



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

NORTH WEST LEEDS SIXTH FORM CENTRE

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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)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. 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: 27th 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 is included in the Excel Spreadsheet

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

This section is included in the Excel Spreadsheet

Section C – vision

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

Introduction

North West Leeds Sixth Form Centre (NWLSFC) will be a 16-19 Free School providing places for 1200 students when full in September 2021 and will be ready to open in September 2018 with 400 students. We have previously identified the current Leeds City College site as the best location for the Free School and are aware of ongoing discussions regarding this. We have also continued to work with Leeds City Council to identify alternative sites should this one not prove feasible. Please see section H for more details.

NWLSFC will provide a highly academic curriculum keenly linked to the skills and knowledge requirements of the Leeds economic area. This will lead to 100% progression for all students into the next steps of education, employment or training.

We have chosen the opening date of September 2018 because at that stage we will be confident that we will have:

- Secured the required number of entrants into the Centre
- Attracted the highest quality staff
- Established the required physical environment to deliver the vision and aims as detailed below
- Put in place a fully operational high quality curriculum for all our students
- Implemented secure financial procedures to ensure that the Centre will have a secure financial base (see Section G and our financial plan for more details).

The proposer of NWLSFC is Horsforth School in its role as a Trust. The Trust will draw upon the expertise of staff and governors to provide the capacity and capability to establish and then operate NWLSFC. Please see section F for more details of how we will do this.

The Trust is currently a member of the Red Kite Teaching School Alliance led by Harrogate Grammar School and is in discussions to deepen this relationship with the Red Kite Learning Trust. This relationship has already been cemented by the agreed appointment of [REDACTED] of the Horsforth School Trust.

We were disappointed by the news that our application to open NWLSFC was unsuccessful in Wave 11. However, we acted immediately to review the reasons for this decision and believe we have strengthened our application in both the specific areas outlined by the Department for Education and in general terms with the ongoing work conducted by the team prior to hearing the outcome of our Wave 11 application. More detail is provided through this application but in headline terms, the following applications have been taken:

- Appointment of a full time Marketing Manager with a specific remit to drive Post-16

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

recruitment to NWLSFC. This work included a full marketing plan for the opening of NWLSFC. A revised version of this is included in this re-submission

- Continuing engagement with our community and potential students in relation to the opening of NWLSFC
- A detailed discussion with DfE to gain feedback on our application further than that outlined in our official notification
- The appointment of a Chief Executive Officer
- A review of the vision for NWLSFC to more closely align it to the needs of the City and its learners and the strengths of Horsforth School

Rationale for the establishment of NWLSFC

We want to establish NWLSFC so that we can provide something different and of a significantly higher quality when compared to the existing provision in the area. We also want to address the clear need for 16-19 places in the area as evidenced by:

1. The basic need for places for 11 to 16 year olds that will result in the need for more post-16 places
2. The number of students eligible for post-16 education
3. The number of students currently in post-16 provision
4. A forecast of the need for 16 to 19 places.

The establishment of NWLSFC will also impact positively on the supply of places for 11-16 year olds.

See in the annex a letter from Leeds City Council which expresses their support for our application and their recognition of the need for such provision in the authority. As noted in the letter, discussions with local ward members have indicated that they welcome our developing a Post-16 Free School in this area, recognising the immediate and future need. The Council has expressed their ongoing support and partnership in what they describe as 'this exciting opportunity for our shared community'. See also in the annex an email in support of the proposed provision from the elected member for the [REDACTED].

Demographic data provided by Leeds City Council has projected an increase in Post-16 students of 80 by 2018, 500 by 2020 and over a 1,000 by 2021 across the city. This assumes the same rate of take up as is currently opting for A-Level, and that our high quality offer would attract a larger uptake.

We also engaged with Bradford City Council on July 4th where their representative, [REDACTED] was fully supportive and offered to promote NWLSFC in Bradford Schools.

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We will cater for young people in the area who need to gain the most from their Post-16 educational experiences so that they can maximise their life chances at an important stage of their personal development. We have also tailored our curriculum to meet the needs of the local economy (service and knowledge sector dominated) and the Northern Powerhouse. In order to do this, we will work towards the achievement of a vision for the Centre as outlined below. In particular, as described in Section D1, we offer predominantly Level 3 'academic' and some applied courses leading to worthwhile qualifications. English and mathematics (both GCSE and Functional Skills) will also be delivered in specific circumstances to ensure that all students when they leave the Centre will have achieved at least GCSE grade C in these subjects.

We will also attach great importance to the development of productive and purposeful relationships between students and all professionals within the Centre, especially with regard to those colleagues who will monitor students' progress, oversee their personal development, and prepare students for the next stages of their lives, be it higher education, employment, or further training. Students' progress will be monitored very closely with colleagues working together with students to ensure that they are working towards their goals, especially when making choices about their futures.

Please see Section D for more details.

Our vision

We will:

- Provide to all our students an academic curriculum, outstanding teaching, high quality resources, and personalised individual support, which will allow them to achieve in line with their potential and to make positive progression to University, employment, or further training
- Encourage our students to take full responsibility for, and exercise leadership with regard to, themselves and their own learning
- Facilitate opportunities for all our students to access a rich and varied enhancement programme which will enable them to pursue their ambitions, interests and passions, and develop their skills and talents
- Help students to contribute and make a difference both across the Centre and within the wider community
- Through the achievement of the above 4 elements of our vision, contribute to the economic and social development of the area and the wider region.

The delivery of our vision

We will deliver the vision for the Centre through the pursuit of four strategic and interrelated aims which will relate to:

- Student performance

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

- Fulfilling unmet demand for a varied and high quality Post-16 education in the area
- Students’ progression into higher education and employment
- The economic and social development of the area and the wider region.

Our curriculum is matched to the goals of our students and the skills needs for our local economy. In Leeds, 42% of all jobs are in the professional / managerial sector and in 2016 39% of Horsforth students secured Russell Group destinations.

As one of the largest financial centres outside of London, a vital hub for technology where over 33% of all the UK’s internet traffic passes through and where the service sector now dominates over traditional manufacturing, Leeds’ knowledge economy needs dedicated academic education and training to meet this demand.

1449 students from the LS18, LS19, LS16 and LS5 catchments were surveyed on their education goals and learning pathways:

When I finish year 11 I would like to:

Option	Number	%
Go to Sixth Form	809	56%
Go to College	294	20%
Start an apprenticeship	346	24%

When I finish school I would like to:

	Number	%
Study A levels	797	66%
Study some A levels and some vocational courses	286	24%
Do a vocational course	130	10%

My career aspirations are:

	Number	%
A professional career like Doctor, Solicitor, Teacher, Accountant, Engineer, Scientist, Programmer	749	58%
An applied career like Nurse, Technician, Clerk, Administrator, Dental Hygienist, IT support	269	21%
A practical career like Electrician, Plasterer, Joiner, Builder, Hairdresser, Beautician, Chef	271	21%

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

Over half of all students surveyed professed a preference to attend a sixth form with 90% of students looking for a mix of course options. Two thirds of all students polled wanted a purely academic offer of A levels and the career aspirations of students were clearly linked to the professional (58%, 749) and applied sectors (21%, 269). This strongly indicates that the proposed NWLSFC has a curriculum and offer linked to student aspirations.

Our curriculum will be a predominantly academic offer of A level courses and we will personalise this to our students next steps and goals. We will also offer some applied A levels linked to local need to support students who have clear goals in this area.

Pathway 1: 4 Academic A level courses including further maths to facilitate progression to Russell Group Engineering courses. This will address the local Engineering skills gap linked to the building expansion, HS2/3 and technical sectors.

Pathway 2: 3 Academic A level courses (could include an applied course) with the EPQ to facilitate progression to Oxbridge, Russell Group or other Higher Education destinations. The local need at corporate and small business level in the knowledge economy such as media, IT, technical, managerial, scientific, financial and service sectors.

Pathway 3: A blended mix of academic and applied A levels with integrated work experience linked to a future career aspiration. This facilitates progression to higher vocational training, apprenticeships, employment but will also support medic/Dentistry preparation. This addresses the massive local demand in the service, financial and corporate sectors.

Some students have particular gifts and talents they want to develop through specific courses or experiences. For these gifted and talented students we will offer blended courses through our partnerships with other local centres, companies or sports academies. In doing this, we will build on the experience gained at Horsforth School. For example, in the academic year 2015/16 we had 2 students who attended the Leeds College of Music in parallel to accessing our academic offer.

We have also supported talented athletes by providing a blended academic offer with training. For example, in Horsforth School, in the academic year 2014/5, one talented footballer studied a BTech extended diploma in sport at Benton Park alongside training for Guiseley FC and undertaking work experience. Similarly, a student in the academy for Wakefield Trinity Wildcats has been supported through our fully academic programme by studying over three years rather than two.

To further extend the curriculum offer with reference to students wishing to study law or finance at University, we have a blended programme of study utilising the teacher

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expertise of one of our local secondary schools, and 6 students in the academic year 2015/16, studied law A level at Benton Park High School and 20 students studied finance.

Example	Curriculum	Learner Goal	Sector and need
Student 1	4 A levels (including further maths)	To facilitate study of Engineering at Russell group	Engineering, construction and technical sectors
Student 2	3 A levels + EPQ	Progression to Oxbridge / Russell group / other University	Knowledge economy such as media, IT, technical, managerial, scientific, financial and service sectors.
Student 3	3 A levels + Work Experience	Progression to higher vocational training, apprenticeships and employment. Also suitable for medics/dentistry.	Service, manufacturing, financial and corporate sectors.

Students who desire a technical offer can access blended routes through our partnerships with Leeds College of Music and we are developing collaboration with Leeds City College to better support students who our offer does not support having met the [REDACTED] on two occasions now (20/5/16, 14/9/16 and planned 19/10/16).

Key to the achievement of our vision will be ensuring that all students attain at the highest possible levels and make outstanding progress. In order to do this, we have set ambitious, but realistic whole Centre targets for student attainment and progress. These are:

A level qualifications

- Average point score per A level student: exceed national average by at least 30 points
- % gaining at least 3 A level qualifications at grades A* to E: exceed national average by at least 10%
- % gaining at least one grade A* or A at A level: 28% or higher

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- Average point score per examination entry: exceed national average by at least 5 points
- Value added score: achieve a significantly positive value of at least 0.25

English and mathematics

100% of those students who enter the Centre without a GCSE in English and/or mathematics achieve either a GCSE at grade C or above or the Functional Skills qualification in English and mathematics at level 2 before they leave the Centre.

Please see Section D2 for more details of our whole Centre targets and how these will relate to the delivery of our vision.

In summary, the key features of the Centre will be:

- Predominantly academic and some applied A and AS level courses
- Facilitating experiences / qualifications offered; work experience linked to a learning goal and the Extended Project Qualification (EPQ)
- Students will attain at the highest possible levels and will make outstanding progress
- A structure which will maximise students' life chances
- Students being able to pursue their ambitions, interests and passions, and develop their skills and talents
- The provision of personalised individual support for all students
- Close monitoring of students' progress
- The provision of high quality resources
- A focus on helping students to move into employment or higher education
- A rich and varied enhancement programme.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Year 12		400	500	600	600	600	600	600
Year 13		0	400	500	600	600	600	600
Totals		400	900	1100	1200	1200	1200	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 week	Mandatory/ Voluntary	Comments
<u>AS/A2 courses /qualifications</u>			
Art and design	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Biology	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Business	AS – 4.5 A2 - 5	Voluntary according to students'	

		programmes of study	
Chemistry	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Computing	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Design Technology	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Drama	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Economics	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
English Language	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
English Literature	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
French	AS – 4.5	Voluntary	

	A2 - 5	according to students' programmes of study	
Geography	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
German	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Health and Social Care	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
History	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Mathematics	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Further Mathematics	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Quantitative Reasoning	AS – 4.5 A2 - 5	Voluntary according to students' programmes	

		of study	
Media	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Music	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Photography	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Physical education	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Physics	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Psychology	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Religious education	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
Applied Science	AS – 4.5	Voluntary according to	

	A2 - 5	students' programmes of study	
Spanish	AS – 4.5 A2 - 5	Voluntary according to students' programmes of study	
<u>Extended Project Qualification (EPQ)</u>	5		
<u>Applied courses/qualifications</u>			
Applied Post-16 Course in ICT	5	Voluntary according to students' programmes of study	
<u>Enrichment activities</u>			
See section below		Voluntary according to students' needs, aptitudes, and aspirations.	

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

Rationale for our curriculum

The underlying reason, and so simply stated rationale for our curriculum, is that it will meet a well-recognised and clearly evidenced need for high quality post-16 provision in the area in which the Centre will be located. This curriculum plan has therefore been developed to address the serious shortfall of high quality places for post-16 courses and qualifications in the locality in which the Centre will be located.

We therefore know that our student intake will want access to this high quality provision with its characteristics as outlined above in Section C. See Section E for significantly more details of this evidence.

As described in section C, this high quality provision will have a focus on helping students to move into employment or higher education. To do this, we will establish a structure which will maximise students' life chances and help all our students to attain at the highest possible levels and make outstanding progress.

We will therefore encourage our students to take 4 or 3 A level courses in order to help them apply successfully to a range of universities including those in the 'Russell Group'. However, we do also recognise that there will be young people who will benefit most from undertaking applied courses perhaps combined with some A/AS levels.

Our curriculum offer has been highly successful in securing students high quality destinations. This is evidenced by 100% of all students in 2015/16 securing either their desired University destinations (77%) or further employment and training (33%). Of the entire cohort 39% of students went to Russell Group destinations and the quality of preparation we have offered has been recognised by a letter from University College Oxford who kindly stated in 2016 "thank you for the very good preparation he clearly received before coming to us. Needless to say we hope you will send us more applicants of [redacted] calibre".

The Curriculum

Programmes of Study

Students will be expected to follow a programme of study which will contain 4 different elements such as:

- 4 A levels
- 3 A levels and an Extended Project Qualification (EPQ)
- 3 A levels and a work experience element.

AS/A level qualifications

Our AS/A level qualifications will be linear in that all of our students will sit all of their examinations for their qualifications at the end of the full course during the summer

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

period. This will also apply to resits. Similarly, our AS courses will be 'decoupled' from A level courses. However, all students will take the AS qualifications and the equivalent A level qualification. This will be possible because all our AS and A level specifications will be co-teachable which will mean that the course content of our AS specifications will be the same as the first year of our corresponding A level. That is, the content of the AS level specification will be a subset of the content of the A Level specification, which can then be taught in the first year of the A Level course.

In our planning for our AS/A-level provision, we have taken account of the recent changes to the AS/A level qualifications. We will also continue to review our provision in the light of other potential changes to AS/A level qualifications.

The level 3 Cambridge Technical Diploma in IT

This course/qualification will be a natural follow on from the level 2 OCR course that students may have studied at Key Stage 4. The assessment is all coursework and students will complete 6 units over 2 years. The course will allow for flexibility with the choice of units that make up the qualification that can be tailored to student's needs and skills and are wholly internally assessed. This course links closely to the technical IT skills need of our economic area.

Extended Project Qualification (EPQ)

The EPQ will enable students to embark on a largely self-directed and self-motivated project. Students will choose a topic, plan, research and develop their idea and decide on their finished product. A project topic may be directly related to some other element of a student's programme of study but it will be important that the focus moves beyond the beyond the specification. A finished product may take the form of a:

- research based written report
- a production e.g. a charity event, fashion show or sports event accompanied by a written report
- an artefact e.g. a piece of art, a computer game or a realised design event accompanied by a written report.

