that students know where they are heading and how to get there
- students are aware of **high expectations** and confident of working towards them
- students develop increasing **independence** and consolidate and prepare for learning
- students are given opportunities to develop **creativity**

1. The Learning Environment

- managing seating arrangements so that students work with a range of different people during the year
- creating the expectation that everyone should be thinking by using appropriate responsive teaching (AfL techniques)
- managing behaviour so that the environment is safe and comfortable so that learners can take risks and think aloud

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- ensuring that the physical environment is safe, comfortable and conducive to learning
- creating aesthetically pleasing and visually captivating displays where students' work is celebrated and learning opportunities are reinforced
- being aware of the impact your relationship with your students has
- creating safe social environments

2. Responsive Teaching

- reviewing and understanding prior learning
- checking your students' learning throughout the lesson to make sure that they are all understanding
- altering your strategies and plans to accommodate all students
- being aware of the diversity in your classroom and using it as a resource: who needs supporting? who needs challenging and taking out of their comfort zone?
- using questioning and participation techniques to make sure that no-one in your classroom is allowed to opt out of thinking
- listening carefully to student voice

3. Assessment

- using high quality feedback – verbal and written- so that students know what to do to improve
- making assessment objectives clear from the outset
- ensuring students know 'where they are at', 'where they are heading' and 'how to get there'
- ensuring that students spend time responding to your assessments and feedback and that they understand it
- using rigorous formal assessments that have integrity and form an integral part of learning within your discipline so that they are properly developmental

4. High Expectations

- students are expected to contribute, listen to each other, and respect each other's contributions
- using prior data to set challenging targets
- celebrating success
- rewarding effort and risk taking
- stretching able learners
- using praise and positive/encouraging language
- being a role model for behaviour and learning

5. Independence

- insisting that students consolidate and prepare for every lesson as part of a natural study regime
- supporting students in planning longer tasks
- ensuring students are able to apply skills, and giving them opportunities to decide which skills are needed to solve a problem

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- encouraging the setting of personal goals
- setting appropriate homework and liaising with parents to support home learning
- working with ICT and the Libraries to promote information literacy and higher order skills of synthesis and evaluation
- modelling ways to learn in your subject
- supporting note taking and revision with sufficient forward planning

6. Creativity

- using tasks that can be easily extended (open tasks)
- developing problem-solving tasks that have extension built in (rich tasks)
- working through subject disciplines towards mastery
- creating an environment in which students are able to take risks and generate ideas
- allowing students ‘thinking time’ or ‘discussion time’ to develop ideas and solutions
- understanding that creativity culminates in the production of something original

Outstanding Teaching

Outstanding teaching involves:

- the creation and maintenance of **excellent relationships** with students
- high levels of **subject expertise**
- sophisticated knowledge and understanding of **child development**
- the ability and determination to be genuinely **responsive**
- a broad **repertoire** of teaching roles including subject specialist, learning coach and mentor, teaching beyond the one hour lesson (e.g. immersion days, field trips etc) , facilitating Project Based Learning
- a commitment to career long **development** of skills
- a **demonstration** of core values, successful learner attributes and CREATE attributes in and out of the classroom

1. Excellent Relationships

- being in control of your own emotions so that you are consistent and fair, patient and trustworthy, calm and polite
- having clear and consistent boundaries
- engendering trust
- respecting all the students in your care
- taking time to speak to students individually
- being aware of students’ strengths and weaknesses (and your own?)
- advising parents about their child’s home learning needs
- being in control and insisting on high standards and excellent effort
- talking about the QES values and relating them to when things go right
- getting involved in the community and seeing your students achieve and contribute beyond your classroom

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2. Subject Expertise

- showing passion and enthusiasm for your subject
- keeping up to date with your subject
- understanding how to deconstruct/ model/ articulate ways of thinking unique to your subject
- knowing how your subject contributes to the development of the QEstudio learner, including Professional Learning and the CREATE attributes
- knowing how your subject contributes to careers and students' futures
- knowing how to revise in your subject
- knowing the latest National Curriculum guidance for your subject
- articulating how the creative process happens in your discipline
- evaluating the success of your lessons/resources/knowledge

3. Child Development

- being aware of pedagogical issues
- understanding the different ways students learn
- pitching language appropriately
- understanding progression through the stages of a child's development
- taking a holistic approach to young people and incorporating pastoral issues into your teaching
- promoting emotional literacy and well-being

4. Responsive Teaching

See Outstanding Learning section 2

5. Teaching Repertoire

- seeing yourself as both a subject specialist and a teacher of students
- taking your pastoral responsibilities seriously: developing your skills as a learning coach
- working in teams to deliver flexible learning
- adapting your teaching to accommodate an increasingly creative approach to curriculum planning and changes to provision and resources
- having a range of strategies, being challenging, creative, varied, flexible, interesting, inspirational

6. Development

- taking responsibility for your own development
- reflecting on strengths and areas for development
- managing your own learning to develop your skills and expertise

7. Demonstrating

- always behaving in a way that demonstrates the QEstudio core values and the model of a successful learner, including Professional Learning according to the CREATE framework
- leading by example

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- showing enthusiasm, patience, politeness, respect
- modelling learning attributes, including being at ease with doubt!

QESudio will measure and improve the quality of teaching in – and out- of the classroom with effective Performance Management, supported by the expertise and capacity in the sponsor academy Training School:

QESudio is committed to

- raising standards of learning and achievement for all pupils;
- promoting professional growth, identifying and taking account of teachers' individual development needs;
- encouraging teachers to be fully engaged in school planning and to control the development of their own work and to support each other;
- ensuring high standards of teaching.

Purpose

This policy aims to set out a framework for a clear and consistent assessment of the overall performance of teachers and school leaders. It aims to support their professional development needs within the context of the school's improvement plan. Where teachers are eligible for career and pay progression, performance will be assessed throughout the cycle against criteria specified in the planning record and this will be the basis on which a recommendation is made by the Team Leader.

Links to school improvement, school self evaluation and school development planning

Performance management has direct links to the procedures for school improvement, school self-evaluation and school development planning. Team leaders are expected to explore the alignment of teachers' objectives with the school's priorities and plans. The objectives should also reflect teachers' professional aspirations.

The performance management process is one of the main sources of information for school self-evaluation and the wider school improvement process. The Studio School Development Plan and the school's Self Evaluation Form will therefore be key documents in reflecting the performance management process.

Objective Setting

Performance Management objectives should be rigorous, challenging, achievable, timebound, fair and equitable in relation to teachers with similar roles, responsibilities and experience, and should have regard to what can reasonably be expected of any teacher in that position given the desirability of the teacher being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to

pursue personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They should also take account of the teacher's professional aspirations and any relevant career and pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

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Though performance management is an assessment of overall performance of teachers and school leaders, objectives cannot cover the full range of a teacher's roles and responsibilities. Objectives should, therefore, focus on the priorities for an individual for that cycle. At the review stage it will be assumed (unless there is specific evidence to the contrary) that those aspects of a teacher's roles and responsibilities not covered by the objectives have been carried out satisfactorily.

Reviewing Progress

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. Performance management reviews from the most previous two cycles will be used to determine progression through threshold, where eligible.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review record at the beginning of the next cycle.

Training & Support

The studio school's CPD programme will be informed by the training and development needs identified in the Development and Training Plan section of the teachers' planning and review records.

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for teachers.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of performance management in the school.

The Performance Management Cycle

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December. The performance management cycle will run from October to October for teachers and from December to December for the Headteacher.

Teachers who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body

D2 – measuring pupil performance effectively and setting challenging targets

shall determine the length of the first cycle for that teacher, with a view to bringing their cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the Team Leader.

Retention of Statements

Performance Management planning and review records will be retained for a minimum period of 6 years.

Monitoring and Evaluation

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- teachers' training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- race;
- sex;
- sexual orientation;
- disability;
- religion and belief;
- age;
- part-time contracts;
- trade union membership.

The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

Classroom Observation Protocol (see Lesson Observation Policy)

All classroom observation will be undertaken in line with performance management regulations.

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. At QEstudio proportionate to need will be determined by

D2 – measuring pupil performance effectively and setting challenging targets

discussion in the planning and review meeting and as appropriate to the objectives set and whether the teacher works part or full time.

The arrangements for classroom observation will be included in the planning and review record and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation. At QESstudio all teachers will have subject based and Learning Coach observations as part of the process. Any relevant planning documentation will be used in the observation.

Where evidence emerges about the teacher's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the regulations.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS and by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback should be provided within five working days of the observation taking place.

If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review record these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Senior staff have a right to drop in to inform their monitoring of the quality of learning.

D2 – measuring pupil performance effectively and setting challenging targets

Appendix 1 The Annual Performance Management Cycle

1 Review and Planning

During the first half of the Autumn Term each teacher discusses and agrees to two or three development areas with their team leader and these are recorded on the Professional Development Conversation Record (Appendix 2). **This must be completed by October 31st.**

Areas of focus must link to QEstudio's Teaching & Learning Policy and, where appropriate, the QEstudio Standards for School Leadership (Appendix 3). They will reference an impact on:

- pupil progress
- ways in which the teacher's skills related to learning will be developed and improved
- career development, progression, and future aspirations
- any areas of responsibility

2 The aim of the planning process is to ensure a high standard of teaching and learning and to adequately plan and prepare for career development.

