Free school application form

Mainstream, studio, and 16 to 19 schools

Published: July 2016

Application checklist

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

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

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

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

Section I of your application	Yes	No
12. Have you sent: • 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)	☒	☐

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 *how to apply to set up a free school guidance*;

- the funding agreement with the Secretary of State;

- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: ███████████████

Position: ████████████

Print name: ███████████

Date: 26.9.16

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

Section C – vision

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

BOA Digital will be an 11-18 academy specialising in digital technologies. It will be the sister school to BOA and form part of the newly established BOA group (BOA is currently a single academy trust and will convert from a SAT to a MAT). It is our aim to open BOA Digital in September 2018 located in the centre of Birmingham - geographically in the hub of the digital and creative industries situated around the Eastside and the Knowledge Quarter. This new academy will also be close to Aston University, Birmingham City University (BCU) and their new STEAMhouse project. The STEAMhouse campus is a new innovative space and incubation hub for the creative industries.

Rationale

Britain's booming digital economy has created record levels of jobs but the training deficit has left many of these jobs unfilled. The Government backed Tech Nation 2016 report (http://tinyurl.com/technation2016) reveals the sector accounts for 1.56 million jobs and is growing 2.8 times faster than the rest of the workforce, yet 47% of digital tech businesses say the skills shortages are limiting growth. The report suggests that more needs to be done to encourage the younger generation to consider a career in digital technologies & for the industry to connect with students.

MPs have recently raised concerns over the skills crisis. The Commons' Science and Technology Committee emphasised the need for Digital Strategy to 'achieve the step change necessary to halt the digital skills crisis'. The 2014/15 House of Lords select committee on Digital Skills reports and the House of Commons Digital Skills Crisis report both provide clear evidence that the UK is facing a digital skills crisis.

The digital industry is the fastest growing industry in the UK offering extremely diverse career opportunities – e.g. web designer, web developer, app and software development, cyber security, data management & analysis, advertising & marketing, media & entertainment, e-commerce & market place, cloud computing, gaming, hardware, telecommunications, social media, new devices, etc. This sector is fast moving and has lots to offer the young people in our region.

With Birmingham being in the top five employers of digital talent and the area of Digbeth providing a growing hub for digital businesses, the new academy will be responding to the needs of Greater Birmingham and its creative digital industries. The future is very much around developing the digital economy, with 130,000 jobs in the technology sector needing to be filled each year. Our aim is for BOA Digital to be at the forefront of this digital revolution. This industry is here to stay and BOA Digital will maximise the life chances of all its students by working closely with the industry to help address the growing demand for higher level digital skills.

We believe Birmingham is well placed for such an academy as regionally there are significant numbers of established and growing digital companies. Adjacent to the knowledge quarter and with the arrival of HS2, this is an opportunity to embrace talent combining youth, diversity and digital focus. This region is also the youngest in the country. BOA's oversubscription is a testament to the fact both students and

parents want to attend high quality schools with a specialism and proven track record of excellence. Distance is not a barrier when the geographical location is central and close to transport hubs

The most likely catchment area for BOA Digital is one of the fastest growing but also, based on Indices of Deprivation 2015, these wards are in the most deprived areas nationally. BOA Digital will also form part of the regeneration of the Digbeth area as it expands and develops out of the Eastside Knowledge Quarter. By 2020 the new city infrastructure and tram system will connect the city centre to this newly generated technical quarter.

The creative and digital sector in Birmingham has the potential to be amazingly successful but not without the skills proposed within BOA Digital. The geographical context screams out for new education facilities to break the spiral of deprivation in terms of changing aspirations.

Learning at BOA Digital
BOA Digital will provide an outstanding and distinctive education through a digital and creative curriculum, delivered in partnership with industry professionals and our academic partners (BCU). We aim to develop students academically, vocationally, socially and morally so that they leave the academy as independent, co-operative, responsible, creative young people who will be well rounded, resilient and ambitious to both learn and work in the related digital technologies. BOA Digital will provide a unique range of learning experiences and opportunities which will prepare its students for both higher education and employment.

The Existing BOA
Birmingham Ormiston Academy is an independent state funded 14-19 academy specialising in Creative, Digital and Performing Arts. Students attend BOA primarily to study BTEC level 2 and level 3 vocational courses. Although located in Birmingham, BOA is a regional academy admitting students from Birmingham and the local authorities of Coventry, Dudley, Sandwell, Solihull, and Walsall.

BOA opened in September 2011 with the support of our founding partners, Maverick TV and the BRIT School – although we have numerous creative and industry partners who continue to offer high levels of support, investment, expertise and opportunities for our students and the academy. In the five years since opening, BOA has rapidly gained a reputation as a centre of excellence for the arts. It has impressed the creative industries and subsequently had an extensive array of well-known industry partners who support the differing pathways by helping design, develop and deliver the programmes of study. Having successfully opened a 14-19 school from a stand still position with no predecessor school we feel we have the experience and expertise to now open BOA Digital.

In September 2014 BOA won the tender to manage the 100 year-old Old Rep theatre in Birmingham as the Birmingham Ormiston Academy Theatre (BOAT). We consider this theatre as our second campus. Through this venture BOA has taken a step closer to bridging the gap between education and the world of arts employment. The

opportunities created at the BOAT (Old Rep Theatre) allows students to develop their skills in areas including performance, administration and technical theatre as well as providing them with opportunities to showcase their talent on – either on the main stages or at small stages at VIP events. The theatre also provides additional space for lessons, workshops and rehearsals. A dozen apprentices are employed by BOAT at the Old Rep.

The BOA MAT

BOA has an ambitious vision to expand from a single academy trust to a small MAT with a maximum of five schools. We aim to build on our current offer with each academy (school) being uniquely individual but with synergy across the group. Ensuring key partners are both on the Board and represented on the Boards we will continue to develop the strong outward facing ethos in which students and staff benefit from a network of expertise and opportunities from partners and industry curriculum affiliates. We aim to continue to be at the forefront of the creative, cultural and digital revolution whilst maintaining a strong emphasis on literacy, numeracy, creativity, business and entrepreneurialism.

Following the BOA Digital application, our longer term plans are to open a studio school around BOAT to specialise in the technical production side of theatre, broadcast, media and new platforms. We also plan to work with the NEC to realise their vision for a new school on their Exhibition Centre campus and finally to support one of our partners by incorporating a junior school currently belonging to their MAT.
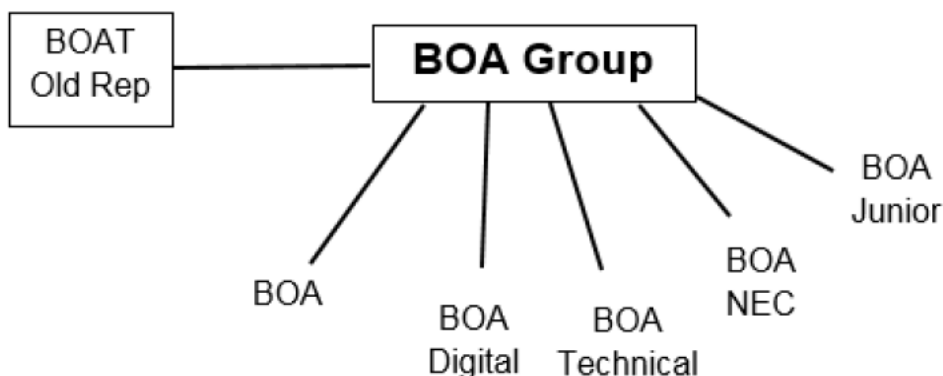
Creative teaching, state of the art technologies, imaginative approaches to the curriculum and industry professionals working alongside outstanding teachers will make learning interesting, relevant, exciting & effective and provide unrivalled opportunities for students to work alongside industry professionals. The BOA group will be committed to providing a high quality distinctive education through a specialist curriculum delivered in outstanding facilities. Our academies will attract students who can demonstrate aptitude or passion in the creative, digital, technical and performing arts from a diverse range of backgrounds and academic abilities. Learning will take place within an environment where students can relate to the real world.

Through our teaching, partnerships, industry links, pastoral care and monitoring we aim to foster ambition and a culture of high expectations and standards. We aim to

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

maximise the life chances of all our students by providing a stimulating, exciting, challenging, respectful and safe environment where every student is valued, listened to and responded to. Students will not only achieve their personal best but exceed all expectations.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12			60	60	60	60	150	150
Year 13				60	60	60	60	150
Totals		120	300	480	600	720	810	900

Section D – education plan: part 2

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS3			BOA Digital will follow the same school day as BOA; a 29 hour week. Lessons from 9am until 4.15pm, 4.15pm-5.15pm for enrichment.
Maths and Statistics	4	M	Will be taught in groups set by ability. Smaller groups to support students lacking in numeracy skills.\n\nExtra support for disadvantaged students.
English	4	M	Will be taught in groups set by ability. Smaller groups to support students not at the required levels of literacy.\n\nExtra support for EAL students.
Science	3	M	Will be taught in groups set by ability, determined by baseline tests.
Computer Science/Coding	1	M	Will be taught initially in mixed ability groups until sufficient work is covered to baseline test.
History	1	M	At KS3, these will be mixed ability groups covering an agreed Humanities curriculum which also covers statutory RE provision.
Geography	1	M	
RE	1	M	We will adopt the Statutory Birmingham Agreed Syllabus for Religious Education.
MFL	3	M	French will be offered as an MFL with an opportunity to pick up Spanish in Year 9.

PE	2	M	Students will experience a wide range of physical activities in a curriculum designed to engage all.
Dance	1	M	The arts subjects will be taught on a carousel in a project based curriculum.
Drama	1	M	
Music	1	M	
Art	1	M	
Personal Development Time	¾	M	To ensure students are equipped with a broad, practical, social and emotional education the academy will have a comprehensive programme of PSHME and IAG during personal development time, learning to learn, tutor time, collapsed days and assemblies.
Technology Project	4	M	The technology project will bring together the digital skills and industry partners. This learning will be the best in enabling students to work in collaboration on real, relevant work based projects. Outcomes will be demonstrated at planned showcase events.
KS4			
Maths and Statistics	5	M	Taught in groups set by ability.
English	5	M	
Science	5	M	
Optional Language	2.5	V/M	Students will have the option to study one or two languages.
Optional Humanities	2.5	V/M	Students will have the option to study History or Geography.
Optional Arts	2.5	V/M	Students will have the option to study an arts subject.
Digital	4	M	Students will have a mandatory option of a digital vocational subject; Computer Science or IT.
PE	1	M	

Personal Development Time	¾	M	Emphasis on IAG, progression, PSHME, Business and Enterprise and RE.
Post-16			
Digital	14	M	Vocational option.
Options	5	V	A choice of 2 additional A-Levels or Maths/English GCSE Resits.

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

BOA Digital aims to support each student's individualised needs and to differentiate the curriculum to ensure each student is supported to maximise their potential. BOA is aware of both individual and local needs and will adapt to best serve the necessary provision.

Students who join BOA, the existing school, do so via an aptitude test during Year 9. This is not based on academic merit but aptitude in the arts. This gives for a mix/diverse and truly comprehensive intake. One of the disadvantages is only having students from September of Year 10 for 20 months prior to them sitting GCSE exams.

Students joining the original BOA in Year 10 often demonstrate the fact there has been significant underachievement between KS2 and the end of KS3. BOA Digital is well placed to replicate the teaching model which accelerates learning via intervention strategies to support students who demonstrate they have a deficit and that their literacy and numeracy skills are below the national expected level. BOA students make significant progress given their starting point.

Given the geographical context, we anticipate a number of students who will attend BOA Digital will have EAL. Provision will be in place for these students to support them in mainstream curriculum classes.

Most academic subjects will be taught in ability groups. Settings will be fluid and based on current attainment reflected in the six weekly grade collection.

All students at BOA Digital will sit CAT tests in Year 7 and Year 10. Regular checking and RAG (raising achievement group) meetings will ensure each student is discussed to determine their personal pathway through BOA Digital is successful and that they receive the most appropriate education and emotional support.

At Post-16, the students would have a strong focus on subjects relating to the digital industries. A broad range of STEAM subjects will be offered, such as IT, Computer Science, Science, Maths and Physics. Complimenting this would be English Literature and Art and Design. A BTEC in Digital Technology would also be available but not replicating the provision at BOA.

Students who have failed to secure a good grade at GCSE in either Maths or English will continue to study these in Year 12.

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

The BOA Group has an ambitious vision for a small number of schools committed to providing a high quality and distinctive education. Each of the BOA group academies will be unique yet complement each other. There will be synergy across the BOA group in order to best support the individual needs and to ensure outstanding progress. We do not seek to replicate BOA but intend to build on its success and approach.

BOA Digital will offer its students the opportunity to specialise in digital technologies whilst combining core academic subjects. The academy will meet all legal requirements of the National Curriculum and strongly urge students to follow the English Baccalaureate.

The knowledge and digital skills acquired at BOA Digital will be broad and generic. BOA Digital students will be highly IT literate and therefore able to support the rapidly growing digital economy. There is strong evidence of a skills need within the sector.

The knowledge and skills acquired at BOA Digital will be transferable and support students moving into most areas of work or higher education.

Drawing on BOA's success of using their creative industry partners in designing, developing and delivering the curriculum, BOA Digital will draw on the local and national digital industries to support and deliver the practical based projects which will be at the heart of the pedagogy.

BOA has some outstanding industry partners. These partners support and endorse in a variety of ways. BOA Digital will build on these outstanding partnerships, introducing new local partners and using their facilities and expertise to best effect.

Key stage 3 students at BOA digital will study:

Mathematics and Statistics, English, Science, Geography, History, Computer Science and Coding, Art, Drama, Dance, Music, PE and a Modern Foreign Language. Alongside this, they will do a six week technology project (to cover both digital, design and production technology).

In Year 10 and 11 students will be required to study English (literature and language), Mathematics and Statistics, Science, Personal Development (to include careers, PSHME and IAG) and PE. They will then choose three optional courses and a vocational digital technology course.

As much as possible creative teaching and learning will be at the heart of our academy. It encourages and stimulates students achievement through practical learning and assessment based on applied knowledge and understanding of the relevant subject areas. Our courses will provide considerable opportunities for teamwork and in depth study based upon specialist activities.

As with BOA, teaching and learning will be outstanding. BOA Digital staff will have an exceptional subject knowledge. They will plan and deliver lessons with confidence and have relationships that motivate and inspire. They will have the capability to help

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

students develop resilience and independence, use probing questions to encourage students to discuss their ideas, carry out systematic checks on rapid progress and have clear evidence of personalisation.

Opportunities for spiritual, moral, social and cultural development will permeate the curriculum alongside discrete PSHE and learning to learn lessons. The development of character and resilience will be an overarching aim for our students. The dynamic and diverse city of Birmingham offers very specific challenges and opportunities. We will ensure we shape our curriculum offer and project based learning to be as inclusive as possible so all can participate with enthusiasm. We aim to replicate the ethos and culture of BOA at BOA Digital to ensure all students, irrespective of faith or ethnicity, work together for a common purpose within a climate of mutual support and respect.

There will be an emphasis on the teaching of coding, mathematics, science, design technology, within a pedagogy which emphasises innovation, creativity, teamwork and enterprise. The specific opportunities to collaborate and work alongside our industry partners will permeate the curriculum and its design.

Post-16 students will be able to specialise on a specific vocational course in digital technologies. This will be their main pathway. Alongside this they will be able to study for two additional A Levels.

The rationale for having Post-16 students from year two of the new school is to satisfy our key digital partners. They are unlikely to want to wait until 2024 for BOA Digital students to emerge and begin to fill the skills gap. If we find there is more demand, BOA Digital will easily be in a position to increase its intake at Post-16. It is our aim to have BOA Digital and BOA Post-16 additional academic options running concurrently. This answers any issues regarding the breadth of the curriculum and affordability of options.

As with BOA, BOA Digital will ensure the outstanding quality of traditional core academic subjects alongside the new digital practices. Students will be able to appreciate that both studies complement each other.

Our curriculum will be designed to meet the needs, aspirations and talents of the individual. It blends traditional learning with professional, project and work based. BOA Digital will be at the cutting edge of both academic and vocational training. The curriculum is designed to enable students of all abilities to be challenged, nurtured and developed. All students will graduate with excellent literacy, numeracy, digital and personal skills. They will be well rounded, confident, articulate individuals. Creative thinkers and entrepreneurs who are able to take risks and learn from their mistakes.

There will be a strong emphasis on personalising learning to include:

- All students will have a tutor learning mentor to track progress and support

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

- Individual learning plans with all students actively involved in their creative development and review

- Advanced technologies and VLE to provide 24 hour access to an online platform

- Extra support for students who need additional support

Our enrichment programme will provide additional opportunities to extend interests and areas of study.

What do we mean by Digital Technologies?

Digital technology has a whole host of meanings. Digital technologies are unlike any other businesses. BOA will seek to give its students knowledge, skills and experience in a diverse range of digital genres. Our digital courses will require students to call upon their core academic subject knowledge whilst responding to challenging project based learning opportunities. The projects will focus on both design and creative achievement and assist with the development of basic computing and programming skills. The student will naturally use cross curricular transferable knowledge, understanding and skills. Key features of the project based learning will be creativity, collaboration and expected outcomes.

Our experience of project based learning is one in which the students can explore real-work problems and challenges. They are time limited with required outcomes. It fosters collaboration, research, independence and an understanding of transferrable skills.

Working together to research and solve problems and get time limited projects completed supports our character and resilience agenda as students deepen their learning and collaboration skills.

The following are examples of subject areas for projects:

- Digital broadcasting (TV/film/radio)

- Games theory, design and development

- Animation

- 3D modelling

- Interactive platforms

- Digital marketing – advertising production

- Audio

- Apps and software development

- Data management and analytics

- Cyber security

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

We aim to give students a wide range of specialist digital experiences to give them the confidence and skills to engage creatively with the exciting, innovative and fast developing world of digital technologies. Our students will have the opportunities to develop a set of digital skills that will enable them to specialise further as they progress through the academy and move to either higher education or the world of work.