Students will also record their project process in a production log. The process of recording and completing a project will be as important as the finished product. Both the production log and the product itself will be assessed.

During the EPQ, students will learn to:

- manage: identify, design, plan and complete a project (or task within a group project), applying organisational skills and strategies to meet their stated objectives
- use resources/research: obtain and select information from a range of sources, analyse data, apply it relevantly and demonstrate understanding of any appropriate connections and complexities of their topic
- develop and realise: use a range of skills, including using new technologies, to solve problems, to take decisions critically, creatively and flexibly and to achieve

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

their aims

- review: evaluate the outcome, including their learning and performance.

GCSEs/Functional skills in Mathematics and English

English and Mathematics (both GCSE and Functional Skills) will also be delivered to students with a specific educational need (for example EAL), who have not achieved a Grade C at GCSE in English and Mathematics on entry into the Centre. This will help them to achieve at least GCSE grade C in these subjects at GCSE or pass the Functional Skills qualifications in mathematics and English at level 2. Specialist Learning Support Assistants within the Student Services provision will also focus support on improving English and Mathematics skills for those students who need this.

The majority of students will meet our entry criteria. We will make reasonable adjustments to meet the needs of all pupils including looked after children, those requiring literacy recovery/intervention (including English as an additional language), the most able (gifted and talented), those with differing degrees of SEN and disabilities and pupil premium. This could include waiving one or more of our entry criteria in these cases.

Work experience

All students at North West Leeds 6th Form Centre will have the opportunity to participate in work experience. We will actively encourage and support work experience placements as we strongly believe that they assist students with future career and study choices, raise aspirations and enrich learning, whilst also allowing students to make and nurture relationships with potential employers. Further evidence of work experience enhances both university and job applications.

To maximise our students' opportunities, we will seek to develop links with new employers and build on the excellent relationships we have already developed with over 140 local and national employers. Every year over 200 students complete work experience placements in a wide range of sectors and organisations with some gaining job offers, including:

- Finance: Banking and Accountancy BHP Accountants, Ernst and Young, Lloyds Bank
- Health: Hospitals, Pharmacy, Care Homes Leeds Teaching Hospitals, Pharm Care Ltd, Beechwood Veterinary Group
- Public Sector: Leeds City Council, West Yorkshire Police, Department of Work and Pensions
- Legal: Wilson's Solicitors, University of Law (Manchester), Ward Hadaway
- Media: Time Out, Made in Leeds
- Education: Nurseries, Primary and Secondary Schools, Universities
- IT: The Phoenix Partnership (TPP), Dubit Ltd

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

- Engineering: Adept Consulting Engineers, Leeds and Bradford Airport

The feedback received from local employers has been excellent and we are very proud of the links already developed and those we continue to develop with new employers.

For example, we will seek to develop further our relationship with The Phoenix Partnership, a local Horsforth based company which seeks to join up healthcare based on a shared electronic medical record, improving access to clinical data and empowering patients to have active involvement in their care. The company currently has over 40 million patient records across over 5,000 NHS organisations. This includes more than 2,500 GP practices and all 142 prisons.

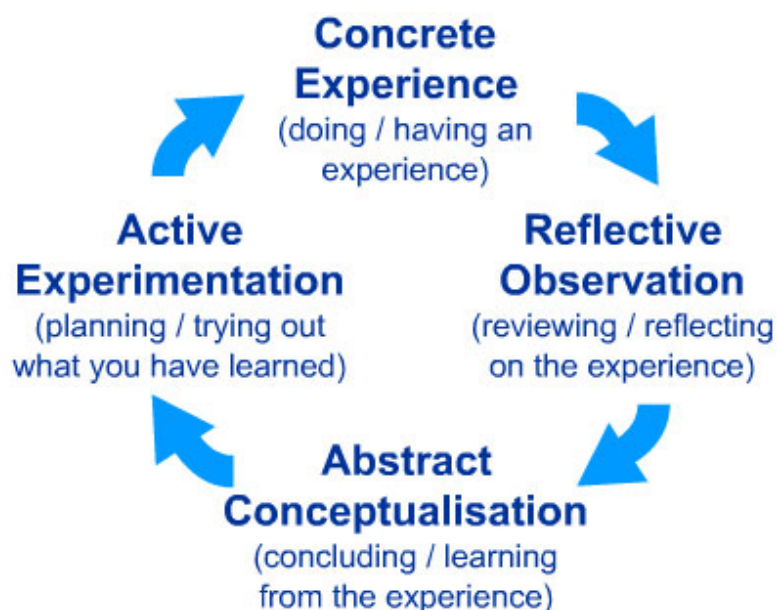
The company is mindful of the issue of under-representation of young people from disadvantaged backgrounds in higher education. In order to encourage greater participation of young people from such backgrounds, the company has instigated the Frank Hester Scholarship which provides for an award of £3,333 per academic year to assist with a student's maintenance costs through their time at university. One of our students is the proud recipient of this grant in 2016.

We have developed a close relationship with The Stephenson Group, a world leader in speciality chemicals, twice winner of the Queens Award for export whose headquarters for research and manufacturing is in Horsforth. Not only do we have a work experience agreement but scientists from the Stephenson Group come into school to give enrichment activities for our Post-16 students and to observe lessons.

Approaches to learning and teaching

We will adopt an approach which will enable the students to master the skills and subject matter required in order to attain at the highest levels.

Teachers will be encouraged to adopt particular styles of learning and teaching which will best meet their students' needs and these styles will vary according to the needs of particular groups of students. This will often make use of Kolb's Learning Cycle (as below) over a sequence of lessons or scheme of work to help students to engage in deep learning.



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Our simplified model of this might be seen as:

1. Knowledge; leading to
2. Understanding; leading to the ability to apply in
3. Application; leading to the need to
4. Reflect: on the impact of the application and the need to revisit knowledge and understanding.

On a lesson by lesson basis teachers will make full use of four key elements of a lesson, i.e.:

1. Modelling and delivery
2. Challenge
3. Questioning and Assessment For Learning
4. Feedback (then reflection).

Because of the nature and demands of many AS/A level courses, we will often adopt an approach which will mirror many of the features of 'direct instruction'. Such an approach will have an emphasis on teacher-directed activities. This direction will focus on the learning and teaching of key skills and pieces of knowledge associated with any given curriculum area which will be broken down into small units, sequenced deliberately and taught explicitly. For example, a lesson could be broken into 3 constituent parts:

- Present new material
- Apply this new learning (student activity)
- Review the skills learned this lesson.

More generally, we will adopt a personalised learning approach which will ensure that individual students are able to follow a programme of study that best suits their strengths, interests and needs. Students' choices of course and qualifications will be made taking account of their aptitudes, individual student preferences, and future career aspirations. There will be a wide range of courses and qualifications available. This flexible qualification offer will enable an uneven learning profile of students to be accommodated. A personalised learning approach will enable progression in all subject areas in a timely manner for each individual student.

There will be an IT-rich/digital learning environment where all staff and students will be totally competent to exploit fully the potential benefits of IT. As part of the induction programme for all students and staff, there will be a course of learning which will ensure that all users can use fully the IT/digital resources in order to maximise their own learning and professional development.

The IT infrastructure will therefore be planned so that it will be:

- Flexible: there will be extensive use of laptops and other mobile devices in all areas of the building.
- Remote capable: there will be the facility for the use of the VLE, remote telephony

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services, mobile data and connections to parents/carers and employers.

- Industry standard: the requirement will be to have IT facilities that at least replicate, if not exceed, current workplace tools.
- Sustainable: a solid basis of infrastructure using knowledge of new and emerging technologies, will allow the implementation of future initiatives in a much more cost effective manner.
- Stable: all users will need to have confidence in the stability of the infrastructure.

Therefore, the infrastructure, equipment and user-interfaces:

- Will be robust, resilient and inspire confidence in their ability to deliver on time and work every time
- Will be supported by technicians of appropriate calibre and experience
- Will conform to accepted industry standards giving full integration where possible and reliable interoperability of systems and devices
- Will be as future-aware as possible, so that IT/digital enabled emerging technologies can be seamlessly integrated where required
- Will be appropriately secure and filtered for use by all users in order to meet all the safeguarding requirements.

The network accessed by students and staff will be organised according to the principle of adopting the best technology to maximise learning outcomes and enable students and staff to access learning resources at any time from any place. This will include the ability for students to upload their work to an e-portfolio and network areas designated by staff.

IT/digital facilities will be provided throughout the Centre to support, enhance or extend learning and develop the independent use of IT in support of personalised learning. Resources will be available to students and staff electronically, including resources for distance learning, an e-portfolio, and a personal learning network. These resources will be available to students when working away from the Centre, including when they are at home.

Students of all abilities will be supported by the use of IT in a balanced way to take increasing control of their learning in and out of the Centre. Students being in control of their own learning will help to meet their individual learning needs, including those students who, for whatever reason(s), have not been able to progress alongside their peers. Students will therefore become increasingly autonomous users of IT, enabling them to take an active role in their own learning. They will develop the skills to understand the most appropriate use of IT and have the ability to use it effectively when needed.

Students will have access to high quality digital learning resources whenever and wherever they are needed and have links to their fellow students and teachers, including while studying out of the Centre. This will include the use of these digital learning resources during students' self-directed learning time.

We will provide access to a learning platform including a Virtual Learning Environment (VLE). Communication between students and parents/carers, and teachers will be facilitated by use of the VLE, email and shared areas. The Centre's network will

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manage its own security and protocols allowing users to access external networks and resources safely and securely. This will also ensure that external sources accessing the network will be securely screened prior to being allowed access.

We will encourage parental/carer involvement and will provide on-line access to students' work, educational resources and other appropriate information to encourage parents/carers' active engagement with their children's progress.

The leadership and management areas of the IT system will include access to a Management Information System (MIS) along with virtual curriculum materials. All staff will need to create, manipulate and interpret data effectively in order to improve the quality of leadership and management at its various levels within the Centre. Effective use of IT will also improve general administrative communications and data transfer within the Centre. For example, it will promote effective management in information gathering, analysis, decision-making and communication between all stakeholders. For this to happen, it will be important that all roles and personnel are identified in order to ensure that the right people have access to appropriate information.

Staff will be able to create learning and teaching resources associated with their courses and for these to be available online for students' use, whether in support of taught courses, independent learning or remote learning. Staff supporting students' learning will additionally need to use digital resources confidently and appropriately.

Since access to the IT network will be available from anywhere at any time, due regard will be paid to data protection, inclusion and safeguarding issues at all times. We will exploit IT to facilitate equality and diversity wherever possible throughout the Centre, especially for those students with SEND. The appropriate equipment will be provided such as screen readers and talkers, magnifiers and IT desks that cater for additional access with induction loops also being included in all appropriate areas.

We will also exploit the latest technologies to provide a more environmentally friendly environment. Taking advantage of these technologies, we believe that we can reduce its energy consumption and waste, thereby reducing its operational expenditure.

Assessing and meeting the needs of all students

The majority of students will meet our entry criteria. We will make reasonable adjustments to meet the needs of all pupils including looked after children, those requiring literacy recovery/intervention (including English as an additional language), the most able (gifted and talented), those with differing degrees of SEN and disabilities and pupil premium. This could include waiving one or more of our entry criteria in these cases

Students who apply from these categories will meet the Student Services team, complete baseline assessments together with our SENDCO where appropriate who will ensure a student's pathways are personalised to remove / reduce barriers to learning and linked to support plans, again where appropriate, which will be reviewed and impact assessed on at least a termly basis.

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Pupil premium

Where students, who attracted the pupil premium, join the Centre we will ensure their transition is supported by coaching them through the bursary application and assist in travel arrangements through the student services team.

- Information will be collected from the following sources:
- Previous schools
- Parents
- Student interviews
- GCSE results
- CAMHS
- TAMHS
- Social care
- Any other agency involved

Students who had attracted the pupil premium at secondary school will meet the Student Service team who, having collated and analysed the information, will complete baseline assessments (such as the PASS survey). Our SENCo (Assistant Principal Student Services), where appropriate, will also ensure a student's pathways are personalised to remove / reduce barriers to learning and linked to support plans, again where appropriate, which will be reviewed and impact assessed on at least a termly basis.

- Actions to support could include:
- Mentoring from the student services team
- SEMH support
- Counselling
- Literacy coaching
- Numeracy coaching
- Grants from the hardship fund
- Financial advice
- Extra IAG support.

Looked after young people

We recognise that the lives of children looked after (CLA) are often characterised by instability, especially that:

1. they spend too much time out of education
2. they do not have sufficient help with their education if they fall behind
3. primary carers are often not expected or equipped to provide sufficient support and encouragement for learning and development

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4. they have unmet emotional, mental and physical health needs.

For students looked after by a Local Authority we will work closely with the relevant Safeguarding Board and services to ensure smooth transition onto courses at the Centre. Once on a course, the Centre's Safeguarding Lead will act as the central point for ongoing communications regarding students' progress with the Council's safeguarding team, social workers and carers. The work will be supported and informed through the tutors who will prioritise the close monitoring of attendance, academic progress and general wellbeing of CLA. Supporting this will be automated reports on attendance and progress. This will ensure CLA receive timely intervention and support if needed.

We will put in place for all looked after young people a Personal Education Plan (PEP) which will:

- be a comprehensive and enduring record of the student's experience, progress and achievement
- be linked to information in other education plans, including any EHCP
- identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- set short term targets, including progress monitoring against each of the areas identified associated with the student's development and educational needs
- set long term plans and educational targets and aspirations e.g. in relation to examinations, further and higher education, work experience and career plans and aspirations
- document identified actions for specific individuals intended to support the achievement of agreed targets
- highlight access to one-to-one tuition and how this will make/has made a difference to achievement levels.

Students requiring literacy recovery/intervention (including English as an additional language)

Specialist English and Mathematics teams within the Student Services team will focus support on improving English and Mathematics skills with a diagnostic assessment to better identify initial levels. Dedicated staff will be available to support students with a range of study skills including English and Mathematics.

As described elsewhere, all students who have not achieved on entry into the Centre at least a grade C in English and Mathematics will be required to undertake a GCSE in English and Mathematics. All those students who have not achieved at least a grade D English and Mathematics will be required to undertake a Functional Skills course/qualification in English and/or Mathematics at level 2. Such courses may also be appropriate for those students for whom English is an additional language.

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Our approach to supporting students with EAL will help these students to achieve their full potential including helping these students to address gaps in their knowledge of how academic language works in English. This will be relevant to those students who are recent arrivals into the UK and those students who have been in the UK for longer periods. This support will be provided by staff from the Student Services team. More particularly, students will be able to access small group and/or one to one support from the staff within the Student Services team as and when they need it. For example, a student might need some support with a particular aspect of a course where there are particular challenges for a student with EAL in the subject-specific language used. This could take place before or after a lesson or series of lessons where there is a need for a good knowledge and understanding of some subject-specific language.

As part of an inclusive approach to learning and teaching, we will also provide professional development to staff to enable them to help individual students with EAL in their lessons and to liaise effectively with those staff from the Student Services who may be providing extra support for individual students.

Student Behaviour

We will establish procedures to ensure that all students understand fully and meet the expectations of how they should conduct themselves whilst at the Centre.

Most importantly, we will ensure that all students attend their classes as we believe that an excellent attendance record is a vital ingredient of success in post-16 education. Attendance at lessons and tutor group sessions will be recorded using electronic registration. This will include full attendance at all tutorial sessions.