3 The areas listed below, from the Teaching & Learning Policy, should be consistently applied and inform the development areas agreed for each teacher (for full details, see T&L Policy):

Outstanding teaching involves:

1. the creation and maintenance of **excellent relationships** with pupils
2. high levels of **subject expertise**
3. sophisticated knowledge and understanding of **child development**
4. the ability and determination to be genuinely **responsive**
5. a broad **repertoire** of teaching roles including subject specialist, form tutor and mentor, teaching beyond the one hour lesson (e.g. immersion days, field trips etc)
6. a commitment to career long **development** of skills
7. a **demonstration** of core values and successful learner attributes in and out of the classroom

We believe that outstanding learning happens when:

1. the **learning environment** is appropriate
2. the teaching is genuinely **responsive**
3. **assessment** is used to guide pupils' progress so that pupils know where they are heading and how to get there
4. pupils are aware of **high expectations** and confident of working towards them
5. pupils develop increasing **independence** and consolidate and prepare for learning
6. pupils are given opportunities to develop **creativity**

D2 – measuring pupil performance effectively and setting challenging targets

Together with any areas of additional responsibility and/or Leadership roles (see Appendix 3).

4 Copies of the Planning Record are seen by:

- the Head teacher
- the Assistant Head who line manages the department
- the Assistant Head with responsibility for CPD
- the Team Leader

Stage 2 – Monitoring Progress

Lesson Observations

The protocols and proformas for lesson observations should be observed and used. Team Leaders, in consultation with Teachers and the Assistant Head in charge of cover, will select times when the observations will take place. These should be arranged as part of the planning process.

2. Ongoing monitoring and reviews

Team Leaders are advised to work closely with teachers so that discussions about progress and objectives takes place on a regular basis during the year.

Stage 3 – Reviewing Performance

1 The annual review meeting takes place in the first half of the Autumn Term. The Team Leader and the Teacher use the relevant teacher standards and recorded objectives as a focus to discuss progress, achievements, recognise performance improvements and to identify the outcomes of any development and training activities.

2. The Team Leader and Teacher should prepare for the review and planning meeting. The meeting should not normally require more than half an hour to complete, particularly if regular discussions about progress have taken place during the year and the Teacher has prepared materials for the meeting in advance and passed them to the Team Leader.

3. The Teacher should bring a completed draft copy of the review record to the meeting and amend it in the light of the discussion as necessary.

4. The Team Leader will complete their section of the review in light of the discussion and

lesson observation evidence during the review meeting and if appropriate will make a recommendation for career progression if appropriate.

5 The final review statement is completed by the Team Leader and copies are seen by:

- the Head teacher
- the Assistant Head who line manages the department
- the Assistant Head with responsibility for CPD
- the Team Leader
- the Head of Department, if the Head of Department is not the Team Leader

6 Review Statements will be kept on the teacher's main file a minimum of 6 years.

D2 – measuring pupil performance effectively and setting challenging targets

Programmes will undertake robust self evaluation, including work scrutiny and an “Insted” model of self evaluation developed by the sponsor academy.

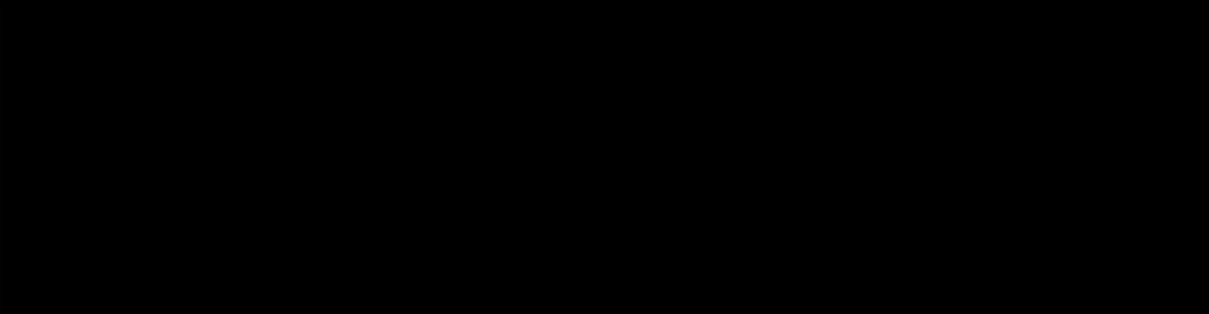
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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:

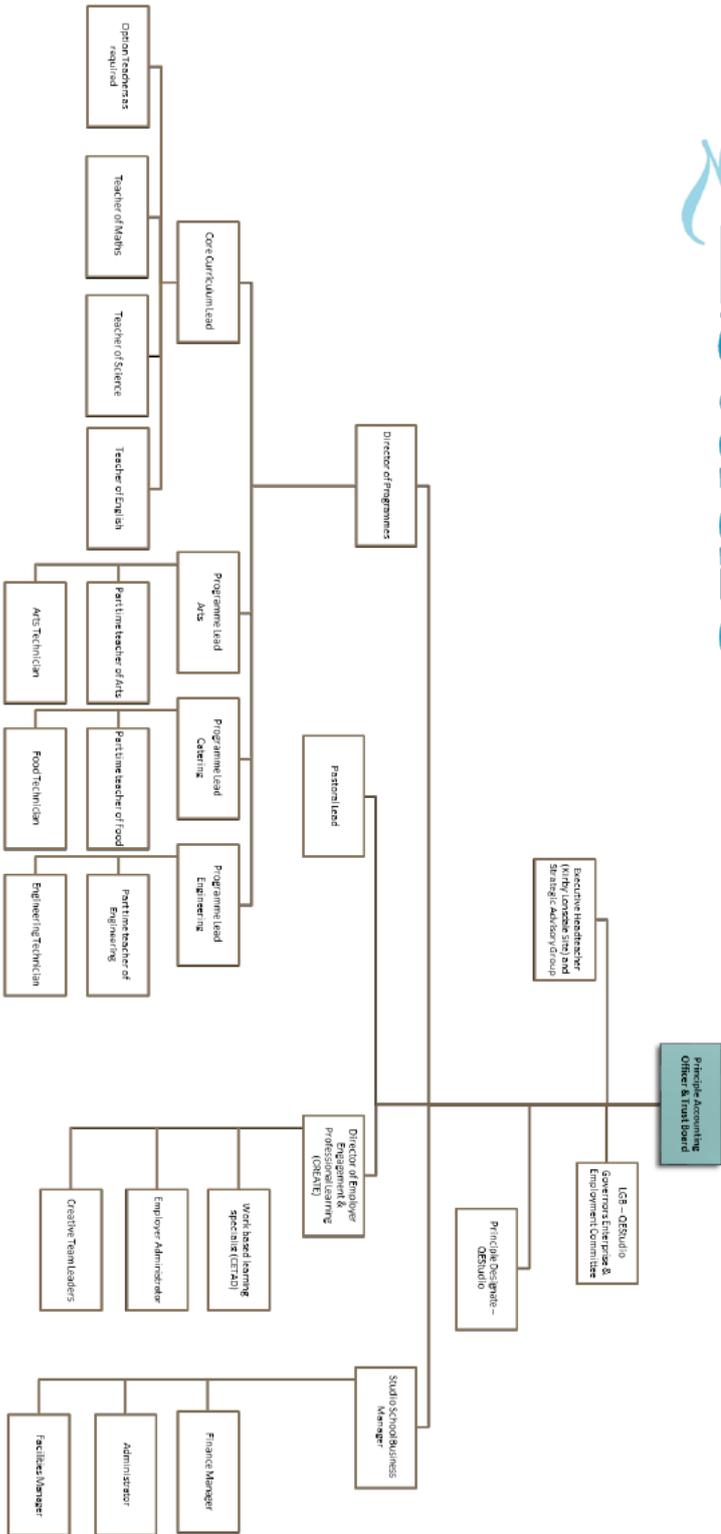
- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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



Staffing will be structured as follows:

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



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

The School will grow to capacity over a four year period. Its curriculum staffing will grow to meet the model described in sections D1 and D2:

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

	Year 1 2017 - 18	Year 2 2018 - 19	Year 3 2019 - 20	Year 4 2020 - 21	
Pupil Numbers					
Year 10	50	60	75	75	
Year 11		50	60	75	
Year 12	50	60	75	75	
Year 13		50	60	75	
	100	220	170	300	
Core Curriculum Staff					
English					
Taught Periods					
Year 10	6	9	9	9	3 hours in year 10, 3.5 hours in year 11, 2 groups of 25 in 2017-18, expanding to 3 groups of 20 in 2018-19 and 3 groups of 25 in 2019-20
Year 11	3	7	10.5	10.5	
	6	16	19.5	19.5	
Teacher FTE	0.29	0.76	0.93	0.93	
Maths					
Taught Periods					
Year 10	7	10.5	10.5	10.5	3.5 hours in year 10, 3 hours in year 11, 2 groups of 25 in 2017-18, expanding to 3 groups of 20 in 2018-19 and 3 groups of 25 in 2019-20
Year 11	3	6	9	9	
	7	16.5	19.5	19.5	
Teacher FTE	0.33	0.79	0.93	0.93	
Science					
Taught Periods					
Year 10	9	13.5	13.5	13.5	3.5 hours in year 10 and 11, 2 groups of 25 in 2017-18, expanding to 3 groups of 20 in 2018-19 and 3 groups of 25 in 2019-20
Year 11	3	9	13.5	13.5	
	9	22.5	27	27	
Teacher FTE	0.43	1.07	1.29	1.29	
Open Option Choices					
Taught Periods					These subjects will integrate with the sponsor school's option system to maximise choice for Studio students. Specific guidance will be given to ensure curriculum breadth through this element
Year 10	5	7.5	7.5	7.5	
Year 11	5	5	7.5	7.5	
	5	12.5	15	15	
Teacher FTE	0.24	0.60	0.71	0.71	
CREATE					
Taught Periods					Includes time for PBL, working experience, coaching and development of CREATE skills and attributes
Year 10	11	16.5	16.5	16.5	
Year 11	11	11	16.5	16.5	
	11	27.5	33	33	
Teacher FTE	0.52	1.31	1.57	1.57	
Creative Team meetings					
Taught Periods					The equivalent of form time, Vertical groupings of cross specialism creative Project Teams, guided by CREATE coaches
Year 10	4	6	6	6	
Year 11	4	4	6	6	
	4	10	12	12	
Teacher FTE	0.19	0.48	0.57	0.57	
Specialisms					
Taught Periods					6 hours in year 10 and 11, 3 groups of 16 - 17 in 2017-18, expanding to 3 groups of 20 in 2018-19 and 3 groups of 25 in 2019-20
Year 10	18	18	18	18	
Year 11	18	18	18	18	
	18	36	36	36	
Teacher FTE	0.86	1.71	1.71	1.71	
Total Teaching FTE	2.86	6.71	7.71	7.71	
Key Stage 5 Mandatory					
Specialisms					
Taught Periods					9 hours in year 12 and 13, 3 groups of 16 - 17 in 2017-18, expanding to 3 groups of 20 in 2018-19 and 3 groups of 25 in 2019-20
Year 12	27	27	27	27	
Year 13	27	27	27	27	
	27	54	54	54	
Teacher FTE	1.29	2.57	2.57	2.57	
Additional Course One - AS/Alevel					
Taught Periods					Integrated with the sponsor school's options system. Choice of: Business Studies, ICT, Computer Science, English Lit, English Lang, Photography, French, Spanish, German, Geography, History, Media Studies, PE
Year 12	9	13.5	13.5	13.5	
Year 13	9	9	13.5	13.5	
	9	22.5	27	27	
Teacher FTE	0.43	1.07	1.29	1.29	
CREATE					
Taught Periods					Includes time for PBL, working experience, coaching and development of CREATE skills and attributes
Year 10	11	16.5	16.5	16.5	
Year 11	11	11	16.5	16.5	
	11	27.5	33	33	
Teacher FTE	0.52	1.31	1.57	1.57	
Creative Team meetings					
Taught Periods					The equivalent of form time, Vertical groupings of cross specialism creative Project Teams, guided by CREATE coaches
Year 10	4	6	6	6	
Year 11	4	4	6	6	
	4	10	12	12	
Teacher FTE	0.19	0.48	0.57	0.57	
Resits					
English	3	3	3	3	Mandatory if no Level 2 pass. 3 hours per week
Maths	3	3	3	3	
	6	6	6	6	
Teacher FTE	0.29	0.29	0.29	0.29	
Additional Course Two - AS/Alevel					
Taught Periods					Integrated with the sponsor school's options system. Choice of: Students can extend their study to the equivalent of four A/AS Levels by choosing this option. All above plus: Biology, Chemistry, Physics, Health & Social Care, Psychology, Food, Textiles, Economics Maths
Year 12	9	13.5	13.5	13.5	
Year 13	9	9	13.5	13.5	
	9	22.5	27	27	
Teacher FTE	0.43	1.07	1.29	1.29	
Total Teaching FTE	3.14	6.79	7.57	7.57	
QESstudio Total Teaching FTE	6.00	13.50	15.29	15.29	
Enrichment	Study Support, Duke of Edinburgh Award (up to Gold), Arts Award (up to Gold), VEX Robotics, Drama, Music Ensembles, Sculpture Club, Life Classes, Chess and Games Club, Amnesty, Community Service, Charity Committee				Voluntary activities undertaken by students for 5 hours a week

Coordination of the collocation of Queen Elizabeth School and Queen Elizabeth Studio will be overseen by the Executive Head of Site. This individual will oversee, on

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

behalf of the MAT Board and Principal Accounting Officer, the schools on site in Kirkby Lonsdale.

The Executive Head will delegate operational control of the QESTudio to a Principal. This individual will report to QESTudio Local Governing Body, upon which the Executive Head sits. The Principal will be fully accountable for all aspects of attainment and progress within the Studio, reporting these to the LGB and the Executive Head.

The Principal will also act as Director of Programmes for the Studio, overseeing programme leads in each of the three specialist areas directly. These three qualified and experienced teachers will work with employers and experts (CETAD) to lead on programme development and delivery.

A Director of Employer Engagement and Enterprise will coordinate CREATE time and the work of Creative Teams with our bank of Professional Partners. This individual will work with CETAD to implement, monitor and further develop the CREATE framework, taking a lead on its practical application, assessment and progression routes. The Director will be supported by a specialist administration and marketing officer, coordinating employer networks and administering recruitment of Professional Partners. The Director will also oversee the Creative Team Leaders, taking a role in quality control of coaching.

Pastoral Leads will be drawn from the current year group structure of the existing school, as will human and operational resources for the Studio's business management, including access to financial, administration and facilities management.

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

QESTudio, like its sponsor academy, QES, serves a rural community that extends to 900 square miles and caters for all the young people in its community regardless of gender, ability, class, race or denomination. It regards this as an essential duty of a rural school and celebrates this as one of the school's great strengths.

To this pragmatically inclusive outlook, the school then lends its values-led philosophy of education. The values inform everything we do, in and out of the classroom. They are endlessly rehearsed, referred to when things go well and, when things go awry, the cause is tracked back to an undermining of the values. It is much easier to deal with bullying for example when able to discuss "Being decent to one another" or "Being polite, friendly and courteous." Teaching and support staff live the values: they are not mantras, nor empty wording on posters. Their language is a common one and we even work with parents so that they use them at home to support the development of their children.

With regard to British values, we assert that the values at the heart of our educational philosophy are universal ones that apply to all cultures, all faiths, all people and that growing up with them as a guiding principle will result in citizens who value democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs.

The QESTudio's curriculum affords rich opportunities to consider and develop both sets of values, universal and British, not least by modelling them within Creative Teams where students will need to decide on leadership, guiding principles, ways of collaborating and problem solving, delivering and evaluating their joint efforts.

The CREATE framework requires young people to actively embrace democratic processes, regard for the rights and wellbeing of individuals in their collaboration and adherence to shared parameters regulating the conduct of team members in upholding the common good.

To communicate effectively, students will need to understand the needs of the whole diverse community.

Relating to others needs empathy and understanding too.

Being enterprising means to be genuinely receptive to new ideas.

Applying skills to contexts like "My local community" and the "Wider world" specifically demands mutual respect and tolerance for all.

The reasoned processes involved in thinking means that students will be taught to question all doctrines and received ideas and to engage critically with concepts, supported by academic rigour and debate.

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

Finally, the development of emotional intelligence requires the kind of soul searching and articulated understanding of the well being of others that ensure mutual respect and tolerance.

The CREATE curriculum, with its project based learning, enterprise, work related learning and personal development strands affords opportunities for learning about the whole community. QESTudio has an important community dimension to it and is engaging with charities, public services and community groups as well as businesses in order to create commissions, project briefs and work experience. Students will be involved in supporting fund raising as well as creating events and services for community groups of all ages, needs and backgrounds, many of whom will be welcomed onto site in the QESTudio hub which will allow for groups to meet.

Learning Coaches are responsible for delivering PSHE through the CREATE module. The sponsor academy will support this strand with resources and expertise. It has an effective PSHE programme that is reviewed and updated annually by a dedicated team.

The Leadership Team in the MAT also has considerable expertise and capacity for safeguarding and welfare. A safeguarding team of 4 school leaders works with 3 counsellors to ensure that interventions and support are timely and effective. The team benefits from the development of a supervision model which reviews cases regularly. The QESTudio director responsible for safeguarding and welfare will benefit from the expertise in this team also.

The welfare team has created a risk assessment and training programme with regards to the Prevent duty and all staff with pastoral responsibility have now completed the training. This is currently informing the way we deal with individuals and groups of pupils but also the way we coordinate school responses to world events to ensure that students have the opportunity to understand and debate the issues, setting them against the QE and British values.

One important QE value is “Becoming a global citizen”. This is important for students in what is essentially a mono ethnic rural community. All aspects of the curriculum are used to afford students the opportunity to understand other cultures and faiths, from learning directly about them , to visits all over the world, learning languages or welcoming visitors into school. Our support for Tsekwe House, an orphanage in Malawi is a good example of this as it includes fund raising but also affords the opportunity for students to follow the lives of children there who are known to us and even to visit them each year.

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

Local Choice and Diversity

Despite a surplus of places across the 650 square mile catchment, parents and pupils continue to be attracted to the outstanding, values led education offered by Queen Elizabeth School in Kirkby Lonsdale. The school has expanded in line with demographic growth across the catchment over the past 20 years. In the early 1990's around 650 pupils were schooled in Kirkby Lonsdale, a figure that expanded to 1475 in 2012.

Demand for places at Queen Elizabeth School continues to grow, with vast oversubscription in the last two intakes:

	Year Group	Students / Places offered	Places	Over / Under subscription	First Choice Applications	Total Applicants
	7	236	210	26	236	447
	8	223	210	13	227	409
	9	212	210	2		
	10	202	210	-8		
	11	227	210	17		
	12	174				
	13	136				
	Spetember 2016 NoR	1410				

Although there is high and increasing demand for places within the oversubscribed Trust, the overall number on roll has reduced from its peak at 1,475 in 2012. This reduction is a result of two factors. Firstly, the low intake in current Year 9 (Year 10 in the September 2016 table above), due to a population dip in the catchment. And secondly due to decreased retention from KS4 into KS5.

Sixth Form numbers peaked at 372 in 2012. At this time the sponsor academy met the diverse needs of the local populace by offering a range of BTech and other vocational

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

qualifications (38 option choices at KS5) that it matched with a more standard academic curriculum to ensure the varying needs of its students were met. It thereby provided a curriculum that allowed greater numbers of its catchment – pupils attracted by its outstanding results and values led education – to continue with their education in the rural, community focused setting of their choice. However, constriction of the curriculum offer by the sponsor school and the change in nature of its Sixth Form - now academically focused - has resulted in just 66% of its pupils; those for whom an academic route to university is suitable. Its Outstanding offer continues to attract an intake at Year 12 (23 pupils this year), but this is to academic courses.