We will be promoting the world of digital arts and technologies in the widest sense. Digital technologies are exciting and diverse and the courses and projects will reflect this.

BOA students will be the digital workforce of the future. We aim to introduce our students to initiatives and projects from the first day. They will immediately be immersed in a project with our digital partners (this replicates how BOA operates). From the outset, our students will be relating their learning to the world of work and understanding the relevance of the activities to the real world.

It is our intention for our students to start a digital level 2 course in Year 8 and level 3 in Year 10. Currently these would be the new BTEC Technical courses which are just being developed. Within these courses, students would gain a diverse range of digital skills to equip them to respond creatively with exciting and innovative ideas.

The project based learning opportunities will help them develop a wide-ranging and sophisticated set of digital and media skills that will enable them to specialise further as they move onto Post-16 studies.

Until home grown students reach the sixth form Post-16 students will follow level 3 vocational courses alongside academic A Levels.

By the academic year 2023/24 we aim to have worked alongside accreditation providers and industry professionals to develop a Post-16 course (either level 3 or 4) which will be highly original and inspired by the pursuit of digital excellence.

BOA has already investigated leading on a new 'digital syllabus' and is in consultation with OCR and AQA about its remit. BOA staff have been looking at the developments in other parts of the world and have been to Seattle and held discussions with digital education pioneers in the USA, Spain and Asia. In particular, our proposed course at Post-16 has been influenced by the work of the DigiPen Institute of Technology in Redmond, USA, following an initial exploratory visit made by BOA staff in 2015. It is worth noting that BOA has already established strong international links which broaden students' knowledge, skills and experiences.

The emphasis on a partnership and the development of a strong outward facing ethos benefits BOA Group students as they tap into a global network of expertise and opportunities they experience from the industry partners. [BOA has a British Council International School Award and was nominated for the TES International Award].

We believe BOA Digital will offer a unique approach to the education of digital skills. Combining rigorous academic courses with practical, team based projects where students create their own animation, games, apps or solve real world issues via data management, analytics or cyber security puzzles.

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

We encourage the digital focus being integrated throughout the wider basic curriculum but seek to offer a range of digital courses from an early age. Some will be based on the existing accredited syllabus whilst others will take an entirely new approach that we pilot ourselves in collaboration with international partners as well as, our higher education partners at BCU and their STEAMhouse campus.

In this way BOA Digital will provide a unique range of learning experiences and opportunities which will prepare its students for both higher education and employment. The new curriculum will be designed to meet the needs, aspirations and talent of the individual by:

- Blending the traditional with professional and work based vocational
- Relying on cutting edge academic and vocational training
- Offering a strong emphasis on personalised learning
- Providing a range of experiences to match the preferences, aspirations and needs of the individual
- Utilising advanced digital technologies and ICT systems to support the learners
- Assigning Tutor/learning mentors who will track progress and offer support, care and guidance
- Organising extra support for students who need additional help with their individual targets or goals

We aim to give students a wide range of specialist digital experiences to give them the confidence and skills to engage creatively with the exciting, innovative and fast developing world of digital technologies. Our students will have the opportunities to develop a set of digital skills that will enable them to specialise further as they progress through the academy and move to either higher education or the world of work. We will be promoting the world of digital arts and technologies in the widest sense. Digital technologies are exciting and diverse and the courses and projects will reflect this.

Continuing our theme of innovation, we are partnering with BCU to do research into the impact of creative and digitalised teaching. We aim for this to be a longitudinal study to research how digital skills and a creative approach to teaching can enhance critical thinking and collaborative problem solving.

All staff will be encouraged to apply the pedagogy of creative thinking and arts based competencies in their lesson planning and delivery. This, combined with the potential of digital technology will promote a new form of classroom learning. Creativity and a digitalised classroom will underpin a pervasive classroom ethos that will include opportunities for open questioning, risk taking, problem solving, visualisation of answers, making connections or seeing patterns and reflecting critically.

Today's students will be tomorrow's critical thinkers and collaborators. These skills will be learnt and developed at BOA Digital in a stimulating environment which celebrates creativity, allows for connections between different subject areas and will lead to less compartmentalised learning so students see the 'bigger picture'.

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

Students who apply for BOA Digital will come from Birmingham and the wider West Midlands region. They will need to be passionate about the digital genre and enthuse about ICT, computing, coding, mathematics, art, gaming, photography, film, art, animation, editing, radio and storytelling. Digital students will enjoy creative and imaginative work. They will be resilient to failure, flexibility and adaptability are key in this.

We will provide a dynamic and personalised learning experience for each individual. It is our philosophy to unlock each student's potential and to maximise the life chances of all our students by providing a stimulating, exciting, challenging, respectful and safe environment where every student is valued, listened to and responded to. Staff, partners and students will operate in an atmosphere which provides excellence, celebrates success and encourages creativity, opportunities for risk taking and entrepreneurialism. Learning will take place within an environment where students can relate to the real world. Students will not only achieve their personal best but exceed all expectations.

Creative teaching, state of the art technologies and industry professionals working alongside outstanding teachers will make learning interesting, relevant, exciting and effective. In addition, BOA Digital will aim to provide an outstanding and distinctive education through the use of an imaginative digital and creative curriculum. The proposed curriculum will be designed, developed and delivered in partnership with our industry, academic and international partners.

All students who apply to attend BOA will sit a fair banding test with random allocation.

Students with Special Educational Needs and/or Disabilities

The academy welcomes applications from all students. Our approach to special educational needs and disability is based upon the graduated approach cycle of

High quality teaching and additional interventions are identified through personalised dialogue across the school contributing to our planned provision management. Regular assessment, review, record, plan and intervention is what we will offer every student in our care. These discussions embed high expectations amongst staff and ensure the application of a personalised and differentiated approach to teaching and learning. All teachers are responsible for all students in their care including those with special educational needs.

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

	Whole School perspective [SENCO, HEADS OF DEPARTMENT, PARENTS, OTHE PROFESSIONALS]	Classroom perspective [TEACHER]
ASSESS:	*Performance data tracking; Specialist assessments and screening*	*On-going assessments*
PLAN:	*Provision maps, Student profiles*	*Student profiles; Lesson plans*
DO:	*Policy into action; Mentoring; Support sessions*	*Quality First Teaching; In class support*
REVIEW:	*Annual reviews; PCR meetings; Mentoring; Day to day liaison*	*Personalised Feedback*

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical needs

However, we will work with all our students on an individual and personalised level, guided by their experience of learning.

Some of the provision we offer is:

Quality first teaching, based on a differentiated learning route

Individual mentoring and coaching

Counselling

Specialist assessment, when required; Specialist equipment and resources

One to one and small group teaching

Access arrangements

Internal processes for monitoring quality of provision and assessment of need. These include assessment data tracking every 6 weeks, consultant support,

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Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we will do this through:

Action/Event	Who's involved	Frequency
Equality Scheme Audit	All stakeholders	Annually
Voice of BOA	House representatives	On going
Annual Review/PCR meetings	Level 2 students [S and EHCP students]	Annually
Progress Review conversations	Level 2 students [S and EHCP students]	Termly
Mentoring	Level 2 students; Some Level 1 students	Weekly
Email/phone conversations	All students	On going

Staff development

We are committed to developing the ongoing expertise of our staff. Our current expertise at BOA:

Key role	Area of expertise	Level
SENCO	All four areas of need	BA, PGCE, PGC Lit
2 x Curriculum Support Assistants	All four areas of need	BA, Level 3 Dip Specialist Support
School Counsellor	SEMH	
CS Teachers	Teaching and Learning	BA/BSc, PGCE

We also facilitated additional training on: Autistic Spectrum Disorder, Dyslexia, The new SEND Code of Practice, Whole School Literacy and Numeracy, Equality.

Our BOA SEND department will facilitate the set up of an equally strong SEND provision at BOA Digital.

Transition

We aim for BOA Digital students to transfer from both the local community of Nechells, Bordesley Green, South Yardley, Ladywood, Aston, Sparkbrook but also the Greater Birmingham and Wider West Midlands. This would allow bands to be representative of the full range of opportunities for the school. Given BOA has a regional presence it also allows for representation of the whole area.

Students will be allocated a place at BOA Digital via a fair banding test:

- All applicants will sit a test administered by the LG. This will be a nationally recognised verbal reasoning test.
- Applicants will be arranged in rank order of their standard age score in the test (the standard age score is the score achieved in the test divided by the child's

age at the time of taking the test). This standard age score is then used to rank order the number of students achieving that particular score, hugely reducing the number of pupils who score the score.

- The rank order test is divided into 5 bands with an equal number of pupils in each band.
- If there are more pupils in each band than places, available places are offered according to the schools oversubscription criteria (see below).

Oversubscription Criteria

If there are more applications than places, available places will be offered in each band according to the following criteria:

1. A "looked after child" or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions.
2. Children with a sibling attending any BOA group school at the time of application. Sibling is defined as children who live as brother or sister in the same household, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers or sisters.
3. Children of members of staff (with at least two years continuous service or who have been recruited to fill a vacancy where there is a demonstrable skill shortage).
4. The remaining places will be allocated by random allocation overseen by someone independent of the school.
5. Late applicants and those who do not attend the fair banding assessment will only be considered if the total number of places available are not filled by pupils who took the fair banding assessment.

If a tie breaker is needed it will be via random allocation (lottery).

September 2017 – BOA Digital will publish a prospectus and arrangements for admissions.

September 2017 – the trust will provide opportunities for parents to visit.

October 2017 – the common application form to be completed and returned to the LA to administer.

November 2017 – February 2018 – BOA Digital conducts fair banding tests and sends list of pupils to be offered places to Birmingham LA by the dates agreed in the locally co-ordinated system.

1st March 2018 – LA makes offer to parents.

Where fewer applications than the published number are received, the trust will offer places to all those who have applied.

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Post-16

BOA Digital has places for up to 150 students in the 16-19 age range. There is an automatic transfer to the Post-16 section of the school from Year 11 for students at BOA Digital, subject to them achieving the required admissions criteria, 30 places will be made available to qualifying external candidates.

Once a student has been offered a place at BOA Digital, parents will be invited to attend an induction/information evening.

A dedicated member of the school's SLT will have oversight of transition and will work with feeder schools and families to ensure there are strong links established and maintained.

2 transition days will be organised, providing students with the opportunity to meet teachers and other students. In the early years, BOA students will help facilitate this. Baseline tests to determine academic sets will be taken on these days.

From the time that students are allocated a place at BOA Digital, strong channels of communication will be established. Information packs will be distributed, individual meetings with the pastoral team and SENCO will be organised to ensure strong links and effective provision is in place for the September 2018 start. Parents will be welcomed to discuss their child's transition.

Parents will be invited in at the end of the first week in September to share student work. The settling in evening will take place in October and reports will be sent home every 6 weeks.

The School Day

The school day will be a long day from 9am until 4.15pm with enrichment from 4.15pm-5.15pm. The school does not plan to have a homework timetable but longer school provision, supported by independent studies.

Students (as in BOA) are set a programme of independent study to extend and reinforce learning. A way of consolidating knowledge, understanding and skills acquired in a lesson, as well as providing the opportunity for investigation or research in preparation for new topics.

Homework

Is not always written. The following are legitimate forms of homework which encourage responsible, self-reliant, independent learners:

Investigations, extension work, reading, practice, composition/choreography, research, revision, projects, drafting, redrafting, reviewing, evaluating, planning or preparation.

Pastoral Care

All students will be in a tutor group. The tutor is the key person concerned with the welfare guidance and academic progress of the student. Tutor groups will meet daily but there will also be regular individual tutorials in which students can discuss the academic progress and other issues. Tutors will pay due attention to behaviour logs and attendance. Tutors and the student support team will advise students and

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parents about progress and will help with information regarding careers and progression.

The academy enrichment programme will ensure students have a thorough extra-curricular offer. BOA will be instrumental in supporting numerous performing arts opportunities. BOA and BOAT will provide facilities and staff to support showcases and performances.

There will be a range of 'Character Development and Leadership' opportunities via an academy programme i.e. Arts Leaders Awards, Duke of Edinburgh Award, Young Enterprise, Youth Parliament. A range of competitive sport activities will be on offer.

There will be an elected board of students (Voice of BOA). This board will be actively involved in decision making and will be instrumental in the development and growth of BOA Digital.

BOA Digital will aim to improve the life chances of all its students. We will ensure all students:

- Achieve the best outcomes
- Gain independence
- Are prepared for adulthood

We intend to provide a fully inclusive school in which barriers to learning are removed and the needs both academically, socially and emotionally are met. Staff resources will be made available to meet these needs:

- Teachers
- Teaching Assistants (in class support/small groups/1 to 1)
- SENCO
- Counsellors

Specialist and appropriately qualified staff will be bought in to support i.e. Access to Education (Birmingham), Educational Psychology Service (Birmingham) and, as a regional academy, professionals from other local authorities.

All students and their parents will be kept fully informed of the provision made for their child and the progress being made.

Academic assessment for children with special educational needs will be moderated through our partnerships with other regional schools, the local authorities, and a variety of professional agencies. We will work with our feeder schools to support the young people's transition to the next phase in education.

Our approach will involve close liaison with feeder partners by email, telephone and face to face meetings including open evenings, induction days and individual meetings. We will closely monitor the students' data and support them from transition through to higher education or employment.

BOA Digital will fully implement the new Code of Practice, transfer all Statements of Educational Need and Health Care plans in accordance with the guidelines of the Local Authority. We will ensure training and ongoing CPD on special educational needs will be embedded in our CPD programme.

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The new school will have the relevant policies underpinning SEN provision:

- Equality Scheme and Accessibility Plan
- Teaching and Learning Policy
- Equal Opportunities Policy
- Equality Charter
- Admissions Policy

We will take into account the:

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Keeping Children Safe in Education 2016
- SEND Code of Practice

EAL

Given the geographical location of BOA Digital there may well be an above average number of students with EAL. There will be a focus on teaching and learning methods for students with EAL. We will ensure:

- Training for staff about the needs of students with EAL
- Specialised resources for students such as books, IT programmes and teaching assistants
- The curriculum enables all to succeed and is accessible to all

Pupil Premium

BOA Digital aims to enable all students to succeed. Pupils in receipt of PP funding will receive:

- Additional support in English and Maths.
- Access to technological resources
- Support to be involved in extra-curricular activities and trips
- Support to enable them to have the correct uniform and equipment

Our pastoral system will ensure regular contact and engagement with parents across the academy. We plan to meet all parents twice a year. An initial settling in evening in October of Year 7 followed by a full parent's evening in the summer term.

There will also be e-safety learning/training sessions and an open door policy for parents to discuss concerns and strategies for support.

Gifted and Talented

A designated member of staff will lead on Gifted and Talented. They will ensure via discussion, information gathering and data analysis that talent is identified through both the formal and informal/enrichment curriculum.

The academy will ensure that these students are provided with academic work to stretch and challenge and to enhance their learning and development. Talent beyond

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

academic subjects will also be nurtured and opportunities to develop student talent and aptitude will be sought.

We would aim to:

- Maximise the number of students going to Russell Group Universities
- Maximise the number of students who have access to our digital industry partners
- Provide teaching which challenges and stretches students so they fully reach their potential

Organise activities and events that foster resilience entrepreneurialism innovation, creativity and talent spotting.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

As with BOA, we expect BOA Digital to have the same standards of behaviour and will ensure students are as eager to learn and contribute to their own learning as students are at BOA.

"Behaviour at BOA is exceptional and judged outstanding by Ofsted"

At BOA Digital, students will show good attitudes to learning. They will be keen to succeed, will understand the importance of education and value the experiences and opportunities the academy provides.

Around the site, the academy will be calm and well ordered. Students will be well equipped for lessons and wear their school uniform with pride. They will respect each other, the adults they come into contact with, as well as the building and equipment.

Bullying will be rare. Students will support each other and will feel safe.

Academy Behaviour

At BOA Digital we will expect high standards of behaviour. We will encourage students to take responsibility for their own actions, both in and out of the academy, and to consider their impact on others. Students need to have a positive and orderly environment in which they can achieve success. In creating an atmosphere for achievement the Governors will produce a policy statement regarding student behaviour and discipline. Parents will be informed of the academy's expectations before students enrol and will receive a copy of the academy behaviour for learning guide. All parents and students will sign a home/academy agreement.

Principles which will determine Policy

Students need to know and understand boundaries of reasonable behaviour within which they can act. If they stray away from these boundaries, the academy will respond with appropriate consequences.

We believe our student's will respond best to praise and reward. As an academy we will celebrate the success of our students. We have a clear system of rewards and commendations for KS3 and KS4 students and Records of Achievement awards at Post-16. Students need to develop a concept of discipline and self-respect. They will respect their academy, the staff, the environment and each other.

All will understand the basic virtues of honesty, fairness and politeness.

However, we recognise the need for a range of carefully measured sanctions to reinforce our expectations when students let themselves down. These can range from a teacher conversation to, ultimately, exclusion from the academy. Any sanctions will be applied fairly and with the strict understanding of the reason for the imposition.

Purpose

We are a learning community. The purpose of this is to secure a positive climate for all to work and learn.

D2 – measuring pupil performance effectively and setting challenging targets

Standards outlined

Code of Conduct

- Come in to the academy ready to learn
- Wear academy uniform and ensure you are properly equipped
- Treat others with kindness and respect and listen to their opinions
- Have high expectations of each other
- Be polite and considerate in dealing with all members of the community
- Take personal responsibility for your actions
- Maintain a clear focus on learning
- Move around the academy in a careful and considerate way
- Look after others in the academy

Everyone in the academy has a part to play in maintaining high personal standards of behaviour.