If students know in advance that they will be unable to attend a lesson or a tutorial session, they will need to tell the teacher whose lesson they will miss beforehand and complete an 'Advance Notification of Absence' form. If students miss a lesson unexpectedly, they will need to make up any missing work and complete a 'Return from Absence Notification' form. If a student is absent from the Centre unexpectedly, they will need to call the Centre's Reception on the morning of the absence.

When students need to leave the Centre during the normal working day, for example to attend a medical appointment, it will be essential for the Centre to keep a record of who is on the premises at all times for fire regulations and for security reasons. Students will therefore need to record their name and the time of their departure from the Centre in the 'Signing In and Out' book

All students will agree to a Code of Conduct as follows:

- Attend lessons and other events regularly and punctually
- Inform their teacher or tutor as soon as practicable if for any reason they are unable to attend a lesson
- Use the facilities and behave generally in a way which respects the needs and aspirations of others to learn, teach and live within our community
- Familiarise themselves with our Health and Safety and other regulations and comply

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with these and act at all times with due regard for their own safety and that of others

- Respect the property of the Centre and of its staff, students and visitors
- Support staff and other students in the maintenance of a clean and tidy environment throughout the Centre
- Follow the reasonable instructions of members of the staff.

We will also establish a system for the imposition of rewards and sanctions. Please see below for more details.

The most able (gifted and talented)

We will adopt a flexible approach to meeting the needs of the most able/gifted and talented students to ensure that they progress at an appropriate rate. This will take place via extending work in terms of pace and challenge and breadth and depth.

Students will be identified for intervention using the following methods:

- Any valid and relevant information available prior to joining the Centre
- Teacher formative assessment
- Standard tests in various subjects and teacher summative assessment

Our approach to supporting students who are the most able/gifted and talented will form part of our ethos of enabling every young person to reach his or her full potential. We will ensure that individual students' strengths as well as areas for development are identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any students' emerging strengths are not missed.

The identification of the most able/gifted and talented students will make use of recognised student characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning and perform at an outstanding level.

The Director of Students Services will maintain a register of the most able/gifted and talented students. We will apply expertise developed around the needs of the most able/gifted and talented students through engagement with the National Association for Gifted Children.

In particular, for the most able/gifted and talented students, we will foster higher level skills through independent learning, including when undertaking work placements. This will include such higher level skills as synthesis (finding and organising) and evaluation. We will also nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension activities, and the opportunity for students to use their strengths for the benefit of others, for example as learning mentors as part of personal development.

Our most able students will also find many opportunities for their further development

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and enrichment in our enrichment programme as detailed in this application. Please see below for more details.

The role of the Director of Student Services (Assistant Principal)

The Director of Student Services will advise and provide information about a wide range of issues related to students' support needs (personal and educational), health and welfare. This person will take on the more common role of the SENCo in schools for students aged 4-16. She/he will coordinate the work of the Student Services staff.

To help students with all of their access and support requirements, the Director of Student Services could be approached before students begin their studies or at any time during their programme. For example, the Director of Student Services will be able to provide specific guidance on the Disabled Student's Allowance (DSA) and a wide range of other specialist support services and opportunities for those students who may have a disability, have mental health difficulties, have long term conditions or have specific learning difficulties including those listed above.

Our Director of Student Services will also be able to offer support to students if they are experiencing health-related difficulties, personal problems, or personal distress or accommodation problems.

In addition to the Director of Student Services offering students direct support, he/she can refer students (as appropriate) to other members of staff who can help students with, for example, study skills development. We will also facilitate, where needed, access to educational psychologists, notetakers and other educational professionals such as counsellors with specific expertise in particular areas such as financial advice and counselling.

All the services and advice facilitated by the Director of Student Services and Students Services staff will be provided within a formal confidentiality framework. When required and with students' agreements, the team will work with individual students to propose reasonable adjustments to be made to how students are taught, how they learn and how they are assessed, to ensure that students achieve well and make the most of their time at the Centre.

Our students will benefit from a pastoral system based on small tutor groups which focus on the individual. Tutors will support students by ensuring the 'Standards For Learning' system is deployed. The Standards for Learning system has two parts: rewards and sanctions. All students will be eligible for rewards based on academic effort and contribution to the life of the Centre and the community. We will want all our students to work hard in their studies and to play a full part in the life of the Centre and community, so we will reward them accordingly. Individual rewards will be given to students whose efforts have most deserved them and will include gift vouchers and cards for popular high street stores.

We also have some basic expectations of all students. If these expectations are not fulfilled, a student can expect certain sanctions to be taken. These sanctions include:

1. The students being counselled by a Curriculum Leader or tutor
2. A student's parents/carers being asked to come into the Centre to discuss

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concerns.

3. Formal letters being sent home alerting parents/carers to these concerns.
4. A formal monitoring of a student's use of private study time through a Supported Study Programme (SSP)
5. A student being asked to drop a subject
6. A student being asked to leave the Centre.

The system of sanctions and rewards will be clear, transparent and consistent. All students will have their progress formally monitored on a regular basis. Staff will record their concerns on-line and decisions will be taken regarding students' ability to continue with their studies as early as October in each academic year.

Tutors will be the first point of contact for any student's concerns, and provide practical guidance on how to balance commitment to formal lessons, private study, enhancement activities and relaxation. In addition, a structured citizenship programme will be followed.

Therefore, tutors will work closely with the Director of Student Services and staff to help students have the greatest opportunity to access the learning and professional development experiences offered by the Centre and so be able to develop their skills, expertise and knowledge.

Students with an Education and Health Care Plan (EHCP)

As set out in the Children and Families Act 2014, we will completely fulfil our duties: to cooperate with a Local Authority on arrangements for young people with SEND; to admit young people with SEND if their EHCP names our Centre and to use our best endeavours to secure the special educational provision which the young person needs. This will include all the situations when a young person with an EHCP continues into post-16 education, their EHCP will stay in place assuming it is still needed. We will work closely with our colleagues in schools to ensure that the relevant information about young people with EHCPs is transferred to us effectively and efficiently.

We will take full account of changes to an EHCP arising from its review leading into the young person moving into our Centre. We will do this by working closely with the school before and after the review takes place before 31 March in the calendar year of the transfer.

We will work closely with Careers Services to support young people with an EHCP. This will include working with these Services to help these students to make successful transitions to post-school education, training or work, including: details of local and national voluntary organisations; information about other Colleges and the qualifications they offer; information about study programmes, including apprenticeships or supported internships; and information about applying to university and finding out what support students may be/ are entitled to.

Throughout, we will encourage young people with EHCPs to make decisions, and develop skills and qualifications that will enable them to achieve their aspirations and move into adulthood with confidence. This will include making sure that they have a

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significant say in the support they receive as part of their EHCP, and to help them achieve their aspirations such as going to university or progressing into sustainable employment. We will take full account of what young people have to say and give weight to their views, opinions and aspirations. For example, we will help them to access any mediation services, if they think that they need some external support in working with us to make appropriate decisions about their current and future programmes of study and education and employment opportunities.

Transition arrangements

Our strategic programme ensures that students make informed choices about their options after completing their courses.

We will work with a number of local organisations to enhance students' awareness of careers opportunities and to support their aptitude for progression through the appropriate channels. All students will be encouraged to attend the Centre's pre-arranged sessions at Higher Education exhibitions. Furthermore, students following specific careers intentions are supported in appropriate ways. Medicine applicants will be involved in preparatory interview and seminar support sessions through the Red Kite Teaching School Alliance. This will be as part of our role as a core member of the Red Kite Teaching School Alliance, headed by Harrogate Grammar School, which includes several highly successful academies who work together to provide mutual support on a wide range of aspects of school improvement.

Oxbridge applicants will benefit from a separate series of sessions through the same support mechanism. For example, a residential experience at Selwyn College, Cambridge, will be tailored to the aspirations of prospective Cambridge applicants, while applicants for Oxford, Cambridge and other competitive Higher Education degree courses will be offered the opportunity to partake in support sessions at Notre Dame College co-ordinated by admissions staff from Selwyn College, Cambridge, and Worcester College, Oxford.

We will also provide specialist support for applications to these Universities. In particular, following the AS and/or mock exam results, dedicated support will be provided by these subject specialist staff to those students with the desire and high grades required to apply to these Universities. Support will vary according to individual needs. It will typically include: personalised UCAS advice; interview preparation; support for any entrance exam; and mock interviews. In addition, we will contact our past students who are now studying at these Universities to seek their support and encouragement for our current students in their applications through informal sessions in the Centre and via online communication.

We will also support students aspiring to a career in Law through activities at Leeds University in liaison with the Educational and Community Development Officer Director for the University of Leeds Justice Project. We will also support students aspiring to a degree in a Philosophy-related field through liaison with Leeds University directly.

Students who are aspiring to a future pathway outside Higher Education will be supported through organisations such as Ernst and Young, whose Alumni Ambassador for the School Leaver programme will work with the relevant students.

Individual guidance and action-planning will be coupled with careers resources to fit

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students' needs. Continuity and progression are very important and careful planning goes into the future of all Post-16 students. Psychometric testing matches students' interests and the subjects taken with employment and Higher Education information.

Visits will be made to universities through Taster Days and Open Days and students experience job-shadowing to get a taste of potential careers, as well as having access to an independent Careers' Advisor and in-School careers' seminars. Parents/carers will have the opportunity to attend information evenings and interviews, including a Higher Education Evening dealing with all aspects of applications, including financial issues. All students will be invited to attend the Higher Education Fair at Leeds Beckett University in June of Year 12, which includes a range of seminars and lectures in addition to the opportunity to speak with representatives from nearly all of the UK's Universities and Colleges of Higher Education.

Our enrichment programme

Students will be involved in activities beyond their lessons, which help them to develop key skills, personal qualities and experiences useful to their applications to University/employment, while at the same time benefitting others in the Centre and local community. Opportunities will therefore exist for students to develop their breadth and depth of their learning in all courses/qualifications which we will offer.

There will be an organised programme of activities to this end. All students will be encouraged to become involved in organising events such as the New Intake Day. other examples of enrichment activities will be:

- Assisting pupils with special needs/support teaching in lessons in Horsforth School, for example in Year 7 or 8; this could include taking part in the 'Reading Matters' scheme for Year 7 pupils to help boost the reading age of a pupil with reading difficulties, through one to one sessions
- The National Citizen Service programme, including a residential and a chance to devise an enhancement of a student's own choice
- The Debating Club where there will be a regular debate on a topic/motion; for example, it could be on the future of the monarchy, the benefits/costs of social media, how to control population growth, the power of religion, or the legalisation of drugs
- Journalism experience through contributing to the Centre magazine
- British Sign Language Training by an external company/tutor
- Various sporting activities such as football, netball, and hockey
- Drama Production; opportunities for performing, set design and technical support
- Various musical activities such as the String Group, the Concert Band, the Girls' Choir, and the Boys' Vocal Group
- The West Yorkshire Explorer Programme; this programme comprises core sessions delivered by West Yorkshire Police officers and staff from a wide range of departments, including Roads Policing, Custody, Hi-Tech Crime, Counter-Terrorism Unit, Corporate Communications and Homicide and Major Enquiry Team. In

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In addition, there are sessions chosen by each Divisional Explorer lead - this may include NPT deployments, Public Order Training, weapons awareness or drugs awareness. The Programme culminates in an Awards Evening, with trophies for the Divisional Explorer of the Year and overall West Yorkshire Police Explorer of the Year.

- The Duke of Edinburgh Award. This will enable students to experience an enjoyable, challenging and rewarding programme of personal development. Taking part will build students' confidence and develop their self-esteem. The students will be expected to demonstrate persistence and commitment with the programme then having a lasting impact on their attitudes and outlook. The students will complete different types of activity to achieve the Award including volunteering, physical, skills, expedition and residential experiences.
- We will develop links with schools and organisations in other countries, facilitating exchanges and cultural visits to France, Germany, Japan and Holland, thereby making an enormously positive contribution to the experiences of our students. For example, we will support students' participation in the 'Japan Super Science Fair' held in Kyoto. This fair is an annual event which involves 200 students from over 20 countries worldwide. We will also help our students to participate in voluntary projects in other countries such as helping to build a school for a local community in Peru.
- We will also arrange for presentations by nationally renowned academics and experts, which will help to increase students' intellectual curiosity and confidence. These presentations will be designed to stretch, challenge and provide support to students in ways that will support applications to the most competitive universities, including the Russell Group of Universities, including Oxford and Cambridge Universities.
- Support for those students who have the aspiration to enter into medicine related careers. We will run this in partnership with local providers of medical training and will include providing help for those students who wish to apply for a degree in medicine.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Whole-Centre targets

As stated in Section C, we will deliver the vision for our Centre through the pursuit of four strategic interrelated aims which will relate to: student performance; fulfilling unmet demand for a varied and high quality Post-16 education in the area; students' progression into higher education and employment; and contributing to the economic and social development of the area and the wider region.

We will employ a range of measures to assess the impact of our work and to validate our mission. These will be ambitious and realistic for our Centre as a whole and for all

D2 – measuring pupil performance effectively and setting challenging targets

our students as individuals. These will include ambitious and realistic targets for student performance, behaviour and attendance and will be clearly related to vision and associated aims as set out in Section C above. We will employ a range of strategies to achieve these targets as set out in the rest of this document including Section D1 immediately above.

We have identified for these aims a set of whole-Centre targets as set out below which will help us to measure the quality of our provision and identify ways in which we can improve it further.

Student performance targets

As the details of the national accountability framework for all schools become clearer as related to post-16 provision, we will take these into account when revisiting these whole Centre targets. The targets we set out here will address these accountability measures which we anticipate will be confirmed. The five headline measures identified by the DfE related to Post-16 are:

- Progress (a value added progress measure for academic and Applied General qualifications and a completion and attainment measure for Tech levels and substantial vocational qualifications at level 2)
- Attainment
- English and mathematics progress measure (for those students who have not achieved at least a grade C at the end of key stage 4)
- Retention
- Destinations

A level qualifications

- Average point score per A level student: exceed national average by at least 30 points
- % gaining at least 3 A level qualifications at grades A* to E: exceed national average by at least 10%
- % gaining at least one grade A* or A at A level: 28% or higher
- Average point score per examination entry: exceed national average by at least 5 points
- Value added score: achieve a significantly positive value of at least 0.25

English and mathematics: 100% of those students who enter the Centre without a GCSE in English and/or mathematics achieve either a GCSE at grade C or above or the Functional Skills qualification in English and mathematics before they leave the Centre.

D2 – measuring pupil performance effectively and setting challenging targets

Attendance: a minimum of 90%.

Other whole-Centre targets

- Recruit at least 80% of our target number of students each year.
- 30% of our students who leave the Centre at the age of 18 will gain a place at a 'Russell Group' University
- Recruit enough students across the full range of courses/qualifications we will offer (e.g. as outlined in this application) to enable us to actually deliver at least 80% of these courses.
- Through the use of various measures of the quality of the delivery of our courses as described above (e.g. through lesson observations) at least 90% of our provision is deemed to be at least 'good'.
- Have an in-year retention rate of 95% or more for all students
- Have a 100% retention rate for students progressing from year 12 to year 13
- Through the use of surveys of students after they have left the Centre, there are at least 90% of respondents who describe the impact of their time at the Centre as being at least 'significant'.
- 90% of students progress into positive destinations as defined by higher education, further training/education, or sustainable employment as measured within 6 months of a student leaving the Centre.
- Through the use of surveys of those organisations who employ our students, at least a 90% of respondents describe the impact of their time at the Centre on the local economy as being at least 'significant'.

Assessment and data tracking system

We will be implementing tried and tested approaches to self-assessment and driving improvement. We have already demonstrated clearly that these approaches have been instrumental in ensuring that Horsforth School has achieved high value added scores for students' academic progress.

