



Department  
for Education

# Free school application form

## Alternative provision

Published: July 2016

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

**DURHAM GATEWAY ACADEMY**

## Contents

The application form explained	4
Sections	4
Application checklist	6
Declaration	8
Completing the application form	9
Section A – applicant details (use Excel spread sheet)	9
Section B – outline of the school (use Excel spread sheet)	9
Section C – vision	10
Section D – education plan: part 1	13
Section D – education plan: part 2	14
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	14
D2 – measuring pupil performance effectively and setting challenging targets	30
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	41
D4 – the school will be welcoming to pupils of all faiths/world views and none	46
D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately	54
Section E – evidence of need	60
Section F – capacity and capability	71
F1 (a) Skills and experience of your team	71
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	83
F3 – independent schools, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector	88
F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector	90

F5 – independent schools, including alternative provision institutions that are privately run: an appropriate, well-maintained, and secure site	90
Section G – budget planning and affordability	91
Section H – premises (use Excel spread sheet)	99
Annexes	100
CV template	<b>Error! Bookmark not defined.</b>
Self-assessment form for independent schools	137
Governance self-assessment	143

## The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

### Sections

#### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

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

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#), for the information your group should include in these sections.

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

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

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

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

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

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

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

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

**Section I** is about your suitability to set up and then run a free school. The form is available [here](#).

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



## **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

[FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

## **Submitting Section I**

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

## **Data protection**

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

## Application checklist

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

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

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?  (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

- the requirements outlined in the [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).

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

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

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

**Signed:**

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

**Print name:**

**Date:**

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

# 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

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [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 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

The proposed Durham Gateway Academy would be a unique Alternative Provision Free School that integrates academic and vocational learning with the development of social, life and employability skills. The lead partner in the initiative is Bishop Auckland College, a highly successful vocational further education college with a track record of success in engaging hard-to-reach young people in learning. Bishop Auckland College is in good financial health (2015/16 accounts) and was recently judged to be 'good with outstanding features' (Ofsted report published 31 May 2016, available at the link below), with apprenticeships for 16-18 year olds identified amongst the outstanding features.

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130657>

Whilst the proportion of young people entering Bishop Auckland College with GCSE grades A\*-C in maths and English is well below the national rate, the most recent performance data for FE colleges (relating to the year 2014/15) demonstrates very high rates of vocational achievement: Bishop Auckland College had the 4<sup>th</sup> highest timely apprenticeship success rates for 16-18 year olds of all colleges nationally, as well as the 6<sup>th</sup> highest timely achievement rates (all ages) nationally. In addition, Bishop Auckland College qualification achievement rates for 2014/15 were higher than the national rates in nearly every segment of provision, including basic skills. Each year, approaching 90% of full-time students are successful in securing positive destinations, progressing into either further study in FE or HE, apprenticeships or jobs.

It is this expertise in delivering exceptional vocational learning outcomes, along with the superb existing skills centre, that the College will bring to the Durham Gateway Academy. The College is already an approved AP provider working with a number of local authorities, and has built considerable expertise in working collaboratively with local schools to provide vocational alternative provision routes for some of the most vulnerable young people and those at risk of exclusion. This expertise is demonstrated through a selection of recent case studies, included in Section F1(a).

A key strength of the vision for the Durham Gateway Academy is its potential to actually accelerate the progress of its students through vocational routes to employment,



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

versus the progress that is possible for students entering vocational learning post-16. Whilst the academic core of the curriculum remains central, the potential for students to complete a wide range of vocational qualifications at levels 1 and 2 during years 9, 10 and 11 at the Durham Gateway Academy means that they could commence either full-time studies or apprenticeships at level 3 from age 16; this is relatively unusual for even the most gifted young people entering vocational learning from mainstream education. Combined with the College's existing, well-established employer links for work placements in a wide range of industries, and excellent performance in apprenticeships, this unique vocational learning offer will provide a springboard to employment and bright futures for Durham Gateway Academy students.

All members of our team at Durham Gateway Academy are dedicated to and passionate about working with some of the most disadvantaged and disengaged young people in our communities. We are excited about the opportunity of establishing the Academy that will allow us to extend the depth and breadth of Alternative Provision (AP) in our area, support our students more effectively and develop the full range of academic, vocational and life skills required in today's complex world. However, most importantly for us, it will help to transform the lives of our students, supporting them in taking control of their own lives and making the most of their work, life and social opportunities. It will enable these young people to play an active role in society.

There are a number of compelling factors that evidence the need for our proposed new Alternative Provision Free School. These can be summarised as follows:

- a) Existing provision for excluded KS 3 and 4 students and 'at risk' students is at capacity within the Local Authority
- b) A lack of KS4 alternative provision
- c) The number of students referred to the Behaviour Partnership Panel is increasing
- d) The achievements of young people passing through the panels are not as high as might be expected and consequently the destinations and life chances of young people post 16 could be improved
- e) The high demand from schools who will commission places

These key issues are explained fully in Section E.

The proposal is to develop Durham Gateway Academy as an Alternative Provision Free School for 13-16 year old students who are disengaged from mainstream education or at risk of permanent exclusion. The key partners for the proposed academy are: Bishop Auckland College, County Durham Schools and Durham Local Authority. Durham Gateway Academy will use an innovative curriculum, encompassing academic and vocational elements, to inspire students to become enthusiastic learners and successful members of society.

The Academy will allow us to make long term investments in improving the wellbeing of our learners. It will create a high quality academic and vocational experience for students on the exclusion spectrum, whilst meeting the well documented demand from schools for quality AP in our area. We are targeting the Academy to provide quality AP

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

for young people aged 13 to 16 years old. The Academy will open in September 2018 with 30 students. We plan to reach our capacity of 120 FTE students by September 2022.

Durham Gateway Academy aims to be an outstanding provider for students in years 9, 10 and 11 who find mainstream provision challenging for a variety of reasons. The Academy will use a specialist delivery model for personalised, flexible and innovative programmes of study centred on the needs of the individual students, enabling them to overcome their barriers to learning, equipping them with the skills for future success and facilitating their re-integration into mainstream provision or meaningful onward progression. Durham Gateway Academy will adopt an inclusive, preventative, proactive, personalised approach and work in partnership with schools, local authorities, parents/carers and local employers to inspire and motivate students to raise their expectations and be ambitious with regard to their future prospects. Durham Gateway Academy believes that all young people are entitled to an inspiring and engaging education which will enable them to forge meaningful and productive futures, both in terms of career success and personal independence. We also aim to ensure that our young people have the ability to make a positive contribution to society.

This approach will be achieved by:

- Developing programmes which are personalised and bespoke
- Developing an exciting, engaging and relevant curriculum with an emphasis on practical, applied learning that is produced, designed and developed in collaboration with the student
- Using highly qualified staff with the specialist skills to meet the additional needs of the students
- Adopting an empowering culture which encourages responsibility and independence
- Using respected, successful and experienced partner providers with a strong track record
- Using proactive preventative approaches and strategies
- Taking a partnership approach and using the best provision available to personalise and meet the needs of students
- Taking a multi-agency approach to meeting needs
- Empowering parents/carers and young people to participate in all decisions through a person-centred approach, with regular reviews and evaluation.

The Academy will create a learning environment in which students can grow in self belief and in their ability to improve. The programme of study, which will be inclusive and innovative, will enable the learners to benefit from and enjoy their learning and overcome any previous negative experiences of education.

The Academy will develop possibility, potential and promise in our students through a curriculum that fosters bold and innovative thinking, and an ability to trust and be trusted.



## Section D – education plan: part 1

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

- use the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>		10	20	30	40	40	40	40
<b>Key Stage 4</b>		20	40	60	80	80	80	80
<b>16-19: commissioner referred</b>								
<b>16-19: student applications</b>								
<b>Totals</b>		<b>30</b>	<b>60</b>	<b>90</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>

## Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
GCSE English	4hrs 30 mins	Mandatory	The priority of the curriculum is to secure the highest grade possible in these key subjects – additional hours will be dedicated to literacy recovery and intervention in the extended sessions.
GCSE Maths	4hrs 30 mins	Mandatory	
GCSE Science	4hrs 30 mins	Mandatory	
Vocational Qualification NVQ	3hrs 45mins to 7hrs	Mandatory	Core vocational options <ul style="list-style-type: none"> <li>• Hair &amp; Beauty, Health &amp; Well Being</li> <li>• Motor Vehicle</li> <li>• Construction trades</li> <li>• Health &amp; Social Care, Child Care</li> <li>• Sport Leadership</li> <li>• Arts, Crafts, Photography, Digital Media</li> <li>• Electrical installations</li> </ul>
Additional GCSE	3hrs	Voluntary	This range of offers, which is dependant on demand, will be provided by specialist staff from Bishop Auckland College e.g. <ul style="list-style-type: none"> <li>• Additional Science for upper ability/engaged students</li> <li>• Humanities</li> <li>• Art</li> <li>• PE</li> </ul>



- use the table below; and
- refer to the relevant section of [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Our student intake will predominately be referrals from the Behaviour Partnership Panels in County Durham and Darlington. The profile of our potential student intake is characterised by:

- accumulating fixed term exclusions, at risk of permanent exclusion
- unsuccessful managed moves
- stalled progress in attainment and achievement
- high absenteeism and P.A.
- negative attitudes to mainstream education
- emotional and behavioural barriers
- fragmented and chaotic home backgrounds

In recognition of these characteristics, the Behaviour Partnership Panels and commissioning schools are requesting a variety of pathways and placements with a tailored curriculum which can meet their students' needs. There is a demand for full time and part time provision, turnaround places and outreach intervention. The curriculum plan will deliver a high quality core provision with increased one to one and small group intervention. There will be an inspirational range of vocational courses supported by high quality wrap around care with specialist intervention and therapies where appropriate.

Schools nearest to Durham Gateway Academy (most recent Ofsted rating)	% of pupils eligible for FSM	% of pupils with EAL	% of pupils with an EHC Plan	Progress Measures	
				% of pupils making expected progress in English	% of pupils making expected progress in Maths
Darlington LA	19%	5%	3.0% inc statements		

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

Durham LA	21%	2%	3.2% inc statements. Just EHC plans: 1%		
Whitworth Park School & Sixth Form College (Good)	34.6%	0.4%	1.6%	80%	50%
Ferryhill Business & Enterprise College (Good)	41.1%	0.2%	1.2%	89%	69%
King James Academy (Requires Improvement)	51.7%	1%	2.2%	40%	56%
Parkside Academy (Outstanding)	47.0%	1%	0.3%	82%	65%
Woodham Academy (Good)	38.9%	0.8%	1.2%	72%	60%
Bishop Barrington (Good)	45.6%	0.4%	1.5%	48%	62%
St John's RC Academy (Outstanding)	21.7%	3.2%	0.8%	60%	64%
Greenfield Community College (Good)	46.3%	0.6%	0.8%	82%	57%
Staindrop School An Academy (Requires Improvement)	23.8%	0.9%	1.3%	68%	57%
Teesdale School (Requires Improvement)	21.9%	0.6%	1.3%	69%	67%
Durham Johnston (Outstanding)	20.9%	3.2%	1.2%	73%	70%
St Leonards (Good)	16.4%	4.8%	0.8%	80%	71%
Durham Community Business College (Inadequate)	55.8%	0.5%	6.6%	70%	39%
Belmont (Good)	32.3%	1.9%	2.8%	59%	59%

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

Framwellgate (Requires Improvement)	17.0%	3.2%	0.8%	66%	69%
Fyndoune Community College (Inadequate)	40.8%	0.5%	1.6%	48%	58%
Wellfield Community School (Good)	57.1%	2.4%	2.2%	69%	70%
The Academy at Shotton Hall (Outstanding)	42.2%	0.4%	1.3%	89%	69%
St Bede's Peterlee (Requires Improvement)	33.7%	2.8%	1.5%	63%	45%
Apollo Studio Academy	70.0%	0%	0%	33%	0%
Easington Academy (Good)	43.8%	0.8%	2.2%	93%	67%
Dene Community School (Good)	59.6%	0.7%	2.3%	72%	72%
Seaham School of Technology (Good)	49.9%	1.2%	1.6%	81%	56%
Sedgefield (Good)	28.0%	0.7%	1.5%	82%	83%
Hermitage (Outstanding)	29.3%	0.4%	1.8%	94%	70%
Park View (Good)	23.6%	2.1%	1.1%	71%	68%
St Bede's Durham (Outstanding)	20.9%	3.1%	1.2%	72%	65%
Wolsingham (Good)	27.0%	0.5%	1.4%	77%	61%
North Durham Academy (Requires Improvement)	52.7%	1.0%	2.0%	63%	51%
Tanfield School (Good)	34.5%	0.2%	2.1%	43%	74%
Consett Academy (Requires Improvement)	39.0%	1.7%	1.7%	81%	66%
<b>Local average</b>	37.6%	1.3%	1.6%	70%	61%
<b>National average</b>	28.7%	15.1%	1.8%	69%	66%



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

The table above gives the breakdown of current performance for County Durham schools, many of whom have submitted letters of commitment to commission places at Durham Gateway Academy (section E1). The progress measures for students in County Durham compare favourably with the national average. It will be the responsibility of Durham Gateway to accelerate the progress of those students referred to the Academy. Our ambition is that average progress measures for County Durham will rise above the national average.

Durham Gateway Academy will fill a significant gap for quality alternative provision in County Durham and Darlington. Our partner schools and the local authorities have provided written support for Durham Gateway Academy; they have pledged to refer students to the Academy and pay the agreed top up fees.

At Durham Gateway Academy we aim to reverse underachievement by 13 – 16 year olds who are not progressing effectively in the mainstream education system by providing opportunities that will enable them to excel. They will be equipped with the key skills and the awareness required to secure high quality places in education, training and employment. They will be encouraged to become active and responsible members of society.

Our ambitious and deliverable curriculum is designed to excite students through practical learning experiences from a comprehensive programme of vocational and academic courses. The College as sponsors will provide Durham Gateway Academy students with tangible work related learning opportunities in conjunction with their industrial partners. We will offer a vocational curriculum with pathways in the creative, technological, construction, health and beauty, environmental, welfare, tourist and service sectors. Bishop Auckland College has a long history of providing course and learning opportunities for KS4 students requiring an alternative provision. This has recently extended to working with a number of 14-16 year olds from Darlington schools. This valuable experience and expertise has helped to inform the curriculum plan as well as drive forward the vision for Durham Gateway Academy. This unique and exceptional offer will be delivered by permanent and contracted staff which will be facilitated by Bishop Auckland College. This learning will drive the more academic aspects of the curriculum, with students re-engaging as they recognise the importance of acquiring the functional skills developed through the English, Maths, Science and other GCSE, vocational programmes. It is envisaged that some of the referrals will be academically very able, including gifted and talented. We will ensure that these students have access to P8 and A8 measures as well as EBacc. Specialist teachers who are needed beyond the permanent staffing will be engaged from contracted staff at the College.

### **An Ambitious and Deliverable Curriculum**

The vision for Durham Gateway Academy is to provide an innovative provision that offers a vocational and academic alternative provision in County Durham, whilst building the social, life and employability skills of students. The provision will enable young people to overcome any barriers to learning that prevent them from reintegrating back into mainstream provision or onto approved programmes.

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

The proposed development of the Durham Gateway Academy builds on the existing expertise of Bishop Auckland College, already an approved AP provider with several years' experience of working collaboratively with schools to develop tailored pre-16 programmes for children who are not thriving in mainstream education. These programmes typically comprise an academic core, including Maths and English, and a substantial element of vocational qualification achievement.

The proposed vocational centre for the Durham Gateway Academy was previously used as the College's foundation learning centre, and is equipped to an exceptional standard with a wide range of industry standard equipment in areas such as construction trades, electrical installations, hairdressing and beauty therapy. Along with the facilities, this proposal also brings the pedagogic experience and industry expertise of College vocational staff, with a flexible staffing model that allows provision of staffing, at cost, by the College, according to the individual needs and interests of students.

A unique feature and key strength of the vision for the Durham Gateway Academy is its potential to actually accelerate the progress of its students through vocational routes to employment, versus the progress that is possible for students entering vocational learning post-16. Many students are expected to complete vocational qualifications up to level 2 during their time at the Academy, meaning that they will commence either full-time studies or apprenticeships at level 3 from age 16; this is relatively unusual for even the most gifted young people entering vocational learning from mainstream education. Combined with the College's existing, well-established employer links for work placements in a wide range of industries, and excellent performance in apprenticeships, this unique vocational learning offer will provide a springboard to employment and bright futures for Durham Gateway Academy students.

Whilst this is an ambitious curriculum plan, the College brings the necessary experience and resources, and can already evidence demonstrable success in the progression of AP students to aspirational – and sustainable – post-16 destinations. A selection of recent case studies are included in Section F1(a) of this submission.

The main principles behind the curriculum are:

- To enable all students to progress onto a meaningful destination such as further education, apprenticeship and employment with training or to successfully reintegrate back into mainstream provision
- To meet the demands and needs of the young people emotionally, mentally and physically in order to progress to their highest level of achievement and attainment
- To meet the needs of the commissioning academies/schools, and LA
- To access and deliver an innovative, inclusive education with qualifications that allow students to develop self-belief, increase self-esteem and equip them for further study or the world of work
- To produce confident young people with knowledge of what is needed to be successful beyond school



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

The curriculum will include:

- A model of learning with exceptional teachers and specialists that incorporate innovative and dynamic approaches, tailored to meet student needs regardless of ability, culture or gender within an inclusive environment
- Personalised programmes of study to meet individual needs and aspirations
- Vocational qualifications with embedded English and Maths, to re-engage students into this core learning by making it relevant
- Bishop Auckland College has long established high quality industrial partners who will offer meaningful work placements, real life work projects, employability skills, entrepreneurial and enterprise opportunities
- Vocational and academic tasks and activities that embed the skills needed for future progression either once students leave Durham Gateway Academy or for movement between pathways
- Differentiation and tailored programmes to allow students to work at their own level and pace to match their needs and abilities

We know from long experience that the traditional mainstream route is not appropriate for many young people in this age range. A more flexible, personalised and appropriate learning offer can actively support the development of better learning and improved life outcomes. Durham Gateway Academy will offer a curriculum that combines the development of personal and social skills with practical employability skills and academic achievement that is linked to the motivational and vocational interests of young people. This approach allows young people to learn the skills required to manage their work, their lives and their relationships and to achieve their potential in appropriate qualifications. While we use personal and social skills development to engage and motivate our students, we place a strong emphasis on English and Maths for all students for whom it is appropriate. We will target achievement in these subjects to GCSE level.

