



Department  
for Education

# Free school application form

Mainstream, studio, and 16 to 19  
schools

**Published: July 2016**

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

**LEICESTER METROPOLITAN ACADEMY**

## Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	10
Completing the application form	12
Section A – applicant details (use Excel spread sheet)	12
Section B – outline of the school (use Excel spread sheet)	12
Section C – vision	13
Section D – education plan: part 1	18
Section D – education plan: part 2	19
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	19
D2 – measuring pupil performance effectively and setting challenging targets	28
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	33
D4 – the school will be welcoming to pupils of all faiths/world views and none	40
Section E – evidence of need	43
E1 – provide valid evidence that there is a need for this school in the areas	43
E2 – successful engagement with parents and the local community	60
Section F – capacity and capability	64
F1 (a) Skills and experience of your team	65
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	70
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	71
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	72
F5 – Independent schools have an appropriate, well-maintained, and secure site	72

Section G – budget planning and affordability	73
Section H – premises (use Excel spread sheet)	74
Annexes	75
CV template	90
Self-assessment form for independent schools	92
Governance self-assessment	98

# 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 document* 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.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

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

**Section I** is about your suitability to set up and then run a free school. 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).

Applications for a Studio School should also be sent to:

[applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

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

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

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

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

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

### **Submitting Section I**

Section I, 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 applicable)?		
<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 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 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. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <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> <p><b>The Chair of the Trust's section I form has been sent. Other trustees' and members' section I forms will be sent prior to a deadline of 5<sup>th</sup> October which I have been given by the department.</b></p> <p>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</p>	<input type="checkbox"/>	<input type="checkbox"/>



subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?		
---	--	--

(See guidance for dates and deadlines)

## Declaration

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

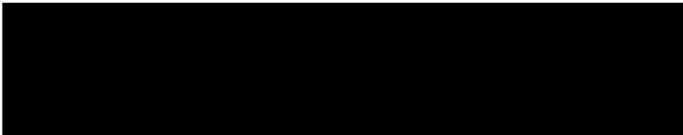
I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

**Signed:** 

**Position:** 

**Print name:** 

**Date: 22<sup>nd</sup> September 2016**

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

#### VISION

1. We are proposing a new 1200 place 11-16 co-educational school opening in 2018 that provides the opportunity for all pupils to study at least one vocational qualification at Key Stage Four. The school will replicate the successful model already in place at Babington Community College, a school that is rated outstanding by Ofsted. All pupils will benefit from work experience and there will be strong curriculum links with employers and the post-16 colleges in the city. The school will be based in the centre of the city and attract young people from across Leicester who want to benefit from an innovative Key Stage Four curriculum that is more closely focused on the world of work

2. Our case for this new school is as follows

The secondary age population in Leicester is increasing and is rapidly outstripping the capacity of the current secondary school infrastructure. The Local Authority forecasts (as submitted in the School Capacity Return - SCAP) indicate a shortfall of 1093 Year 7 places in 2021/22 academic year. This is the equivalent of 4/5 new secondary schools. Even if the current plans to extend places in existing schools materialise, there will still be a shortfall of Year 7 places and these are likely to be significant from 2019 at the latest and almost certainly before that.

Educational standards and levels of attainment in the city are too low. Over a quarter of the secondary schools in the city are underperforming: three are judged to require improvement and two are judged inadequate. In total these provide nearly a quarter of the secondary places in the city. Only just over 50% of Leicester 16 year olds attain five GCSEs A\*- C or equivalent including English and maths. This places Leicester 16 year olds at only the 13<sup>th</sup> percentile (100<sup>th</sup> = best) of the 152 local authorities across the country. (2015 data)

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

There is a concerning social need in the city. White British young people and some Black groups – notably boys in both cases – have distinctly lower levels of attainment at 16. The gap between them and their peers widens post-16. NEET rates are higher, participation rates in post-16 education are lower, attainment by age 19 is lower and progression rates to higher education are also lower. These young people are much less likely to progress into professional jobs and much more likely to be restricted to manual occupations. The latter pay much less well and are much less secure. These young people's life chances – and indeed those of their own children – are much lower than their more successful peers.

The Key Stage Four curriculum in Leicester as elsewhere is increasingly focused on the EBacc. Many Leicester young people thrive on this curriculum going on to attain well post-16 and progressing at higher rates than the national average to higher education. But the evidence locally and nationally is that significant numbers of young people are more motivated and succeed better by engagement with a curriculum that is more practical and more obviously and clearly linked to life after school and the job opportunities, including apprenticeships, that are available. We strongly believe therefore that there is a need for greater choice and diversity in the secondary curriculum in Leicester to provide, alongside the EBacc and a core curriculum, access to vocational qualifications at Key Stage Four and much closer curriculum links with employers. Young people and their parents frequently make this point to us and to our colleagues in schools across the city. White British young people and their parents are prominent amongst these.

The journey from school to working life is increasingly precarious. Whilst NEET is much lower than it has been, the structural changes to the economy that are taking place in England and across the developed world make getting a job and progressing in a career much more difficult. Young people are in competition with older more experienced adults. They need to understand the world of work better, to have had work experience, and to have developed the personal qualities that employers look for.

The jobs that will be available in the future will be different from those in the present and the past. It is very important that young people are aware of the new kinds of jobs that will be available and are able to make informed choices of career paths and appropriate further education and training. Currently it is very clear that too many young people have too limited an understanding, make inappropriate choices and too often make circuitous and inconclusive journeys post-16. A key issue here is progression. Too many young people in Leicester as elsewhere nationally do not progress as effectively as they should from Level Two Study at school to Level Three at 16-19 and thereafter to higher qualifications. The evidence is clear; in the future there will be a greater proportion of jobs that require higher level qualifications and these jobs will provide the vehicle for upward social mobility

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

3. Our proposed school, the Leicester Metropolitan Academy, will address all these issues

By providing an additional 240 Year 7 places from 2018 - and in due course a total of 1200 places per annum – our school will help fill the widening gap between the number of young people needing secondary school places in Leicester and the number of places available in the schools currently in place.

Our school will address the need for greater choice and diversity in the Key Stage 4 curriculum in Leicester and enable better pupil outcomes. Alongside access to the full EBacc curriculum for those who choose to follow this route, all our KS4 pupils will be able to choose at least one vocational qualification through a recognised Technical Award and all pupils will have a programme of employability skills including work experience. Approximately half of the pupils will be expected to take two Technical Awards and those who wish to do so will have a third option choice involving a day of work experience per fortnight. The others will take an academic qualification which supports one or other of their vocational options. All pupils will follow a core curriculum that includes GCSEs in English language and English literature, mathematics, core and additional science and RE as well as PE, PSHE and citizenship. Our clear experience in Leicester is that many young people and their parents will be attracted to this more vocationally orientated curriculum, the young people themselves will be more engaged and motivated by it and many more than currently will succeed in achieving good qualifications at age 16.

The Technical Awards and vocational GCSEs that will be used have been chosen to reflect the job opportunities that are developing in Leicester and nationally. These vocational qualifications will be supported by close curriculum links with the city's four colleges and will include access to practical learning at the specialist facilities of these colleges. A strong emphasis will be on securing rigour and occupational standards through these qualifications and, by developing clear progression accords with the colleges, maximising the opportunities for pupils to progress from achievement at level two to level three qualifications post-16 and to apprenticeships

We will involve employers closely in the school's curriculum and place specific focus on employability skills, work experience and robust careers education, information, advice and guidance. Our pupils will, as a result, be much better informed about the career opportunities that are available, they will be able to make better choices regarding the routes most appropriate to them. They will have gained direct experience at work and they will have developed the employability skills so valued by employers

Finally, the Leicester Metropolitan Academy will help address the systemic social issue of the very poor attainment and subsequent life chances of White British young people in Leicester. We expect our innovative

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

curriculum, providing significant access to vocational qualifications at Key Stage Four and associated work-based learning, to be attractive to young people of all abilities and ethnicities across the city. We expect that many of our pupils will be White British. We are confident that through the arrangements described above and in greater detail in our application below, we will significantly improve the attainment and progression of our own pupils and, in so doing help drive up the attainment and progression of these under-performing young people across the city.

4. The Leicester Metropolitan Academy will join the ‘Learning without Limits Academy Trust’, a multi-academy trust led by Babington Community College – a school that is rated outstanding by Ofsted. The Trust is registered at Companies House and has five members and a board of nine trustees. The scheme of delegation has been approved and the Supplemental Funding Agreement and Master Funding Agreement have both been signed off by the Board. Babington will convert to academy status on 1<sup>st</sup> October 2016. The Principal of Babington Community College received a letter from the Regional School’s Commissioner on 18<sup>th</sup> July 2016 confirming her judgement that Babington has the capacity to apply for a mainstream 11-16 free school in Leicester. See Annex
5. The Trust will, initially, comprise the following four schools alongside Babington:
  - Woodstock Primary School – Ofsted category ‘good’, due to convert on 1<sup>st</sup> November 2016.
  - Heatherbrook Primary School – Ofsted category ‘RI’, due to convert on 1<sup>st</sup> November 2016. Babington has been approved as the sponsor for Heatherbrook.
  - The Lancaster School – Ofsted category ‘inadequate’, due to convert in early 2017. Babington has been approved as the sponsor for the Lancaster School.
  - The Leicester Metropolitan Academy, planned to open in September 2018
6. The over-arching vision for our Trust is that:
  - Every school will become an outstanding school
  - We will lead the way in collaborative learning so that the whole is greater than the sum of the parts
  - Every second counts in our mission to transform life chances
  - Children are able to overcome adversity and disadvantage
  - Our children are resilient learners, prepared to take their place in modern Britain and the world
  - We build our children’s sense of self-worth and self-esteem – believing is achieving
  - We are a fully inclusive learning community where we all learn from each other and children’s individuality is valued



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

- Our children thrive in schools where tolerance and respect are at the heart of everything that we do
- Our children aim high and know that there are no limits to what they can achieve and no places they cannot go with their learning

7. The Leicester Metropolitan Academy will bring the benefits of an innovative curriculum at Key Stage 4 enabling young people who wish to do so to benefit from learning that is more closely focused on vocational qualifications and the world of work.

- All students will take at least one Technical Award qualification or other vocational qualification and all will undertake a period of work experience in year 10.
- Around 50% of students will take the full EBacc and around 50% will take two Technical Awards and either an academic GCSE or other examination course to support their vocational choices or will undertake a day of work experience a fortnight

This innovative curriculum will widen choice within the Learning Without Limits MAT as well as across the city. We expect the Academy will attract young people of all abilities, not just the least able. Half of Babington Community College's current student population is disadvantaged and around half of all students speak English as an additional language. We expect that the proportion of young people with SEND will continue to be around only 10%. Our expectation is that our new school will be particularly attractive to White British young people – a group that is seriously under-performing in the city at the moment.

8. The Leicester Metropolitan Academy will enable more young people to attain at 16, greater numbers to progress more effectively to advanced learning and achievement 16-19 and, subsequently, more to be able to secure better jobs with prospects. In the Leicester Metropolitan Academy we expect that

- 70% will attain best English matched with maths (basics or threshold measure)
- No school leaver will become NEET and we expect that at least 70% will progress into further education or an apprenticeship at Level Three.

## 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.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		240	240	240	240	240		
Year 8			240	240	240	240		
Year 9				240	240	240		
Year 10					240	240		
Year 11						240		
Year 12								
Year 13								
Totals		240	480	720	960	1200		

## Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per fortnight	Mandatory/ Voluntary	Comments
<b>KEY STAGE THREE Years 7 and 8</b>			
English	9	Mandatory	One group designated a booster or 'catch up' group
Maths	9	Mandatory	One group designated a booster or 'catch up' group
Science	9	Mandatory	
Geography/History	5	Mandatory	
Religious Education/Citizenship	2	Mandatory	Citizenship supplemented through tutor time, assemblies and enrichment days
Art/DT	4	Mandatory	Taught on a carousel
Physical Education	4	Mandatory	
Modern Foreign Language	4	Mandatory	All study French for first two years of opening. Spanish introduced later and the half year group will study French and half Spanish
Computing	2		
PSHE	2.5		One formal lesson a fortnight and one afternoon of work related learning

<b>Total hours</b>	<b>50.5 hours</b>		<b>Later finish to the school day on Wednesday once a fortnight</b>
<b>KEY STAGE FOUR Years 9, 10 and 11</b>			
English	7	Mandatory	
Maths	7	Mandatory	
Science	9	Mandatory	
GCSE Geography	6	V	
GCSE History	6	V	
GCSE Religious Education	5	M	Citizenship supplemented through PSHE, tutor time, assemblies and enrichment days
Physical Education	4	M	
GCSE French	6	V	
GCSE Spanish	6	V	
GCSE Computing	6	V	
PSHE/Citizenship	2.5	M	One formal lesson a fortnight and one afternoon of work related learning
Option 1	6	V	
Option 2	6	V	
Option 3	6	V	Work experience option –fortnightly on a Wednesday for 6 hours on that day. ‘Spare’ time during the week spent on ensuring students make good and better progress in core subjects
<b>Total hours</b>	<b>50.5 hours</b>		<b>Later finish to the school day on Wednesday once a fortnight</b>

[Add more lines as appropriate]

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

- use the space provided below; and
- refer to the [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**

1. We are using our experience as an outstanding school to define the structure of the curriculum at our proposed new school, the Leicester Metropolitan Academy. The length of time that students at Babington spend in Key Stage Three has been reduced to two years from September 2016 in response to new specifications and the greater content in GCSE courses. Whilst there has not yet been a cohort which has gone through the school using this model, we believe that it has already had a positive impact on attitudes to learning and the maturity of Year 9s. There is a real sense of urgency and feeling that students do not want to waste time in their learning. Their lessons have become more relevant to them and we want this ethos to operate in the Leicester Metropolitan Academy. Accordingly, at the Metropolitan Academy Key Stage Three will operate through Years 7 and 8 rather than 7, 8 and 9. At this Key Stage students will receive a traditional broad and balanced curriculum which facilitates progression at Key Stage Four and which will run from Year 9 through to the end of Year 11.
2. The Leicester Metropolitan Academy will use the national curriculum. We believe that it provides a secure foundation at Key Stage Three and allows for seamless progression into the proposed curriculum at Key Stage Four. It means that we can offer the EBacc as well as the broad range of vocational subjects that we plan. There will be a vocational element to every students' learning which will complement the more academic subjects.
3. The enrichment curriculum will be based around staff strengths and interests and, for that reason, it is hard to outline definitively what that offer will look like. The fortnightly afternoon of activities to support vocational learning will, in itself, be enrichment to the broad and balanced curriculum for the rest of the fortnightly timetable. The hidden curriculum around assemblies, progress coaching (structured learning during tutor time) based activities, vertical tutor groups based in houses and activities associated with this, will provide a range of learning opportunities including those around safety, the PREVENT agenda, British values and the school's values. These will be embodied in a pledge that will be based on the Babington pledge and a range of Leicester Metropolitan Academy 'ways'. For example: the LMA way for teaching and learning, the LMA way for behaviour for learning, the LMA way for assessment for learning. To ensure consistency, these will be the same as the Babington 'ways' which have been in operation for many years and have created a school 'where every child is known as an individual' – Ofsted March 2013.

