



Department
for Education

Free school application form

Alternative provision

Published: December 2015

United West Academy

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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 ask you to demonstrate that you have the capacity and capability to open the school(s) you are proposasks 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
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. 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).

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)

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

Section C – vision

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

Kenton Schools Trust is proposing to open an 11-16 Alternative Provision Free School in partnership with Newcastle United Foundation. The school will be called United West Academy (UWA) and will cater for 90 students in Key Stage 3 and Key Stage 4. It will offer a different type of provision driven by student needs. UWA will offer a challenging and engaging slimmed-down curriculum, smaller classes, personalised needs analysis, high quality careers advice and meaningful work experience to students who are disengaged from mainstream education. UWA will ensure its students leave with a set of worthwhile qualifications, a sense of what the next step is and the understanding of how to take this step.

It is vitally important that all students within the education system are offered an education which meets their needs, capabilities, aptitudes and aspirations. Within the student population there are huge variations in the types of students and their dreams. For some students an academically challenging curriculum based around traditional areas of study assessed through the tried and tested examination system offers an ideal route. However, for a significant, and growing, number of students this route is not only inappropriate but also potentially disastrous. It risks alienating students and causing them to disengage from most aspects of education. With a NEET (Not in Education, Employment or Training) rate of 9.8% in 2013, Newcastle upon Tyne has the highest NEET rate of all Local Authority areas in the North East region. Eighteen percent of 16 to 24 year olds in Newcastle are NEETS, with over 28% of these living in the five “priority wards” of Kenton, Benwell & Scotswood, Elswick, Westgate and Walker. Disengagement at an early age carries with it the risk of future long term disengagement not only from education but also from society. In Cowgate unemployment among 18 – 24 year olds is 30%, a disturbingly high figure for any area.

For too long such students have been considered “problem students” but it is our belief that the students are not the problem, the curriculum and support these students receive is the problem. In affluent wards such as Gosforth the NEET rate is as low as 1%; comparable rates for working class areas are far higher. We believe that if we can offer such students an appropriate curriculum and supportive environment, then they will remain involved and engaged with education and will achieve success through compulsory education and go on to play a productive and positive role in society. It is our ultimate goal to reduce the level of NEETS amongst 16 – 24 year olds within the community that the United West Academy (UWA) will serve.

Once children lose interest in education it is a short journey to disengagement, disenchantment and disenfranchisement. The consequences of this at both an individual and societal level are disastrous. Too many children either opt out of fulltime mainstream education or are excluded from it. For many this will mean placement in a

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

Pupil Referral Unit (PRU), which is both expensive, and for many children, inappropriate. Within Newcastle the number of children attending the PRU has grown significantly and does not match corresponding cities. Newcastle currently has 260 children placed in the PRU compared with 91 in Liverpool and 64 in Manchester (source Newcastle Secondary Heads Meeting 13.10.2015). Overall referrals in 2014-2015 reached an all-time high figure of 358. At the time of writing (January 2016) there are 295 students in the PRU. This compares to a roll of 150 at the last Ofsted inspection (November 2013). The PRU was originally envisaged to support 80 students. There are only 10 authorities in England with more than 200 students in PRUs and Alternative Provision and Newcastle ranks eighth in this list. In the North East Region (12 Authorities) in January 2015 there were 618 students in PRUs, of which 36% are in Newcastle schools. This level of referral is unsustainable and probably inappropriate. The problem lies in the complete lack of alternatives and the reactive nature of the current system, which produces a structural incompatibility that directs students towards inappropriate provision.

The educational outcomes for pupils who attend PRUs are widely agreed to be poor. Nationally only 12.3% of PRU students achieve 5 A*-G, in Newcastle this figure is 0%.

Current PRU provision in Newcastle cannot meet the demand for places for alternative provision. It should not have to. We need a more diverse offer for students which reflects the diversity of student needs and desires.

Clearly, the level of demand which is currently being experienced places huge strains on the provision and adversely affects the quality of provision. The PRU does not currently offer full time provision for students, which would be a prime objective for UWA. This situation is likely to worsen given Newcastle City is experiencing a very significant rise in pupil numbers. To date this has only affected primary schools, where there is already a serious shortage of school places, but secondary numbers will start to rise in 2016. The birth rate and inward migration began to rise some years ago and the rate is increasing. Indeed, the birth rate has risen by 7% in the last 5 years with a 10% increase in births between pupils entering reception in 2014 and those who entered in 2011. The number of births is continuing to rise, with a further 7% increase in 2012/13 over 2009/10. Furthermore, the North Central planning area of the City, in which both the Trust's academies are situated (Studio West and Kenton School), is one of the most affected areas.

One of the key factors determining attainment and achievement is socio-economic status. The higher the socio-economic status (measured by wealth or job) of parents the more successful the student will be in schooling. Research demonstrates children living in disadvantaged neighbourhoods achieve less when compared with children of similar ability from more advantaged neighbourhoods. Levels of Pupil Premium can be considered as a good proxy indicator of deprivation and the following table indicates

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the level of Pupil Premium in the three main secondary schools in the West of the city.

% Levels of Pupil Premium			
School	2012	2013	2014
Kenton	45.9	48.7	47.6
Walbottle Campus school	37.9	39.8	44.2
Excelsior Academy	71.5	71.8	74.3

Both Kenton and Excelsior are in the highest quintile and Walbottle Campus is in the second highest quintile which indicates that there are high levels of deprivation in all 3 schools.

There are undoubtedly many students who fall between the two current offers. They are not able to deal with mainstream provision successfully whilst at the same time they are not well served by PRU provision. The situation has improved recently with the opening of Studio West School, which is an innovative, alternative school that offers a work based approach to the curriculum and is part of Kenton Schools Academy Trust. This school is proving successful, showing that many students believe that a non-traditional approach is best for them. What many students need is provision which addresses their need for a sound academic base, whilst at the same time recognising their need for something different from the traditional school programme. It is our intention to offer provision at UWA which directly addresses the needs of these students. The provision will have rigour but will not be academically overloaded. We will aim to establish a Progress 5 curriculum rather than the mainstream Progress 8, which overloads students who cannot cope. It will offer experiences and opportunities not normally found in mainstream provision. Most importantly it will prepare students for the next step beyond school by providing them with the life skills required in the real world.

A key feature of UWA will be our partnership with Newcastle United Football Club through Newcastle United Foundation. Newcastle United Foundation is harnessing football's power to deliver positive change in the community. Currently, they use this power to encourage learning and promote healthy lifestyles that will make a real difference to the lives of disadvantaged children, young people and families in our region. They envisage a partnership with Kenton Schools Academy Trust as the next step in this process recognising the enormous influence they exercise over the young people in our local community. Through its well-known and influential brand the Foundation will support the delivery of high quality provision, using its skilled and experienced staff and proven engagement programmes. The Foundation is hugely experienced in working with disadvantaged and vulnerable students through the

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

programmes it delivers in schools. In addition to this it will support UWA through the provision of work experience places within the organisation. The Foundation can also support the provision of work places through its corporate partners. The commitment of such an influential and forward thinking club will massively enhance the attractiveness of the UWA and give the Academy a dimension other institutions lack. It will engender a pride in the Academy, city and football club which will help students regain their confidence and sense of purpose. The involvement of a major sporting partner is a game changer which can completely alter students' attitudes to school. Football, sport and Newcastle United, including Newcastle United Foundation staff, can be embedded throughout the curriculum which will inspire and motivate students, even in lessons which they may previously have not been interested in. We have witnessed this transformational power at Everton Free School, where students regard attendance at school as an opportunity rather than a chore.

The students we aim to serve will not necessarily be students with special educational needs but this may be a part of their overall makeup. They are likely to be the youngsters characterised by chaotic lifestyles; family breakdown; behavioural problems; low levels of attendance at school; low levels of educational achievement and attainment and living in deprived communities where there is little support and positive encouragement. Indeed the role models they encounter may offer negative images such as crime and drug abuse. Despite their apparent confidence, many of these young people will have self-esteem and self-image issues and will be suffering from a real lack of self-confidence. This lack of self-confidence will have a debilitating effect on their prospects

UWA will not only provide an alternative educational setting it will also reduce the pressure on other provision and provide choice within the system. Currently, students who are struggling within the mainstream setting have very limited choice. The usual path for struggling students is normally another mainstream school. Whilst this does offer a fresh start for students, it is essentially the same type of provision replicated in a different setting. The same problems which prompted a managed move are still present to a large degree. UWA will offer students the choice of a move to a different type of provision which offers a chance to re-engage with education in a different form. Parents would welcome this alternative as our experience indicates that whilst many parents acknowledge that their child cannot cope in a mainstream setting they are reluctant to take the massive step involved in sending them to the PRU. This provision would reduce pressure on the PRU by admitting students who would, with no other choice, have been admitted to the PRU.

Success

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

A crucial question is how likely is it that this provision will be successful? We feel that there is every chance of real success because of the knowledge, skills and experience of the partners involved. The Derby Pride Academy operates a similar model to UWA in partnership with Derby County FC and was the first Outstanding alternative provision free school in the country. Our aim is to also achieve Outstanding provision.

Successful Partners

Newcastle United Foundation is an independent and registered charity supported by Newcastle United Football Club. The mission of the Foundation is to utilise the local passion for football to encourage learning and promote healthy lifestyles that will make a real difference to the lives of disadvantaged children, young people and families in our region.

The Foundation aims are:

- To promote active and healthy lifestyles, particularly in disadvantaged communities
- To inspire people to learn and reach their potential
- To help build safe, strong, active communities
- To achieve this by using the Newcastle United brand to **engage, inspire and motivate.**

In 2014/15 the Foundation worked with almost 50,000 people across a range of sporting, community and school projects.

Newcastle United Foundation offers a wide range of educational experiences ranging from one day activity courses to accredited qualifications such as the Entry Level 3 Enterprise Academy Certificate in Business and Enterprise. The Foundation is hugely ambitious and in 2015/16 Newcastle United Foundation is on target to work with 190 Primary Schools, 44 Secondary Schools and 44 SEN Schools across our area.

Kenton School was founded in 1958 as the first comprehensive school in Newcastle. In the early 2000s the school was awarded a PFI contract and a new school building was opened in 2008. At the same time the Senior Leadership negotiated the retention of significant area of excess premises which it has very successfully converted into high quality educational space. The school has been rated either Good or Outstanding in its last three Ofsted inspections. The school converted to an Academy in 2012 and became a Multi Academy Trust in 2014 with the opening of Studio West. The Trust is centred on Kenton School which has a proven track record in delivering secondary education in Newcastle. The Chief Executive, [REDACTED] is a National Leader in Education and has successfully led Kenton School for over 15 years. The Studio School, Studio West, provides an exciting and alternative education to students. In both schools there is a wealth of experience in meeting the needs of a disparate and

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

diverse group of students. We do not underestimate the challenge of opening a new school but believe we have the depth of experience and skills required to make such a venture successful. Indeed, there is clear objective evidence of our capacity to do so in the outstandingly positive 4th Term Report on the opening of Studio West recently completed by Margaret Bell, DfE Education Adviser. Alongside this there is a real passion to deliver an educational experience which will excite and enthuse the students for whom a traditional curriculum diet is just not palatable.

In anticipation of this Kenton School has been running a pilot project for two years examining how the needs of disengaged students can be met. This came about because the school realised that the PRU was running at excess capacity and also that it is unable to meet the needs of some of the students we were referring. It is also the case that many of our parents are reluctant to cooperate with a PRU referral because they view the PRU as a largely negative experience. Many parents are apprehensive about committing their child's future to the PRU.

Our pilot project is called the Personalised Learning Centre (PLC) and it offers a completely separate and different experience to the provision within Kenton School and was opened in 2014. The Personalised Learning Centre was designed to meet the needs of children in Years 9 to 11 who were at significant risk of exclusion. A curriculum was developed to meet the needs of the individual students. At the start of 2015/16 and under new leadership the initiative was given a clear vision and ethos which gave all of the students aspirations for their futures and committed to each and every one of them that the staff within the PLC would help find a college placement, an apprenticeship or employment at the end of Year 11. This is a commitment similar to that offered at Studio West.

The educational model that the students follow allows them to complete English, maths and science but also gives them the opportunity to gain an understanding of employability skills and what employers require. Time was also made available to embrace enrichment activities such as sponsored bicycle rides and charity events to help different charities.

Students have helped develop the logo for the PLC and have designed a new uniform, which they wear with pride.

In year 10, all students have been given the opportunity to have two separate work experience placements. It is hoped in 2016/17 to extend this to three opportunities and a further week for year 11 in the autumn term.

All Year 11, students have accessed a Connexions advisor and have had action plans drawn up to consider their career aspirations. All year groups have worked with Newcastle United Foundation, with year 10 and 11 concentrating directly on employability, and for the Year 11 pupils this culminates in a mock interview at St.

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

James Park. The Year 9 and 11 students have taken part in an OCR accredited Business and Enterprise course and a mixed age group are currently studying for an Asdan Short Award in Football. Visits to local colleges have been organised and taster days into different career paths are something that the PLC are implementing. There are plans to begin some work-related learning projects with the help of Robertson's Facilities Management with the Year 9 cohort.

Student Voice has shown that 80% of the students enjoy their learning and have a positive attitude towards it.

Currently, the majority of the students in the PLC have an identified Special Educational Need (SEN) which in most cases is some form of Social Emotional and Mental Health (SEMH) issue. Key workers focus on these issues and set targets for students which they review within the year. Where appropriate, students have access to specialist Educational Psychologist support.

Table 1 illustrates the type of experience and support students have received and also the progress they have made in the key subjects of English, maths and science. It also illustrates the attendance prior to admission into the PLC and post admission.

		Child A	Child B	Child C	Child D	Child E
SEN		K-SEMH	K-SEMH	K-SEMH	K-SEMH	K-SEMH
Ed Psych		Yes			Yes	
Attendance previous year		92.8%	76.4%	91.2%	62.9%	94.9%
Attendance to date		98.8%	67.9%	99.4%	75.4%	97.5%
PP		No	No	No	No	No
Eng.	Predicted	C	D	C	C	C
	LOP	3	2	4	3	3
Maths	Predicted	D-	D-	F-	D	D-
	LOP	2	2	1	2	3
Sci.	Predicted	D	U	F	C	B
	LOP	2	-2	1	3	5
Connexions Interview		Each student attended a Connexions interview in Oct 2015				
Work Experience		Each student had a work placement in July 2015				

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Career Visit	Newcastle College, Beauty training provider	Newcastle College	Newcastle College, Studio West	Newcastle College, Studio West	Newcastle College, Studio West
Intervention	Students meet once a week with Key Worker. Parents are contacted at least once a week to discuss progress				
Outcome	Offered a Beauty apprenticeship	Considering courses in Construction at Newcastle College	Offered a place on a Plastering course at Newcastle College	Has an interview for a Nursing course at Newcastle College	Offered a place on a Travel and Tourism course at Newcastle College

The PLC has shown us that there is a need for such a provision. Currently the PLC does not have the capacity to support schools across Newcastle but if it were expanded as UWA then we would expect to admit students from other schools in the city.