Our curriculum is designed to focus on a depth of learning rather than breadth. It encompasses core skills learning, leading to qualifications in English Maths and Science as well as our vocational curriculum. It will support students' personal development through the RQF programme, ASDAN and CoPE. Our students' needs have not been met in mainstream because they have experienced rigid delivery structures. Our curriculum will be flexible and responsive and bespoke to the needs of our students. We believe that our students will be better served by a curriculum that works with their strengths and interests and responds to unmet needs that have not been addressed in their previous educational settings. Additional support will be provided in the classroom, during extended hours, and on an individual basis, reflecting individual learning needs. All learning support staff will have pastoral responsibility for an individual student.

The proportion of teaching time allocated to each subject area has been determined by the recommended Guided Learning Hours for each qualification. These recommendations will be met, and in most cases exceeded, over the 2 or 3 years a student could spend at the Academy. This allows adequate time for the extra support some students may need in order to complete the courses. It also gives capacity for



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

The curriculum offer highlights access to vocational courses as a key motivator for successful engagement of the students. The students in the Academy will benefit from developing vocational skills within the curriculum that will support learning achievement and prepare them for post-16 destinations. The skills will be delivered in-house and externally by Bishop Auckland College staff. Among the vocational areas that will be covered are:

<p><b>Core Vocational Options</b></p>	<ul style="list-style-type: none"> <li>● Hair &amp; Beauty, Health &amp; Well Being</li> <li>● Motor Vehicle</li> <li>● Construction trades</li> <li>● Health &amp; Social Care, Child Care</li> <li>● Sport Leadership</li> <li>● Arts, Crafts, Photography, Digital Media</li> <li>● Electrical installation</li> </ul>
<p><b>Short Courses/Specialist Options</b></p>	<ul style="list-style-type: none"> <li>● Tourism &amp; Leisure</li> <li>● Hospitality</li> <li>● Catering</li> <li>● Pre-uniform</li> <li>● Conservation, Grounds Maintenance, Horticulture</li> </ul>

Physical activity and the PE curriculum play an important role in engaging and motivating students on the exclusion spectrum. These areas can provide a base for recognising and celebrating achievement for this group who have often become accustomed to 'failure'. We will use a wide selection of physical activities which will be delivered by the staff from the Academy as well as bought in from the College and local community providers.

- Football
- Horse Riding
- Fishing
- Basketball
- Table Tennis
- Outdoor Education
- Martial Arts
- Boxing

The learning support programme will help students develop a range of personal effectiveness and life skills. It will support them in aspects of their lives which have previously been very challenging, and may have contributed to their disengagement with and exclusion from mainstream education. The qualification offers imaginative ways of accrediting young people's activities. These will include interpersonal skills and emotional literacy. It promotes, and allows centres to record a wide range of personal qualities, abilities and achievements as well as introducing students to new activities and challenges. The preferred qualification is CoPE, this will provide a learning framework that can be applied to the academic subjects. The 'Plan, Do, Review' system will help students understand the learning process. Other elements of the



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

qualification provide the life skills and professional skills that will be needed to take an active role in society.

The majority of students referred to the Durham Gateway Academy will have multiple barriers to learning and lack social and emotional intelligence. To ensure that we equip these young people for life, education and employment, we will offer a wide range of Life and Social Skills training, leading to a broad menu of 'bite sized' qualifications that can help support further achievement.

<b>AWARD - RQF</b>	<b>LEVEL</b>
Certificate in Personal and Social Development	Level 1, 2
Certificate of Personal Effectiveness	Level 1, 2
Award of Personal Effectiveness	Level 1, 2
Award in Employability	Level 1, 2
Certificate in Employability	Level 1, 2
Key Skills in Improving Own Learning and Performance	Level 1, 2
Key Skills in Problem Solving	Level 1, 2
Key Skills in Working with Others	Level 1, 2
Award in Skills Towards Enabling Progression	Entry 3, Level 1

Following discussion with proposed commissioners, a number of possible placement types and curriculum pathways have been developed. In all agreements around a placement, there will be a 'risk assessment' with the commissioning school at the outset to ensure that when the student returns to their commissioning school at the end of the placement, their access to the school based curriculum has not been endangered. The pathways are:

- **Pathway A - Supported mainstream** will accommodate approximately 10% of the places available. It will be offered to years 9, 10 and 11 where the student remains in current education provision. It is an early intervention pathway that works with the individual, school and parent/carer.
- **Pathway B – Part-time** provision will accommodate approximately 10% of referrals offered to years 10 and 11. The student will attend on a part-time basis for vocational courses and have one-to-one tutorials with their specialist advisor. The intended outcomes are to enable students to remain in mainstream for academic provision, preventing them from reaching the point of exclusion.
- **Pathway C – Full-time: short-term** will accommodate approximately 10% of referrals available. It will be offered to years 10 and 11. This provision is for students on fixed-term exclusions or referrals from a school/academy. A personalised programme of study will be put in place with the aim to re-integrate back into mainstream and prevent repeat exclusions or absence from education.
- **Pathway D – Full-time: long-term** will accommodate approximately 70% of all referrals. It will be offered to Years 9 10 and 11. Student will attend Durham Gateway Academy on a permanent basis for a determined length of time agreed. The main outcome for this pathway is the successful onward progression to sixth-form, further education, apprenticeship or employment.

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

An academic and vocational curriculum supported by comprehensive and flexible personal and social development opportunities, along with specialist support in therapy and counselling, will help to break down the barriers. Maths and English will be a priority. The key to the design of the curriculum is that there is flexibility to personalise the learning for the individual. Below is the outline of a typical day for a student as well as examples for Pathways 1 and 4.

#### Structure of the school day

8.30am to 9.00am	Personalised Curriculum	Breakfast
9.00am to 9.15am		Individual project time
<b>Period 1</b> 9.15am to 10.00am	Academic Curriculum	Registration, tutor time, assembly Preparation for the day
<b>Period 2</b> 10.00am to 10.45am		GCSE/level 1 Maths *
10.45am to 11.00am	BREAK	
<b>Period 3</b> 11.00am to 11.45am	Vocational Curriculum	GCSE/level 1 English *
<b>Period 4</b> 11.45am to 12.30pm		Vocational option
12.30pm to 1.00pm	LUNCH	
1.00pm to 1.15pm		Extended vocational option: P.E., sport, recreational activity, extends into lunch where appropriate
<b>Period 5</b> 1.15pm to 2.00pm	Personalised Curriculum	Tutor time
<b>Period 6</b> 2.00pm to 2.45pm		Science GCSE Additional GCSEs/vocational courses COPE, personal development projects, 1:1 mentoring, CEIAG/enterprise activities, counselling/therapeutic sessions, sports leadership, citizenship, Duke of Edinburgh award

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

<p><b>Extended Day</b> 3.00pm to 4.00pm</p>	<p>Catch up/clubs</p>	<p>3 nights per week to extend and enhance the learning for students</p> <ul style="list-style-type: none"> <li>• Catch up sessions</li> <li>• G&amp;T sessions</li> <li>• Therapy sessions</li> <li>• Expressive arts/music</li> <li>• Craft skills</li> <li>• Outdoor education</li> <li>• Sports clubs</li> </ul>
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\*An additional period will be allocated to English and Maths during Period 5 on Friday

**Example of a personalised timetable for a 12 week turnaround placement, pathway 1**

<p>8.30am to 9.00am</p>	<p>Personalised Curriculum</p>	<p>Breakfast</p>
<p>9.00am to 9.15am</p>		<p>1:1 meeting with mentor (LSA)</p>
<p><b>Period 1</b> 9.15am to 10.00am</p>	<p>Academic Curriculum</p>	<p>GCSE Maths or appropriate level</p>
<p><b>Period 2</b> 10.00am to 10.45am</p>		<p>GCSE English or appropriate level</p>
<p>10.45am to 11.00am</p>	<p><b>BREAK</b></p>	
<p><b>Period 3</b> 11.00am to 11.45am</p>	<p>Vocational Curriculum</p>	<p>Vocational experience</p>
<p><b>Period 4</b> 11.45am to 12.30pm</p>		<p>6-12 week blocks of taster sessions</p>
<p>12.30pm to 1.00pm</p>	<p><b>LUNCH</b></p>	
<p>1.00pm to 1.15pm</p>		<p>Mentor time</p>
<p><b>Period 5</b> 1.15pm to 2.00pm</p>	<p>Personalised Curriculum</p>	<p>Personalised curriculum which is a balance of courses and interventions to meet the needs of the student</p>
<p><b>Period 6</b> 2.00pm to 2.45pm</p>		

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

<b>Extended Day</b> 3.00pm to 4.00pm	Catch up/clubs	Catch up sessions in GCSE subjects
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**Example of a personalised timetable for a full time, KS4 student, pathway 4**

8.30am to 9.00am	Personalised Curriculum	Breakfast
9.00am to 9.15am		Project work/assembly
<b>Period 1</b> 9.15am to 10.00am	Academic Curriculum	GCSE maths
<b>Period 2</b> 10.00am to 10.45am		GCSE English
10.45am to 11.00am	BREAK	
<b>Period 3</b> 11.00am to 11.45am	Vocational Curriculum	Motor Vehicle NVQ
<b>Period 4</b> 11.45am to 12.30pm		
12.30pm to 1.00pm	LUNCH	
1.00pm to 1.15pm		Tutor time
<b>Period 5</b> 1.15pm to 2.00pm	Personalised Curriculum	GCSE Science
<b>Period 6</b> 2.00pm to 2.45pm		The week will include a combination of sport, RQF courses and motor vehicle project work
<b>Extended Day</b> 3.00pm to 4.00pm	Catch up/clubs	Duke of Edinburgh Award Scheme Additional Science lessons

Period 6 is a flexible period which will be planned around the individual learning plans of the students. So, for example, if a student is on a longer term placement and is accessing an additional vocational GCSE qualification, this would be delivered during part of that time.



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

We will operate to a standard school year from September to July and add an optional summer programme for all our students. In the fourth year, we will enhance our extra-curricular provision by appointing weekend activities tutors. These activities will be primarily focused on rewards as well as personal development opportunities for the students.

We will operate the statutory 25 hours per week and the majority of our learners will be with us full time.

We intend to follow a standard 190 day academic year for students which follows the term dates set for County Durham and Darlington schools. This will ensure that we are able to meet the needs of most of our commissioning schools as well as our students and their families. Work placements will operate on a number of levels, half day, full day and extended periods. These will be brokered by Bishop Auckland College and tailored to the needs of the students. Day release work placements will be a regular feature for pathway 4 students, especially in Year 11.

The standard school day will be 9am – 2.45pm, and there will be a breakfast session available every day from 8.30am. From Tuesday to Thursday, there will be an extended school day which runs until 4.00pm and which students will attend as a priority to catch up on English and Maths. Every day will begin after breakfast with an assembly or pastoral tutor period which enables students to come together as a community. The day will then be divided into six 45 minute lessons, with a morning break and a lunch break. There will be a 15 minute period at the end of the school day (2.45pm – 3.00pm) which will enable staff and students to catch up informally and tie up the school day before the extended session (3.00pm – 4.00pm).

Many of our students are likely to have disengaged with formal education and to find long sessions challenging. Lessons are therefore designed to be short in order to maintain pace and interest. Vocational sessions are designed to be single or double periods i.e. 1 hour 30 minutes and with the flexibility to run into lunchtime or after school into the extended period. As students learn how to concentrate and work intensively, sessions may be scheduled over two periods in order that they can learn how to engage in periods of extended study, as well as to work under exam conditions.

The start of each day will also include individual project time, so as the student arrives they can be immediately engaged in something of interest to them. The advantages are that the student has the personal responsibility of immediately occupying themselves as soon as they are on the premises, removing the issue of 'slack time' while students wait for the day to start. It is a strategy for removing anxiety if socialising and communication is a barrier for the student. This is an additional choice to the start of the day that would complement the breakfast period.

### **Meeting the Needs of all Students**

Our expected student intake is likely to be an equal balance of boys and girls who have failed to engage with mainstream education during KS3. These students will be at risk of permanent exclusion with a long history of persistent disruptive and defiant behaviour. It is likely they will have high levels of deprivation, low aspirations and limited social and emotional skills. Skills in literacy and numeracy are likely to be



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

limited and require intervention and recovery strategies. Within our student cohort student needs will include Looked After Children, literacy recovery, most able and differing degrees of SEN. The majority of our students will be Pupil Premium.

The strategies to assess and meet the needs of these student groups will be reflected in the individual programme and pathway of learning.

Looked After Children (LAC) may require additional social and emotional therapies and support which will involve coherent and effective multi agency work. Each student will have dedicated LSA support with the skills and experience to co-ordinate and maintain this individualised provision. It is envisaged that the LSA supporting LAC students will also be our lead on safeguarding.

Literacy and numeracy recovery methods and strategies will underpin the successful curriculum at Durham Gateway Academy. The improvement in reading ages and development of skills in literacy and numeracy will be closely tracked and monitored. Literacy and numeracy strategies will be delivered throughout the formal curriculum i.e. GCSEs and vocational, as well as individual interventions delivered through extended sessions and catch up sessions.

Gifted and talented students who are capable of achieving grades in Progress 8 and Attainment 8 subjects will experience the appropriate courses. Additional GCSEs and advanced vocational courses will be available to these students. Staffing provided by the College can draw from a vast range of courses from the Arts, Humanities, Science and Technology. This unique staffing opportunity enables Durham Gateway to meet the needs of our most able students whatever their gifts and talents.

Students with differing degrees of SEN will be comprehensively assessed, monitored and reviewed with individualised strategies and support as detailed in section D5.

The majority of our students will be from deprived areas receiving free school meals and on the pupil premium register. In addition to the breadth of intervention and catch up strategies within the Durham Gateway curriculum, there will be an individualised focus on targeting individual resources, therapies and staffing from the pupil premium budget. Closing the gap becomes a crucial factor in the progress of pupil premium students who are aiming to and capable of, returning to mainstream.

When students enter the Academy we will put in place processes and strategies which will be adopted and refined from those used by our outstanding AP partners. Our AP partners will work with Durham Gateway staff pre-opening and post-opening to ensure that our entry procedures are bespoke to the needs of our students and the Academy

Best practice indicates that the development of strong relationships from the start and the following strategies are necessary for successful entry:

- Six week induction programme, individualised daily/weekly targets with a scheduled meeting programme with the dedicated LSA, parents, commissioning schools and professional agencies where appropriate. This ensures intensive tracking, monitoring and reporting
- Dedicated LSA
- Parental interviews and induction
- Expectations clearly communicated – contract and agreements

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

- Assessments – McSherry base line testing and reading levels
- Student self-assessments
- Personalised timetable including enrichment, catch up strategies and vocational experiences on the appropriate pathway to be confirmed after induction
- Comprehensive referral system where the role and relationship with the commissioning schools will be clearly agreed

The aim of this entry strategy is to lead seamlessly into our referral and admissions procedures which are strongly connected to the existing structures in County Durham and Darlington.

To meet the needs of our students we will require additional strategies and methods for assessing and monitoring behaviour and attitudes to learning. The Academy will use the McSherry system which is tried, tested and proven to work in one of our outstanding AP partners. The system will assess the following five areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

Each of these areas will be scored on entry which will provide an invaluable profile for the Academy to target specific areas of weakness and develop strengths. Frequent re-assessments will be used in order to track, monitor and report progress. This will provide invaluable information and data for the student, the Academy and the commissioning schools. This is a proven and successful system which leads to providing significant evidence for those students ready to return to mainstream.

Mc Sherry methods will be used to measure the progress of all students, this is particularly important for pathways A, B and C. There will be close tracking, monitoring and evaluation which will be shared with the commissioning school in order to secure a successful transition back to mainstream.

### **D2 – measuring pupil performance effectively and setting challenging targets**

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

## D2 – measuring pupil performance effectively and setting challenging targets

The Aims for Durham Gateway Academy will have targets that are set against:

1. **Attainment.** This will include GCSEs and vocational qualifications
2. **Progress.** This will be appropriate levels of progress from a student's benchmarked starting point
3. **Achievement.** This will include attendance and behaviour
4. **Teaching and Learning.** High quality teaching and learning experiences
5. **Student Self Esteem.** Students with improved self-esteem and confidence

These Aims will drive and maintain the standards for the Academy. The student will work with individualised targets which will meet the needs of that learner. The measurement of targets for students will depend on the length of placement and the nature of the pathway i.e. a number of partners and external providers will be responsible for contributing to a student's overall attainment, progress and achievement.

It is important to track, monitor and measure performance in order to inform the expectations and aspirations of the students, parents and staff. This will enable the highest possible standards to be reached.

The use of accurate data and record keeping is essential for developing student progress and setting challenging targets. A comprehensive data system is essential and will be used for communication and liaison between commissioning schools, partners and parents.