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

4. The timetable will operate on a two weekly basis with an afternoon once every fortnight devoted to activities which support employability and vocational learning. There will be a strong emphasis on Careers Education Information Advice and Guidance (CEIAG) both as part of Personal Social and Health Education (PSHE) and woven into schemes of learning in other subjects. In key stage 3, the emphasis for all students from the start of Year 7 is progression: find out whether you want to follow an academic pathway or a more vocational one and then make sure that you achieve your aims. The student experience at Key Stage 3 will comprise a curriculum of English, mathematics, science, religious education, physical education, a modern foreign language, design and technology, art, music, history, geography, drama, computing, citizenship and PSHE. One afternoon a fortnight will be devoted to a programme of practical learning, CEIAG, employer workshops, off site visits, visiting speakers, taster courses at FE colleges etc. designed to promote vocational learning and enable students to be clear about what pathway that they will want to follow at Key Stage Four.
5. At Key Stage 4 all students will take GCSEs in English language and English literature, mathematics, core and additional science and RE. They will also study PE for two hours per week and will take PSHE and citizenship. There will be three option choices for students to make at Key Stage Four and they will be guided by the following principles:
  - Every student will choose at least one vocational learning option. The vocational option choices will reflect the needs of Leicester and help address identified job opportunities. More detail on this is provided in Section E1 and in paragraphs 4 and 5 below)
  - Every student will undertake an extended work experience in Year 10
  - There will be the opportunity to take the EBacc. Currently around 25% of each year group at Babington are guided towards the EBacc. We always have a cohort whose Average Point Score on entry skews heavily towards low attainers. (Figures for 2015-16 year 11 cohort were 34.3% LA, 54.5% MA and 11.1% HA.) The Leicester Metropolitan Academy will aim for 50% EBacc entry.
  - Up to 50% of students will take two vocational options. The two vocational option choice pathway will be supported for around 30% students, by an option choice which is an academic and approved qualification which supports the vocational choices.
  - For those students choosing two vocational options and for whom it is appropriate – we assess around 20% - the third option choice will involve a day of work experience per fortnight in Years 10 and 11. Year 9s will do work related learning on this day.
  - One afternoon a fortnight will be given over to employability skills, including interview skills, the etiquette and expectations surrounding various trades and jobs, activities with employers at school and employers, additional careers education etc. This programme will be developed in close consultation with the Leicester and Leicestershire Enterprise Partnership (LEEP) and its team of Enterprise Co-ordinators. Subject to further discussion it is likely that this programme will be formally accredited

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

by the LLEP and students who achieve the requisite standards of knowledge understanding and skills will receive certification.

6. The actual vocational qualifications that will be chosen will depend on the DfE Key Stage Four regulations for teaching from September 2021 and account will be taken of their contribution to the DfE KS4 Performance Tables and issues around discount codes. In a number of instances it is expected that the qualifications will be GCSEs but in others they will be approved Technical Awards. The vocational areas that have been chosen are as follows

- Business
- Construction
- Engineering
- Health and Social Care
- Hospitality and Catering

The Option blocks will be as follows:

NB We acknowledge that some of the academic qualifications stipulated in pathway 2 option 3 may change but we would replace with similar approved academic qualifications.

Pathway 1 EBacc

Option 1 GCSE	Option 2 GCSE	Option 3 Voc.
History	History	Business
Geography	Geography	Construction
French	French	Engineering
Spanish	Spanish	Health and Social Care
Computing	Computing	Hospitality and Catering

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

Pathway 2 Vocational learning with academic option

Option 1 Voc.	Option 2 Voc	Option 3 Academic
Business	Business	IFS L2 cert. in financial education
Construction	Construction	L1/2 award in either designing or maintaining the built environment
Engineering	Engineering	GCSE Product Design
Health and Social Care	Health and Social Care	GCSE Sociology or Psychology

Pathway 3 Vocational learning with work experience

Option 1 Voc.	Option 2 Voc.	Option 3
Business	Business	Work experience or work related learning for year 9s
Construction	Construction	
Engineering	Engineering	
Health and Social Care	Health and Social Care	
Hospitality and Catering	Hospitality and Catering	

7. The new technical awards will appeal to the young people the Leicester Metropolitan Academy is designed to attract. These are students of all abilities who are more practical, hands-on learners who aspire to a trade/vocational learning/apprenticeship etc. rather than the more traditional academic FE/HE route after they leave school. These young people see more relevance to vocational learning than more academic options
8. The Babington Learning Without Limits MAT has very strong connections with the three vocational further education and sixth form colleges in the city. We will use these links to:
  - provide rigour and occupational standards to teaching, learning and assessment in vocational subjects.
  - provide the opportunity for our students to have some teaching by college lecturers as well as our own specialist teachers.
  - ensure that all vocational subjects take the maximum opportunity to enable young people to experience and develop practical skills and to link these



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

with work experience. Such practical activities will take place in the school's own facilities and off-site in specialist college facilities.

- develop progression accords with colleges to maximise progression at 16, particularly to Level Three.

9. Through these and other mechanisms described elsewhere in this submission we shall focus relentlessly on the good practice in vocational education described recently by [REDACTED]

- business-like ethos and culture of high aspirations and expectations for both staff and students
- carefully designed and specialised curriculum, with a strong focus on equipping students with the technical knowledge to meet local skills shortages
- robust tracking and assessment systems
- impressive destination data showing students have achieved the relevant qualifications to enable them to progress to the next stage of their education or into a job
- excellent links forged with local and national employers that offer students real world experience through well-planned work placements
- exemplary careers guidance;
- well-equipped laboratories and workshops
- strong literacy and numeracy development that underpins good progress in the technical aspects of the curriculum;
- strong feedback from business partners on the progress of students.

10. Teaching and learning at Babington Community College is outstanding. This is because it is exceptionally well led and is supported by a very comprehensive CPD package for NQTs, RQTs (recently qualified teachers) and more experienced teachers. We have a teaching and learning leadership team, teaching and learning communities and a 'securing outstanding' programme. As the MAT grows we will appoint a leader of teaching and learning across the MAT to ensure a consistent approach across the schools, including The Leicester Metropolitan Academy. NQTs at LMA would be expected to follow the Babington NQT programme which is a weekly programme of training designed to ensure that NQTs are at least good by the end of their NQT year. This programme ensured that, in 2015-16, of the nine NQTs who started at Babington at the beginning of the academic year, seven were judged as outstanding and the other two as good by the end of the year. We make very effective use of the IRIS Connect technology which films teachers delivering lessons and facilitates reflection, staff training and improved practice. This technology would be purchased and used at the Academy. By having Babington leading on teaching and learning and CPD and allowing teacher exchanges between schools for the purposes of sharing good practice, we will ensure a totally consistent approach to teaching and learning across the MAT. Section D2, particularly paragraphs 12-15 describe other mechanisms that are currently

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

in place and which will be extended to the Leicester Metropolitan Academy to ensure that there will be consistency in teaching and learning.

11. In relation to children with SEND, we will replicate the systems and practice that operate currently at Babington. We believe that quality first teaching is essential to ensuring that students with SEND can make outstanding progress and benefit from a wholly inclusive mainstream experience. At Babington we make a conscious decision to only put students on the SEND register if we are absolutely clear that their needs cannot be met by the outstanding teaching we provide in lessons. We would anticipate that, as is the case currently at Babington, no more than 10% of students would be on the LMA's SEND register. (The national average for secondary schools in January 2016 was 12.7% and for Leicester secondaries it was 14.3%. DfE SFR 20/2016). This 10% includes 27 students who are part of Babington's designated specialist provision for students with SLCN, including autism. All these students are supported to be fully intergrated into mainstream lessons with their peers. We will operate a similarly inclusive ethos at LMA.
12. Currently at Babington Community College there are 1023 students of whom
- 50% are disadvantaged
  - 50% have English as an Additional Language

We expect the proportions above to be similar at the Leicester Metropolitan Academy.

13. Students will be placed in vertical tutor groups and will be attached to one of five houses across the academy. This model has worked successfully at Babington because it provides a sense of 'family' and people looking out for each other. Younger students feel that they can talk to older students rather than an adult about something and older students take responsibility for making sure younger ones are happy, settling in well and have a point of contact who will help them, other than an adult. The house system also engenders a sense of 'belonging' and a programme of inter house activities and competition is another successful method of developing community cohesion in such a diverse school as Babington. We anticipate that the LMA will have a similarly diverse profile to Babington.

14. The timings of the school day will be as follows over each fortnight

**Mon – Fri on week one and Mon. Tues. Thurs. Fri. on week 2**

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

Time	Activity
08.25	Arrive
08.30 – 08.40	Registration
08.40-09.00	Progress Coaching
09.00 – 10.00	Period 1
10.00 - 11.00	Period 2
11.00 – 11.15	Break
11.15 – 12.15	Period 3
12.15 – 13.15	Period 4
13.15 – 14.00	Lunch
14.00 – 15.00	Period 5
15.00 – 16.00	Non mandatory enrichment activities

On Wednesday of week 2 period 5 runs on until 15.30 to allow for extended input to work related learning, CEIAG and PSHE.

In total this amounts to 50.5 hours per fortnight of lesson time at both Key Stage 3 and Key Stage 4. In addition each student will have four twenty minute slots in their tutor groups which will comprise structured learning activities around literacy, numeracy and citizenship as well as focussing on student progress. These slots are designated as 'progress coaching' and add a further one hour and twenty minutes per week to the 50.5 hours of timetabled learning over a fortnight. There will also be a twenty minute assembly each week for all students.

15. In Leicester it is common for children to move across the city to attend a school of their choice. Whilst secondary schools will have some main feeder primary schools, frequently children will come from between 40 and 50 different primary schools to attend a secondary school. This is the case at Babington and we anticipate that this will be the case for the Leicester Metropolitan Academy. It is likely that children will be coming from a number of different primary schools across the city, as well as directly from abroad or from other areas in the UK. It is our policy at Babington to make sure that we visit every single primary school that our children are coming from to establish contact and make a link with the children coming up to our school and we would seek to replicate this at the LMA. At Babington, we hold a Year 6 open evening in September and another evening in July following Year 6 induction day each academic year. This means that parents/carers can feel confident that their children will be happy and do

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

well at the school and any worries can be addressed fully in advance. Again, we would seek to replicate this pattern.

16. At Babington, we also want our students to be fully prepared for transition to their post-16 choices. Good progression and success in 16-19 learning is a key element of our vision. The opportunities and support that we give students at Babington will be replicated at the Leicester Metropolitan Academy. There will be 'Living Libraries' where students can borrow/meet people in a range of professions and jobs and talk to them about what they do and how to get into their field of work. This will happen when they are in Year 8 and making their Key Stage 4 option choices. There will also be sector days and careers fairs in Years 10 and 11 to enhance the CEAIG curriculum. Independent and impartial careers advice will be provided throughout the students' time at the school. Each child will have a personal mentor to help them complete their UCAS Progress forms to apply for post-16 provision. Each student will also be followed-up post 16 to ensure that they are settled in the provision that they have chosen and in order to minimise NEETs.

### **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**

1. Babington Community College has developed and established very strong mechanisms for measuring and tracking pupil performance. These are outlined below and will be adopted in the Leicester Metropolitan Academy.

#### **Establishing baselines**

2. In order to set challenging targets, Babington Community College ensures that there is a robust baseline to work from. For many children the starting point is the end of KS2 information received from their primary schools. This includes KS2 SATs results, teacher assessments and information regarding the specific needs of the child. The college also makes use of the Fischer Family Trust (FFT) and the DfE Key to Success websites to extract KS2 fine point scores which are particularly important for the new accountability measures. These

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

websites also enable the college to extract data for students moving to the school at different points in the year and to check on eligibility for the Pupil Premium. Babington has a very high number of children arriving from overseas without prior KS2 data. There are well-established procedures for dealing with this and each child is assessed using the Cognitive Abilities Test: Fourth Edition (CAT4). This is the most widely used test of reasoning ability in the UK and is fully standardised on 25,000 UK pupils. The suite of tests has been developed to support schools in understanding pupils' developed abilities and likely academic potential. Pupils also complete baseline assessments in individual subjects and this information is used in a diagnostic manner to identify areas of strength and areas for development as well as to place pupils in the most appropriate set for those subjects that are taught this way.