Other successful schools with sixth form locally offer a comparable academic diet. The closest alternative secondary school specialises in International Baccalaureate at Post 16. Alternative Outstanding provision in Lancaster is made in keenly academic church and grammar schools. Vocational or applied provision at both Kendal and Lancaster and Morecambe College is good quality, but is some 30 miles distant, over the high passes of the Yorkshire Dales, from students at the northern most reaches of the catchment. There is, therefore, no real viable alternative for students for whom an applied education would be preferable.

It is the intention of the Trust that pathways to the QESudio be created within the outstanding provision already on site. Thereby addressing transition issues within the current school's systems and ensuring access to an outstanding education throughout student's secondary school career.

This would be delivered by extending the admissions number to 240 in year 7 from the 2017 intake. The expanded year groups would receive KS3 education in the current outstanding school, before being streamed via competitive application to the QESudio at KS4.

The admission and streaming profile would look like this:

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

Year Group	Intake Year				
	2016	2017	2018	2019	2020
7	236	240	240	240	240
8	223	236	240	240	240
9	212	223	236	240	240
KS3 Total	671	699	716	720	720
10	202	212	223	236	240
11	227	202	212	223	236
KS4 Total	429	414	435	459	476
33%		63.6	143.55	151.47	157.08
12	174	227	202	212	223
13	136	174	227	202	212
KS5 Total	310	401	429	414	435
33%		68.1	141.57	136.62	143.55
Total	1410	1514	1580	1593	1631
Studio		131.7	285.12	288.09	300.63
QES		1382.3	1294.88	1304.91	1330.37

As is demonstrated, assuming pupils follow the normal distribution with around a third showing tendency toward an applied or vocational learning, the QES studio reaches capacity in September 2020. A high percentage of capacity could be reached in 2018 and 2019 however, to smooth implementation and ensure a manageable rate of growth, numbers will be restricted as shown in the table in section D3. As is further demonstrated, the main school on site continues to operate at a sustainable level.

Actual student numbers attending secondary education in Kirkby Lonsdale when, in the past, applied and vocational courses were offered is definitive evidence of a current market gap. Previous provision included:

- Increased Flexibility Programme (IFP) – run across the South Lakes Federation. Initiated by personalisation grants within the DSG. Up to 30 pupils per year group were enrolled upon this programme from the sponsor academy, with an overall cohort across the South Lakes of 100 per year group. This programme has ceased with no replacement.
- Appropriate Curriculum Extension (ACE) - run across the South Lakes Federation. Initiated by personalisation grants within the DSG. Up to 10 pupils per year group were enrolled upon this programme from the sponsor academy, with an overall cohort across the South Lakes of 50. This programme has ceased with no replacement.
- Diplomas - run across the South Lakes Federation. Initiated by specific grants. Up to 30 pupils per year group were enrolled upon this programme from the

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

sponsor academy, with an overall cohort across the South Lakes of 100. This programme has ceased with no replacement.

The total of lost and not replaced places on vocational or applied learning courses across the South Lakes part of the catchment alone is 250 per year group. The demographic profile of cohorts has, however, remained broadly consistent.

The gap in provision created by providing cohorts the courses described above at KS4 and KS5 has not been addressed. However, the sponsor school has continued with more traditional courses in a range of applied areas. These include Engineering, 3D Art, Food, Photography, Dance, and Media. The perception that these courses are good routes to careers within the local market is strong, with many of these courses being oversubscribed. Engineering, for example, is taught as a highly academic discipline at GCSE and had 35 applicants this year. Only 15 of those were suited to this academic qualification. There is no applied alternative to offer to the remaining 20 unsuccessful applicants – the same group of students that will go on to form the basis of our local economy and network of rural businesses.

Education in the existing outstanding Trust continues to be popular. Supplementing this provision with a vocational curriculum and applied learning delivered by QEstudio will increase the diversity of curriculum offer in the 650 square mile catchment area, meeting the needs of this dispersed catchment within an Outstanding MAT.

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**Evidence beyond the market gap**

Parental feedback, both directly at information evenings and via parent governors, first raised serious concerns about the lack of vocational and applied provision locally. This feedback insinuated that the increasingly university focused academic provision of the sponsor academy risked excluding the non-academic or applied learner cohort from adequate preparation for their futures as functional members of the locally community

E2 – successful engagement with parents and the local community

and economy, requiring a retraining after school. Sixth Form demographics increasingly evidence this trend.

To investigate this further we have engaged with extensive dialogue with local business. Primarily through broad representative bodies such as the Kikrby Lonsdale Chamber of Trade and Cumbria Chamber of Commerce. The feedback from these organisations is ubiquitous and is supported by more detailed discussions at an individual organisational level, as evidence in the appended letters of support.

Initial high level discussions have identified economic strands locally:

- Engineering – with huge multinational investment in Cumbria's Energy Coast, the engineering and manufacturing sector is Cumbria's industry of growth and the future.
- Food and Catering – with more Michelin stars than central London, the South Lakes and surrounding areas provide a wealth of opportunity and experience for top chefs of the future.
- Arts – The creative professions are the lifeblood of our communities. From small digital start-ups to MediaCityUK, and with access to the world's fastest rural broadband (B4RN), the North West is a blossoming creative hub.

Discussions with individual employers describe a lack of life skills in new school leavers or graduates. A standard educational experience does not appear to equip students with the necessary attributes to immediately succeed in the workplace. In depth consultation with employers from a range of sectors defines employability in three distinct strands:

- Key Skills – Literacy, numeracy and a good education
- Context Specific Training – the key skills or training required to do a particular job
- Employability attributes – an ability to operate effectively in the modern workplace

Employers locally find that key skills are in place, but context specific training or experience as well as general employability attributes are not. Coupled with this shortfall, pathways into appropriate local employment are not always clear for young people.

The vast majority of businesses locally are small to medium and often owner managed. Regardless of this, our local entrepreneurs box above their weight in terms of contracts and networks. Specialist companies deal extensively with A-list clients, including companies like Coca Cola, BAA, EDF and BAE. These small businesses choose our rural setting for our close knit communities and beautiful landscapes. However, many tell us they are limited by availability of appropriately qualified staff locally and often devote excessive budgets to staff development and training, a requirement when drawing from an under-skilled local pool. The perception that talented young people

E2 – successful engagement with parents and the local community

are drawn to leave the area as the retained population ages is ubiquitous. For example, the industry leading yet specialised 1media describe continuously considering a relocation to Manchester in order to access the staffing they need.

Continued consultation

The QESTudio has taken a number of actions to continue to promote itself and ensure employers are engaged in refining the programmes it will offer:

- QESTudio website: www.qestudio.org (or through its development: <http://79.170.40.244/qestudio.org.uk/>)
- This web page will be used to engage with parents and employers in the first instance, collecting comment and commitment via the ‘Show your Support’ page.
- Chamber of Commerce – the QESTudio has joined the Cumbria Chamber of Commerce. Once our application is approved we will progress development consultation and build our bank of professional partners through the Chamber’s Growth Hub and web Forums. QESTudio has a presentation session booked at the Chamber’s annual conference in October.
- Several employers have expressed a particular interest in programme development and the enhancement of education:
 - 1media – wish to establish a Design Academy within the studio.
 - [REDACTED] from Majik House is a leadership and career development coach, who will engage strongly in refining development of the detailed CREATE Framework we will work up with Lancaster University Centre for Education, Training and Development.
 - [REDACTED] a world class tradesman and founder of Passing on the Trades is committed to life skills development in young people.

In addition to continued employer side engagement and marketing we will expand upon the feedback from parents that a Studio school curriculum is desirable. The first cohorts (current year 7 and 8) will be extensively surveyed. The Studio school will become a fixed aspect of all options discussions, communication of our offer with primary schools and the sponsor school ICAG programme.

The sponsor school will extend its pupil admission number at year 7 in order to provide a pathway for those across the catchment who aspire to a QESTudio education.

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]	5 hours a week
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	10 hours a week – full time. (flexible)
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	10 hours a week

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>Programme development leads in:</p> <p>The core curriculum (English, Maths and Science)</p> <p>Engineering</p> <p>Arts</p> <p>Food</p>		Yes	<p>Development of programmes in line with QESTudio vision and ethos, development of staff training to deliver specific studio school provision (whole day learning, the CREATE framework, employer engagement)</p>	<p>Experience of programme development in specific curriculum area, including the development of courses and the development of staff expertise and assessment systems.</p> <p>Outstanding track record demonstrated by data dashboards.</p> <p>Experience in senior leadership in KS4 and post-16 .</p>	5 hours a week
<p>[REDACTED]</p> <p>[REDACTED]</p>			<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	5 hours a week

			[REDACTED]	[REDACTED]	
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	2 hours a week
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	15 hours a week
[REDACTED]		[REDACTED]	[REDACTED]		
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	

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

F1 (a) Skills and experience of your team

Pre-opening skills and experience

QESudio is committed to an ambitious approach for ensuring the school recruits the best people it can in order to realise the ambitious vision of the school.

Our pre-opening executive working group comprises school leadership personnel with expertise in : curriculum development, finance and premises, marketing and recruitment, the leadership of whole school pastoral systems, ICAG, post -16 expertise.

The sub-groups will look at the following key areas:

- Curriculum design and development (core offer, options, specialisms and the CREATE module, assessment and tracking, personalisation and inclusion)
- Welfare and safeguarding
- Financial management and premises development
- Marketing and recruitment
- Employer engagement

Each sub-group will be led by a school leader from the executive working group and will have governing body and employer representation. In this way the vision for QESudio will inform the work of the groups and ensure coherence. The executive will meet weekly to oversee the progress and strategic direction of the studio school development.

