



Department
for Education

Free school application form

Alternative provision

Published: December 2015

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

**SPRINGWELL ALTERNATIVE ACADEMY – SOUTH
WEST LINCOLNSHIRE**

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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.

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.

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

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

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

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

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the

terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

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

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

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>		

Declaration

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

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

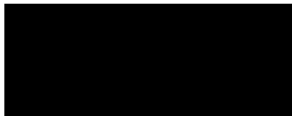
- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

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:  (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:	<input type="checkbox"/>
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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 C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Alternative Provision (AP) for young people in Lincolnshire delivered by the Lincolnshire Teaching and Learning Centre (LTLC) is Inadequate (Ofsted category), and is housed in buildings that are not fit for purpose nor conducive to the effective education of young people. Key Stage Four pupils are currently educated in unregistered AP provisions. Outcomes overall are poor. There is a pressing need for student places and facilities in registered schools at KS4 and for expanded provision at KS1-3. A strategically coherent plan for AP in Lincolnshire is required.

Both the [REDACTED] and Lincolnshire County Council recognise the need for fundamental change in this sector for the County, and are working together with Wellspring Academy Trust to author a new future for young people in Lincolnshire.

The ambitious plan described in four interdependent Wave 11 Free School applications unites the county-wide need for high quality AP that provides good outcomes for young people with the pressing requirement for effective outreach support to address the high rate of exclusions and difficulties in re-integrating previously excluded young people back into mainstream schools in Lincolnshire. The four Free Schools proposed, one per quadrant of the county, would ensure equivalence of provision for young people in each quadrant and would form a key link with the wider Behaviour Outreach Support Service offered by Wellspring in Lincolnshire. We believe that this structural solution for the county has the potential to deliver transformational outcomes.

Based around the provision and expertise from Springwell Learning Community (Outstanding school and Teaching School), and our other provisions in this sector

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

throughout the region, Wellspring is an acknowledged regional expert in the SEMH and AP sectors.

The high quality of Wellspring's work with students with Social, Emotional, Mental Health (SEMH) and behaviour difficulties is widely recognised. We have four SEMH & AP Academies and run commissions for the leadership and management of AP and SEMH schools in Leeds and Lincolnshire.

We propose four Alternative Provision Free Schools, to be housed in either purpose-built accommodation or remodelled (purpose-appropriate) existing buildings that are strategically located throughout Lincolnshire in order to meet demand, dovetail with Lincolnshire's quadrant-based operational model and reduce the distances travelled for more young people in Lincolnshire, thereby achieving improved value for money. These Academy Free Schools will be located in the North West, North East, South West and South East quadrants of the county.

There are four Wave 11 Free School proposals to achieve the vision for Lincolnshire. Though separate applications, they are interdependent and are to be considered together. To this end, one identical funding template has been completed covering the education of all 250 pupils across these four separate Free Schools. This is demonstrative of Wellspring's mature approach to collaborative and executive operations, resourcing and efficiency.

The financial plan supports the deployment of four identical teaching and learning staff structures, alongside a central support function and an executive leadership model. The financial plan covers all four Wave 11 AP Free School applications in Lincolnshire, and should not be confused as representing the individual financial and operational requirements of any individual Free School.

Section E1 details the Local Authority's support for Wellspring's four AP Free School proposals that includes confirmation of the number of places they intend to commission, their confirmation of top-up funding and the geographic spread of the Academies, including details of sites/locations for each of the four proposed new Academies/ Free Schools.

These Free Schools will build upon Wellspring's recent, rapid improvements to the Lincoln Teaching and Learning Centre (LTLC) and the Trust's exceptional professional network, to create a consistent County-wide entitlement for young people who are excluded from schools, a sustainable quality professional network in Lincolnshire and a community of practitioners who will enable the young people in their care to thrive.

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

Our proposed Free Schools will make a difference to the lives of Lincolnshire's most disadvantaged, disaffected and underprivileged youngsters and their families.

Wellspring can and will 'Make a Difference'.

Wellspring Academy Trust's schools are a place where:

- Our core values are honesty, tolerance and respect leading to self-discipline and increased self-esteem.
- Each individual is valued and respected and suitable learning opportunities are created for all.
- Future citizens are nurtured and prepared for the future in both the world of work and society.
- Everyone is safe, physically and emotionally.
- We are all encouraged to make a positive contribution.

At Wellspring Academy Trust we:

- Provide a safe, happy and caring environment for all
- Promote high standards of learning, achievement and behaviour for all
- Establish a broad, balanced and exciting curriculum that supports the development of social, emotional and behavioural skills and a love of learning
- Enable all learners to develop in-depth knowledge, understanding and skills to the best of their ability
- Value, support and celebrate the many different ways that children can learn and achieve their full potential
- Value diversity within our school, community and the wider world
- Respect the rights and views of others and acknowledge our own responsibilities as citizens
- Consider the effects of our actions on the environment and promote more environmentally friendly practices

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

Our Big Idea

In Wellspring Academy Trust's existing Alternative Academies, we cater primarily, but not exclusively, for those with social, emotional, mental health and behavioural difficulties, allowing them a fresh start in education. Our strong belief is that solutions lie in the understanding of every individual's case and a provision which can take account of their difficulties or barriers to learning. We aim to offer all pupils an equal opportunity to become confident learners in a supportive environment. Our vision is to enable pupils to improve their self-esteem, take responsibility for their behaviour and to be proud of their achievements. Almost all of our students attend full time, which encourages a sense of belonging and community. Our clear and consistent structures ensure that pupils feel safe and secure and it enables them to take ownership of their learning.

Directors, Governors and Leaders across our Trust know that our focus on academic attainment is our strongest feature. Experience has proved that students need to feel **purposeful** about their education and this is the strongest attraction that we offer them. The increase in confidence and self-esteem that drives improvements in behaviour is almost always linked to academic success. It is often difficult to change pupils' self-perception in a short space of time, but we can show them their own skills, and build their self-worth through academic attainment that has a clear value in their eyes and in the eyes of society.

It is this focus we will build upon and embed within the four Alternative Academies/Free Schools.

What We Offer

Small class sizes of 6 students with 2 adults in each lesson, so that no learner is left without help.

Experienced, qualified teachers who can make sure that our students make rapid progress in their learning, through delivering lessons that excite and motivate them.

A curriculum that matches mainstream expectations at KS2, KS3 and KS4 and has been successful in preparing all of our leavers for college after year 11.

Specific support based on the needs of each student to help them get back on track with their education.

A staff well trained in meeting the emotional needs of students, skilled in behaviour modification and selected for their ability to find the best in each child.

Tailored and truly personalised provision.

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

Therapeutic interventions.

A fresh start.

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
Key Stage 1		24	24	24	24	24	24	24
Key Stage 2		40	40	40	40	40	40	40
Key Stage 3		46	46	46	46	46	46	46
Key Stage 4		140	140	140	140	140	140	140
16-19: commissioner referred								
16-19: student applications								
Totals		250	250	250	250	250	250	250

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 below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	6	M	
Maths	6	M	
Elements – Core KS3 Curriculum	8	M at KS3	
PE	Personalised pathways to equate to full time curriculum	V	A personalised pathway defined to meet the individual needs of pupils, through a combination of traditional GCSE and Key Stage 3 Curriculum options, vocational pathways, engagement activities and social / emotional aspects of learning. All these are combined, alongside English and maths, to create a full-time provision.
Citizenship		V	
ICT		V	
Science		V	
Music		V	
D&T		V	
Vocational Learning		V	
Outdoor Education		V	
Social Capital		V	
S.E.A.L		V	
Humanities		V	

All applicants will need to complete this section, but you will give us different information depending on which of the assessment criteria you meet. Please:

- use the table below; 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.