The PLC at Kenton has proven to be a huge success. The number of exclusions and PRU referrals from Kenton School has dropped significantly over the last year. The students are attending better and experiencing fewer issues during their time in school. They are making better progress and enjoying their learning more. Our aim was always to offer turn-around provision and this has been achieved in a small number of cases.

In previous years, students who were experiencing difficulties in mainstream education would have been supported in school but would undoubtedly spend more time in the schools inclusion unit, twilight school or facing fixed term exclusions. Eventually they would be offered a managed move to another school but invariably such moves are unsuccessful. This is because the students experience the same type of curriculum which gave them difficulties in Kenton. What these students need is a different and personalised provision tailored to their specific requirements.

One of the keys to success is to maintain the challenge and worth of the curriculum. Students in the PLC still study for GCSEs in English, maths and science as well as a range of other subjects. Students understand that this has the same currency as the curriculum other students study.

The PLC is a calm, student-centred provision, which offers something different for students who face real challenges in mainstream education. It succeeds because it meets the students' needs, whilst respecting their potential. It is a different approach but not one that diminishes their potential to achieve. We believe that we can replicate this on a larger scale in UWA and offer a cohort of students the opportunity to achieve and remain engaged.

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

UWA aims to serve the whole of the City of Newcastle. We anticipate that schools across the city would wish to commission places at UWA and we would strongly encourage this. We would facilitate students attending UWA by arranging suitable free transport for students from all parts of the city, although this may not be required as UWA is easy to reach from all parts of the city (see Appendix 1 and 1a). We do not intend to expand the school beyond the proposed size.

Why does Newcastle need UWA?

- The current provision is inadequate and inappropriate for students.
- Linhope PRU currently has 306 referrals across all Key Stages and this may grow to over 400 this year. This grossly exceeds the capacity of the institution and is unsustainable.
- The provision at the PRU is not suitable for too many of the students sent there.
- Local secondary schools are supportive of UWA and recognise its potential.
- This lack of suitable provision is leading to students becoming disengaged, disenfranchised and ultimately disinterested in work.
- As a consequence, too many student are becoming NEET which may ultimately lead to unemployment
- UWA will offer a radical new approach to supporting students which focuses on developing the whole person.
- UWA will be aspirational for its students and encourage them to be aspirational for themselves.
- UWA will improve attendance of students.
- UWA will improve student behaviours.
- UWA will improve student outcomes.
- UWA will maximise the opportunities provided through partnership working and will engage students through its relationship with Newcastle United Foundation.
- UWA will benefit from the support of experts within Kenton Multi Academy Trust.

The complementary but different nature of the provision at UWA has the potential to re-engage and motivate students for whom the traditional curriculum diet, which most schools offer, is unappealing. It introduces an element of choice into the system and will provide hope and a route to success for students whom the system is failing. The different nature of the provision in conjunction with the involvement of Newcastle United Foundation will undoubtedly contribute to a higher standards of attainment and better preparation of students for students.

We believe that an opening date of September 2017 is realistic and achievable. We recognise that there is an urgent need for this provision and that we have the capacity within our team to successfully deliver the vision.

Section D – education plan: part 1

How will UWA develop over the initial years?

The projected numbers for each Keystage in the initial years of opening can be seen in the table below. The numbers are based on an assumption that by year 2 UWA will be operating at 80% capacity. However, projecting numbers is an imprecise science and given the huge number of PRU referrals that are currently being processed (numbers of up to 400 have been suggested for the year 2015/2016) the demand for places could be extremely high from the very start.

Having said this, we believe it would not be appropriate to aim to be full in the first year of operation. Any new venture requires breathing space to allow the organisation to accommodate any unforeseen difficulties.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Key Stage 3	na	20	36	45	45	45	45	45
Key Stage 4	na	30	36	45	45	45	45	45
Totals		50	72	90	90	90	90	90

Section D – education plan: part 2

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

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

Kenton Academy Trust proposes to open a coeducational AP Free School, with places for 90 students over Key Stages 3 and 4. The school will offer an education to students who have difficulty in coping with mainstream educational provision but for whom PRU provision is not appropriate. Previously these students would have been allocated places at the PRU through managed moves. Mainstream provision would be inappropriate for a number of reasons:

- Students have become disengaged for a variety of reasons including lack of apparent relevance of the curriculum
- Students exhibit poor attitudes to learning and are demotivated
- Students are unable to deal with a traditional approach to teaching and learning and need an alternative approach
- Students exhibit low levels of attendance and are failing to make progress
- Students have SEMH needs which are not currently being met in mainstream provision

UWA does not intend to offer places to permanently excluded students; the vision is to reach these children before this crisis point happens.

Admission to the school will be through referral either, from other local schools or through the Local Authority via the Fair Access Panel. Currently, in Newcastle LA referral is used to support the zero exclusion policy and as such the LA would be in a position to refer students directly to UWA, although it is possible that this may change in the future. There will be agreed admission points either at Autumn half term (October) or at Spring half term (February). If commissioners wished to make referrals outside these points they would have to demonstrate need and show that it is in the best interest of the student. A detailed admission policy is available when required. Each student will have a mini review at the end of each term followed by a major review after 3 terms. These reviews will focus on progress since admission, including the development of both social and academic skills.

Curriculum Principles

A key feature of UWA is that it will not only meet the academic needs of students; it will also address their personal and social needs. Progress will be measured not only in terms of academic improvement but also in terms of personal growth and development. This will be achieved through academic lessons, although these will be project based, personal challenge activities, social and emotional learning and work experience.

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The curriculum will use the power of the brand of Newcastle United Football Club to stimulate students and to give the students a sense of pride and belonging through the link to a professional football club. Sport will be embedded throughout the curriculum and will help to develop the whole student.

The curriculum at UWA will aim to:

- Offer a balanced, interesting and relevant experience whilst providing appropriate challenge and rigour. This will include access to GCSE level qualifications, with a focus and commitment to English, maths and science.
- Excite curiosity and creativity through creative, high quality teaching.
- Go beyond the classroom and offer a range of opportunities to students.
- Use the power of the Newcastle United brand throughout the curriculum to stimulate interest in learning.
- Take advantage of projects delivered through Newcastle United Foundation to enhance curriculum delivery, many of which are linked to national projects backed by the Premier League, to create additional opportunities for challenge outside of the classroom.
- Use the proven power of sport, especially football, to increase educational attainment.
- Improve attendance and behaviour through a commitment to a high quality brand (Newcastle United Football Club).
- Promote positive attitudes to learning through an enquiry based approach that encourages a learning culture.
- Promote student responsibility through the use of Self Organised Learning Environments (SOLE) lessons.
- Use new technologies to stimulate student curiosity.
- Acknowledge that all students are different and have varying interests which need to be catered for.
- Focus on character education and support the development of non-cognitive skills, such as resilience, perseverance, self-control and empathy, and provide students with a growth mindset.
- Produce active, informed responsible citizens who can identify and respect British values.
- Ensure that students understand the full range of future learning opportunities available to them, including both academic and vocational routes in schools, colleges and the workplace.

We will do this by ensuring we know and understand **all** our students. A key feature of the school will be about developing an understanding of every student's needs and aspirations. There will be a shared vision amongst staff which recognises that each student is unique and capable of growth and success if given the right support. There will be higher levels of adult support than is provided in mainstream schools and each

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student will have an adult (key worker) to whom they can turn to for support when they need it. Equally they will understand that there is someone at UWA who cares about them and their progress and will intervene to ensure they achieve success.

The typical profile on entry of a UWA student will show poor attendance and low levels of progress. The student will have had difficulties in making progress in the core subjects and will have been involved in disruptive behaviour that hampered both their own and other student’s progress. The student may display SEMH behaviours which were unidentified and unresolved. Some students are likely to have Education Health Care (EHC) plans although it is difficult to predict what percentage. Too often students in the mainstream setting are overlooked and undiagnosed because of the pressure of time and resources. A key aim of UWA would be to identify any issues which the student has and determine the best way to address these issues. In order to do this the staff will need to work as a team: Learning Support Assistants, Learning Coaches, Attendance Officers, Behaviour Support Specialists and Educational Psychologists will all share responsibility for the development of every student.

What will the school year and the school day look like?

UWA intends to operate a similar calendar to other schools in the trust. This will involve a 38 week (190 day) year. The shape of the day will also be similar to the other schools except when work experience is involved. When this is the case the students will have to agree to comply with the work pattern that the employer uses. A typical day might look something like the one below:

Time	Activity	Comment
08.00 - 08.20	Breakfast Club	Voluntary
08.30 - 09.30	Period 1	These could be single or a double period
09.30 - 10.30	Period 2	
10.30 – 10.45	Morning Break	
10.45 – 11.45	Period 3	
11.45 - 12.15	Guidance (Tutor Time)	
12.15 -12.45	Lunch	
12.45 – 13.45	Period 4	These could be singles or a double period.
13.45 – 14.45	Period 5	
14.45 – 15.45 (2 days per week)	Enrichment	This time could be spent on sport and leisure activities or exam catch up.

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Key Stage 3

UWA will provide 15 places in each of years 7, 8 and 9.

Provision at Key Stage 3 would be based on a turnaround model and aim to equip students with the skills required to reintegrate into mainstream schooling. In line with this all students in Key Stage 3 will be dual registered at both UWA and their parent school.

On entry to the school students will undergo a diagnostic assessment which aims to identify the student's individual strengths and weaknesses. Assessment would involve use of some of the following profiling tools:

- The Boxall Profile – now developed for 11 – 16 year olds. (Nurture Group Network)
- The Butler Self-Image Profile (Psych Corp)
- The Strengths and Difficulties Questionnaire (SDQ)
- Emotional Literacy Assessment (GL Assessment)

This process would allow us to establish how students feel about themselves and what their understanding of themselves is. We believe that we can only produce intellectual growth alongside personal development and growth. Both aspects of student development would be equally important. This assessment would also help us decide if the student has any special needs in relation to their learning and any identified needs will be addressed.

Parent schools will be required to provide information on the student's current attainment, levels of progress and the reasons for referral to UWA. This will include a behaviour profile which indicates both strengths and weaknesses in terms of behaviour and approach to schooling.

Curriculum Models

Key Stage 3 Curriculum Model: The way back to mainstream

The Key Stage 3 curriculum would be based around the core areas of English, maths and science. All students would study these subjects every day and where appropriate extra support through 1:1 intervention would be provided. This may take the form of phonics or specialist numeracy intervention. If students are to successfully reintegrate back into mainstream school they need to have studied these subjects and be able to resume them at GCSE. For many of the other subjects there is a fresh start at Key Stage 4 with a range of options which means that knowledge of specific subject areas is not so critical. What is critical is that students have the skills that will enable them to succeed and progress onto the next Key Stage.

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Aim: All Key Stage 3 students will return to mainstream education and will have a sound grasp of the basic literacy and numeracy skills required to successfully engage with a Key Stage 4 programme of study. They will also possess the non-cognitive skills required to transition to this next step.

Subject/other activity (eg enrichment)	Hrs per week	Mandatory/ Voluntary	Comments
Breakfast Club	1.6	V	
English	4	M	
Maths	4	M	
Science	5	M	
Art	3	M	
Technology	3	M	
Computer Technology	2	M	
Physical Education and Physical Challenge	2	M	Delivered by a NUF member of staff. Linked to ASDAN awards to offer certification which will help raise student's aspirations.
PSHE	2	M	Linked to NUF projects such as lifestyle which use football and examples from professional football players to teach PSHE related topics such as drugs, alcohol, self-esteem, racism and SRE.
Guidance (including Nurture Groups)	2.5	M	
Enrichment	2	V	
Total	27.5	M	
Total	30.1	M + V	

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Sport will be integral to the curriculum at Key Stage 3. Two hours per week will be dedicated to physical education as well as the theme of NUFC, football and sport being used throughout the curriculum. The benefits of sport on a person's physical wellbeing are well known but sport also helps to develop the whole person.

"It teaches our children how to rise to a challenge, nurturing the character and discipline that will help them get on in life. Above all, sport is fun. Learning to play a sport can lead to a lifetime of enjoyment. The satisfaction you get when you score a great goal or beat a personal best, the adrenaline rush of that nail-biting stoppage time equaliser, the dreams and ambitions you have for success, the lifelong friendships you make, all these things remind us of the unique way in which sport can excite and inspire us all".

(Rt Hon David Cameron Prime Minister; Sporting Future: A New Strategy for an Active Nation, December 2015).

All students will also have a physical/personal challenge experience that will take students out of their comfort zone and help them to learn about themselves. This will range from traditional sports and activities, such as basketball and badminton, to contemporary sports such as skateboarding and surfing, and through to outdoor adventure sports such as abseiling and potholing. The outdoor adventure would offer the opportunity for at least one residential trip per term. This would be a key element of our strategy to require students to be independent and look after themselves in a range of situations. We will use ASDAN short courses to formalise these sessions, providing a structured approach to the delivery as well as allowing the students to gain awards and certificates to reward their participation.

All students will have a creative/artistic experience and a technology/construction experience. We believe that these students will stand a greater chance of success if they are given the opportunity to learn through making things rather than studying them. We truly believe that by giving students a creative/artistic experience their attainment will improve in all subjects and that this will particularly be the case for disadvantaged students. This view is supported by the report "The Case for Cultural Learning" (Cultural Learning Alliance 2011).

All these subjects will be delivered through a project based approach rather than traditional subject lessons. This innovative approach is similar to that employed at Studio West and we would draw on the expertise and experience of our sister school in delivering successful projects. We intend to offer students at this level the opportunity to take Level 1 V Cert qualifications in Creative Studies, Craft and Engineering or Food and Cookery (<http://www.ncfe.org.uk/v-certs/v-cert-qualifications/>). We believe that students will have a real interest in these areas of study and a real prospect of achieving success. Success is a commodity in very short supply for these students and if we can give them a taste of success at this stage of their educational career then we believe it will spur them on to even greater achievement. Completion of these

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qualifications will also provide a natural break for the students and help them understand why the end of Key Stage 3 is an appropriate point to transfer back to their parent school.

In addition to this, students would experience independent learning through a series of Learning Log lessons. Learning Logs have been successfully implemented in Key Stage 3 at Kenton School where they support the development of creativity and independence. Each half term students are given a Learning Log theme which they have to develop and link to other curriculum areas. The material they produce is intended to fit onto a double page spread in a large folder but invariably students find creative ways to expand this by extending pages and making pop outs. The themes include topics such as Family, Society, Endeavour and British Values.

Students in Key Stage 3 would not be involved in work experience but they would have the opportunity to spend at least one day per fortnight out of school learning about the North East. This will include visits to local employers e.g. NUFC, Nissan, local universities, local sites of interest e.g. Hadrian's Wall, Kielder reservoir, Newcastle City Centre and educational visit to places such as sewage farms, agricultural farms and places of energy generation. All of these visits will be linked into the project based learning and will bring it alive for the students.