The executive working group will work assiduously to recruit a high quality principal. It will draw on the HR expertise and experience of school leaders, employers and experienced governors in the executive to draw up specifications for the role and the suitable person. The role will be advertised nationally early on in the process and a rigorous interview procedure will be designed with the help of our executive group's expertise in order to ensure that the most suitable candidate is appointed. Senior colleagues working in the sponsor academy will be able to apply. The interview will allow students, employers, governors, members of the executive working party and community stake holders to be part of the process.

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
None		

[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

In the first instance the new Queen Elizabeth MAT will be comprised of two secondary school – the Queen Elizabeth Studio and Queen Elizabeth School. The Trust structure, however, is designed to accommodate expansion to the Primary sector in the near future.

The Trust Board

The Trust Board will be a small and expert team, with a good balance of skills, qualifications and experience. Specific Roles will be:

[REDACTED]

will oversee standards, probity and all legislative requirements.

[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

[REDACTED]

[REDACTED]

Directors Appointed by the Board – three directorships to be deployed as the Board requires. Used to secure expertise in finance and strategy. Drawn from the pool of Local Governing Bodies or specifically recruited.

We plan to recruit high quality governors for the QEstudio Local Governing Body, ensuring that all three specialisms are represented alongside small and medium sized business leaders and community stakeholders , including representatives from Higher Education. We anticipate that we will recruit an effective chair from one of our original employer partners based nearby.

We will use every opportunity we have during the development phase of QEstudio to make contacts with people interested in governance and invite them to a series of briefing sessions to tell them more about the school and the role before they put themselves forward for consideration.

The Board will be supported by legal advice from Schofield Sweeney (Leeds office).

Queen Elizabeth School MAT

Trust Board:

Principal Accounting Officer / Executive Director

Director of Business & Finance

Chair Of Strategic Advisory Board

Directors Appointed by the Board (x 3)

Secondary School Members

Local Governing Body
Queen Elizabeth
School

Headteacher & School
Leadership Team

Local Governing Body
Queen Elizabeth
Studio

Director of
Programmes

Primary School Members

Local Governing
Body
School A

Head teacher & School
Leadership Team
School A

Local Governing
Body
School B

Head teacher & School
Leadership Team
School A

Local Governing
Body
School C

Head teacher & School
Leadership Team
School C

Strategic Advisory Board

Advises Trust Board on strategic issues and provides
leadership, challenge and support to LGBs

Chairs of LGBs
Principals

Director of Business & Finance

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

The Board will be assisted in meeting its responsibility to oversee operations in each of its school by a Strategic Advisory Board. This Board will comprise the Head Teachers of each member school, Chairs of LGBs and other specialists as required.

TERMS OF REFERENCE FOR THE TRUST BOARD (“the Trust Board”)

Ethos and vision

- In conjunction with the Strategic Advisory Board, provide a clear educational vision, ethos and direction for the Trust which promotes learning and the moral, social and cultural development of pupils.
- In conjunction with the Strategic Advisory Board, develop a long term strategy for the success of the Trust and each Academy, identifying any threats and weaknesses as well as opportunities for growth and improvement.
- Implement all executive actions from the Trust’s strategic development plan and be responsible for the management and administration of the Trust and the execution and promulgation of any Trust policies.
- Create an organisational structure which reflects the Trust’s values and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Ensure that the Trust’s strategic plan identifies appropriate priorities and targets for improvement in the context of overall resource planning and that the management, finance and administration of the Trust supports the Trust’s vision and aims.

Compliance and Strategic Leadership

- The Trust Board shall meet at least once a term, i.e. three times a year.
- Have regard to the public sector equality duty in the performance of any duty.
- Act in accordance with the terms of the Funding Agreements, the Academy’s Articles of Association and Academy Financial Handbook in effect from time to time in the performance of any duty.
- Ensure that at all times the Trust and each Academy is meeting any legal requirements and duties.
- Formulate operational policies for the Trust for achieving the aims and objectives set out in the Trust’s strategic plan or long term strategic vision and then monitoring the implementation of those policies as appropriate.
- Provide challenge and support to each Academy’s senior leadership team and Local Governing Body.
- Identify efficiencies through collaborative working.
- Consider strategic threats and opportunities in relation to the Academies, considering any advice, and assessing the impact on premises, curriculum, resources and admissions. No expansion or contraction of any Academy will be permitted without the Trust Board’s consent and only after discussion with the Strategic Advisory Board.

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

- Intervene in the management of an Academy where necessary and in accordance with any policy developed addressing the need for such.

Finance Management

- Ensure that at all times any funds held by the Trust are safeguarded and the Directors satisfy the duties on them as trustees of charitable assets and as recipients of public money. Produce a budget plan on an annual basis (seeking advice where appropriate) for the central shared costs of the Trust and the Academies, setting the levy to be charged of the Academies and explaining the rationale for this as appropriate.
- Have oversight of the expenditure and income of each Academy, ensuring that the Academies prepare appropriate annual budgets and that these are monitored and reviewed as the circumstances dictate.
- Formulate and implement a policy for the approval and signing of contracts whether by the members of the Trust Board, the Executive Director or by the Principals and Governors of the Academies, ensuring all contracts to be entered into by the Trust and each Academy are appropriate, have been authorised (or are within delegated authority) and do not expose either the Trust or any individual Academy to undue risk.

Curriculum and Standards

- With the support of the Strategic Advisory Board who will set standards, the Trust Board will advise the Local Governing Bodies on the targets for relevant Key Stages and review any reports provided by the Local Governing Bodies on the levels of attainment and pupil progress at the relevant Academy and, whilst doing so, will advise on the transition by pupils from one Key Stage to the next, whether that be to another Academy within the Partnership or to another school. The Trust Board will report to the Strategic Advisory Board on attainment and pupil progress with the view to identifying best practice and the need for school to school support. The Trust Board will facilitate support addressing any resource implications and the Strategic Advisory Board will review the effectiveness of any support to be provided.
- In conjunction with the Strategic Advisory Board, carry out periodic reviews of the standards of teaching and learning in the Academies and consider best practice as well as areas of weakness, facilitating the sharing of best practice and the development of a training programme which draws on the strengths of the Academies and secures additional resources which meet needs.

Pupil behaviour and attendance

- Formulate and implement a behaviour policy in accordance with guidance produced by the Department for Education.
- Advise on strategies which secure high standards of behaviour and attendance.
- Support the imposition by the Local Governing Bodies of disciplinary sanctions on pupils in accordance with the Trust's pupil behaviour policy.

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

- Formulate and implement a procedure for the hearing of any admission and exclusion appeals, having drawn up a list of individuals who can be called upon to form an independent appeal panel or to act as advisors or experts such as an SEN expert.

Staff

- Develop a set of HR policies and contracts to be used by all Academies.
- In conjunction with the relevant Local Governing Body, appoint the Principals.
- Put in place appropriate mechanisms for the evaluation of the standards of teaching and learning in each of the Academies, supporting the Principals and the Local Governing Bodies in fulfilling their responsibility to ensure that proper standards of professional performance are established and maintained, supporting the review of performance as necessary.
- Appoint and carry out performance management of all staff employed to fulfil central or shared functions.
- Formulate and keep under review a written pay policy and performance management policy for all teaching and non-teaching staff (“the Pay and Performance Management Policies”) and advise the Principals and the Local Governing Bodies on the implementation of the same.
- Ensure that, before formulating or reviewing any Pay or Performance Management Policy, all staff of the Trust are consulted.

Staff appraisals

- Formulate and keep under review a written policy for the appraisal of all teaching and non-teaching staff (“the Appraisal Policy”) and advise the Principals and the Local Governing Bodies on the implementation of the same.
- Ensure that, before formulating or reviewing the Appraisal Policy, all staff of the Trust are consulted.
- Disciplinary and Grievance Procedure
- Formulate, implement and keep under review a policy for disciplinary and grievance procedures for adoption and advise the Principals and the Local Governing Bodies on the implementation of the same.

Premises

- Formulate, implement and keep under review a policy for health and safety (“the Health and Safety Policy”) at each Academy.
- Review insurance cover following appropriate and regular risk assessments.
- Formulate, implement and keep under review an estate management strategy for each Academy’s premises, identifying planned maintenance and any need for substantial works to meet the strategic aims of the Academy and the Trust more generally, including considering the availability of funding or the need to secure funding. Working with the Local Governing Body to address long term needs.

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

- Ensure works to any premises are carried out by appropriately qualified workmen, notifying the Trust's insurers as appropriate.

Delegation

The Trust Board may delegate any powers and responsibilities to an executive officer or team or to any committee of the Directors or to the Principals or the Local Governing Bodies of the Academies. The Trust Board will fulfil its duties set out in the Scheme of Delegation and will act in accordance with it.

The work of the Trust Board will be supported by the Strategic Advisory Board in the following ways:

TERMS OF REFERENCE FOR THE STRATEGIC ADVISORY BOARD (“the Advisory Board”)

Ethos and vision

- Working in partnership with the Trust Board, develop a clear educational vision, ethos and direction for the Trust, which promotes learning and the moral, social and cultural development of pupils and assist with the communication of this vision to the Academies and the wider community.
- Ensure the Trust Board formulates policies and practices which support the Trust's overall vision and aims as well as recognise the uniqueness of each Academy and the contribution each makes to the collective.