- All students must follow the Code of Conduct
- Subject staff must endeavour to create an environment in which all have the opportunity to achieve their potential
- Heads of Department have responsibility for students' work related issues within their curriculum area. In liaison with Heads of Year, they make contact with parents to resolve pathway concerns
- Tutors monitor the academic and social progress of their students
- Heads of Year are a point of contact between other agencies, parents and the academy

A clear code of conduct outlining what is expected of each other's behaviour on and off the premises will be issued to all staff and parents.

Attendance and Punctuality

Attendance will be above the national average. Students will enjoy school and be proud of their surroundings.

At BOA Digital we will aim to ensure that all students receive a full-time education which maximises opportunities for each student to realise his/her true potential.

The academy will endeavour to provide a welcoming, caring environment, whereby all students thrive.

All BOA Digital staff will work with students and families to ensure each student attends BOA Digital regularly and punctually.

The academy will establish an effective system of incentives and rewards which acknowledges the efforts of students to improve their attendance and timekeeping and will challenge the behaviour of those students and parents who give low priority to attendance and punctuality.

To meet these objectives BOA will establish an effective and efficient system of communication with students, parents and appropriate agencies to provide mutual information, advice and support.

D2 – measuring pupil performance effectively and setting challenging targets

<u>Statutory Duties</u>

The Education Act 1996 requires parents or guardians to ensure their children receive full time education by regular attendance at a school or by other arrangements, Parents have the responsibility for making sure their children attend BOA Digital and on time.

BOA Digital is responsible for recording student attendance twice a day, one at the start of the morning sessions and once during the afternoon session.

<u>Aims</u>

1. To improve the overall percentage of students attendance
2. To reduce the level of persistent absence (PA)
3. To make attendance and punctuality a priority for all those associated with the Academy including students, parents, teachers and governors.
4. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
5. To provide support, advice and guidance to parents and students
6. To develop a systematic approach to gathering and analysing attendance related data
7. To further develop positive and consistent communication between home and the academy
8. To implement a system of rewards and sanctions

Roles and responsibilities regarding attendance

<u>Students</u>

BOA Digital expects all students to be punctual and maintain high levels of attendance

Students should arrive at BOA Digital ready to learn

<u>Parents</u>

It is a legal responsibility of parents/carers to ensure that their children attend BOA Digital. BOA Digital expects parents/carers to ensure their child attends every day, on time and are ready and willing to learn.

Parents/carers are expected to know what absences are acceptable. Any absence will only be authorised at the discretion of the Principal. Parents should be aware of the legal consequences of non-attendance.

Parents/carers should be aware that poor punctuality may result in an unauthorised absence being recorded which could lead to a Fixed Penalty Notice being issued for non-attendance.

Parents/carers are asked to inform BOA Digital of any barriers to their child attending the academy.

BOA Digital asks that all parents/carers inform the Academy's Attendance Officer on their child's first day of absence. If contact is not made before the student returns to BOA Digital a note should be provided. Medical evidence may be requested by the academy if non-attendance is due to illness.

<u>Subject teacher</u>

D2 – measuring pupil performance effectively and setting challenging targets

It is the responsibility of all subject teachers at BOA Digital to formally take their class register, in silence, accurately and within 5 minutes of the start of every lesson.

BOA Digital expects all subject teachers to encourage punctuality through the appropriate meeting and greeting of groups.

All lateness to lessons must be recorded on the electronic register (in minutes) and challenged appropriately.

Subject teachers should support students who are returning to BOA Digital following an absence by ensuring that adequate resources are provided for their positive re-integration.

Subject teachers are expected to monitor their class attendance and identify patterns and report any concerns to their Head of Department, the student's tutor and Head of Year.

The link between attendance and attainment should be actively promoted.

Head of Department

BOA Digital expects all Heads of Department to promote the regular attendance of students by addressing (with support from the pastoral team) any barriers that may prevent good attendance.

Heads of Department should rigorously monitor attendance in their subject. Attendance should appear as an item on department meeting agendas at each meeting and the link between attendance and attainment should be promoted. The attendance section of departmental minutes are to be sent to the Assistant Principal (pastoral care) and Head of Year after each meeting.

It is the responsibility of the Head of Department to have an overview of attendance within their department and act upon any concerns raised by subject staff.

Heads of Department will receive, weekly attendance data from the Attendance Officer showing cumulative percentage attendance which will be RAG rated to support department use. In addition, they will also receive a breakdown of attendance for all pathway students in each subject.

Tutors

BOA Digital expects all tutors to support the regular attendance of their students by addressing any barriers that may prevent their good attendance.

It is the responsibility of all tutors at BOA Digital to formally take the register, in silence and accurately.

The Attendance Officer will provide each tutor with 'N' code information weekly to allow tutors to 'press' students to provided written evidence or occurs.

Tutors are expected to act on the attendance data provided by the Attendance Officer to monitor the attendance of their students and report any concerns to Head of Year and parents.

Tutors are expected to encourage good punctuality.

D2 – measuring pupil performance effectively and setting challenging targets

Student's absence letters must be passed, promptly, to the Attendance Officer.

Tutors should support students who are returning to BOA Digital following an absence.

Attendance Officer

It is the responsibility of the Academy's Attendance Officer to maintain the day to day running of attendance procedures.

When no explanation for an absence has been received, the Attendance Officer is responsible for making contact with parents/carers to confirm the nature of the absence using In-Touch or by telephone.

The Attendance Officer is to provide regular attendance data for Tutors, Heads of Department, Directors of Key Stage and the Assistant Principal (pastoral care).

The Attendance Officer should analyse attendance data to identify any patterns of concern and liaise with the relevant party e.g. Tutor, Heads of Department, Heads of Year and Assistant Principal (pastoral care).

The Attendance Officer is expected to liaise with tutors, Heads of Department, parents, Heads of Year and Assistant Principal (pastoral care) on all matters of attendance.

Heads of Year

A key role of the Heads of Year is to monitor and track the attendance in their associated year groups and report on progress achieving academy attendance targets to the Assistant Principal (pastoral care).

They are to work in liaison with the attendance officer on all attendance issues and to communicate with Tutors and Heads of Department on attendance concerns.

They have responsibility for organising the termly certificates for 100% attendance students.

Assistant Principal (Pastoral Care)

It is the responsibility of the Assistant Principal (pastoral care) to oversee the academy's attendance policy and practice.

In collaboration with the Attendance Officer and Heads of Department, the Assistant Principal will monitor, evaluate and review the policy and its impact annually.

All attendance related action to be recorded in the academy's termly report.

The Assistant Principal will produce an annual report to Governors on matters of attendance.

The Assistant Principal will meet regularly with the Heads of Year and monitor the actions on progress made towards the meeting of agreed attendance targets.

Governors

Governors should monitor and evaluate attendance and ensure the policy is carried out.

D2 – measuring pupil performance effectively and setting challenging targets

<u>Education Welfare Officer, (EWO)</u>

The academy will seek to work with the Local Authority in accordance with its guidance, "Leave in Term Time; Guidance for Schools and Academies September 2013.

<u>Rewards</u>

Attendance will be rewarded at the end of each term. Students will 100% attendance for that term will receive a certificate for that period. Those students who achieve 100% for a traditional term will be entered into a raffle where they have an opportunity to win a prize.

At the end of the year all students with 100% attendance for the whole year will be receive a reward.

Attendance is to be a significant factor in determining the opportunity for students to participate in any rewards trips.

Teaching and Learning

All students will feel valued and expectations will be very high. There will be rigorous systems in place to monitor the quality of teaching and learning. This will be closely aligned to the rigorous monitoring of student progression and attainment.

BOA Digital students will only experience good to outstanding teaching and teachers. Learning walks, formal lesson observations and pupil outcomes will all support the monitoring and rating of the quality of teaching and learning. Regular training will ensure a standardised approach to teaching, quality of planning, monitoring and progress of the learners. The principle of accelerated learning will be used to inform teachers planning and the delivery of lessons. There will be a consistent approach and teachers will be encouraged to personalise the students learning to ensure their planning meets the needs of the individual.

Should we find we have recruited a teacher whose teaching 'requires improvement', a programme of support will be in place to gain rapid improvement. If it proves impossible to develop such a teacher, capability procedures will be swift.

Newly Qualified Teachers will receive a highly effective induction programme and will be supported by a buddy colleague.

We recognise that students at BOA Digital will have very different starting points. With effective teaching, learning and personalised support we will set ambitious yet realistic targets for all our students. High quality teaching and pastoral support will enable students to succeed. Teachers, curriculum leaders, pastoral teams and senior leaders will continually review student's progress and attainment and make adjustments to teaching and student support to make sure all students are on track to reach their target grades.

Our tracking of students' attainment and progress will be accurate and rigorous. Teachers, pastoral teams, parents and students will know how well they are doing. Each student will have an individual learning plan. Pupil Premium students will have a PEP, EAL students a focus on literacy and achieving a good standard of English. SEN students will have a well tailored support plan to make certain their needs are met.

Literacy and numeracy skills will be developed in all subjects.

D2 – measuring pupil performance effectively and setting challenging targets

Personal Development Time, learning to learn lessons and tutor time will be used to develop students' wider learning and understanding. Students will be active academy citizens. The students' spiritual, moral, social and cultural development will be promoted.

Students work will be marked regularly and they will be given specific guidance on how to improve. Teachers will enter progress data every six weeks. These grade cards will be sent home to parents and scrutinised by the academic, pastoral and senior teams. Attendance and behaviour will also be noted on these cards. The grade collections and the subsequent actions will ensure students remain on track with their students. There will be two parent's evenings a year and one full written report.

When students initially apply to BOA, they will sit a fair banding test. Once they have been allocated a place, they will sit a CAT test during their induction day. All this data, together with their home school data, will be used to set challenging targets.

We aim to use the same SIMS tracking data systems as we do at BOA.

<u>Overview of Assessment, Reporting and Recording</u>

<u>Purpose</u>

At BOA Digital we want students to 'learn to achieve'.
- Help teachers to help students to take the next steps in their learning
- Help students to help each other to take the next steps in their learning
- Help students help themselves to take the next steps in their learning.
- Help inform parents of students' progress
- Help facilitate accurate grades and levels for the reporting process
- Help teachers to review teaching methods, content and student understanding
- Help to acknowledge and celebrate student achievement and efforts

<u>Standards</u>

At BOA Digital teachers agree to:
- Identify assessment success criteria in learning objectives
- Have high expectations and value each student
- Identify performance levels / grades
- Provide feedback which allows students to recognise what they need to do to reach the next level/higher grade at BTEC, GCSE or A Level
- Regularly mark work (at least fortnightly) and in the case of the core subjects once a week
- Indicate in folders / books or on tracking sheets the level/grade the students are working at.
- Provide parents with 5 progress reports (grade cards) and one written summative report each academic year.
- Mark all written work adhering to the BOA marking policy
- Provide students with an accurate record of their learning
- Encourage neat and well-ordered presentation
- Grade or level all written work

D2 – measuring pupil performance effectively and setting challenging targets

Monitoring, Evaluation and Review

- Monitoring of this will be conducted annually by SLT and the Board of Directors to ensure compliance with the above. Monitoring of practice against this will be done by Curriculum Leaders who will sample marking across their departments regularly and at least once every six weeks. Results should be briefly reported to link member by SLT.
- More consistent grading and the use of target-setting give the Learning Tutor a role in discussing with students how well each is working and targets for improvement.

At BOA Digital we want students to 'Learn to Achieve' and we believe that assessment for learning is at the heart of good teaching and learning. At BOA Digital assessment for learning is an integral part of our Teaching & Learning ethos for the following reasons:

- It helps teachers to help students to take the next steps in their learning
- It helps students to help each other to take the next steps in their learning
- It helps students help themselves to take the next steps in their learning

Assessment for learning has been defined as:

'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'.

Assessment for learning: 10 principles.

At BOA Digital we make sure of three forms of assessment:

- **Summative:** to summarise the progress and attainment of an individual and to focus on what is known, understood and can be done
- **Formative:** to provide information that will assist in the planning of the next steps of a pupil's education
- **Diagnostic:** to use prior attainment in KS2 SATs and CATs and information provided by reading ages to set challenge grades / levels
- At BOA Digital assessment will be guided by the principles of assessment for learning.

This will be used by **students** at all key stages to enable them to:

- Be aware of the bigger picture of learning
- Identify performance levels/grades.
- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students
- Be informed of achievement and future targets for improvement
- Be included in a culture of high expectations where each child is valued.
- Reinforce literacy and numeracy targets
- Know and recognise the standards they are aiming for

D2 – measuring pupil performance effectively and setting challenging targets

- Be provided with feedback which will allow students to recognise what they need to do to reach the next level or higher grade at GCSE, A level or BTEC
- Reflect with their teacher on assessment data that is available such as CAT scores, reading/spelling ages, KS2 results, previous benchmarking activities.
- Be involved in peer and self-assessment

Assessments for learning will be used by **teachers** to:

- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students
- Inform teachers future planning so that appropriate teaching and learning styles are used thus enabling all students to achieve their challenge grades/levels
- Allow teachers to continually assess students' progress by identifying opportunities in schemes of learning and in lesson planning were assessment for learning will benefit student progress
- Enable all teachers to include students in a culture of high expectations
- Reinforce literacy, numeracy and communication targets across the whole academy
- Inform the writing of a summative report at the end of each academic year
- Inform the work of interim reports for use during academic monitoring
- Inform the use of IAPs

Through marking and the academic tutoring process, assessment for learning will inform **parents**:

- Of the progress made by their son/daughter throughout the academic year
- Of the strengths of their child and their targets for improvement
- Of the information needed to enable them to engage in meaningful discussions with their child about their academic progress, thus involving them in the learning process

Standardisation

Centres must have consistent marking standards for all candidates. In each pathway or department, one person must be responsible for ensuring that work has been marked to the same standard and records of standardisation should be kept.

Internal standardisation may involve:

- all teachers marking some sample pieces of work (on a regular basis) and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material, such as previous work or examples from our teacher standardising meetings
- for certain qualifications, keeping up-to-date records and samples of work

D2 – measuring pupil performance effectively and setting challenging targets

Marking/Feedback

As part of BOA Digital's Assessment Policy the academy is committed to a high standard of marking and feedback thus informing the future progress of students and the planning of teachers. The following criteria are set out regarding effective marking and feedback:

Students can expect:

- Work to be marked regularly including homework at least fortnightly and in the case of core subject once a week
- All written work will be marked using 'two stars and a wish'. This will familiarise students with both the standards they are aiming for and the next steps in their learning. This information will be recorded in the teachers' mark book
- To use feedback in exercise books / folders / assessment sheets to inform their academic tutoring discussion and to enable students to inform any visitor to a lesson of what level/grade they are working at and what level they are working towards.
- To be able to refer to pupil friendly level descriptors in their lessons to help inform peer and self-assessment
- To be informed of success criteria for tasks and to be involved in sharing learning objectives with teachers
- At Key Stage 4 students can expect the same high standard of marking and, where appropriate, teachers will make reference to progress in terms of GCSE / BTEC assessment criteria and GCSE / BTEC challenge grades. The same principles will apply.
- All teachers will where appropriate indicate on student's work at least three subject specific words that have been incorrectly spelt and will make reference where appropriate to whole academy literacy targets for example use of capital letters, paragraphing
- Students will receive an assessment level or grade once each term

What parents can expect:

- Regular marking of work / exercise books by class teachers, at least on a fortnightly basis and, in the case of core subjects, once a week
- Indications in their child's book / folders of the levels the child is working at and informed comments about targets for improvement (two stars and a wish)
- Students to actively engage in a discussion with their parents about their academic progress
-

Assessment for learning in everyday lessons provides the basis of effective teaching and learning. There are four key ingredients staff will focus on: learning objectives, questioning, good feedback and peer and self-assessment. This encourages students, teachers and parents to work in partnership to enhance the learning of students across the ability range and recognises all educational achievement.

Reporting to Parents

D2 – measuring pupil performance effectively and setting challenging targets

As part of our assessment policy parents can expect to review a report about the academic achievements of their son/daughter six times a year. Two of these reports are summative reports, which will compare current student performance to the potential of the student. One progress report is sent home in the autumn, and one in the spring term. These progress reports are linked to the academic days and will be used to inform the dialogue between student and tutor with regards to their academic progress.

Through the technological projects, which are a significant part of the curriculum model, students will increase their knowledge and skills of the digital economy and industry. They will, over the course of their time at BOA, build a digital work passport evidencing all the projects and industry practitioners they work with. Professionals from industry will support the teaching of these projects and in some cases lead. This will enhance the teaching and provide real and relevant experiences for the students. Although many years away, the ultimate measure of success will be the final uptake of our students into the working world of the new digital economy.

Teachers at BOA have become skilful facilitators. We have used the methodology of our specialism to underpin school improvement. We often use the word 'coach', rather than teacher. Framing questions, structuring meaningful tasks by coaching the knowledge and skills through (often) project activities.

Teaching will be innovative, engaging and have suitable levels of pace and challenge to keep all students interested and motivated. The learning objectives will be clearly articulated to the students who will be expected to take ownership of parts of the lessons. Students will be able to talk about their learning and identify the progress they are making at every stage. Due to the constant use of AfL, students will be able to discuss their current performance as well as articulating what they need to do to improve.

Projects with industry professionals will be planned well in advance (at BOA this can be up to 15 months in advance of the project). All industry professionals work alongside a teacher. From our experience, the industry professionals bring knowledge, expertise and insight into the world of work. The collaboration needs the qualified teachers to work alongside the industry partners to structure the activity and assess the students learning.

Standards

We fully expect BOA Digital to have the same outstanding standards in relation to behaviour, teaching and learning, attendance and outcomes. Our aim is to be at least as good as BOA. Quality of teaching and learning at 100% good or better with 60% as outstanding. Attendance is to be at least above 95% across the Academy. Behaviour will be outstanding with very few exclusions and no permanent exclusions.