One of the key drivers of ensuring that the Centre will become a high performing organisation will be the academic and pastoral tutorial system built around support, target setting and value added for individual students. Comprehensive systems will be established for monitoring students' performance, ensuring that all students maximise their potential. Our Standards for Learning system will reward students for two aspects of their study: academic effort and contribution to the Centre and wider community life.

In addition to the Standards For Learning system, our Progress Review process will provide support by giving students subject-specific minimum target grades based on their ability and prior performance. Students will also be graded on their attitude to learning. This will create a dialogue between students and their teachers regarding the subject-specific skills essential for success and will involve parents/carers through reports and consultation. Progress will be reviewed regularly, and action will be taken working closely with individual students to plan for improvement, when necessary.

We will use commercially available software such as ALPS and ALIS which measures student progress building on the experience and expertise in Horsforth Sixth Form. This

D2 – measuring pupil performance effectively and setting challenging targets

will also help us to benchmark our performance. Therefore, student performance will be driven against individual students' targets with timely intervention and support to address any individual student underperformance. There will also be a focus on the performance of groups of students such as those who have, in the past, underperformed, including those who may be at risk of becoming 'not in education, employment, or training' ('NEET').

The personal tutorial process will ensure that individual students' targets are revisited on a half termly basis to ensure that there is in place timely support and the appropriate involvement of parent/carers, as required. This value added approach will be used as the key performance measure for student progress and in challenging staff underperformance. CPD and parents'/carers' evenings will ensure it is well understood and supported by staff and parents/carers. Senior leaders will promote and explain its methodology to students and parents/carers in the parents' evenings, so that there is a full understanding of our approaches and so ensure that we are all working to a common agenda. The student monitoring and reporting system, including regular tutorials with students, will ensure that all concerned revisit progress against target grades.

Learning and assessment will be linked to students' individual learning plans with student progress being tracked against their minimum target and aspirational grades. All students will meet with their teachers and tutors to develop their Individual Learning Plans. Minimum and aspirational targets will be agreed, monitored and graded based on student effort and performance, taking into account assessment of students' work. Assessment will be rigorous and feedback to students, parents/carers and other stakeholders will be thorough and timely. All courses will integrate assessment into schemes of work and so ensure consistency across curriculum teams.

The individual Learning Plan cycle will include an initial review in September to ensure students are enrolled on the most appropriate programme. Progress reviews will take place in November and March. All students will have an electronic planning and review record to be used by staff to inform the most appropriate approaches to learning and assessment for individual students. Teachers in their role as tutors will also use these in order to identify support needs and remove barriers to students. Reports to parents/carers will help to form the basis of consultation evening discussions. Parents/carers will have access to live attendance data and reports through the management information system (MIS) to further improve access to information. Clearly, we will have in place the appropriate security mechanisms to ensure confidentiality.

Our assessment policy for students will aim to ensure that students are informed of their progress and so help to maximise their chances of success in their learning; some key aspects of the policy's procedures will include timeliness and quality of feedback to students, meeting individual needs through targeted support and aligning with awarding body requirements. The implementation of the assessment policy will be monitored through student surveys, observation of teaching sessions, the course review and self-assessment process. External verification will take place across all courses/qualifications. This will ensure that the quality of students' work and assessment applied is consistent with Exam board regulations and standards. Where areas for development are identified, these will be actioned to improve provision. This approach will be integral to the annual quality cycle which will be rich on the student

D2 – measuring pupil performance effectively and setting challenging targets

experience and is explained immediately below.

Permeating our processes and systems will be, that great importance will be attached to the relationship that students will share with both their teachers and tutors, who will monitor student's progress, oversee their personal development, and prepare them for the next stage of their lives. Progress will be monitored very closely, with teachers and tutors working together with students to ensure that they are always working towards their goals, offering guidance and support throughout their time with us, as well as advising students on their choices about their future.

Improving our performance

We will have a clear focus on our primary role of delivering high quality learning and teaching. Three key performance indicators will be analysed to assess performance: students' views, lesson observations and students' outcomes.

We will use our own value added system for appraising staff performance which will use retention and target grades as starting points for measuring individual staff and whole organisation performance. A staff development programme will further develop staff's teaching, learning and assessment skills as part of a continuous improvement cycle. Students' views will be used alongside lesson observations. There will be an annual formal lesson observation process of all staff involved in the direct teaching and support of students, with observations carried out by the curriculum leader for that area. The Deputy Principal will co-observe across programme areas to moderate judgements. Consistent underperformance will trigger a capability procedure. There will also be regular ungraded 'learning walks' undertaken in each area. The Deputy Principal, supported by the Director of Learning (Assistant Principal) will analyse all observations within each subject and highlight common strengths and areas for development. This process will inform the areas self- assessment report.

Lesson observations along with student voice and analysis of the learner outcomes will inform the Centre's strategy for improvement for the following year. Student outcomes such as attendance, retention, success and value added achievement using performance against whole Centre's minimum target grades as a measure, will be analysed by class, course and individual teacher.

We will offer professional development to staff throughout the year to improve their practice. Based on our previous experience at Horsforth School, we anticipate that this will include professional development related to the following aspects of practice:

- Classroom management and behaviour: a practical focus on ways of maintaining a positive learning environment and dealing with challenging situations.
- Practical strategies for active learning: this session will incorporate a wide range of ideas to promote active learning, including starter and plenary tasks.
- Asking questions, getting answers: this session will focus on the strengths and weaknesses of a range of questioning techniques, and will include suggestions of how to develop colleagues' questioning.
- Lesson planning, schemes of work and observations: a session aimed at how to plan effective, engaging courses and lessons, along with tips on lesson

D2 – measuring pupil performance effectively and setting challenging targets

observations.

- Stretch, challenge and support – differentiation: this session will have a strong focus on how to plan and implement strategies for keeping a whole class engaged, from students requiring extra support to stretching the most able.
- Embedding equality and diversity into classes and courses: with an increasing focus on the promotion of equality and diversity in every aspect of modern curricula, this session will examine practical ways in which this can be achieved in lessons.

Curriculum leaders will also offer bespoke professional development for each subject area and also generic cross Centre professional development events, supported by the Deputy Principal, and Assistant Principals.

Student and Parental engagement

We will actively engage with a wide range of stakeholders as part of a clear strategy for continuous improvement. Feedback from stakeholder engagement will be closely analysed and will inform a clear strategy for continuous improvement. The outcomes of all student engagement activities will be regularly monitored by the Senior Leadership Team. Mechanisms for engagement will include:

- Online student surveys
- Student evaluations of teaching, including tutorials
- Learning Resources survey
- Student voice focus groups held by Senior Leaders
- Governors meeting groups of students
- Suggestion boxes at reception desks
- Staff Surveys
- Student Council meetings and minutes

The students' evaluations of learning will be completed on a regular basis and will, where necessary, lead to any immediate actions needed to improve the quality of students' experiences. Where the response to a question indicates that 75% or fewer of the students in a class are satisfied then staff will be required to implement an action plan to address the issue(s). The overall satisfaction with the quality of learning for the class will be recorded on the member of staff's MIS data page along with retention, success rate and value added data for the class; this data will inform future staff appraisals. At subject level, the data will be used to inform the subject self-assessment report. Two Student Voice meetings will be conducted each year in every subject.

A cross Centre survey will focus on cross Centre support including Student Services, study centres and libraries, I.T., catering, and Centre premises. Feedback will inform support teams' self-assessment reports.

Parental involvement will be encouraged through Parent/Carer Welcome Information Evenings, online parental access to student attendance, e-communication with parents/carers and regular progress evenings to report on student performance.

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

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

The organograms below outline the staff structures needed to deliver the first four years of operation which will see the Centre reach full capacity. The proposed structure will ensure effective delivery of the curriculum plan. Therefore, as the Centre builds to full capacity during its first four years of operation, there will be put in place the appropriate numbers of staff with the appropriate expertise and at the appropriate levels within the structure in order to deliver a high quality curriculum and learning and teaching experience to all our students from the moment the Centre opens.

We intend to use subject specialist teachers from Horsforth School (Graded Outstanding for Post-16 provision) on a split site basis to ensure:

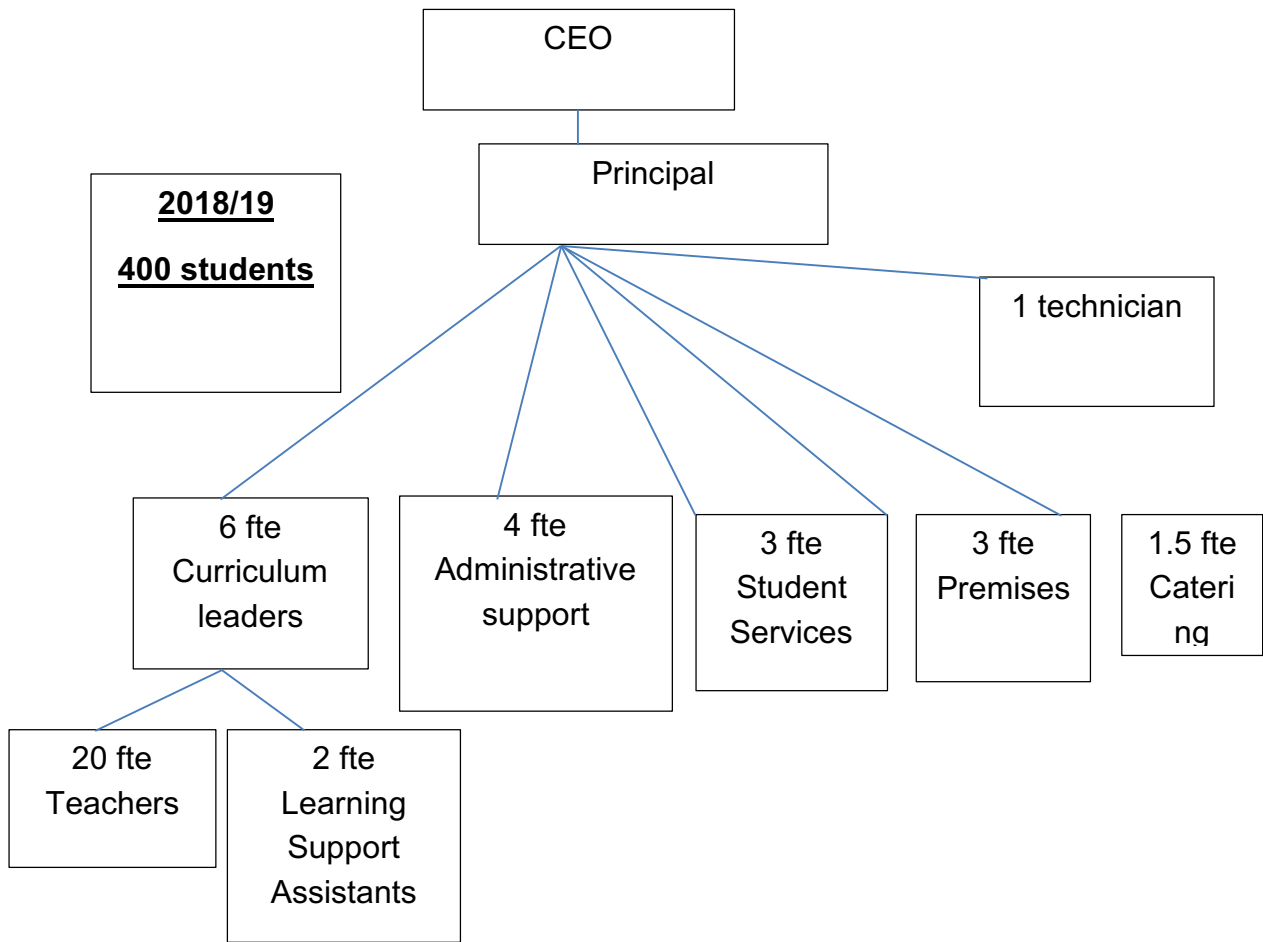
- Outstanding teaching
- Transference of culture of excellence
- Guaranteed core teaching staffing

The Post-16 teaching on Horsforth's main site will close, creating capacity in our teaching load and there are 3 local sites that are available or are soon to be available. All of these sites are within 1 to 5 minutes' travel time.

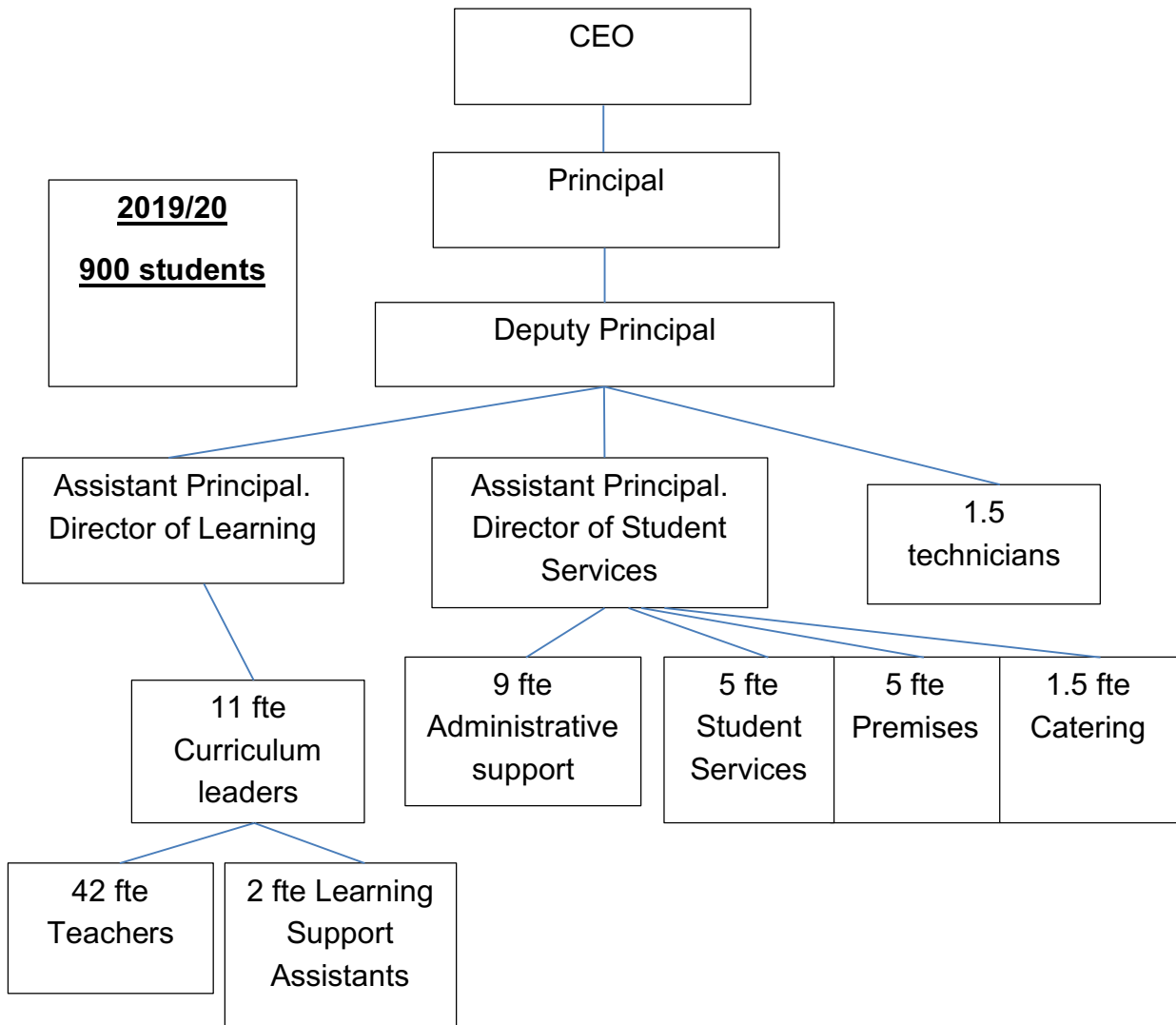
To facilitate staff sharing in the first instance the timetable will be blocked with both schools and written in collaboration with the Post-16 provision leading the process.