Strategic Leadership

- The Advisory Board shall meet at least once a term and shall support the development of a strategic plan for the Trust, providing leadership vision and challenge to the Trust Board.
- Provide a perspective on the wider education community and the challenges facing state funded schools.
- Assist with the creation of a public face and external identity for the Trust, facilitating discussions with those who might be considered strategic partners of the Trust.
- Advise the Trust Board in relation to the development and implementation of a long term strategy for the success of the Trust and its Academies, identifying any threats and weaknesses as well as opportunities for growth and improvement.
- Where appropriate, undertake research on issues which might affect the Trust, ensuring best practice.
- Assist with the development of an action plan for each Academy, which identifies appropriate priorities and targets for improvement in the context of

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

overall resource planning and the management and administration of each Academy and which supports the overall vision and aims of the Trust.

- Oversee the relationship between the Trust Board and the Local Governing Bodies of the Academies, ensuring that strategic control by the Trust Board is proportionate and that any intervention by the Trust Board is undertaken respectfully. Ensure the needs of each Academy are communicated to and understood by the Trust Board.
- Seek to identify areas where greater collaboration between the Academies can support the Trust's business strategy.
- Advise on the impact of any proposed change to admissions in respect of any Academy.

Curriculum and Standards

- Advise the Trust Board and the Local Governing Bodies on the development of a curriculum which meets each Academy's specific needs and has regard to:
 - the national curriculum
 - the obligation to provide religious education, sex education and physical education
 - special educational needs
 - national testing.
- Advise the Trust Board and the Academies on the targets for relevant Key Stages and supports the leadership team in each Academy on action to be taken to maximise attainment and pupil progress and whilst doing so advise on the transition by pupils from one Key Stage to the next, whether that be to another Academy within the Partnership or to another school.
- Carry out periodic reviews of the standards of teaching and learning in the Academies and report on best practice as well as areas of weakness and then facilitating the sharing of best practice and the development of a training programme which draws on the strengths of the Academies and secures additional resources which meet needs. Facilitates school to school support.
- Provide a forum for discussion on the merits of any change to the curriculum and the impact of developments regionally and nationally.

Resources

Identify efficiencies through collaborative working.

Provide support to each Academy's senior leadership team and any resource and recruitment committees.

Support the Trust Board in the development of suitable HR policies and practices noting the need to achieve consistency across all Academies. Facilitate discussion with staff representative bodies, including the unions.

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

Effective Decision Making for an operational QESTudio

Strategic direction and targets:

The Local Governing Body for QESTudio will provide the challenge and strategic direction for the studio school and take responsibility for the overall performance of the QESTudio across both KS4 and post-16 phases:

The attainment of pupils (in terms of exam results, personal development and CREATE skills)

The behaviour, welfare and safety of pupils

The quality of teaching, learning and the curriculum

The effectiveness of leadership and management

The main LGB will comprise the chairs of the four sub-committees, together with the Chair and Vice-Chair of the LGB together with the QESTudio Principal and a senior member of staff.

The sub-committees will comprise members of the LGB and employers along with senior staff from QESTudio and will carry out detailed reviews, scrutinies and investigations which include consulting with students, parents and community stakeholders, reporting back to the LGB half termly. The LGB will be the last group to meet each half term. The sub committees will be given responsibility for implementing and monitoring the effectiveness of any action plans required to produce or maintain outstanding performance in any of the areas they are responsible for.

Finding out about QESTudio school:

The LGB will have access to externally verified data (Raise Online, Ofsted reports, examination results, externally provided baseline testing and any research studies or audits conducted by external providers)

It will also see rich and robust internal data including effort grade tracking, internal assessment data, self –evaluation and INSTED* reports. (*These are high quality internal self-evaluation processes pioneered by the sponsor academy.)

It will undertake and commission audits and investigations into key areas of QESTudio operations, particularly the areas that are new and distinctive like the CREATE module and Project Based Learning. There is capacity in the Senior Leadership and Governing Body to undertake academic Educational Research with the support of the University of Cumbria and Lancaster University's Faculty of Arts and Social Sciences, even to be able to produce publishable material.

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

Engaging with stakeholders

The Community and Employment and Enterprise committees will have representation from key stakeholders, especially students and employers.

The INSTED self-evaluation model uses detailed feedback and consultation with stakeholders to arrive at its judgements and advice about improvement.

An active “Pupil Voice” system will report regularly to the Community Committee.

Interventions

With half termly meetings at which reports are received from each committee following detailed scrutiny of data and monitoring of progress towards targets, the LGB is in a strong position to require action plans, **interventions** and direct action in order to ensure that the SLT of QEstudio is on track for outstanding performance.

Expertise

Schools in the South Lakes area are fortunate in being able to attract governors with expertise in a wider range of skills and professions. As an example, the sponsor academy’s governing body comprises professionals with the following backgrounds and experience:

Banking

Accountancy

ICT and computing

Engineering

Building and project management

Marketing

Education, teacher training and educational research

Medicine and health services

Industry and manufacturing

Young Enterprise

Agriculture

Small and medium sized business start-up

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?

It is not envisaged that any member of the QEstudio governing body would have any conflict of business interests. We will use the standard annual check for this and, in addition, ask at each meeting for any potential conflicts to be minuted.

We can foresee that some individuals on the LGB would be parents or employers but would be careful that this was declared and managed within the terms of reference of the sub-committees and the LGB.

Committee	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Local Governing Body for QEstudio	Review performance overall: exams and assessment in all years, Programme reviews and target setting; Development plan reviews and target setting.	Receive reports from all sub committees. Check to see that work in underway towards all development targets. Direct any early interventions needed to ensure the meeting of targets.	Receive reports from all sub committees. Monitor performance using Raise on Line data and data dashboard. Direct interventions/ action plans for any areas requiring improvement in order to be	Receive reports from all sub committees. Interim report into progress towards development plan targets, including directing interventions needed to meet targets.	Receive reports from all sub committees. Preliminary discussion of next year's development plan.	Receive reports from all sub committees. Finalising next year's development plan.

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

			outstanding.			
Curriculum Committee	<p>Look in depth and detail at examination and assessment data.</p> <p>Scrutinise Programme reviews and targets.</p> <p>Receive report of one Programme's INSTED (self-evaluation) and discuss in depth with Director of Programme.</p> <p>Review pupil progress data from Autumn 1: baseline assessments, effort grades, Working at Grades and Target Grades.</p> <p>Review planned interventions to keep pupils on track.</p>	<p>Receive report of one Programme's INSTED (self-evaluation) and discuss in depth with Director of Programme.</p> <p>Review pupil progress data from Autumn 1: baseline assessments, effort grades, Working at Grades and Target Grades.</p> <p>Review planned interventions to keep pupils on track.</p>	<p>Receive report of one Programme's INSTED (self-evaluation) and discuss in depth with Director of Programme.</p> <p>Review pupil progress data from Autumn 2: baseline assessments, effort grades, Working at Grades and Target Grades.</p> <p>Review planned interventions to keep pupils on track.</p>	<p>Interim review of Curriculum targets.</p> <p>Receive report of one Programme's INSTED (self-evaluation) and discuss in depth with Director of Programme.</p> <p>Review pupil progress data from Spring 1: baseline assessments, effort grades, Working at Grades and Target Grades.</p> <p>Review planned interventions to keep</p>	<p>Review effectiveness of staff development strategies, including performance management.</p> <p>Receive report of one Programme's INSTED (self-evaluation) and discuss in depth with Director of Programme.</p> <p>Review pupil progress data from Spring 2: baseline assessments, effort grades, Working at Grades</p>	<p>Receive report of one Programme's INSTED (self-evaluation) and discuss in depth with Director of Programme.</p> <p>Review pupil progress data from Summer 1: baseline assessments, effort grades, Working at Grades and Target Grades.</p> <p>Review planned interventions to keep pupils on track.</p>

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

				pupils on track.	and Target Grades. Review planned interventions to keep pupils on track.	
Business and Finance committee	Approve budget Monitor management accounts	Consider annual report and report of external auditors. Monitor budget and management accounts.	Review marketing strategy. Monitor budget and management accounts.	Consider draft budget for next year. Monitor budget and management accounts.	Monitor budget and management accounts. Determine budget for next year.	Monitor budget and management accounts.
Community committee (This committee will also have student and parent representation.)	Look in depth and detail at Community development plan review and targets. Review Safeguarding policy and	Review provision for pupils on HCPs. Hear from Pupil Voice representatives about the issues they have been working on.	Review Pupil Premium provision. Hear from Pupil Voice representatives about the issues they have been working on.	Interim review of community and pastoral targets. Review Safeguarding. Hear from Pupil Voice representatives	Review ICAG Provision, including destinations data. Hear from Pupil Voice representatives about the issues they have been	Hear from Pupil Voice representatives about the issues they have been working on.

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

	<p>receive training updates.</p> <p>Review attendance figures and the operation of attendance protocols</p>			<p>about the issues they have been working on.</p>	<p>working on.</p>	
Enterprise and Employment Committee	<p>Look in depth at Enterprise and Employment development plan review and targets.</p>	<p>Scrutinise the effectiveness of employer engagement in the programme reviewed by the Curriculum committee</p>	<p>Scrutinise the effectiveness of employer engagement in the programme reviewed by the Curriculum committee</p>	<p>Scrutinise the effectiveness of employer engagement in the programme reviewed by the Curriculum committee</p>	<p>Scrutinise the effectiveness of employer engagement in the programme reviewed by the Curriculum committee</p>	<p>Scrutinise the effectiveness of employer engagement in the programme reviewed by the Curriculum committee</p>

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

QESTudio is collocated on a fully integrated site with the Sponsor, Queen Elizabeth School. As a result financial efficiency is truly optimised, with all service provision as well as the staffing of core curriculum spanning both organisations.

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.