At KS4 our results will have a positive progress 8 score with a significant percentage better than schools with the same APS score on entry. BOA is currently 5% better than similar schools and 10% better than the national average. Post 16 results show significantly positive value added and an average point score of 856 (equivalence of A*AA).

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

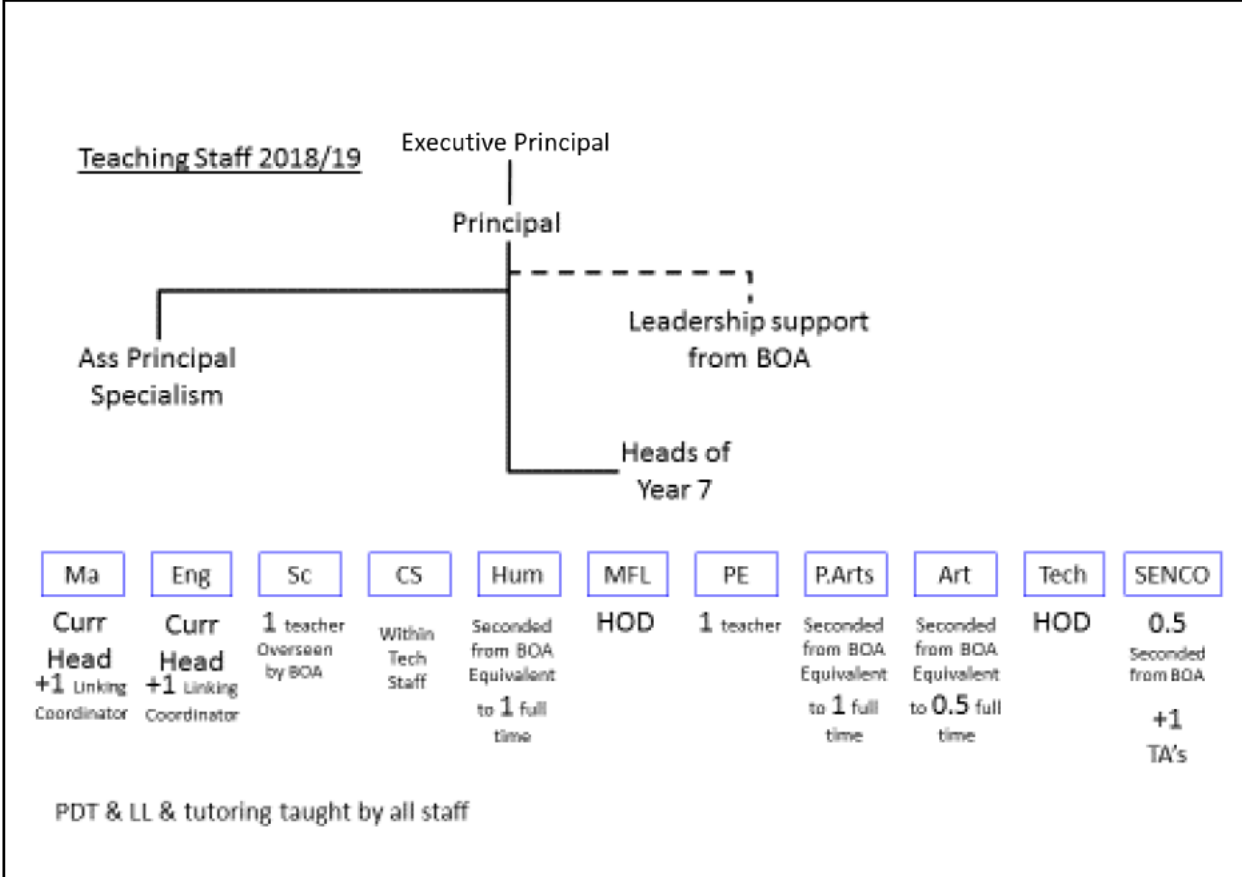| D3 – a staffing structure that will deliver the planned curriculum within the expected income levels |
|---|
| We see BOA Digital as an opportunity for both staff retention and development. BOA is proud of its outstanding teaching and support staff. They, in turn, are proud to have been part of the set up and implementation of a new school from a standstill position. We have demonstrated our ability to communicate a strategic vision and move from nothing to delivering an outstanding, oversubscribed provision. We have clear lines of accountability, staff understand key performance targets and the systems and policies are in place to deliver the standards and outcomes.

BOA Digital has helped the Board to discuss succession planning. This second school and implementation of a MAT helps with retention of the very best whilst supporting talent management and the CPD programme.

Our current staff are delighted. They are committed to the BOA vision and ethos and see this as an opportunity for career development and progression. This project enables us to retain the very best teachers and leaders and deploy them across the trust.

Although BOA is a 14-19 academy, all of its senior leadership team and middle leaders have experience in 11-18 schools.

The current Principal of BOA (who will become the Executive Principal and oversee the opening of BOA Digital, as she did BOA) has 35 years of experience working in 11-18 secondary schools; 18 years as a Senior Leader and 12 years at Headship. The senior leadership team alone has 130 years experience of teaching, managing and leading KS3 provision.

Both middle leaders and SLT have recent experience of KS3 in a range of schools, from ones in special measures to outstanding, selective and non-selective, monoculture to multicultural, rural to city and affluent to socially deprived.

The Principal of BOA and the Board of Directors have experience in opening a new school and can demonstrate its success in many ways.

We plan to use significant numbers of BOA staff during the implementation and strategy phase of BOA Digital. Much of the academic, pastoral, facilities and administration lead will be from BOA staff. This obviously helps in terms of experienced strategic leadership but also with finance in terms of economy of scale. |

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels
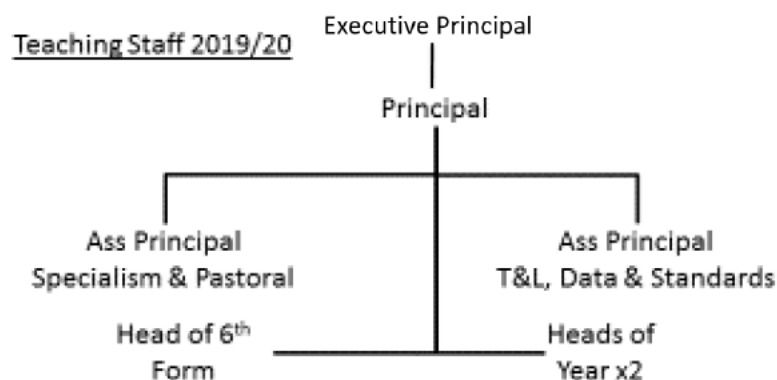
Teaching Staff	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23	2023/ 24	2024/ 25
Executive Principal	1	1	1	1	1	1	1
Principal	1	1	1	1	1	1	1
Vice Principals			1	1	2	2	2
Assistant principals T&L, Curriculum, Pastoral, Data & Standards	1	2	3	4	4	4	4
Head of 6th Form		1	1	1	1	1	1
Heads of Year	1	2	3	4	5	5	5
Heads of Department		8	10	10	10	10	10
Teachers		7	16	24	28	33	35
SENCO	(seconded from BOA)	1	1	1	1	1	1
Teaching Assistants	1	3	4	5	5	5	5

Subjects	HOD for each subject plus	HOD for each subject plus	HOD for each subject plus	HOD for each subject plus	HOD for each subject plus	HOD for each subject plus	HOD for each subject plus
Maths		1	2	3	4	5	5
English		1	2	3	4	4	4
Science		1	2	3	4	4	5
Computer Science		0	1	1	1	2	2
Humanities		0	1	2	3	3	3
MFL		1	1	2	2	2	2
P.E.		0	1	1	1	1	1
Performing Arts		0	1	2	2	2	2
Art		0	1	1	1	1	1
Technology		3	4	6	6	9	10
PDT&LL Tutor time taught by staff in all subjects							
Total		7	16	24	28	33	35

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

Teaching Staff 2018/19

Executive Principal

Principal

Leadership support from BOA

Ass Principal Specialism

Heads of Year 7

Ma	Eng	Sc	CS	Hum	MFL	PE	P.Arts	Art	Tech	SENCO
Curr Head +1 Linking Coordinator	Curr Head +1 Linking Coordinator	1 teacher Overseen by BOA	Within Tech Staff	Seconded from BOA Equivalent to 1 full time	HOD	1 teacher	Seconded from BOA Equivalent to 1 full time	Seconded from BOA Equivalent to 0.5 full time	HOD	0.5 Seconded from BOA +1 TA's

PDT & LL & tutoring taught by all staff

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

Teaching Staff 2019/20
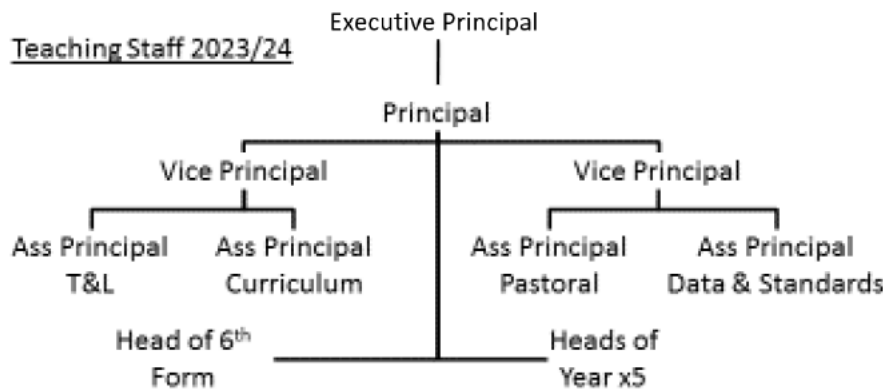
Executive Principal

Principal

Ass Principal
Specialism & Pastoral

Ass Principal
T&L, Data & Standards

Head of 6th
Form

Heads of
Year x2

Ma	Eng	Sc	CS	Hum	MFL	PE	P.Arts	Art	Tech	SENCO
HOD +1 teachers	HOD +1 teachers	HOD +1 teachers	HOD	HOD	HOD +1 teachers	1 teacher	HOD	1 teacher	HOD +3 teachers	Head +3 TA's

PDT & LL & tutoring taught by all staff

Teaching Staff 2020/21

Executive Principal

Principal

Vice Principal

Ass Principal
Curriculum & Pastoral

Ass Principal
T&L

Ass Principal
Data & Standards

Head of 6th
Form

Heads of
Year x3

Ma	Eng	Sc	CS	Hum	MFL	PE	P.Arts	Art	Tech	SENCO
HOD +2 teachers	HOD +2 teachers	HOD +2 teachers	HOD +1 teachers	HOD +1 teachers	HOD +1 teachers	HOD +1 teachers	HOD +1 teachers	HOD +1 teachers	HOD +4 teachers	Head +4 TA's

PDT & LL & tutoring taught by all staff
CS will also teach Tech

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

Teaching Staff 2021/22

Executive Principal

Principal

Vice Principal

Ass Principal T&L | Ass Principal Curriculum | Ass Principal Pastoral | Ass Principal Data & Standards

Head of 6th Form | Heads of Year x4

Ma	Eng	Sc	CS	Hum	MFL	PE	P.Arts	Art	Tech	SENCO
HOD +3 teachers	HOD +3 teachers	HOD +3 teachers	HOD +1 teachers	HOD +2 teachers	HOD +2 teachers	HOD +1 teachers	HOD +2 teachers	HOD +1 teachers	HOD +6 teachers	Head

+5 TA's

PDT & LL & tutoring taught by all staff

Teaching Staff 2022/23

Executive Principal

Principal

Vice Principal

Ass Principal T&L | Ass Principal Curriculum | Ass Principal Pastoral | Ass Principal Data & Standards

Head of 6th Form | Heads of Year x5

Ma	Eng	Sc	CS	Hum	MFL	PE	P.Arts	Art	Tech	SENCO
HOD +4 teachers	HOD +4 teachers	HOD +4 teachers	HOD +1 teachers	HOD +3 teachers	HOD +2 teachers	HOD +1 teachers	HOD +2 teachers	HOD +1 teachers	HOD +6 teachers	Head

+5 TA's

PDT & LL & tutoring taught by all staff

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

Teaching Staff 2023/24

Executive Principal

Principal

Vice Principal | Vice Principal

Ass Principal T&L | Ass Principal Curriculum | Ass Principal Pastoral | Ass Principal Data & Standards

Head of 6th Form | Heads of Year x5

Ma	Eng	Sc	CS	Hum	MFL	PE	P.Arts	Art	Tech	SENCO
HOD +5 teachers	HOD +4 teachers	HOD +4 teachers	HOD +2 teachers	HOD +3 teachers	HOD +2 teachers	HOD +1 teachers	HOD +2 teachers	HOD +1 teachers	HOD +9 teachers	Head
										+5 TA's

PDT & LL & tutoring taught by all staff

Teaching Staff 2024/25

Executive Principal

Principal

Vice Principal | Vice Principal

Ass Principal T&L | Ass Principal Curriculum | Ass Principal Pastoral | Ass Principal Data & Standards

Head of 6th Form | Heads of Year x5

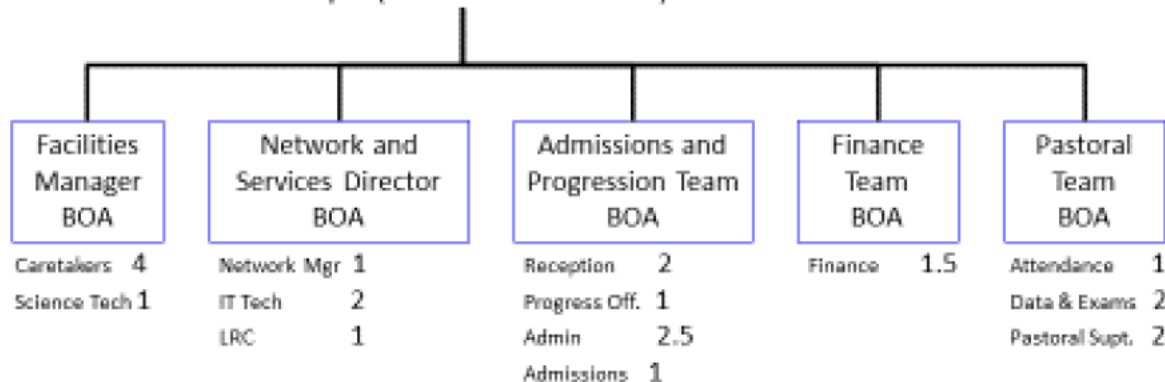| Ma	Eng	Sc	CS	Hum	MFL	PE	P.Arts	Art	Tech	SENCO
HOD +5 teachers	HOD +4 teachers	HOD +5 teachers	HOD +2 teachers	HOD +3 teachers	HOD +2 teachers	HOD +1 teachers	HOD +2 teachers	HOD +1 teachers	HOD +10 teachers	Head
										+5 TA's

PDT & LL & tutoring taught by all staff

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

Support Staff	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Reception	1	1	2	2	2	2	2
Progress Officer			0.5	0.5	1	1	1
Admin	1	2	2.5	2.5	3	3	3
Attendance	1	1	1	1	1	1	1
*Data & Examinations			1	1	2	2	2
*Admissions		0.4	1	1	1	1	1
*Pastoral Support		0.5	1	1.5	2	2	2
*Finance	0.5	0.5	0.5	1	1.5	2	2

* Support from BOA

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Caretaker	1	2	3	4	4	4	4
Network Manager	1	1	1	1	1	1	1
IT technician	0.5	1	2	2	2	2	2
Science Technician		1	1	1	1	1	1
LRC (Library)		1	1	1	1	1	1

Support Staff 2018-19

BOA staff take strategic lead in Facilities, Network, Data, Admissions etc

Vice Principal (finance & resources) BOA

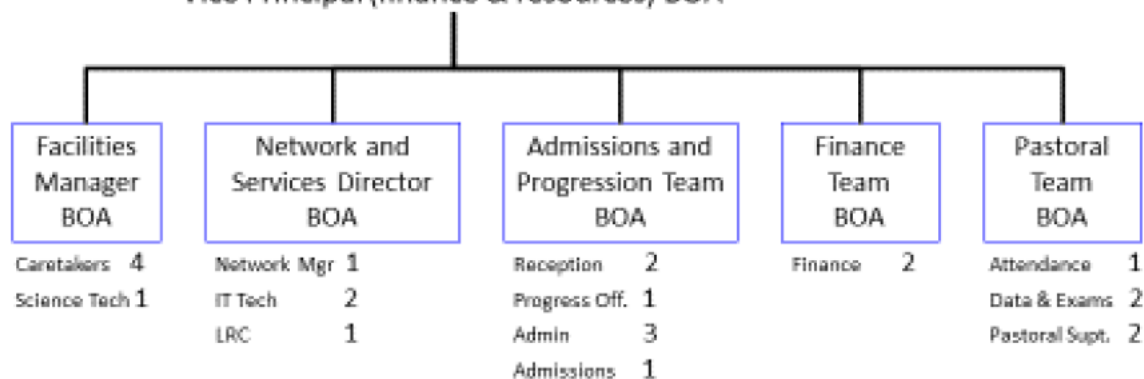| Facilities Manager BOA	Network and Services Director BOA	Admissions and Progression Team BOA	Finance Team BOA	Pastoral Team BOA
Caretakers 1	Network Mgr 1 IT Tech 0.5	Reception 1 Admin 1 Admissions 1	Finance 0.5	Attendance 1
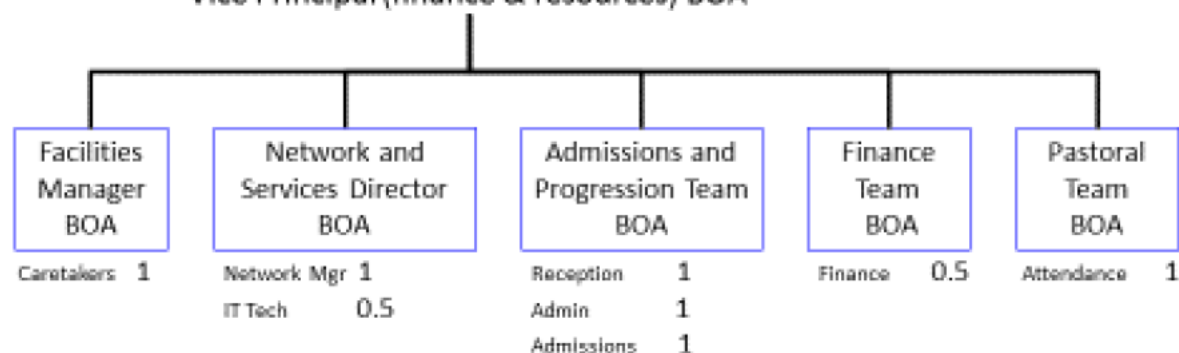
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Support Staff 2019-20