The organograms below therefore show the staff which will be needed at Horsforth. These staff will be a combination of staff from Horsforth School as noted above and staff who will be teaching exclusively at the Centre. The financial arrangement will be that the cost of staff from Horsforth School who teach at the Centre will be carried by the Centre. Therefore, the financial plan does show the complete picture with regard to the financial projections for the Centre.

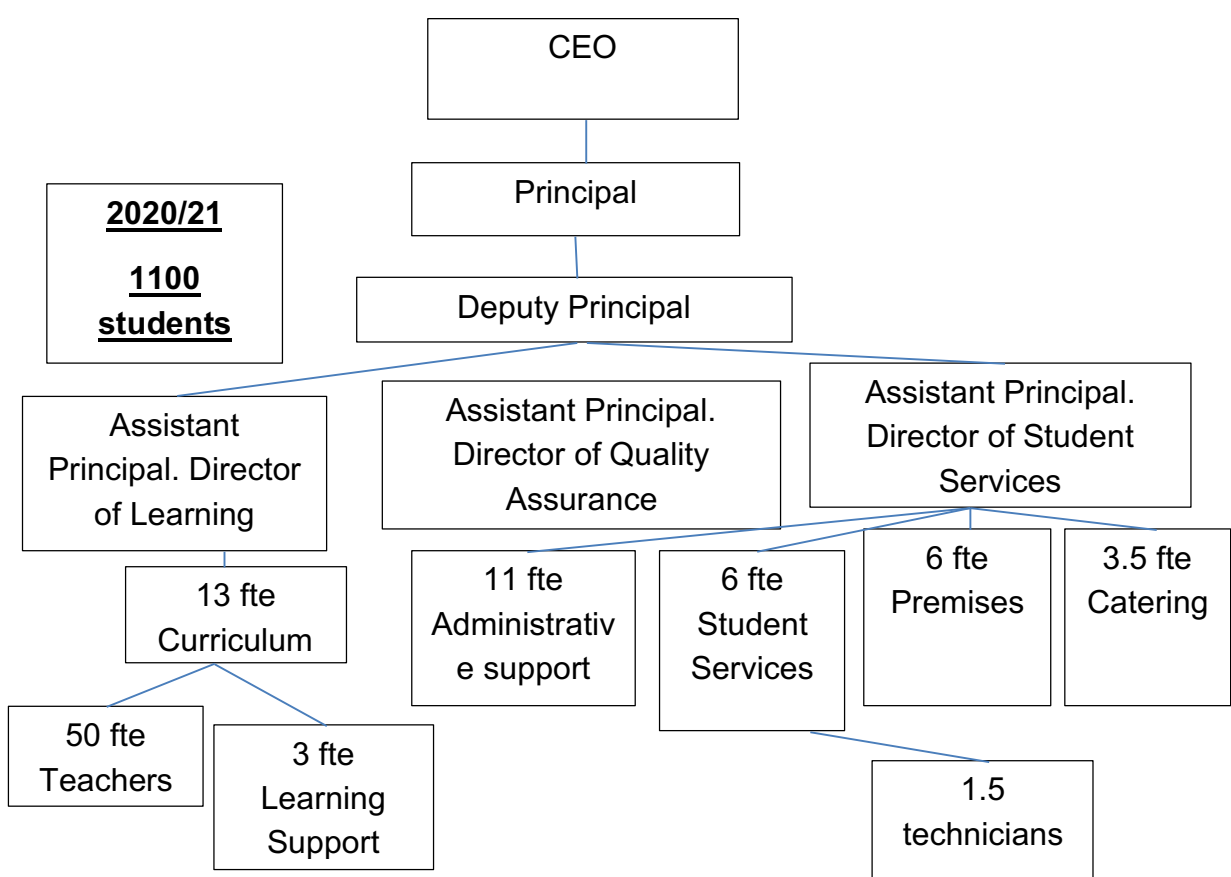
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



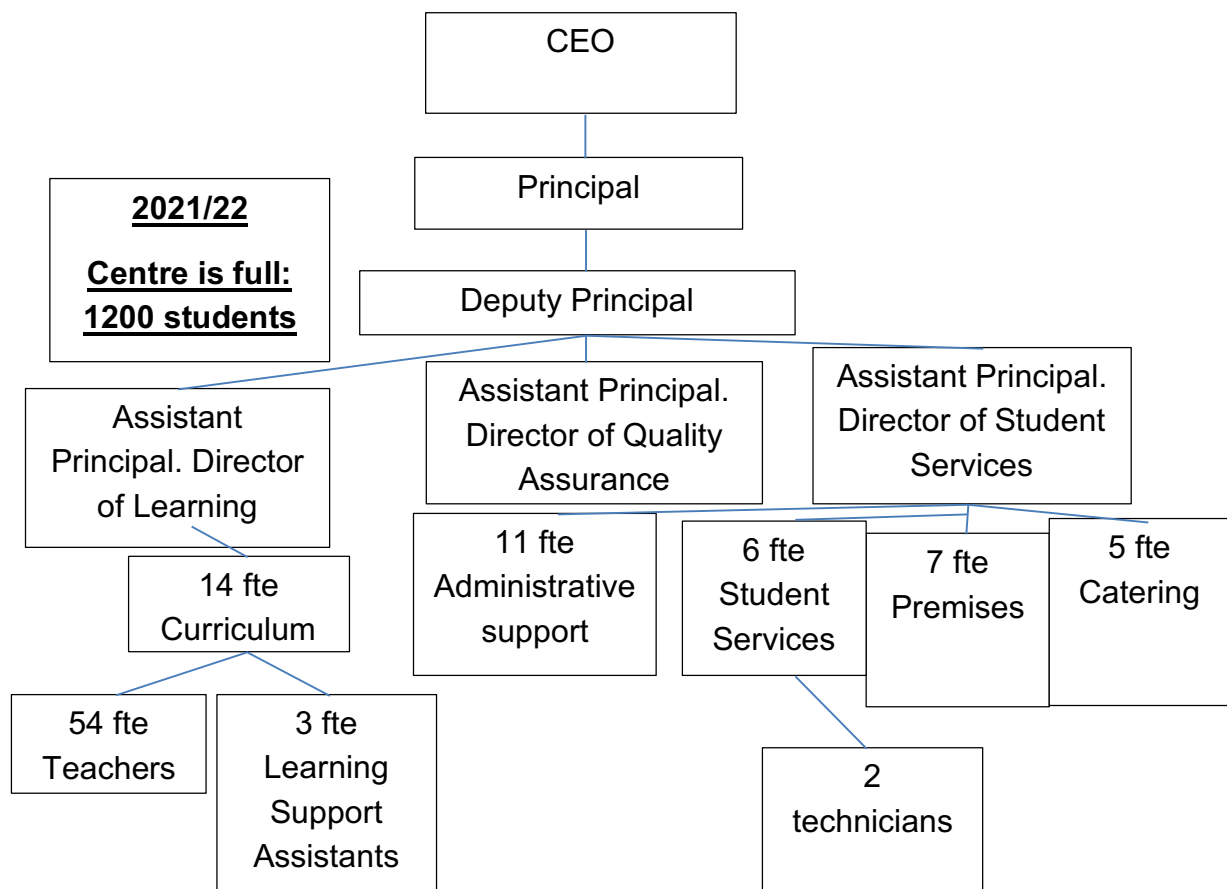
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



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



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



We have therefore planned for an affordable staffing structure and appropriate phasing plans that will deliver a suitable curriculum plan during the period up to and including when the Centre is at full capacity. We have also planned for a situation where income was less than expected perhaps caused by a shortfall in student numbers compared with the target numbers set out above.

in order to do this, we have looked at the scenario where there was a 30% reduction in students in 2018/19 would mean that there would 280 students in the Centre. After the reduction in staffing costs which would be needed to ensure that our financial plans did not lead to any deficits, as outlined in section G. there would be the following staff:

- Principal: 1
- Curriculum leaders: 4
- Teachers: 13.

This would give a teacher-pupil ratio 1 teacher to of 16.4 students to each teacher (including curriculum leaders)

Similarly, when the Centre is planned to be full in 2021/22 a 30% reduction in students would mean that there would 840 students in the Centre.

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

After the reduction in staffing costs which would be needed to ensure that our financial plans did not lead to any deficits, as outlined in section G. there would be the following staff:

- CEO: 1 (Trust wide appointment)
- Principal: 1
- Deputy Principal: 1
- Assistant Principal: 1
- Curriculum leaders: 9
- Teachers: 35.

This would give a teacher-pupil ratio 1 teacher to 18.7 students (including curriculum leaders and assuming that the Principal, Deputy Principal and Assistant Principal teach for the equivalent of 1 fte.)

For both these years and therefore, by extrapolation, for all the other years leading up to when the Centre is full, these ratios are satisfactory.

However, if there were to be significant shortfalls in the numbers of students recruited in any one year, then the situation could arise where we would need to revisit the number of courses/qualifications which we could offer. We would manage such a scenario by a continuous monitoring of the recruitment levels during the preceding year so that by, say the beginning of the summer term we would have a very good view as to which courses would be running. We would then make flexible use of our staffing resources to ensure that there were in place the required numbers of highly qualified and experienced staff to deliver the courses. We would do this, for example, by making use of our wide range of contacts with various high quality teachers whom we know are available to teach various courses. All part time staff would be subject to our performance management/appraisal process.

We have based the staffing structure on a staffing model which we currently have in place for the Sixth Form at Horsforth School. We are therefore confident that we will have in place for the period up to and including when the Centre reaches its full capacity the required numbers of staff to deliver our planned curriculum. For the numbers of staff, we have expressed these in the form of 1.0 fte. However, in practice, we will recruit a certain number of teachers, support, administrative, premises and catering staff at a proportion of this 1.0 fte. As noted above, this will give us greater flexibility to respond to the various subjects and courses which we will offer in any one academic year.

Senior members of staff, such as the Principal, will have a teaching commitment. For the first 2 years of the Centre's operation, this will help us to deliver a high quality curriculum.

The financial plan shows student-teacher and adult-teacher ratios which will enable us to deliver a high quality learning experience for all our students. These ratios take account of what we expect to be the key characteristics of our student population as described in Section D.

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

The senior leadership team

When the Centre is operating at its full capacity, the senior leadership team will consist of the following:

- CEO (Trust wide appointment)
- The Principal
- The Deputy Principal
- The three Assistant Principals
- The Business Manager.

As strategic leaders with whole Centre responsibilities Leadership Team members will share the following roles:

- Demonstrating a commitment to teamwork and collegiality.
- Being very effective classroom practitioners and undertaking an appropriate teaching load.
- Demonstrating a commitment to raising student attainment and staff expectations in every aspect of Centre life.
- Monitoring the quality of learning and teaching to raise levels of subject and student attainment.
- Being visible and high profile: reinforcing standards of student behaviour and the Centre's core values and ethos
- Conducting themselves as professional role models for all staff and students: offering leadership, direction and support based upon effective communications and inter-personal skills.
- Being involved in policy formulation, implementation and review.
- Being comfortable in a culture which expects them, and others, to have clear performance targets for self and Centre improvement.
- Thriving in situations in which they, and other colleagues, learn and develop professionally.
- Presenting the Centre to parents/carers and the community in a positive light in order to enhance its already positive image.
- Having major line management responsibilities, oversight of the work of other colleagues, and direct responsibility for specific objectives in the Centre Improvement Plan including carrying out Performance Management reviews.
- Supporting and reporting to appropriate Board of Trustees committees and the full Board of Trustees and the Local Governing Body on specific aspects of the Centre.
- Undertaking a Leadership Team link role within a number of curriculum areas and year teams in order to monitor, review and support the work of individual subjects.

The middle leadership group

When the Centre is operating at its full capacity, the middle leadership group will consist of the curriculum leaders. This group will meet on a regular basis and will focus upon improving standards, and moderating standards and grades across the curriculum. They will also seek ways to ensure SEND students and the most able/gifted

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

and talented students especially make progress. They will support teaching staff and develop training and induction courses for new staff.

When the Centre is full, there will be 14 curriculum leaders. Each curriculum leader will take responsibility for a group of similar courses/qualifications. The exact grouping of these will be determined to a certain extent by the experience and expertise of those appointed. See below for more details of their roles.

Staff roles

Chief Executive Officer

As part of the deepening of our relationship with the Red Kite Teaching School Alliance we have been successful in appointing [REDACTED] which will be shared with Red Kite. This will allow direct access to significant personal capability in the form of [REDACTED] (See CV in Annex) and also the experience in both secondary and Post-16 available from Red Kite. The CEO will ensure clear lines of accountability and that the new Principal is sufficiently supported.

The main role of the CEO will be to mentor the new Principal and to ensure both the Headteacher of Horsforth School and the Principal are held accountable for the progress, attainment and recruitment targets.

Principal

We will advertise nationally for a high quality and highly experience Principal. He/she will be a strong leader who will inspire staff, parents/carers and students; write and implement Centre policies, Centre self-evaluation plans and monitor Centre development plans. He will understand the process of work scrutiny measures and implement them in a fair and reasonable manner. He or she will lead, develop and inspire all the elements of the Centre towards achieving its aims and goals.

The role of the Principal will be to provide leadership, direction and strategic management to meet the Centre's mission to provide the best possible learning experience, leading to the highest possible level of achievements by students.

More specifically, her/his key duties and responsibilities will be:

- To provide effective and inspiring leadership for the Centre
- To advise the Trustees and Governors on the educational character, activities and mission of the Centre and to implement the Corporation's policies and decisions
- To act as the Chief Accounting Officer for the Centre, overseeing the preparation of annual estimates of income and expenditure and the effective and efficient management of resources
- To promote the innovation and development of the curriculum to ensure the Centre delivers outstanding education and training and is continuously striving to improve provision














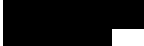
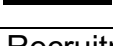


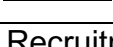



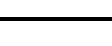
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

- To evaluate and monitor the quality of education, training and services, to respond to students’ views and other feedback and take action to enhance and enrich the student experience
- To ensure that the Centre is dynamic and ready to meet the evolving needs of students and employers and is responsive to external changes
- To build and sustain effective relationships with partners and stakeholders, to promote the interests of the Centre and ensure the Centre is appropriately represented in local, regional and national groups
- To promote a culture that is supportive and inclusive, values diversity and provides opportunities for all students and staff to fulfil their potential
- To motivate and encourage staff ensuring appropriate opportunities for staff development
- To encourage good conduct and ensure appropriate implementation of disciplinary policies relating to students and to staff.
- To maintain an awareness and understanding of relevant legislation and changes in the education sector and the potential implications and opportunities for the Centre
- To be a member of the Local Governing Body and to develop an effective working relationship with the Chair of the Board of Trustees and The Local Governing Body and other Trustees and Governors
- To fulfil the statutory responsibilities and other requirements including set out in the Funding Agreement
- To work directly to the CEO and be accountable for the progress, attainment and recruitment targets as set by the Trustees.