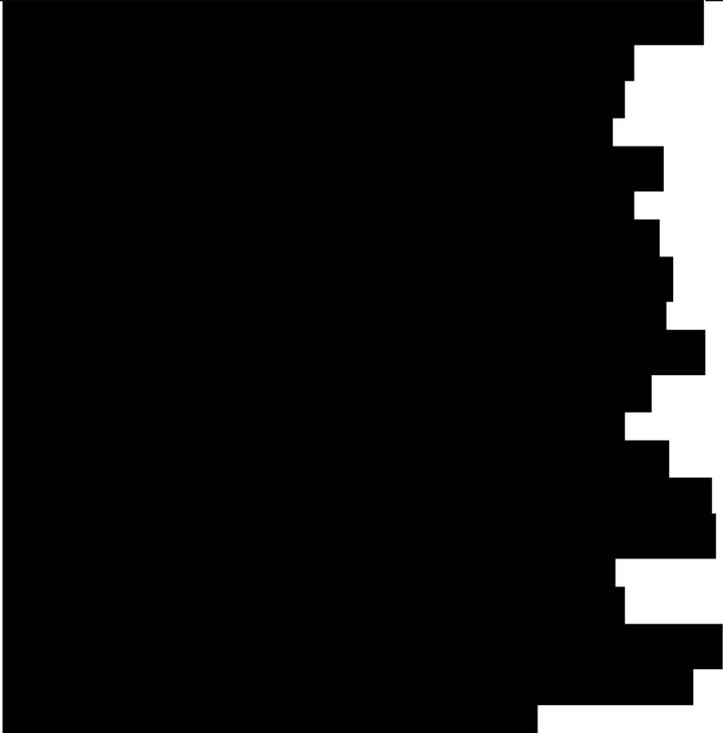
CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> name of school/ organisation 	[REDACTED]
	<ul style="list-style-type: none"> position and responsibilities held 	[REDACTED]
	<ul style="list-style-type: none"> length of time in position 	[REDACTED]
	This should cover the last four years. If not, please include additional roles	[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and 	[REDACTED]

CV template		
	<p>per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	[REDACTED]
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	[REDACTED]

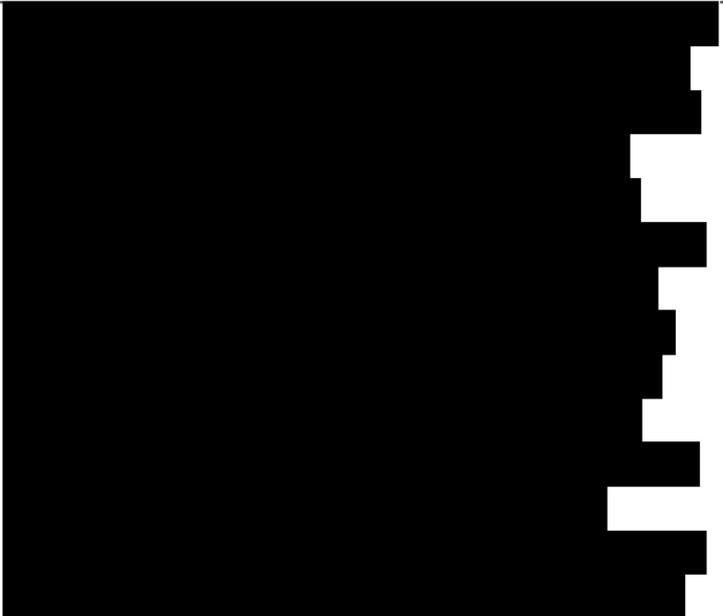
CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> name of school/ organisation 	[REDACTED]
	<ul style="list-style-type: none"> position and responsibilities held 	[REDACTED]
	<ul style="list-style-type: none"> length of time in position 	[REDACTED]
	This should cover the last four years. If not, please include additional roles	[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	[REDACTED]
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and 	

CV template		
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7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	

CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4	For finance only: details of professional qualifications, including:	[REDACTED]
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the 	[REDACTED]
		[REDACTED]
[REDACTED]		

CV template		
	years you were in post, if applicable	
5b	For education only: if you are in a teaching or head of department role in your latest school (where available):	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

CV template		
		[REDACTED]
8	Reference names(s) and contact details	[REDACTED]

Section E - Consultation



RE: QEstudio
C/O Queen Elizabeth School

1 media Ltd is a Kirkby Lonsdale based media Production Company servicing the hospitality, leisure and retail industry. We have been operating from our purpose but studio/offices for 10 years. We currently employ 8 people with skills ranging from event audio visual specialists, film makers and editors to high end 3D animation motion graphics. We have clients such as Sky, Rank, Gala, Yates, Wetherspoon's, Grosvenor Casinos, Merlin Entertainment, Sports Direct to mention but a few. These companies and brands chose to use 1 media for the quality and skill we provide. Since operating the business in its current semi-rural location I have found recruiting skilled staff really difficult and have often wished I could operate an academy like a premiership football club, to train and mentor media interested young people in the hope that they will become interested enough to consider a future with 1 media. (Recruiting employees from away and convincing them to relocate can be challenging and expensive).

I regularly think about relocating my business into a city like Manchester in order to get the right people with the skills I require. If QES who are less than 1 mile from our office were to become a studio School, it would give 1 media access to the most creative young people in our area, almost at the root of potential. I would be happy to put my company forward to train interested candidates in the areas and fields we work in and set tasks and challenges to reveal their talents. I would also be delighted to employ some of these students at the end of the process. Not only would it be good for my business but also help keep creative skilled young people local to where they have grown up and not leaving the area because of the lack of opportunity.

Please feel free to contact me in regarding the above.

Kind Regards



1 media Ltd

e: info@1media.co.uk www.1media.co.uk





Thomas Consulting

CIVIL, STRUCTURAL, GEOTECHNICAL AND
CONTAMINATION ENGINEERS



Telephone: 01524 846022
Fax: 01524 845750

e-mail: lancaster@thomasconsulting.co.uk
web: www.thomasconsulting.co.uk

Please reply to: [Redacted]
Your ref. : [Redacted]
Our ref. : TC/GEN/2016/PWH/CH
Date : 23rd February 2016

[Redacted]
Queen Elizabeth School
[Redacted]

Dear Steven,

Re: QEStudio, Queen Elizabeth School, Kirkby Lonsdale - Professional Partners

As a Governor at QES and local Employer in the Engineering Profession, I read your communication in respect of the above with great interest.

During the last recession, the Engineering profession suffered significant loss of resource to retirement, overseas and other professions. A giant skills gap is opening in many Engineering disciplines and any initiative to encourage young people to pursue a career in the profession is to be welcomed.

There is a definite theme of collaboration running through the support initiatives you describe. Industry and Academic Institutions must work together to identify areas where resources are needed, agree curriculum topics and train young people for the work in hand. Thomas Consulting has been involved in the Nuclear Power Generation and Defence sectors for over 20 years and we have extensive work for EDF Energy, BAE Systems, Rolls Royce and many others. We are well placed to procure work in the expanding Defence and Nuclear New Build markets, but to do this we need talented, well trained young people. The Government have identified that Innovation is fundamental to solving the challenges posed by major projects, particularly projects in highly regulated industries such as Nuclear and Defence. Attracting the very brightest young people into the Engineering Profession is key to the introduction of new ideas and modern thinking to help solve tomorrow's problems.

To actively assist QEStudio and in support of the initiatives outlined in your email, Thomas Consulting would be pleased to provide:-

- Work Placements for QEStudio students within our offices, either locally in Lancaster or in one of our Regional Offices in Chorley or Shrewsbury.
- One to One Mentoring by a Chartered Engineer with career development guidance based upon personal experience
- Opportunities for Students to get involved with engineering projects on a long term basis
- Experience with Civil and Structural Engineers in Building, Bridge, Highway and Drainage design
- An insight into our specialisms including Seismic Qualification of Nuclear Structures
- An opportunity to work with our Business Support Team covering Financial Planning/Records and our UKAS Accredited Integrated Management System covering Quality, Environment and Safety
- Opportunities to experience industry leading Software including AutoCAD, REVIT (Building Information Modelling) and Structural Analysis/Design packages like StaadPro.

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OFFICES AT CHORLEY, LANCASTER, SHREWSBURY & WORKINGTON

Thomas Consulting is the trading name of Thomas Consulting Ltd
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Registered Office
[Redacted]

Associates
[Redacted]

Consultant
[Redacted]





[REDACTED] is a member of the Institution of Structural Engineers, Chartered Professional Interview Panel. Each year, the panel reviews graduate engineers applying for full Institution Membership to become Chartered Engineers. Accordingly, we have good knowledge of professional development requirements to meet the necessary grade. Phil would be please to act as Mentor for Students considering a career in Civil and Structural Engineering.

Thomas Consulting would be pleased to Partner with QESstudio and collaborate with QES in this exciting project. If you would like to meet and explore how Thomas Consulting and QES can work together to achieve the aims of QESstudio, please let me know.

Kind Regards

Yours sincerely



For & on behalf of
THOMAS CONSULTING LTD

17th February 2016

Queen Elizabeth School

FAO [REDACTED]

Dear [REDACTED]

Re: Studio school proposal

We are writing to confirm our support for the proposal to open a studio school at Queen Elizabeth School, Kirkby Lonsdale.

As architects, we are firm believers in the total collaborative approach in the design team principle and we are delighted that you have identified this as a principle for engaging with and preparing students that will immediately be productive, competent and employable apprentices who can continue on their journey of learning and development as they work their way up in "the real world".

We are a small firm of architects, in a rural location, and we really struggle to find suitable staff who have an understanding of working as part of a team as well as an ability to take responsibility and work on their own initiative. If we were able to engage with students at a much earlier stage of their learning experience, we can share the benefit of the design team principle approach, broadening the learning experience, understanding the benefit of sharing knowledge, exploring possibilities, learning to discount and disregard distractions and focussing on relevant conclusions and decisions.