The whole focus of the Key Stage 3 curriculum is to prepare the students for a return to mainstream education. It provides the essentials plus choice, and offers the opportunity for students to experience success. In addition to this it develops student character and gives them the non-cognitive skills required for success in a mainstream educational setting.

Key Stage 4 Curriculum Model: Working for the future

The school will accommodate 45 Key Stage 4 students.

As with Key Stage 3 students all Key Stage 4 students who enter the school will be assessed in terms of their social and emotional condition. Any students who enter with identified special needs will be supported in meeting these needs. Any students found to have needs which have not been previously addressed would undergo a rigorous and comprehensive assessment to ensure provision is made to support their growth. Referring schools would be required to provide the same documentation as required at Key Stage 3.

Provision will be based on full time permanent placements. We believe that at this stage students need continuity and security. They need to know they are working towards a long term goal and that it is vitally important that they achieve maximum success. We all know that moving from institution to institution is incredibly disruptive and disorganising for students who already have difficulties in ordering their day to day lives. It is vital such students have a notion of permanence and a sense of belonging. UWA will make the commitment to these students and provide them with that sense of

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belonging. This commitment will extend to single registration at UWA.

Subject/other activity (eg enrichment)	Hrs per week	Mandatory/ Voluntary	Comments
Breakfast Club	1.6	V	
English	5	M	GCSE English
Maths	4	M	GCSE Maths
Science	5	M	GCSE Core Science or STEM Technical Award Science (AQA)
Choice 1	2	M	VCerts/Technical Awards/BTec
Choice 2	2	M	VCerts/Technical Awards/BTec
Choice 3	2	M	VCerts/Technical Awards/BTec
Physical Education and Physical Challenge	3	M	BTec Sport (Level 2) Duke of Edinburgh Award Sports Leadership (Level 1 and 2)
PSHE	2	M	Five Ways to Wellbeing framework Young Leaders Award ASDAN Certificate of Personal Effectiveness (COPE)
Guidance	2.5	M	
Enrichment	2	V	NUFC Projects: Lifestyles, Premier League for Sport, Enterprise/Enterprise Careers.
Total	27.5	M	
Total	30.1	M + V	

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Aim: Students will leave UWA with a minimum of three C grades at GCSE in English, maths and science.

At the very heart of the curriculum will be the three core subjects of English, maths and science. Students will be expected to achieve a minimum of 3 levels of progress over the two Key Stages which in most cases will equate to a minimum grade of a C. At Kenton School currently 79% of students achieve the expected levels of progress in English (the corresponding figure for disadvantaged pupils is 78%). This translates to an attainment figure of 70% A*-C in English.

The corresponding figures for maths are 62% making the expected progress (48% for disadvantaged students) which equates to a GCSE attainment figure of 66% A* - C.

The students will follow the same courses as are used at Kenton School and teachers will be able to cross moderate with Kenton and also share in departmental training. In this way we will overcome the professional isolation which can develop in small schools. UWA will follow the same successful model as that employed at Kenton School with a robust tracking system and focused interventions to maintain students on track for success. Interventions will be provided by Support Assistants Higher Level (SAHL) and university students who will work with individuals on a one to one basis. This model has been successfully employed at Kenton School.

Project and enquiry based learning will be at the heart of the delivery methodology. The learning experiences presented to students will help engage students because they will be perceived as relevant and real by the students. Students will have greater flexibility and control over how they organise their learning and will be encouraged to take responsibility for this. UWA will provide a balanced mixture of traditional teaching approaches with the SOLE approach. SOLE learning is about transferring responsibility for the learning process from the teacher to the student and allowing them to take control of their own learning. A typical SOLE lesson would involve allowing students to organise the learning process for themselves. They would establish the class rules around groupings, use of resources, responsibilities and learning direction. Students would develop collaboration and social learning skills and ultimately the level of student to student interaction and discussion would be raised. Ultimately students will learn more than the system expects of them because they will be in control of the direction of learning. This type of approach has been used extensively in Kenton School through its Accelerated Learning Centre (ALC), which has been designed to facilitate such learning. At UWA we would incorporate specific learning spaces aimed to allow SOLE to flourish. We believe that it is exactly this type of alternative approach to learning which these students require if they are to successfully engage with the curriculum.

Aim: Students will leave UWA with at least three areas of study at Level 2.

Students will be entitled to 3 choices in Key Stage 4. The exact offer has yet to be finalised but it will be based around Level 2 V Certs including: Creative Studies; Art,

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Graphic Design, Media or Craft, Business and Enterprise, Health and Fitness, Food and Engineering. We are also looking keenly at the AQA Technical Awards which are currently being developed to complement GCSEs. We believe that the Progress 8 target mainstream schools is inappropriate for an Alternative Provision School. We consider a Progress 5 measure consisting of English and maths plus at least 3 other level 2 qualifications is more realistic. Progress 5 will become our chief measure of success.

V Certs meet all Ofqual and DfE requirements for rigour and balanced assessment and are equivalent to one GCSE in school performance tables. They require between 120 – 150 Guided Learning Hours (GLH) so fit neatly into GCSE timetables. V Certs can be delivered across different year groups and as a one or 2 year qualification. They can be delivered through project and theme-based learning which will ideally suit the students at UWA.

V Certs are specifically designed to enhance individual student engagement and achievement. They provide students with the option to specialise within the broader creative sector, create hands-on practical learning opportunities and give students a chance to explore and gain recognition for their practical skills. They build student confidence and provide access to specific career paths within a variety of creative sectors and provide students with access to specific career paths or open broad progression opportunities into Level 3 programmes and apprenticeships. The creative industry in Britain offers huge potential as an area of employment for people both now and in the future. The UK's creative industries are now worth a record £84.1 billion to the UK economy and figures show the sector growing at almost twice the rate of the wider UK economy - generating £9.6million per hour.

A useful feature of V Certs is that they are flexible for students on the boundary of Level 1 / 2. Students can either register for both levels or easily transfer from one level to another during the course.

Unlike V Certs, Technical Awards are still in development. Technical Awards are more practical in nature and provide students with knowledge and highly sought-after skills to prepare them for further study, apprenticeships and the workplace. Technical Awards are equivalent to a single GCSE and count towards performance tables. The Awards are being developed in partnership with teachers, employers and stakeholders to ensure that they prepare students for further study, apprenticeships and the workplace. Students with a Technical Award will be able to go on to study A-levels or vocational qualifications such as AQA Tech-levels.

As with Key Stage 3, the academic curriculum at Key Stage 4 would once again focus on the core subjects of English, maths and science. All students would be expected to study these subjects to GCSE standards with an aspiration that students would achieve

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at least a grade C in all three subjects. Once again these subjects would be delivered through a project based curriculum similar to that which operates at Studio West. We will exploit the expertise and experience of staff at Studio West to provide an exciting, relevant and interesting curriculum, which allows students to achieve at GCSE standard.

Students would also spend the equivalent of at least one day a week involved in either personal challenge or work experience. The personal challenge would be delivered through the Duke of Edinburgh Award Scheme. Kenton School has a wealth of experience delivering this to students and UWA will utilise this expertise to provide a high-quality learning experience.

Aim: Students who leave UWA will successfully transfer to either an apprenticeship or college placement which is suitable for them.

UWA will become a member of PiXL which will give access to a partnership of over 1500 schools working together to achieve the highest outcomes for students and to improve their life chances. PiXL is the largest partnership network of schools in England and Wales.

Due to the nature of the students whom UWA will admit, the opportunity to liaise and work with similar educational establishments through PiXL TRIP (Tough Realities Improving Performance) will be beneficial and give students increased opportunities to experience success and celebrate recognition.

Member schools are committed to the principle that all our students, regardless of ability and their very difficult circumstances should have these opportunities and be able to achieve useful qualifications for their future aspirations. UWA will embed the PiXL Edge framework for secondary schools into its curriculum, so as to develop and accredit in students those personal attributes essential for employability and life. This programme has a systematic practical plan to develop life attributes in young people within a validated qualification.

The scheme focuses on 5 key attributes:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Having completed activity programmes related to the key attributes and accredited through the examination board students will qualify at two levels;

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

- PiXL Apprentice
- PiXL Graduate

All students in Key Stage 4 would have an entitlement to meaningful work experience with a local employer. This would involve local garages, hairdressers, care homes, construction companies, furniture suppliers, catering facilities and facilities management providers. Over the two years of Key Stage 4, students would spend at least the equivalent of one half-day a week involved in work experience. Work experience would be arranged as three blocks of experience of no less than 5 days at a time. Work experience has been successfully employed at Studio West to allow students to connect their learning to the world of work. [REDACTED], who is the Business Engagement Manager at Studio West, successfully provides Key Stage 4 and Post 16 students with a programme of work placements and activities to ensure students are work ready when they complete their education. Sam has a portfolio of over 160 organisations who have supported Studio West so far and he is committed to working with UWA to develop work experience within the curriculum.

Alongside this, UWA is committed to providing the highest quality careers advice possible for its students. A recent report by Newcastle City Council Overview and Scrutiny Committee (Education, Skills Training Scrutiny Task and Finish Group, December 2015), which looked at the learning and training opportunities available to young people in Newcastle aged 16 -24, highlighted the lack of impartial, well informed careers advice for young people as a key issue. Careers guidance in English Schools is often characterised as being patchy and inadequate. The Gatsby Foundation has established 8 benchmarks for high quality careers advice:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The benefits of high quality careers advice are clearly established. Students will be better motivated about future study and learning because they have clear goals; this will lead to raised self-esteem, higher attainment and reduced dropout rates. The longer term benefits of good career guidance are seen in lower unemployment and in students who find themselves in rewarding jobs that fit their skills. The manner in which this operates is shown below:

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In order to ensure that this high quality careers guidance is provided, UWA will enrol staff on the TeachFirst Employability Leadership Programme which will equip staff with the skills and knowledge required to oversee a careers programme and provide high quality, focused guidance interviews with students.

This will be crucial to ensure that all our students achieve smooth progression on to their chosen Post 16 careers path. Our aim is to reduce the number of NEET students locally by ensuring that all students are aware of the available opportunities and have the desire to engage with these opportunities.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Kenton School and Studio West have well developed systems for measuring student attainment, monitoring progress and setting challenging yet achievable targets for students. We intend to utilise these systems at UWA whilst at the same time building upon them to incorporate other dimensions into our progress measures.

Our first target will relate to attendance. Many of the students who attend UWA will have experienced attendance issues at school for a variety of reasons. Having said this, we expect all students at UWA to have good attendance and will have a minimum attendance target of 94% for all students. The national figure for attendance at PRU and alternative provision academies for 2014/2015 is 81.1% and locally the figure is 79.3%. In order to achieve this target, students will need motivation and high levels of support. The motivation will come from the engaging and enjoyable curriculum and the draw of the Newcastle United brand. We have witnessed the strength of brand allegiance at Everton Free School where students saw attendance at school as privilege because of the associations with a premiership football club.

D2 – measuring pupil performance effectively and setting challenging targets

Alongside the increased motivation will be the high levels of support. Kenton School has been incredibly successful in raising attendance over the last three years. Attendance has risen from 91.6% (2102) to 94.8% (2014) and is currently running at 95%. This has been achieved by a robust approach to dealing with absence which involves dedicated attendance officers conducting home visits to check reasons for absence and when appropriate bringing students into school. There is an in-depth analysis of attendance patterns for various groups and immediately a drop is noticed it is investigated and when appropriate interventions are put in place. This approach has demonstrably worked. The school has also invested heavily in acknowledging and rewarding good attendance which has produced dividends. UWA would build upon this expertise and utilise the staff to support in ensuring that the highest levels of attendance are achieved.

Our second target would relate to behaviour and attitude to learning. Initial screening through tools like the Boxall Profile, will help establish what can be expected of individuals in terms of their behaviour. The school will set generic behaviour targets for all students and where appropriate specific targets for individual students. UWA will use the Boxall Progress and Behaviour measures to bring students within the “normal range”. The key attitudes assessed are self-awareness and confidence, skills for learning, social skills and self-control and management of behaviour. UWA will use the School Information Management System (SIMS) as a mechanism for recording behaviour incidents, both positive and negative, and reporting these to parents. The system can be easily tailored to suit the needs of a specific institution and will readily produce data relating to behaviour. All parents will receive a weekly phone call to notify them of the progress their child has made during the week and give them the opportunity to discuss with UWA staff any issues which might affect their child’s behaviour and performance in school.

Our third target will relate to academic performance. We would expect all students to enter the school with Key Stage 2 data from their primary schools. We will also use a Cognitive Abilities Test (CAT) to baseline performance. CAT tests have the bonus of being context free and are good indicators of potential which can then be used to set targets. All students will be expected to make a minimum of three levels of progress over their school career. Effectively this relates to two sub-levels per year and targets will be set on this basis at Key Stage 3.

Key Stage 4 targets will be set using Fischer Family Trust (FFT) projections and will be challenging for students. These targets will be communicated to students and parents as early as is possible within their placement at UWA.

Progress against these targets will be monitored by staff and reported on six times a year. The report card will be simple and similar to the one used at Kenton School which includes reference to attendance, academic performance and commitment to learning. At Key Stage 3, reports will also be sent to commissioning school so that they are able

D2 – measuring pupil performance effectively and setting challenging targets

to understand the progress the student is making and prepare for the return of the student at the end of their placement.

As well as individual targets there will be institution wide targets. These targets will include the following:

Nature of Target	Target
Students achieving 2 sub-levels of progress in English in a year	100%
Students achieving 2 sub-levels of progress in maths in a year	100%
Students achieving 3 levels of progress Key Stage 2– Key Stage 4 in English	National level (69%)
Students achieving 3 levels of progress Key Stage 2– Key Stage 4 in maths	National level (66%)
Percentage of students achieving 5 A*-G GCSEs (or equivalent) including English and maths (Progress 5)	100%
Percentage of students in Key Stage 4 achieving 3 Level 2 GCSE or equivalent qualifications	100%
Percentage of students in Key Stage 3 achieving 3 Level 1 GCSE or equivalent qualifications	100%
Percentage of students returning to parent school from Key Stage 3	100%
Attendance Overall	94%
Attendance: Persistent Absentees (new level of <90% = PA)	<20%
Behaviour	No exclusion (Fixed term or permanent)

D2 – measuring pupil performance effectively and setting challenging targets

Quality of Teaching	95% Good or Outstanding
Ofsted	At least Good

The targets relating to student performance have been covered previously in this section. The monitoring, evaluation and improvement of the Quality of Teaching will follow a similar pattern to that used in Kenton and Studio West.

From the outset we intend to recruit the highest quality teachers and believe that given our reputation as an innovative, exciting and supportive Academy Trust we will be able to do this. Kenton is recognised locally as a forward thinking set of schools and regularly leads area wide training for teachers and leaders. In February 2016, the school will host both a Teachmeet and a Leadmeet event which look set to attract excellent attendance as previous meets have. The school works closely with Teaching Leaders (TL) and offers a range of programmes to staff including the TL Fellows programme and Aspire course. The school also works closely with TeachFirst and has had 10 TeachFirst placements over the last three years. The school also has a highly developed Professional Learning Programme (PLP) which includes school based action research through the Lesson Study Model. The school also hosts university PGCE placements and has successfully trained three School Direct trainees in the last year. Given all these strengths we feel confident that we will be able to recruit high quality staff to UWA.