This timetable is based on the assumption that an agreement too open is made by 1st September 2017 for September 2018 opening.

Dates		Details	Who required
Date TBA	Stage 1 Meeting	<ul style="list-style-type: none"> • Minute the need to recruit • Agree Recruitment Panel • Delegate the recruitment and selection process to the Panel • Formally minute the above • Visioning shared with full Trust Board 	Trust Board
Date TBA	Stage 2 Meeting	<ul style="list-style-type: none"> • Agree Job Description • Agree Job Advert • Agree recruitment pack to go to applicants 	Recruitment Panel, [REDACTED] [REDACTED] [REDACTED]

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

20th March 2017		<ul style="list-style-type: none"> Advert to go to TES and recruitment websites 	
7th April 2017		<ul style="list-style-type: none"> Closing date of advert 	  
7th April 2017		<ul style="list-style-type: none"> Application forms to be sent to recruitment panel 	  
w/c 10th April 2017		<ul style="list-style-type: none"> Shortlisting Design and agree Assessment Centre Agree who will feedback to unsuccessful candidates 	   Recruitment panel
w/c 10th April 2017		<ul style="list-style-type: none"> Email to short-listed candidates 	  
w/c 10th April 2017		<ul style="list-style-type: none"> Request references for short-listed candidates 	  
w/c 10th April		<ul style="list-style-type: none"> Final approval of assessment paperwork Book facilities and resources for assessment days 	Recruitment panel   
w/c 17th April 2017	Assessment Centre Day 1	<ul style="list-style-type: none"> Planned assessment activities Agree candidates for Day 2 	Recruitment Panel,    

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

w/c 17 th April 2017	Assessment Centre Day 2	<ul style="list-style-type: none"> • Formal Interviews • Presentations • Panel deliberations • Agree appointment and pay recommendation for full GB • Agree feedback for unsuccessful candidates 	Recruitment Panel, [REDACTED] [REDACTED] [REDACTED] [REDACTED]
w/c 17 th April 2017	Ratification Meeting	<ul style="list-style-type: none"> • Make recommendation to the Trust Board • Adjourn meeting for Chair of Panel to make offer • If successful candidate accepts formally minute acceptance • Chair of Panel informs unsuccessful candidates and advises who to contact for feedback 	Trust Board

Deputy Principal

His/her key duties and responsibilities will be:

- Have leadership of all aspects of safeguarding, including:
 - Child Protection Lead
 - DBS processes
 - Curriculum aspects of safeguarding
 - Ensuring compliance with current legislation linked to safeguarding
- Have strategic leadership of all community aspects of the Centre's work
- Lead on all aspects of curriculum development and innovation
- Have oversight of monitoring and evaluation of academic standards
- Have oversight of achievement and progress and target setting for individual students and subject areas
- Have leadership of self-evaluation processes and quality assurance
- Have oversight of guidance and transition from Key Stage 4 to the Centre and from the Centre to post 19 opportunities
- Have oversight of student recruitment and effective retention strategies
- Deputise for the Principal where necessary
- To champion the less-privileged and more vulnerable students in the Centre
- Lead on all aspects of Inclusion.

Assistant Principal: Director of learning

His/her key duties and responsibilities will be to:

- Have oversight of and co-ordinate all strategies to raise standards of students'

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

attainment and progress

- Ensure strategies and systems are in place to promote and encourage excellent performance and standards, ensuring that standards are at least good or excellent; monitoring and fostering a culture of continuous improvement
- Ensure excellent information, advice and guidance is provided to students to enable them to make effective decisions and be supported through the transition to employment
- Lead on all matters associated with curriculum development including:
 - Current and future provision
 - Compliance with statutory requirement
 - Oversight of assessment and reporting
 - Oversight of department Schemes of Work
 - Have oversight of external examinations
 - Have oversight of Centre policies through consultation with staff, Trustees, and Governors to formulate, implement, monitor and review an appropriate range of Centre policies.
 - Co-ordination of all Centre policy documents
 - Ensuring compliance with current legislation
 - Have an involvement in recruitment
 - Ensure innovation in provision is nurtured
 - Create an environment for effective learning with excellent standing in the community
 - Develop learner professionalism, self-reflection and citizenship as skills to support transition into employment, capitalising upon the support provided by Learning Support assistants

Assistant Principal: Director of Quality Assurance

His/her key duties and responsibilities will be to:

- Have an oversight of learning and teaching
- Produce self-evaluation documents
- Have an oversight of student progress data
- Produce the Centre Improvement Plan and Self Evaluation documents
- Lead Standards Review meetings
- Produce external examination analyses, informed by externally-produced data
- Prepare QA material for Trustees, Governors, the Senior Leadership Team and external organisations
- Lead Ofsted preparation activities
- Contribute significantly to policy development in certain areas
- Liaise with external quality agencies

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

- Monitor the work of external verifiers and similar activities
- Lead on the maintenance of Centre quality systems for student higher education references.

Assistant Principal: Director of Student Services

His/her key duties and responsibilities will be:

- play a full role in leading the Student Services provision
- take a lead in relation to Student Services initiatives
- contribute to the work of the whole Centre in a variety of ways not specifically included in the listing of responsibilities
- continually improve the quality of all Student Services.

See also section D1 above.

Curriculum leader

His/her key duties and responsibilities will be to:

- provide individual support for students including information and guidance at the pre-enrolment stage, on-going support during students' course and preparing references and arranging careers help when a student moves on from the Centre
- lead a team of tutors to deliver high quality support to all students assigned to the team.
- lead a team of staff and managing resources to organise and develop a broad range of high quality courses associated with this curriculum area
- lead the team's efforts to enhance recruitment, retention and achievement of students within the area.
- ensure that the educational experience of students in the area is of the highest quality.

Teacher

Teachers will take responsibility for planning and delivering the curriculum, including individual students' programmes, and assessing students' progress against their targets. They will also work closely with Learning Support Assistants, having an overview for these colleagues' work. Teachers will also take on the role of a personal tutor to a group of students.

Student Services staff

These staff will provide advice as described above with regard to assessing and meeting students' needs with particular reference to: careers support; counselling; mental health support; support with personal and health issues; and financial support.

Staff within the Learning Centres will also help students with general queries, finding/accessing appropriate resources, and IT support. These will be interactive, comfortable working environments.

Learning Support Assistants

Learning Support Assistants will be part of the teaching team for group of students and

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

so will be responsible to the teacher of that group. They will therefore work alongside teachers in the classroom to support learning and teaching activities. In particular, they will provide general support to the teacher in the organisation and management of students and the classroom ensuring the appropriate support for each student dependant on their individual planned needs. They will also assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all students particularly helping to overcome individual students' barriers to learning including physical, emotional and behavioural difficulties. They will support the development of student's literacy and numeracy in one to one or small group sessions as detailed in the personalised plans for SEND students.

Technicians

Technicians will provide support to their colleagues to have in place the required resources and equipment in order to deliver high quality learning and teaching. This will include the ongoing maintenance and correct storage of this equipment, e.g. in the case of the science curriculum. The technicians will liaise as needed with the appropriate colleagues in order to achieve this.

Business Manager

The Business Manager will be responsible for five key areas: strategic leadership and management, finance and managing resources, human resources, estate management and marketing. She/he will overlook all strategies relating to risk management, resource management, personnel issues, contracts administration, managing employment contracts, IT management, health and safety management and promoting the Centre with links to other schools/Academies and agencies, including business community and volunteer organisation links.

Administrative and curriculum support staff

The administrative support team will have a crucial role in delivering our vision and reaching our pupil and whole-Centre targets. These colleagues will attend meetings which will address key issues associated with learning and teaching and raising standards so that they can consider their roles in this and what actions they might undertake to make important contributions to these core functions of the Centre. We will also require the members of this team to be multi-skilled and so very flexible in terms of the tasks they undertake so that, in particular, any staff absence does not lead to a significant reduction in the quality of the service they provide. In order to do this, we will put in place an in-house staffing development programme which will develop these varied skills.

All staff within the Centre will be responsible for promoting and safeguarding the welfare of all students.

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

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Our Centre will be welcoming to students of all faiths/world views and none. As described throughout this application, our curriculum will be broad and balanced and will prepare our students for life in modern Britain. As discussed above in Section D2, we will also take full account of the needs of all our students and their parents/carers.

Our safeguarding policy and practices will ensure that we will comply with all our duties with regard to child protection and promoting the rights and welfare of children and young people. As such, our policies and practices will make clear that it is:

- Everyone's responsibility to safeguard children and young people
- Everyone who comes into contact with children and young people and their families has a role to play
- Everyone working with children and young people maintains an attitude of 'it could happen here'

We believe:

1. Schools and post-16 provision can contribute to the prevention of abuse
2. All children and young people have the right to be protected from harm
3. Children and young people need support which matches their individual needs, including those who may have experienced abuse
4. Children and young people need to be safe and feel safe in schools and post-16 provision
5. Specifically, these responsibilities apply to all staff, governors and volunteers working in schools and post-16 provision, to contractors, supply staff and visitors during any interactions they may have with children and young people.

NWLSFC will therefore be fully committed to safeguarding and promoting the welfare of all its students and we will fulfil all our statutory responsibilities. The overall aim of our safeguarding policy will be to contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and students
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging students' and parental participation in practice
- Addressing concerns at the earliest possible stage
- Implementing child protection policies and procedures
- Working in partnership with students, parents/carers and agencies
- Identifying individual students' needs where possible
- Designing plans to meet individual students' needs

All staff and visitors will be required to:

- Remember that the young person's welfare and interests must be the paramount consideration at all times.

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

- Read and be familiar with the Centre's child and young person's protection policy including issues of confidentiality.
- Be alert to signs and indicators of possible abuse such as neglect, physical abuse, sexual abuse, emotional abuse, and child sexual exploitation
- Never promise to keep a secret of confidentiality where a child or young person discloses abuse.
- Record concerns on a 'Cause for Concern' form and hand it immediately to the designated member of staff.
- Deal with a disclosure of abuse from a child or young person taking account of the following strict guidelines:
 - Stay calm
 - Do not transmit shock, anger or embarrassment
 - Reassure the child or young person. Tell her/him you are pleased that s/he is speaking to you
 - Never enter into a pact of secrecy with the child or young person. Assure her/him that you will try to help but let the child or young person know that you will have to tell other people in order to do this. State who this will be and why.
 - Tell her/him that you believe them. Children and young people very rarely lie about abuse, but s/he may have tried to tell others and not been heard or believed
 - Tell the child or young person that it is not her/his fault
 - Encourage the child or young person to talk but do not ask leading questions' or press for information
 - Listen and remember
 - Check that you have understood correctly what the child or young person is trying to tell you
 - Praise the child or young person for telling you; communicate that s/he has a right to be safe and protected
 - Do not tell the child or young person that what s/he experienced is dirty, naughty or bad
 - It is inappropriate to make any comments about the alleged offender
 - Be aware that the child or young person may retract what s/he has told you; it is essential to record all you have heard
 - At the end of the conversation, tell the child or young person again who you are going to tell and why that person or those people need to know
 - As soon as you can afterwards, make a detailed record of the conversation using the child's or young person's own language, include any questions you may have asked
 - Do not add any opinions or interpretations
 - Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans
 - Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.

We will put in place a named designated safeguarding lead officer who will be a member of the senior leadership team. She/he will be responsible for co-ordinating all activities related to the protection of children and young people. This colleague will be responsible for leading regular case monitoring reviews of vulnerable children and

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young people These reviews will be evidenced by minutes and recorded in case files.

The designated safeguarding lead officer will ensure that all staff involved in direct case work related to vulnerable children and young people have access to regular safeguarding supervision.

Where we have concerns about a child or young person, the designated safeguarding lead officer, will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. The designated safeguarding lead officer will be responsible for referring all cases of suspected abuse to Children's Social Work Service Duty and Advice Team. Whilst Keeping Children Safe in Education (DfE 2014) dictates that anyone in the Centre can make a referral, wherever possible this should be done by appropriately trained designated safeguarding staff.

The designated safeguarding lead officer will also liaise with the Principal to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

We will deal with all child protection information in a confidential manner. A written record will be made of what information has been shared with whom, and when. Staff will be informed of relevant details only when the designated safeguarding lead officer feels their having knowledge of a situation will improve their ability to deal with an individual child or young person and/or her/his family.

Staff will keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child or young person. Child protection records will be stored securely in a central place separate from academic records. Individual files should be kept for each child or young person. Files will be kept for at least the period during which the child or young person is attending the Centre, and beyond that in line with current data legislation. Access to these by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.

The Governors will nominate Safeguarding Governor for child. He/she will be responsible for liaising with the Principal and designated safeguarding lead officer regarding all child protection issues. The role will be strategic rather than operational; he/she will not be involved in concerns about individual students. In particular, the nominated Safeguarding Governor will support the designated safeguarding lead officer in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection requirements.

The designated lead officer and named safeguarding governor will be responsible for providing an annual report to the governing body of child protection activity and accurately reflecting the safeguarding arrangements of the Centre.

The governing body will have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the Centre's safeguarding arrangements. Under no circumstances will the Centre's governors be given details of individual cases. Governors may, however, be provided with a report at the end of the

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academic year, outlining the number of cases dealt with and other statistics which do not identify individual children or young people.

The Centre will follow the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2015). We will also establish and maintain a single central record (SCR) which will record fully the relevant vetting checks which we will have carried out. All recruitment materials will include reference to our commitment to safeguarding and promoting the wellbeing of students. We will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training.

We will also ensure that where relevant, individuals are not disqualified under the Childcare and, where required, that appropriate DBS risk assessments are undertaken.

All members of staff will be aware of systems within our Centre which support safeguarding and these will be explained to them as part of our staff induction. This includes: the Centre's child protection policy; the Centre's safer working practice document; and the designated safeguarding lead and their cover or nominated deputy. We will ensure all staff receive induction and updated professional development appropriate to their roles and responsibilities, especially staff new to the Centre. All staff will access refresher training at least every three years.

The Principal will attend training at least every three years. Governors, including the Nominated Governor, will attend specific training on their role, updated at least every three years.

As part of ensuring that we have a broad and balanced curriculum which prepares our students for life in modern Britain, we will establish within our spiritual, moral, social and cultural (SMSC) education a particular focus on the development of the citizenship curriculum. One of the key themes within this will be the development and embedding of British values so that students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in society and how laws are shaped and enforced
- understand family values and the role of family
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions
- can manage their money on a day-to-day basis, and plan for their future financial needs.

There will be a particular emphasis on ensuring that all our students develop values associated with the concepts of: democracy; the rule of law; individual liberty; mutual

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respect; tolerance of those of different faiths and beliefs; and tolerance of those who are disabled.

At NWLSFC, all students will encounter these principles throughout their time in the Centre.

Democracy

Our Student Council will play a strong role in the Centre. Members of the Council will be elected by their peers and will be involved in making the Centre a better place to learn. Students experience democracy in action by our annual whole Centre elections. Students will run their own campaigns and the whole Centre will vote. Our student leadership team will have a significant amount of input in to what and how they learn. Student questionnaires and interviews will also be conducted throughout the year. We know that the active participation of our students will sow the seeds for a more sophisticated understanding of democracy in the future. They can become involved in the decision-making processes in matters such as fundraising, the development of facilities and the curriculum itself.

The Rule of Law

Our students will encounter rules and laws throughout their entire lives. We want our students to understand that whether these laws govern the class, the Centre, the community or the country, they are set for good reasons and must be adhered to. This understanding of the importance of rules will be consistently reinforced through our curriculum. The involvement of our students in the creation of the Centre rules will help them to understand the reasons behind the rules and the consequences if they are broken.