### Setting challenging targets

3. Nationally, we are in the middle of a wide number of changes to school accountability measures. The college is very aware of the changes and has been developing its procedures for setting targets accordingly. Historically the college has used national expectations for progress to inform targets. Where a pupil has KS2 data the college used four levels of progress to set a KS4 target for the majority of pupils and would then track back to set a KS3 target of about 2 levels of progress. Prior to 2016 this was referred to as better than expected progress and this terminology reflects the challenging nature of the targets the college used. Targets are set for each individual subject and are shared with pupils and recorded very clearly on their books and folders. Pupils are very aware of their targets. As mentioned in the previous paragraph the college receives a large number of children from overseas and so it is not possible to use KS2 SATs. Once a child has completed their Cognitive Abilities Test a report is produced that benchmarks their results against the very large national database that GL Assessment (a company) maintain. The college is provided with an analysis that shows how a student performed in different areas ie. verbal, non-verbal, quantitative and spatial, as well as an indication of the grades the pupil might achieve at GCSE. For each subject CATs provides two grades: one grade is the outcome with the highest probability and the other is called an 'if challenged' grade. The college uses the 'if challenged' grade to set targets and this gives a similar level of challenge to the method used when a student has KS2 data.

### Assessment

4. The college places a very strong emphasis on assessment for learning and this is an expectation in all lessons. This is also closely tied into the college marking policy. The college also expects teachers to make summative assessments of each student's performance. It has set up regular tracking points throughout the year. At KS4 teachers make a judgement on where a pupil is at that point (NOW grade) and also where they are likely to be at the end of KS4 (OUTCOME grade). KS3 collection currently asks for a NOW grade and an indication of whether or not a pupil is above, on or below their KS3 target. From September 2016 both stages will be aligned.

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

5. The grades used depend on the qualification e.g. GCSE uses grades A\*-G whereas a BTEC may use Distinction, Merit, Pass. Each faculty has an assessment week which fits in with the whole school cycle and during this week the expectation is that each subject will use an agreed assessment e.g. GCSE paper/specific questions, that has been benchmarked against national criteria. Up to 2016 faculties were able to find past papers, mark schemes and grade boundaries that ensured that data collected was robust, reliable and accurate. As qualifications are currently being reformed it may not be possible to replicate this level of rigour in the same way and the college recognises the challenges that this presents. The first subjects to be reformed are English Language, English literature and mathematics. These subjects have well established 'hubs' in the city where subject heads meet and the new GCSE grades are regularly discussed and information shared.
6. At KS3 the college will be developing a new methodology. Departments are currently engaged in developing matrices that will show the knowledge, skills and understanding that a pupil will need to have for each of the 1 to 9 grades at GCSE. All targets set will be for the end of KS4 using the new 1-9 grading. The college is very aware of the forthcoming changes to end of KS4 qualifications and recognises the importance of tracking pupil progress against this end point. This is part of the college's actions to align both KS3 and KS4.

### Data Collection and Analysis

7. The college collects summative data centrally using SIMs Assessment Manager. Teachers carry out assessments over a period of time, moderate within their department and then input data for their class. At KS3 this is completed four times per year and at KS4 it is five times per year. The collection dates are specified on the college calendar. The reason for the extra collection point at KS4 is to inform the large number of interventions that take place at KS4 to ensure that every student makes good progress. Data is also collected on the effort that a pupil is making in lessons and if there are any homework concerns. The data collected is then used to produce reports for parents and is carefully analysed. At KS4 the data is transferred into 4Matrix and all teachers have access to the data. (4matrix is a data analysis tool which enables schools to access data on the achievement of groups at the school from, starting points and compare the achievement of groups of students across all subjects). This allows individual class teachers to see how well their class is performing against others in the same subject and to see how individual students are performing across subjects. Subject leaders can look at their results overall and are able to look at how key groups of students are performing. Further analysis is carried out using Excel and data booklets are produced for ELT, faculty leaders for English and maths as well as the relevant progress manager. Key indicators are broken down by gender, pupil premium, SEND and EAL to ensure that gaps between groups are identified. As well as a summary of the data the booklet also contains a table showing the attainment and progress for every child. This booklet allows easy and immediate access to the data and is used to identify students that require an intervention to accelerate progress. 4Matrix also produces a Progress 8 measure which has proved to be very useful in identifying students not making progress outside of the core subjects in particular. The college is very aware of the issues with P8 estimates for 2017. A

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

- new development in year 11 is the use of this data, allied to attendance, to assign points to students. The points are used to rank students and to produce league tables, a dream team and to reward students for consistent excellent effort and progress. The public, competitive element is having an impact on motivation and is an idea that will be developed further.
8. At KS3 analysis is carried out using Excel spreadsheets that have been developed and refined in collaboration with Intervention Leaders and Progress Leaders. These spreadsheets also record progress across the core subjects and attainment across the EBacc subjects. The purpose of these elements of the sheet is to give the college an early indication of which students may not be in line for a positive P8 score and to take appropriate action. The spreadsheet has been set up so that the data can be 'cut' by double characteristics e.g. White British boys and so the analysis can be more refined.
  9. A key development that has been trialled this year 2015/2016 has been a new spreadsheet that takes an individual teacher's class data and instantly arranges it into a series of tables that give a visual representation of the performance of different groups of pupils in the class and produces a gap analysis. This development will be used from September 2016 and is a way of assisting class teachers in a better understanding of their data.
  10. It should be noted, again, that the summative data that is collected is only one part of the assessments that take place in departments. The use of assessment to inform teaching is a strength of lessons in the college.
  11. The data collection and analysis systems described above and which operate at Babington Community College, and will operate at LMA, are successful in ensuring that everyone, including students, is on top of where each student is in terms of both attainment and progress at any one time. It means that any underachievement or declining patterns of attainment can be addressed quickly at an individual, group or subject level. It also means that data is always 'live' and talked about amongst staff who are knowledgeable and experienced because of the very detailed and regular use of data to track performance at a range of levels. The numbers of mid-year admissions in Leicester are very high as a result of Leicester being a focal point for migration. Many of these new arrivals are from abroad and have come from areas of conflict. Staff at Babington have become very skilled in assessing new pupils/students quickly and integrating them into a full timetable as soon as possible. LMA will follow Babington's immersion model of integration which means that new arrivals follow a very brief induction programme which orientates them into the geography of the schools and its systems. They are then placed in class groups appropriate to their ability and teachers are very skilled at differentiating their teaching to ensure that these young people make very rapid progress
  12. Quality assurance systems at the Leicester Metropolitan Academy will follow the monitoring and evaluation calendar which is operated at Babington and which comprises a calendar of activities over the course of the academic year. Some of these are led by faculty leaders and others are led by senior leaders. There are programmes of work scrutiny, student tracking, focussed learning

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

walks, lesson drop-ins and formal and informal lesson observations. This is supported by the performance management process which underpins the leadership of teaching and learning. Performance management is rigorous and used as the basis for continuing professional development throughout an academic year. Babington has also made use of IRIS technology where teachers can record themselves teaching and, individually, in groups or with their line manager can reflect on practice to ensure improvement. Like Babington, and in addition to other quality assurance processes, there will be two judgemental and formal lesson observations per academic year. The Executive Principal of the MAT, Denise Newsome, is a lead inspector for Ofsted and has been inspecting in schools for some 14 years. The Headteacher of Lancaster Schools is also a serving Ofsted inspector and as such all staff currently carrying out judgemental observations will have their judgements validated through joint observations with the two trained Ofsted inspectors before their judgements are taken as read. The first observation week which will be in the first month of the academic year of opening and from then on in the first month of the academic year, will focus on the quality of teaching and learning. Whilst strengths and weaknesses will be outlined for staff, these lessons will also be graded to contribute to a data base on the quality of teaching. The second formal observation week will be in March when the focus will be on progress over time and will involve whole school work scrutiny as well as lesson observations.

13. Teachers whose practice is less than good will be placed on a 'support and challenge' package with a bespoke CPD programme designed to improve practice. This will be time limited with clear targets for improvement which, if not met in required timescales, would result in capability procedures being instigated. We know that comprehensive CPD provision from the Multi-Academy Trust leaders of teaching and learning as a whole and in individual subjects will lead to good and better teaching at all times. A model of teachers working together in teaching and learning communities in their schools and across the MAT will operate so that the best practice can be shared. Babington has a teaching and learning leadership team whose job is to lead and innovate on high quality teaching and learning experiences at the school. There would be an intention to have a Teaching and Learning Leadership team across the MAT which would lead on best practice and support and challenge where needed.
14. We will have a comprehensive quality assurance programme for the off-site provision which students will attend – notably teaching at college facilities. Quality of delivery and assessment will be assessed prior to the option being offered to students and there will be ongoing monitoring of quality and standards through visits and observations by the academy's senior staff. Where some of the programmes are offered through colleges of FE, we will utilise the very positive, historic links that Babington has with Leicester College of FE to ensure that high quality is maintained and monitoring and evaluation occurs with the same rigour as that which happens at the LMA.
15. Finally



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

- There will be opportunities for teachers to work across different schools in the MAT and at college placements to widen their expertise and add value to the learning experience.
  - All work experience placements will be vetted for health and safety and quality of provision using the very experienced Leicester (shire) Education Business Company (LEBC) with whom preliminary plans have already been made.
16. In conclusion, Babington Community College has, as an outstanding school, developed comprehensive and very rigorous procedures to measure pupil performance and to assure high quality teaching and the best possible outcomes for all its students. These procedures will be applied to the Leicester Metropolitan Academy.

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

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

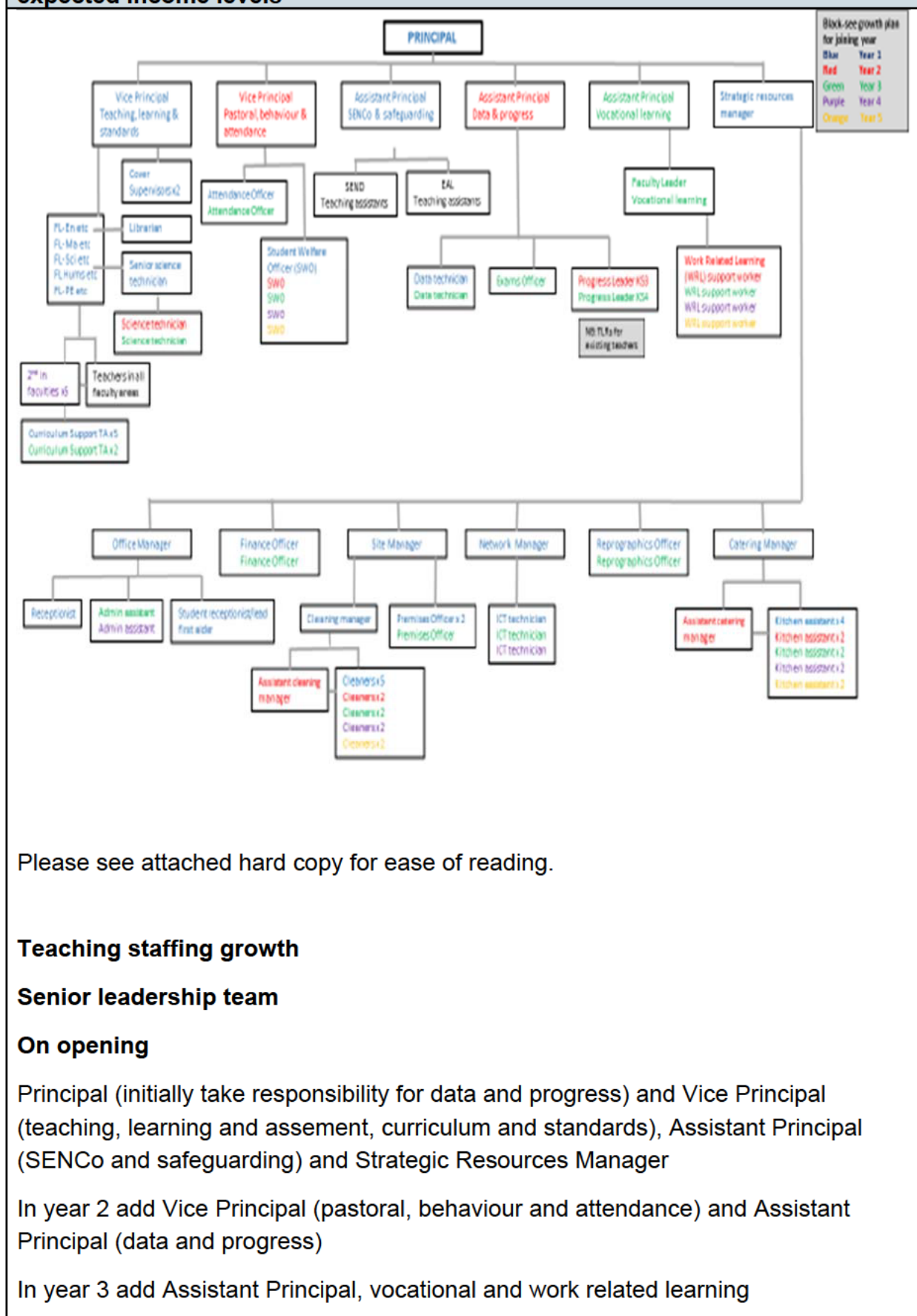
All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the [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**

1. The organogram and table below show the proposed staffing structure for teaching and support staff each year up until 2022 when the school reaches its full capacity

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



Please see attached hard copy for ease of reading.