Once staff are in position there will be an ongoing cycle of developmental lesson observations. These observations will be of two types; firstly ungraded developmental observations related to curriculum areas in much the same way as Kenton has Departmental Supportive Reviews currently. Teacher performance will be judged against the appropriate teaching standards and strengths and areas for development will be identified and discussed with teachers. The second type of observations will be related to Performance Management Procedures. These observations and this process will be exactly the same as those of the Kenton Schools Academy Trust.

A further key target for UWA will be to secure high levels of parental engagement. Prior to admission, the parents and student will be required to agree to a Home School Agreement which sets out clear expectations for all parties. A clear agreement from the beginning avoids any confusion and prevents misunderstanding between parties. The school will also open several channels of communication between the parents and school. A major route of communication will be the Insight portal which provides parents with an immediate and online channel of communication. Parents will be able to view their child's achievement and behaviour reports, timetable and attendance. The beauty of such a system is that it is current, informative and easily accessible. Parents will also receive a weekly phone call to maintain the personal connection and a half-

D2 – measuring pupil performance effectively and setting challenging targets

termly report on the progress of their child.

UWA will host termly parents' evenings to discuss the progress of students with their parents. These evenings will be student-focused and comment on all aspects of the child's development.

UWA will also host achievement awards evenings when the achievements of all our students will be celebrated. Newcastle United Foundation will host these awards at St James' Park and will help secure prominent, inspirational guests.

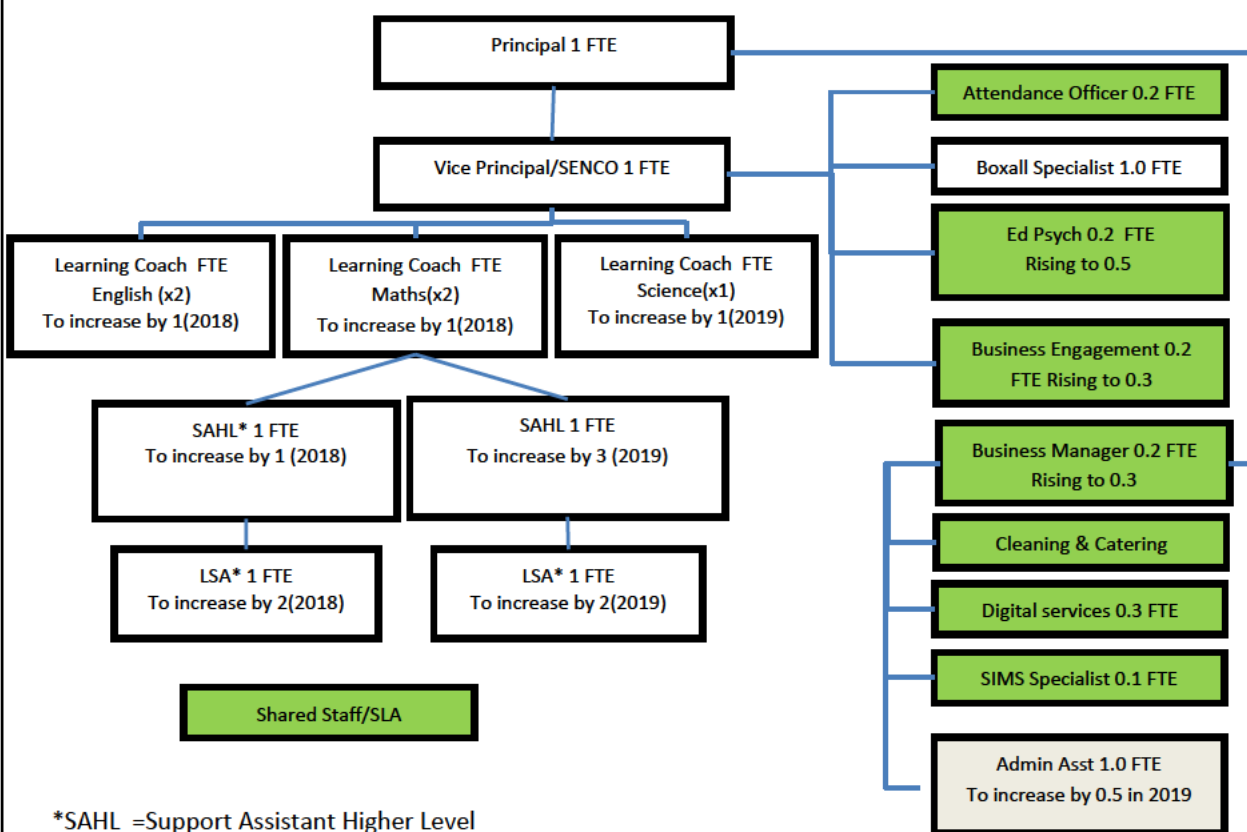
The success of these engagement activities will be monitored through an audit tool used for the Leading Parent Partnership Award (LPPA), and ultimately the goal is to achieve the LPPA.

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

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As part of a Multi Academy Trust, some areas of activity will be covered by staff from other parts of the Trust. This is a situation which already pertains within the Kenton Schools Academy Trust and will simply be scaled up to meet the needs of UWA. We intend to exploit this natural overlap in staffing for the benefit of UWA. As well as this we will outsource some of the roles e.g. premises staff, catering and cleaners will be outsourced to contractors used by the Kenton Schools Academy Trust. The chart below indicates the staff required at opening and the tables beneath shows phased growth of staff over the first three years of opening.

Staffing structure including growth 2017 - 2020



*SAHL =Support Assistant Higher Level

*LSA = Learning Support Assistant

Staff employed at UWA			
Year	2017-2018	2018-2019	2019-2020
Student Roll	50	72	90
Principal	1	1	1
Assistant Principal	1	1	1
Teachers	5	7	8
SAHL	2	3	6
LSA	2	4	6
Boxall Specialist	1	1	1
Admin Asst	1	1	1.5

SLA or bought in services			
Year	2017-2018	2018-2019	2019-2020
Student Roll	50	72	90
Ed Psych	0.2	0.4	0.5
Business Manager	0.2	0.3	0.3
Business Engagement	0.2	0.3	0.3
Digital Services	0.3	0.3	0.3
Cleaning Catering	0.3	0.4	0.5
SIMS specialist	0.1	0.1	0.1
Attendance Officer	0.2	0.2	0.2

Staff will be required prior to the opening of the school in order to ensure all appropriate systems and policies are in place. We would anticipate appointing the Principal two terms prior to opening and buying in some of the support services prior to opening e.g. digital manager, SIMS specialist, Business Engagement and Business Manager.

The teachers will need to be flexible and although most will have an English, maths or science background they will be able to deliver in other areas e.g. Duke of Edinburgh or Careers/ Employability.

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

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The motto of Kenton School is *all different all equal* and this will be the prevailing ethos at UWA. By this we mean that we value each individual equally regardless of their ability, gender, race, culture or creed. It is quite possible that the school intake will consist of a number of different nationalities, faiths and cultures and this will be a cause for celebration not division. In this respect the school will model the football club which accepts and values individuals of different nationalities, faith and culture.

In UWA we would celebrate the diversity and inclusion evident within football clubs generally. We would emphasise that the success of any institution is dependent upon team work where everybody has a role to play.

Spiritual, Moral, Social and Cultural (SMSC) education will not be explicitly taught but will be embedded in the curriculum and be everybody's responsibility. Opportunities for the promotion of SMSC will be identified through a curriculum audit and will be highlighted in schemes of work. PSHE will be central to this but we believe it is as much about ethos as content.

The school will have its own student council with elected representatives who have a voice in how the school is run. There will be regular student surveys to establish student opinions on important issues. The school will use Smyle software to allow students to indicate the quality of teaching and learning that is occurring. This will feed in to the improvement of teaching and learning.

Assemblies will have an SMSC focus and these will be backed up by dedicated student reflection. Currently at Kenton, the school has a series of reflection questions which are considered each week. These are diverse and intriguing questions which encourage students to ask questions about the world in which they live.

UWA will demand that all students follow the 3 R's. These are:

Respect your Education

Respect your School

Respect Yourself

Respect Your Education

Come to UWA prepared to learn, with your homework done, wearing correct uniform and with the correct equipment in a suitable bag.

Be punctual at all times.

Make the right start to the lesson.

Respect your teacher help them to educate you.

Respect Your school

Take care of your school, its grounds and buildings, do not litter or damage the

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

Be kind, polite and helpful to others, including visitors.

Walk sensibly in school. Do not shout or run.

Never bring anything harmful, illegal or banned to school.

If you see anyone doing wrong, report it to a member of staff.

Behave well outside school, treating people and places with respect. Remember that you are UWA and what people think of UWA depends on how you behave

Respect Yourself

Always look after yourself

Take your education seriously

Don't let yourself down

Be the best person you can

We believe the 3 R's, which will change over time, are the best way to encourage students to behave positively and purposefully within the school. We aim to keep rules to a minimum and when new codes need to be introduced we will involve students in this process.

The school will have a robust approach to dealing with all forms of bullying. Each class will have a Respect Champion who is trained to listen to others and knows how and when to report issues to others. There will also be a facility on the schools Virtual Learning Environment (VLE) where they can report bullying to a member of staff. A specific member of staff will have assigned responsibility for dealing with this.

Students will be educated about how to use social media in a safe way. Nowadays most children use some form of social media and its use is only likely to grow. We need to educate students about what can and cannot be posted on such sites. Cyber bullying is increasing as a problem and needs to be addressed early on. We believe that social media is an opportunity not a threat and we would seek to positively exploit this medium and develop an online community for UWA.

All staff at UWA will receive Safeguarding training, including the Prevent Agenda, and will sign up to the Kenton Schools Academy Trust Safeguarding and Child Protection Policy 2015-2016. The Principal will act as the Designated Person and when required additional support will be brought in from independent consultants.

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

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

Students will come to UWA by referral either from a commissioning school or the Local Authority. Whilst it will be difficult to predict their particular need they will share some characteristics which have led to them being at risk of exclusion. As mentioned before the students will be those:

- who have become disengaged for a variety of reasons including lack of apparent relevance of the curriculum
- who exhibit poor attitudes to learning and are demotivated
- who are unable to deal with a traditional approach to teaching and learning and need an alternative approach
- who exhibit low levels of attendance and are failing to make progress
- who have SEMH needs which are not currently being met in mainstream provision

In addition to this, the students may have self-esteem issues, poor communication and social skills, anger issues, are disorganised and lack the support needed to function effectively. They may come from chaotic backgrounds, where education is given a low priority, and be struggling to cope with conflicting demands that lead to confusion and insecurity. There may be significant safeguarding issues surrounding these children, including involvement with social services or the Youth Justice System (YJS). Each student will be unique and present with an individual set of issues which demand a personalised response. It is a principle of UWA that each student will be treated as an individual and will receive a personalised response from the school.

Every child will need to be treated as an individual and carefully assessed for their academic, social and personal needs.

Assessment

Commissioners who refer students must provide a range of data to support them in their transfer. This will include:

- prior academic attainment e.g. Key Stage 2 scores, Cat scores
- target grades
- current subjects and courses being studied, along with current performance and relevant accreditation details
- special educational needs and relevant interventions accessed by the student
- outside agencies that are involved with the family
- attendance and punctuality data

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

- a record of significant behaviour incidents, including exclusions
- details of any incidents of aggression that could pose a risk to themselves or others.

This data will constitute an information passport that helps assess the suitability of the student for this provision. Specifically, we would need to know why the student is being referred to UWA and if they expect the student to return to their school. We expect reintegration to be the norm at Key Stage 3 and would make this explicit to commissioning schools.

From this data UWA staff will develop a profile for the student indicating strengths and areas for development. The student would be given a key worker and a curriculum will be developed for them. An essential part of integration is getting to know the student well and quickly. Only when the staff know the student well can they really begin to understand their needs. Soon after entry a Student Profiling Meeting (SPM) would be held, involving all the significant adults who come into contact with a particular student. This meeting would be led by the Boxall Specialist who would complete the Boxall Profile on the basis of comments from staff who know the student. Information from this exercise would feed into further developing the student profile and identifying strategies to meet the student's needs.

A key feature of UWA will be the use of Nurture Groups to support students in their development. Many of the students who come to UWA will have difficulty in forming stable, trusting relationships with adults and will interact poorly with their peers. We call this not being "school ready" and unless this fundamental deficit is addressed we will be setting up the students to fail. We aim to address this deficit through a comprehensive in-depth programme of support which includes the use of nurture groups.

Nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. These groups aim to effectively replace missing or distorted early nurturing experiences for both children and young adults; they achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers. The groups are developed around core principles:

- Learning is understood developmentally
- The classroom offers a safe environment
- The importance of nurture for the development of wellbeing
- Language is vital as a means of communication
- All behaviour is communication

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

- The importance of transition in the lives of young people

At their best, nurture groups have some clear outcomes. They:

- significantly modify pupils' behaviour
- improve students' social, emotional and behavioural skills
- give parents and carers practical support, strategies and confidence
- accelerate academic progress or restart it when it had stalled
- enable students to reintegrate into their mainstream class
- modify the practice of other staff, such as the class teacher
- influence the rest of the school's practice
- improve students' attendance.

We aim to harness the power of nurture groups to ensure that our young people arrive at adulthood with the skills, interests, attitudes, and health habits needed to live healthy, happy, and productive lives in caring relationships with others.

Only when our students are happy in school and happy with themselves will they be in a position to properly learn and make progress in their studies. There will be no set rules concerning how long this process will take so progress will be closely monitored and reviewed on a termly basis.

The school SENCO will oversee the Student Profiling Meetings and will use the information gleaned, alongside other available information to devise a bespoke pathway for each student. The SENCO would be responsible for deciding upon and organizing additional support from other agencies e.g. Children and Young People's Service (CYPS, Newcastle NHS) [this service was formerly known as Child and Adolescent Mental Health Services (CAMHS)], Educational Psychologists, Counselling services and other health professionals.

The SENCO will also be responsible for developing Individual Education Plans (IEPs) and ensuring that children with an Education Health Care Plan (EHCP) have appropriate support.

A key role of the SENCO will be to maintain and coordinate contact between UWA and parents to ensure that they are properly involved and informed about their child's education. This role will also involve offering support to parents who are, too often, ill-equipped to support their children. This is an absolutely vital role, as effective parental engagement can have profound effects upon the progress of students. Without this support much of the work done at school will come to nothing. This will involve developing parental support groups which develop the skills of parents and make them

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

better able to support their children.

The SENCO will also ensure that information about each individual child's specific needs is efficiently gathered, stored and made accessible to appropriate staff and others. This will be done via the SIMS system which is currently used at both Kenton School and Studio West. The SENCO will ensure staff are appropriately trained in the use of this information and the most appropriate approaches to working with these students.