The Academy will focus on the robust use of appropriate data. Using SIMs, a common package across most schools in County Durham and Darlington, individual and group data will be recorded, analysed and reported.

<b>Durham Gateway Academy - Aims</b>	
<b>Overall aim</b>	All students to re-integrate back into mainstream provision or onward progression to further education, apprenticeship or employment and to reduce the overall number of exclusions in Durham and Darlington
<b>Aim 1</b>	Students to achieve nationally recognised qualifications pertaining to the personalised programme
<b>Aim 2</b>	All students to make accelerated levels of progress in English and Mathematics
<b>Aim 3a</b>	Improved level of attendance at Durham Gateway Academy and/or mainstream provision
<b>Aim 3b</b>	Improved behaviour and approach to learning
<b>Aim 4</b>	To deliver high quality teaching by committed and expert staff
<b>Aim 5</b>	To achieve high levels of student satisfaction with improved self-esteem and confidence



**D2 – measuring pupil performance effectively and setting challenging targets****Durham Gateway Academy – Targets (equivalent grading system in 2020)**

<b>Aim 1</b>	<b>Attainment</b>	<ul style="list-style-type: none"> <li>All students of Durham Gateway Academy to achieve the equivalent of 5 A*- C/A*- G dependent on starting point and aspirational target</li> <li>50% of students will achieve a qualification in English and Maths</li> <li>30% of students achieve A*- C (or equivalent) in English and Maths</li> <li>75% of students will achieve at least level 1 in the vocational subjects</li> <li>50% of students will achieve at least level 2 in the vocational subjects</li> </ul>
<b>Aim 2</b>	<b>Progress</b>	<ul style="list-style-type: none"> <li>All students to achieve 3 levels of progress if KS2 benchmark is level 4 or above or if level 3 and below to make 1 sub level of progress per term, equivalent to 5 sub levels over KS4</li> </ul>
<b>Aim 3</b>	<b>Achievement</b>	<ul style="list-style-type: none"> <li>All students to increase their attendance to at least 90% or improved by 10 percentage points on their attendance at their previous school, dependent on which is the more challenging</li> <li>100% of Year 11 students to have post 16 offer in place by June of final year</li> <li>20% of Year 11 to secure offer of apprenticeship place by June of final year</li> <li>90% of students still in positive destination one year after leaving Year 11</li> <li>All KS4 students who have spent more than 2 terms at the school to be involved in at least two Community Projects.</li> <li>No student will become NEET; 100% of students will access a positive pathway on leaving the school</li> </ul>
<b>Aim 4</b>	<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>All students experience effective or better learning opportunities</li> </ul>
<b>Aim 5</b>	<b>Student Self Esteem</b>	100% satisfaction for students with improved self-esteem and confidence in securing successful progression

**Aim 1 and 2 Attainment and Progress**

The headline measures of secondary school performance, including Alternative Provision Free Schools will be:

- Progress across 8 subjects (P8)
- Attainment across 8 subjects (A8)
- The percentage of students achieving a C grade or better in both GCSE English and Maths
- The English Baccalaureate

## **D2 – measuring pupil performance effectively and setting challenging targets**

It is not anticipated that all students at Durham Gateway Academy will access a curriculum that will meet all of the requirements of the above headline measure. However, what is important is a commitment that no student will be disadvantaged in respect of their anticipated progress and expected outcomes and that a key outcome of a student attending Durham Gateway will be accelerated progress during their time at the Academy.

The expectation whilst students are in attendance at Durham Gateway Academy is that the nature of the provision and of the personalised learning pathways will facilitate more rapid or accelerated progress than would otherwise have been possible in the commissioning school. A key aim is that the student makes up lost ground in the core curriculum areas of English and Maths.

All performance information, including a measure as to where the student is at the point of referral in comparison to expected performance level, will be provided by the commissioner. The Academy will base-line a student through the use of formal assessments so as to correlate the results and produce an agreed starting point. Literacy testing and SEND diagnosis will be a key feature of baseline information. Targets will be agreed from the outset. A key measure of the success of Durham Gateway Academy moving forward will be its ability to enable students to make rapid and accelerated progress with regards to academic targets.

All results from assessments, along with personal development information, will be used to regularly update the student tracking system. Students will be formally assessed at least every six weeks with a final assessment just before the student returns to their mainstream school when appropriate. All of this data will be used to develop a 'student profile' in SIMs.

SIMs provides a robust, flexible package of information systems that allows real time tracking and monitoring of students' attainment and achievement. The Academy will use well established formats and procedures which will seamlessly integrate with commissioning schools' systems. SIMs allows a comprehensive range of data to be transferred, stored, analysed and reported. Core data will include background and student profile information, attendance, attainment scores (prior and current data) progress captures, target data as well as attitudinal, participatory and welfare information. All data can be interrogated and analysed by sub group.

SIMs has the added benefit of real-time tracking and recording which can be used as a communication platform that embraces achievement and behaviour as well as producing reports and notes. The package can be accessed by individuals and across the commissioning schools. SIMs has the flexibility to integrate with online parent reporting systems which will allow additional communication with parents and carers at home.

The identified curriculum leads for English, Maths and Science and vocational courses, under the direction of the Deputy Headteacher, will be responsible for ensuring that the data tracking and monitoring system is used effectively for student and Academy improvement. Curriculum targets will be used to support planning, teaching and learning and assessment for learning on a day-to-day basis.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Aim 3a Achievement – Attendance**

Durham Gateway Academy aims to ensure all students receive a full-time education to enhance and maximise opportunities to realise their true potential. All staff will work with students and their families to ensure each student attends school regularly and punctually.

The Academy will use effective systems of incentives and rewards for good and improved attendance in order to acknowledge the efforts of students in these areas. The Academy will challenge the behaviour and attitudes of those students and parents who give low priority to attendance and punctuality.

To achieve this, we will maintain an effective and efficient system of communication with students, parents and appropriate agencies to provide mutual advice, information and support.

The attendance of students is of vital importance. If students do not attend regularly, their learning is fragmented, their skills and knowledge development is interrupted and their educational achievements are potentially damaged. Our Academy will work with the commissioning schools, LA and other appropriate agencies and partners to promote the highest possible levels of regular school attendance.

The following principles provide our basis of support within the Academy:

- that all students have a fundamental right to access education to achieve their maximum potential
- that regular attendance will be best secured when all partners have clearly expressed and understood their roles and responsibilities
- that all partners need to work together to actively promote and support the fundamental importance of school attendance
- that parents and carers should be involved as key partners in securing school attendance
- that early identification, communication and action on attendance problems are critical in achieving successful outcomes

The Academy has a legal duty to publish attendance / absence figures to parents.

“Social Inclusion: Student Support DFES circular 10/99.

#### **Section 7 Education Act 1996**

It is the duty of the parent of every child of compulsory school age to cause him or her to receive efficient full time education suitable to:

- his / her age and aptitude, and
- any special educational needs he / she may have, either by regular attendance at school or otherwise

The responsibility for ensuring that children attend school lies with the parents. It is therefore vital that parents co-operate with the Academy, commissioning schools and the LA by complying with absence procedures and by making all reasonable efforts to ensure their child(ren) attend school regularly and punctually.



## **D2 – measuring pupil performance effectively and setting challenging targets**

The roles and responsibilities of the Academy for a dual registered student are identified below:

- Registration – law requires school to maintain two registers; an admission register which serves as a school roll and an attendance register. These must be kept up to date and accurate
- Marking the Attendance Register – A register will be marked twice a day. Entries will be made in accordance with Academy guidelines. In addition to the register, the student attendance records are entered onto the attendance module of SIMS, allowing for the coding of specific absences and monitoring of attendance
- Attendance data will be provided to commissioning schools on a weekly basis
- Security and preservation of the register – the register is a legal document and will be kept securely for a period of 3 years following the last entry
- Removal of registered students from the school roll – Regulation 9 of the Education (Student Registration) Regulations 1995 as amended, specifies the grounds for removal from the school roll of students of compulsory school age
- Lesson Monitoring on SIMs will also be used during every lesson to record the attendance by students
- Reporting absences to the commissioning school – the commissioning school must inform the LA at regular agreed intervals of the name, address and relevant details of any registered student who:
  - fails to attend regularly
  - develops a pattern of absences, or
  - has been absent for ten consecutive school days or more, giving the cause for concern if known

The Academy will make reasonable efforts to establish reasons for absence.

An appointed member of staff will carry out procedures in accordance with requirements from the Head teacher. If a student is absent:

- Academy Attendance Officer will make contact with the family on the first day to establish reason for absence and expected length of absence.
- If no contact can be made a visit will be made by the Academy Attendance Officer to ask the parent to give reasons for absence on specified dates.
- If there is no response to the visit/or letter sent:
  - a referral will be made to the commissioning school's Education Welfare Officer/Attendance Officer to investigate, and / or record absence as unauthorised, or
  - an appointment will be made to invite parents into school to explain absence to Head (or representative)

If 5 days of unauthorised absence in the current term have been noted on a student's registration certificate, this will be reported to the commissioning school's Education Welfare Officer/Attendance Officer for further investigation and follow up.

The Academy Attendance Officer will meet Senior members of staff responsible for Attendance on a weekly basis. During the meeting, the official registers will be checked

## **D2 – measuring pupil performance effectively and setting challenging targets**

to ensure no prolonged absences have been missed and there will be a discussion of current and new cases. Any concerns will be forwarded to the commissioning school to deal with the non attendance.

Students placed onto the roll of the Academy (pathway 4) will follow the same procedures as detailed above. Any non-attendance will be dealt with by the Academy attendance officer. For cases requiring level 3 or above, intervention would be supported by the work of the LA Attendance and Improvement Team.

In addition to the class register, individual student attendance / records will be logged in the student database on SIMs. This information will be used to report compulsory school age attendance / absence rates as statutorily required.

Academy governors will monitor and quality assure the Academy's performance. Key priorities and targets will be set by the Governors working with the Headteacher and an independent Education Development Partner. Progress, concerns and initiatives will be reported by the Headteacher to the appropriate committee/Governor. The Academy will appoint a governor to monitor attendance.

### **Aim 3b Achievement – Behaviour**

The key principles behind the trust's vision for improving and maintaining high standards are:

- The Academy is an adult controlled environment in which staff set the tone and ethos
- The opportunities for success are an integral part of all classroom activities and are recognised through praise and the credit system.
- Variety and flexibility in teaching and learning strategies should enable all learners to access the curriculum
- Classroom seating and working arrangements including planning for behaviour in lessons, planning to take account of the needs of students and a curriculum to provide optimum opportunity for success
- Students should be offered unconditional acceptance as individuals and given a fresh start after each incident has been resolved
- Restorative justice practices encourage students to make right situations and the use of "time out" to reflect on behaviour and make amends helps students move forward.
- It is the responsibility of all staff at the Academy to promote a positive role model to students.
- Clear rules and expectations will help all staff and students avoid confrontations.
- Consistency promotes security and trust
- Many students are used to physical punishment and shouting as the only means of sanctioning unacceptable behaviour. At the Academy we avoid shouting and displays of anger as these reinforce the unpredictability of adults which some of our young people have come to expect
- Positive relationships with students are the key to successful behaviour modification.



## **D2 – measuring pupil performance effectively and setting challenging targets**

Managing behaviour is embedded within the curriculum itself. The timetable is such that the movement of students between classrooms and workshops is limited to prevent unnecessary opportunities for negative behaviours. The timing of lessons is also linked closely to the concentration level of students and the need for specific risk assessments for certain activities. The morning sessions are classroom based and more academic and the afternoon lessons revolve around vocational courses and an enrichment curriculum. Students earn the right to take part in practical sessions through their behaviours in the mornings.

All students have access to a broad and balanced curriculum which as far as possible mirrors the National Curriculum and is aligned to their studies in the mainstream school. In some cases, work may be provided by the commissioning school to provide continuity. However, the main barrier to learning for all students at the Academy is likely to be their ability to manage their own behaviour, accept boundaries and interact appropriately with both their own peers and those in positions of authority.

All staff at the Academy will be chosen to work specifically with students exhibiting behavioural difficulties. The staff will be selected for their own personal skills in relation to the individual roles, their previous experience and commitment to the wellbeing, achievement and enjoyment of young people who have experienced difficulties in mainstream school. A key priority for Durham Gateway Academy will be a comprehensive and individualised CPD programme which develops and maintains our high quality staffing.

Many students struggle to respond appropriately within a classroom or social setting. All the students are assessed on entry when they undertake baseline testing provided by subject specialists as well as tests in reading, spelling, numeracy and non-verbal reasoning. Students are also assessed by their commissioning school/excluding school and this is then updated each term. Daily Behaviour Observation Logs are completed to provide an overview of each student's behaviour with a focus on interactions with others, application to work, support required, ability to remain on task and response to difficulties encountered. All of this information will be logged on the personal profile of the SIMs package.

The Academy will have clear systems in place to measure progress and engage students in their own development through the credits and rewards system.

The Academy will develop clear rewards and sanctions systems which support consistency and high standards of behaviour. This is particularly important in preparing students to reintegrate successfully into a mainstream environment or succeed in placements and work opportunities. All staff will be involved in the development of the behaviour systems and these will be reviewed regularly through staff meetings as well as forming part of the annual review of all Academy policies and procedures by SLT and Governors.

Parents/carers are included in the planning and development of the pathway placement. Relationships between home and school are key to the success of the programme and therefore communication between the Academy and home is frequent with teachers and LSAs' making weekly phone contact as a minimum. This provides parents/carers with on-going feedback as to how their child is progressing and timely

## **D2 – measuring pupil performance effectively and setting challenging targets**

addressing of any issues which arise. Standard weekly feedback also ensures that the cycle of calls to discuss “problems” which many parents have previously experienced is broken.

The Behaviour Policy provides students with a framework in which staff can create a stable and a safe learning environment which encourages students to develop and address those issues which are preventing them from accessing learning in the mainstream environment. The staff at the Academy are all equally responsible for the management of behaviour. Staff work closely together in managing behaviour through the implementation of rewards and sanctions, applying a restorative justice approach and modelling positive practices through their own behaviour. The Durham Gateway Academy will operate as a community with clear values and well understood approaches which are enhanced by the co-operation of the whole team.

Timely and clear communication between staff and parents/carers supports the management of good behaviour and promotes good discipline. The staff will routinely meet at morning/after school briefings in order for them to make informed decisions on behavioural issues.

We believe that it is not always possible to respond to negative behaviour in the same way for every student but it is useful to have a guiding framework of responses to good and poor behaviour.

This ensures that learners at Durham Gateway Academy can be certain that every behaviour, positive or negative, will elicit some form of adult intervention.

### **Example of responses to positive behaviour and meeting behaviour expectations:**

- Verbal praise
- Points leading to rewards – credit system
- Extra-curricular activity
- Attendance trips
- Parents/carers informed for consistent good behaviour/ excellent work
- Informing the commissioning school of consistent good behaviour for reintegration/ back to the mainstream
- Displaying work around school/on website
- Residential experiences

### **Example of responses to negative behaviour**

Failing to observe Durham Gateway Academy Behaviour Expectations around the Academy and in the classroom may result in:

- Merits not earned
- Note to file
- Adjusting positive reward opportunities once discussed at staff meeting

## **D2 – measuring pupil performance effectively and setting challenging targets**

- Adjusting timetable

Persistent failure to observe Durham Gateway Academy behaviour expectations may result in:

- Verbal warning from staff
- Phone call to parents/carers from member of staff
- Letter home
- Possible fixed term exclusion (see below for reasons for a fixed term exclusion). This will be discussed with the commissioning school.
- Parental meeting

Teachers/Senior staff and possible police involvement for behaviour issues such as:

- Refusal to leave a class or a building
- Physical or verbal abuse of staff
- Theft
- Possession of an offensive weapon
- Selling or using illegal substances

### **The use of fixed term exclusions:**

The vast majority of behaviour issues are managed in school. However, on occasion, a student might be required to leave the school premises. In cases where the student refuses to leave, an appropriate member of staff will contact parents/carers and if necessary, the police.

There are a number of more serious behaviours that stop students doing well and could result in a fixed term exclusion. These include:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked

Durham Gateway Academy will adopt a positive handling policy.

### **Aim 4 Teaching & Learning**

Durham Gateway Academy will develop a passion and a commitment to high quality learning experiences and outstanding teaching to create exceptional outcomes. This



## **D2 – measuring pupil performance effectively and setting challenging targets**

ambition will be achieved by the inspirational work of the staff at the Academy. This will be supported by the SLT who will implement a robust programme of quality assurance which will ensure the highest standards of delivery in all learning settings. A member of SLT will be Ofsted trained in order to ensure that judgements on quality of teaching and learning are sound. Teaching and learning will be monitored using the following strategies listed below. SLT will evaluate the outcomes on a weekly basis. The Academy will operate a comprehensive CPD programme for all staff which will be focused on teaching standards and the school improvement plan. The continuous monitoring of teaching and learning will personalise the CPD programme and appraisal targets for all staff. The drive to improve teaching and learning outcomes will be the focus for all meetings and committees. By the end of the first year of operation, all of the teaching typically seen within Durham Gateway Academy to be judged effective or better. The support and monitoring strategies will include the following:

- Learning walks and observations
- Work scrutiny
- Curriculum area reviews
- Student voice
- Parent voice
- Commissioner feedback
- EDP and consultancy work
- Individual meetings with staff
- Continuous Professional Development
- Self-evaluation through school improvement planning

It is essential that if members of staff are experiencing difficulties in their teaching for whatever reason, a clear plan of training and support is put in place with measurable milestones and outcomes.

The Curriculum, Standards and Welfare Committee of the Governing Body will monitor and evaluate the quality of teaching and learning. The Governors will designate a governor as having responsibility for teaching and learning.