It would be a great benefit to us, in terms of reducing ongoing training costs and staff turnover if potential staff have been through the create framework as we recognise that they would have a clear understanding and immediate input into the employment team and this is something that is sadly regularly lacking in candidates that have applied for positions following straight academic study routes, achieving great qualification but with little, if any, "common sense" approach and practical skill that is to the benefit of the design team.

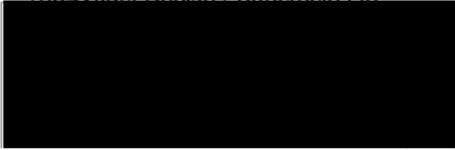
We would extend our support to the idea of the Queen Elizabeth Studio School by confirming that we would be really keen to get involved from an early stage and are happy to commit to supporting the proposal with:-

- Involvement in setting project briefs and offering dedicated time throughout the year to assist and review as part of the design team
- Offer professional mentoring to students engaged with the Queen Elizabeth Studio
- Offer a placement position – dedicated to the Queen Elizabeth Studio students
- Hold business briefings to present actual business strategies to student groups, introducing relevant and practical examples, guidance and debate.

We are encouraged that Queen Elizabeth School has seen a clear opportunity to fill a huge gap in supporting students to become much more coherent, useful and prepared candidates for local employers to engage with.

We are totally supportive of the proposal and if there is anything more we can help with in the early days of development, please do not hesitate to contact us. We genuinely believe this is a refreshing and pro active move by Queen Elizabeth School to allow established local resources to help get involved at an early stage to encourage a much better calibre of employable students.

Yours sincerely
The Wright Design Partnership Ltd



Kirkby Lonsdale Chamber of Trade

C/O The Kirkby Lonsdale Community Interest Company Gift Shop,
[REDACTED]

26th February 2016

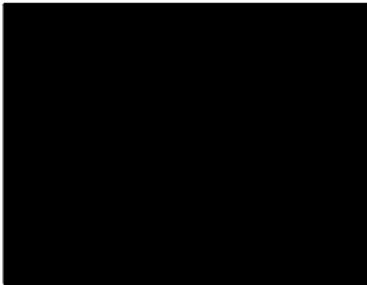
FAO [REDACTED]
Queen Elizabeth School

[REDACTED]
Dear [REDACTED]

It was good to meet up with you recently to hear about your plans to open a new Studio School in Kirkby Lonsdale.

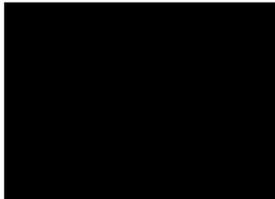
The Kirkby Lonsdale Chamber of Trade is an organisation of like minded businesses based in and around Kirkby Lonsdale. The aim of the organisation is to promote and represent the town on behalf of our seventy plus members. This means that we get involved in anything and everything that may have some bearing on local business (most especially when we can afford it!). Typically our local, mainly rural, businesses are only as good as the people they employ and a comment often heard amongst our members is how much better it would be if the pool of potential employment talent were more in tune with a practical common sense approach to business rather than the predominantly academic leaning that is so often on offer. A local Studio School concentrating on engineering, food and creative arts, all with a design led influence with which our local businesses can actively engage would certainly help address this situation and have very direct relevance for many of our local businesses.

Consequently we are very excited to hear about your Studio School plans. Such a venture can only have a positive effect on the local economy and I confirm that the Kirkby Lonsdale Chamber of Trade can offer a ringing endorsement for your plans and the very best of wishes for your application.





Queen Elizabeth School



28th Feb 2016.

Dear 

We would like to advise you of our support to Queen Elizabeth School for their application to create a Studio School.

The Chamber has over many years looked to engage with all educational establishments including schools and HE & FE Education delivery bodies. As a Chamber our engagement with the business community is second to none and our business members show a strong interest in how they can best engage directly with and influence those tasked with delivering learning and development.

The need to have students fully prepared for the workplace is always high on the business agenda.

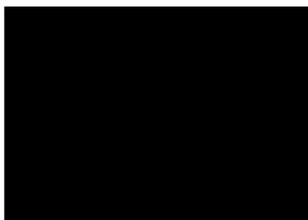
We at the Chamber often deal with the issues surrounding recruitment, with businesses often highlighting that school leavers are not necessarily prepared for the work place on leaving school. With this in mind we have supported employer engagement in schools via our Young Chamber Network and welcome the opportunity to support Queen Elizabeth School in their bid for Studio School status.

I am sure that a Studio School will enhance the employer engagement within your operational area and create further opportunities for your students. I look forward to working with Queen Elizabeth School in the future.

Regards



Cumbria Chamber of Commerce



Letter of Support for QE Studio

To Whom it May Concern,

My Name is [REDACTED] founder of the not-for-profit organisation, [Passing on the Trades](#). Our goal is to provide apprenticeship training in the skilled trades for youth in order to equip them with the skills necessary to enter the construction industry with the training necessary for entry-level employment.

I am a Master Stonemason/General Contractor having apprenticed in Kendal, Cumbria as a youth then going on to start my own successful masonry business in the U.S. where I also founded Passing on the Trades in 2014.

I recently moved back to my home town of Kendal, among other reasons, to begin a chapter of Passing on the Trades for the youth in my home town so that they too can have the same fruitful and fulfilling career I have enjoyed and benefitted from for over 4 decades. What QE Studios proposes in integrating work and academic learning to benefit youth, businesses and consequently their local community, is precisely in line with Passing on the Trades' goals and training concept; garnering the practice of skills and work toward industry standard qualifications in each student's trade of choice.

You can imagine how thrilled I was to learn of QE Studios and their brilliant concept of creating schools in which students progress in academic and vocational subjects through experience of real work. When you think about it, this concept has been in practice since the Renaissance; in medicine, law and other professional fields with a continued and high degree of success. Needless to say, students learn to work effectively using this time honored concept of employer led project based learning and employer input, which forms a large component of their programme of study.

QE Studios brings strong evidence that by bringing working and learning together, students will perform better, and be more prepared for their working life by extending learning beyond the confines of a more traditional curriculum thereby preparing, promoting and accelerating their successful entry into living wage employment or further training.

Passing on the Trades looks forward with great expectation to partnering with QE Studios to bring back the most effective way of educating and preparing youth for a positive and stable future – the “Studio School” concept, where work is learning.

Best regards,

[REDACTED]

TO WHOM IT MAY CONCERN

The Majik House designs, installs and programmes smart technology for both residential and commercial premises. This technology is designed to provide necessary communication facilities in businesses and entertainment, security and energy saving systems in the home. All highly relevant systems in the high tech world we now move and live in.

Our clients are from across the UK including the Isle of Man and in the main are business owners and celebrities from all walks of life –sport, entertainment etc.

Our installation team started their careers as electricians and have been trained and developed in the smart technology industry by our company. There is currently no official qualification that educates an individual in our field of work. Our federation, CEDIA, also has devised programmes and delivered training to our industry. This has been to fill the gap that the educational establishments are unable to fulfil.

With the level of growth being attained by the technology industry it is crucial that the education establishment acknowledges that it is currently not delivering schemes/qualifications to prepare people for this industry.

To work hand in hand with schools to develop programmes that will bridge our gap would have benefits for us both. The following are some of those benefits:

1. Programmes designed by schools and businesses together to deliver relevant courses and ultimately individuals ready to commence a career in the smart technology industry will be appropriate to business development.

2.

[REDACTED]
Queen Elizabeth School
[REDACTED]

QESTudio

Dear [REDACTED]

I've been running a photography business in the South Lakes for the last eleven years, photographing hundreds of social events (weddings, birthdays etc.) and commercial events (conferences, black tie occasions) and retail products.

I've often had enquiries for work from young people who seem very keen but lack any relevant experience. As a small business, it's much better to know that anyone you employ is going to stand a better chance of being useful to the business quickly before you take that risk. So the idea of QESTudio is very appealing to me and I imagine most other businesses in the area, as it improves the readiness for work of the students leaving school and boosts our confidence as employers that we'll get productive staff straight away. In preparing the students for the work environment, it will help them make better choices too, and improve their confidence and satisfaction in their chosen careers.

The areas QESTudio has chosen are important to Cumbria. Food and Catering is vital to the hospitality sector, which I know has an extremely high turnover of staff that must cause lots of logistical issues every season. Engineering employs a huge number of people in the county so needs to be able to pick good employees from a relatively small local population, and the Creative Arts – including photography – support not just the local market, but the vital tourist sector.

I'm happy to support QESTudio with advice and mentorship, and wish it every success in its development.

Yours Sincerely,

[REDACTED]

[REDACTED]

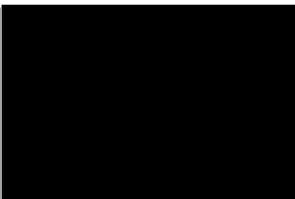
From: [REDACTED]
Sent: 11 February 2016 16:20
To: [REDACTED]
Subject: Studio School

Dear [REDACTED]

I should like to express support for your Studio School initiative and hope that we can become involved in shaping developments. As you know, CETAD is a Work Based Learning centre within Lancaster University, specialising in supporting individuals to 'learn through and for work'. We use similar learning and teaching strategies to the ones you are proposing in terms of negotiating programmes with employers, supporting students to learn through work projects and using mentoring/coaching approaches to support learning. In principle, we would be pleased to act in an advisory capacity and to support staff development and curriculum design as you go forward. It sounds an exciting initiative and good luck with your application.

Kind regards

[REDACTED]



www.cetad.lancs.ac.uk

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Governance self-assessment

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

3. Meetings	Please detail your board and committee meetings schedule and outline agenda	Outstanding	Please see F2
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 	Outstanding	Please see F2



Department
for Education

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