BOA staff take strategic lead in Facilities, Network, Data, Admissions etc

Vice Principal (finance & resources) BOA

Facilities Manager BOA	Network and Services Director BOA	Admissions and Progression Team BOA	Finance Team BOA	Pastoral Team BOA

Caretakers 2	Network Mgr 1	Reception 1	Finance 0.5	Attendance 1
Science Tech 1	IT Tech 1	Admin 2		Pastoral Supt. 0.5
	LRC 1	Admissions 0.4		
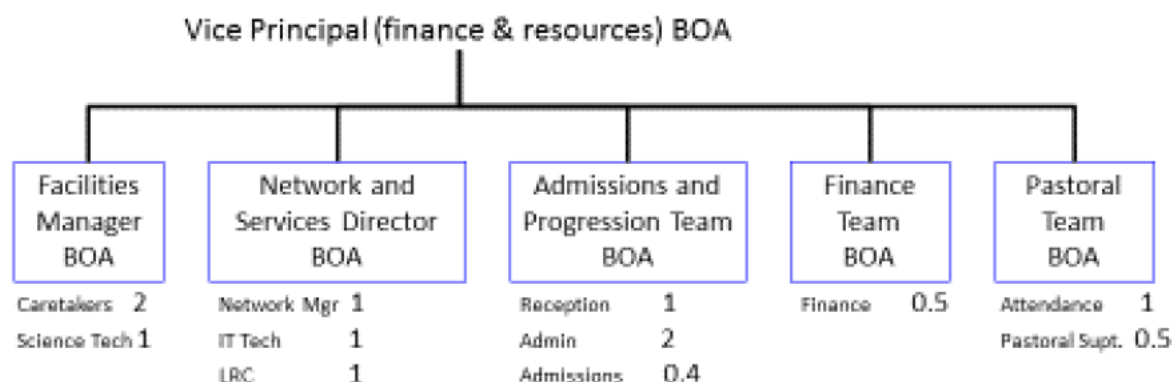
Support Staff 2020-21

BOA staff take strategic lead in Facilities, Network, Data, Admissions etc

Vice Principal (finance & resources) BOA

Facilities Manager BOA	Network and Services Director BOA	Admissions and Progression Team BOA	Finance Team BOA	Pastoral Team BOA

Caretakers 3	Network Mgr 1	Reception 2	Finance 0.5	Attendance 1
Science Tech 1	IT Tech 2	Progress Off. 0.5		Data & Exams 1
	LRC 1	Admin 2.5		Pastoral Supt. 1
		Admissions 1		
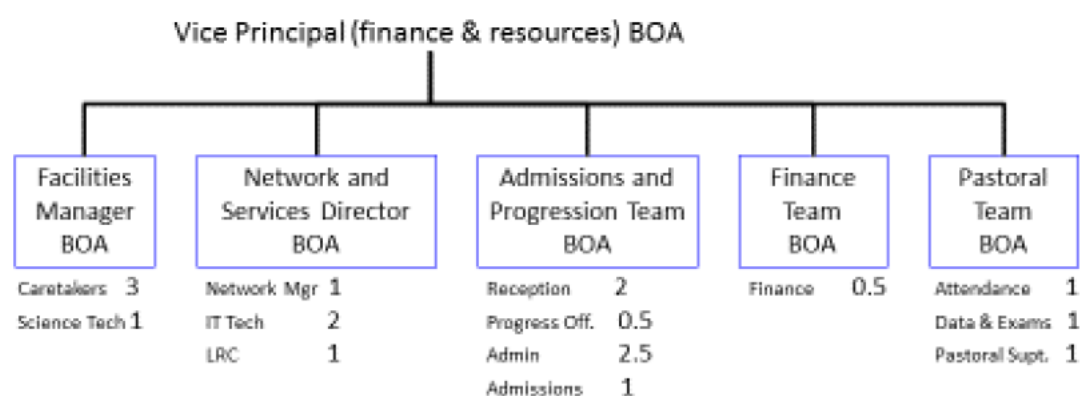
Support Staff 2021-22

BOA staff take strategic lead in Facilities, Network, Data, Admissions etc
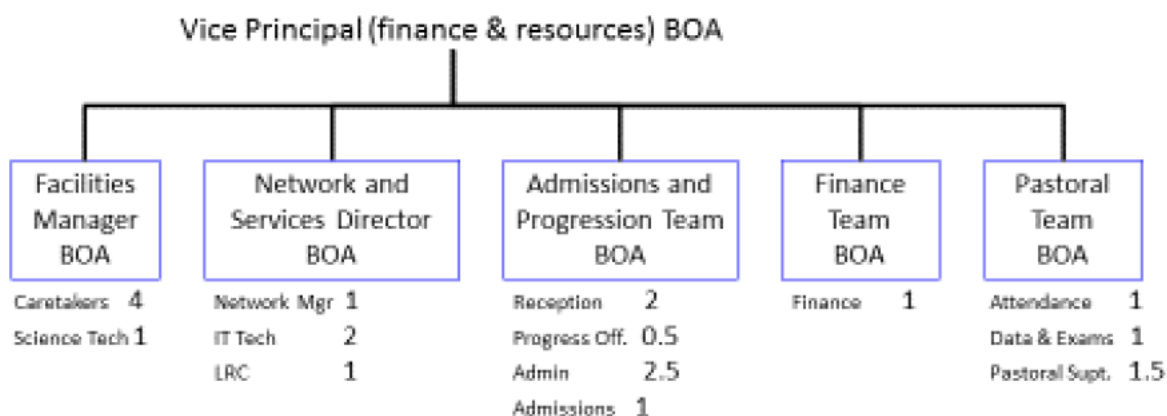
Vice Principal (finance & resources) BOA

Facilities Manager BOA	Network and Services Director BOA	Admissions and Progression Team BOA	Finance Team BOA	Pastoral Team BOA

Caretakers 4	Network Mgr 1	Reception 2	Finance 1	Attendance 1
Science Tech 1	IT Tech 2	Progress Off. 0.5		Data & Exams 1
	LRC 1	Admin 2.5		Pastoral Supt. 1.5
		Admissions 1		

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

Support Staff 2022-23

BOA staff take strategic lead in Facilities, Network, Data, Admissions etc

Vice Principal (finance & resources) BOA

Facilities Manager BOA	Network and Services Director BOA	Admissions and Progression Team BOA	Finance Team BOA	Pastoral Team BOA
Caretakers 4	Network Mgr 1	Reception 2	Finance 1.5	Attendance 1
Science Tech 1	IT Tech 2	Progress Off. 1		Data & Exams 2
	LRC 1	Admin 2.5		Pastoral Supt. 2
		Admissions 1		

Support Staff 2023-24

BOA staff take strategic lead in Facilities, Network, Data, Admissions etc

Vice Principal (finance & resources) BOA

Facilities Manager BOA	Network and Services Director BOA	Admissions and Progression Team BOA	Finance Team BOA	Pastoral Team BOA
Caretakers 4	Network Mgr 1	Reception 2	Finance 2	Attendance 1
Science Tech 1	IT Tech 2	Progress Off. 1		Data & Exams 2
	LRC 1	Admin 3		Pastoral Supt. 2
		Admissions 1		
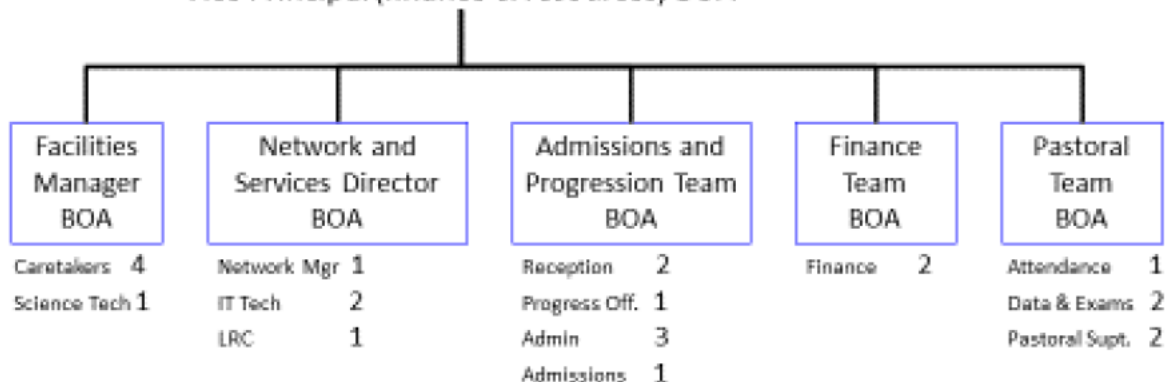
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Support Staff 2024-25

BOA staff take strategic lead in Facilities, Network, Data, Admissions etc

Vice Principal (finance & resources) BOA

Facilities Manager BOA	Network and Services Director BOA	Admissions and Progression Team BOA	Finance Team BOA	Pastoral Team BOA
Caretakers 4	Network Mgr 1	Reception 2	Finance 2	Attendance 1
Science Tech 1	IT Tech 2	Progress Off. 1		Data & Exams 2
	LRC 1	Admin 3		Pastoral Supt. 2
		Admissions 1		

BOA prides itself on having robust financial procedures. Future planning is always key here.

The academy has modelled the effect on the finances of a 30% reduction in income each year and has provided details at Appendix 7 (Sensitivity Analysis). This appendix shows that any reduction in income will be offset by a mixture of not appointing or delaying the appointment of new employees, and by lower student related non pay expenditure, such as exam fees.

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

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

BOA Digital is committed to being an open and inclusive school, welcoming all students irrespective of background, ethnicity or faith. We aim to replicate the same values and ethos as in our founding school; BOA.

"Students make the academy a safe, friendly and harmonious place" Ofsted 2013

BOA Digital will have the same sense of cohesion and collegiality. Students will feel safe, we will foster independence and maturity whilst being mindful of our duty to constantly be aware of the danger of radicalisation, especially in an institution which has a strong emphasis on the new technologies.

The Principal and Board will carry out their statutory responsibilities and ensure that arrangements for safeguarding students meet statutory guidelines. The Academy will have a robust safeguarding policy with a Designated Safeguarding Officer who will be the single point of contact responsible for all concerns.

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

BOA Digital will ensure all staff are fully trained and understand the safeguarding and E-Safety policy. They will annually undertake training and a formally recognised test administered by an outside provider.

Several areas of the BOA Digital curriculum will be dedicated to the broader areas of students learning and growth. Students' spiritual, moral, social and cultural development is vitally important and will be promoted. In turn, it will support both excellent behaviour and a good work ethic.

Through the personal development programme, learning to learn lessons, tutor time and assemblies, as well as with the main body of schools of learning, the main areas of SMSC will be delivered.

Learning to Learn (L2L)

Our L2L programme will be one dedicated lesson a week. It will ensure BOA Digital is compliant for Religious Education, British Values, Citizenship and PSHE. It will be a programme developed to support learners in their personal development and holistic education as well as underpinning learning across subjects. Via a series of lessons, students will be able to explain radicalisation and extremism and link this to current events. British Values will be explored, discussed and debated. The L2L programme will also increase attainment across all subjects as it will cover revision and learning style skills.

BOA Digital will follow the locally agreed syllabus for RE in Birmingham.

Personal Development Time (PDT)

PDT is based upon IDEALS which relate to our British Values and SMSC. Each project will reflect a British Value and skill we want to promote in our students such as enterprise. These sessions are developed and organised in such a way as to promote cohesion and awareness. Collaborative working between tutor groups and year groups will support tolerance, collegiality and harmony.

Tutor time

These sessions will take into account national days, important issues such as internet safety and the equality scheme. Tutor topics will vary throughout the year but each topic is rooted in SMSC and relates to British Values.

Tutor representatives will be linked to 'Voice of BOA' (VoB); the school council. VoB will be instrumental in the development, growth and success of BOA Digital.

Individual student's pastoral care is monitored by the form tutor as is attendance and the use of the planner to aid organisation.

Staff at BOA Digital will have consistently high expectations of students. Bullying, homophobic and racist incidents will be extremely rare. Students will say they feel safe and happy. Any concerns will be dealt with promptly.

All students will have the opportunity to be involved in a range of enrichment possibilities. We aim to deliver an expansive and ambitious vision of a cultural learning and personal enrichment programme. The range of activities will add value to students' pastoral, academic and vocational life. The programme will be aimed to give access to

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

artistic, cultural and leadership experiences. It will also allow students to explore entrepreneurialism, business and enterprise, debate and aspects of citizenship.

Statutory areas of anti-radicalisation and extremism will be covered, discussed and debated.

BOA Digital's pastoral system, L2L and PDT is designed to equip students with more than academic and digital achievement but also to extend and bolster character to enable students to be active participants involved in meetings, debate and seminars outside the normal school day. The aim is to add value, broaden education and give students the capacity and platform to be articulate and broaden their understanding of the world.

Inclusive Practices

BOA Digital will be inclusive to all its students. Fundamental values of support and respect will address the individual needs of each child. The environment will be one in which every student has the potential to flourish.

BOA Digital aims to create opportunities to learn and be assessed in a variety of ways and will consider a wide range of genres in which work can be assessed and submitted. We will seek to enhance the way in which we teach to provide support and to accommodate all students. Diversity of educational experience will be enhanced by the digital and creative approach to learning.

Our inclusive school will ensure flexible pace, grouping, reading, literacy, numeracy and tutoring. An environment of support to all learners will purvey throughout the school.

The nature of the technological projects will, in themselves, promote inclusivity and commonly shared goals. Students, irrespective of faith or ethnicity will work together for a common purpose within a climate of mutual respect and support.

Opportunities for spiritual, moral, social and cultural development will permeate the curriculum alongside discrete PSHE and learning to learn lessons. The development of character and resilience will be an overarching aim for our students. The dynamic and diverse city of Birmingham offers very specific challenges and opportunities. We will ensure we shape our curriculum offer and project based learning to be as inclusive as possible so all can participate with enthusiasm. We aim to replicate the ethos and culture of BOA at BOA Digital to ensure all students work together for a common purpose within a climate of mutual support and respect.

All students, irrespective of diversity, will feel they are truly part of the academy community. There will not be any segregation of students for the purpose of specialised instruction. Our inclusive approach will ensure efficient use of the academy resources and maximise usage of staff by ensuring an integrated approach to subject delivery.

Section E – evidence of need

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

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

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

- use the space provided below;

- include evidence as annexes; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

A need for more school places

We would expect that around one half of BOA Digital students would come from the Birmingham area with the rest coming mainly from the wider West Midlands region. This is based on an assumption that the geographic spread of post-16 BOA Digital will be similar to that of existing BOA students (which suggests that only around a third of the older (Year 12) student intake will come from Birmingham itself) whilst we would anticipate that the Year 7 intake would be much more localised (given that we would expect that parents of younger students to be less inclined to send their children to a school some distance from home).

According to the Birmingham City Council's Mainstream Primary and Secondary Education Sufficiency Requirements Report 2016 "Birmingham has a growing population of young people" with the number of children born annually in the area increasing by 25% over the 12 years from 2000 to 2012. Whilst the birth rate now appears to be levelling the birth rate increase has already impacted on primary place planning and is now beginning to impact on secondary school pupil numbers.

Based on rates in the Birmingham area the number of year 7 entry students is anticipated to grow (on a fairly steady increasing trend) from 15,799 in 2016 to 17,784 in 2023 – see Graph 1 page 8 of the BCC Sufficiency report. In addition, recent analysis suggests that Year 7 cohorts in Birmingham have been growing by as much as 372 pupils over a three year period - even though secondary cohorts traditionally reduce in size during years 10 & 11. (See page 10 of the Report.) It is also expected that housing growth and movement of families into the city may lead to even higher numbers.

Whilst at a city level there are felt to be enough Year 7 places for pupils until 2018 subsequent growth in demand is thought likely to exceed supply in more locations across the city by 2017/18 and will require additional permanent Y7 places. Additional capacity is then likely to be required in a number of specific areas as pupil numbers increase beyond capacity by 2018/19 – although is currently expected that

sufficient places will be provided by schools wishing to expand without the need for new schools. By 2019 and beyond, "additional capacity is likely to be required across the city in preparation for the peak of numbers in 2023, (with) potential for a small number of new schools to be required." (See the Headline Table on page 17 of Report.) However, some areas are more at risk of insufficient capacity than others during the period 2016 to 2020 – especially wards such as Nechells, Washwood Heath, Sparkbrook, Bordesley Green and South Yardley (all rated as "high risk" for some years and "medium risk" on other years) and also including Ladywood and Aston wards (rated as "medium risk" towards the end of the period).