Individual Liberty

We will invest a significant time in creating a positive culture in our Centre, so that students will be in a safe environment where choice and freedom will be encouraged. In lessons, students will often have a choice of learning tasks. We will encourage students to choose to complete challenge tasks which will promote a growth mindset and enable independent learning, giving them more freedom to determine their own learning. We will offer a range of clubs which students will have the freedom to choose from, based on their interests. We will educate students on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. At NWLSFC we believe that valuing choice and freedom in daily Centre life will foster values of individual liberty as the students embark upon their adult lives.

Tolerance of Those with Different Faiths and Beliefs

Mutual respect will be at the core of our Centre life. Students will learn to treat each other and staff with respect. This will be embedded into our classroom expectations and whole Centre ethos.

We will offer a culturally rich and diverse curriculum so that tolerance can be gained through knowledge and understanding. Through both our curriculum and the routines of

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our daily life in the Centre, we will strive to demonstrate tolerance, helping students to become knowledgeable and understanding citizens who can build a better society for the future.

Throughout our daily life in the Centre, we will focus on, and will be able to show how our work with students is effective in, actively promoting and embedding fundamental British values. Actively promoting will also mean challenging students, staff or parents/carers expressing opinions contrary to fundamental British values.

We will also ensure that students are encouraged to respect other people and no student will be discriminated against contrary to the Equality Act 2010.

We will be especially vigilant about any of students becoming radicalised. We will define 'radicalisation' as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It will be important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with member's groups and organisations or through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

If staff become concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they will be required to seek advice appropriately with the designated safeguarding lead. If then needed, the designated safeguarding lead will refer the issue to the appropriate agency. We will provide training to all staff so they are able to identify young people who may be

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vulnerable to radicalisation, and know what to do when they are identified. We will see the protection of our students from the risk of radicalisation as part of our wider safeguarding duties.

As described above, we will build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. However, we will not stop students debating controversial issues. Indeed, we will provide a safe space in which young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. More particularly, we will focus on four key areas in our efforts: risk assessment, working in partnership, staff training and IT policies and will provide professional development for all our staff in these areas.

Section E – evidence of need

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

A brief description of provision in the area

We will meet a clear social need in the region.

That is, the North West Leeds Sixth Form Centre is committed to contributing to the Northern Powerhouse by ensuring we meet the demand created by the knowledge based economy and bringing the region closer together. We will cater for the local economic demand for skills and qualifications but also specifically core skills such as Engineering which are in short supply.

Fundamental to the Northern Powerhouse is each Northern city region reaching its full potential. That means better education, matching skills to business growth areas of the future; new models of business support and economic regeneration; and better connecting people to jobs. Leeds will be at the centre of this.

Our North West location is ideally suited to giving Bradford students with the academic desire, record and potential the outstanding springboard to excel in our knowledge based economy. Our consultation with Bradford City Council on 4/9/16 led to them offering to promote The North West Leeds Sixth Form Centre in Bradford schools to allow access to the high quality academic offer, if they meet the entry requirements, and move some way to bringing Bradford closer to a Northern Powerhouse hub.

As educators currently operating successful secondary and outstanding post-16 provision in the area we are troubled by the huge disparity of provision at secondary level and specifically post-16 across Leeds and Bradford. At Horsforth we draw our post-16 students from a radius of over 10 miles. The national school travel survey states that secondary students travel an average of 3.4 miles to school. On either of these measures there is a dearth of acceptable provision at post-16 and this situation is failing the young people of Leeds and Bradford.

NWLSFC will, when full, have 1200 students and as such will achieve the economies of scale of larger provision. It will also be part of a developing MAT in Horsforth with the local Secondary school (1432 students) and we are in discussions to join the larger Red Kite Learning Trust MAT which will give access to even greater teaching resources, support network and procurement power.

Table E1a shows that even several miles within the likely area from which NWLSFC will take students, there is over 125% of the College's full capacity currently being educated in institutions that are either Inadequate or Require Improvement.

E1 – provide valid evidence that there is a need for this school in the area**Table E1a**

Within Department for Transport Average Travel Distances		
School	Ofsted Grade	Post-16 roll
Benton Park School	RI (Sixth Form)	240
Priesthorpe School	RI (Sixth Form)	185
Pudsey Grangefield	RI	222
Crawshaw Academy	RI (Sixth Form)	128
	Total	775
Within likely distance based on Horsforth and NWLSFC Data		
Laisterdyke BE College	Inadequate	138
Hanson	Inadequate	272
Carlton Bolling	RI	310
Oasis Lister Park	Inadequate	201
Co-operative Academy	RI	78
Tong High School	Inadequate	340
Titus Salt	RI	224
David Young Academy	Inadequate	102
	Total	1,665

Further to those not receiving an adequate standard of education they deserve, there is another group of young people being failed entirely; i.e. these 'not in education, employment, or training' ('NEET'). While work continues to address this national problem, figures in Leeds are still unacceptably high with DfE reporting in 2014 that 1,470 16-18 year olds in Leeds were classified as NEET. Per capita the position is worse still in Bradford with DfE reporting 1,000 16-18 year olds as NEET.

See in the annex a letter from Leeds City Council which expresses their support for our application and their recognition of the need for such provision in the authority. As noted in the letter, discussions with local ward members have indicated that they welcome our plans to develop a Post-16 Free School in this area, recognising the immediate and future need. The Council has expressed their ongoing support and partnership in what they describe as 'this exciting opportunity for our shared community'.

See also in the annex an email in support of the proposed provision from the elected member for the [REDACTED].

Performance at Post-16 in the local area

There is a high degree of correlation between the earlier table on standards and Table E1b which focuses on academic attainment. As can be seen, Horsforth School performs well and, considering the shared experience that will be brought to NWLSFC, this will give confidence to parent/carers and students as to the quality of the new Centre.

E1 – provide valid evidence that there is a need for this school in the area**Table E1b**

School	APS per entry	APS per Student	%3 A levels A-E	Academic Value Added
Horsforth School	212.6	725.4	73	0.22
Otley Prince Henry's	213.6	761.3	80	0.11
Crawshaw	215.4	702.7	52	0.05
Immanuel College	220.4	762.4	52	0.04
St Mary's Menston	212.1	878.2	87	0.03
Allerton High	213.3	737.8	67	0.03
Abbey Grange	209.1	671.2	72	-0.02
Pudsey Grangefield	205.6	761.9	55	-0.02
Guiseley	222	778.4	79	-0.05
Lawnswood	207.7	731.2	75	-0.05
Titus Salt	203.7	853.8	64	-0.05
Allerton Grange	200.7	695.4	69	-0.06
Ralph Thoresby	181.3	659.9	36	-0.07
Farnley	192.1	680.2	30	-0.07
Laisterdyke	180.7	626.3	41	-0.1
Leeds West	196.1	811.8	41	-0.11
Carlton Bolling	199.6	692.7	41	-0.13
Tong	196.3	627.1	38	-0.13
Benton Park	177.6	689	64	-0.18
Hanson	187.7	676.6	41	-0.23
Feversham College	191.8	699.4	53	-0.25
Priesthorpe	199.2	668.5	50	-0.3
Oasis Lister Park	174	609.3	28	-0.44

Basic Need

We are acutely aware of the significant pressure on school places in the secondary phase and the increasing need feeding through from primary. DfE figures from February 2015 show that Leeds received just shy of █████ in Targeted Basic Need Funding between 2013-2015.

Leeds City Council has projected an increase in Post-16 students of 80 by 2018, 500 by 2020 and over a 1,000 by 2021 across the city. This assumes the same rate of take up as is currently opting for A-Level. Our research from student engagement evidences that our high quality offer would attract a larger uptake and the indications thus far show that NWLSFC would a 'destination of choice' for academic Post-16 in the City.

The current Horsforth School and our proposed site sit close to the border with Bradford MDC and a number of the current post-16 students travel from Bradford to study at Horsforth. As with Leeds, we are aware that Bradford has its own significant challenges in providing enough school places with estimates from the LA of a deficit of over 500 places by 2019. DfE figures from February 2015 show that Bradford received over █████ in Targeted Basic Need Funding between 2013-2015.

The shortage of places is a matter of considerable ongoing local discussion:

http://www.thetelegraphandargus.co.uk/news/11717090.Council_predicts_500_shortfall_in_Bradford_secondary_school_places_by_2019/

<http://www.yorkshireeveningpost.co.uk/news/latest-news/top-stories/hundreds-more->

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

[secondary-school-places-needed-in-leeds-1-7320640](#)

We believe our proposal creates a virtuous circle whereby the establishment of much needed high-quality post-16 provision will help raise standards that desperately need to be raised. A secondary but important benefit can also be realised by the fact that the likely 'leaking' of post-16 students from Horsforth School to the new Centre will create additional capacity within the Trust and Horsforth School meaning that we are able to address the equally pressing problem of capacity at Year 7 in Leeds and Bradford.

Population growth

Leeds is a popular and growing city. The existing pressure on school places is well-documented. Added to this pressure, the City will grow by another 50,000 people by 2024 according to figures produced by Leeds City Council.

Establishing demand to match the need

To communicate and consult on our plans for NWLSFC, we undertook a range of activities designed to publicise our proposals and to gain feedback on elements including course provision. The Trust took a methodical approach to this engagement using a range of tools to publicise our plans including the following:

- Individual and small group engagements in areas near to the proposed site of the Centre
- Engagement with 11-16 secondary schools in the area who are likely to provide students to the Centre
- Establishing a website for the Centre with the opportunity for parents/carers and students to comment on our plans and register their interest
- Letters to parents/carers of students at Horsforth School
- Letters to parents/carers of students at local primary schools
- Face to face meetings with local primary and secondary schools' Headteachers
- Distribution of 5,000 promotional flyers in postcode areas surrounding the proposed site
- Significant ongoing social media promotion including a Facebook page and twitter feed

Much of the promotional material was geared towards to encouraging parents/carers and potential students to attend a series of events at Horsforth School where further details of the plans were shared. Through all our activities parents/carers and students were invited to share their thoughts and also to register their interest in NWLSFC. At the time of submission, over 90% of the interest that had been expressed was from parents/carers and students with postcodes within the areas nearest the proposed site for the College, namely BD10, LS13, LS16, LS18, LS19, LS28 and LS5. The additional 10% were all plotted within a ten-mile radius of the proposed site.

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



E2 – successful engagement with parents and the local community

Horsforth School has deep roots in its local community and the Trust fully intends that NWLSFC establishes and maintains the same connection. This approach informed the engagement activities for the Centre from day one.

Year	Post-16 numbers
2016	280
2015	279
2014	263

Horsforth School's numbers over the last two years have held steady at around the 280 mark and we are increasingly recruiting students from other schools attracted by our academic offer and outstanding results. We are confident the first year's target of 400 students is readily achievable and have been told by [REDACTED] that "you will fill tomorrow" and "what are your oversubscription criteria?".

We have continued support from both Leeds and Bradford City Council who support both the need, the type of provision (predominantly academic A levels) and our plans for the size of the centre.

All parents/carers of students at Horsforth School were made aware of our plans as soon as the Governing Body resolved to pursue the opening of NWLSFC. We have been open in sharing our plans with the community and exploited the channels identified in Section E1. The results of our work to engage with the community outstripped our expectations and their support of our re-submission has also been hugely encouraging.

Website

Since launch in February 2016, we have received over 11,000 visitors to our website, www.nwleeds6th.org

This site contains information about our proposals and those who are behind it. Information was provided on the curriculum offer, our vision and ethos and other key elements of our plans.

Through this, we have received over 250 expressions of interest from age-appropriate potential students, comments and questions, all of which have been considered and responded to. Throughout the period post-application in Wave 11 and post-interview we have been careful to 'manage expectation' around a 2017 opening and acted immediately on hearing that we are unsuccessful to re-assure parents and potential students that we intended to re-apply and committed to keeping our stakeholders informed.

Flyers

An original 5,000 flyers were produced and distributed across a range of venues including Horsforth Library, Holt Park Active Leisure Centre, Morrisons in Horsforth, Guiseley Retail Centre, Horsforth Tesco and Aireborough Leisure Centre. This distribution ranged from simply handing flyers out to individuals and small group discussions regarding the plans for the Centre. This engagement has continued during Wave 11 and has been 're-set' in light of the change to a 2018 opening occasioned by

E2 – successful engagement with parents and the local community

the recent decision on our original application.

Social Media

Social media allows detailed targeting using geographic and demographic measures. A range of posts and tweets were prepared and targeted to potential students and parents/carers within a defined radius of the proposed site, based on existing information from Horsforth School.

At the time of writing the Centre is over 250 likes to its Facebook page. Facebook also allowed parents/carers and the wider community to comment on our plans and for us to answer their questions as fully as we were able to at the time. Our campaign metrics show that we have reached over 20,000 parents/carers in our target demographic and geographic areas and just shy of 5,000 potential students fitting the age and location profile of our first years of operation.

Face to Face engagement

We have organised and promoted mini events where representatives of the Trust spoke with parents/carers and students about our plans. Individual questions were answered and people were encouraged to attend our events that were held at Horsforth School. In total, we welcomed over 250 parents/carers and potential students to Horsforth where they were all given a presentation on the proposed Centre and were then offered an opportunity to speak with members of the Trust and the Principal Designate about their thoughts, hopes and concerns.

Additional events have been planned to maintain momentum and to continue to gather support for our re-submission.

Local Secondary Schools

As a courtesy and to encourage support we wrote to local secondary schools to share our plans. We remain engaged in conversations with Headteachers who are keen to find out more and in some cases need reassurance as to our plans and the effect that they may have on them.

Subsequent to the first submission we have met local Secondary head teachers several times and have been in discussions over a school which is planning to convert to conversion an 11 to 16 school and their 200+ students feeding into NWLSFC. We aim to continue consultations and discussions (meeting scheduled 20/10/16) with all local Secondary Heads around approach and impact.

Adaptation of our plans post-engagement

We continue to update our plan for the Centre as a response to comments we received during our engagement with parents/carers and potential students. In particular, many parents/carers and potential students commented that they thought it was important that students received individual support which was very responsive to students' needs and circumstances. As a result of this, we revised our plans for the Student Services provision including making the Director of Student Services an Assistant Principal thereby showing the importance we attach to this role. Feedback also reinforced the importance of a wide range of enrichment activities.

E2 – successful engagement with parents and the local community

Since the last submission we have consulted with standalone Post-16 centres over recruitment.

Rochdale Sixth Form Centre: [REDACTED] in May 2016 and with an October 2016 follow up visit to Rochdale scheduled.

- Notre Dame: [REDACTED] at Notre Dame. Key findings were:
- An advert on our website (as early as possible) advertising our Year 11 into 12 evening and stating that we warmly welcome applicants from other schools
- Expanding marketing through radio, press and banner advertisements
- Arranging yellow AA signs to the college
- Targeting careers fairs in secondary schools without Post-16 to promote the centre
- Targeting private school pupils as some parents not willing to pay Post-16. Possible sports sponsorship of events advised.

Through student voice at Notre Dame they had found that the things that most attracted students to their college were:

- Exam results
- Range of courses
- A dedicated team of A level teachers who specialised in A level teaching
- A separate area away from school aged children
- No uniform
- There were no restrictions on timetable combinations

On all of these points we will be able to demonstrate significant strengths compared to the local offer and we are expanding our Social Media presence.