### Teaching staffing growth

#### Senior leadership team

#### On opening

Principal (initially take responsibility for data and progress) and Vice Principal (teaching, learning and assessment, curriculum and standards), Assistant Principal (SENCo and safeguarding) and Strategic Resources Manager

In year 2 add Vice Principal (pastoral, behaviour and attendance) and Assistant Principal (data and progress)

In year 3 add Assistant Principal, vocational and work related learning

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

Staff	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022
	240	480	720	960	1200
<b>Leadership team</b>					
Principal	1				
VP 1	1				
VP 2		1			
AP 1	1				
AP 2		1			
AP 3			1		
Strategic Resources Manager	1				
<b>Teachers</b>					
FL En, media, comms.	1				
FL ma and ICT	1				
FL sc, DT, art	1				
FL hums, RE	1				
FL PE and PA	1				
FL voc ed.			1		
TLR teachers		Progress leader KS3	Progress leader KS4	2 <sup>nd</sup> in Faculty En, ma, sci	

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

Mainscale or UPR teachers across all subjects	9 teachers	9 teachers	13 teachers	12 teachers	10 teachers
---	------------	------------	-------------	-------------	-------------

FLs on TLR 1b

2<sup>nd</sup> in faculty on TLR 2a

Vocational learning options and academic options in pathway 2 will be staffed through capacity in other areas:

IFS L2 Financial Education	Maths faculty
GCSE psychology or sociology	Humanities faculty
GCSE product design	Art/DT staff
L1/2 award in designing or maintaining the built environment	Art/DT staff
Construction	Art/DT staff
Engineering	Art/DT staff
GCSE Food	DT staff
Health and social care	Humanities faculty
Business studies	Humanities and maths faculties

Any deficits in expertise will be filled by negotiating with Leicester College for the use of staff and resources and possibly teacher exchanges with LMA to add expertise for English and maths delivery at level 2 at Leicester College.

All staff will deliver PSHE across the academy. The curriculum model for PSHE which is operated at Babington will operate at LMA.

All students will take GCSE RE in year 10. The time released in year 11 will be used for booster classes for students in mandatory subjects to ensure that they all make at least expected progress and achieve at the highest levels. Existing staffing will be used to staff these classes.

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

**Support staffing growth**

<b>Staff</b>	<b>Sept. 2018</b>	<b>Sept. 2019</b>	<b>Sept. 2020</b>	<b>Sept. 2021</b>	<b>Sept. 2022</b>
	240	480	720	960	1200
<b>Finance</b>					
Strategic Resources Manager	1 (see above)				
Finance Officer	1		1		
<b>Admin.</b>					
Office manager	1				
Receptionist	1				
Admin. assistant			1	1	
Student receptionist and lead first aider	1				
Exams Officer			1		
<b>Pastoral</b>					
Student Welfare Officer	1	1	1	1	1
<b>Teaching Assistants and other support for learning</b>					
Curriculum Support	5		2		
EAL support	2	2	2	2	2
SEND support	3	3	3	3	3
Cover Supervisors	2				

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

Work related learning support worker		1	1	1	1
<b>Technical</b>					
Senior science technician	1				
Science technician		1	1		
Network Manager	1		1	1	
ICT technicians	1				
Reprographics	1		1		
Librarian	1				
Data Technician	1		1		
Attendance Officer	1		1		
<b>Premises</b>					
Site Manager	1				
Premises Officer	2		1		
<b>Catering</b>					
Catering manager	1				
Assistant Catering Manager		1			

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

Catering Assistants	4	2	2	2	2
<b>Cleaning</b>					
Cleaning Manager	1				
Assistant Cleaning Manager		1			
Cleaners	5	2	2	2	2

Currently a single status protocol exists for all support staff working within Local Authority maintained schools which prescribes gradings for all support staff posts. Should this grading system be deemed as not fit for purpose for the LMA, the 'Learning Without Limits Trust' will negotiate with professional associations (as agreed in the signed Trade Union protocol), on new gradings and associated job descriptions and personnel specifications.

2. The Senior Leadership Team of the school will comprise

- Principal
- Vice Principal1 Teaching, learning and assessment, curriculum and standards
- Vice Principal 2 Pastoral – behaviour and attendance
- Assistant Principal 1 Senco and safeguarding
- Assistant Principal 2 data and progress
- Assitant Principal 3 vocational and work related learning
- Strategic Resources Manager

The Principal, VP1 and AP1 and Senior Resources Manager will be in place for year of opening (2018) with VP1 taking on responsibilities of VP2 and AP2. The Principal will take on responsibilities of VP3. VP2 and AP2 will be appointed for Year Two 2019 and AP3 will be appointed for Year Three, 2020. All members of SLT apart from the Principal will be expected to have a teaching commitment.

3. There will be six faculties with a head of faculty and second in faculty when the school is full. On opening, there will be just the head of faculty plus the required numbers of teachers in each faculty. The faculties will be:

- English, media and communication
- Maths and computing

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

- Science and design technology
- Humanities including RE and citizenship
- PE and performing and expressive arts
- Vocational learning

4. We are not intending to move existing staff across from Babington. However, we acknowledge that some of the expertise that Babington staff have may be helpful in the first instance to ensure quality provision from the start. In the event of the school not being full in year 7 on opening (guidance suggest having a contingency plan for only 70% capacity on opening), the following strategies will be adopted to ensure that the school is viable:
- Recruitment freeze and adaptation of the curriculum to maintain standards with fewer staff
  - Redeployment across other schools in the MAT to fill any staffing gaps or add capacity. For those staff delivering vocational learning there will be opportunities to be deployed at Leicester College.
  - Given that there are likely to be children in other year groups wanting school places, we would ask the DfE for permission to admit into other year groups.

**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**

1. Leicester is one of the most diverse cities in the country and was the first plural city in the UK where no one ethnic group is in a majority and there is a tangible sense of pride in this amongst the population. Within the city, Babington is the most diverse secondary school where children speak over 50 different first languages and have come from more than 85 different countries in the last ten years. A range of faiths and cultures are represented within the staff and student body and the school was commended as 'a harmonious community based on mutual respect' in the Ofsted report, March 2013. We would seek to replicate the ethos that exists where all faiths and cultures are celebrated and



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

- given a voice and where the school is responsive to its community. So, for example, when Babington had a big influx of Roma students mainly from the Czech Republic and Slovakia, the school held a Roma culture day led by the Roma students so that the rest of the school could learn about Roma culture. Education breeds tolerance and respect and all students see the diversity of the school as a strength. This is underpinned by a non-denominational 'pledge' which is read out by students at assembly each day. It is values based and recognises the importance of tolerance and respect and the right of everyone to worship their god. We would seek to replicate this in the LMA.
2. This ethos is supported in other ways such as the fact that Babington operates restorative approaches to managing conflict and behaviour. Issues are talked about and opinions shared with honesty and respect and through this a cohesive community has been built where conflict is rare. We would seek to replicate this in the Free School.
  3. A vertical tutor group system and a pastoral system in separate 'houses' are key factors in ensuring that the school will have a 'family' feel where students of different ages, faiths and cultures form a cohesive group led by a tutor who sees them for purposeful learning activities, including ones related to citizenship, for twenty minutes a day.
  4. Babington has large numbers of students with special needs and disabilities, many of whom are not on the SEND register, and caters exceptionally well for them in an inclusive environment where they are all supported to be educated alongside their mainstream peers. We would seek to replicate this ethos at the LMA and will make a conscious decision to have as few children on the SEND register as is necessary. We believe that, with high quality first teaching in classes, there are very few children who cannot be educated alongside their peers. High quality teaching assistant support enables this to happen and we will maintain this ethos in Leicester Metropolitan Academy.
  5. British values are taught as 'good' values both as part of whole curriculum days, the hidden curriculum of assemblies etc, restorative approaches and through the actual schemes of learning that are used and we would seek to replicate this in Leicester Metropolitan Academy. Student voice is taken account of in a range of ways through prefects, year ambassadors, house captains, leadership schemes and focus groups. This enables the values of democracy to be promoted and we would replicate this model in the LMA.
  6. The PREVENT agenda will be reinforced through all of the above and through specific assemblies, workshops and tutor time activities.
  7. When parents are selecting a school for their child, their main concerns are that their child is safe, happy and does well and we believe that by replicating the outstanding pastoral practice at Babington, the LMA will achieve this and parents will be keen to secure a place at the school for their child.



## Section E – evidence of need

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

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

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

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

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

1. There are five principal reasons that support the need for this new 11-16 school in Leicester. These concern:
  - The rising population of 11-16 year olds in the city that is rapidly exceeding current school capacity .
  - The significant number of places in currently under-performing secondary schools in Leicester.
  - The need for access to an innovative Key Stage 4 curriculum that will lead to better outcomes for pupils and meet the demand from parents and young people for greater choice and diversity.
  - The social imperative of raising the attainment and progression of some key groups in the city notably White British.
  - The need to better support young people's progression into the increasingly precarious job market.

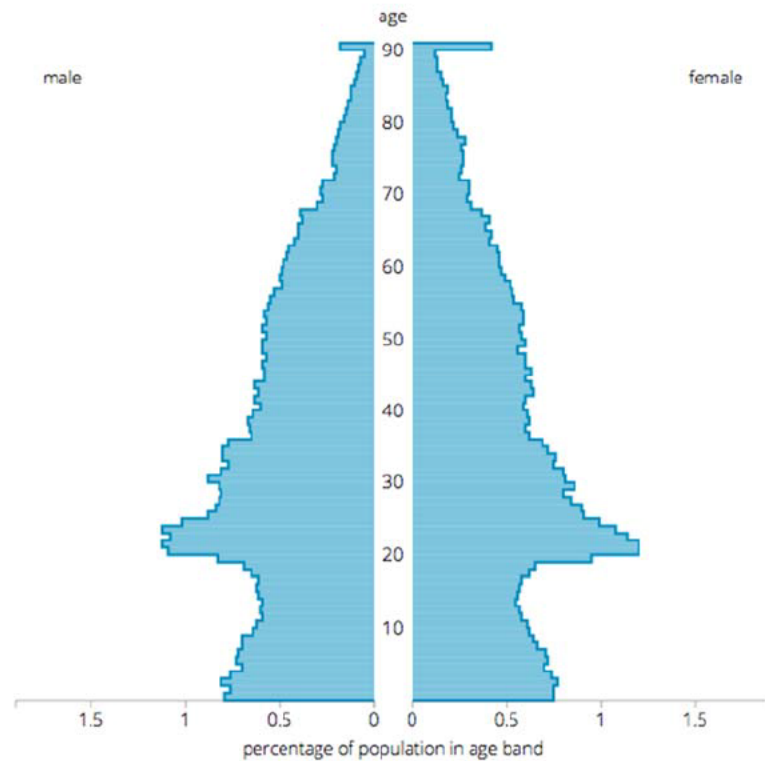
These are addressed in turn below:

#### **a). Population growth and secondary school capacity in Leicester**

2. After a recent decline in the number of young people in Leicester there is now a substantial increase. As Figure One below from the ONS shows the number of 0-10s resident in the city are significantly greater than the number of 11-15s. The number of 6-10s is 14% greater than the number of 11-15s and the number of 0-5s is 29% greater .

**FIGURE ONE**

**LEICESTER CITY 2014 POPULATION ESTIMATE BY GENDER AND AGE**



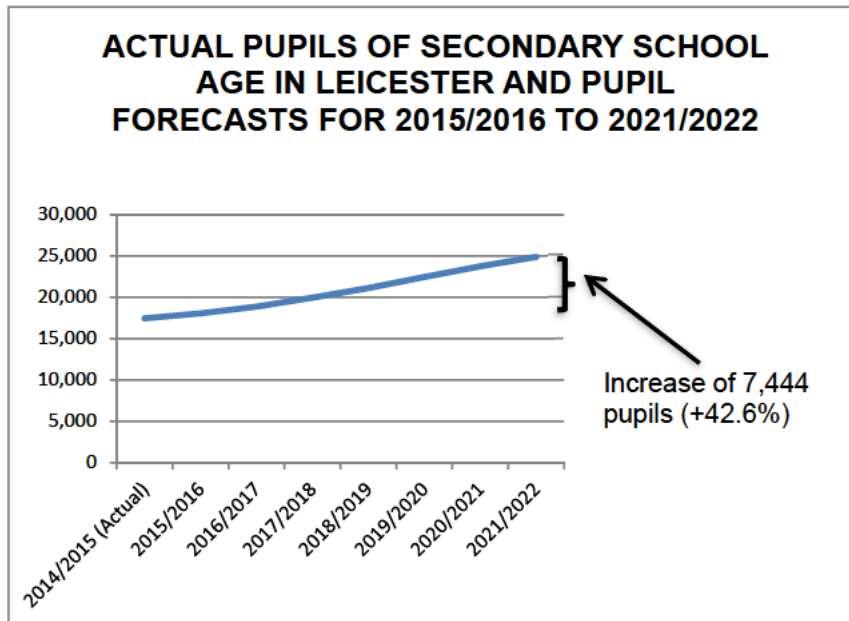
Source: Subnational population projections for England: 2014-based projections. ONS, 25 May 2016.

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationprojections/bulletins/subnationalpopulationprojectionsforengland/2014basedprojections>

3. This growth in the number of young people in Leicester is currently passing through the city's primary schools and is now beginning to enter the secondary phase. Forecast for pupils of secondary school age in Leicester published by the DfE show that by 2021/2022 there will be over 40% more 11-16 pupils than in 2014/2015. The projected growth is shown in Figure Two.