As a result the Report indicates that although Birmingham City Council anticipate that "there will be more places in Year 7 than are needed for several years" (through reliance on flexible expansion of existing schools capacity) they will need to support additional secondary school places in areas where there is a compelling argument for additional places - based on lack of school places within a reasonable distance to meet local need - and they will also need to consider supporting Free School proposals that add to the quality and sustainability of the local education offer.

An educational need due to low standards in local schools
The 2013/14 Ofsted West Midlands Regional Report indicated that the West Midlands performed broadly in line with England as a whole at secondary level, with 70% of schools judged good or outstanding compared with 71% of schools nationally - although, the report did note that performance in secondary schools was inconsistent across the region.

Birmingham in particular was singled out as one of the areas not improving as quickly as some of its' neighbouring West Midlands authorities. A subsequent 2014 Ofsted report into the regions education and social care system also highlighted the poor performance of Birmingham's secondary schools when compared to its' primary schools. Indeed, according to the latest individual Ofsted reports, around one in three of the Birmingham secondary schools assessed by Ofsted were underperforming – with 15 rated as "requiring improvement" and 11 rated as "inadequate (see www.compare-school-performance.service.gov.uk).

The national average percentage of pupils achieving five or more "KS4 GCSEs grades A*-C" is 57.1%. Only 33 of the 82 Birmingham schools recently assessed by Ofsted achieved, or exceeded, this national average – with the 26 underperforming schools only averaging 40%. BOA were one of only 14 schools in Birmingham to score higher than 70% on the "KS4 5A* to C" assessment criteria in 2015, whilst our latest set of results in 2016 have seen us achieve a score of over 80% of pupils attaining "KS4 5A* to C".

Nine of the eleven schools rated as inadequate in the Birmingham area are "specialist schools" - with specialisms covering areas such as sports, media arts, and business enterprise as well as technology and science. The majority are also currently still in "special measures". Around half of the schools rated as requiring improvement either are, or recently were, also "specialist schools" (mainly science or technology). However, a much lower proportion of schools rated as either good or outstanding were "specialist schools" of this type.

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

BOA was given a rating at the higher end of "Good" during our latest Ofsted assessment and we are confident of gaining an "outstanding" rating at our next assessment – especially as during 2016 BOA achieved the distinction of being named as "the top 14-19 school in the country". We believe that the new BOA Digital school will be able to match our BOA Ofsted ratings. BOA Digital will provide pupils in Birmingham, and the wider West Midlands, with a better chance of being offered a higher quality alternative to some of the underperforming local schools. Young people in the Birmingham area not only need more better performing schools to choose from but are also in desperate need of being able to choose to attend a good high performing "specialist school".

A social need

The Indices of Deprivation report 2015, published by the Department for Communities and Local Government, show that Birmingham suffers from high levels of deprivation, with 40% of the population living in SOAs in the 10% most deprived in England, and is ranked the 6th most deprived authority in England by this measure. The report also noted that Birmingham is ranked the third most deprived Core City after Liverpool and Manchester and that the city is ranked the most deprived of all the Greater Birmingham and Solihull LEP authorities and Birmingham is also the most deprived authority in the West Midlands metropolitan area. While there are pockets of deprivation in all parts of the city, they are most heavily clustered in the area surrounding the city centre – with Hodge Hill being the most deprived constituency in the city and Sparkbrook, Aston and Washwood Heath being the most deprived wards (source Dec 2015 report on Deprivation in Birmingham: Analysis of Index of Multiple Deprivation - Birmingham City Council ERP Group).

Many of the wards in the central area of the city such as Sparkbrook, Aston, Washwood Heath, Nechells, Kingstanding, Lozells and East Handsworth, Shard End and Bordesley Green fall within the BOA Digital catchment area These areas have a high proportion of the least advantaged socio-economic groups in England and significantly higher percentages of semi-skilled and unskilled workers (over 90%) than the national average (around 75%). There is a particular need to improve educational & vocational training facilities for children in these deprived wards.

We believe that young people in these areas will benefit greatly from having the opportunity to attend a new "digital", high performing, school specialising in Information Technology and computer programming. The new BOA Digital school will not only enhance their future work prospects but also provide them with enduring life-skills to cope with the demands of modern life. In addition, a new high performing school located in the inner city wards in Birmingham will act as a catalyst for change and the ripple effect will be felt in neighbouring schools – providing the high skills base that will be needed to increase opportunities for today's young people and over time helping to reduce the existing high levels of unemployment in the area.

Some of these disadvantaged areas are also areas with large ethnic concentrations. As a result, many schools tend to be relatively ethnically homogeneous. BOA attracts students from a very wide range of backgrounds – both from a socio-economic perspective and in relation to ethnicity & faith – from across the West Midlands. This diversity creates an inclusive but outward-looking environment in which students can learn to appreciate social & cultural differences and use this knowledge to better

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

integrate themselves & others into society and the workplace. Such inclusiveness is a particular feature of the BOA ethos. It is enhanced by a wide-ranging and intensive programme of extra-curricular activities which provide students with experiences, skills & friendships that they would never normally expect in the socio-economic environments that they come from. The BOA ethos linked with the BOA environment make BOA into a "melting pot" that staff and students alike are proud to be part of.

We aim to develop students academically, vocationally, socially and morally so that they leave the academy as independent, co-operative, responsible, creative young people who will be well rounded, resilient and ambitious to both learn and work in the related digital technologies. BOA Digital will provide a unique range of learning experiences and opportunities which will prepare its students for both higher education & employment and contribute concrete and long-lasting efforts to combat the "digital divide" - a problem which is at its worst in the most disadvantaged areas

A need for greater choice & diversity in the schools available to local parents
The Department for Education has announced that Birmingham is a priority area for Free School activity, and the City Council has indicated that where a new school clearly aligns to basic need and will add to the quality and sustainability of the local education offer, they will actively partner with the Free School proposer to support identification of appropriate sites and admissions arrangements.

Whilst there are already around 20 academies and a small number of free schools in Birmingham there are only a handful which are vocational technologies specialists – these include: Aston University Engineering Academy; Dame Elizabeth Cadbury Technology College; Hillcrest School (A Specialist Maths and Computing College); Selly Park Technology College for Girls; Wheelers Lane Technology College; Cardinal Wiseman Catholic Technology College; & Cockshut Hill Technology College. However, unlike the proposed BOA Digital none of these schools focus specifically on vocational digital technology and the majority are targeted at post 16 students rather than year 7 onwards. This situation is broadly similar across the rest of the West Midlands, with the number of STEM schools (such as City College Coventry) and UTC's (such as Aston University Engineering Academy) increasing in numbers – albeit from a relatively low level base.

A number of "digital schools" have also recently been announced in other parts of the country. These include a small number of new specialist studio schools such as the Walsall Studio School and the Manchester Creative Studio – both of which focus on Creative & Digital education for 14-19 year olds. In addition, two very recently announced Livingstone Academies (one in Tower Hamlets and one in Bournemouth) have been set up by Aspirations Academies Trust in partnership with one of the founders of the UK computer games industry, Ian Livingstone which will specialise in Computing and Sciences (these will open in new buildings in 2017).

The National College for Digital Skills (Ada) will be welcoming its first cohort of students in Tottenham Hale in September 2016. Ada is a government and industry co-sponsored initiative aimed at addressing the digital skills gap many UK technology businesses face. The College plans to work closely with industry to create courses & qualifications and to arrange long-term work placements in order to equip students for highly skilled, computing-related roles. In June 2016 the Commons Science and

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

Technology Select Committee in its Digital Skills Crisis Report proposed that the creation of a network of new digital colleges that would "replicate the National College for Digital Skills (Ada) across the country".

The opening of these new "digital schools" is part of a slowly dawning recognition in the education sector of the growing relevance and importance of providing some young children with a "digitally integrated" education if the country is to capitalise on our current status as one of the leading countries in digital products and services. However, other than the Walsall Studio school none of these new types of schools is in the West Midlands - whilst the Walsall Studio School has a much wider remit than BOA Digital as it specialises in "Business Social Enterprise and a broad range of Creative and Digital disciplines" and it only caters for 14-19 year olds.

BOA Digital by specialising in new digital technologies, coding and mathematics across the 11-18 age range will offer local parents and pupils far greater choice than is than is currently available in the Birmingham area and/or the wider West Midlands region – or even than is available anywhere else in the country. We will be unique, but we will be needed (as our business sector partners have made clear). However, we believe that in years to come we will not be alone in making this type of offering.

Demand from parents for a new school
According to a 2014 study by Telecoms company O2, parents could be stopping their children benefiting from the digital jobs boom by giving them poor careers advice. According to the study, 23% of the 2,000 parents interviewed deemed key skills like web design and coding to be "irrelevant", despite the burgeoning need for digital talent in the UK and would be more likely to encourage their children to take up a career in more traditional sectors such as medicine or the law.

Manchester Creative Studio, which teaches 14-19 year olds Graphic Design, Coding and Computer Science alongside regular GCSE subjects (one of the new specialised "Digital Schools") has also found that parents aren't fully supportive of their children when it comes to digital careers.
"One of the biggest issues we face as an education provider is convincing parents about the importance and relevance of learning digital subjects alongside traditional academic ones, which many still see as being the only way to advance. We also see many parents who are not convinced that they are crucial in today's educational environment. The key message that we are passing to our young people and their parents is that the digital sector is growing and that with support from parents and the education system the opportunities open to young people are endless."

The recent House of Commons Digital Skills Crisis Report also noted that more needs to be done about this situation particularly with regard to girls, ethnic groups and some disadvantaged socio-economic groups:
"More young people—particularly girls—must be attracted to education and careers in computing. With only 16% of students studying computer science being female, the UK is missing out on a large talent pool. The Government needs to work with employers and educators to better understand and address why female students in schools, colleges and universities do not apply for digital courses and careers. However, (for the) Digital skills crisis the Government also needs to focus on other areas beyond gender—looking at other diverse backgrounds such as disability,

ethnicity and disadvantaged socio-economic groups—so that children and young people can have a wide range of role models to inspire them to study and pursue (such) careers".

This negativity by parents and students towards digital careers was also highlighted as a problem in a recent house of Lords Report into the UK's Digital Future which indicated that "Parents and teachers play a critical role in influencing future employment options and choices; both, however, suffer from a lack of awareness that must be addressed" The Digital Skills for the UK Economy report 2016 by ECORYS UK (commissioned by the Department for Culture, Media and Sport, and the Department for Business, Innovation and Skills) which noted that
"Parent and teachers are not appropriately informed to support children with their decision-making around career and skills development. A significant minority of parents consider digital skills as irrelevant to career prospects. These attitudes need to change if appropriate guidance is to be offered to future participants in the labour market"

The ECORYS Report went on to suggest that
"education has the potential to counter wrong perceptions around digital careers, and raise awareness and knowledge about the importance of digital skills across every employment sector. In particular, early education can act as a strong influencer in this respect in countering negative stereotypes around digital skills and digital technology (for example where these paths are perceived as 'geeky').

As a result of these findings and our own research we do not believe that we would be able to provide strong evidence that a significant number of parents in the local area want - and would send their children to - a new "Digital" school. However, whilst we believe that such "latent demand" does exists we (and our business partners) would first need to raise awareness amongst local parents and pupils of the potential offered by a digitally focussed education before we could find out whether our particular offering was of relevance to them.

However, it should also be noted that the existing original BOA school is a popular, oversubscribed, academy. We typically receive twice as many applications than we have places for and have seen the Year 10 applications increase year-on-year over the past three years to a point where last year we had 14% more Year 10 applications than we did 3 years ago (for the same number of places). Over the past 3 years we also received 2052 applications for the 975 places available for Year 12 - representing 110% more applications than places available. However, not only do we receive twice as many applications as we have places but we also generally have 12% more students on roll than we have in our published admission number.

We confidently anticipate that this will also be the case for the new BOA Digital Academy. BOA's oversubscription is a testament to the fact both students and parents want to attend high quality schools with a specialism and proven track record of excellence and that distance is not a barrier when the geographical location is central and close to transport hubs. The new academy will be responding not only to the (possibly latent) needs of parents & children in the Greater Birmingham and surrounding West Midlands local authority areas but also to the needs of the local & national creative digital industries.

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

The digital industry is the fastest growing industry in the UK and career opportunities are vast and extremely diverse - from web designer to web developer, from digital TV, radio, social media, graphic design, marketing, content management, new devices, new platforms, apps, etc. With 130,000 jobs in the technology sector needing to be filled each year the sector has lots to offer young people in our region. Our aim is for BOA Digital to be at the forefront of this digital revolution. This industry is here to stay and BOA Digital will maximise the life chances of all its students by working closely with the industry to help address the growing demand for higher level digital skills. Birmingham is well placed for such an academy as regionally there are significant numbers of established and growing digital companies and with the HS2 terminal being adjacent to our proposed based in the Birmingham knowledge quarter this is an opportunity to embrace talent combining youth, diversity and digital focus.

A need for innovation that will lead to better outcomes for pupils
BOA Digital will seek to attract students from a diverse range of backgrounds and academic abilities with either aptitude in, or passion for, the creative, digital, technical and performing arts. However, the new academy will be 11-18 (as opposed to the 14-19 range favoured by most STEM & UTCs) in order to allow us to be responsible for KS3 so that we can embed "the digital focus" into the teaching of basic requirement right from the age of 11.

We also aim to provide an imaginative digital and creative curriculum which has been developed in partnership with industry professionals from our business & academic sponsors. Our innovative "digital syllabus" was also influenced by developments in other parts of the world – such as the work of the DigiPen Institute of Technology in Redmond, USA. As a result, not only do we envisage a digital focus being integrated throughout the wider basic curriculum, but we will also be seeking to offer a range of digital courses, from an early age.

The specific opportunities to collaborate & work alongside our industry partners will permeate the curriculum and its design and will assist post-16 students when deciding which digital vocational course specialisms to opt for. The combinations of creative teaching methods, state of the art technologies and the opportunity to have industry professionals working alongside outstanding teachers will make learning interesting, relevant, exciting and effective.

Much of the training will be project based – with the projects focussing on both design and creative design products. Key features of this project based learning will be creativity, collaboration and expected outcome – providing students with the opportunity to develop a set of digital skills that will prepare them for either higher education or employment and enabling them to specialise further as they progress through the academy.

We aim to promote the world of digital arts and digital technologies in the widest sense. Digital technologies are exciting and diverse and innovative courses and challenging projects will reflect this.

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

16 to 19 provision – Local Authority Need

According to the Birmingham Mainstream Primary and Secondary Education Sufficiency Requirements 2016 "providing places for young people aged 16-19 will be addressed in the 14-25 Strategic Commissioning Statement which sets out the provision and pathways we need to ensure all young people participate fully in education and training beyond age 16."

However, the development of this Statement appears to be an ongoing part of the National and Regional Area Reviews (NRARs) necessitated by the Raising of Participation Age to18. As a result, we have based our post-16 needs analysis on an extrapolation of the data contained in the Birmingham Secondary Education Sufficiency Requirements and a range of NRARs documents from Birmingham City Council that have been placed in the public domain.

According to the Birmingham Education Development Plan 2015-2020 more than 39 per cent of Birmingham's population is under the age of 25 years, compared with 32 per cent in England., Furthermore, from 2017 onwards, the birth rate increase experienced in Birmingham at the beginning of this century will begin to have an impact on the post-16 numbers in education or training.

The 2013 Act of Parliament which the raised the participation age (RPA) requires that students who were due to complete year 11 in 2015 or afterwards must now continue in education or training until they are 18. Whilst this does not mean that they must stay in school it is likely to have a significant, if currently hard to quantify, impact on how many students stay in full-time education, whether at a school, a college or with another learning provider. (The other RPA options are either to undertake work-based learning - such as an apprenticeship or traineeship or part-time education - or training if they are employed, self-employed or volunteering for 20 hours or more a week.)

Based on ONS data for total number of births figures per year for the Birmingham over the period 2000-2011 this would see the numbers reaching sixth form age increasing on a continuously steady trend from 14,536 in 2018 to 17,309 in 2024. Recent evidence also suggests that these cohorts will also be added to due to families moving into the area to live and individuals traveling into the region from outlying districts.

Within Birmingham there are currently 70 schools with sixth forms. This includes 33 academies (main stream), 3 academy special schools, 17 local authority maintained schools (mainstream), 10 local authority maintained special schools, 4 free schools, 3 academies and UTCs for learners aged 14-19. The numbers of schools with sixth forms has increased over the last 3 years and the number of Birmingham residents attending sixth form has increased from 8,000 in 2012/13 to 9,345 in the 2014/15 academic year. However, based on the annual birth data and inward movements, these numbers may be likely to increase significantly over the next decade.

BOA Digital will have an intake of 60 new sixth formers, not only in the year that it opens, but also over the period 2018-22 (i.e. until the initial Y7 cohort in 2108 become sixth formers). This annual intake will help to address some of Birmingham's need for new vocationally relevant post-16 places and so assist in the process of

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

ensuring that there are appropriate pathways for all young people to access further education and training opportunities (particularly in the context of the Raising of the Participation Age to 18 years). It will also help to reduce the skills gaps reported both by Birmingham City's business partners and BOA's business partners.

However, it should be noted that (based on experience with the existing BOA school) we would anticipate that around only one third of our initial sixth form intake will come from within the Birmingham City catchment zone – although this may be expected to increase to 50% or more as the Y7 cohort of 2108 become sixth formers. As a result, we also need to take account of the post-16 needs of the wider West Midlands region.

16 to 19 provision – Student Need and Business Need

According to the Department for Culture, Media and Sport (see page 5 of the DCMS Creative Industries Economic Estimates Report 2016) the Creative Industries contributed £84.1bn to UK gross value added (GVA) in 2014 and accounted for 5.2% of the UK economy. In addition, the Creative Industries have grown as a proportion of the total UK GVA for four years running - increasing by 8.9% between 2013 and 2014 (compared to 4.6 per cent for the UK as a whole) whilst the number of jobs in the Creative Industries (including both creative and support jobs), increased by 5.5% between 2013 and 2014 to 1.8 million jobs.