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

The Wellspring Education Plan and Curriculum offer is built on the developmental work conducted between the Trust, key schools/academies such as Springwell Learning Community, settings within London Challenge, and specialist partners such as Hywel Roberts.

The Elements Curriculum currently underpins the work of all Wellspring Academy Trust schools, including the Outstanding Springwell Learning Community (AP and SEMH Academies) and Forest Academy (mainstream Primary), recognised as the seventh most improved setting nationwide between 2014 and 2015. It is truly a cross-phase, wholly inclusive curriculum offer with demonstrable efficacy.

Elements

The rationale underpinning our Elements curriculum responds to teacher frustration with 'off the shelf' curriculum models that are not written with the needs of our pupils in mind. Our pupils face a huge range of challenges that can include Social, Emotional and Behavioural Difficulties, Autism, Attention Deficit Hyperactive Disorder, learning difficulties, social isolation, disrupted family relationships and low confidence. Teachers wanted the opportunity to develop their own themes in such a way as to ensure they were engaging for the pupils.

Engagement is crucial – The material and resources must be engaging for the pupils otherwise they will not opt in. Hooks and effective ways into learning contexts are a must.

Story is at the heart of each theme - Pupils become engaged in stories and the curriculum, like the story structure, unfolds episode by episode, with the pupils involved in the journey. Through the use of story, pupils are able to learn about the world around them and learn in context.

Contextual learning – Subjects are not taught discretely – but through the lens of a context that is made meaningful to the pupils and as a result is more relevant.

Relevant learning - Pupils need to know there is a purpose behind the skills, knowledge and understanding we want them to have. By creating a context, for

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

example, where they need to read a map because they are rescuing a child in Snowdonia, they are more likely to engage with, and apply, their learning.

Raising literacy levels – One of the most important outcomes of the new curriculum is to create opportunities for a range of writing for different purposes. This will be easier to produce because of the ‘talk to write’ approach, where pupils are engaged in the context; speaking and listening opportunities are plentiful and pupils are then compelled to write, e.g as international rescue workers writing home describing the devastation caused by the earthquake and tsunami in Japan.

Time – There are between 8 and 12 hours a week allotted for the Elements curriculum. This enables the teachers to work at a deeper level with pupils to enable meaningful learning to take place.

A humanising curriculum – To develop empathy and compassion for others. By developing themes with stories and characters at the heart, pupils can be enabled in putting themselves in the character’s shoes. This is a safe way for the pupil to think about their own life without having to talk about themselves. The use of character is a distancing tool which enables them to look at their own life and experiences safely.

Opening minds - Elements is a curriculum that aims to opens pupils’ eyes and minds to cultures, physical environments and social groupings of the world at large, enabling them to develop as tolerant, accepting adults who celebrate diversity and who are consistently thoughtful.

Spiritual, Moral, Social and Cultural Development – The curriculum is designed to move pupils through the learning of facts and the retention knowledge toward developing an understanding of the wider world beyond that which they experience every day. Elements will support pupils in developing more positive upward spirals and to build aspirations around self worth, personal contribution and spirit. The curriculum needs to rehearse children for real life and this is why we have chosen themes and stories that will resonate with them. The themes offer many opportunities for exploration of the area of spiritual, moral, social and cultural development, for example, cause and consequence, right and wrong, responsibility and rights, difference and understanding.

The Offer

Wellspring’s ‘Elements’ curriculum was written with the needs of our pupils in mind, it covers history, geography, art, DT, Citizenship, PHSE and science, and provides a platform for literacy and numeracy.

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

Primary AP Curriculum

Numeracy

We teach Maths every day, using different strategies to encourage children to not only learn skills but use these in their everyday life. We aim to teach a broad range of mathematical skills such as mental and written methods of calculation, shape, time, and measures such as weight, capacity and length. We provide, in every classroom, practical resources to help children learn and encourage a good understanding of mathematical concepts, based on the Primary National Framework. Through other areas of the curriculum we teach children how to manage and present data using diagrams, tables and graphs and how to apply their mathematical skills through problem solving. We aim for our maths curriculum to be stimulating, engaging and above all, challenging

Literacy

Pupils in Key Stage 1 and 2 follow the National Curriculum for Literacy. The three areas we cover are: Speaking and Listening, Reading and Writing. Literacy is a very important basic skill that enables our pupils to make progress through the school.

Writing starts with the formation of written letters; writing imaginative stories, learning about proper sentences, paragraphs etc. and punctuation, spelling and grammar. As they get a little older, pupils are encouraged to write at greater length and develop their stories further. They produce instructions and information, reports and persuasive writing. Poetry includes nursery rhymes, shape poems and harder poems for Year 6 pupils.

Reading Phonics: All pupils have a phonics assessment on entry to the alternative academy and are then taught phonics at the correct stage. All pupils have daily phonics sessions taught using Letters and Sounds using the LCP programme. Some pupils who are disengaged readers also participate in an 'Active Phonics' programme. Pupils are encouraged to talk about what they have read. They read lots of different books and answer comprehension type questions. Pupils at Springwell read every day; either to a member of staff or, if they are free readers, to themselves.

Speaking and Listening involves lots of talking about personal experiences and listening to stories, songs and rhymes. Children talk to a partner and are encouraged to make suggestions in a small group. They also talk in role play situations and drama lessons. Most lessons have a 'talk' component that involves all pupils.

Physical Education - P.E.

The children take part in PE lessons twice weekly. Each year group covers all of the different areas of PE over the year including gymnastics, games and athletics. They

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

work to develop their skills in order to play a game or create a performance. Our KS2 children also take part in outdoor and adventurous activities and they get the opportunity to undertake swimming lessons.

On occasions, PE lessons may be linked to other areas of the Elements curriculum. ICT can be used to record, analyse and review children's learning. In all year groups, knowledge and understanding of fitness is embedded within PE lessons so that children understand the benefits and effects of exercise.

Social Emotional Aspects of Learning - S.E.A.L

SEAL teaches essential life skills. If young people feel good about themselves, have skills to cope with their lives and get on with each other, with good teaching, they will be more likely to achieve their potential. SEAL can support them getting there. SEAL focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

SEAL Themes:

Autumn Term

New beginnings

Getting on and falling out

Spring Term

Going for goals!

Good to be me

Summer Term

Relationships

Changes

We also use some of the SEAL 'Say no to bullying!' activities during our Anti- Bullying Week in November to complement our on-going work on combating bullying.

Opening Minds Days

These half termly days aim to open pupils' eyes and minds to cultures, physical environments and social groupings of the world at large, enabling them to develop as

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

tolerant, accepting adults who celebrate diversity and recognise equality and who are consistently thoughtful.

Spiritual, Moral, Social and Cultural Development

The curriculum is designed to move pupils through the learning of facts and the retention knowledge toward developing an understanding of the wider world beyond that which they experience every day. Elements supports pupils in developing more positive attitudes and builds aspirations around self-worth, personal contribution and spirit. The need for our children to see themselves as contributors to wider society is very important as they can often see themselves as distanced from it. The curriculum rehearses children for real life and the chosen themes and stories resonate with them. The themes offer opportunities for exploration of the area of spiritual, moral, social and cultural development, for example, cause and consequence, right and wrong, responsibility and rights, difference and understanding.

Design & Technology

In design and technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. Topics run alongside the Elements Curriculum to deepen pupil's understanding, with body smart kinesthetic activities tailored to engage and inspire even the hardest to reach learners. Assessments are carried out every half term with key pieces of written and practical work combining to provide accurate National Curriculum Levels. All pupils are assessed at least once in the year on each of the following skills – research, specification, generating ideas, development, planning, making and evaluation.