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

**FIGURE TWO**



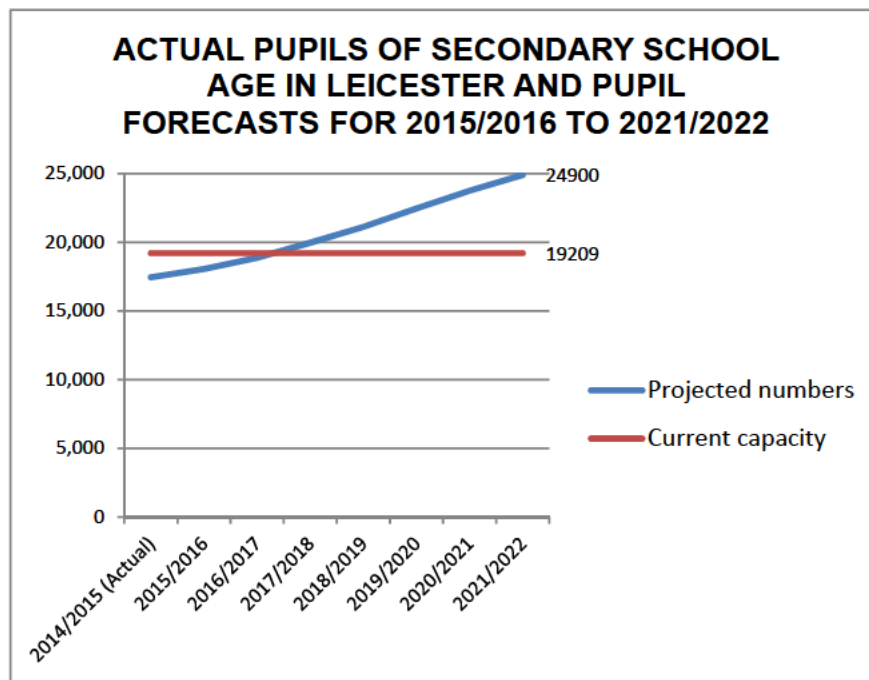
**Source:** School capacity: academic year 2014 to 2015. DfE 17 March 2016. Table A6. <https://www.gov.uk/government/publications/school-capacity-academic-year-2014-to-2015>

4. However, the capacity of Leicester’s secondary schools is limited. Currently there are 18 mainstream secondary schools in the city. Data published by the DfE show that in 2015 these provided 19,209 places with 18,079 pupils on roll in May of that year.<sup>1</sup>
5. Figure Three below superimposes the current capacity of Leicester’s 18 mainstream secondary schools against the rising projections for numbers of secondary pupils. As the Figure shows, there will be a clear shortfall of places in 2017/2018 which will rise to over 5,600 by 2021/2022. In fact, however, there will be critical pressures as early as 2016/2017

<sup>1</sup> School capacity: academic year 2014 to 2015. DfE 17 March 2016. Table A3.

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

**FIGURE THREE**



6. The SCAP 15 forecast by the Leicester City Council identifies a shortfall of Year 7 places as follows

2017 - 352  
2018 - 602  
2019 - 815  
2020 - 961  
2021 - 1093

We understand that the 2016 SCAP is showing increased numbers and therefore even greater shortfalls

7. The City Council reports that it is actively working with head teachers of the secondary schools in Leicester to accommodate the increasing numbers of pupils. In the immediate short term 10 schools have agreed to take numbers over capacity in Year 7 for September 2016, often by increasing class sizes. Discussions are continuing for additional in-year capacity for all year groups. In the medium term the Authority has, with head teachers, identified eight schools where additional capacity can be constructed on existing school sites. If all these plans materialise (they are currently only at the feasibility stage) 2,500 places will be created by 2018. These will include up to 500 in Year 7. In addition, the recent approval for Krishna Avanti to open a free school in the city will create a further 180 places for Year 7 of which it might be assumed 75% will be taken up by city residents. There is a risk that these planned places will not materialise in full in 2018. Moreover, significantly more Year 7 places are needed in succeeding years. The Local Authority forecasts (as submitted in the School Capacity Return - SCAP) indicate a shortfall of 1093 Year 7 places in 2021/22 academic year. This is the equivalent of 4/5 new secondary schools. This proposal from the Learning Without Limits Academy Trust is to



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

Hamilton College	25%	English 53% Maths 41%	Good April 2013
Judgemeadow Community College	62%	English 80% Maths 68%	Good April 2013
Madani Boys School	55%	English 57% Maths 86%	Good January 2016
Madani Girls School	78%	English 88% Maths 81%	Good September 2013
Moat Community College	49%	English 63% Maths 59%	Good January 2014
New College Leicester	35%	English 59% Maths 50%	Requires Improvement November 2015
Rushey Mead School	66%	English 83% Maths 78%	Outstanding
St Paul's Catholic School	56%	English 69% Maths 66%	Requires Improvement December 2015
Sir Jonathan North Community College	63%	English 91% Maths 65%	Outstanding October 2013
Soar Valley College	65%	English 81% Maths 78%	Outstanding November 2014
The City of Leicester College	49%	English 61% Maths 60%	Requires Improvement June 2015
The Lancaster School	46%	English 54% Maths 59%	Inadequate January 2016
Tudor Grange Samworth Academy	31%	English 50% Maths 49%	Inadequate May 2015
<b>Leicester Local Authority</b>	<b>50.4%</b>	<b>English 68.1%</b> <b>Maths 62.4%</b>	<b>N/A</b>
<b>England (All schools)</b>	<b>53.8%</b>	<b>English 71.1%</b> <b>Maths 66.9%</b>	<b>N/A</b>

Source: Compare school and college performance. GOV.UK <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=la&la=856>



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

Currently over a quarter of the secondary schools in the city are underperforming. Three (City of Leicester College NOR = 1501, New College NOR = 797, and St Paul's Catholic School NOR = 1073) require improvement and two (Lancaster School<sup>2</sup> NOR = 897, and Tudor Grange Samworth Academy NOR = 404 based on January 2016 Census) are rated inadequate. In total these provide nearly a quarter of the current places in the city.

9. By providing access to a vocational curriculum that is seen as more relevant to many young people our proposed school will provide the opportunity for young people currently failing in these Leicester schools to engage and succeed.

### **c). The need for access to an innovative Key Stage 4 curriculum that will lead to better outcomes for pupils and meet the demand from parents and young people for greater choice and diversity**

10. It is not, of course, only within schools that are deemed to be under-performing that some Leicester young people are not succeeding. Educational performance is poor right across the city. In 2014/2015
  - 64.2% and 70.1% of Leicester pupils in mainstream schools had made expected progress in English and maths between Key Stage Two and Key Stage Four compared to the national averages of 68.1% and 72.5%
  - Only just over 50% of Leicester 16 year olds attained five GCSEs A\*- C or equivalent including English and maths. This placed Leicester 16 year olds at only the 13<sup>th</sup> percentile (100<sup>th</sup> = best) out of the 152 local authorities across the country. Leicester has been around this position now for a number of years.<sup>3</sup>
11. Many factors influence educational attainment but a key factor is the nature and breadth of the curriculum at Key Stage 4 and its impact on pupils' motivation, achievement and progression. Both locally and nationally the evidence is as follows
  - The Key Stage 4 curriculum has focused increasingly on the academic subjects of the EBacc. Many young people thrive on this curriculum going on to attain well post-16 and progressing to higher education. Indeed, in

---

<sup>2</sup> Babington Community College's former Vice Principal is now the Headteacher of Lancaster and she is in the process of securing significant improvements, and the school will also benefit by becoming part of the Babington led MAT

<sup>3</sup> Revised GCSE and equivalent results in England: 2014 to 2015. SFR01/2016. DfE 21 January 2016. Table LA4 and LA6 <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015>

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

Leicester, a higher proportion of 18/19 year olds progress to higher education than the national average.<sup>4</sup>

- However, not all young people at Key Stage 4 are engaged by a curriculum that is only focussed on academic subjects. This is certainly the direct experience at Babington Community College and that of headteachers and college principals across Leicester.<sup>5 6</sup> The positive impact of vocational learning is also recognised nationally. For example

“Vocational courses can have a crucial role in stimulating and motivating pupils. The effect on motivation can prevent pupils from dropping out and has a positive impact on their other studies. Head-teachers felt that, if pupils were unable to succeed in any of their subject choices, this can have a strong adverse effect on their motivation, well-being and mental health. Vocational courses can be very important in this regard to pupils achieving less well academically.”<sup>7</sup>

- [REDACTED], [REDACTED], has himself recently stressed these issues as follows

“For far too long, we have let down millions of young people and allowed their talents to go to waste because we have not given the non-academic pathway into employment the priority it deserves.

Let me be clear. I believe the government’s ambition to raise the academic achievement of our young people and to put many more of them through the English Baccalaureate in future years is a laudable one. But having taught in disadvantaged communities for most of my professional life, I also recognise that there will always be some children who will respond better to a technical curriculum than a purely academic one. Even when I was head at Mossbourne Academy in Hackney, which had a great academic reputation, 20% of students always failed to reach our targets.

The consequences of an inflexible curriculum are plain to see. We see it in the demotivated youngsters who leave school with few relevant qualifications and an antipathy to learning. We see it in the ranks of the unskilled unemployed.”<sup>8</sup>

- [REDACTED] observations on the consequences of an ‘inflexible curriculum’ are matched by our experience in Leicester. There are issues over behaviour and attendance at school, attainment at age 16 is poor, the

---

<sup>4</sup> In 2013/2014 (the most recent data) 39% of Leicester young people progressed to HE compared to the national average of 37%. Widening participation in higher education: 2016. DfE 3 August 2016. SFR37/2016 [www.gov.uk/government/statistics/widening-participation-in-higher-education-2016](http://www.gov.uk/government/statistics/widening-participation-in-higher-education-2016)

<sup>5</sup> See the letter of support for this application from Leicester’s Education Improvement Partnership in the Appendix

<sup>6</sup> See the letters of support from the principals of colleges in Leicester in the Appendix

<sup>7</sup> Ibid page 10

<sup>8</sup> [REDACTED] speech at the Baker Dearing UTC Conference 21 July 2016.

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

demotivated young people who leave school at 16 are more likely to be NEET, less likely to participate in post-16 education and training, more likely to ‘churn’ in low level courses where they do participate post-16, and they form a significant proportion of those Leicester young people at age 19 who do not reach the key threshold of attainment at Level Two including English and maths

12. However, both locally and nationally access to vocational learning at Key Stage 4 has diminished considerably in recent years. To take the latter first, it is reported that the number of vocational qualifications studied by 14-16 year olds in England fell by 65% between 2013 and 2015.<sup>9</sup> In Leicester the number of Year 10 pupils studying vocational BTEC qualifications within school fell by nearly 40% (1699 to 1059) from 2012/2013 to 2015/2016 and the number of KS4 pupils participating in vocational provision provided by the city’s colleges fell by 75% (665 to 166) between 2010/2011 and 2016/2017.<sup>10</sup>
13. The evidence is clear. Whilst many young people thrive on the EBacc, not all do and, as the Chief Inspector states, this results in “demotivated youngsters who leave school with few relevant qualifications (and who are subsequently) . . . in the ranks of the unskilled unemployed”. There is a clear need in Leicester, made all the stronger by the steady reduction in vocational provision over the past few years - and as the Chief Inspector advocates - to provide greater access to vocational qualifications to engage these young people. This will enable many more of these young people to achieve better at 16, to be much more likely to remain in post-16 education and training including progression to apprenticeships, to progress more directly to Level Three courses rather than ‘churning’ at Levels One and Two, and to have the opportunity subsequently to progress to higher level courses at university or through a higher apprenticeship.
14. Not only is there a clear need for access to more vocational provision at Key Stage 4 in Leicester, so too is there a clear demand. As Section E2 explains, there is a consistent message from significant numbers of parents and young people in the city for something different at Key Stage 4. They are looking for a more relevant curriculum that is more practical and more clearly and obviously linked to life after school and the jobs including apprenticeships that will be available. They want greater diversity and more choice. Vocational qualifications and better links to employers and work experience (see below) alongside a core curriculum is what many would value

---

<sup>9</sup> Passports to Progress. How do vocational qualifications help young people in building their careers. Part One. Social Market Foundation. July 2016. Page 25.

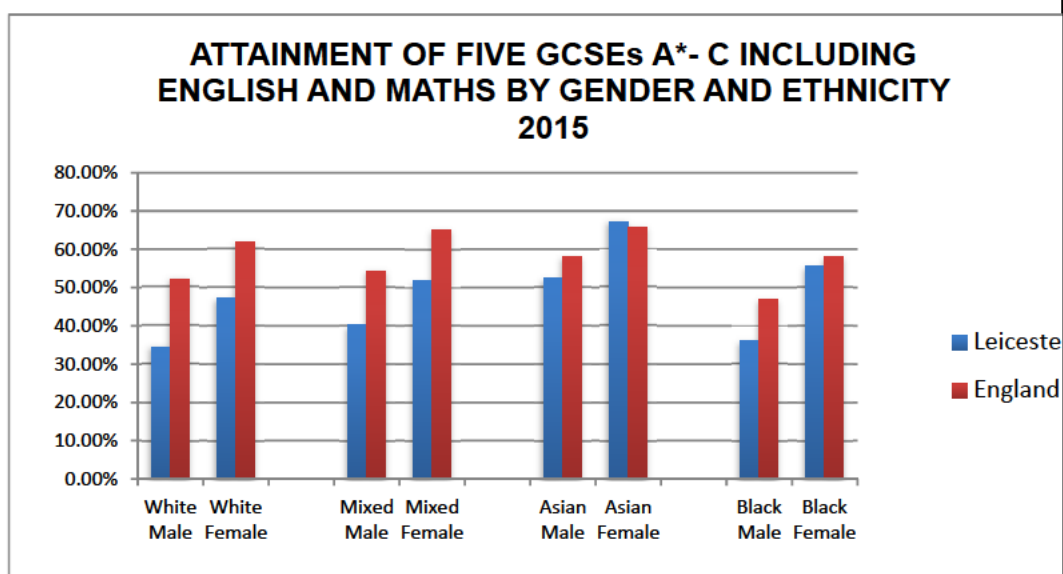
<sup>10</sup> Analysis of Curriculum Audit for Secondary Schools in the Education Improvement Partnership. The Leicester Education Improvement Partnership September 2016

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

**d). The social imperative of raising the attainment and progression of some key groups in the city notably White British**