The DCMS report also estimated (on page 7) that total employment in the Creative Economy across the UK increased by 5.0 per cent between 2013 and 2014 (2.6 million to 2.8 million jobs), compared with a 2.1 per cent increase in the total number of jobs in the wider UK economy over the same period. The report also suggested that the Creative Economy as a whole was worth £133.3bn in 2014 (accounting for 8.2% of the UK economy) and that "IT, software and computer services" continued to be the largest constituent part of the Creative Industries (accounting for 43.5 %). In particular, the report drew attention to the fact that the GVA of 'Film, TV, video, radio and photography' had increased by an impressive 13.8% between 2013 and 2014.

The Office of National Statistics (ONS) Labour Force Survey (LFS) data estimates that the number of people working in IT & Telecommunication positions has increased at a greater rate during the past five years (8%) than was the case for workers in the UK as a whole (1%). The high rate of growth is predicted to continue across the 2013-2020 period, with growth in IT & Telecommunication workers forecasted to increase by 19% compared with 6% within the wider market and the sector is expected to employ around 1.4 million people by 2020. Furthermore, a 2015 report (Sector Insights: skills and performance challenges in the digital and creative sector) by the UK Commission for Employment and Skills predicted that the creative and digital sectors alone will "need 1.2 million new workers between 2012 and 2022, to both support growth and replace those leaving the sector.

These figures demonstrate that the creative and digital industry sector is the fastest growing industry in the UK and that the career opportunities in the sector are vast and extremely diverse. From web designer to web developer, from digital TV, radio, social media, graphic design, marketing, content management, new devices, new platforms, apps, etc. This sector is fast moving and has lots to offer the young people

in our region. The future is very much around developing the digital economy, with 130,000 jobs in the technology sector needing to be filled each year.

However, at the same time as Britain's booming digital economy is creating record levels of jobs – with Birmingham itself thought to have has over 6,000 local digital businesses which contribute more than £680 million annually to the city's economy. - the Birmingham Education Development Plan notes that Youth Unemployment remains a significant challenge for the City (with 7,712, (9.8%), registered claimants aged 18-24 as at August 2014).

The nearness of Birmingham's Creative Industries core in Digbeth to the socially and economically disadvantaged wards of central Birmingham provides a clear opportunity for a new school which can connect local youngsters into this network of creative industries. Indeed, a future in which a centrally located Birmingham school is able to provide the skills required by the Creative Industries is at the heart of this bid. The pupils will benefit from the wide range of opportunities presented by those Creative Industries especially in IT software and computer services, Film & TV and Product Design & Graphics whilst the local Creative Sector businesses will benefit from the stream of new digitally-enabled recruits graduating from the school.

A new highly successful "digital" school is needed to help to remove some of the skills & educational barriers that local young people face when trying to gain access to career opportunities in the creative industries sector. Given that the inner city wards in Birmingham have a high proportion of the least advantaged socio-economic groups such a school would also help to increase social mobility in the area and will act as a catalyst for change and the ripple effect will be felt in neighbouring schools. The creative and digital sector in Birmingham has the potential to be amazingly successful but not without the skills proposed within BOA Digital. The geographical context screams out for new education facilities to break the spiral of deprivation in terms of changing aspirations.

According to the UK Commission for Employment and Skills 2015 report (Sector insights: skills and performance challenges in the digital and creative sector) the digital and creative sectors in the UK face significant recruitment challenges in finding workers with the right digital skills. But the report also raised "concerns about the ability of the education system to supply the quantity and quality of workers needed for digital roles. The e-Skills UK Technology Insights Report 2012 also noted a trend within these sectors for recruiting experienced and potentially older candidates in preference to less experienced younger recruits.

The 2016 report into Digital Skills for the UK Economy by ECORYS UK indicated that the mixture of skills required in digital and creative sector "are those acquired through the experience of working in the sector, rather than through education. A concern in this respect is that without change in the nature of course content and focus, and a wider focus on the acquisition of transferable skills across the skills pipeline, the supply of new graduates is unlikely to address the skills shortages in the economy."

However, whilst the ECORYS report raised concerns about the ability of the current education system to supply the quantity and quality of young workers needed for such digital roles it also noted (page 49) that whilst

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

"Traditionally, employers employ graduates from higher education for more professional roles, particularly within the financial or STEM industries, some employers are turning towards apprenticeships or employing candidates who have NVQ qualifications."

Fortunately, the apprenticeship and qualifications system is being reformed to meet the needs of "digital employers". New standards have been created for a range of digital roles - including: network engineer, software developer, software tester, digital marketer, cyber intrusion analyst; data analyst; infrastructure technician, unified communications trouble-shooter, digital & technology solutions professional – and more standards are under consideration. Some schools and colleges are beginning to "adapt" their course & qualifications offerings in this way. However, BOA Digital courses & qualifications will be "specifically structured" around such requirements.

Our aim is for BOA Digital to be at the forefront of this digital education revolution. The Creative Industries and the wider Digital Economy Sector are here to stay. BOA Digital will maximise the life chances of all its students by working closely with the industry to help address the growing demand for higher level digital skills. In addition, we believe that central Birmingham is particularly well placed as a location for such an academy as regionally there are significant numbers of established and growing digital companies – a feature which will be further boosted with the positioning of the knowledge quarter close to the proposed HS2 terminus. This provides an opportunity for BOA Digital to embrace talent - combining youth, diversity and digital focus.

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

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

Consultation Activities Carried Out To Date

Over the past year, we have been actively engaging with a range of potentially interested parties in the local community (and elsewhere) to both "raise their levels of awareness" of the importance & relevance of a specialised digital education and also to gain their (more informed) feedback on the BOA Digital proposition. These activities have included:

- Meeting with New School Network representatives about BOA making an application for a new school (June 2015)
- Meeting with BIS, DfE and Birmingham City Council to discuss the potential application and our vision for new BOA Digital school (August 2015)
- A series of meetings with our creative industry partners informing them about our proposals and getting their feedback (Sept 2015 – Sept 2016)
- Consulting with ███████████████████████████████ (November 2015)
- Hosting a visit to BOA by █████████████████████████ ████████████ (January 2016)
- Discussing the proposed BOA Digital proposal with ████████████ ██████████████████████████████████████ █████████████ (February 2016)
- Visiting potential sites for BOA Digital (February 2016)
- Met with ██████████████████████████████ ██ ████████████ ████████████████ (February 2016)
- Loading descriptions of the proposed BOA Digital approach onto the BOA website and on the Ormiston Trust website (May 2016)
- Informing all students; past, present & future about the BOA Digital concept (May – July 2016)
- Hosting a visit to BOA by ███████████████████████████ ████████████ (May 2016)
- Running a Facebook based marketing campaign targeted at those in the Birmingham region who are interested in Digital Arts (June 2016)
- Describing the BOA Digital approach on the Principal's blog and newsletter (June 2016)
- Holding a BOA Directors Briefing about BOA Digital (June 2015)
- Organising a digital showcase at the Old Rep for current students, parents and the general public (this included films, games and digital work done at BOA) – also included a question time debate about career progression routes involving a panel of digital industry professionals (June 2016)
- Informing schools in the area about the BOA Digital concept (July 2016)
- Making a formal notification about BOA Digital on the New School Network (July 2016)
- Informing local school representatives involved with Old Rep initiatives about the proposed new school (July 2016)
- Holding a staff briefing on the BOA Digital approach (September 2016)
- Developing a separate BOA Digital section of the BOA website (September 2016)

E2 – successful engagement with parents and the local community

Feedback & Future Consultation Plans

The June Facebook campaign achieved a documented reach of 6,146 individuals – of whom around 2,000 moved onto some form of "further engagement" and 131 onto "advanced engagement". The individual consultations were also very informative and have led to letters of endorsement from the Regional Schools Commissioner, the Director of Education for Birmingham and a number of our creative industry partners, local junior schools and parents. The consultations with these groups have resulted in our changing the emphasis of the courses from "coding and maths etc." towards a more radical "digital technologies" focus.

Between submitting the new school proposal and the DfE interview we will continue to update our BOA Digital website. We will also continue to research the position of our Alumni and current cohort in the respect of sibling applications to BOA. In addition we plan to organise a series of focus group meetings with potential parents, students, and local junior school teachers/heads, as well as arranging an information/awareness raising event in order to determine the levels of interest within the city. The aims of the focus group will be to:

- Facilitate a better understanding by parents etc. of the BOA Digital approach and increase awareness of the various issues connected with Digital Education & Digital career opportunities in order to help us ensure that the opinions expressed are 'well informed'
- Provide much more detailed feedback on the views of parents etc. than is possible from questionnaires, emails etc.
- Help inform the design of publicity & promotional materials for BOA Digital for when the student recruitment process begins)

Should our BOA Digital proposal progress to the next stage we plan to:

- Develop and run intensive marketing campaign targeted at local parents of current year 5 students (February – September 2017)
- Write to all junior schools in the area about progress with our proposals and to ask them to alert parents to an "information evening" (February 2017)
- Commence a radio & newspaper campaign about the proposed new school (February 2017)
- Put physical banners on the BOA site and at the Old Rep (February 2017)
- Use our huge external digital screen to promote the concept (February 2017)
- Organise a stall at the ASCL event at the ICC (which BOA students are "opening (March 2017)
- Hold a Chamber of Commerce breakfast meeting at BOA (March 2017)
- Organise a regional consultation exercise (using use a tour bus - as we did for the original BOA) (May 2017)
- Develop a special targeted promotional exercise for those junior schools invited to our Christmas Show "Digital Alice" at the Old Rep. (September 2017)

In this way we will eventually be able to ensure that parents, students and other key groups in the local area will be able to come to an informed opinion about the BOA Digital proposal. These consultation exercises will also help to ensure that the curriculum that the BOA Digital school offers will be popular with students & parents and that we will be able fill the school to capacity.

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

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

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

- complete the table below; and

- provide a short commentary on your plans to manage the pre-opening project.

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
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F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
No experience of opening a Free School	Pre-Opening Team	Appointment of an interim project manager to assist with the pre-opening stage of the Free School building.
Human Resources function is currently contracted out to a third party	Pre-Opening Team and permanent staff member	Appointment of a Human Resource manager to oversee the appointment of staff and to ensure the consistency of approach throughout the Group

[Add more lines as appropriate]

F1 (a) Skills and experience of your team

The opening of BOA Digital will be ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ who will oversee the implementation phase. She will be ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮. The executive team will support with Finance, HR and Admissions. The Principal Designate will be in place by September 2017. A contract will be agreed with an external PR/Marketing company to manage the external promotion of BOA Digital.

The New Ventures steering group will hold the above accountable until the BOA Group is a legal entity and the LAB is appointed.

BOA Digital Timeline

September 2017	New Principal to hold series of events/roadshows
	Open event and information evening at BOA.
	Start promotion of 'Digital Alice' event at The Old Rep
	HR Manager appointed
	Timeline for appointment of staff
	BOA fair banding tests
October 2017	Liaise with BCC admissions
November 2017 – February 2018	Continuing work on: • Build • Curriculum • Resources • Student recruitment • Staff recruitment • Uniform
March 2018	Status of approach and admissions agreed with BCC
April 2018	Depending on intake, second test if required
May 2018	Invite all new parents to information evening
	Plan induction for new staff

After Approval (using January 2017 as the approximate date)

January 2017	Mobilise the project manager to work with contactors
	Appoint contractors
	Prepare schedule of work

F1 (a) Skills and experience of your team	
	Prepare schedule for purchase of fixtures, fittings, equipment Appoint PR/Marketing Company Formulate steering committee
February 2017	Appoint (from current BOA SLT) a Headteacher to assure the operational management of BOA Produce PR marketing campaign to run from Feb 17 – opening To cover such things as: • Prospectus • Radio campaign • Newspaper adverts • Social media • Open events at BOA and The Old Rep • Digital branded tour bus • Digital BOA branding
March 2017	Advert to appoint Principal Designate for BOA Digital
April 2017	Appoint Principal Designate for September 2017
May 17 – August 18	Building work ongoing PR ongoing
May 2017 – July 2017	Curriculum model and staffing to be finalised Projects for 18/19 planned with creative industry partners Work on BOA Digital website Decision regarding uniform Policies etc.
June 18	Meet all new staff
July 18	Send information to parents
August 18	New staff start during the last week in August
31st August 2018	Board Meeting
1st September 2018	School opens

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
BOA is a single academy trust that aims to convert to a MAT. The Members for BOA are currently The Ormiston Trust (OT), Birmingham City University (BCU), Birmingham City Council (BCC) and the Chair. With the format of the BOA Group, three members; OT, BCU and the Chair will retain their position as Members. The Trustees will be personally responsible for the actions of the Trust and are accountable to the Members, Secretary of State for Education and all stakeholders for the quality of education given give to its students and the expenditure of public money. Most of the current Trustees of BOA will be the Trustees of the newly formed BOA Group. The present Board has a wide range of skills including Educational Leadership, HR, Finance and experience of running large and medium sized organisations. All Trustees will be appointed by the Members as set out in the Articles of Association. All Trustees have responsibility to act in the best interest of the Trust and the Academies. There will be a Local Advisory Board (LAB) overseeing each unique academy. This LAB will be an operational group overseeing the day to day organisation. The Trust will delegate certain powers to this Board with the Trust Board exercising a more strategic role.

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

Governance Structure of BOA Group
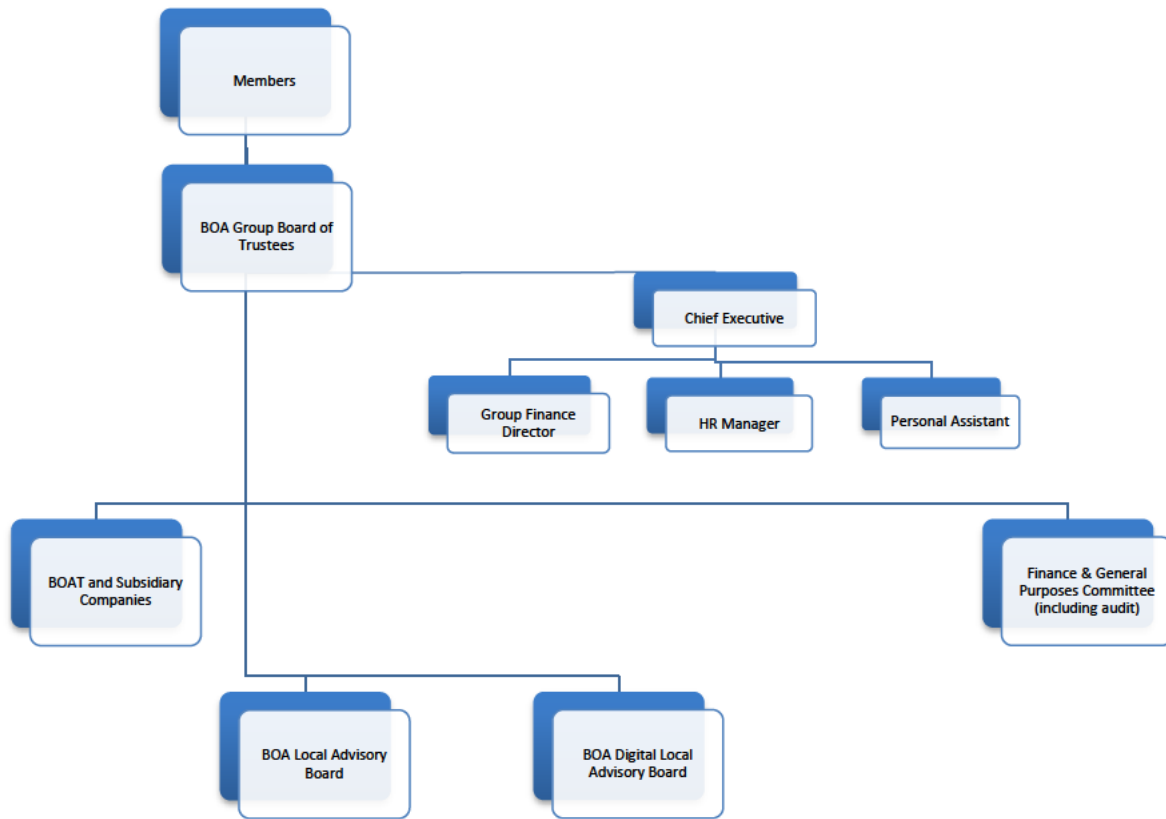
There would be a Local Advisory Body for each school, whose role would be to implement the policy set by the Board of Trustees; and monitor the performance of their school. The LAB will be made up of no more than 8 Governors:

- The Designate Principal of the school (Ex-Officio)
- Trustee (appointed by the Trustees to chair the LAB)
- Two parent Governors
- One staff Governor
- Two Governors from the local community

The LAB will have a number of Committees:

- Curriculum and Standards
- Finance and General Purposes
- Disciplinary

The Curriculum and Standards and Finance and General Purposes Committees will meet once per half term. The Disciplinary Committee will meet where necessary and the Full Board will meet once per term (four times per year).

The core strategic functions of the Local Advisory Boards will be to ensure clarity of vision, ethos and strategic vision; hold the Principals to account for educational standards and performance management of staff; and to oversee the financial performance of the school.