Safeguarding will be the number one priority at UWA. Safeguarding issues will be dealt with by the Designated Person but all staff will be trained to identify and act upon any safeguarding issues. All staff will sign up to the Kenton Schools Academy Trust Safeguarding and Child Protection Policy 2015-2016. This will include a programme of training including the Prevent Duty

There will be regular meetings with representatives of the Youth Offending team (YOT) when appropriate, to determine the type of offending, patterns of offending and causes of it. These types of meeting already exist for Kenton School.

Kenton School has always had excellent relations with the local Health Care Trust. Nurses from the local Health Centre provide a daily drop in at Kenton School and a weekly "One Stop Health Drop In". This service allows students to seek confidential one to one advice on a range of personal medical issues, including: stress, drug and alcohol abuse, contraception, smoking cessation, healthy diet and mental health issues. We will extend this service to UWA as we would expect students at UWA to have a wide range of complex needs which have to be addressed.

Using the information passport, staff at UWA will decide upon a suitable programme of study for the students. At Key Stage 3 this would look similar for all students as detailed in the Key Stage 3 Curriculum section.

At Key Stage 4 there would be more choice involved, as we would expect to run at least 2 options for each of the Choice elements. The best options would be selected based on previous experience and interests. It will also be crucial to select the most appropriate level for the students and this may involve students in the same classes studying different levels. This will be achievable because level1/level2 qualifications are usually co teachable and within each level different attainments (Pass, Merit or Distinction) are also co-teachable.

It may be the case that some students are not engaged by the offer at UWA and we will retain the option of using quality assured external providers but we would see this as the exception rather than the rule. When this happens the external providers would be selected from the approved list which has been developed by the Local Authority.

Section E – evidence of need

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

Context

Within Newcastle there is a range of Alternative Provision available. The Newcastle Special School Compass Trust, which comprises four separate schools, meets the needs of students with a range of additional needs, including complex, severe learning difficulties and profound and multiple learning difficulties. One school, Thomas Bewick supports students with autism between the ages of 3 -19. Bridges School supports pregnant schoolgirls and school-age mothers, and students who have long standing attendance problems at mainstream schools, due to anxiety/vulnerability, and who are considered by CYPs and Educational Psychology to be unable to access mainstream education.

In addition to this, there is Trinity Academy which supports students who are deemed to be emotionally, socially or behaviourally too vulnerable to thrive in a mainstream school. Many have additional needs in relation to autistic spectrum disorders, cognitive ability, and speech and language difficulties. All pupils have a statement of special educational needs or are about to be statemented.

Talbot House is a small residential provision for students with developed complex and high dependency needs.

The Pupil Referral Unit in Newcastle, Linhope, was designed to offer education to approximately 80 students but this number has always fluctuated. However since Newcastle adopted a “zero exclusion policy” the number of students at Linhope has increased significantly. Currently, there are close to 300 students at the PRU which is hugely over the number intended. Clearly this puts a significant pressure on resources and affects outcomes for students. At present 0% of students achieve 5+ A* – G at GCSE level.

We believe there is a significant gap in the range of provision available to students. There are evidently many students across the city who struggle within a mainstream setting but do not have such significant needs as to warrant a specialist school placement. This group of students often have needs relating to social and emotional mental health issues. We believe this gap in provision is significant and needs to be addressed if this cohort of students is to have any chance of success both in terms of school outcomes and future life chances.

Currently the Local Authority is conducting a review into Alternative Provision with a view to reshaping the provision and improving its effectiveness.

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

When developing this proposal ██████████ attended a Newcastle Secondary Heads meeting on 15th January 2016 to introduce the vision and invite any questions from attendees. Following this an early version of Section C was sent to all Secondary and Middle School Headteachers in Newcastle. It was also sent to the Local Authority and a nearby School in Northumberland Authority.

The responses we have received thus far are included in the appendices and indicate a potential first year commissioning number of at least 66 places. We are well aware that commissioners are reluctant at this point to commit to new provision because of the ongoing LA review.

The ongoing situation at Newcastle upon Tyne PRU sees massive oversubscription to this provision. The PRU was originally designed for 80 students and had 295 students attending in January 2016. The current rate of referral suggests that this number could reach close to 400 by the end of 2016. The recent growth of the PRU has taken place against a backdrop of falling secondary school rolls. However, we know that this is about to change and larger cohorts will be transferring to secondary schools.

This huge increase in numbers attending the PRU is compromising the educational provision at the PRU. In 2015 0% students achieved 5 A*-G at GCSE level. The corresponding figure for the North East in general is 17.3%. Current attendance levels are 79% (2014 data).

These changes will be exacerbated by changes to the school population in Newcastle. The table below details the projected student number for Newcastle up to 2022.

LA Total	Year	NCY				
		7	8	9	10	11
Census Actual	2012/13	2384	2475	2401	2440	2524
	2013/14	2434	2361	2445	2341	2295
	2014/15	2490	2429	2357	2466	2225
Forecast	2015/16	2502	2486	2424	2343	2360
	2016/17	2554	2545	2485	2415	2256
	2017/18	2749	2598	2544	2475	2325
	2018/19	2809	2797	2597	2534	2383
	2019/20	3009	2857	2795	2587	2440
	2020/21	3024	3060	2856	2785	2490
	2021/22	3085	3076	3059	2845	2681
Changes 2016-2022		+583	+590	+635	+502	+321

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

This suggests that there will be over 2500 extra places required for students aged 11 - 16. There will be a proportionate increase in the number of children who require alternative provision. It is also known that there has been an increase in the numbers of Early Years Foundation Stage and Key Stage 1 children with significant levels of social, emotional and mental health difficulties, leading to pressure on places

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

**E2 – clear plans to manage referrals**

Two simple principles will apply to referrals:

- Ensure that referrals from commissioners are appropriate
- Deal with referrals in a fair, consistent and timely fashion

Referral to UWA will come from two sources: commissioning schools and the LA via the Fair Access Panel. The Fair Access Panel does not currently consider PRU referrals but we believe they should be involved in this process.

It is therefore imperative that commissioners understand what UWA is about and what sorts of students we are best able to support. We will work determinedly to ensure that commissioners understand the offer that is available at UWA and which types of students would benefit from it. The students will

- have become disengaged for a variety of reasons including lack of apparent relevance of the curriculum
- exhibit poor attitudes to learning and are demotivated
- demonstrate an inability to deal with a traditional approach to teaching and learning and need an alternative approach
- exhibit low levels of attendance and are failing to make progress
- have SEMH needs which are not currently being met in mainstream provision

As a result of this behaviour, the student will be at serious risk of permanent exclusion and the school will have explored all possible avenues to re-engage the student. The school will have attempted a range of school-based interventions which can be detailed to UWA. The school will have involved other support agencies and it is likely that the student will have experienced at least one fixed term exclusion in the previous year.

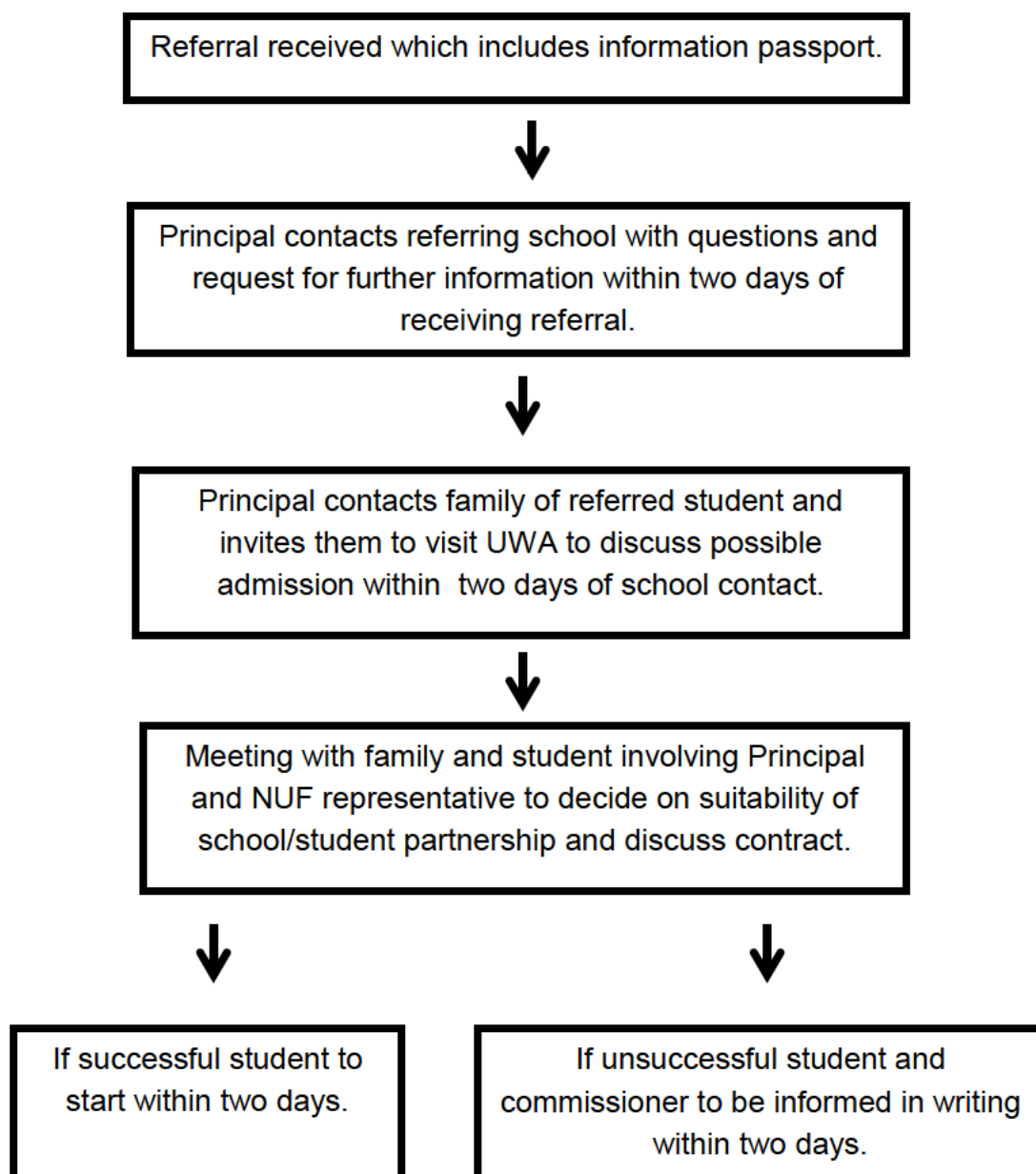
We will ensure that we deal with the referral request in a timely fashion. Too often there are significant delays in even acknowledging referrals let alone considering their appropriateness. These delays have significant effects on the student and their chances of success and must be avoided. We will avoid this by streamlining the admission process and using a single admission officer for UWA. The admission

E2 – clear plans to manage referrals

officer will be the Principal as we believe that making the right admissions will be one of the keys to success.

In general the process will be the same for both Key Stage 3 and Key Stage 4 students although there will be differences due to the differences in the aims of the provision at the two different Key Stages.

The important stages in the admission process are detailed in the following chart:



A key point within this process is the acknowledgement that it is a two way process. Whilst the student may not be right for UWA it is equally true that UWA may not be what the student expected or wants from their education. It is vitally important that a

E2 – clear plans to manage referrals

potential UWA student understands what is expected of them as a member of the UWA community. These expectations will be detailed in the form of a Student-School contract much like that already used in Kenton School. We are currently developing this contract but it will clearly describe the expectations UWA has for all of its students and what UWA is prepared to offer them as individuals.

At Key Stage 4 it will be made clear to all students that admission is onto the roll of UWA and is permanent. Whilst we will always support reintegration where possible, for pupils at Key Stage 4 it is likely that reintegration will not be a realistic option for some pupils. We will be able to keep pupils for the remainder of their secondary education and we expect that the majority of our pupils will stay with us for Key Stage 4. This is intended to give students a sense of belonging and to motivate them to see this as a fresh start with a real prospect of success at the end of it.

At Key Stage 3 we will carefully explain the notion of dual registration and the expectation that the student will return to their parent school at some point. The exact timing of the return will very much depend on the individual student and the progress that they make at UWA. Some students could make rapid progress and return after only one term whereas others may need longer and may stay to the end of the Key Stage. UWA will have a target of returning all students back to their parent school by the end of Key Stage 3. This will involve a detailed reintegration plan involving the student, parents and parent school.

Section F – capacity and capability

F1 (a) Skills and experience of your team

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.

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the 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)
<p>██████████ (Individual in Charge)</p>	Northumberland	██████████	<p>██████████</p> <p>██████████</p>	20 hrs
<p>██████████</p>	North Tyneside	<p>██████████</p> <p>██████████</p>	<p>██████████</p> <p>██████████</p>	20 hrs
<p>██████████</p>	Northumberland	██████████	██████████	5 hrs

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the 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]	Gateshead	[REDACTED]	[REDACTED]	3hrs

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the 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]	Northumberland	[REDACTED]	[REDACTED]	6hrs
[REDACTED]		[REDACTED]	[REDACTED]	2hrs

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the 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]	North Shields	[Redacted]	[Redacted]	2hrs

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The assembled team for UWA is extremely experienced in a wide range of areas.

Possibly the most important experience is that of successfully opening a new school, which [REDACTED] and [REDACTED] have from their work with Studio West. This is recent experience following a very similar process to that for an Alternative Provision Free School in a very similar context. They are aware of which issues can prove difficult and how to overcome these potential problems.

[REDACTED] and [REDACTED] have extensive experience of managing budgets, having worked together on the budget for Kenton School over the last 12 years. Kenton School has an extremely large and complex budget which has always been well managed. The school secured the Financial Management Standard in Schools (FSMiS) quality mark and is regularly audited to ensure financial viability. This team successfully delivered a major PFI project on budget and in time. This was a particularly complex task as the school retained several buildings and spaces outside the PFI agreement but within the school boundary. These individuals also worked on the conversion of Kenton School into an Academy and were involved in all the legal, financial and other contractual issues involved.

[REDACTED] has extensive experience of working in Alternative Provision having worked at the [REDACTED]. She is an expert in AP curriculum design, including the integration of external providers into the curriculum. She is familiar with the issues which affect PRUs and other alternative provision. [REDACTED] is currently responsible for [REDACTED] which includes the management of two Additionally Resourced Centres (ARCs) : an Autistic Spectrum Disorder (ASD) ARC and a Language and Communication ARC.

[REDACTED]. He has developed a unique provision which successfully meets the needs of some of Kenton School's most challenging students. He is experienced in using the services of external providers and linking with other support such as Newcastle United Foundation. [REDACTED]

[REDACTED] have been extremely successful at converting the vision of a connected curriculum into a reality at [REDACTED]. This involves delivering a high quality curriculum linked to the real world of work through the vehicle of project based learning. This innovative approach to teaching has helped engage students and increase motivation of students.