Science

In science, we use the National Curriculum as the basis for our planning, with the aim of teaching children about the understanding of the world around them. Our aim is to encourage children's curiosity while developing the skills needed to plan and carry out different types of practical investigations.

We use ICT in science lessons where it enhances their learning and we engage the children in a wide variety of problem-solving activities. The children take part in role-play and discussions and present reports to the rest of the class. Wherever possible, we involve the pupils in 'real' scientific activities and use the local environment to enhance learning.

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

Information Communication Technology - ICT

We believe that ICT should be embedded in all areas of the curriculum. It should not be a discrete subject but a tool for learning in and outside school. We aim to use and teach ICT as creatively as possible making links across the curriculum and make learning meaningful.

We recognise that all classes have differing ICT abilities. This is especially true when some children have access to ICT at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

We cover skills in many different areas such as:

- Word Processing to write stories, poems or letters
- Databases to record information, e.g. rainforest animals.
- Spreadsheets to calculate data and to create tables, charts and graphs.
- Blogging to contact children and teachers and share work
- iPad technology to work creatively and encourage interactivity
- Desktop Publishing programs to design posters, leaflets, cards, booklets and hyperlinked texts.
- Video Editing Software to create professional films
- Multimedia Presentation to create slide show presentations using text, sound, images, video and effects.
- Painting Programs to create pictures and designs
- Internet and CD-ROMs to find information
- Digital Cameras to record what they have done in class or on a visit
- Electronic toys to help understand how things work.

Music

Music is a unique way of communicating that can inspire and motivate children. At Wellspring we make music an enjoyable learning experience. Each week children are offered opportunities to sing in whole school assemblies. Children are also offered opportunities to play and create their own music using a range of musical instruments.

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

They are taught how to select the appropriate instrument, compose as a group and record their compositions. We encourage children to participate in a variety of musical activities which we perform in school and in concerts with other schools. We aim to build up confidence of all children in performing in front of others.

Art

We believe that creativity improves pupils' self-esteem, motivation and achievement. Therefore, creativity is central to all curriculum teaching and learning and we view Art and Design as a vehicle for this creativity.

Art and Design activities are central to the curriculum planning, each term cross curricular lessons are planned to ensure that pupils experience an enriched and diverse curriculum. Furthermore, we value the opportunity to explore art from different cultures and times.

At Wellspring, we provide opportunities for independent and collaborative work in Art and Design. Pupils are also given the opportunity to explore a range of materials and techniques and to develop a wide range of skills and knowledge in Art and Design. In addition, making good use of the resources and Art available at Museums and Galleries is encouraged to ensure pupils experience work by well-known artists.

Key Stage 3 Alternative Academy Curriculum

Developing pupils' social and emotional skills is an important focus of the curriculum in order to support pupils in their re-integration to main stream school. Pupils are baseline tested on entry, in order to accurately identify pupils' current levels and to address any gaps in learning through personalisation. Pupils reflect on their difficulties in mainstream education and produce a passport to mainstream, working on overcoming any barriers to learning through mentoring with their key worker as part of the 'turnaround' approach. Some pupils may need to stay for a longer period in the provision whilst they are going through the education and health care plan assessment process in order that their needs are fully met in their future education.

Nurture start to the day Pupils start the day with a nurture breakfast in form time, where pupils have planned activities to develop their personal SEAL skills and in order to have a settled start to learning.

Numeracy

In Numeracy, pupils cover all four areas of the National Curriculum which include; Shape, Space and Measure, Using and Applying Number, Algebra and Handling Data. Numeracy is taught five times a week and is assessed after each unit. Our vision is to

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

create an environment in which all learners can make progress through a kinesthetic and a creative approach. Numeracy also plays an important part in our bespoke 'Elements' curriculum connecting mathematics to real life situations allowing pupils to analyse, problem solve and develop decision making skills.

English

All pupils have a phonics assessment on entry to the alternative academy and if they have gaps in their phonic knowledge, they are taught phonics every day, using the Letters and Sounds, LCP programme, in intervention. English lessons are taught by the form tutor. The Elements theme for the half term is explored and pupils have access to a variety of texts and explore a range of genres of writing, following the national curriculum statutory requirements. Because the ability to read is essential for ease of access to all areas of learning, pupils have reading time every day, either reading a book for pleasure or a book at their appropriate reading level. This provides a further opportunity to support pupils in their enjoyment and progress in reading.

ICT

ICT is covered in the Elements curriculum, where the application of the skills is relevant and purposeful. Pupils have wide ranging abilities in ICT, many having limited access to ICT outside of school. The tasks pupils are provided with to develop their ICT skills are similar to those first developed in primary and include:

- Word Processing
- Databases
- Spreadsheets
- Blogging
- iPad technology
- Desktop Publishing programs
- Video Editing Software
- Multimedia Presentation
- Painting Programs
- Internet and CD-ROMs
- Digital Cameras

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

The aim of Elements here is to further develop pupils' **literacy**, in particular *communication* and *writing* skills through engaging thematic learning that hooks pupils in and which they find motivating and purposeful. Teachers plan the curriculum to make it relevant to the pupils and discuss how learning can be made exciting, whilst still meeting learning objectives. The learning is often developed around a story or character to engage the pupils on an emotional level and to give the learning a context. By focusing on a story or character, the aim is to develop pupils understanding and empathy for others, which, for a range of reasons, is challenging for many pupils. Elements is also a vehicle for History, Geography, RE, SMSC, Citizenship, PSHEE, ICT and mathematics.

Music

Pupils will experience performing, composing and listening. They will also learn how to review and evaluate both their own work and the work of others. In this setting it is vital that pupils are guided into working collaboratively and so there is a strong emphasis on practical work and group work. Pupils should expect to experience learning to play various instruments such as keyboard, guitar, drums, bass and voice and they will delve into various genres and cultures such as Rock, Blues, Pop, Classical, Reggae, Folk, Chinese music, African and Indian music.

Pupils will learn how to read traditional notation as well as looking at alternatives such as graphic score. The school is well equipped in terms of music technology and all children have the opportunity to record their own and others' work using programmes such as Pro Tools and Garage Band. Children are encouraged to record information and ideas in a written format in music lessons with a view to support the school's drive to improve literacy.

The schemes of work taught are varied and very flexible, tailored to the needs of the individual. Emphasis is placed on progress and the importance of making mistakes in order to achieve this. The curriculum follows the guidelines of the National Curriculum for Music.

P.E

National curriculum P.E is delivered to pupils in KS1 through to KS3, assessments are carried out on a half termly basis to provide accurate National Curriculum Levels. A wide range of activities are on offer for pupils to participate in including:

- Invasion games (Basketball, football, netball, rugby, dodge ball and hockey)
- Games (boccia, curling)
- Net and wall game (tennis, badminton and volleyball)

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

- Gymnastics (floor, artistic and trampolining)
- Striking and fielding (cricket, rounders and kin ball)
- Athletics (high jump, shot put, discus, javelin and running)

P.E helps to promote health and wellbeing, most importantly building pupils confidence and self-esteem. SEAL is constantly a part of lessons encouraging self-awareness where pupils evaluate both their own work and work of others. Pupils manage their feelings by experiencing working in a range of environments using resilience when learning new skills and techniques. Using learning journeys for each topic pupils are motivated to achieve. Most importantly pupils are expanding on their social skills learning to take turns and work together as part of a team.