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

The Board of Trustees will have oversight and legal oversight of the academies and will have the following specific responsibilities:

- To determine and fulfil the shared vision and ethos of the Trust and the Academies, acknowledging the uniqueness of each individual Academy and the needs of the communities they serve

- To develop a strategic plan for the Trust and to effectively communicate that plan so this can be implemented across the Trust and all the Academies, including determining any future expansion of the Trust

- To develop and support strategic partnerships with other bodies and organisations, including service providers and government agencies, which will further the Trust's strategic plan

- To ensure one Trustee is the Chair of each Local Advisory Body

- To act as a critical friend to the Principals and each of the Local Advisory Boards by receiving reports and challenging outcomes and decisions

- To implement policies and procedures which intend to achieve a consistently high standard of education and financial prudence across the Trust

- To work with the Principals to develop the local capacity within the Trust to provide both governance and leadership support and mentoring to the Local Advisory Boards and the leadership teams within the Academies, as well as direct school improvement support

- To work with the Principals and having regard to any recommendations made by it, to make or facilitate the suitable appointments of governors who will serve on the Local Advisory Boards, including removing Governors who fail to fulfil the expectations of Governors set out in the Scheme of Delegation (both the Local Advisory Boards and the Trustees have the right to remove Governors)

- To determine the budget for any shared or central expenditure and support and to approve the individual Academy budgets

- To work with the Principals to supervise the effectiveness of the Academies and the Local Advisory Boards, intervening if necessary

- To formally appoint and, in conjunction with the Principals and the Local Advisory Boards, to review the performance of the Principals of the Academies

- To monitor and evaluate the delivery of the central or shared services and functions provided by the Executive Team lead by the Executive Principal/CEO, ensuring there is comprehensive support to the Academies and procuring any strategic third party services as determined appropriate

- To ensure there is a proper system for the internal audit of the accounts of the Trust (including the Academies) and the financial procedures followed by the Academies, managing and overseeing risk, facilitating the preparation of the Trust's accounts by the Trust's auditors

- To act as the ultimate decision maker in relation to any appeals by staff following disciplinary or grievance procedures

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

- To ensure proper advice is available to the Trust and the Academies in relation to legal and compliance matters

- To ensure that insurance or risk protection cover is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and Trustee liability

- To liaise with and support the Principals ensuring there is collaboration not just within a region but across the whole Trust, emphasising and facilitating the benefits of such collaboration

In practice, the agendas of the Board meetings will ensure that the Board regularly receives, reviews and challenges reports from the Executive Principal which will include Data information about the performance of all schools. The Data will show how the schools are performing against their financial and non-financial targets and enable strategic decisions to be made about the actions required to improve performance at each school, for example by identifying good practice in one school which can be shared with other schools where there is an area for development. This is a key benefit to a school working as part of a Multi Academy Trust.

The Board delegates certain functions and responsibilities to committees or working groups as follows:

Local Advisory Boards (LAB)

The Board will discharge responsibility for the strategic direction of the individual school to the Local Advisory Boards, via the Scheme of Delegation. The Scheme of Delegation sets out clearly the responsibilities of the Board versus the responsibilities of the Local Advisory Board.

Minutes of all Local Advisory Board meetings are made available to the Board of Trustees. Performance of the Local Advisory Boards is reviewed via regular Leadership and Management Reviews or Mock Ofsteds at each school, the outcomes of which are fed back to the Trustees.

The Board has to approve all appointments of Chair of Governors on the Local Advisory Boards. Local Advisory Boards are for the most part made up of individuals drawn from the academy's community, both as elected and appointed members. The expectation is that all governors actively contribute relevant skills and experience.

The Members will have the ultimate control over the Academy Group, with the right to appoint Trustees and amend the Trust's Articles and Association. The current Members of the Birmingham Ormiston Academy are as follows:

- Signatories to the Memorandum:
    - Ormiston Trust
    - Birmingham City University

- Any person to be appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose;

- Birmingham City Council

- the Chair of the Board of Directors

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

- Any other Members appointed by the unanimous agreement of the Members

If the application to open BOA Digital is approved, then Birmingham City Council will step down as a Member to bring the total to three.

Trustees will be responsible for setting general policy, adopting an annual plan and budget, monitoring the Academy by the use of budgets and making major decisions about future direction of the Group. The Trustees of Birmingham Ormiston Academy would become Trustees of the BOA Group, comprising of:

- Ormiston Trust may appoint up to 7 Trustees
- Birmingham City University may appoint 1 Trustee
- Chief Executive of group (as ex-officio member)
- Birmingham City Council may appoint 1 Trustee
- Up to 3 Co-Opted Trustees
- Additional or Further Trustees appointed by Secretary of State as necessary in special circumstances.

The Trust will meet four times per year. Once in September to review exam results and the School Development Plan for each Academy, then in December, March and July.

There will be a separate Finance/Audit Committee who will report back to the Board of Trustees and set budgets. The Finance/Audit Committee at Board level will oversee the strategic financial performance; risk modelling; identifying procurement opportunities; benchmarking; and financial control for the group as a whole. The Finance and General Purposes Committee at LAB level will be more focused on the financial performance and operational matters within each school.

The Chief Executive will be the Accounting Officer for the Group. They will work closely with the Trustees to ensure that their objectives are met; provide leadership and strategic vision; and ensuring that performance and targets are achieved throughout the group.

Any potential conflicts of interests arising at Birmingham Ormiston Academy's Board, are addressed by having a standing item on the agenda for Trustees to declare such an interest. Any conflicts of interest are managed by ensuring Trustees are prohibited from voting for any decision where they have a related party interest. Any contract for services to these related parties would be have to be shown that it represents good value for money; is the best solution for the academy; it is provided at cost; and is properly managed. BOA Group's Board would look to continue to follow this best practice for the foreseeable future.

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

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

- use the space provided below ; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

- use the space provided below; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

- use the space provided below; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);

- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

Annex I – Letters of Endorsement

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

19 July 2016

Dear ████

APPLICATIONS FOR FREE SCHOOLS

BOA representatives have discussed the Trust's proposals with the RSC to open one or more free schools. This conversation took into account your growth plans for a multi-academy trust. We talked about the DfE guidance document, "Background information and glossary" and in particular page 7 which reads:

"If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information. If you already have such an email, you do not need another one."

I am happy to confirm that I believe you have the capacity to apply for:

- BOA Digital (BOA2) an 11-18 academy specialising in new digital technologies, coding and mathematics located in the centre of Birmingham with a proposed opening date of 2018.

You confirmed that you have considered the basic need 'pupil demographic' data for the area. You have spoken to the local authority about the proposal.

If you have any queries concerning the process then my colleague, █████████████████ ██████████████████████████████ will be happy to assist. I would also remind you that ████████████ from the New Schools Network ████████████████████████ provide specialist, independent support if you require this as part of the application process.

Of course this letter does not guarantee that this application will be successful. Still, I wish you the best of luck with your proposal.

████████████

████████████

████████

████████████████████

Birmingham City Council

22nd September 2016

To whom it may concern

I confirm that Birmingham City Council is fully supportive of the proposal for a BOA Digital 11-18 academy specialising in digital technologies. BOA is a huge success in the city and we are excited by its plans to open a new academy.

[REDACTED]

26th September 2016

Dear [REDACTED]
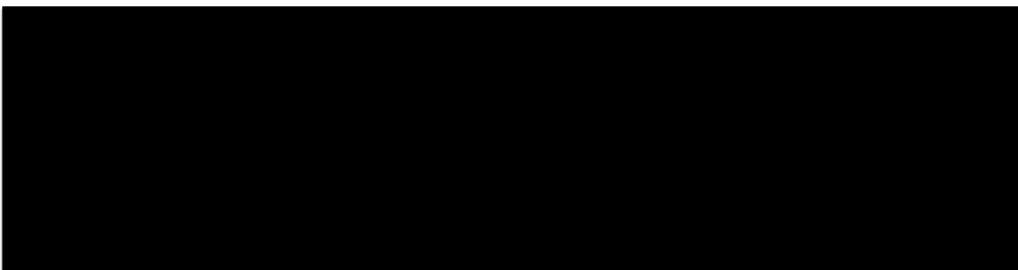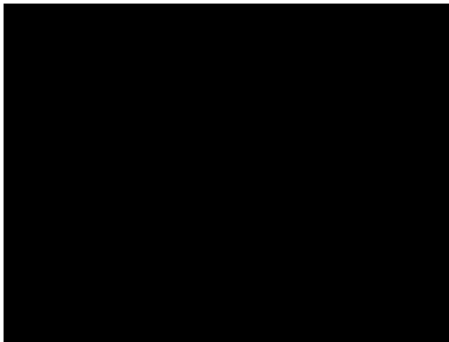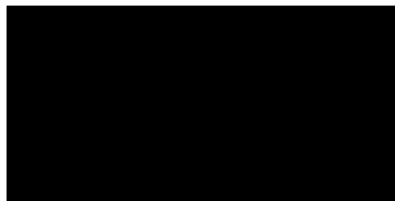
I am writing in support of the BOA digital Academy, which I believe directly addresses skills gaps which are apparent in our region.

In the substantial work BCU has undertaken on behalf of the Creative Industries, specifically looking at skills deficits, digital skills remain a key area that requires review and support. Developing young talent to appreciate how to apply digital native skills in a work context will be critical in fulfilling major demand. Further more the increasing growth of digital technology firms within the region will put increasing pressure to ensure our region can step up to the challenge with the delivery of relevant young talent capable of meeting the technical skills demands of employers.

With Birmingham already in the top five employers of digital talent and Digbeth now designated for activity in this space, its key that Birmingham focuses its mind on addressing these challenges. BCU recently secured a national partnership with the Digital Catapult through its STEAMHouse initiative with discussions with Microsoft, CISCO, Phillips, Living Planit just some of the IT companies interesting in developing the ecosystem to support it.

The West Midlands Combined Authority and GBSLEP have already signalled their commitment to addressing productivity and growth and to addressing the growing need to skill up younger generations to meet future skills gaps.   Prioritising digital and technology based skills will provide a central plank of skills response to meeting these aspirations.

We look forward to working in partnership with you to realise your ambitions in this space.

[REDACTED]
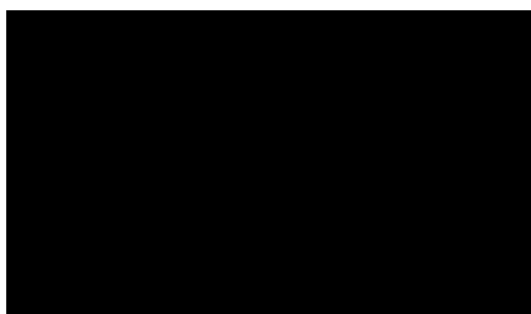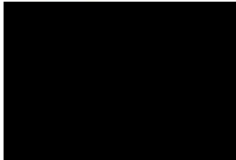
21 September 2016

TO WHOM IT MAY CONCERN

I am writing in support of BOA's plans to open BOA Digital, a school specialising in new digital technologies in September 2018.

We believe that BOA Digital will

- (a) begin to address the skills shortage in the sector
- (b) provide much needed high quality additional school places in Birmingham
- (c) form part of the regeneration of the Digbeth area
- (d) contribute to the creative and digital sector in Birmingham and the region

Birmingham is well placed for such an academy. The city has the youngest population of any city in Europe and is home to a number of established and growing digital companies. We wholeheartedly support the application.

![Koala]
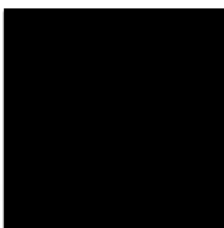
[REDACTED]

Dear [REDACTED]

I was delighted to hear of your plans to open a second BOA, focussing on digital skills, in Digbeth.

As the [REDACTED] both operations with significant Birmingham presence, I know only too well how much we need to improve digital media skills amongst our young people.

Now, as [REDACTED] that observation remains true – we are constantly on the look-out for new, young talent that understands the world of digital media.

We are happy to support your initiative, and I'm sure once it is up and running we can take a proactive approach in terms of providing tutoring, mentoring and even work placements for your students.

Yours,

[REDACTED]

[REDACTED]
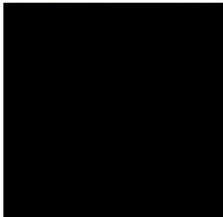
Free RADIO

23 September 2016
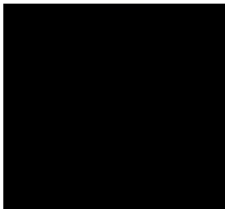
Dear ▮

I am writing to express my support for the potential BOA Digital Academy. We at Free Radio whole heartedly support your plans to build a Digital Hub to encourage and grow the talent for this very important Industry/Economy.

As a Creative Led business we fully understand the importance of bringing new talent through in order to grow and evolve. The Midlands has a thriving Media Industry who's Directors are all looking for the next 'bright young thing' to help develop their business and increase their media and creative offering and Digital, together with Video Content is only set to grow as part of our business development for the future.

Good luck with your plans and we're excited to see how things develop.
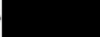
Yours Sincerely

LET THE MUSIC SET YOU Free

Free RADIO

Dear ███

I am writing this letter in support of the proposed BOA Digital academy.

As a creative led business, the possibility of a new school, which encourages young people to become part of the booming digital age is hugely exciting for us.

As an employer of digital talent, the school will be key in the development of potential young recruits within our business and we believe this will create some remarkable change for the region and the talent within.

Good luck and we all look forward to see how things progress.

Yours Sincerely,
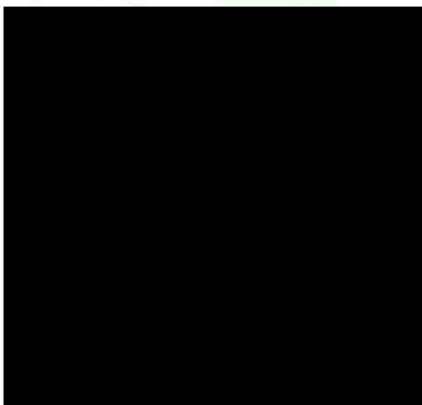
LET THE MUSIC SET YOU *Free*

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████████

███████████████████████

26 September 2016

Dear ██████,

As a ████████████████████████████████
████████ I often use regional crews and locations for my films. In an ever expanding digital age it was with enourmous excitement that I learned of the plan to open BOA Digital in Septmeber 2018. This school is exactly what our region needs to inspire, train and present young people from all backgrounds with an opportunity to work in a range of exciting industries such as filmmaking.

I believe that this forward thinking new academy will enhance the opportunities for young people already provided by the excellent existing BOA and I look forward to being able to draw on the talent available and offer real jobs and career prospects to students in the future.

Best regards,

████████

██████████████

26th September 2016

Dear ███

I am writing to express my support for BOA Digital, and in particular for it being established in Digbeth. Amongst the very many creative and digital businesses who occupy the Custard Factory and Fazeley Studios one of the biggest needs is access to talented and appropriately educated staff. Providing education that specifically targets the digital industries will help these many firms to prosper by providing access to a new and educated pool of talent. Better even than this, having the BOA Digital in close proximity will provide opportunities for collaboration between teaching staff and businesses, and engagement for students with the sorts of business they one day may hope to work for. We are looking forward to the launch of the project.
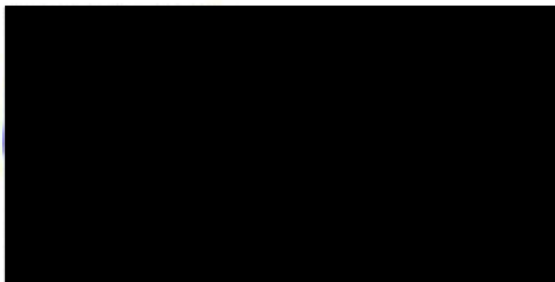
26 September 2016
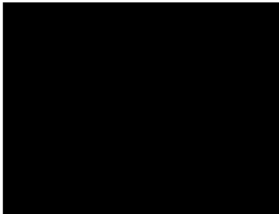
Dear Sirs

Birmingham City University is delighted to provide its endorsement to BOA, in respect with its intention to open a new school in September 2018; BOA Digital in Digbeth.

The University wishes BOA Digital every success in its delivery of its specialism of digital technologies. It will be a very positive addition to the area.
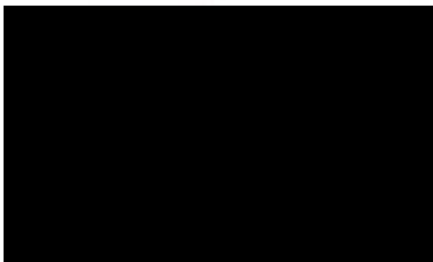
Yours faithfully

BBC
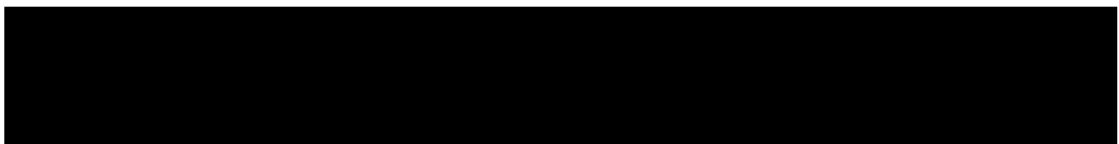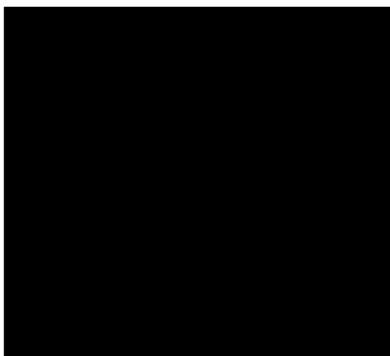
26.09.2016

Dear █████

We welcome your exciting news about a new school based in Birmingham's East-side focussing on Digital Skills.

This will help build on existing partnerships and initiatives that we have with BOA including: *Digital Cities* and *Make it Digital*, as well as growing new ones.

Building digital skills In broadcasting is one of the top priorities for the BBC. Birmingham is already home to the BBC's Digital Innovation Unit and over the next 18 month's BBC Three will be moving key areas of its digital content team to the city.

We look forward to working with BOA Digital and help in bridging the gap between education and the workplace.

Yours faithfully,

Annex II – CVs of Key Individuals

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