F1 (b) Skills gap analysis

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
Legal	We will need to employ the services of a legal expert to guide us through the establishment of a new school.	We will procure the support of a local law firm experienced in educational work.
Human Resources	We will need to secure the support of an HR expert to recruit staff and consider issues such as TUPE.	We will consult with Kenton Schools Trust HR Officer (Joanne Jackowiak) to decide upon the best approach to resolving these issues.
IT	We intend to develop an IT network with individual devices for all students. We need advice on the best approach to this e.g. tablets or laptops.	We will explore the solutions to issues around IT that have been found in other schools, including mainstream and AP provision. With assistance of Kenton School Digital services staff we will develop the best solution for UWA.
Teaching of new qualifications	Currently we have no experience of delivering V Certs or Technical Awards.	We will visit local schools that successfully deliver these qualifications and work with awarding bodies to ensure staff are properly trained to deliver these qualifications.
Running an AP free School	AP Free Schools are very new and come with their own set of challenges. Advice from someone who is currently in post will be crucially important.	We have contacted Richard Cronin, Acting Principal of Everton Free School who has agreed to offer support in the pre-opening phase of UWA. His experience of working with a premier ship Football Club for the benefit of the community will prove invaluable.

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

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

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

Functions of Trust Directors, Committees, Local Governing Body (LGB) and Sub-Committees:

1. The Trustees will be responsible for setting Trust strategy and for governing the operation and performance of all schools, including: learning standards and quality, behaviour and attendance standards, finance, staffing, policy development and compliance, statutory and regulatory compliance and reputation.
2. However, they will delegate decisions on finance, procurement and staffing to their relevant committees, more than half of whose members will be Trustees.
3. The Trust will decide which responsibilities to delegate to each Local Governing Body (whose membership will not necessarily be composed of more than half Trustees). However, it is anticipated that the governing bodies will have responsibility for curriculum and other improvements and innovations within their school and any outcomes identified in the School Scoreboard (Data Dashboard) or Risk Analysis, within overall Trust parameters.
4. It is also anticipated that each non-staff LGB member (4-8) will carry a portfolio, taking specific responsibility for monitoring and challenge performance in one aspect of the school's performance (Achievement & Progress, Teaching, Behaviour & Safety, Leadership & Management)
5. The Principal of Studio West, Principal of UWA and Principal at Kenton School will be accountable to the LGB for all aspects of the schools' performance and improvement, including student and school performance and standards, finance, premises and improvement planning. The Chief Executive will normally attend LGB meetings, as an adviser and observer. The Principal will be accountable to the Chief Executive as well as to the LGB.
6. It is anticipated that the Principal of each school will account regularly to the Performance and Innovation Committee for outcomes identified in the School Scoreboard (Data Dashboard) and Risk Analysis and for the School Improvement Plan.
7. The LGB may set up any sub-committee(s) it deems necessary, but its sub-committee(s) can only be advisory, not decision-making.
8. The Chief Executive will account to the Trustees for all aspects of the performance of Studio West and Kenton School and will escalate risk and performance concerns to them.
9. The Trustees may direct the LGB on any matter as it sees fit, but will normally delegate decision-making as far as possible.

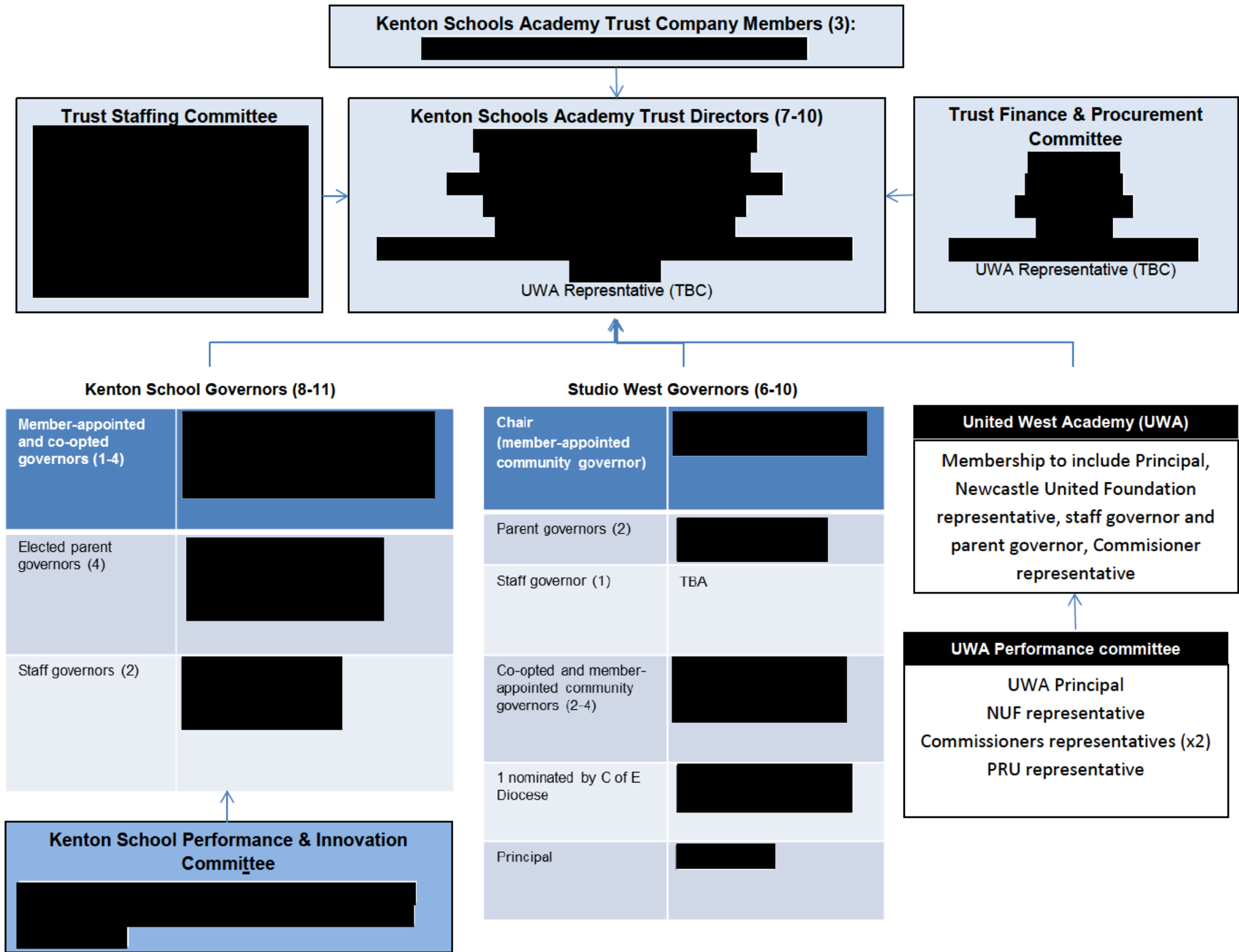
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

The establishment of a shadow UWA Governing Body will be confirmed six months prior to opening and all Governors will be required to attend training on the role of a Governor. This training will be procured from either Newcastle City Council or the National Governors Association (NGA). This training will be vitally important given the specialist nature of alternative provision.

UWA will be represented on the Kenton School Academy Trust Board of Directors and also the Trust Staffing Committee and Finance and Procurement Committee.

Early on, delegated roles for areas such as teaching and learning, curriculum, attendance and behaviour, finance, SEN and crucially safeguarding will be established.

The Governors of UWA will work with the Academy Trust Directors to ensure that all the appropriate policies for the Academy are developed in line with Trust policies.



Section G – budget planning and affordability

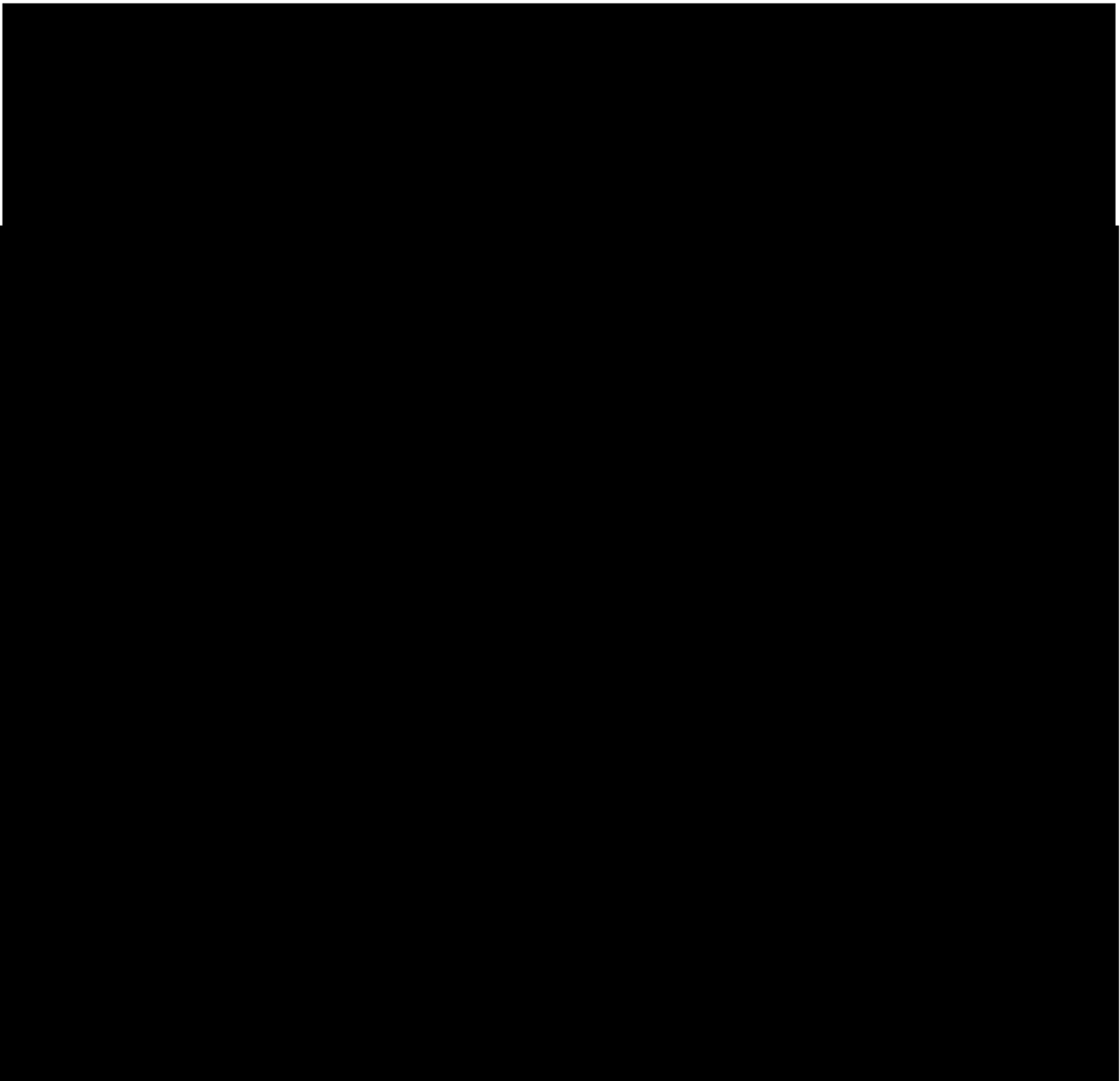
All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);

G1 – budget planning and affordability

Please see the attached Financial template for UWA.



Section H – premises (use Excel spread sheet)