15. The provision of a broader curriculum with a clear focus on vocational learning in our school will provide the innovation needed to secure better outcomes for young people in Leicester and it will also provide much needed diversity and choice. In addition, however, it will also address a key social need in the city.
16. Disengagement from the current Key Stage Four curriculum leads to poor attendance and to poor attainment at 16. White British young people and some Black groups – notably boys in both cases – are particularly affected by this and, as Figure Four below shows, have much lower attainment than their peers. This is a matter of serious concern in the city

**FIGURE FOUR**

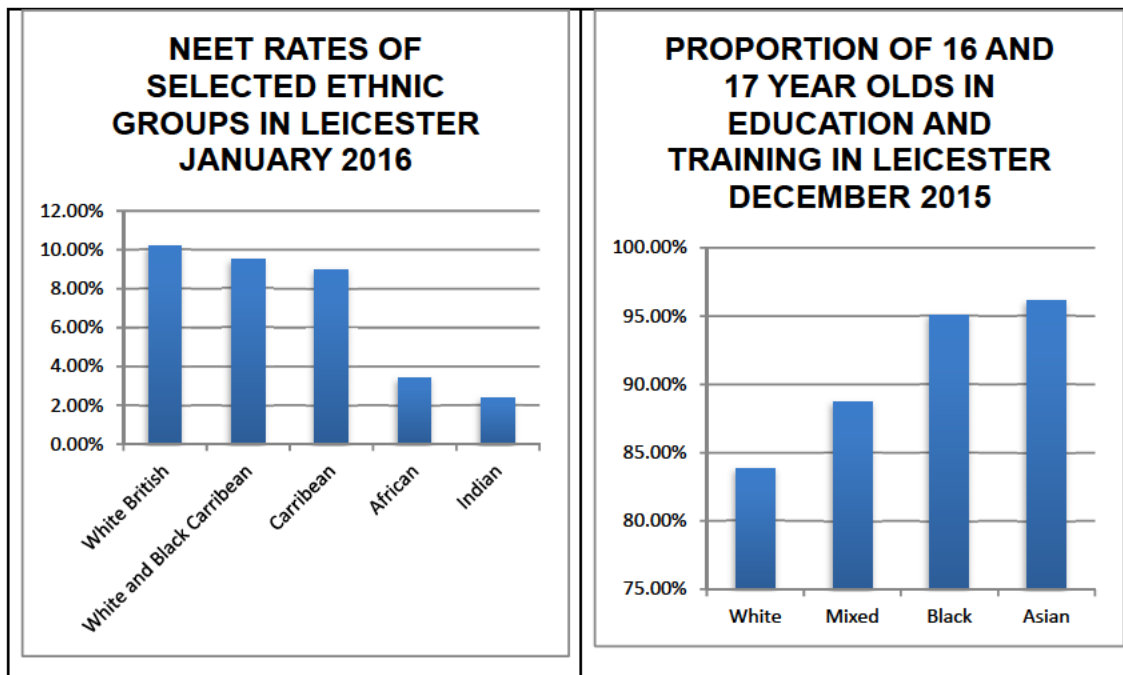


**Source:** Revised GCSE and equivalent results in England: 2014 to 2015. DfE SFR 01/2016 21 January 2016. Table 6a. <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015>

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

17. Poorer attainment at 16 by these groups is reflected in higher NEET rates<sup>11</sup>, lower participation rates of 16/17 year olds in education and training<sup>12</sup>, poorer attainment at age 19,<sup>13</sup> and poorer progression rates to higher education<sup>14</sup>

**FIGURE FIVE**



<sup>11</sup> 16-19 Participation and Youth Unemployment. Leicester City Information Advice and Guidance Services. January 2016.

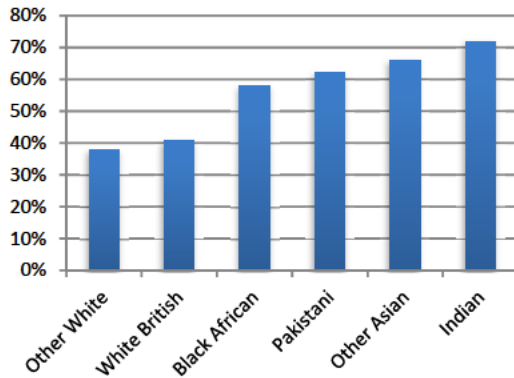
<sup>12</sup> The proportion of 16 and 17 year olds in education and training. December 2015. <https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority>

<sup>13</sup> This data was specially commissioned from the Department for Education Statistical Service in 2012. It is the most recent data available in this form. The relative attainment of the different ethnic groups is not likely to have changed to any degree since that time. The pattern of attainment is very similar at Level Three

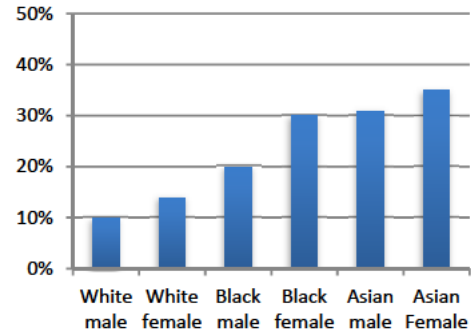
<sup>14</sup> These are calculated from the number of 18/19 year olds starting full and part time degrees and other undergraduate courses in 2014/2015 reported by HESA through a specially commissioned report to the Leicester and Leicestershire Enterprise Partnership divided by the number of young people reported by the DfE in the population of three years previously.

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

**ATTAINMENT OF LEVEL TWO INCLUDING ENGLISH AND MATHS LEICESTER 19 YEAR OLDS (2011)**



**PARTICIPATION RATE IN HE OF LEICESTER 18/19 YEAR OLDS 2014/2015**



18. White British young people and some Black groups are prominent in Leicester amongst those young people who express the need for a different kind of curriculum at Key Stage 4 providing clearer links to the world of work and access to vocational qualifications. By providing such a curriculum our school will more effectively engage these young people, motivate more of them to succeed at 16, more of them to participate in post-16 education and training and more of them to attain at Level Three by age 19. Thereafter, more will be able to progress to higher qualifications and secure access to better jobs in professional occupations. A different curriculum at Key Stage Four is a critical first link in a chain to better social mobility for this increasingly left-behind group

**e). The need to better support young people’s progression into the increasingly precarious job market**

19. The work of schools and the curriculum they provide cannot be seen in isolation from the fundamental changes that are happening in the labour market,

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

particularly for young people. The United Kingdom Commission for Employment and Skills is amongst many<sup>15 16 17 18 19 20</sup> that have identified that:

- There has been a significant decline in manufacturing jobs. These used to offer many young people a route into skilled employment.
- Many young people, particularly the least qualified, find it difficult to get anything other than temporary, part-time, poorly paid and insecure jobs – now most commonly in the retail and hotel/restaurant sector – though these jobs too are declining.
- Young people are in competition with older, more experienced and perceived-to-be more reliable older job seekers and, increasingly, graduates.
- Youth unemployment and NEET, though better than it has been, is still far too high.
- The scarring effects of NEET and youth unemployment on young people are considerable – as is the cost to the public purse.
- It takes young people a long and increasing amount of time to secure stable employment with prospects.
- A high proportion of jobs in the future – and certainly the best paid and with the best prospects – will be in managerial and professional occupations which often demand high level qualifications.

As a recent research brief puts it

“In an increasingly competitive youth labour market, young people’s early labour market experience has become progressively more protracted, unstable and fragmented”<sup>21</sup>

---

<sup>15</sup> The Youth Employment Challenge. UKCES July 2012.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/305736/the-youth-employment-challenge.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/305736/the-youth-employment-challenge.pdf)

<sup>16</sup> Scaling the Youth Employment Challenge. UKCES March 2013.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/305806/scaling-the-youth-employment-challenge-report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/305806/scaling-the-youth-employment-challenge-report.pdf)

<sup>17</sup> States of Uncertainty: youth unemployment in Europe. Spencer Thompson. IPPR November 2013.

[http://www.ippr.org/assets/media/images/media/files/publication/2013/11/states-of-uncertainty\\_Nov2013\\_11453.pdf](http://www.ippr.org/assets/media/images/media/files/publication/2013/11/states-of-uncertainty_Nov2013_11453.pdf)

<sup>18</sup> Precarious Futures: youth employment in an international context. UKCES 2014.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/326119/14.07.02\\_Youth\\_Report\\_for\\_web\\_V3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/326119/14.07.02_Youth_Report_for_web_V3.pdf)

<sup>19</sup> Remember the Young Ones: improving career opportunities for Britain’s young people. Tony Dolphin. IPPR August 2014.

[http://www.ippr.org/assets/media/publications/pdf/remember-young-ones\\_Aug2014.pdf](http://www.ippr.org/assets/media/publications/pdf/remember-young-ones_Aug2014.pdf)

<sup>20</sup> Climbing the ladder: skills for sustainable recovery. UKCES July 2014.

<https://www.gov.uk/government/news/climbing-the-ladder-skills-for-sustainable-recovery-report-published>

<sup>21</sup> University of experience.<sup>21</sup> <sup>21</sup> This Warwick Institute for Employment Research 2014

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

- and another report adds

Too many of our young people aren't making a successful transition from education into work and as a result, they risk falling in and out of short-term jobs without the opportunity to develop careers. In other words, they risk becoming part of a new 'precariat'<sup>22</sup>

20. Our proposed new school is designed to help its pupils progress more effectively into employment, either directly through apprenticeships at 16, at 19 after a period of further education, or at 21 after higher education. In addition to strong careers education, information advice and guidance (see paragraph 25 below) our curriculum will enable this in three main ways. This will be by

- enabling young people to develop the skills, experience and personal qualities that employers value,
- supporting greater proportions to attain to Level Three by age 19 so that they have access to the increasing number of higher skill and better paid jobs that will be available, and
- providing vocational qualifications in those area of the greatest occupational growth in the local and national economy.

21. Employers are looking for young people who have resilience and positive attitudes, a readiness to take part, openness to new ideas and activities, a desire to achieve, and the understanding that hard work and effort yield results. They are also looking for young people who understand the world of work and have some experience of it.<sup>23</sup> The pressure on mainstream schools to achieve the very highest results in GCSEs has, over the past five years, led to significant reductions to enrichment activities and particularly to the loss of work experience. This is particularly unhelpful as employers repeatedly stress the importance of young people having had work experience as a key entry requirement to employment and as a vehicle for developing the employability skills they so value.<sup>24 25</sup> It is for these reasons that our school will place considerable emphasis on links with employers and on work experience for all young people. This will be organised on behalf of the LMA by the Leicester and Leicestershire Education Business Company (LEBC) which has, over many years, developed an extensive portfolio of employers willing to provide work experience and to engage in other links with schools.

---

<sup>22</sup> Precarious Futures: youth employment in an international context. UKCES 2014. p 4

<sup>23</sup> See for example The Right Combination. CBI/Pearson Education and Skills Survey 2016. July 2016. <http://news.cbi.org.uk/cbi-prod/assets/File/pdf/cbi-education-and-skills-survey2016.pdf>

<sup>24</sup> The Right Combination. CBI/Pearson Education and Skills Survey 2016. July 2016. Page 31 <http://news.cbi.org.uk/cbi-prod/assets/File/pdf/cbi-education-and-skills-survey2016.pdf>

<sup>25</sup> Employer Perspectives Survey 2014. UKCES. <https://www.gov.uk/government/publications/employer-perspectives-survey-2014>