SMSC and British Values

SMSC and British Values are encompassed in all aspects of teaching and learning. Elements, PSHE, SEAL and 'Opening Minds' mornings all lend themselves particularly well to the development of pupils' SMSC. These subjects and morning provide pupils with the opportunity to explore the questions above and actively take part in the experiences mentioned. Springwell is committed to continuing to develop and embed SMSC in all aspects of teaching and learning and provide pupils' with exciting opportunities and experiences to develop their SMSC education.

Opening Minds mornings

Opening Minds mornings aim to create a further opportunity to focus on SMSC, British Values and community cohesion to develop pupils' understanding of other cultures, countries and communities. The aim is to widen pupils' experience to support them in becoming more accepting and tolerant of others.

PSHE

PSHE is delivered through Elements and is also taught as a discrete lesson once a week in Key Stage Three. The programme of study covers three core themes:

1. Health and Wellbeing
2. Relationships, and
3. Living in the Wider World.

Wellspring is committed to continue with the development of PSHE education and providing pupils with exciting and relevant learning experiences in a safe learning environment, where every pupil achieves success in PSHE to their full potential. SRE

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

is delivered with support from visiting nurses who give expert advice to pupils on this area of the PSHEE curriculum.

S.E.A.L

SEAL teaches essential life skills. If young people feel good about themselves, have skills to cope with their lives and get on with each other, with good teaching, they will be more likely to achieve their potential. SEAL can support them getting there. SEAL focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. Pupils use a SEAL passport to work on their personal SEAL targets and to map their progress in the five aspects of SEAL. We also use some of the SEAL 'Say no to bullying!' activities during our Anti- Bullying Week in November to complement our on-going work on combatting bullying, this year focusing in particular on challenging racist, homophobic and disablist language.

KS4 Alternative Academy Curriculum

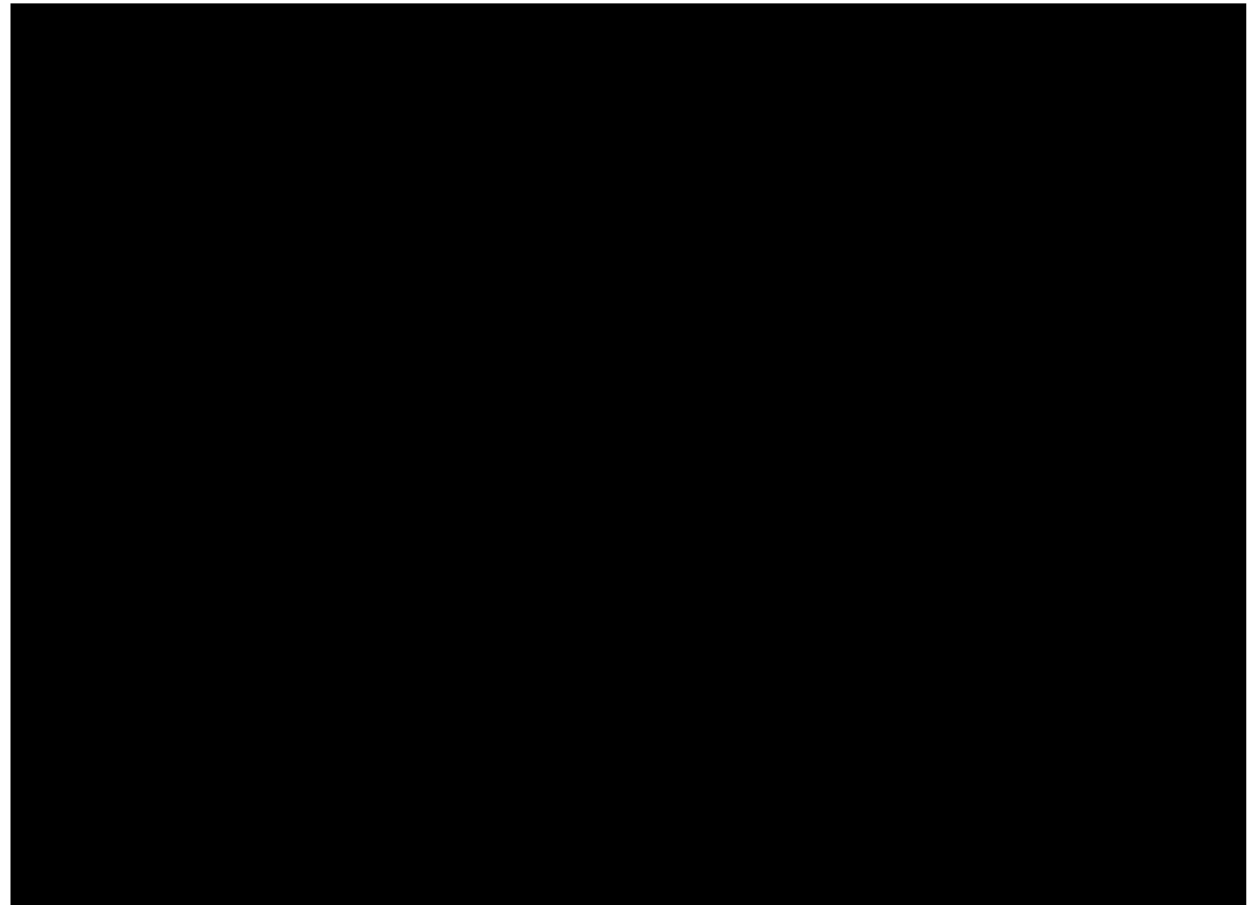
The Trust recognises that a period of transition is occurring reflecting the way public examinations have changed. The following curriculum model has been designed to maximise opportunity for every pupil and to realise genuine aspirations by selecting appropriate subjects delivered through outstanding teaching and learning.

The Alternative Academy undertakes to capture GCSE and other accreditation at the end of a single year in KS4. This allows the successful teaching of new pupils at any time in KS4, offers scope for improving grades for pupils who stay on into Y11 and maximises the chances of successful post 16 destinations.

Every opportunity is taken within the KS4 curriculum to continue to develop SEAL and Spiritual, Moral, Social and Cultural aspects of the pupils' education brought forward from previous key stages. We also make every effort to teach an understanding of British values that reflect both the Academy and the wider community.

See overleaf

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



Approved Offsite Vocational Qualifications (all sites subject to Academy approval for delivery):

- Construction trades E3
- Entry to Employment Motor Vehicle
- Hair and Beauty VTCT L1 /L2

Optional Qualifications within the Academy

- Functional Skills English and Maths
- BTEC award L2 Home Cooking.

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

Educational Visits

Educational visits are arranged to complement the academy curriculum.

Wellspring recognises the value of off site visits to children as enrichment for their studies and to their personal and social development.

Such visits can strengthen a child's sense of belonging to the academy and can help to generate positive relationships with their teachers and peers.

The procedures for organising academy visits are scrupulously adhered to.

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

The Executive Principal, working through his/her Assistant Principals, will build upon the highly successful performance and progress monitoring tools and measures currently deployed across schools with a strong track record, within the Trust.

All pupils' progress will be measured against their own starting points over time. Based initially on closing the gaps between each individual's starting points and expected, age appropriate, progress.

The Trust is currently working on a new model of assessment without levels that will focus rigorously on highlighting what pupils need to do, in order to progress. Until this model is established and tested then pupils will work towards national curriculum levelled targets based on a flight path model.

All pupils will be set stretching targets related to closing the gap. Pupils will also work towards a number of personalized targets based on their own social and emotional

D2 – measuring pupil performance effectively and setting challenging targets

development. Self-assessment through PASS, Boxall Profiles and SEAL assessments will also be used to create an assessment 'portfolio' for each individual pupil.

The school will also set clear behaviour targets and closely monitor progress against these.