### **Aim 5 Stakeholder Satisfaction**

It is vital to establish positive and open relationships with the parents/carers of the students and the commissioners. Good relationships can only increase the chances of a student being more successful and ultimately being reintegrated back into their mainstream school or moving onto successful destinations.

At the point of referral and the initial needs assessment, parents will be an essential and integral part of the process. Review points will be built in, normally at 6 and 12 week intervals and parents will be invited to attend. At those reviews, the student profile information is shared with parents and targets are reviewed and amended if necessary.

It is important that parents/carers know that they have a named person within Durham Gateway Academy who they can contact to ask questions, raise concerns or make aware of information.

## **D2 – measuring pupil performance effectively and setting challenging targets**

At the end of a pathway Durham Gateway Academy will conduct an exit questionnaire with the student, parents/carers and the commissioning school (where appropriate) to ascertain their satisfaction.

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

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

*Written feedback 2<sup>nd</sup> August 2016 – 4<sup>th</sup> bullet point*

*The delivery of subjects beyond English, Maths and some vocational options. In your application you suggested that the school would be reliant on other providers to deliver these subjects, but did not provide any evidence of formal agreements or partnerships. It was also unclear what the cost of commissioning these courses would be.*

A formal agreement with Bishop Auckland College will deliver the vocational courses and additional GCSEs to meet the learners needs at Durham Gateway Academy. This staffing would be bought in from the permanent staff at the College. Further details in D3. Details of the cost of commissioning these courses are in the financial section G.

The make-up of the staff, both teaching and support is gradual over the four years and is shown on the table below:

<b>Staff/Year</b>	<b>Sept 2018</b>	<b>Sept 2019</b>	<b>Sept 2020</b>	<b>Sept 2021</b>
Students FTE+s	30	60	90	120
Leadership Team				
Headteacher	1.0	1.0	1.0	1.0



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

Deputy Headteacher	1.0	1.0	1.0	1.0
Assistant Headteacher/SENCO			1.0	1.0
Teachers/Lecturers				
English	1.0	1.0	1.0	1.0
Maths	1.0	1.0	1.0	1.0
Vocational	1.0	1.0	1.0	1.0
Science		1.0	1.0	1.0
Teacher		1.0	1.0	1.0
Teacher		1.0	1.0	1.0
Teacher			1.0	1.0
Teacher			1.0	1.0
Teacher				1.0
Teacher				1.0
LSAs				
Senior LSA Y9	1.0	1.0	1.0	1.0
Senior LSA Y10	1.0	1.0	1.0	1.0
Senior LSA Y11	1.0	1.0	1.0	1.0
LSA	1.0	1.0	1.0	1.0
LSA		1.0	1.0	1.0
LSA		1.0	1.0	1.0
LSA		1.0	1.0	1.0
LSA			1.0	1.0
LSA			1.0	1.0
LSA			1.0	1.0
LSA			1.0	1.0
LSA			1.0	1.0

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

LSA				1.0
LSA				1.0
LSA				1.0
Weekend Activities Co-ordinator				0.5
Weekend Tutor				0.5
Support Staff				
Personal Assistant	1.0	1.0	1.0	1.0
Receptionist/Attendance	1.0	1.0	1.0	1.0
Educational Welfare Officer	0.5	0.5	0.5	0.5
Attendance Advisor				0.5
Premises				
Caretaker H&S Officer	1.0	1.0	1.0	1.0
Catering				
Cook	1.0	1.0	1.0	1.0
Assistant Cook			1.0	1.0
Kitchen Assistant				1.0



Two additional teachers with Teaching and Learning Responsibility (TLR) will be appointed in the first year to lead on the appropriate core GCSE programme i.e. English, Maths and Science.

The number of teachers will remain quite tight and compact even as the Academy grows to capacity at the start of Year 4. Group sizes will be small, each student will be attached to an LSA to enable the personalised approach required in order to make this provision successful and in doing so to help the students make rapid progress.

The Senior LSAs will play a key role, although not an exclusive role, in the referral, admission and transition arrangements for students.

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

The Senior LSA will be attached to each year group and have responsibility for 4 supporting LSAs. The timetable and deployment of LSAs will be the responsibility of the Deputy Headteacher and Assistant Headteacher/SENCO to meet the personalised needs of the students in that year group. The specialist teaching and support staff will be trained to develop a breadth of skills and services that students can access. These will include a counsellor, careers advisor, specialist therapies, behaviour management, and addictions advice and welfare services. Durham Gateway Academy will engage and commission specialist and professional support as appropriate to the needs of the student e.g. mental health provision and educational psychology services.

The Members of the Trust and the Governing Body will establish a governance and staffing model for the Academy that mirrors best practice as it develops. This will include the provision of a commissioned offer from Bishop Auckland College that includes vocational staffing, finance/payroll, HR, legal, property & facilities management and ICT support which will provide a cost effective model.

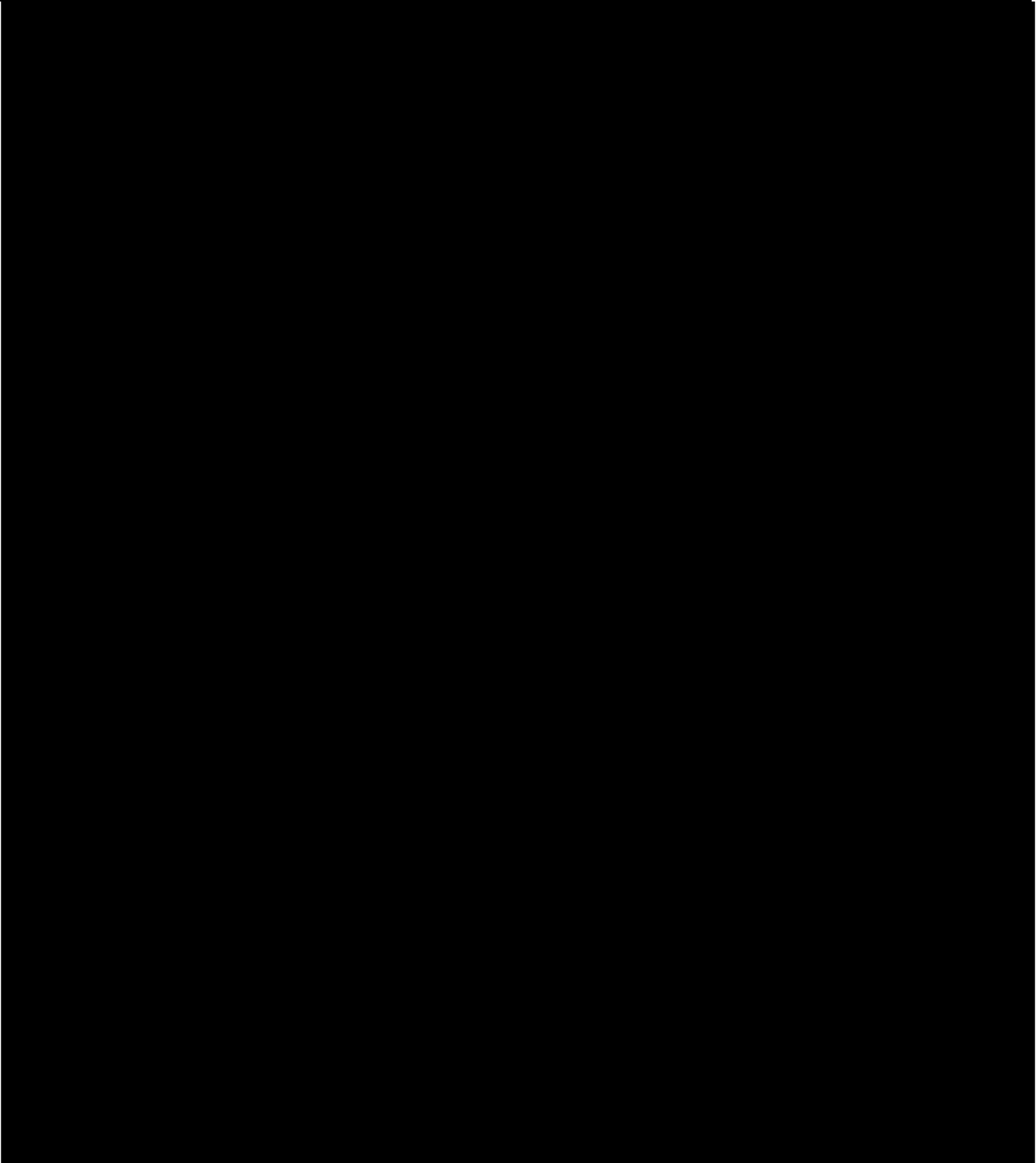
All staff will go through a rigorous induction on appointment so that they clearly understand the Academy's expectations. The Governors and the SLT will ensure that all systems and processes are put in place to both support the Academy's expectations but also to support the staff. Leadership will be distributed throughout the school so that everyone knows and understands their role in re-engaging the students and then driving forward student achievement.

Durham Gateway Academy CPD programme will be developed and delivered with Harmonize Academy (an outstanding AP Trust member). Further training opportunities will be enabled by our advisory partner The Bridge AP.

The Headteacher will lead and manage the work of the Senior Leadership Team (SLT), who in turn will lead and manage the staff for which they have line management responsibility.

The flow charts below demonstrate how all of the staff fit within a framework of accountability and line management. All staff who assume an appraiser role within the appraisal system will be appropriately trained in order to carry out that role. Due to the small size of the provision and of the staffing levels, all staff will take on additional responsibilities.

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



Durham Gateway Academy, through the SLT, will co-ordinate an overall appraisal and review system and ensure that all staff are well supported and challenged.

The Governing Body will set the Headteacher's Performance Management after consultation with a professionally trained external adviser (Education Development Partner) with experience in head teacher appraisal. Objectives for each teacher will be set at the start of each appraisal period. The objectives set for each teacher will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the teacher's role and level of experience. Objectives will be reviewed at a mid-point in the appraisal cycle.



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

**Resiliency Exercise**

The plan has been developed on the basis of recruitment taking place in line with phased growth from 30 students up to the maximum capacity of 120. A cautious approach has been taken to planning with income being assumed at 95% from year 4. There is strong support for the proposal from local school and local authorities. The current number of students who would benefit from alternative provision already exceeds the capacity of the school and there is not enough high quality provision available in the County. However, in the unlikely event that the recruitment targets are not met, a sensitivity analysis and resiliency exercise has been carried out to ensure the viability of the plan. The staffing model has been built on the premise that only core subject teachers will be directly employed by Durham Gateway; vocational teachers will remain in the employment of the College but will be 'bought in' at cost. If fewer students than planned are recruited, then vocational teacher time will be bought in the ratio required. In addition, if in the opening years' recruitment is lower than expected, the Assistant Headteacher will not be recruited until a point at which numbers increase to justify the appointment. Other costs which are driven by the number of students will clearly be lower if recruitment is low.

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The Durham Gateway Academy will welcome students of all faiths, world views and none. We will achieve this through a broad and balanced curriculum that prepares students for life in modern Britain. This will be achieved through a coherent approach to:

- SMSC and PSHCE
- Prevent
- British Values
- Safeguarding and Welfare

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

##### **SMSC and PSHCE**

Durham Gateway Academy recognises that the Spiritual, Moral, Social and Cultural (SMSC) aspect of students' education is crucial to their development as individuals. SMSC development plays a significant role in their ability to learn and achieve and allows them to take their rightful place in their community, as a local, national and global citizen. SMSC development is fundamental in preparing young people for society. At our Academy, students are helped to develop positive attitudes and beliefs through opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society and develop their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of the world in which they live and the interdependence of individuals, groups, nations and the environment
- Develop an understanding of their social and cultural traditions and appreciate the diversity and richness of other cultures.

At our academy, SMSC development permeates the life and work of the school. As an Academy, we are aware of our collective responsibilities towards spiritual, moral, social and cultural development. We ensure that:

- All staff are aware of their role in developing students' morals, interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life.
- We celebrate students' achievements and foster a sense of community, explore relevant SMSC issues and involve students as active participants at every opportunity. This is demonstrated through a wide range of celebration events.
- The rewards system encourages a culture of success and achievement for all. Students are also encouraged to contribute to the success of the school by developing their leadership roles as student councillors, form representatives, by contributing to extra-curricular activities and by completing the Duke of Edinburgh award scheme.
- Students have information about all extra-curricular and enrichment activities
- The PSHCE and tutorial programme provides opportunity for discussion and reflection on key themes.
- We build community and business links into the curriculum wherever possible
- We provide opportunities for all students to discuss issues and to take in responsibility within lessons, extra-curricular activities, trips, visits and enrichment days.

We promote spiritual development as part of a student's personal development through:

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

- Religious & Social Issues programmes throughout the curriculum
- Personal, Social, Health and Citizenship Education (PSHCE) learning opportunities
- Assemblies
- The ethos of the Academy - values, attitudes and expectations which encourage opportunities for students to develop their understanding of spiritual issues.
- All subjects of the curriculum heighten awareness of the spiritual dimensions in our lives. This is achieved through tasks and lesson content which questions students and enables them to work out their own position on issues, both moral and religious.

At Durham Gateway Academy, we will promote moral development through a range of activities and opportunities both within and outside the Academy such as:

- Working with teachers and support staff
- The PSHCE Programme
- Assemblies
- The rewards system
- Welfare and guidance
- Core curriculum including Religious Education
- Links with secondary schools, professional and business partners as well as charities and volunteers

Durham Gateway Academy systematically plans for social-development of students through a range of teaching and learning activities including:

- Academy organisation and management
- The development of social skills is monitored both formally in assessments, and informally, through pastoral interactions.
- Student grouping and opportunities for group work
- The Academy's code of conduct
- The student council
- Local, regional and residential trips (learning, recreational, adventure and social)
- Learning days and collapsed timetable days which provide opportunities for students to work outside friendship groups and with students from different years
- The PSHCE programme delivered through learning days
- An extensive range of Extra-Curricular activities which promote team work and cooperation
- Student leadership opportunities
- External speakers are used to expose the students to a balance of viewpoints and opinions.



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

The Academy will enhance the cultural development of students through:

- The formal curriculum. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible
- Extra-curricular activities
- Incorporating students' own home influences into discussions
- Creative and performing arts activities
- Cultural visits and experiences

Development of SMSC will take place across all curriculum areas, through activities that encourage students to recognise the spiritual, moral, social and cultural dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitudes and lifestyle.

As a school, we recognise the importance of the role that every member of staff plays in providing provision for SMSC. We ensure that:

- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families
- The school community will be a place where students can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school
- Effective communications are maintained between the school and parents to ensure students maximise their potential. Formal parental/carers contact is made during parents'/carers evenings, interim and full reports and options evenings. A significant amount of contact is made through telephone calls, emails and ad hoc meetings in the school with individual members of staff
- All curriculum areas have a contribution to make to students' spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

#### **Prevent**

Durham Gateway Academy is fully committed to safeguarding and promoting the welfare of all children and young people with whom we work. As a provider, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

Durham Gateway Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and/or harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.



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

The threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Durham Gateway Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Durham Gateway Academy seeks to protect students against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology.

The Academy will ensure all staff are aware of the Prevent Strategy and are able to protect students who are vulnerable or at risk of being radicalised by working alongside other professional bodies and agencies to ensure that individuals are safe from harm.

All staff working or volunteering with the Academy will have an understanding of what radicalisation and extremism are and why we need to be vigilant in a childcare setting. All parents will know that the Academy has policies in place to keep students safe from harm and that the Academy regularly reviews its systems to ensure they are appropriate and effective.

Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

Although serious incidents involving radicalisation in County Durham are rare, it is important for us to be vigilant and remain informed about the issues which affect risks to the provision. All staff are reminded to dispel belief that instances of radicalisation 'could not happen here'.

The school Leadership Team, Board of Governors and the Designated Safeguarding Lead will assess the level of risk within the Academy and put actions in place to reduce any identified risks.

Students will be regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

The Academy will ensure that staff have 'due regard to the need to prevent people from being drawn into terrorism'. They are aware of the threats, risks and vulnerabilities that are linked to radicalisation and they understand the signs that someone may be vulnerable to radicalisation.

Training may be undertaken via a briefing, e-learning or a face to face workshop to raise awareness of Prevent (WRAP) session. There will be a SPOC (single point of contact) appointed within the Senior Leadership Team of Durham Gateway Academy.

#### **British Values**

The Academy will promote the Department for Education's five-part definition of British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

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

At the Academy, students will encounter these principles throughout everyday school life.

##### **Democracy**

Student voice is significant in regards to life at the Academy. A student elected school council plays a strong role in our Academy. They are elected by their peers and are involved in making the Academy a better place to learn. Students have considerable input with regard to what and how they learn, which promotes student voice. Student questionnaires and interviews are also conducted throughout the year. We know that the formation of the school council and the active participation of our students will sow the seeds for a more sophisticated understanding of democracy in the future.

##### **The Rule of Law**

Our students will encounter rules and laws throughout their entire lives. We want our students to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to. This understanding of the importance of rules will be consistently reinforced through our curriculum and Academy procedures. The involvement of our students in the creation of the rules helps them to understand the reasons behind the rules and the consequences if they are broken. We will allow opportunity to debate and discuss the reasons for the laws so that students can recognise the importance of these for their own protection. Throughout the year, we will welcome visits from members of the wider community including police, war veterans, the fire service and many more. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our students.

##### **Individual Liberty**

We will invest a great deal of time in creating a positive culture in our Academy so that students are in a safe environment where choices and freedoms are encouraged. In lessons learning tasks will often be left for the student to develop. We will offer a range of clubs, activities and enrichment opportunities from which students will have the freedom to choose, based on their interests and needs. Through our E-Safety, one to one time and tutor time we will educate students on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. At the Academy, we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the students embark upon their adult lives.