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

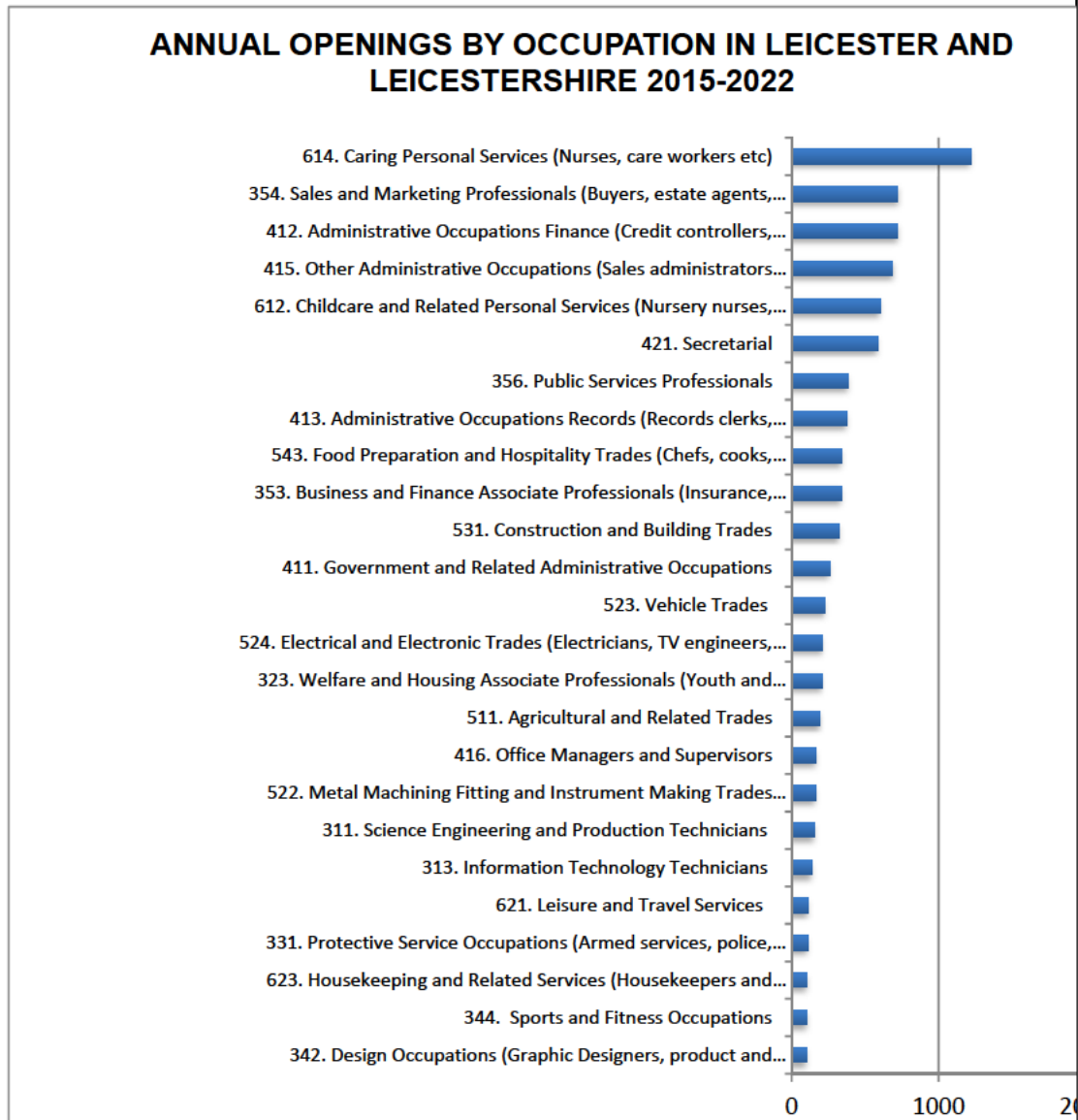
22. The Leicester and Leicestershire Enterprise Partnership (LLEP) which has provided explicit endorsement of our proposal for our new vocationally focused school (see Annex) has recently commissioned a study to examine the structure of the local labour market and projected changes into the future.<sup>26</sup> 40% of the jobs and 40% of the job openings that will be created in Leicester and Leicestershire into the future will be managerial and professional (Standard Occupational Classification numbers 1-3). These jobs pay the highest salaries and provide the means for the economic and social advancement of the people who hold them. But access to these jobs requires attainment to at least Level Three and more often to degrees. By enabling more young people to attain at 16, more to progress to higher level qualifications at 16-19 and more to then be able to progress to higher qualifications at university or through higher apprenticeships our proposed school will widen social mobility for greater numbers of city young people and their families.
23. Whilst of course academic and vocational qualifications provide a broad general preparation for employment in most occupations, vocational qualifications provide particularly for specific jobs. It is important therefore that the Technical Awards that the school will offer are closely related to the local job market. The LEP study referred to above has projected forward to 2022 and 2030 those occupations in Leicester and Leicestershire for which there will be the greatest number of job openings each year.<sup>27</sup> These are set out in Figure Six below.

---

<sup>26</sup> Leicester Labour Market Assessment. Evidence Base. York Consulting July 2016

<sup>27</sup> Leicester Labour Market Assessment. Evidence Base. York Consulting July 2016. The focus here is on SOC 3-6 only. SOC 1 and 2 usually require degrees and SOC 7-9 usually require no qualifications

FIGURE SIX



24. On the basis of this evidence it is proposed to offer the following Technical Awards/vocational GCSEs from the DfE approved list

- Health and Social Care
- Business
- Construction and the Built Environment
- Engineering
- Hospitality and Catering

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

These will provide progression into the new post-16 technical routes announced in the Post-16 Skills Plan<sup>28</sup> following the publication of the Report of the Independent Panel on Technical Education chaired by David Sainsbury.<sup>29</sup>

25. The creation of a specialist school in the city providing Technical Awards/vocational GCSEs will enable it to secure progression accords with the city colleges into the new post-16 vocational qualifications: for example from Level Two achievement at 16 directly into Level Three qualifications. This will help prevent the significant levels of ‘churn’ at Levels One and Two noted in the recent DfE/BIS report on Technical Education Reform.<sup>30</sup> Very positive discussions have already taken place on this matter with local colleges and about college specialists directly contributing to the teaching of the qualifications. More detail is provided in D1
26. It is widely recognised that careers education information and advice for young people is often very poor.<sup>31 32 33</sup> In Leicester, in spite of excellent support by the CEIAG Hub (an arm of the Leicester Education Improvement Partnership of Secondary Heads) it is the case that young people’s choice of subject post-16 sometimes bears little relation to the job market (one in six young people choosing a vocational subject at 16 choose Sport or Performing Arts), there is significant drop-out after the first year of A level, and there is significant churn between subjects at Level One and Two in post-16
27. For these reasons our proposed school will place significant emphasis on strong careers education information advice and guidance to ensure that young people and their families are well informed about the careers that are available to match their needs, abilities and aspirations, and the most appropriate post-16 opportunities to follow to achieve these.

---

<sup>28</sup> Post-16 Skills Plan. DfE July 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536043/Post-16\\_Skills\\_Plan.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536043/Post-16_Skills_Plan.pdf)

<sup>29</sup>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536046/Report\\_of\\_the\\_Independent\\_Panel\\_on\\_Technical\\_Education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf)

<sup>30</sup> Technical Education Reform: the case for change. BIS/DFE July 2016. Page 16.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536046/Report\\_of\\_the\\_Independent\\_Panel\\_on\\_Technical\\_Education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf)

<sup>31</sup> Going in the right direction. Careers guidance in schools from September 2012. Ofsted. September 2013.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413171/Going\\_in\\_the\\_right\\_direction.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413171/Going_in_the_right_direction.pdf)

<sup>32</sup> Inspiring Growth. CBI/Pearson Education and Skills Survey 2015. Chapter Six

<http://news.cbi.org.uk/business-issues/education-and-skills/gateway-to-growth-cbi-pearson-education-and-skills-survey-2015/>

<sup>33</sup> Careers education, information, advice and guidance. First Joint Report of the Business, Innovation and Skills and Education Committees of Session 2016-17.

<http://www.publications.parliament.uk/pa/cm201617/cmselect/cmese/205/205.pdf>

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

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



## E2 – successful engagement with parents and the local community

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

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

## E2 – successful engagement with parents and the local community

1. Experience of working in Leicester has proved that parental engagement is key to ensuring that young people are successful in their learning and yet this is an area that is hard to manage successfully. One of the reasons for this is that many parents who have lived in Leicester all their lives have had very little success in their own educational experiences and did not progress into FE, HE or career paths once they left school. Many families in city estates are now into the third and even fourth generation who have never had a job or who are stuck in low level, poorly paid and often insecure work. For many of these parents, academic education and then progression to university is not a path that they wish their children to pursue. They want their children to have better life experiences than they do - but not necessarily through an academic route. They talk frequently about wanting their children to 'learn a trade', 'have a skill' and 'earn a good wage'. Access to a vocational curriculum at Key Stage 4 is a key means to these ends.
2. The evidence is strong that a school that offers a different curriculum and progression pathway for young people who find it difficult to engage with a more academic curriculum will certainly be popular among many parents and carers in Leicester who worry about their children's futures. Parents often allude to their preference for such a route at Parents' Evenings, Options Events and in one-to-one meetings with school staff - sometimes, tellingly, at meetings to discuss their child's attendance or behaviour.

## **E2 – successful engagement with parents and the local community**

3. At Babington Community College our experience is very clear that whilst many young people enjoy and prosper with the EBacc, others do not. We provide some limited vocational options and these are very popular and over-subscribed. However, a number of children who start an EBacc programme frequently change their subject choices as they discover they do not enjoy some academic subjects and cannot see their relevance. Such changes cause disruption to their learning and they fall further behind their peers. The need for greater proportions of Key Stage 4 students to be able to choose vocational subjects is clearly apparent.
4. Parents' desire for access for their children to a more vocational curriculum and that of young people is supported by compelling evidence from a number of other sources – both local and national. The Annex provides letters from Leicester's Education Improvement Partnership (the federation of Leicester secondary schools), Leicester's college principals and the Leicester and Leicestershire Enterprise Partnership. These;
  - identify a significant minority of young people in Leicester who are disengaged by a wholly academic curriculum.
  - advocate access to vocational qualifications alongside a core curriculum as a means of improving engagement, attainment and progression post-16.
  - stress the importance of such a curriculum including work experience and links with employers as a means of better preparing young people for what is an increasingly challenging labour market.

Leicester's secondary heads assess that about one in five of Leicester's young people would be attracted to and benefit from access to the more vocational curriculum we are proposing for the Leicester Metropolitan Academy. See Appendix. This figure corresponds to the figure used by [REDACTED] which we quote in Section E1, Evidence of need.

5. From the very beginning of Year 7 at the school, students will be expected to engage in vocational opportunities as part of a fortnightly afternoon of relevant activities and experiences. In time these could be offered to parents and carers also so that they can also see what opportunities there are for them via adult vocational pathways with a possibility that there could be long term employment prospects for them too.
6. A draft marketing plan for the proposed new school has been drawn up with main marketing events taking place in October and November 2016. During September 2016, all the secondary schools run their open evenings for current Year 6 children and we have felt it imperative that parents and carers making their choices for their children are not confused by publicity about new schools that will not open for at least another two years - hence our decision to delay active marketing. The local paper, the Leicester Mercury, has already published an article about the plans for the Leicester Metropolitan Academy although that has not been named yet. We have a draft marketing plan subject to approval from the New Schools' Network. The plan includes leafletting, information

**E2 – successful engagement with parents and the local community**

sessions for the public, brochure production and adverts in the local press and on local radio.

**Marketing Plan for Leicester Metropolitan Academy**

<b>Month of activity</b>	<b>Items/activity</b>	<b>Cost</b>	<b>Purpose</b>	<b>Supplier details</b>
August 2016	Work done by consultant on potential curriculum offer at LMA to assist with marketing	████████0	To ensure that there is a robust rationale for the curriculum offer which will appeal to a range of stakeholders	██████████ ██████████ ██████████ ██████████
Late October	Leafletting – 3000 A4 double sided flyers	████████	To provide information about the proposed school and invite people to an information event held at Babington Community College	██████████ ██████████ ██████████ ██████████
Late October	Poster displays – 3000 A5 one sided posters	████████	As above – these posters to be displayed in windows of community centres, local shops etc.	██████████ ██████████ ██████████ ██████████
Late October	Establishment of single page website, including domain name	████████	The website will be advertised on the leaflets and posters and will provide more information on the LMA and its ethos and curriculum	██████████ ██████████ ██████████ ██████████ ██████████
Late October	Newspaper advert in The	████████	To alert a wide audience to the	██████████ ██████████

**E2 – successful engagement with parents and the local community**

	Leicester Mercury – banner advert towards the front of the paper		proposed free school and to the information event.	
Late October/Early February	Magazine advert		For the October advert, to provide information on the proposed school and information event. For the February advert, to give information about the proposed free school and invite to a further information event.	
Mid November	Information event – catering for the event		To provide tea and cakes for an anticipated 50 people attending the above information event at Babington Community College	
<b>Total cost</b>				

## Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.



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

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

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

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

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

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

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

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

[Add lines as appropriate]

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

1. The person who will lead the pre-opening phase of this new school will be [REDACTED] CV is included in the Appendix. The Regional Schools Commissioner has confirmed that [REDACTED] has the capacity to apply to open a mainstream 11-16 free school. The RSC's letter dated 18 July 2016 is included in the Appendix.
2. The other members of the core team are [REDACTED]. The CVs for these two other members of the core team are in the Appendix. The key roles of the core team have been preparing this application. Over the forthcoming months these roles will be extended to include
  - liaison with the Department for Education over the next stages of the application
  - carrying out the marketing strategy referred to in Section E2
  - working with the Education Funding Agency to acquire and develop an appropriate site
  - working with our partner colleges to identify in detail the infrastructure and equipment needed to provide the proposed vocational qualifications, to identify the exact roles of the colleges in supporting the vocational curriculum on and off-site, and agreeing specific progression accords for LMA students leaving the school and beginning post-16 education
  - developing further details around the finances of the new school
  - developing a schedule and specification for the appointment of key staff
3. We do not have a Principal Designate for the Leicester Metropolitan Academy. We intend to recruit in March 2017 for a start date of September 1<sup>st</sup> 2017. The unique selling point of the Leicester Metropolitan Academy is based in its emphasis on vocational learning whilst maintaining high academic standards through an EBacc offer. We seek to attract an experienced practitioner who has senior leadership experience at a good or outstanding school, a thorough knowledge of curriculum, teaching, learning and assessment practices and a values system which recognises that high expectations and aspirations can be met through vocational learning experiences as well as academic ones. The selection process will test candidates' abilities to evaluate teaching and learning, their knowledge of the full range of possibilities for a two year KS3 and a three year KS4 curriculum as well as their financial acumen, knowledge of HR and their inclusive values.
4. Once appointed the Principal Designate will, under the supervision of the [REDACTED] Trust Board and LGB, lead on
  - the appointment of staff needed to set up and operate the school by September 2018

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

- designing the admissions policy, liaising extensively with primary schools likely to send pupils to the LMA in Year 7 in 2018 and recruiting the first cohort of Year 7s
- developing detailed curriculum plans and overseeing schemes of learning for all aspects of the Key Stage 3 curriculum and planning in more detail for Key Stage 4 that will begin in September 2021
- develop all other requisite policies and procedures under the general framework of the Learning Without Limits MAT
- train, manage and support staff as they are appointed
- prepare for a successful pre-opening Ofsted inspection
- manage the transition of governance from the core team to the school's new governing body and its effective working under the umbrella of the Learning Without Limits MAT

## 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>
Construction and design	Pre-opening team	We are able to draw on the construction background of the Strategic Resources Manager at Babington to fill this gap. He led the BSF build at Babington from start to finish and is well-versed in all the issues surrounding designing and building a new school.