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 the table below but you will give us different information depending on which of the assessment criteria you meet. Please:

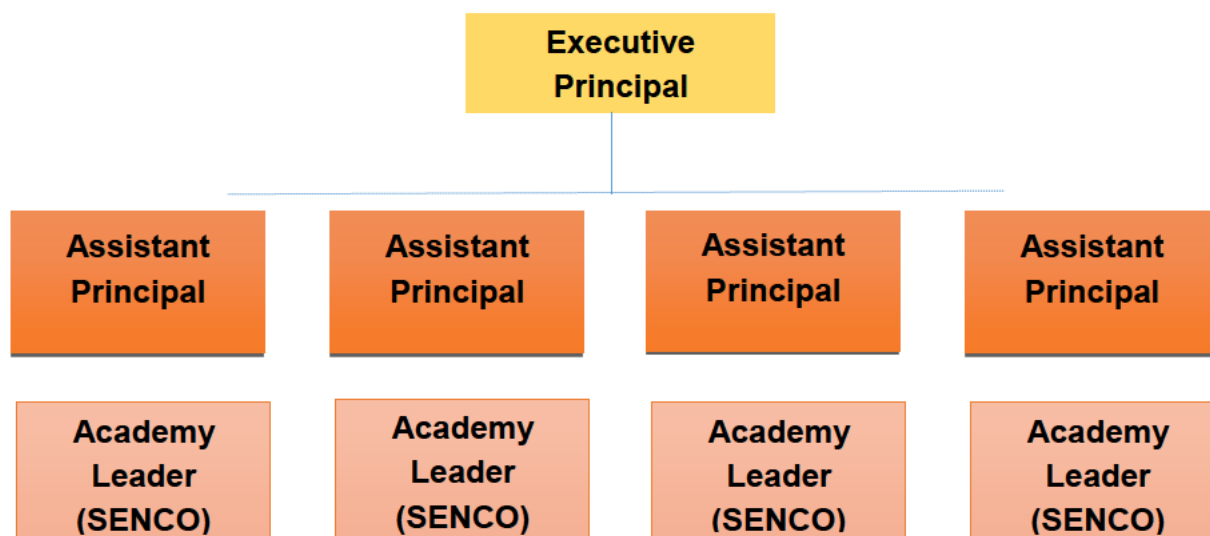
- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

2017-18

Senior Leadership Team:

The SLT includes an Executive Principal overseeing all Alternative Academy sites, with a dedicated Assistant Principal and Academy Leader delivering the Operational Leadership and Management of each respective site.

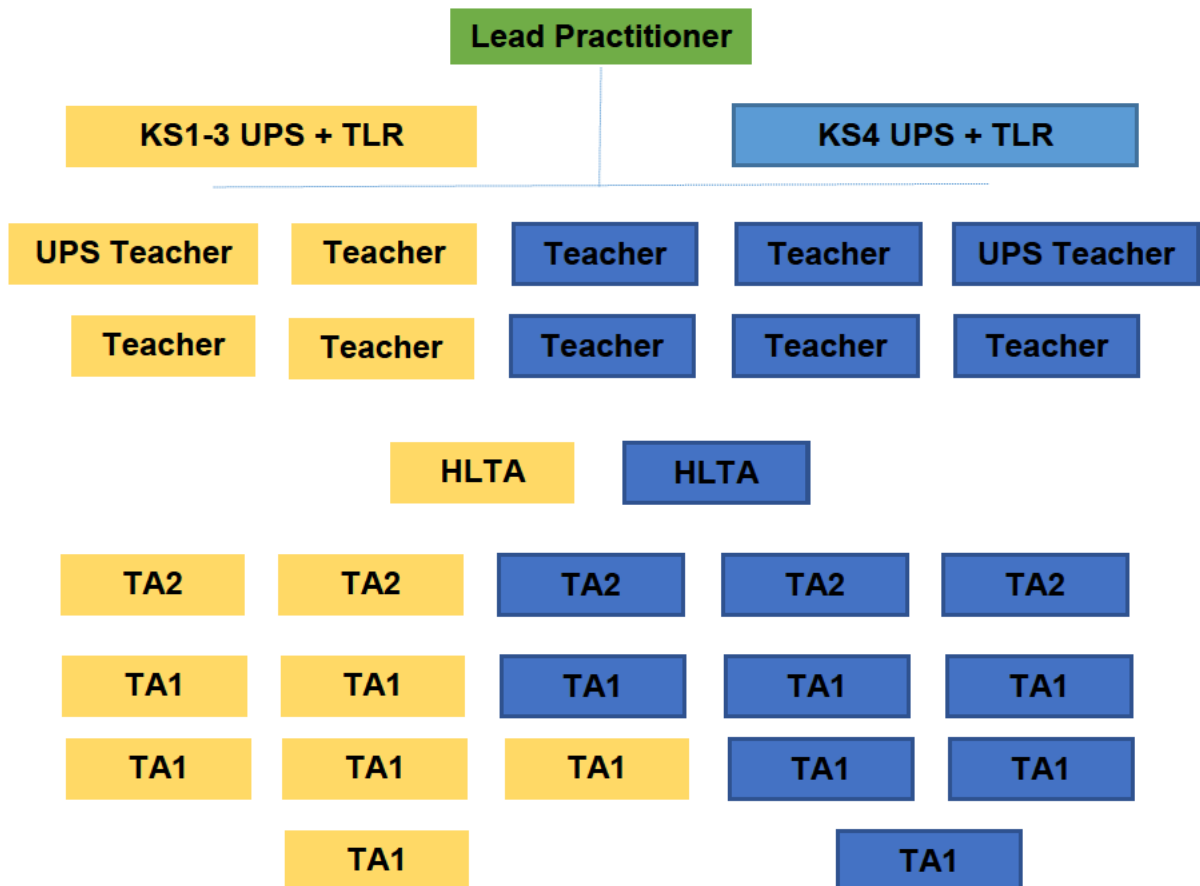


D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Teaching and Learning:

The below represents the teaching and support staff structure at each of the four Free School sites, incorporating KS1-4.

Springwell North East, South East, South West and North West Alternative Academies



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

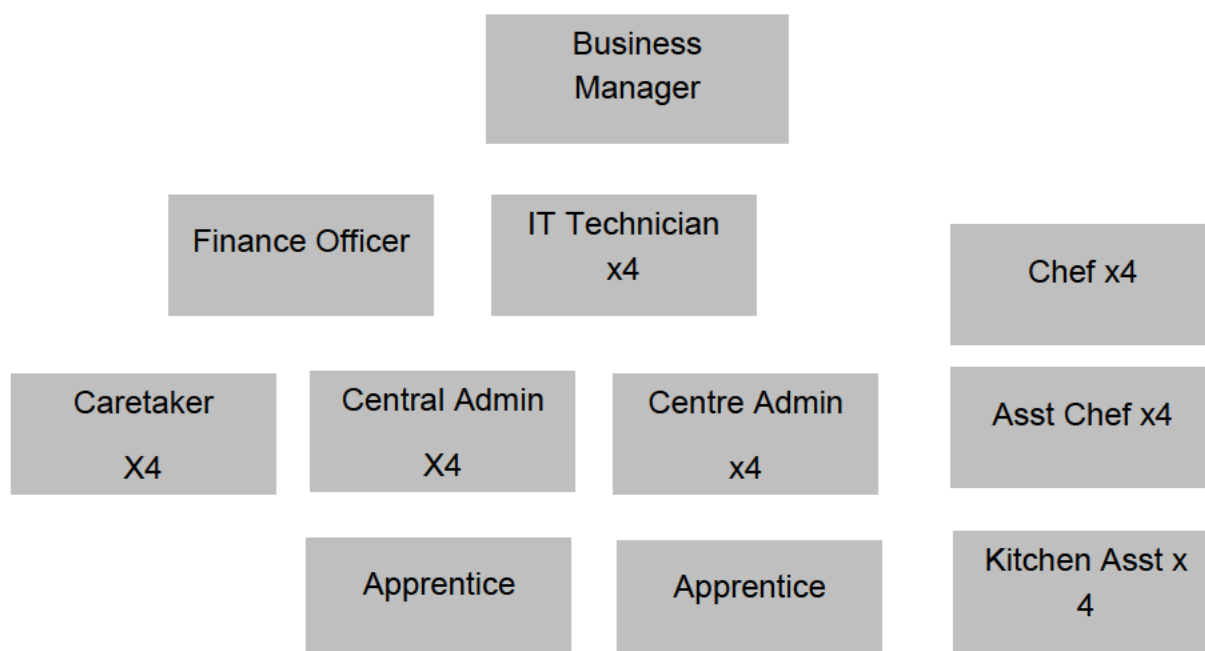
An additional two intervention TAs will be deployed per KS1-4 site, working dynamically across the provision dependent on need.