##### **Mutual Respect**

Mutual respect is at the core of Academy life. Students learn to treat each other and staff with great respect. Our Academy motto is “Possibility, Potential, Promise” and this is seen throughout the various relationships between students and staff.

##### **Tolerance of those of different faiths and beliefs**

At the Academy, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. At the Academy, we strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of daily Academy life, we strive to demonstrate tolerance and help students to become knowledgeable and understanding citizens who can build a better Britain for the future.



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

##### **Safeguarding and Welfare**

Durham Gateway Academy will endeavour at all times to provide a happy and stimulating environment where staff, students, parents, carers and professional partners will feel welcome and want to be part of the school day. It is an Academy where all adults will be vigilant in ensuring that concerns are identified and appropriately communicated, specifically concerning physical and emotional abuse, neglect, and sexual abuse.

All children and young people are in need of, and have a right to, protection from all harmful influences whether these are illness, disease, accidental injury, or direct abuse. The responsibility to protect children lies first and foremost with their parent/carer but the whole community also has a role to play.

The staff in our Academy are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

Students achieve their maximum potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.

Our Academy is committed to promoting the welfare of all students by working in partnership with parents/carers, with the Local Authority (LA) and with all relevant agencies and partners in child protection, in accordance with locally agreed procedures and practices.

Safeguarding and promoting the welfare of children is the responsibility of everyone working in the Academy. The Education Act 2002, section 175, places a duty on the Head Teacher and Governing Body to 'ensure their functions are carried out with a view to safeguarding and promoting the welfare of children'. This is re-enforced in 'Safeguarding and Safer Recruitment in Education' (2007).

Safeguarding encompasses the range of policies and measures schools have in place for all children. It includes elements that are designed to protect children from harm as well as preventative measures. In our Academy it includes the following.

A Caring Ethos - There are people to talk to: teachers, tutors, LSAs, ancillary staff, counsellors and therapy staff.

Curriculum – The Academy will provide specific learning opportunities in the curriculum which will help children to safeguard themselves and each other from abuse, and from becoming abusers themselves.

Bullying - The anti-bullying policy which will be adopted by the Academy will make a clear connection between child protection and bullying behaviour.

An Enrichment Curriculum - Clubs, activities, enrichment and visits.

Academy Visitors – These will include Community Police, Safety Carousels (Fire Brigade); Domestic Abuse Workers, Sexual Health Advisors

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

Academy Support Staff – These will include the School Nurse, Education Welfare Officer, Counsellor, One Point Advisors, Parent Support Advisors, and Educational Psychologist.

Health and Safety - Premises, equipment and grounds provide a safe environment for students.

We will seek to do this by giving students opportunities to:

- gain an understanding of human relationships and development through the life cycle
- help promote good parenting through teaching about child development and childcare
- build up self-esteem by experiencing a positive learning environment where they are encouraged and offered opportunities to succeed
- learn to solve problems and deal with a range of challenging situations
- develop in a supportive environment where everyone is valued and respected
- express emotions and feelings, and deal with the emotions and feelings of others with respect.
- understand the dangers, as well as the opportunities, presented by new technology

In support of the ethos of the Academy, the staff and governors are committed to the following principles: -

- The welfare and well-being of the child is of paramount importance.
- Our policy will work on the premise that abuse takes place in all communities and that schools are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
- We respect and value each student as an individual
- We encourage an environment where students feel free to talk, knowing that they will be listened to.
- The protection of children from abuse is a whole Academy issue, and the responsibility therefore of the entire Academy community.
- Our policy should be accessible in terms of clarity and availability. As a result, the definition of child abuse, the key signs and symptoms are known and understood by all, and procedures are known and understood by all.
- Our policy will be developed in consultation with our relevant partners in Child Protection.
- We will use the curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- The Academy runs in an open, transparent way and areas of secrecy are discouraged.



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

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

- use the table below to complete; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

*Written feedback 2<sup>nd</sup> August 2016 – 5<sup>th</sup> bullet point*

*Your application also did not explain how your plans to cater for children with behavioural issues alongside pupils with long-term illnesses and severely bullied children could be managed effectively. Any future application would need to set out clearly what the rationale for this approach is and how it will work in practice.*

This application explains how we plan to cater for the needs of students with behavioural issues and those excluded from mainstream. Our academy will not be offering provision for long term illnesses and severely bullied children.

The needs of all students will be carefully considered through the comprehensive referral and admissions process which will draw on the professional input from commissioning schools, professional agencies as well as information from the student and parents/carers. All students will have experienced an induction programme as detailed in D1.

Prior attainment and achievement data, as well as base line assessment, will be used to devise and develop the individualised programmes on each pathway. This will be supported by frequent and routine assessment opportunities that will measure progress against targets and engage parents, carers and the commissioning school.

Where students have SEND, the Durham Gateway Academy will ensure that the necessary provision is made for any student in this category and that those needs are made known to all who are likely to work with them. The Academy will ensure that staff are able to identify and provide for those students in order that they can join in the activities of the Academy with students who do not have SEND, so far as is reasonably practical.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or

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

- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

To support SEND students, the Academy will aim:

- To ensure that provision for students with SEND is a matter for the Academy as a whole
- To have early identification of students with SEND
- To ensure that all staff know which students have SEND
- To provide students with access to areas of the National Curriculum and vocational subjects where it is reasonably practicable
- To provide alternative and personalized paths to learning
- To provide appropriate support and resources
- To enable students to progress at their own rate.
- To encourage parental involvement in every aspect of the student's development
- To enable individual students to participate fully in the decision-making processes involved

Referral and admission arrangements for students with SEND (but without a Statement of SEND or an Educational, Health and Care Plan (EHCP)) do not differ from those for other students. However, in the case of a student in possession of a Statement or an EHCP, the placement recommendations of the last Annual Review will be taken into account.

In accordance with the Equality Act 2010, no student will be refused admission solely on account of a recognised disability, although advice will be given to parents if the existing physical conditions of the school are unsuited to their child's particular needs at the time of application where reasonable adjustments are not practicable.

Provision for students with SEND is a matter for the Academy as a whole. In addition to the governing body, the Academy's head teacher, SENCO and learning support team, all other members of staff have important responsibilities. All teachers are teachers of students with SEND and will ensure that the quality of teaching reflects the needs of all students in their care.

Teaching students with SEND is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide



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

range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with SEND, there may be a need to provide an enhanced level of provision that supports their learning and progression. This will be carried out in line with the new code of practice, 2014, using the system of Assess, Plan, Do and Review.

As an Academy, we will adopt a graduated response to meeting SEND that requires the initial use of classroom and Academy resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having SEND, the Academy will intervene as described below. Interventions required will be identified using Assess (the student's needs), Plan (interventions for the student to address the needs), Do (carry out the interventions) and Review (evaluate the effectiveness of the interventions). This will be carried out in conjunction with the student and parents/carers.

Where a student shows complex difficulties that affect their Education, Health or Social well-being the Academy will support the commissioning school in a request for a Statutory Educational, Health and Care Plan (EHCP) Assessment to be initiated.

All SEND students will receive intervention of varying degrees dependent on their need. Interventions will be made available to teachers using the following:

- SEN Note - The details of a students' SEND concerns will be placed on the School Information Management system (SIMs) that teachers can refer to regarding any difficulties students have.
- SEN Support Plan - this is a more detailed and explains the exact provision that students should receive in and out of the classroom. This will be made available to staff again through the School Information Management system (SIMs) and will be completed in conjunction with students and parents/carers.
- Education, Health and Care Plan (EHCP) - a very detailed assessment of needs that replaces the old Statement of Educational Needs. All students with an EHCP will also have a SEN Support Plan that will be available to teachers on the School Information Management system (SIMs).

When a student is identified as having SEN, the Academy will provide interventions that are additional to or different from those provided as part of the Academy's usual differentiated curriculum.

It can mean that a student has the involvement of external services such as special needs advisory teachers, Educational Psychologists, Speech and Language therapists etc. It may also mean the Academy wishes to put in place some 'in house' intervention for students.

For a few students, the help given by schools through *an SEN Support Plan* may not be sufficient to enable the student to make adequate progress. In consultation with parents and any external agencies already involved, the SENCO will consider supporting the commissioning school to ask the LA to initiate a statutory assessment. In addition, the commissioning school, with support from the Academy, must demonstrate through a 'Costed Provision Map' the full cost of what is already provided.

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

Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and the commissioning school with support from the Academy, will provide written evidence to the Local Authority in accordance with Local Authority documentation. This will be completed in conjunction with the student and parent/carer by the commissioning school's SENCO. When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

The SENCO, student support staff, tutors and the student's subject teachers will decide on the action needed to help the student to progress. Interventions may include any of the following:

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to undertake staff development and training aimed at introducing more effective strategies
- access to LA support services
- Use provision map or group learning plans
- Read, Write, Ink
- Lexia
- Handwriting programmes
- Registration periods for 1:1 support
- Modified, adapted resources, including test papers
- Literacy/Numeracy challenge sessions
- Access arrangements for exams
- Learning Support bases at breaks and lunchtimes
- Speech and language intervention
- Support from external agencies for students and staff
- Social use of language programme
- Mentoring
- In-class support

All statements and EHC plans will be reviewed termly (more frequently dependent on the pathway) with the parents, the student, the LA, the commissioning school and the Academy to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the statement or EHCP. Reviews will focus on:

- the long term aspirations of the student
- the long term outcomes that will be needed to aspire to their aspirations
- the short term outcomes that need to be put in place in order that the longer term outcome can also be achieved

Strategies employed to enable the student to progress will be recorded within their 'Personalised Learning Profile' or SEN Support Plan. These documents will replace an Individual Educational Plan (IEP) and will include information about:

- the short-term targets set for or by the student
- the Quality First Teaching strategies to be used



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

- the provision to be put in place
- the role of learning support staff
- Recommendations from external agencies
- Health, Emotional and Care guidance and support information

The Assistant Head/SENCO, in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the Academy to raise the achievement of students with SEND. The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the Academy's SEND policy
- liaising with and advising fellow teachers/induction of new staff
- managing the Learning Support team
- coordinating provision for students with SEND
- overseeing the records on all students with SEND
- liaising with parents/carers of students with SEND
- contributing to the in-service training of staff
- liaising with commissioners and parents
- liaising with external agencies including the LA's support and educational psychology services, One Point, health and social services and voluntary bodies.

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The Academy recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parents/carers of students with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Parents/carers will always be fully involved and consulted and will be encouraged to participate in their child's education when any specialist measures are requested. Parents/carers also have a responsibility to communicate effectively with professionals, communicating regularly with school and alerting them to any concerns. Parents of students with SEND may contact the SENCO directly or contact may come via the student's personal LSA or, in some cases the Head teacher. The review for a student with a Statement or EHCP is normally attended by one of the parents/carers and their views are always sought prior to the review.

The Academy also has access to Parent Support Advisers who work closely with the SENCO, Senior LSA's, parents and outside agencies.

Parents/carers are encouraged to offer their views on Special Educational Needs provision during the year at SEND Review Meetings, Parent Consultation Days or directly to the SENCO.

SEND provision will be held to account by the Curriculum, Performance and Welfare Committee of the governing body. A Governor will have responsibility for SEND.

The Durham Gateway Academy has access to a comprehensive set of tried and tested policies and procedures to ensure equality of access and increased opportunities for

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

young people. These policies have been agreed by the Local Authority, College and DfE and will be made available and adapted for use by the Academy. They include:

- SEND
- Attendance
- Anti-Bullying
- Safeguarding

The Academy will engage with a range of approved alternative providers both directly and through the Behaviour Partnership Panels. A range of work and community experiences will be engaged by the Academy to meet the needs of the individualised learning programmes. All outside agencies and external providers will be checked and monitored by a dedicated LSA for safeguarding and health and safety procedures.

## Section E – evidence of need

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

- use the space provided below; and
- include evidence as annexes;
- refer to the [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**

The majority of students being referred to Durham Gateway Academy will be at risk of exclusion due to the nature of their challenging behaviour and disengagement from their existing educational provision. Durham Gateway Academy will offer an open door policy as far as is practicable to all partner organisations involved with the students and to parents and carers to ensure all the students' needs are met.

Evidence from 'They Never Give Up On You' (2012) suggests that best practice with regard to the prevention of and alternatives to exclusion, the development of the school workforce, the use of alternatives to exclusion and managed moves, can be instrumental in preventing exclusions.

The consequences of being permanently excluded from school can be significant. Many children and young people who are excluded, especially where the exclusion is made permanent, do not re-engage with formal education before they reach school leaving age. This usually means they leave at a disadvantage compared with their peers and their lack of qualifications can severely limit future life chances in comparison with the population as a whole. Bishop Auckland College has a strong track record for post 16 progression routes in vocational qualifications, apprenticeships and level 3 provision. The College has a long history of working with NEETs, delivering employment programmes, disengaged learners and lifelong learning. The role of the College and its partners is well placed to support our students when they leave Durham Gateway Academy.

When their circumstances were examined, forty per cent of 16-18 year olds who are not in education, employment or training (NEETs) had previously been permanently excluded from school. Over half of young offenders in custody have been excluded from school. Indeed, in a recent report by HM Inspectorate of Prisons on Resettlement Provision for 15-18 year olds in custody, 86% of those interviewed said they had been excluded from school at some point. (Always Someone Else's Problem, Office of the Children's Commissioner Report on Illegal Exclusions, 2013).

In addition, there are a number of compelling factors that evidence the need for our proposed new Alternative Provision Free School. These can be summarised as follows:

- a) Existing provision for excluded KS 3 and 4 students and 'at risk' students is at capacity within the Local Authority
- b) A lack of KS4 alternative provision
- c) The number of students referred to the Behaviour Partnership Panels is increasing



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

- d) The achievements of young people passing through the panels are not as high as might be expected and consequently, the destinations and life chances of young people post 16 could be improved
- e) The demand from schools who will commission places

(a) In 2013/2014 there were 2530 fixed term exclusions in County Durham, 3.61% of the school population compared to the national average of 3.50% and 80 permanent exclusions, 0.12% of the school population compared to the national average of 0.06% (Department for Education, Local Authority Tables, July 2015).

County Durham Local Authority has closed the alternative key stage 4 provision (The Green School). Schools will have to rely on commissioning places from a select group of existing alternative providers. The few quality AP providers are geographically widespread and oversubscribed. Currently there are high transport costs associated with AP providers e.g. taxi costs to AP providers are approximately £3000 per annum. Durham Gateway Academy will charge £8000 top up fee which will include a figure for transport. A new AP provider in SW Durham would reduce this significant financial burden for a large number of schools.

By establishing the Durham Gateway Academy, we will be taking responsibility for developing a high quality, coherent and better managed solution to the needs of all our students, building on what currently exists, extending capacity and raising quality. We will at all times work with The Woodlands (local authority PRU) in order to ensure our provision compliments their offer, allowing them to concentrate on certain key aspects of their work with permanently excluded students.

(b) It is proving, at best, very difficult and frequently impossible to provide significant numbers of our students with high quality alternative learning provision adequate for their needs. Durham Gateway Academy will enable the provision of efficiently managed, high quality fulltime education for all our students who will benefit from our proposed curriculum approach.

(c) Schools have referred many students at risk of permanent exclusion to the Behaviour Partnership Panel. In each case the referring school acknowledges that the needs of the students in Years 9 – 11 could be better served by a specialist or alternative education provider. However, with the current system already at capacity and a lack of suitable high quality alternative provision available, significant numbers of students are either left stranded in a school that is unable to meet their specific needs or receive an inadequate level of alternative provision. In the worst cases young people simply absent themselves from the system completely.

The schools within County Durham work collaboratively through the Behaviour Partnership Panels (North, Central, East and West) to manage referrals amongst members and to existing KS3 and KS4 alternative provision. This collaboration ensures that referrals are managed effectively, that admissions arrangements are fair, objective and transparent, that students are robustly assessed on entering new provision and that an effective system is in place to track the progress of individual students.



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

The panels have a policy of zero exclusion which is achieved by promoting inclusion via early intervention programmes that utilise work and activity related learning and engaging the support of an informal educational, vocational and enterprise network. The formation of Durham Gateway Academy Trust and Durham Gateway Academy will bring added rigour and a new and exciting dimension to both this process and the scale of opportunity available to students. Crucially, it will also enable the Trust and its members to assume full responsibility for the provision of an excellent learning offer for all young people.

The proposals sit comfortably with the following recommendations made by the Taylor review of alternative provision:

- That schools rather than LAs should be responsible for commissioning AP and PRU services.
- That over the mid-term LAs should work with schools to begin to devolve the funding they currently use for this purpose to schools.
- That headteachers or senior managers from schools should sit on the management committees of their local PRU/AP School.

Being established within the framework of the Durham Behaviour Partnership Panels, Durham Gateway Academy will enjoy strong links with all the mainstream schools within the immediate and neighbouring areas and members will build on their existing, considerable experience of managing referrals within the area and from the neighbouring local authority of Darlington.

(d) RAISE on-line confirms that the educational achievements of young people at KS4 accessing current alternative provision locally is significantly below what is expected. In the last two years the educational achievements of the 43 KS4 students from partnership schools who have been referred to alternative provision has been very low.

We are very conscious that students leaving our schools with no or low levels of qualifications are at risk of becoming NEET.


(e) Schools in County Durham have expressed strong interest in commissioning places at Durham Gateway Academy. Durham Local Authority have indicated that they will commission 30 places in year 3. There is agreement amongst schools and Local Authorities that there is a significant gap in the availability of the Alternative Provision places for our vulnerable and challenging students at risk of permanent exclusion.