Annexes

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

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

Annex 1 - Travelling distance to UWA

Annex 1a - Travelling time to UWA

Annex 2 – CVs

Annex 3 – Letters of Support

Newcastle Local Authority

Newcastle United Foundation

Excelsior Acadaemy

Kenton School

Linhope PRU

Studio West

Walbottle Campus School

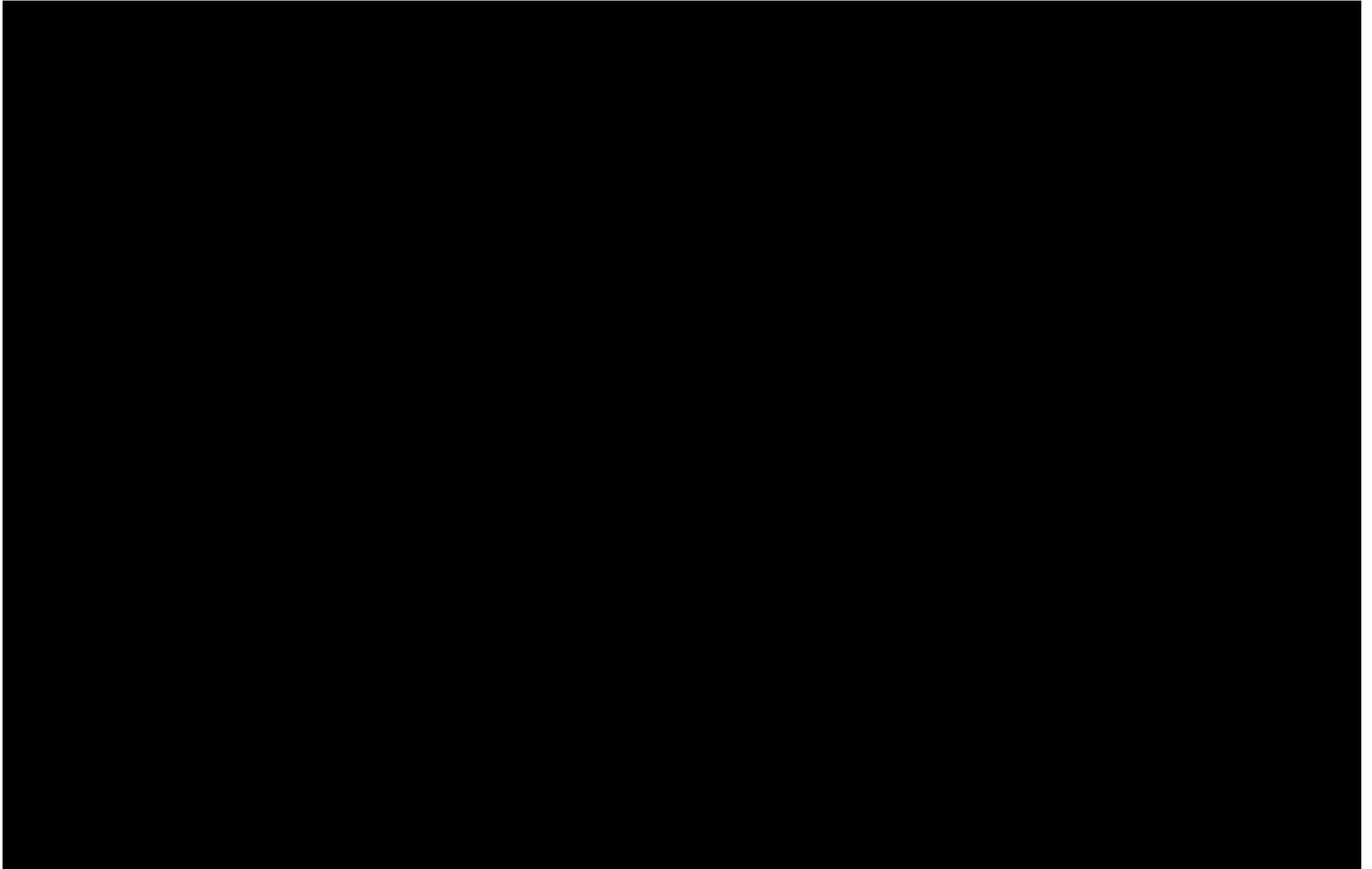
Walker Technology College

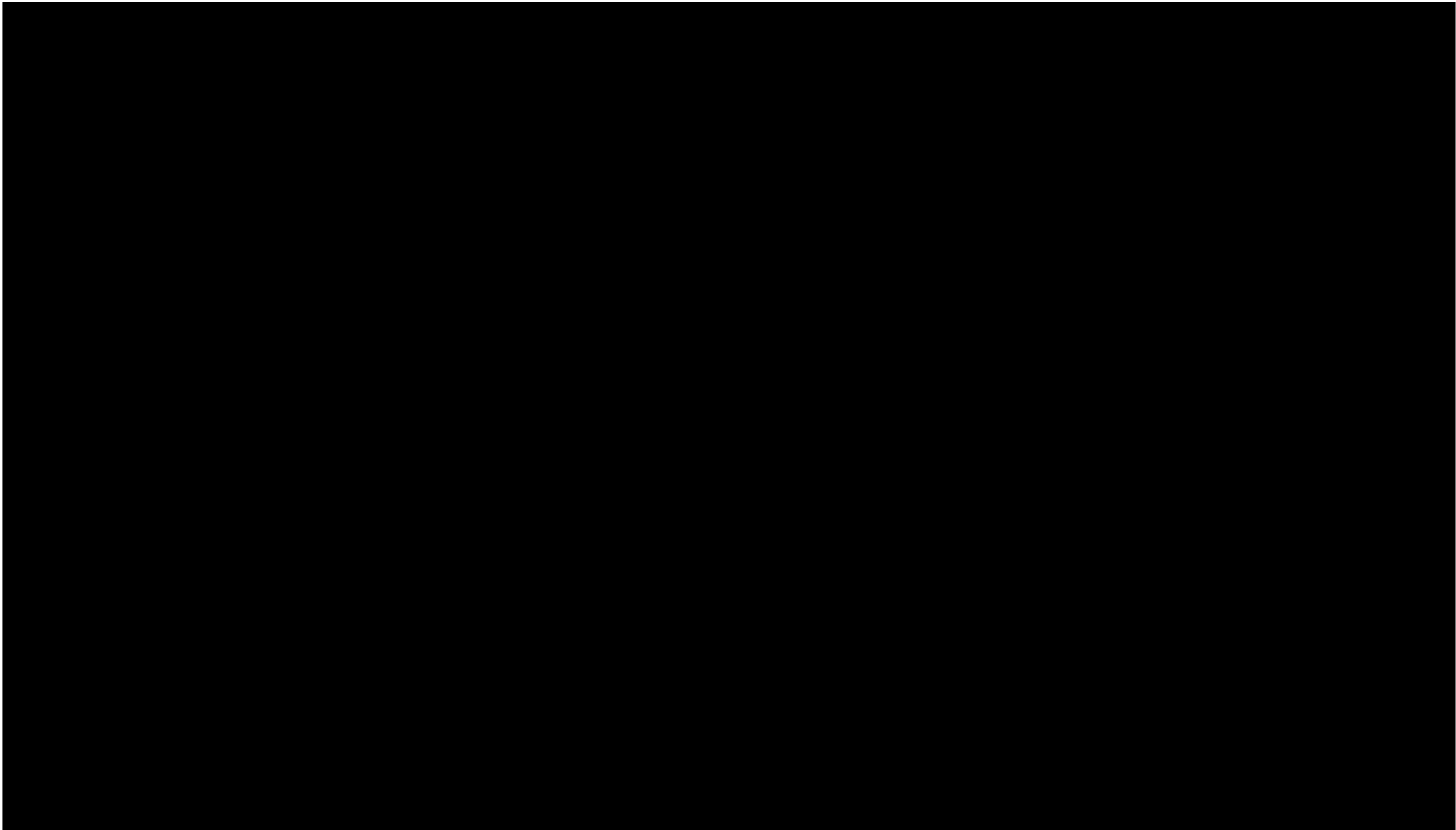
Clennel Education Solutions

Robertson Facility Management

Annex 4 – Building Plans

Annex 1





Travelling by bus to United West Academy

Scale

1 mile = 27.5mm

1 km = 17mm



Newcastle City Centre



■ Schools

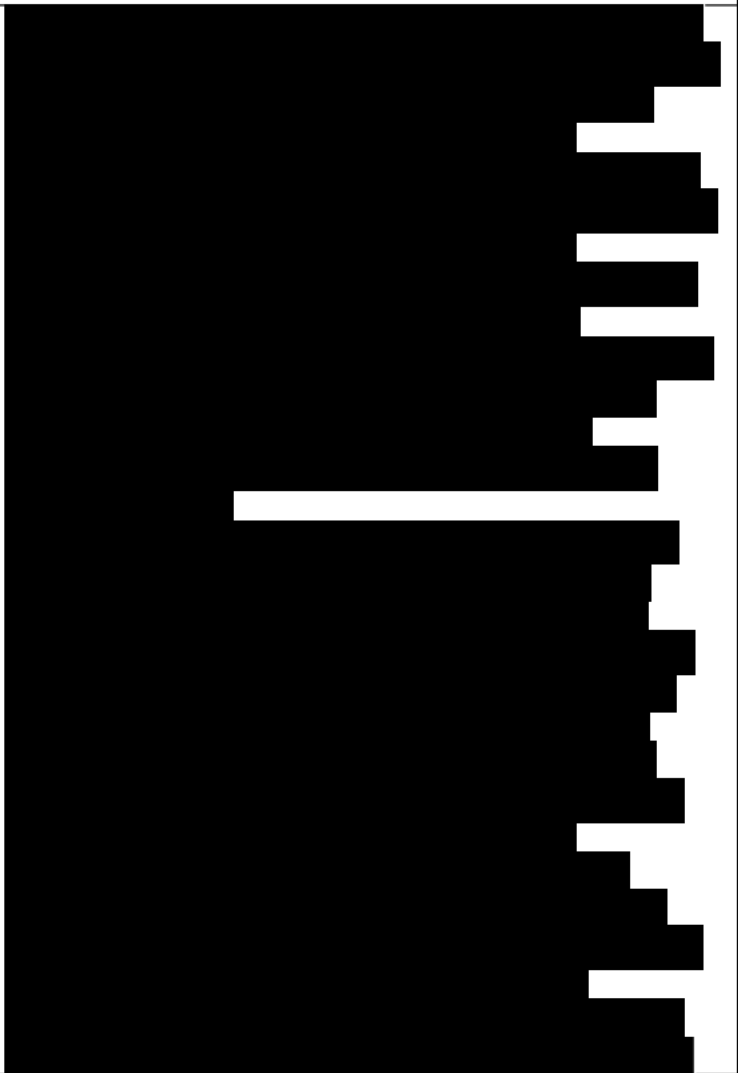
Nexus Metro Line

Nexus Metro Station



Annex 2

CV		
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>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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	
	<p>per student for level 3 qualifications</p> <ul style="list-style-type: none"> • If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) • school's best 8 value added scores for the years you were in post, if applicable
6	<ul style="list-style-type: none"> • Brief comments on why your previous experience is relevant to the new school 

CV	
	[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> <p>See above</p>
8	<p>Reference names(s) and contact details</p> <p>[Redacted]</p>

CV:	
1	<p>Name</p> <p>[Redacted]</p>
2	<p>Area of expertise (ie education or finance)</p> <p>[Redacted]</p>
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> <p>[Redacted]</p>
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 <p>[Redacted]</p>

CV: [REDACTED]	
	<p>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</p> <ul style="list-style-type: none"> • If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) • school's best 8 value added scores for the years you were in post, if applicable
6	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>[REDACTED]</p>

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

CV: [REDACTED]		
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]
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: [REDACTED]		
	<p>per student for level 3 qualifications</p> <ul style="list-style-type: none"> • If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) • school's best 8 value added scores for the years you were in post, if applicable 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>
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>	<p>[REDACTED]</p>
8	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p>

CV		
	<p>progression eg to employment)</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [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>	<p>[Redacted]</p>
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>

CV [REDACTED]		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	Finance
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>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
	<p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

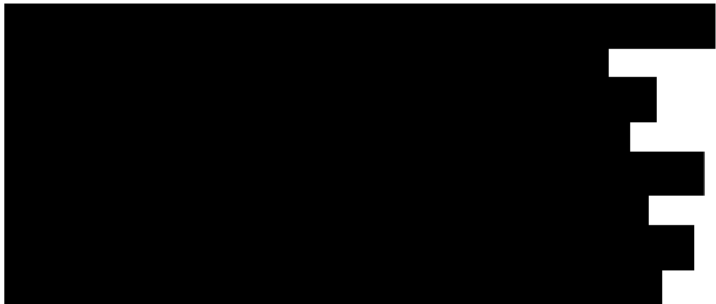

CV [REDACTED]		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV	
<p>organisation</p> <ul style="list-style-type: none"> • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
<p>5b</p> <p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's results for the years you were in post, compared to your school's averages – 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 • If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) 	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
<p>6</p> <p>Brief comments on why your previous experience is relevant</p>	<p>[Redacted]</p> <p>[Redacted]</p>

CV [REDACTED]		
8	to the new school	[REDACTED]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8	Reference names(s) and contact details	[REDACTED]

CV [REDACTED]		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]

CV Alyson Barrett

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• If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)• school's best 8 value added scores for the years you were in post, if applicable	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	

CV Alyson Barrett	
	[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> <p>[REDACTED]</p>
8	Reference names(s) and contact details

Annex 3 - Support

The person dealing with this matter is:

[REDACTED]
Newcastle City Council
Room 256, Barras Bridge, Civic Centre
Newcastle upon Tyne, NE1 8QH

[REDACTED]
www.newcastle.gov.uk

Via email: [REDACTED]

[REDACTED]
Kenton Academy Trust
Kenton School

Our reference: EW/kv/C303/Kenton-AP
Your reference:

25 February 2016

If you need this information in another format or language please contact the sender.

Dear [REDACTED]

We are writing in response to the Kenton Academy Trust's proposal to establish an Alternative Provision Free School and your request for a letter of support from the local authority for the bid.

As you are aware, work is ongoing in Newcastle, working with all schools and academies, to review school place needs, particularly in relation to specialist and alternative provision. We have identified that some future changes are required and that there are gaps in current provision in meeting the needs of some children and young people in the city.

The pressure on places in some of our specialist schools and ARCs has increased dramatically, and as you know the escalating numbers of pupils being referred in the PRU has reached unsustainable levels.

Indeed, we have just completed an initial phase of work on developing a position statement for the local authority on the processes and operation of the PRU and Alternative Provision. This has now been circulated to all schools in Newcastle and is intended to give schools and other key stakeholders the opportunity to gain a common understanding of the issues, to engage with the earliest stages of the review, and to suggest models for inclusion in a formal consultation.

We requested initial feedback from schools to this by Monday 22 February which will feed into a very tight timescale for formal consultation, as outlined below.

- Publication of position statement: Wednesday 10th February
- Responses returned to LA by Monday 22nd February
- Responses discussed at the High Needs Subgroup on 25th February.

- Formal consultation paper with proposed model(s): 7th March
- World Café event for interactive discussion of model(s): 16th March
- Responses returned to LA by 18th March
- High Needs Group discussion: 23rd March
- LA decision by Portfolio Holder: w/c 28th March.

We would welcome the Kenton Academy Trust being involved in these discussions and consultation; and will of course consider your current proposal for provision within the city as part of this review.

The desire of the Kenton Academy Trust to be involved in meeting these future needs is very much welcomed and it is evident from the outline of proposed provision that it has merit and is based on both the experiences of your schools in dealing with similar pupils and some assessment of needs and/or gaps in existing provision within the city.

This would lead us to be supportive of your proposal, if we had assurance that it fully met a set of conditions, that our local politicians have recently agreed, for supporting an application for an academy or free school which are listed below

1. There is a demonstrable need for the new provision/conversion
2. The new school will adhere to our admissions and inclusion policies
3. Teachers' Pay and Conditions are recognised
4. There is general support for the proposal from key stakeholders
5. We understand the potential financial implications
6. The Free School/Academy will continue to work with the local authority in a spirit of collaboration and co-operation for the benefit of pupils and the wider community.

But we also need the opportunity to consider your proposal alongside those of other schools, academies and trusts in a fair and transparent process through the review.

However, given the timescale of the review outlined above, and your intention to submit this bid into the next free school applications round in early March it is difficult for the local authority to commit to anything at this stage until the outcomes of the review are known and the affordability to the Schools Budget of different models and options have been assessed.

Please contact

Yours sincerely

01.03.2016

Dear [REDACTED]

United West Academy

Thank you for the opportunity to work with Kenton Schools Trust on this exciting project.

I can confirm that Newcastle United Foundation supports your application to the Department for Education. If your application is successful, we will look forward to being a major partner in helping to deliver your ambitious plan for young people in Newcastle.

As Stated in your application, Newcastle United Foundation will be a key partner in the following aspects of the United West Academy:

- Providing staff to deliver specific interventions, courses and activities
- Supporting PE
- Engaging parents/carers and families
- The Board of Governors

Newcastle United Foundation also gives royalty free access to the brand of Newcastle United which will include prominent branding in the school building, school uniforms and all marketing literature. The Foundation will also approach the Premier League or other partners for funding to support the development of new football facilities on the new school site.

We note the comments in the letters of support from other secondary schools and the local authority in particular and understand that there is a wider review of specialist and alternative provision in the city which Kenton Schools Trust will be involved in. We would like to contribute to this review in any way we can.

I would like to congratulate you on conceiving such an exciting project. I have been impressed by your drive, commitment and passion. We look forward to working with you on transforming the current Personalised Learning Centre into a thriving Free School for young people in Newcastle and welcoming you as a Newcastle United Foundation partner.

Good Luck with your application.

Yours Sincerely,



Newcastle United Foundation



Tel: 0844 372 1892

Fax: 0191 201 8637

Email: foundation@nufc.co.uk

Website: www.nufc.co.uk/foundation



Excelsior Academy

A Business Enterprise Academy

Tel: 0191 228 8400
Fax: 0191 274 7488
Website: www.excelsiornewcastle.org.uk

February 2016

Free School Application Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Dear Sir or Madam,

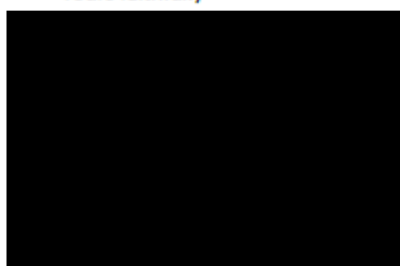
Re: Confirmation of support for proposed United West Academy, Newcastle upon Tyne

Excelsior Academy confirms that we support the Free School application for United West Academy. We understand that if successful United West Academy plans to open in 2017 and offer provision for approximately 90 students from Years 7 – 11. United West Academy proposes to offer an alternative educational experience for students who struggle with mainstream education and are at risk of exclusion from mainstream schools. We believe that this will increase the diversity and choice in the local provision and provide an education that truly inspires and motivates students who are at risk of becoming disengaged from education.