Central Team

Centre Administrators, Caretakers, Apprentices and IT Technicians work within the individual four settings.

The Central Team will work in central, existing and refurbished Lincolnshire CC accommodation, servicing all four sites.



SENCO

Each Free School's SENCO's role and responsibilities will include, but not be limited to:

- To co-ordinate the day to day operation of the school's special educational needs policy
- To be responsive to requests for advice from other teachers
- To co-ordinate SEN provision, including in secondary schools, ensuring appropriate liaison with the various teachers who will teach any given child with special educational needs

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

- To maintain a SEN register, with records on pupils with special educational needs
- To liaise with parents of children with special educational needs
- To establish the SEN in-service training requirements of the staff, and contributing as appropriate to their training
- To liaise with external agencies
- Enhancing Learning Support Capacity in mainstream partner Schools, the Leadership and Management of SEN and Inclusion

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
Equality and Diversity

- All staff will understand and implement the Equality Act 2010
- Spiritual, Moral, Social and Cultural learning enables pupils to appreciate diversity
- All pupils are taught to understand why discrimination and prejudice cannot be tolerated.
- All pupils have equal opportunities to thrive regardless of their abilities or starting points

We Celebrate British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014 and more recently.

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



At Wellspring we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

Within Wellspring these values are reinforced regularly and in the following ways:

Democracy:

Democracy is ubiquitous within the school. Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaire both within school and our locality. The elections of School Councilors are based solely on pupil votes and our school

behaviour policy involves rewards, which the pupils decide upon.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message. Key stage 3 learned about the tyranny of corrupt power when exploring the play Hamlet, in comparison with the British democracy. Every year a Shakespeare play is performed, celebrating the brilliance of England's greatest playwright.

Individual Liberty:

Within the Trust, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a Trust we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety, S.E.A.L and PSHE lessons. Whether it be through

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

choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

A fundamental value of Wellspring is that everyone should be treated with 'Unconditional Positive Regard.' This is modelled to pupils throughout the day by staff who will continually teach pupils the importance of showing respect. Part of our Trust ethos and the behaviour policies within our schools revolves around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Displays around the school will promote respect for others and an annual Community Day promotes respect for our locally. This is reiterated through our classroom and learning rules, as well as the behaviour policy implemented by our Academies.

Tolerance of those of Different Faiths and Beliefs:

Both the Elements curriculum and Opening Minds mornings support pupils to develop empathy and understanding of people from different backgrounds. Prejudice is challenged through educating and enlightening pupils to understand different points of view, through the use of story and drama for learning strategies in particular.

Displays on Equality and Diversity are in every room, staff work according to the Equality Act 2010 and pupils are taught that prejudice and discrimination towards people in the protected categories is against the law.

Opening Minds mornings focus on tackling homophobic bullying and language, racism and racist language and on tackling other types of bullying.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

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

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

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

The ultimate aim of our Academies is to develop fully rounded, confident, empathetic young adults who have a sense of personal responsibility, who have a positive contribution to make to the wider community, with aspirations to achieve into adulthood to fulfil their potential.

Wellspring Learning Framework

1. *A whole school nurture approach* securing a safe place to learn through:

Micro structure, routines and rituals, visual timetables and cueing transitions to provide SECURITY

Positive relationships, unconditional positive regard to build TRUST

Accurate baseline testing of reading, writing, numeracy, BPVS to provide differentiated work

Identifying barriers to learning and work with the pupil to overcome these

Therapeutic language used consistently to help pupils identify their feelings and the connection between their feelings and their behaviours

Addressing pupils' developmental as well as their chronological age

Involving parents in their pupils' learning using the same nurture approach with parents

2. *Literacy underpinning the curriculum.* Developing pupils' literacy skills is essential to enable pupils to access the curriculum:

Accurate testing of reading, spelling and writing

Accurately differentiated literacy work

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Targeted reading and literacy intervention to rapidly close the gap

Frequent opportunities for inspiring motivated reading, speaking and listening and creative writing across curriculum areas

Frequent opportunities to celebrate original writing

3. Differentiation, personalisation and interventions to meet pupils' special needs

All staff have knowledge and understanding of Attachment theory, ASD, ADHD, Dyslexia, BESD, (along with other special needs when they arise)

How lesson content is delivered and the content itself is differentiated to suit the learning needs of the pupil

Differentiation for the developmental age and social and emotional stage of the child includes how language is used, differentiated tasks, opportunities for bridging developmental gaps with use of Boxall profiling

The learning environment and teaching strategies used support all pupils to engage regardless of their special need – including visual timetables (personal where relevant), timers, coloured overlays, low arousal area, music for learning

Feedback and marking is frequent with specific steps for progress

Use of therapeutic and other interventions to enable pupils to overcome barriers to learning

4. Engaging ways of working

Lures into learning – 'Wow ways in' to a new project and little lures to hook pupils in lessons (For example: Film clips, mysteries, a letter/email/videoed message, sound recording, newspaper headline, image/images linked to the topic that prompt questioning)

First hand experiences – use of visits, visitors, artefacts, costume, images, film clips enables pupils with little imagination or any previous childhood experiences to relate to a topic

Immersive environments – bringing 'out there' into the 'here and now' to stimulate pupils imaginations through the use of stimulus such as a role play area/displays as a scenic backdrop

Narrative approach –using stories at the heart of learning

Contextual learning – putting learning into a context that gives meaning to the learning

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Mantle of the Expert as a contextual learning approach to give pupils a purpose for learning and more control as experts

Use of character and role – focusing on a character can help pupils to make an emotional connection with their learning and safely project feelings rather than talk about themselves

Creative and interactive use of IT – to inspire writing, storytelling, film making, group work

'Hands on' learning opportunities

Co-operative learning – pupils with behavioural difficulties have difficulties working in groups and need to learn how to work alongside, in pairs and in groups

Peer teaching – pupils teaching other pupils skills they have learned builds confidence/responsibility/increases engagement

5. Engaging and relevant curriculum

Core skills in reading, literacy and numeracy addressed discretely and across the curriculum through meaningful contexts

Elements curriculum built on umbrella themes – each context is built around a story or stories, often with characters at the centre with whom pupils develop empathy

Using stories and contexts across the curriculum helps make learning relevant and provides pupils with different perspectives to their own providing them with awareness of different possibilities and outcomes

Social and emotional development runs through the curriculum – with opportunities to develop empathy, understanding and acceptance of others through modelling and role play

Opportunities for play development to enable pupils to become co-operative learners through a multi-sensory approach to learning, break engagement activities for playing alongside, with a partner and in a small group