The table below lists the schools that have committed to commissioning places, their letters are included. There is an oversubscription issue for year 1. It will be a key task for the governors in the pre-opening period to establish clear criteria which is sustainable for the Academy.

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

<b>Schools in support of Durham Gateway Academy</b>	<b>Letter of Support</b>	<b>No. of places commissioned in year 1</b>	<b>No. of places commissioned in year 2</b>
Durham LA (30 places in Y3)	X		
SW Durham Inclusion Panel (15 places each year)	X		
Whitworth Park School & Sixth Form College	X	4	6
King James Academy	X	TBC	TBC
Parkside Academy	X	10	10
Woodham Academy	X	4	2
Bishop Barrington	X	4	4
Greenfield Community College	X	3	3
Teesdale School	X	3	6
Durham Johnston	X	TBC	TBC
The Durham Federation	X	4	6
Dene Community School	X	5	5
Sedgefield	X	3	3
<b>Total places commissioned</b>		<b>40</b>	<b>45</b>
<b>Total places available</b>		<b>30</b>	<b>60</b>

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





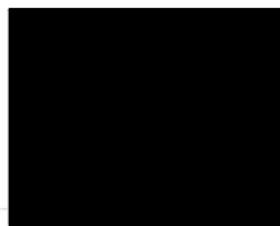


Thank you for supporting the development of the Gateway Academy; a much needed facility to support the education and training of young people within the local area.

The ambition to support the creation of a Free School that can provide practical alternative provision for vulnerable young people is something we support.

Whilst we cannot specify the number of young people we would wish to refer, we would wish to work with others to make this a success and would be keen to consider the referral of young people who would benefit from the extensive facilities and high quality teaching and support on offer.

Yours sincerely

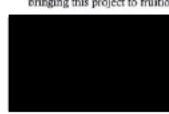







**Confirmation of support for the Durham Gateway Academy application**

I confirm that Woodham Academy supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if the application is successful.

There is an urgent need for high quality alternative provision in South West County Durham. I therefore fully support this application and anticipate making 4 referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic year following the school's opening and 2 referrals in the second year.

Woodham Academy is happy to offer any practical support that may be helpful in bringing this project to fruition.


**Parkside Academy**  
An Outstanding School  
Headteacher: Mrs L. Davies

Hall Lane, Willington, Crook,  
Co. Durham, DL15 0QF  
Tel: 01388 746 396  
Fax: 01388 746 782  
Email: [admin@parkside.org.uk](mailto:admin@parkside.org.uk)  
[www.parkside.org.uk](http://www.parkside.org.uk)



**Confirmation of support for the Durham Gateway Academy**

I confirm that Parkside Academy supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if they are successful in their application.

I fully support this application and anticipate making 10 referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic year following the school's opening and 10 referrals in the second year.




Registered office - Hall Lane, Willington, Crook, Co. Durham, DL15 0QF  
Company number 07928558 - Company Limited by guarantee, registered in England and Wales



**Bishop Barrington School**  
SPORTS WITH MATHEMATICS COLLEGE

26<sup>th</sup> January 2016




**Confirmation of support for the Durham Gateway Academy**

I confirm that Bishop Barrington School supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if they are successful in their application.

I fully support this application and anticipate making 4 referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic Year following the school's opening and 4 referrals in the second year.






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



**GREENFIELD COMMUNITY COLLEGE**  
A Specialist Arts & Science School



**Teesdale School**  
& Sixth Form Centre

Inspiration  
Collaboration  
Celebration

Our Ref: DPR/sm

2<sup>nd</sup> February 2016

2<sup>nd</sup> February 2016



**Confirmation of support for the Durham Gateway Academy**

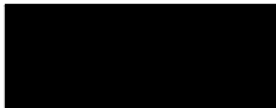
**Confirmation of support for the Durham Gateway Academy**

I confirm that Greenfield Community College supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if they are successful in their application.

I confirm that Teesdale School supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if they are successful in their application.

I fully support this application and anticipate making three referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic year following the school's opening and three referrals in the second year.

I fully support this application and anticipate making two or three referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic year following the school's opening and six referrals in the second year.



**Durham Johnston**

Cragside Moor, Durham DH1 4BZ  
Tel: (0191) 384 3897 Fax: (0191) 375 3000  
Email: school@durhamjohnston.org.uk  
Web: www.durhamjohnston.org.uk  
Registered Charity No. 249108



1 February 2016

3<sup>rd</sup> February 2016



**Confirmation of support for the Durham Gateway Academy**

**Confirmation of support for the Durham Gateway Academy**

I confirm that Durham Johnston Comprehensive School supports the Durham Gateway Academy (DGA) application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if they are successful in their application.

I confirm that The Durham Federation (Fyndoune Community College and Durham Community Business College) support the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham, which will open in September 2017 if they are successful in their application.

I fully support this application. It is likely that we will make referrals to DGA, although numbers will depend upon the need within individual year groups. I can confirm that this is a much needed resource in the IA, and for certain students at my school, this is a certainly a resource that would be under full consideration.

I fully support this application and anticipate making approximately 4 referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic year following the school's opening and approximately 6 referrals in the second year.

Yours sincerely

Yours sincerely





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



**Dene Community School**  
Headteacher: Mr K Simpson

Manor Way  
Peterlee  
County Durham  
SR8 5RL  
Tel: +44 (0) 191 534 6000  
Fax: +44 (0) 191 518 0119  
Twitter: @DeneCS1

Our ref: DD/PW  
Date: 2<sup>nd</sup> February 2016



**Sedgefield Community College**



**Confirmation of support for the Durham Gateway Academy**

I confirm that Dene Community School supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if they are successful in their application.

I fully support application and anticipate making 5 referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic year following the school's opening and 5 referrals in the second year.



**Confirmation of support for the Durham Gateway Academy**

I confirm that Sedgefield Community College supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if they are successful in their application.

I fully support this application and anticipate making 2/3 referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic year following the school's opening and 2/3 referrals in the second year.



[www.dene.durham.sch.uk](http://www.dene.durham.sch.uk)

Address: Hartburn Road, Sedgefield, County Durham, TS21 3ED  
Tel: 01749 025000 Fax: 01749 022911 [www.sedgefieldcommunitycollege.co.uk](http://www.sedgefieldcommunitycollege.co.uk)



Whitworth Lane  
Spennington  
County Durham  
DH11 1JH  
T: 01388 034880  
F: 01388 034880  
[www.whitworthpark.org.uk](http://www.whitworthpark.org.uk)



25 February 2016

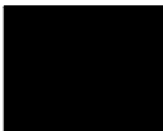


**Confirmation of Support for the Durham Gateway Academy**

I confirm that Durham County Council fully supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy will be an Alternative Provision Free School based in the South West area of County Durham which will offer provision for young people at risk of exclusion from schools across the County from September 2017 if the application is successful.

The Local Authority recognises there is an urgent need for provision which will meet the needs of pupils at risk of permanent exclusion from secondary schools so these pupils can be supported to obtain qualifications which will lead them into full employment, further education or training on completion of their statutory education.

Should this provision prove successful in the first two years of opening the Local Authority would be prepared to commission up to 30 places to support young people within County Durham schools.



**Confirmation of support for the Durham Gateway Academy**

I confirm that Whitworth Park School and Sixth Form College supports the Durham Gateway Academy application. I understand that the Durham Gateway Academy is an Alternative Provision Free School in South West Durham which will open in September 2017 if they are successful in their application.

I fully support this application and anticipate making 4 referrals of full time equivalent (FTE) places to the Durham Gateway Academy over the first academic year following the school's opening and 6 referrals in the second year.



Children and Adults Services  
Durham County Council, County Hall, Durham DH1 5UJ  
Main Telephone 03000 280 000

[www.durham.gov.uk](http://www.durham.gov.uk)



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

### Ferryhill Business & Enterprise College

Marrington Road, Ferryhill, Co. Durham, DL17 8RW

Telephone: (01748) 551554

Fax: (01748) 554808

e-mail: ferryhill@durhambusiness.ac.uk web: www.fbacc.co.uk



Our Ref: TPI/Sr

24<sup>th</sup> February 2016

To Whom It May Concern

The location, curriculum facilities and the overall ethos of the school, is exactly what is needed in South West Durham. We would therefore be looking to commission 15 places for the schools within this panel. We would also seek a variety of provision including both full and part time.

Please do not hesitate to contact me if you require any further information.



An information leaflet and letters were emailed to all schools in Durham and Darlington (see annexes 2 and 3) A presentation regarding the proposal to open a free school was given to Durham Headteachers and [REDACTED].

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



## E2 – clear plans to manage referrals

Schools and Academies in County Durham and Darlington are welcoming the prospect of Durham Gateway Academy. They will commission provision from the Durham Gateway Academy in order to meet their responsibilities to arrange full time education for students' subject to a fixed term exclusion or to exercise their powers to direct students off site for their education.

The Durham Gateway Academy will work with existing referral and admissions procedures which are well grounded and robust. These procedures are detailed below and will be replicated for referrals outside of the home local authority (i.e. Durham). Durham Secondary Schools including Academies and the Local Authority have agreed protocols to support students at risk of exclusion. This reflects in our shared commitment to promote education and social inclusion and to minimise the use of exclusion (fixed term and permanent) by focusing efforts on early intervention and support for young people experiencing difficulties.

Being established within the framework of The Durham Behaviour Partnership Panels, Durham Gateway Academy will enjoy strong links with all the mainstream schools within the immediate and neighbouring areas. Members will build on their existing,

## **E2 – clear plans to manage referrals**

considerable experience of managing referrals within the area and from the neighbouring local authority of Darlington.

Four Behaviour Partnership Panels (North, Central, East and West) have been established in County Durham as part of a Behaviour Partnership Agreement. There is a single Behaviour Partnership Panel which operates in Darlington.

The Panels support schools within the geographical areas of County Durham and Darlington to consider referrals for young people, where despite best endeavours of the school, challenging levels of behaviour continue and students are at risk of permanent exclusion.

The Panels also consider placements for children who move into County Durham and Darlington from other LA's where they have been placed on an alternative provision to mainstream school and students currently attending The Woodlands (formerly Broom Cottages PRU) where a reintegration back into a mainstream school has been identified.

The Panels will endeavour to determine an appropriate way forward to best meet the needs of the young person.

The process of pupil referral and exclusion across schools working with The Durham Gateway Academy will be managed by Durham Gateway Academy Admissions Panel.

See tables below.

It will be for the admissions panel to select the most appropriate placement (pathway 1 to 4) for a referral. Durham Gateway Academy and the school will subsequently be responsible for arranging regular and systematic reporting on the student's academic and behavioural progress. The objective of this approach is to improve the experience of students who are at risk of exclusion, so that a greater number benefit from early intervention and, where exclusion is deemed to be necessary, the impact of effective alternative provision enables a greater proportion to be able to take the next step towards being responsible and successful members of society. This will be reflected in higher educational attainment or successful re-integration into mainstream learning or training.

The needs of the young people referred to The Durham Gateway Academy Admissions Panel will be assessed in a variety of ways.

Firstly, the original commissioning school will have completed the extensive referral form. This referral will have been discussed with the young person and their family. This referral contains academic, behaviour, SEN, attendance and other data as well as highlighting already established multi-agency involvement. This form will also alert Durham Gateway Academy to any child protection concerns.

Secondly, this form will inform the discussions of Durham Gateway Academy Admissions Panel with the commissioning school about the most appropriate pathway of support.

Following the Behaviour Partnership Panel's initial decision regarding referral to Durham Gateway Academy, Academy staff will arrange a meeting with the student and their parents, either at The Academy or at the student's home as appropriate to discuss



## **E2 – clear plans to manage referrals**

the referral. Discussion at this initial meeting will lead to the chosen pathway being further individualised.

Any school who has commissioned places directly with Durham Gateway Academy will complete the admission referral form to be discussed at the Academy admissions panel.

Admissions to Durham Gateway Academy will be by completion of this referral process and the Durham Gateway Admissions Proforma and subject to agreement by the Admissions Panel.

All admissions will be supported by an induction and transition programme. This will be of particular importance for full time enrolments. Assessment on entry and information sharing is detailed in section D1.

The majority of admissions in the first two years of operation will be for provision commissioned by the schools in Durham and Darlington. Such provision may be part or full time and for short, medium or long term periods. The Durham Gateway Academy will consider all referrals, regardless of gender, race, religion, sexual orientation, disability and ability, for young people who meet one or more of the following criteria:

- Not currently in education
- On a mainstream school/academy roll, but subject to a fixed term exclusion that is longer than 6 days
- Schools/academies referral to help improve their behaviour and learning on a short term full or part time basis
- Hard to Place students
- Demonstrating social, emotional and educational needs which are appropriate to be suitably provided for by Durham Gateway Academy.

Behaviour Partnership Panels/schools and academies will make referrals using the Fair Access referral process below:

- Referrals can be made on a rolling needs basis during each academic year.
- Referrals will be acknowledged within 2 working days of receipt
- A meeting arranged with the student, parent/carer, Durham Gateway Academy staff and school/professional staff as appropriate, within 7 working days of receipt of referral.
- Admission Panel to receive referral report and admissions proforma, with recommendations, within 15 working days

### **Oversubscription of Places**

The current demand for referrals to Durham Gateway Academy is above the planned places in the first year. These potential referrals are mainly commissions from South West Durham schools (see supporting letters) and do not include the 30 places to be commissioned by the Durham LA in year 3. These figures will also be boosted by neighbouring Darlington who have expressed a strong interest in accessing the vocational offer at Durham Gateway Academy. It will therefore be necessary to introduce oversubscription criteria and a system for allocating a set number of places to schools, referring panels and the LA. These protocols will be established by the Governing Body in consultation with commissioning partners i.e. schools, panels and

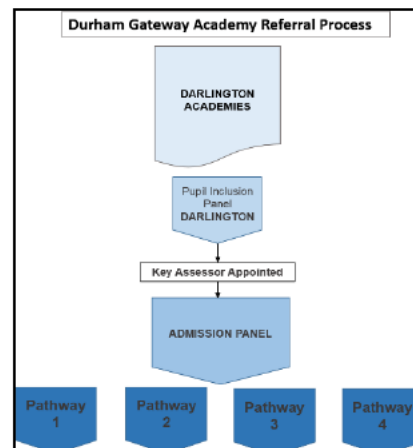
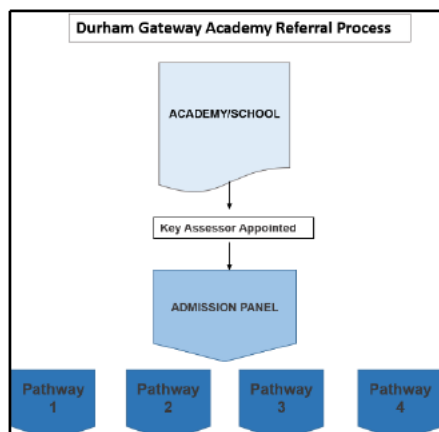
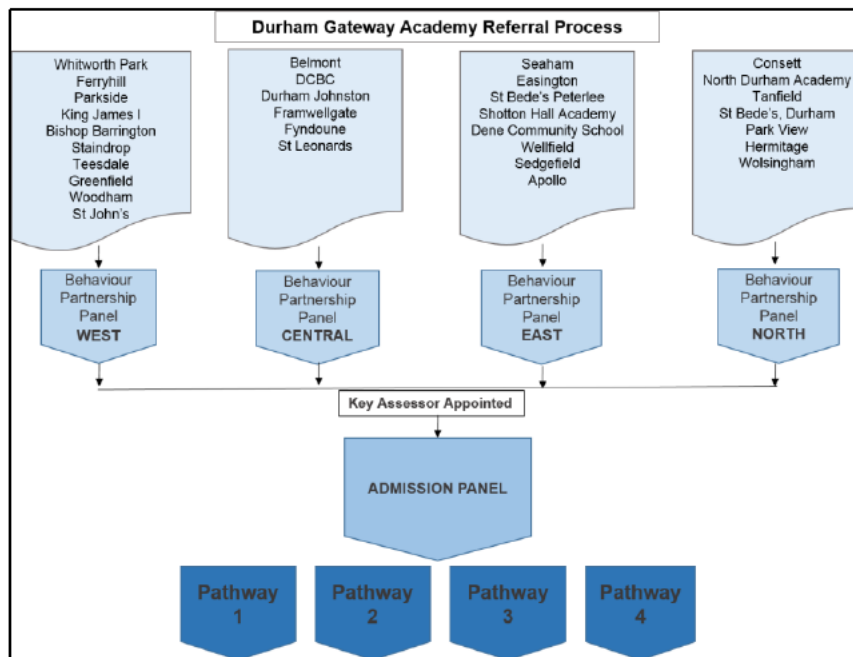


## E2 – clear plans to manage referrals

the Local Authorities in readiness for publishing and submitting to the DfE in January 2017.