UWA will support the students to achieve the highest possible personal standards and will raise the aspirations of a cohort of students who perennially underachieve. The partnership between UWA, Newcastle United Foundation and other schools in the Newcastle area will offer students the best chance to secure a prosperous and productive future both for themselves, and for the region.

We welcome the advent of this provision and feel it will offer an alternative to the traditional option of a Pupil Referral Unit placement. On the basis of previous years' experience we would anticipate 9 KS3 referrals and 12 KS4 referrals and understand that the cost of a place is £6000 per annum.

Yours faithfully



Part of Laidlaw Schools Trust

ExLTH#62016

12th February 2016

Free School Application Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Dear Sir or Madam,

Re: Confirmation of support for proposed United West Academy, Newcastle upon Tyne

Kenton School confirms that we support the Free School application for United West Academy. We understand that if successful United West Academy plans to open in 2017 and offer provision for approximately 90 students from Years 7 – 11. United West Academy proposes to offer an alternative educational experience for students who struggle with mainstream education and are at risk of exclusion from mainstream schools. We believe that this will increase the diversity and choice in the local provision and provide an education that truly inspires and motivates students who are at risk of becoming disengaged from education.

UWA will support the students to achieve the highest possible personal standards and will raise the aspirations of a cohort of students who perennially underachieve. The partnership between UWA, Newcastle United Foundation and other schools in the Newcastle area will offer students the best chance to secure a prosperous and productive future both for themselves, and for the region.

We welcome the advent of this provision and feel it will offer an alternative to the traditional option of a Pupil Referral Unit placement. We would anticipate making 8 KS3 referrals and 8 KS4 referrals and understand that the cost of a place is £6000 per annum.

Yours faithfully,



Fax: 0191 267 2873 e-mail: linhope@newcastle.gov.uk

Thursday, 11 February 2016

Free School Application Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Dear Sir or Madam,

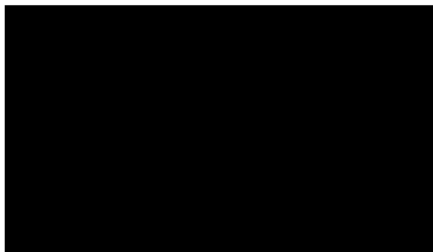
Re: Confirmation of support for proposed United West Academy, Newcastle upon Tyne

Linhope PRU confirms that we support the Free School application for United West Academy. We understand that if successful United West Academy plans to open in 2017 and offer provision for approximately 90 students from Years 7 – 11. United West Academy proposes to offer an alternative educational experience for students who struggle with mainstream education and are at risk of exclusion from mainstream schools. We believe that this will increase the diversity and choice in the local provision and provide an education that truly inspires and motivates students who are at risk of becoming disengaged from education.

UWA will support the students to achieve the highest possible personal standards and will raise the aspirations of a cohort of students who perennially underachieve. The partnership between UWA, Newcastle United Foundation and other schools in the Newcastle area will offer students the best chance to secure a prosperous and productive future both for themselves, and for the region.

We welcome the advent of this provision and feel it will offer an alternative to the traditional option of a Pupil Referral Unit placement. We would anticipate making 6 KS3 referrals and 8 KS4 referrals and understand that the cost of a place is £6000 per annum.

Yours faithfully



To whom it may concern:

Support for United West – Free School for Alternative Provision

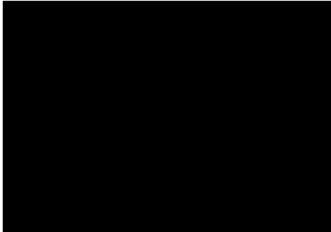
I am writing to express our support for the vision and rationale of the application for the Free School for Alternative Provision, United West. We understand that United West will open in September 2017 as part of Kenton Schools Academy Trust.

In our opinion, there is a clear need for this type of provision within Newcastle upon Tyne and we would anticipate using the service if and when the need arises. I would anticipate that we would use a minimum of three places in United West's first year.

Studio West, as part of Kenton Schools Academy Trust is looking forward to working collaboratively with both Kenton School and United West to provide new opportunities for young people in the region.

We wish you every success in the application and opening of United West.

Yours faithfully,



29th February 2016

Free School Application Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Dear Sir or Madam,

Re: Confirmation of support for proposed United West Academy, Newcastle upon Tyne

Walbottle Campus confirms that we support the Free School application for United West Academy. We understand that if successful United West Academy plans to open in 2017 and offer provision for approximately 90 students from Years 7 – 11. United West Academy proposes to offer an alternative educational experience for students who struggle with mainstream education and are at risk of exclusion from mainstream schools. We believe that this will increase the diversity and choice in the local provision and provide an education that truly inspires and motivates students who are at risk of becoming disengaged from education.

UWA will support the students to achieve the highest possible personal standards and will raise the aspirations of a cohort of students who perennially underachieve. The partnership between UWA, Newcastle United Foundation and other schools in the Newcastle area will offer students the best chance to secure a prosperous and productive future both for themselves, and for the region.

We welcome the advent of this provision and feel it will offer an alternative to the traditional option of a Pupil Referral Unit placement. We would anticipate making eight KS3 referrals and four KS4 referrals and understand that the cost of a place is [REDACTED] per annum.

Yours sincerely

[REDACTED]



[REDACTED]

admin@walbottlecampus.net
www.walbottlecampus.net

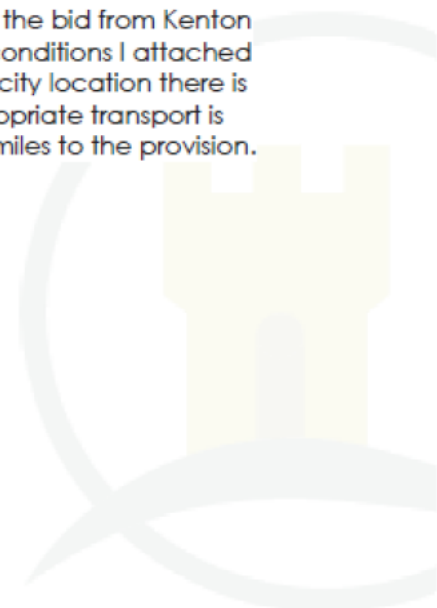
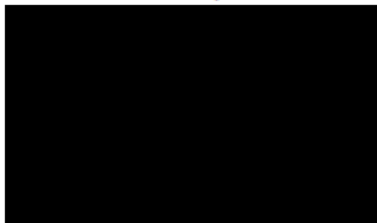


29 February 2016

To whom it may concern

I am writing to confirm that with conditions I support the bid from Kenton School for an alternative provision free school. The conditions I attached to my support are that despite its proposed West of city location there is equality of access for East End pupils and that appropriate transport is always provided for any student that travels over 2 miles to the provision.

Yours sincerely



Walker Technology College



www.walkertechnologycollege.co.uk



Free School Application Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Clennell Education Solutions

26th February 2016

Dear Sir or Madam,

Re: Confirmation of support for proposed United West Academy, Newcastle upon Tyne

Clennell Education confirms that we support the Free School application for United West Academy. We understand that if successful United West Academy plans to open in 2017 and offer provision for approximately 90 students from Years 7 – 11. United West Academy proposes to offer an alternative educational experience for students who struggle with mainstream education and are at risk of exclusion from mainstream schools. We believe that this will increase the diversity and choice in the local provision and provide an education that truly inspires and motivates students who are at risk of becoming disengaged from education. The proposed curriculum will allow students to learn from real world projects, work experience and life skills.

We are looking forward to having the opportunity to work with UWA to help offer students the best chance to secure a prosperous and productive future both for themselves, and for the region.

Yours faithfully

Free School Application Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Robertson Facilities Management



Tel: 0191 286 8828
Fax: 0191 271 6148
Web: robertson.co.uk

Dear Sir or Madam,

Re: Confirmation of support for proposed United West Academy, Newcastle upon Tyne

Robertson Facilities Management confirms that we support the Free School application for United West Academy. We understand that if successful United West Academy plans to open in 2017 and offer provision for approximately 90 students from Years 7 – 11. United West Academy proposes to offer an alternative educational experience for students who struggle with mainstream education and are at risk of exclusion from mainstream schools. We believe that this will increase the diversity and choice in the local provision and provide an education that truly inspires and motivates students who are at risk of becoming disengaged from education. The proposed curriculum, which we intend to actively support, will allow students to learn from real world projects, work experience and life skills.

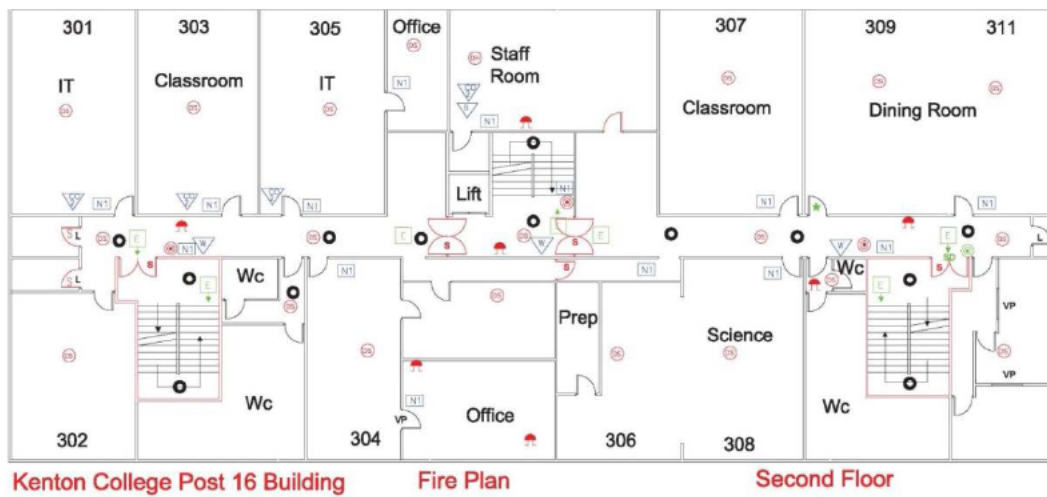
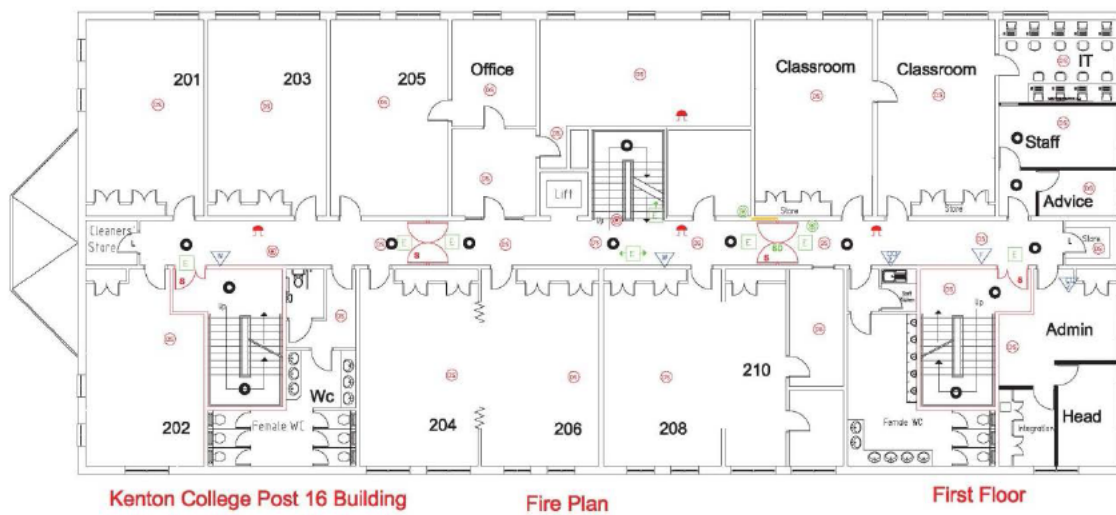
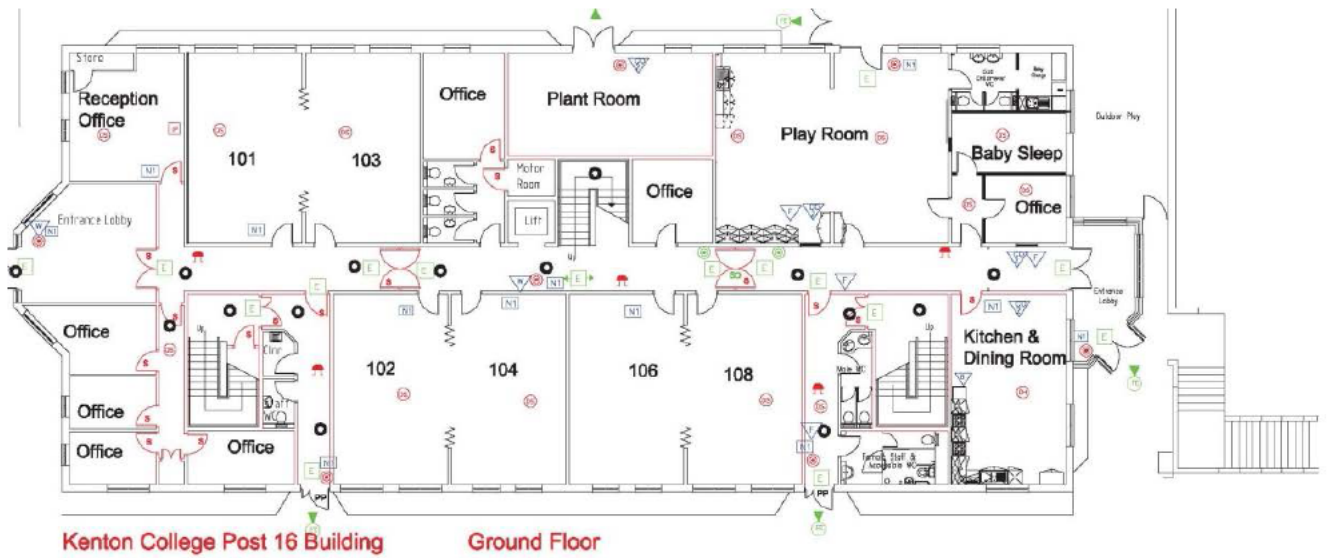
UWA will be committed to ensuring an educated, skilled and employable workforce is being nurtured for the future. Robertson Facilities Management are very much looking forward to working with the school to give the young people the skills that a future employer would require in their workforce.

We are delighted to have the opportunity to work with UWA to help offer students the best chance to secure a prosperous and productive future both for themselves, and for the region.

Yours faithfully



Annex 4- Building Plans





Department
for Education

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email psi@nationalarchives.gsi.gov.uk

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

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Reference: DFE-241-2013



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Like us on Facebook:
facebook.com/educationgovuk