Spiritual, Moral, Social and Cultural learning takes place across the curriculum as well as on Opening Minds Days

Building social capital for the hardest to reach learners to develop mental, social and emotional well-being leading to empowerment and learning through:

- Engagement
- Commitment

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

- Working with others
- Working in a team
- Sharing responsibility
- Taking responsibility
- Leading

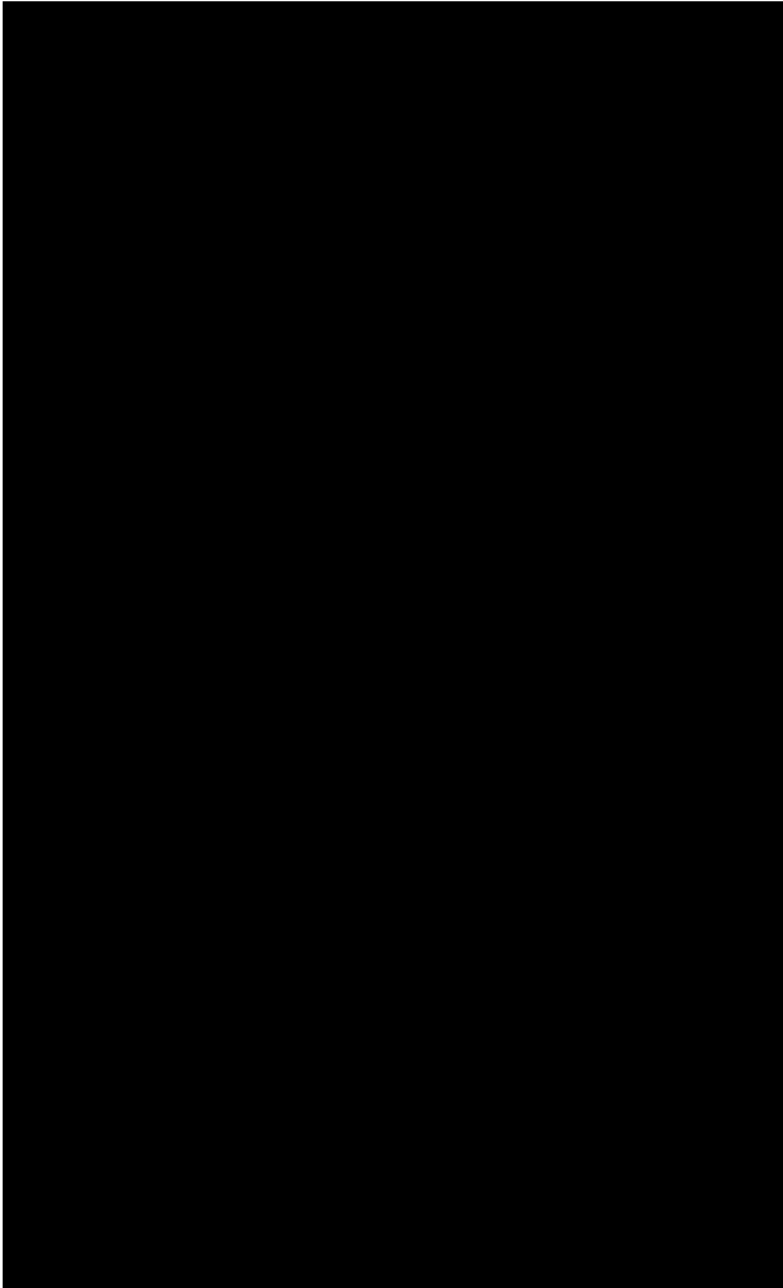
6. Aspiration and achievement

- Celebration of achievement and frequent positive learning experiences build up positive pathways in the brain thus building self-belief leading to aspiration
- Positive futures are encouraged through constant aspirational language, positive role models and frequent opportunities to work with external partners

Section E – evidence of need

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

- use the space provided below; and
- include evidence as annexes;
- 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	
	

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

Alternative Provision for young people in Lincolnshire delivered by the Lincolnshire Teaching and Learning Centre (LTLC) is Inadequate (Ofsted category), and is housed in buildings that are not fit for purpose nor conducive to the effective education of young people. Key Stage Four pupils are currently educated in unregistered AP provisions. Outcomes overall are poor. There is a pressing need for student places and facilities in registered schools at KS4 and for expanded provision at KS1-3. A strategically coherent plan for AP in Lincolnshire is required.

[REDACTED] and Lincolnshire County Council recognise the need for fundamental change in this sector for the County, and are working together with Wellspring Academy Trust to author a new future for young people in Lincolnshire.

[REDACTED]
[REDACTED]
[REDACTED] have communicated positively and at length regarding the base funding implications relevant to AP Free Schools.

Lincolnshire County Council recognise and accept that from year three, the base funding for the proposed Alternative Free Schools will be funded from an equivalent deduction in Lincolnshire's Dedicated Schools Grant.

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

E2 – clear plans to manage referrals

The Assistant Principal in each Free School will take responsibility – under the guidance of the Executive Principal - for all admissions and statutory duties linked to Section 19 of the Behaviour Act. This key member of staff will work closely with any commissioning organisation to manage referrals and also re-integrations.

It is the intention of each Free School within this proposal to work interdependently and, in this regard, for all to work closely with Lincolnshire County Council and individual schools/academies to play key part in Fair Access arrangements, school re-integrations and re-admissions and to reducing the rate of exclusions from schools in Lincolnshire.

The proposed four Free School model, each one based in a quadrant of the county is based on the highly effective Springwell (Barnsley) model, which provides outreach support for schools throughout the borough.

The graphic overleaf describes the Wellspring/Springwell Behaviour Continuum which will underpin the operations of the four Alternative Free Schools in Lincolnshire (and all Alternative Provision within the Trust):

Section F – capacity and capability

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.