Basic information will include contact details, name and address of student, date of birth and UPN, details on whether the student is a Looked After Child (LAC), on the at risk register, has a statement of SEN/EHCP, Common Assessment Framework, details of any other agencies involved, information on medication, level of referral requested (see above) and details of the referral/commission including a summary of the students' situation. The following information will also be included:

- Risk Assessment
- Details on strategies/interventions previously used
- Area of need to be addressed
- Attendance Record
- Record of exclusions listing frequency, number of days and reasons
- Academic record
- Latest Individual Education Plan and Personal Learning Plan etc.
- Other agency involvement
- Any other information deemed relevant to share



## Section F – capacity and capability

### F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the [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)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]











Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
			<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	
[Redacted]	[Redacted]	[Redacted]	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
[Redacted]	[Redacted]	[Redacted]	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

[Add lines as appropriate]



**F1 (a) Skills and experience of your team**

*Written feedback 2<sup>nd</sup> August 2016 – 1<sup>st</sup> bullet point*

*A lack of expertise in AP leadership and delivery within the core group. Also, in your application you did not set out how you would ensure there was sufficient expertise at governance level to scrutinise the performance of the AP free school. Although you have secured the support of The Bridge AP school in London, it was not clear whether a formal partnership is in place, or what level of support the school is likely to be able to provide, not least because it is located a significant distance away.*

Bishop Auckland College is already an approved provider of AP pathways and has, over a number of years, worked closely with schools in Durham, Darlington and other local authorities. Building upon this experience, the core group has engaged two outstanding AP providers to provide support and expertise in the development of the Durham Gateway Academy, and these partners will work with Durham Gateway Academy both pre and post opening:

[Redacted text]

**Case studies demonstrating existing Bishop Auckland College AP expertise**

Bishop Auckland College is already an approved and experienced provider of AP pathways. The following recent case studies demonstrate the effectiveness of these College-based vocational AP routes in supporting progression of young people into sustainable post-16 destinations and career routes:

- [Redacted text]
- [Redacted text]

**F1 (a) Skills and experience of your team**

- [Redacted]

- [Redacted]

- [Redacted]

**Further extending capacity and capability through strategic links with outstanding partners**

The Trust will use the pre-opening grant to buy in project management support. [Redacted]

The key role of the Project Manager will, from the outset, be to draw up a clear and robust plan in association with our AP partners to manage the project during the lead in to the opening of the Academy. This plan, in discussion with the DFE advisor, will have very clear time-specific milestones. [Redacted]

The development group will manage the work during pre-opening stage until the point of Durham Gateway Academy opening and ensure a smooth transition to the Governing Body. This group will be accountable to the members of the Trust for delivering the strategy and policies. When they have been appointed, this accountability will be transferred to the Governors.

The Development Group for Durham Gateway Academy visited The Bridge Alternative Provision Trust (TBAP) in November 2015 and Harmonize Academy Liverpool in June

**F1 (a) Skills and experience of your team**

2016. These were fact finding visits, building links and developing partnerships with outstanding providers. There has been an intentional strategy of locating the most exceptional AP providers nationally for the development of partnerships, regardless of location. With communications technology readily available, the issue of geographical separation is considered to be less of a concern than the paucity of exceptionally high-performing alternative provision available in the north east region; it would be difficult to establish this quality of input at a local level.

The specifics of the partnerships and levels of support that will be provided by each of the two strategic partners are as follows:

(1) Harmonize Academy

[Redacted]

(2) TBAP Multi-Academy Trust

[Redacted]

Going forward, TBAP are committed to giving 12 days of support to Durham Gateway Academy during the pre-opening phase, additional days will be arranged as appropriate. The focus in the pre-opening phase will be as follows:

- [Redacted]
- [Redacted]

**F1 (a) Skills and experience of your team**

- [REDACTED]
- [REDACTED]

Once the Academy is open, Durham Gateway Academy will engage with the comprehensive CPD pathways offered by TBAP. It is envisaged this will involve online training, sessions in London as well as TBAP staff coming to Durham Gateway Academy.

The Headteacher's appointment is planned for September 2017 in order to establish the Academy for opening in September 2018.

The recruitment of a headteacher will be at the earliest opportunity once the application and approval process has been completed by DfE. We will combine the advertising, recruitment, selection and appointment processes deployed by member organisations i.e. corporation of a college, LA with School and Governor Support Service and the experience of partner schools and academies. A recruitment agency and selection consultancy will be employed when and if appropriate.



### F1 (b) Skills gap analysis

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

- complete the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>

[Add more lines as appropriate]

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

*Written feedback 2<sup>nd</sup> August 2016 – 2<sup>nd</sup> bullet point*

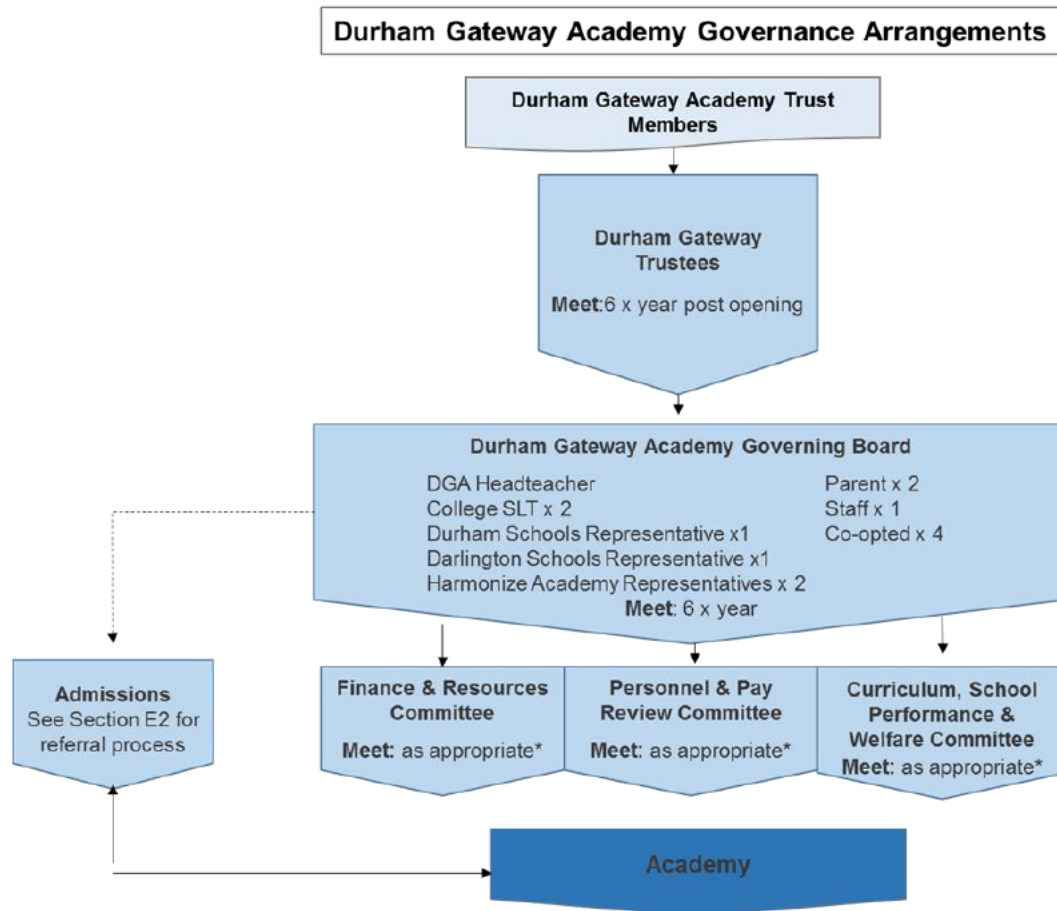
*The current performance of Bishop Auckland College. Whilst there has been improvement at the college in terms of vocational outcomes, results are still below the national average. In addition, we also have concerns about the current financial performance of the college. To approve a provider to open a free school, we are looking for evidence of a strong track record, both financially and educationally.*

The concerns over the performance of Bishop Auckland College, both in terms of academic outcomes and finance, have been addressed with the lead assessor for the Wave 11 Durham Gateway Academy submission through email and telephone feedback by the Principal of the College. Additional performance data and explanation has also been added to this submission (Annex 1). Since the original submission was made, Bishop Auckland College secured a 'good with outstanding features' Ofsted judgement in April 2016.

In relation to the concerns noted about the current financial performance of Bishop Auckland College, it is understood that these concerns were based upon scrutiny of the 2014/15 College accounts. These accounts showed a deficit of the order of [REDACTED] which resulted from provision the College made in this year in response to allegations of fraud made against a College subcontractor. The College involved the police immediately upon identifying an issue with the sub contractor. Whilst the police investigation is still underway, and so far no repayment to the SFA has been made, the College has nonetheless made provision for this eventuality, should it be required. In the absence of the alleged fraud, then the College would have returned a break-even position for the year. For 2015/16, the College is reporting good financial health, returning a surplus and with strong cash generation.

In summary, there is clear evidence that the College has a strong track record both educationally and financially.

**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**



*\*6 per year would be expected although some committees would meet more frequently to meet the needs of the Academy*



Durham Gateway is legally responsible for the Durham Gateway Academy and employs all the staff. It delegates the roles of monitoring the performance of the school, the Headteacher and the general day to day development of the school to the Durham Gateway Governing Body. The Headteacher of the Durham Gateway Academy is responsible for the day to day running of the school, reporting to the Chair of the Governing Body and through them to the Board of Durham Gateway.

**Durham Gateway**

The company members are the legal owners of the charitable company and will be responsible for recruiting and appointing members to the Governing Body. The company members will sign the funding agreement with the Secretary of State – if this application

## **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**

is successful – and be legally responsible for the operation of the Durham Gateway Academy.

### **The role of Durham Gateway will be as follows:**

- Oversee the period leading to the opening of the school with support of the DfE.
- Be responsible for forming the Governing Body of the school.
- Recruit the Headteacher.
- Monitor and review the performance of the Trust against the business plan.
- Develop the overarching brand, values and curriculum of the Academy.
- Employ the staff of the Academy.
- Produce consolidated, audited accounts and annual report for the Trust and The Durham Gateway Academy.
- Ensure that all services provided by Bishop Auckland College are at cost as detailed in the Articles of Association

The Board of the Durham Gateway Academy will meet bi-monthly in the period pre and post opening.

### **The role of the Durham Gateway Academy Governing Body**

The Governing Body's main role will be to support the Headteacher to raise standards of achievement within Durham Gateway Academy. The Governing Body will set the strategic direction for the school. Prior to the opening of Durham Gateway Academy, the Governors' prime role will be, in conjunction with Durham Gateway and consultants where appropriate, to appoint the Headteacher and other staff.

Depending on agreed levels of delegation, other roles and appointments of sub committees will include reviewing and approving the policies and procedures proposed for the Academy in order to ensure they are fit for purpose.

In the run up to this time the Governing Body will be responsible for:

- Supporting the Headteacher to manage and lead the Academy
- Monitoring the performance of the Headteacher
- Setting conditions of service, personnel policies and procedures.
- Establishing clear criteria for success, performance indicators and strategy for self-evaluation
- Monitoring and evaluating the financial and educational performance of the Academy
- Reviewing and determining key policies including the referrals and behaviour policy
- Staff discipline and appeals
- Reviewing the legal obligations of the Academy including oversight of health and safety, risk management and safeguarding
- Administration, monitoring and auditing of the Academy's finances and significant contracts, ensuring value for money
- Raising additional funding to support the Academy
- Supporting the Headteacher to engage with the local community



## **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**

- Help shape the Academy's future direction
- Make decisions about the Academy's budget and staffing
- Ensure the Academy provides for all its students, including those with special needs

The skills matrix and membership of the governing body will be established to ensure the necessary experience and knowledge to effectively govern the Durham Gateway Academy. [REDACTED]

[REDACTED] The work of the partnership between College, Local Authorities and commissioning schools will ensure that the governing body will identify, recruit and train high quality governors to maintain and enhance the skills, knowledge and experience matrix essential for an outstanding governing body. Initially the Governors will meet monthly and sub-committees will meet bi-monthly.

### **The Role of the Headteacher**

The role of the Headteacher will primarily be to provide effective, dynamic and inspirational leadership in order that every student is able to fulfil his/her true potential. The Headteacher will be directly responsible to the Governing Body and collectively with the Chair of Governors to the Trust.

The Headteacher will be responsible for the staff of the school and the primary responsibilities of the post will be to:

- lead and manage the Academy.
- ensure the achievement of excellent educational standards.
- promote and safeguard the welfare of students.

### **Financial Oversight**

The Governors will establish a sub-committee of the Governing Body with members having relevant financial experience in order to demonstrate robust financial management.

The role of the Finance and Resources sub-committee will be to oversee and support the Headteacher in the day to day financial management of the school as well as other tasks including:

- Develop a 3 – 5 year financial plan.
- Prepare a monthly financial report and management accounts.
- Prepare an annual budget.
- Arrange an annual audit and prepare an annual report and accounts.
- Cost funding applications.
- Account for VAT.
- Establish and assist the Governors to monitor a suitably robust financial management system.

Durham Gateway, the sponsoring body for the Durham Gateway Academy, has access to a range of financial expertise. The financial expertise of Bishop Auckland College will

## **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**

prepare and manage the Academy accounts and budgets. [REDACTED]

[REDACTED] In the unlikely case of needing additional specialist financial support, it is possible for this to be commissioned from an external source by the Trust.

The Academy Governors, [REDACTED], will be responsible for drawing up a three year financial plan that will be approved by the Trust. The Governors will also be responsible for producing annual budgets to be approved by the Trust as well as a monthly financial report. They will be aided in this task by the Headteacher and Finance Director who will advise on the establishment of sound financial systems and processes that will be supported by appropriate MIS packages.

The Headteacher will have the autonomy to manage the school on a day to day basis within the powers delegated, yet will have the support of [REDACTED] on both an educational and management level as a mentor and the members of Durham Gateway on a day to day basis if required. [REDACTED]

### **Strategies for Avoiding Conflicts of Interest**

A conflict of interest occurs when the commitments and obligations owed by an individual to the Trust or Governing Body are likely to be compromised or may appear to be compromised by:

- The individual's personal gain, or gain to immediate family (or a person with whom the individual has a close personal relationship)
- The commitments and obligations the individual owes to another person or body

On occasion, activities may give rise to conflicts of interest, whether potential or actual, perceived or alleged. It is recognised that it is inevitable that conflicts of interest sometimes occur. The issue is not the integrity of the individual concerned but the proper management of the situation. The key to managing conflicts of interest is to ensure that they are declared.

In line with the principles of selflessness, integrity, objectivity, accountability, openness, honesty and leadership, all members, directors and staff, are therefore required to recognise and declare activities or circumstances that might give rise to conflicts of interest or the perception of conflicts and to ensure that such conflicts are seen to be properly managed or avoided.

If properly managed, the situation can usually be resolved whilst at the same time upholding the individual's obligations to the Academy, meeting regulatory and other external requirements and protecting the integrity and reputation of the Academy and its members.

Conflicts of interest may be financial, non-financial or both.

A financial conflict of interest is one where there is or appears to be opportunity for personal financial gain, financial gain to close relatives or close friends, or where it might be reasonable for another party to take the view that financial benefits might affect that individual's actions.

## **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**

Non-financial interests can also come into conflict, or be perceived to come into conflict, with an individual's obligations or commitments to the Academy or to other bodies. Such non-financial interest may include any benefit or advantage, including, but not limited to, direct or indirect enhancement of an individual's career or gain to immediate family or a person with whom the individual has a close personal relationship.

All Board members and Governors will complete a Declaration of Interest form annually which will be held in the Academy's records.

Declaration of Interest will be a standard agenda item for all Board and Governor committees and sub committees. The rule is that a declaration would be made at the time the conflict first arises, or when it is recognised that a conflict might be perceived and recorded in the committee minutes.

Many situations will require nothing more than a declaration on the Academy's form and a brief written record of that declaration, which must be held in the Academy's records.

When considering conflicts of interest, Chairs and Headteachers should be mindful of the seven principles of public life identified by the Nolan committee: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

Advice can be sought from Human Resources or Legal Services if the Headteacher or Chair is unclear as to whether a conflict of interest exists in the given situation.

Having considered the potential conflict of interest, the Headteacher or Chair may make the following decisions:

- There is no perceived conflict of interest and the individual can be advised to proceed as originally proposed
- The conflict of interest is recognised as such, a note is made and appropriate action is taken:
  - The individual is permitted to continue with the activity
  - The activity continues, but other parties are informed of the possible conflict
  - The activity is altered to avoid the possible conflict of interest
  - The individual is advised to withdraw from the activity
- If the individual is reluctant to withdraw from the activity, the Headteacher or Chair should seek advice from Legal Services as to the existence of a conflict of interest if this advice has not already been received. If an ongoing problem is identified, the issue is to be referred to HR.

## **F3 – independent schools, including alternative provision that is privately run: 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, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector**

[Add text here. Table expands]



**F4 – independent schools, including alternative provision institutions that are privately run: 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.

<b>F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector</b>
[Add text here. Table expands]

**F5 – independent schools, including alternative provision institutions that are privately run: 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.

<b>F5 – independent schools only: an appropriate, well-maintained, and secure site</b>
[Add text here. Table expands]

## Section G – budget planning and affordability

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

Please:

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

*Written feedback 2<sup>nd</sup> August 2016 – 3<sup>rd</sup> bullet point*

*We are also not convinced about the financial viability of the proposed free school at steady state. Given that the annual surpluses are very low, it is likely that the school would not be sufficiently resilient to reductions in income.*

The financial plan for Durham Gateway Academy has been re-modelled to enable healthy annual surpluses. A resiliency exercise has been applied to ensure that curriculum delivery and high standards can be maintained at reduced levels of capacity. Further details below and in section D3.

The financial plan will provide a high quality, affordable offer which engages students who may otherwise have been at risk of permanent exclusion. The plan represents good value for money in supporting a curriculum which offers a choice of pathways to students; motivating and enthusing them to progress beyond KS4 to apprenticeships, traineeships or continued education. Integral to this is the correct staffing mix; a high ratio of experienced staff, vocational, academic and support to ensure all students reach their full potential and either re-enter mainstream education or achieve within the Academy before progressing to a meaningful and productive future. Our correct staffing structure is underpinned by a learning environment with industry standard equipment which portrays an image of professionalism, productivity and purpose.