[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 [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**

1. The Regional Schools Commissioner has confirmed that Babington Community College as the lead school in the Learning Without Limits Academy Trust has the capacity to apply to open a mainstream 11-16 free school. The RSC's letter dated 18 July 2016 is included in the appendix.
2. The governance structure of the Learning Without Limits Academy Trust has been designed to exercise strong accountability for all its constituent schools including the Leicester Metropolitan Academy. The structure – along with roles and responsibilities – is set out below. This accountability framework has been approved by the RSC through the regional Headteacher Board.

[Redacted]

[Redacted]

[Redacted]

Three community governors  
Two parent governors  
One staff governor  
The Principal

**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**

3. There is a scheme of delegation in place which has been signed off by the Trust Board and which each headteacher of the schools in the MAT is aware of. The Trustees reserve the right to withdraw delegation and establish an advisory council should the need arise – and not solely because of under-performance but also to strengthen governance in a particular area if required. The Trust Board will have three committees – a business committee, an audit and risk committee and a pay and personnel committee. The Trust Board will appoint all key members of staff to the Trust, including the Principal of the Leicester Metropolitan Academy.
4. There are no conflicts of interest for any members of the Trust

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

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

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

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

[Add text here. Table expands]

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

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

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

<b>F4 – Independent schools have 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 have an appropriate, well-maintained, and secure site**

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

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

<b>F5 – Independent schools have 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 [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

1. The costs associated with LMA will not be substantially different to those for Babington and the Trust will be taking a 4% top slice from schools in the MAT in the first year of operation, rising to 6% in later years. There will be a need to pay for work experience placements in KS4 and we will work closely with providers to ensure that we get best value for money. Costs will be covered from the top slice from budgets of schools in the MAT.
2. We anticipate that between 40 and 50% of students will be eligible for the pupil premium, which is similar to the current eligibility figures for Babington Community College.

## 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](#) for what should be included in this section.

## Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- 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.



Department  
for Education

Academies Regional Delivery Group  
East Midlands and the Humber  
Level 6, St Pauls Place  
125 Norfolk Street  
Sheffield  
S1 2FJ

[Redacted]

18 July 2016

[Redacted]

**Re: Babington – Free School Capacity**

Dear [Redacted]

*I welcomed last week's opportunity to discuss your proposal for a mainstream 11-16 free school in Leicester.*

*As a result of our conversation I am happy to confirm that I believe you have the capacity to apply for:*

- A mainstream, 11-16 free school in Leicester.

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

*If you have any further questions or would like to discuss please do not hesitate to contact my office.*

Yours sincerely

[Redacted]

[Redacted]

13<sup>th</sup> September 2016

Dear Sir,

**Re: Letter from the LLEP in support of the application by Babington Community College for an 11-16 free school specialising in vocational qualifications**

I write on behalf of the Leicester and Leicestershire Enterprise Partnership to support the proposal by Babington Community College to establish a 1200 place 11-16 free school specialising in vocational education at Key Stage Four.

The remit of the Leicester and Leicestershire Enterprise Partnership (LLEP) is to drive forward regeneration and growth in the local economy. Employers are one of our key constituents and the skills agenda is a priority for us all. At national level there is considerable interest in the transition of young people from school to employment and the annual education and skills survey by the CBI, for example, points to many issues germane to the proposal by Babington Community College. However, in addition to our frequent contacts with local employers and our own annual Business Survey we have, over the past six months, undertaken the following.

- A 1:1 survey of over 150 local employers focussing on what they see as the skills needs of the area
- A detailed statistical analysis of the local economy and occupations in the area projecting forward to 2022 and 2030
- A detailed analysis with our partners into the post-16 education and training needs in the area

The evidence from these enables me to make the following points on behalf of the LLEP and employers with some authority

1. The attainment of young people in Leicester at age 16 is low. My understanding is that the attainment of White British young people is particularly low
2. For a variety of reasons significantly fewer young people at Key Stage Four now undertake vocational qualifications compared to the past. In addition, fewer now undertake what used to be the requirement for work experience. The consequence is that young people's awareness of the jobs that are available in the area and their most appropriate choice of further education is constrained. We have clear evidence of a distinct mismatch between Leicester young people's choices at 16 and the jobs in the local and national economy. This, coupled with the loss of the opportunity in the past to develop some practical skills through vocational courses at Key Stage Four, means that there are false starts and considerable 'churn' between courses post-16. As a result, too many - two out of five Leicester 19 year olds - fail to reach the basic employment threshold of Level Two including English and Maths

3. Only one third of the 150+ local businesses consulted by our Skills for the Future Survey rate the work readiness of the young people they have interviewed and/or recruited recently as either 'excellent' or 'good'
4. Only one in thirty Leicester 16/17 year olds currently take up an apprenticeship. This is a significant waste of the opportunities that are available
5. There are considerable opportunities through vocational qualifications and through apprenticeships for well-prepared young people with a clear line of sight to employment to progress to Level Three and to higher level qualifications. In Leicester as elsewhere, there is an increasing demand from employers for such higher level qualifications

For these reasons I strongly welcome and support the proposal by Babington Community College to open an 11-16 free school specialising in vocational qualifications in the city. This will do much to help address the significant challenges in Leicester that we in the LLEP have identified.

Yours sincerely,

Dear Sirs,

As one of four colleges delivering around 90% of post-16 provision in Leicester overall Regent College has a strong working relationship with the other colleges and 11-16 providers locally. We are therefore a key stakeholder in respect of the proposal by Babington Community College to open a new 11-16 school in the city. Furthermore, we are well placed to assess the appropriateness of the 11-16 provision currently being made by Leicester's secondary schools and the kinds of provision that will be needed in the future as more schools are established to meet the rising population in the city.

Many Leicester young people do well at Key Stage Four in our secondary schools. They achieve high grades at GCSE and progress into our colleges, often into A levels or college based level 3 vocational provision, where they succeed well and make good progress towards Higher Education. Indeed, this is a strength in Leicester relative to the proportions achieving full level 2 qualifications at the end of key stage 4. For these young people the Key Stage Four curriculum focused increasingly on the EBacc is a powerful vehicle for learning and achievement and they continue to do well.

However, as a provider of provision below level 3 it is our direct experience that not all young people are engaged or motivated by a curriculum focused almost exclusively on the EBacc. Moreover, we are keenly aware that vocational options at Key Stage Four have been diminishing in recent years. This is a matter of considerable concern to us for the following reasons

- We see many young people applying to join our colleges at 16 whose low level of attainment belies their obvious ability. They tell us that they had lost interest at

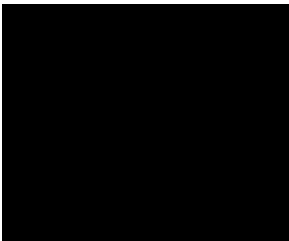
school and often that this was a result of the highly academic curriculum that is increasingly the norm for all;

- The loss of vocational options at Key Stage Four coupled with the well documented national concerns about the reduction of work experience and issues over careers education information advice and guidance mean that when they come to apply to college, as most do, they are often very poorly informed and have not positively considered vocational pathways. As a result, too many 'churn' at Level One or change pathway as they progress through levels, with too few reaching the critical threshold of Level Two by age 19 with English and Maths, or indeed even less make it successfully into Level Three;
- It is our experience that far too few Leicester young people have been given the experiences during their schooling that would build their confidence to pursue a vocational or technical pathway, even where this is clearly appropriate.
- Recent analysis shows us that White British young people in Leicester underperform or leave education early in particular and we are concerned about a widening division in our city between the motivation and expectation of many of these young people when compared to their more successful peers from other groups.

Our experience is that for a significant minority of young people at Key Stage Four, access to high quality vocational courses allied to well-planned work experience/links with employers and a strong core curriculum can be engaging and help them to achieve more highly overall, especially where they can develop their vocational specialisms and technical skills earlier. It is highly likely that this would encourage more informed progression at 16 and enable those young people to progress more rapidly up the levels in 16-19 education and training.

For the increasing numbers that reach and can attain to Level Three in our city there are widening opportunities to reach higher levels of study at university, with more than one in six 18 year olds now entering HE do so with a vocational qualification or through higher apprenticeships.

We have for many years now been raising with our colleague secondary heads in the city and with our local authority, the importance of there being greater access at Key Stage Four to vocational qualifications. We are very pleased that the new school being proposed by Babington Community College proposes positive actions in this respect and is clearly focussed on addressing a need in our city. As such we would add our support to the proposal and anticipate that, in due course we would be able to work with the new school to support the progression of those young people who would undoubtedly have their achievement and progression opportunities improved.



Dear Sir,

More than 90% of post-16 provision in Leicester is provided by our four colleges – Leicester College, Wyggeston and Queen Elizabeth I College, Gateway Sixth Form College and Regent College. We are in a very good position therefore to assess the appropriateness of the 11-16 provision currently being made by Leicester's secondary schools and the kinds of provision that will be needed in the future as more schools are established to meet the rising population in the city.

Many Leicester young people do well at Key Stage Four in our secondary schools. They achieve high grades at GCSE and progress into our colleges, often into A levels, where they succeed well. They then progress at high rates into higher education and thereafter into successful careers. For these young people the Key Stage Four curriculum focused increasingly on the EBacc is a powerful vehicle for learning and achievement.

But our direct experience is that not all young people are engaged by a curriculum focused almost exclusively on the EBacc. Moreover, we are keenly aware that vocational options at Key Stage Four have been diminishing in recent years. Take-up of our own college programme of vocational provision for 14-16 year olds has fallen from 665 school pupils in 2010/2011 to only 166 planned for this academic year. This is a matter of considerable concern to us for the following reasons

- We see many young people applying to join our colleges at 16 whose low level of attainment belies their obvious ability. They tell us that they had lost interest at school
- The loss of vocational options at Key Stage Four coupled with the well documented national concerns about the reduction of work experience and issues over careers education information advice and guidance mean that when they come, as many do, to choose vocational subjects at 16, they are often very poorly informed. Too many make inappropriate choices and subsequently change direction at 17 or 18. And very few now come with any practical experience and skills. The result is that too many 'churn' at Level One and too few reach the critical threshold of Level Two by age 19 or indeed Level Three.
- Very few Leicester young people are aware of the considerable opportunities that are available through apprenticeships. Only one in 30 Leicester 16/17 year olds currently take up an apprenticeship
- These issues particularly impact on White British young people and we are concerned about a widening division in our city between many of these young people and their much more successful peers



Our experience is that for a significant minority of young people at Key Stage Four access to high quality vocational courses allied to well planned work experience/links with employers and a strong core curriculum can engage young people and help them to achieve. They can then make better choices at 16 and progress more rapidly up the levels in 16-19 education and training. For the increasing numbers that attain to Level Three there are widening opportunities for higher level of study at university (more than one in six 18 year olds now entering HE do so with a vocational qualification) and through higher apprenticeships.

We have for many years now been raising with our colleague secondary heads in the city and with our local authority the importance of there being greater access at Key Stage Four to vocational qualifications. We are very pleased that the new school being proposed by Babington Community College does exactly this.

Yours faithfully

Dear Sir/Madam

As Director of the Secondary Education Partnership, I write personally to endorse the approach taken by Babington Community College for the proposal to open an 11-16 Free school in the city focusing on vocational learning at Key Stage Four.

I can confirm that:

- the vision for the Free school has been shared with the Head teachers of schools in the EIP
- the proposed 1200 place Free School would make a valuable contribution to meet the need to increase the secondary place capacity across the city
- The Head teacher of Babington made a clear commitment to continued partnership working within the EIP for the benefit of all the young people of the city and beyond
- The proposed vocational learning focus of the Free school would add to the diversity of provision across the city.

From my perspective, Leicester's secondary heads and their staff work every day with the 18,000 secondary pupils in the city's schools. For many of these pupils the EBacc provides an engaging academic curriculum at Key Stage Four, through

which many succeed, going on to progress to post-16 education including often to university from age 18. However, heads' clear experience is that not all young people are engaged by a traditional academic curriculum. Some young people, notably but not exclusively those that are White British - including many that are able and have high aspirations - are turned off by such a curriculum. They disengage, attain poorly at 16, have subsequently poor participation rates in post-16 education, poor attainment at age 19 and thereafter much reduced life chances compared to their more academic peers. There is a wealth of statistical evidence in Leicester to demonstrate this.

Working every day with Leicester's secondary pupils, and frequently meeting and talking with their parents, Leicester's head teachers recognise there is a clear demand by many pupils and their parents for something different at Key Stage Four in the city. These pupils and their parents speak frequently of a more relevant curriculum that is more practical and more clearly and obviously linked to life after school and the job opportunities including apprenticeships that will be available. The scale of this demand varies across the city according to the socio-economic circumstances of the area and, as I indicate above, by ethnicity. Heads however estimate that perhaps 20% of secondary pupils and their parents in Leicester would be attracted by, and would benefit from access to, a more vocational curriculum. Across the city as a whole with the current 11-16 population this would amount to 3,500 pupils aged 11-16. As the population of young people increase over the next five years the demand of course will be even greater.

I believe the proposal by Babington Community College for a vocationally focused school, from direct experience of Leicester pupils and their parents, is greatly needed and will be greatly welcomed by them.

Yours faithfully,

## CV template

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

CV template		
	per student for level 3 qualifications.	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6	Brief comments on why your previous experience is relevant to the new school	
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

## 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>	<p>[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.</p> <p>The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum</p> <p>Closing the gap for all pupil groups and ensuring that SEND pupils achieve</p> <p>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.</p> <p>please delete this guidance before submitting this form]</p>		

<p><b>Quality of teaching in your school</b></p>	<p>[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 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.</p> <p>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> <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 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.</p> <p>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 above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b></p>			

## 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
<p><b>1. The roles and responsibilities of the directors/ trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>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)</p> <p>Holding school leadership to account</p>	
<p><b>2. Structure of the board</b></p>	<p>Accountability system</p> <p>Structure of decision making</p>	

<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda		
<b>4. Finance</b>	<p>Please give details of:</p> <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>		



Department  
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

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

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DFE-00177-2016



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)