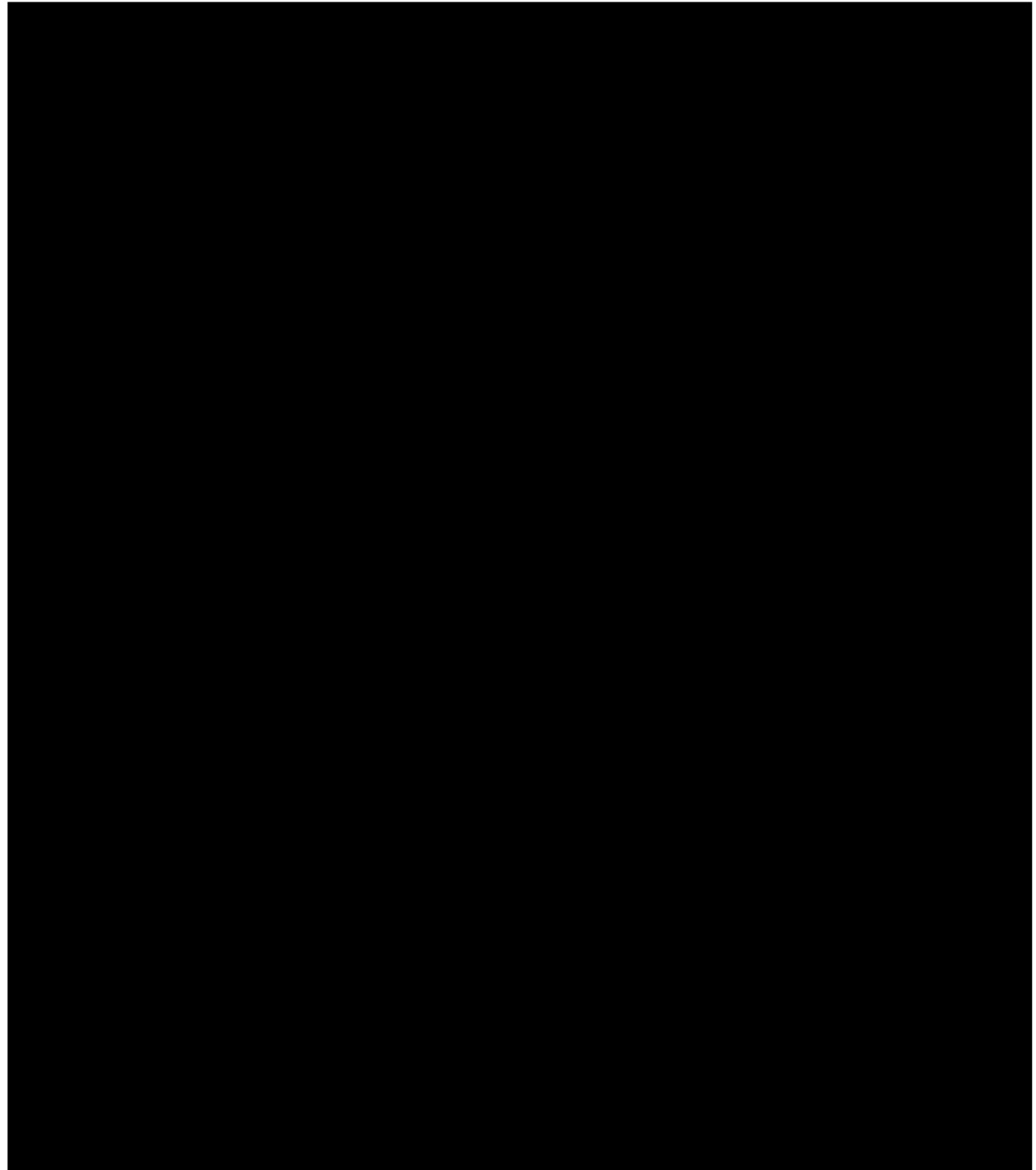
You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

F1 (a) Skills and experience of your team

[REDACTED] – 1.5 days per week availability. This commitment will be enabled through the recruitment of an Operations Administrator (see F1b).

The Executive Principal will commit 2 – 3 days per week to this process.

See CVs in annex below.



F1 (a) Skills and experience of your team

[Redacted text block containing multiple lines of blacked-out information]

More detail provided in CV within Annex.

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
Project Management (capacity)	Pre-opening	Procure through EFA recommended project-management team. Business and Operations Director will oversee delivery teams.
Operations Administrator	Pre-opening	To provide capacity and support to the Business and Operations Director.
<p>We have been through the process of opening a Free School previously – Elements Primary, Barnsley. This project was successful through to pre-opening and was cancelled ultimately due to the failure to secure a permanent site/ sign a Funding Agreement. We are thus experienced in the process and understand the challenges and capacity requirements.</p> <p>We will require additional Project Management capacity in order to establish the (Free Schools) Academies. We will procure Project Management capacity through the EFA framework. The WAT Business and Operations Director will oversee project delivery teams.</p> <p>We will establish a pre-opening team that will include our Project Manager. This team will meet weekly throughout the project, overseen by the WAT Business and Operations Director who will in turn report to the CEO.</p> <p>We have an identified need to establish Local Governance.</p>		

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
<p>We will utilise the expertise and support of governors in other Wellspring activity in Lincolnshire. A decisive, lean, professional and representative Governing Body will be recruited from within the locality. Our Clerk to the Board will lead and co-ordinate a proactive search for governors who fit our criteria.</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

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

See below Trust structure, which Wellspring does not anticipate will change as a result of these Free School developments.

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

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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.

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

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

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

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

Governance of Wellspring Academy Trust

Wellspring Academy Trust is governed by a Board of Directors. The Board is comprised of:

- Chairs of Governors from Trust Academies
- Board-appointed Directors
- Directors appointed by the Trust's Sponsor

Barnsley College is the Trust's Sponsor. The Trust was established to improve life chances for young people in the Yorkshire and Humber Region.

Academy Governing Bodies

Wellspring believes in strong local governance. **We believe that autonomy powers excellence.**

Each Academy that joins the Trust has its own Governing Body. Through the agreed Scheme of Delegation, the Governing Body is empowered to make decisions in the best interests of the children and the community it serves.

Because we are a relatively small Trust, we are closer to our Governing Bodies than a Local Authority or larger Trust can be. We have a closer relationship. We can provide more support. We believe in the importance of personal relationships. We want Governors to feel proud about their school and about their Trust. We are all stakeholders together.

- In contrast to some Trusts, we believe very strongly in the principle of Local Governance.
- Wellspring Academy Trust is committed to achieving the very best for every child. We will challenge where we think you can do even better.

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

- We will ask for key information at key times during the year – helping the Governing Bodies to maintain an efficient Business Cycle that meets finance regulations and OFSTED requirements.
- We will help your Governing Body to maintain a rigorous focus of the key levers of School Improvement.
- Your Governing Body will have representation on the Trust Board.

We will provide:

- Robust corporate governance and rigorous financial management offer safeguards and assurance.
- Professional challenge and firmly established systems for audit, monitoring and review.
- A Professional Clerk who will co-ordinate and support the development of Clerks at local level.
- Quality Assurance of Governance and a toolkit for Self-Review.
- Updates to Governing Bodies on legal changes and changes to OFSTED frameworks
- Bespoke development and support plan for Governing Bodies
- Governor Training
- Leadership recruitment and retention support
- Pathways to outstanding

Wellspring Academy Trust is committed to effective and autonomous local governance.

We do not anticipate making changes to our Trust structure as a result of this application. There are no conflicts of interest.

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

The financial planning for these Free Schools was based on Wellspring Academy Trust's experience of running a number of Alternative Provision Academies with a strong track record. Further, Wellspring holds significant experience in managing transitions in to and the development of new premises, through its experience within the Barnsley Building Schools for the Future programme.

The detail of these financial plans was constructed collaboratively by a cross section of Wellspring's educational, business and finance teams (Executive Principals, Business and Operations Director, Chief Finance Officer).

G1 – budget planning and affordability

The financial template completed brings together these separate but interdependent Free Schools within one financial envelope. This is demonstrative of Wellspring's mature approach to collaborative operations, resourcing and efficiency. The financial plan therefore

This combination of this collaborative approach and our strong track record ensure two key outcomes:

- 1) The projections made are both realistic and appropriate, building upon our strong track record of running schools of this type
- 2) The projections support the curriculum/educational plans for the four identical AP Free Schools, including supporting the staffing model outlined (which is itself based on the aforementioned schools with a strong track record).

The levels of income are realistic, based as they are on the Local Authority's explicit support for these Free Schools, evidenced within the letter of support included in section E of this application.

Should income levels fall to 70% of that anticipated (), the following assumption and mitigating actions will be made/taken:

Assumption:

Pupil numbers are 30% lower than anticipated.

G1 – budget planning and affordability

Actions: Reduce expenditure, in line with pupil numbers, by 70% across the following headings –

- Supply
- Expenses
- Development and training
- Recruitment
- Learning resources
- ICT resources
- Exam fees
- Administrative supplies
- Minibuses
- Trust Management Fee

Further, the contingency will be reduced to [REDACTED] figures.

Outcome

These assumptions and mitigating actions reduce expenditure from (2017-18) [REDACTED]. Through these measures and one key assumption, the Trust is confident the education plan outlined can be delivered with the same outstanding outcomes.

G1 – budget planning and affordability

The 70% reduction can be effectively managed with no impact on pupils. The budget is therefore resilient.

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.

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