As stated previously in the application, the unique aspect of the Academy is the strong vocational element which will re-engage young people and prepare them for a successful and positive future. [REDACTED]

[REDACTED]  
[REDACTED]  
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[REDACTED] The opening of the centre shortly preceded the recession and has not been fully utilised with training consolidated at the College's main site in Bishop Auckland. [REDACTED]

## G1 – budget planning and affordability

[REDACTED] he site is consequently in extremely good order with industry specification equipment ready for use at any time. Photographs of the building interior and exterior are included at Annex 3.

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

Durham Gateway Academy will reach full capacity by 2021/22. There is strong support from local secondary schools and the reality is that more places will be required in the first year rather than the fear of under recruitment. However, in order that the correct culture and ethos is established, it is important that the number of places is limited in the first instance. Growing too quickly could result in a failure to establish the desired culture as part of the fabric of the Academy. It is envisaged that there will be equal numbers in the three year groups; local headteachers have already committed numbers to the full year 1 capacity. Learners may enter and leave at different stages as they return to mainstream school, but it is expected that there will be 30 students in the Academy in the first year, rising to 60 in the second year, 90 in the third and full capacity of 120 in the fourth. Durham Local Authority has shown a commitment to commission 30 places from the third year.

The four potential pathways for students may result in periods when not all places are filled. To reflect this in the financial plan, it is assumed that pathways 3 and 4, which account for 80% of the places, will be full all year. However pathways 1 and 2, by nature of their flexibility, are assumed to be filled for 75% of the time. The resulting FTE count being 18FTE, (24 at 75%) for pathways 1 and 2 and 96 FTE for pathways 3 and 4; a total at full capacity of 114 FTE. This does not diminish the number of places available at full capacity of 120, but does apply some sensitivity to the assumed funding income. Staffing will be in place and is affordable for the full capacity of 120 students.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The academy facilities will be hired out to the community outside of school hours. It is not expected that a significant amount of income will be generated: accordingly, lettings income is not included in this template.

Students will take part in an enterprise activity as part of their programme, working with staff from the College Finance Department to create a business plan, accurately costing any goods or services they wish to sell. The enterprise activity will be linked to their vocational learning. Students will decide how to spend any profit from their enterprise activities on trips or additional resources. Again it is not expected that the income from this will be significant and so is not included in the financial plan. This activity has been in place for a number of years at the College and works effectively in engaging students with entrepreneurial activity and benefitting from the rewards of their activity.

## G1 – budget planning and affordability

### Leadership Grant and Leadership staffing

Establishing the culture and ethos of the Academy from the outset is crucial to its success and for this reason it is essential that the senior leadership team is in place from day one. This team of people, carefully selected, will embody and demonstrate to students the core values of the Academy and ensure that as numbers grow, this ethos is pervasive.

The leadership grant will be claimed in years 1 and 2 in the proportions of 70% and 30% of the full value available to ease the transition to full capacity.

It is assumed that the Headteacher will have no teaching load although in practice the Headteacher may choose to do a small amount of teaching.

Thereafter the teaching load would reduce with the additional appointments of teachers. The Deputy Headteacher will teach and have expertise in one of the core subjects, English, Maths or Science.

SEN responsibilities will be with the Deputy Headteacher in years 1 and 2 and attached to the new appointment of Assistant Headteacher in year 3.

### Staffing

The general principle is that there will be a pupil teacher ratio of 1:10 (excluding Headteacher). Staffing levels will increase as student numbers grow; Two full time teachers being in post at the beginning of year one with responsibility for the core subjects; specialism will complement that held by the Deputy Headteacher. To recruit teachers with the correct level of experience and knowledge, a is offered to core subject leaders.

Vocational teaching staff will be 'bought in' at cost from Bishop Auckland College to ensure that even during the opening years where student numbers are low, individual timetables and the full breadth of provision can be provided. As the Academy grows, any under recruitment in student numbers and consequent income will be managed through this flexible staffing arrangement. In addition, this will mean that the inherent risk in recruiting part time staff in relation to quality will be avoided as all teaching staff supplied through the College would be permanent staff who are deemed to be good or outstanding



## **G1 – budget planning and affordability**

teachers through the College quality assurance process which is led by the Director of Quality, an active Ofsted inspector. The budgeted salary [REDACTED] included for teaching staff matches the current salary for qualified vocational teachers in the College. [REDACTED]

To be clear, although the financial plan shows 1.0 FTE vocational teacher in year one, in reality this will be made up of a number of vocational teachers from the College based on the individualised pathways of the students. The vocational teachers will be members of the College permanent teaching staff with a strong track record of delivering good or outstanding teaching and learning sessions and experienced in behaviour management. An annual Service Level Agreement will be agreed with the College to detail this element of the teaching requirement.

Mainstream education has not worked for these students and therefore, inspirational leaders in the three core subjects will be recruited to ensure success. The strong and high quality vocational element in an industry specification environment, is the key difference to mainstream school. The teachers for this element of the timetable will all be qualified teachers but with a recent strong industry background which makes the learning relevant, engaging and different. Together this will create a rich and varied curriculum. The financial viability of the Academy will be maintained through the use of a blend of permanent teachers for core subjects employed by the Academy and an evolving mix of vocational teachers employed either by the College and released to the Academy or permanently at the Academy. The added advantage of this approach is the sharing of best practice and valuable CPD opportunities.

At full capacity, the teacher to pupil ratio will be 1:10 (excluding Headteacher), offering a broad range of vocational and academic specialisms to provide the broad curriculum. The phased approach to increasing staffing to full strength provides the flexibility to grow staffing resource in line with recruitment; in the unlikely event that the planned numbers are not realised, then the permanent staffing growth will be stalled. The teacher/pupil ratio being maintained at that planned.

High quality learning support is key to managing behaviour and keeping learners motivated, engaged and attending. In the first year there will be four LSAs, three of which will be senior LSAs each linked to a year group. This will provide LSA to pupil ratio of 1:7.5. Numbers of LSAs will increase in proportion with increases in learners. Again, should recruitment be slower than planned, LSAs will only be recruited in proportion to maintain the same LSA to pupil ratio. In this way, the staffing budget will be managed in such a way as to remain within the available funding envelope. At full capacity the ratio for LSAs will be 1:8. Overall the staff to student ratio, including teachers and LSAs, is 1:4 (excluding Headteacher).

Weekend homework support and IT access will be introduced from 2021 and build up to provision on Saturdays and Sundays. This will require a [REDACTED] weekend activities Coordinator and [REDACTED] Tutor, both on [REDACTED]. Links with Bishop Auckland College, Duke of Edinburgh provision and National Citizenship Scheme to widen the opportunities and experiences available.

## G1 – budget planning and affordability

A Personal Assistant and Attendance Officer/Receptionist will be in post from year one. An additional Attendance Advisor being recruited when full capacity is reached. The management of good attendance is crucial to learner progress.

### Recruitment

The recruitment budget is based on the average cost of recruitment, taken from benchmarked data. The Academy will establish the following:

- A staffing structure that is based on salary levels that will attract the best candidate
- A staffing and development programme that provides staff with opportunities for increased responsibility and promotion
- Flexible and family centred working conditions that enables the Academy to meet the needs of employees i.e. flexitime/part time/seasonal contracts
- A range of benefits that will encourage and maintain staff. These will include, health and dental care plans as well as subsidised nursery placements within the College (Bishop Auckland College has an outstanding nursery).
- Where specialist staffing is in short supply the Academy will access quality staff from the College and its partners.

Staff to be recruited pre-opening: Headteacher, Deputy Headteacher and a Personal Assistant to be funded from Development Grant. Staff to be recruited during 2017 in preparation for September 2018 opening: 3 TLR responsibilities, 3 Senior LSAs, 1 LSA, Receptionist/ Attendance Advisor and an Educational Welfare Officer. Staff to be recruited in Summer 2019: 3 teachers and 3 LSAs.

### Premises

It is a new building which was opened in .

. The site is in extremely good repair with high quality industry specification equipment. The unique advantage of our alternative provision school is that it will provide the students with an entirely different experience focussed on developing vocational skills, linking with employers and leading to relevant qualifications, employment and further training.

There is historic data for the premises costs for the building which is based on the level of occupancy planned for the Academy. These are the costs included in the budget and

## **G1 – budget planning and affordability**

are judged to be more appropriate and accurate to the project than the benchmarked figures suggested in the spreadsheet. In some instances, these costs are higher than the benchmark figures for secondary schools in the area, however the premises are very different to traditional schools with large workshops, specialist teaching areas and equipment which can be costly to operate. The College engages the services of a specialist procurement organisation to continually review energy contracts and contracts for services to make cost efficiencies. [REDACTED]

[REDACTED]

The costs included for building maintenance are based on actual historic data when operating the site with a similar number of students resulting in a similar level of wear and tear. Within the grounds of the site are car parking, storage facilities for construction trade resources, multi-use games area, grass areas and areas which have been used for small scale horticulture.

Cleaning and caretaking costs are higher than schools' benchmarks but again this is as a result of the specialist teaching areas, workshops and requirements for 'deep cleaning' at regular intervals. The water and sewerage costs are based on benchmarks for secondary schools in the area

The building is heated by a biomass boiler which provides an income from the Renewable Heat Incentive, (RHI) payment, this offsets the cost of the biomass pellets. There is also a small scale solar installation which offsets the electricity usage. Costs are higher than a standard secondary school but this is as a result of heating and lighting the large workshops and powering the specialist equipment.

The cost centres for rates, disposal and telephone are based on actual historic data.

The rent for the building and land is based on the depreciated value in the college's accounts. The depreciation and therefore rental value is based on a period of depreciation of fifty years. Rent for the first year of opening is not included in the budget and is reduced in years two and three highlighting the commitment of the College to support the school to its reaching a sustainable recruitment level. Further information covering the running costs of the building are available if required.

### **Educational Resources**

The benchmark has been used for learning resources (non ICT). The school will be fully equipped with new ICT pre-opening. The budget includes allowance for purchasing replacement computers in year four. The relationship between IT spend and student numbers is not a linear one. The usual lifetime of IT equipment being between three and five years and the expected life is reflected in the depreciation policy.

The costs of offering vocational programmes are high with costs for consumables considerable. The administrative supplies budget is based on local benchmarks and includes ingredients for catering, bricks, tools, paint, hair and beauty products etc.

The budget for exam fees is based on five qualification registrations per student at an average of [REDACTED] per qualification. This will vary as each learner's choice of programme will be different and may consist of a different number of academic and vocational qualifications.



## G1 – budget planning and affordability

The costs provided for professional services are based on quotes by tenderers or indicative figures from brokers. Legal, auditing and marketing costs are based on locally benchmarked data. Marketing activities will maximise the use of good news stories and positive destinations of students as well as academy publications.

Within the cost centre of other expenditure, insurance costs are based on current costs for the building. A contingency of 1% of income has been included in the budget. The equipment is in situ and the depreciation costs are recorded in the college's accounts. The policy for the period over which equipment should be depreciated details ten years; costs have been extracted from the asset register.

Bishop Auckland College will provide central support services to the school to include HR, IT support, maintenance, quality improvement, finance and procurement. The College already provides the same support very effectively to its wholly owned subsidiary South West Durham Training. An annual charge will be made to cover provision of the above services; this will ensure the full range of services and expertise are in place from day one and is not dependent on full capacity. The service will be subject to a service level agreement, (SLA) but will be an 'on demand' service. Specific functions will be detailed in the SLA, for example monthly production of management accounts, registration of students with awarding bodies and claiming of certificates, performance management support.

The College employs a team of technical experts who have the skills and knowledge to provide all the services to a very high standard. The school will also benefit from the advantages of cost efficiencies through joint procurement exercises. The College is a member of a procurement group for this purpose.

These are the notional FTE values when the school is at full capacity; a proportional approach is taken in the earlier years.

The recharge would be reviewed annually to take into consideration staffing establishment and student numbers. The academy is similar in size and complexity to South West Durham Training where similar services have been provided at a similar cost for a number of years.

In considering staffing as a percentage of income the central support services should be included; when full capacity is reached.

### **Affordability and financial resilience**

At full capacity the financial plan will result in a steady state surplus of approximately 5%. This achieves two purposes; it provides a financial cushion in case of a year of lower recruitment but more importantly a reserve will be built which will enable reinvestment in facilities to ensure equipment remains state of the art.



### **G1 – budget planning and affordability**

The plan has been developed on the basis of recruitment taking place in line with phased growth from 30 students up to the maximum capacity of 120; however as stated earlier in this section, a cautious approach has been taken to planning with income being assumed at 95% from year 4. As stated previously there is strong support for the proposal from local school and local authorities. The current number of students who would benefit from alternative provision already exceeds the capacity of the school and there is not enough high quality provision available in the County. However, in the unlikely event that the recruitment targets are not met, a sensitivity analysis and resiliency exercise has been carried out to ensure the viability of the plan. The staffing model has been built on the premise that only core subject teachers will be directly employed by Durham Gateway; vocational teachers will remain in the employment of the College but will be 'bought in' at cost. They are shown in the spreadsheet under staffing but for clarity they are employed by the College. If fewer students than planned are recruited, then vocational teacher time will be bought in the ratio required. In addition, if in the opening years' recruitment is lower than expected, the Assistant Headteacher will not be recruited until a point at which numbers increase to justify the appointment. Other costs which are driven by the number of students will clearly be lower if recruitment is low. At 70% of planned full capacity income there would be [REDACTED] reduction in student driven costs, [REDACTED]. Analysis would be carried out to identify the underlying reasons for low recruitment and modification of the offer or top up fee considered.

There is strong experience within the College of responding to and planning for changes in income, due to either the vagaries of funding models, or demographic changes affecting recruitment. To provide an illustration of this flexibility, the College has managed to maintain its staffing expenditure as a percentage of income at approximately 62%, despite reductions in income over the years of [REDACTED] and has maintained its 'Good' financial health.

## Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) booklet for what should be included in this section.

## Annexes

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

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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## Durham Gateway Academy



18<sup>th</sup> January 2016

Dear colleague

Support for a proposed AP Free School on the site of the former Bishop Auckland College Skills Centre, Merrington Lane, Spennymoor

We are writing on behalf of the steering group in charge of setting up the proposed Academy, an Alternative Provision Free School that we wish to establish in South West Durham for September 2017. The group is made up of representatives from local secondary schools, further education and the local authority.

The school will cater for up to 120 students both full and part time aged 13 – 16. The proposed building is a purpose built vocational skills centre. Opened in 2010 the centre is strategically located in South West Durham and is currently vacant.

We plan to set up The Durham Gateway Academy to cater for the needs of young people predominantly, but not exclusively, within County Durham and Darlington (to be confirmed) who are on the exclusion spectrum, as we wish to improve the aspirations, outcomes and life destinations of all young people from our partner schools.

We believe that this Alternative Provision Free School is necessary in this area because there is a higher than average number of excluded pupils across Durham. The Woodlands School which caters for excluded KS3 and KS4 pupils, has been continually operating at capacity for some time. The local authority will cease to offer any KS4 alternative provision from September 2016, since the agreed closure of the Green School. In addition there is a lack of high quality alternative provision for excluded and 'at risk' students who are consequently denied the opportunity to access educational provision appropriate to their needs. Students trapped in this 'educational holding pattern' have for too long been condemned to low academic achievement rates. At a National level only 1.4% of excluded young people achieve five A\* to C grades including English and Maths, compared to 56% in mainstream schools. This is one of the fundamental motivating factors for establishing an AP Free School in South West Durham to dramatically improve these achievement levels.

In order to complete our application to the Department for Education to establish the Free School we need to show evidence of demand. Part of this includes showing the support of local head teachers and commissioners for the school and their commitment to send pupils to us. I am therefore seeking your support for our proposal and your confirmation that you would support Durham Gateway Academy and the number of places you would commission in the academic years commencing September 2017 and 2018.

We plan to offer students at Durham Academy a personalised, structured vocational and academic curriculum combined with intensive and comprehensive pastoral support. This will improve the quantity and quality of educational, employment and life skills outcomes for our targeted students. [REDACTED]

[Redacted]

We would be grateful if you would confirm your support for our plans by writing to us so that we may include your letter in our application to the Department for Education. Please return your letter by February 1st so that we can meet the deadline for submitting our application.

Do not hesitate to contact us if you have any further queries regarding our plans or the process to open the Free School.

Yours faithfully

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## Self-assessment form for independent schools

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

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



Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position	Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
<p>developed due to the changing nature of the intake.  Consistency of student presentation of work and scrutiny reference progress and standards  How marking, assessment and students feedback/reflection enhances pupil learning  Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs  How teaching promotes pupils learning and progression  The review should be validated externally to ensure moderated outcomes for the school  Reading, writing, communication and mathematics across the curriculum.  Tutor and pastoral time including SMSC and British values  please delete this guidance before submitting this form]</p>		
<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.  Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.  Health and safety procedures, policy, training and again supported by clear validated evidence.</p>	

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position	Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
	<p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>	
<p><b>Quality of leadership in, and management of, your school</b></p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a</p>	

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>	<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
	<p>focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils. please delete this guidance before submitting this form]</p>	
<p><b>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>	
<p><b>Any other comments or observations not captured</b></p>		

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self- assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.			

## Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<b>1. The roles and responsibilities of the directors/ trustees</b>	Please detail your duties as: <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> Understanding of the strengths and weaknesses of the school.  Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)  Holding school leadership to account	
<b>2. Structure of the board</b>	Accountability system  Structure of decision making	
<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda	

<b>4. Finance</b>	Please give details of: <ul style="list-style-type: none"> <li>• your chief financial officer, with appropriate qualifications and/or experience;</li> <li>• Schemes of delegation;</li> <li>• Approvals process-budget;</li> <li>• Investment policy;</li> <li>• Procurement including leases;</li> <li>• Internal control framework;</li> <li>• Contingency and business continuity plan;</li> <li>• Insurance cover</li> </ul>		
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Department  
for Education

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