In further discussion with [REDACTED] college, the following areas were highlighted as key to student recruitment;

- Partnerships e.g. NWLSFC to mentor students in 11-16 schools
- Strong employer links
- Enrichment opportunities

On all of these points we will be able to demonstrate significant strengths compared to the local offer and we are expanding our Social Media presence. They have also been considered in the formulation of a marketing plan which is included in the Annex in direct response to specific DfE feedback.

Between the bid submission and possible interview, we are consulting with Bradford College and New College Pontefract regarding marketing and recruitment.

Section F – capacity and capability

F1 (a) Skills and experience of your team

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]

				<ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED][REDACTED] <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED] <p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED]	[REDACTED]

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p>	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

F1 (a) Skills and experience of your team

As can be seen above, we have within our team colleagues with strong relevant education expertise, especially strong school improvement experience, and finance expertise. Across the team, we have individuals with the required experience and expertise in managing school finances, leadership, project management, marketing, human resources, and safeguarding and health and safety. Each of these colleagues have shown that they have sufficient time in order to fulfil all their responsibilities to the Centre.

Many of these colleagues will bring with them expertise and experience gained from working in the successful Horsforth School. Horsforth School has an outstanding record in education for 11–18 year olds. The outcomes of its most recent Ofsted inspection in December 2013 were:

- Achievement of pupils: Good
- Quality of teaching: Good
- Behaviour and safety of pupils: Outstanding
- Leadership and management: Good.

The report made the following comments about its Sixth Form provision:

‘The achievement of students in the sixth form is outstanding. They achieve well above average standards because of strong teaching. They make exceptional progress, as a result of the high level of challenge in lessons and close mentoring of their learning. A proportion of students attend a partner school’s sixth form for one or more subjects, and vice versa. Most students move on to higher education.’

Recent results have supported this judgement in that in each of the last three years, over 58% of A2 grades awarded to our students have been at A*, A or B and the ‘typical’ Year 13 student leaves Horsforth School with BBB grades (or equivalent). Student voice regularly praises the knowledge and dedication of their teachers, who are all experienced specialists.

There are similar outstanding results at Key Stage 4. In summer 2015, 72% of students achieved 5 or more A*- C GCSEs (or equivalent) including English and mathematics GCSEs. This was an improvement from the 69% in 2014.

Between 2011 and 2015, there had been significant improvement as is as summarised here:

	<u>2011</u>	<u>2015</u>
5A*-C Inc. E/M	63%	73%
VA	999.7	1013.4 (sig +)
3 lvs mathematics	82%	86%

F1 (a) Skills and experience of your team

4 lvs mathematics	33%	47%
3 lvs English	60%	76%
4 lvs English	23%	39%

Whilst validated data is not available for 2016 and in the context of all of the key measures having changed, our 5 A*-C including English and maths has risen to 75% and our projected (conservative) Progress 8 calculation is +0.19.

Equivalent data for KS5 is summarised here.

	<u>2011</u>	<u>2015</u>
LVL 3VA	+0.22 (sig +)	+0.22 (sig +)
APS per entry	226.2	212.6
APS per student	771.1	725.4

Whilst APS per entry and student has dropped, this is because we now focus on what matters, getting three good A levels. Our level 3 value added shows that in our sixth form, judged outstanding by Ofsted as noted above, students make significantly better progress than nationally.

Progress at KS4 and KS5 is significantly better than the national average. Our current results for 2016 are expressed as the new points scores (as per the national change) where APS per entry is 31.83 and APS per student 94.43. It was a record year for attainment where 35% of all grades were at A*-A (in a nationally declining picture) and as such we expect our Level 3 Value Added to be better than previous and even more significantly positive.

Please see the annex for CVs for details of colleagues' experience and expertise.

As recommended by the DfE, we will work with an Academy with a strong track record when developing our proposal further and at least up to our first Ofsted inspection. We will do this as part of our role as a core member of the Red Kite Teaching School Alliance, headed by Harrogate Grammar School, which includes several highly successful academies who work together to provide mutual support on a wide range of aspects of school improvement.

During the preopening phase, we will focus on the key areas of activity as below in order to ensure that we complete all the tasks required before we open in September 2018. Many of the most significant areas of activity during the preopening phase will need to be completed before we can enter into a funding agreement with the Secretary of State. We will play our part in expediting all matters, only focusing on the Centre - specific clauses of the agreement.

In order to do this, we will establish a preopening team which will have the required experience and expertise in order to complete these tasks. In particular, we will establish robust planning and project management arrangements. The responsibility for

F1 (a) Skills and experience of your team

managing the project during the preopening phase will lie with the Project Steering Group (PSG) made up of key members of the preopening team. This will ensure that we have the required capacity and capability.

Good governance. We will construct a detailed Governance Plan which will show how the trustees will be responsible for setting the strategic priorities for the Centre, holding the senior leadership team to account for the Centre's educational performance and improvement, and running the Trust properly.

Marketing, pupil recruitment, and admissions. We will have a clear and fair admissions policy which will comply with the School Admissions Code and the Appeals Code. We will also provide regular updates to our lead contact within the DfE on our progress towards achieving our planned admission number for September 2018.

We have recruited [REDACTED] to address this. We also include a full marketing plan in the appendix.

Statutory consultation. We will consult with the people we think appropriate on whether we should enter into a Funding Agreement.

Financial management. We will plan and manage our expenditure up to the Centre's opening, making very efficient and effective use of the project development grant (PDG). We will also construct a financial plan that demonstrates the Centre's viability on opening and beyond, and put in place robust governance arrangements and financial management procedures to ensure that we manage responsibly the funding we receive post-opening.

Procurement and additional support. We will consider what additional support and services we need to procure. Our procurement practices will comply with public procurement regulations.

Site and buildings. We will work closely with EFA colleagues to secure a site and construct the buildings for our Centre in particular, we will work with colleagues to agree the capital budget for our Centre.

Staffing, education plans and policies. We will recruit high-quality staff and have in place detailed staffing plan, education policies, and schemes of work. We will welcome the opportunity for the appropriate DfE Education Adviser to be involved in a 'benchmarking' exercise in order to confirm and validate the appointment.

F1 (b) Skills gap analysis

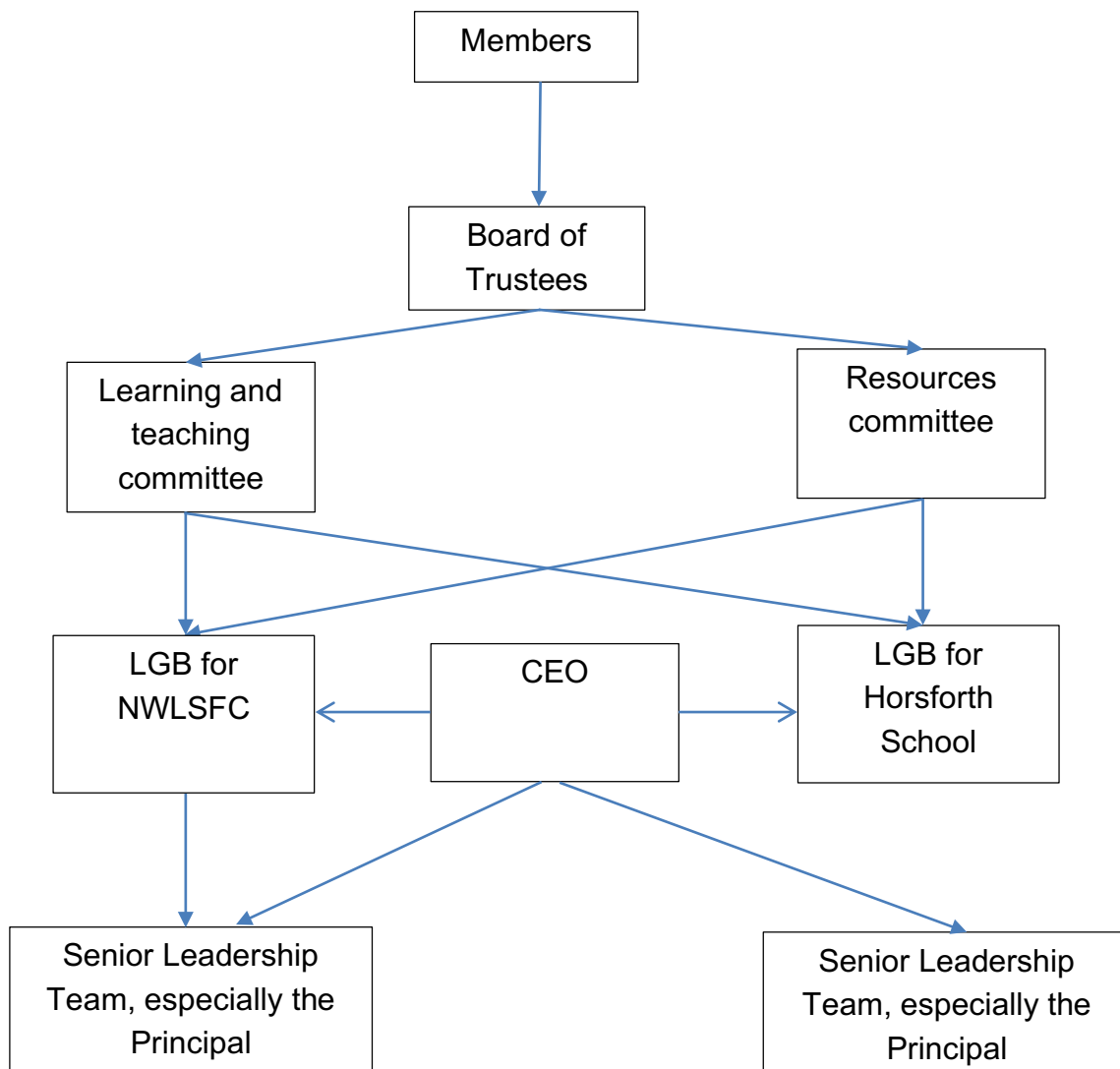
Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Health and safety	Pre-opening team, trustees, local governing body	<p>We will use the experience and expertise which currently exists within Horsforth School staff and will exist on the Board of Trustees to provide the required experience and expertise in this area. We will use our contacts with other schools, Academies, and Universities to supplement our experience and expertise.</p> <p>We will consider, as and when needed, co-opting colleagues onto the LGB with the required expertise.</p>
Marketing	Local governing body	<p>We will use the experience and expertise which currently exists within Horsforth School staff and will exist on the Board of Trustees to provide the required experience and expertise in this area. We will use our contacts with other schools, Academies, and Universities to supplement our experience and expertise.</p> <p>We have also now appointed a [REDACTED] [REDACTED] to the Trust. A key aspect of this role will be to drive admissions to NWLSFC. Additionally, [REDACTED] [REDACTED]</p>

[Add more lines as appropriate]

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

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

Proposed governance structure



Horsforth School currently operates as a Trust – i.e. a Single Academy Trust. We are now proposing that, subject to the approval of our application, we become a Multi-Academy Trust (a MAT) as described in the governance diagram above. Over a period of time, there will be a need to make an effective transition from the Single Academy Trust to a MAT. This will include as discussed below, a consideration of the lines of accountability between the Board of Trustees, the LGBs, and the Committees.

There will be five members of the MAT:

- [REDACTED]
- [REDACTED]
- [REDACTED]

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

█ [REDACTED]

█ [REDACTED]

We will therefore increase the current number of members to 5.

This number of members will ensure that enough members can take decisions via special resolution (which requires 75% of members to agree) without requiring unanimity. It will also facilitate majority decisions being taken by ordinary resolution which will require a majority of members to agree.

The members of the Trust will:

- be the subscribers to the Trust’s Memorandum and Articles of Association
- have an overview of the governance arrangements of the Trust
- have the power to appoint and remove trustees.
- have the power to amend the Memorandum and Articles of Association, especially where such an amendment is likely to support stronger governance arrangements.

While members can also be trustees, retaining some distinction between the two layers will ensure that members, independent of trustees, can provide oversight and challenge.

When fully constituted, the Board of Trustees will consist of a total of 9 trustees all of whom will be appointed by the members. This size and composition will facilitate effective and efficient decision making while being of the appropriate size and composition in order to meet the likely demands of running the Trust.

The current trustees as appointed by the members are:

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

- We are carrying one vacancy

The members of the LGB will be:

█ [REDACTED]

█ [REDACTED]

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

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

- 2 Parent Governor vacancies

Please see the Annex for members', trustees' and governors' CVs.

As can be seen, there are some colleagues who are a Member and a Trustee. In these cases, we will ensure that there is retained a clear distinction between the two roles which will ensure that members, independent of trustees, can provide oversight and challenge.

Trusts are companies limited by guarantee and exempt charities. The Board of Trustees will therefore be subject to the duties and responsibilities of trustees of charities and company directors as well as any other conditions that the Secretary of State agrees with them. These responsibilities will be mutually reinforcing and will exist in order to ensure the proper governance and conduct of the Trust. The key requirements are/will be reflected in the Articles of Association, Academies Financial Handbook (2016) and the funding agreement when in place.

In particular, the Board of Trustees will be responsible under the Trust's Articles of Association for controlling its management and administration. It will have responsibility for directing the affairs of the Trust, and for ensuring that it is solvent, well-run, and delivering the Trust's charitable outcomes for the benefit of the public. Principally, it will be responsible for ensuring that the Trust funds are used only in accordance with the law, its Articles of Association, its funding agreement and as set out in the Academies Financial Handbook (2016). The Board of Trustees will have some discretion over its use of the Trust's funds, which it will discharge reasonably and in a way that will command broad public support. It will be responsible for the proper stewardship of those funds, including regularity and propriety, and for ensuring economy, efficiency and effectiveness in their use.

Also, the Board of Trustees will understand and will act appropriately in relation to its statutory duties as company directors as set out in the Companies Act 2006. These duties are to:

- act within its powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not to accept benefits from third parties
- declare interest in proposed transactions or arrangements.

The Governors on the LGB will provide strategic direction for the Centre, providing advice and on occasions, sensitive challenge to the senior leadership team, especially the Principal, to ensure that the LGB play its full role in raising the

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

standards of achievement for all students. Governors will have a responsibility to work collaboratively with other Governors, with the staff and students of the Centre, the Centre's wider community and where they are representatives, to their particular constituency such as parents/carers, staff, and teachers. However, although some Governors may represent particular constituencies, they are not delegates of that group and so will pursue the best interests of the Centre as a whole in all decisions.

In order to facilitate the discharge of the duties of members, Trustees, and governors, we will establish an effective Conflict of Interests Policy which will apply to all members, trustees, and senior employees. This policy and the associated practices will help us to establish and maintain a robust strategy for avoiding and minimising any conflicts of interest and securing independent challenge to members and trustees.

The key principles for this strategy will be:

- defining a conflict of interest
- considering the future likelihood of such conflicts
- declaring an interest
- agreeing the method of addressing the conflict.

We will be especially conscious of the need to be even-handed in our relationships with connected parties/businesses by ensuring that:

- the members, trustees, and senior employees understand and comply with their statutory duties to avoid conflicts of interest, not to accept benefits from third parties, and to declare any interest(s) in proposed transactions or arrangements
- the members, trustees, and senior employees have completed the register of interests documentation
- no member, trustee, employee or related individual or organisation uses their connection to the Trust for personal gain
- there are no payments to any member or trustee by the Trust unless such payments are permitted by the Articles of Association, or by express authority from the Charity Commission and comply with the terms of any relevant agreement entered into with the Secretary of State. We will also apply these obligations where payments are made to other business entities who employ the member, trustee, or senior employee, or are owned by the member, trustee, or senior employee, or in which the member, trustee, or senior employee holds a controlling interest
- any payment provided to a member, trustee, or senior employee satisfies the 'at cost' requirement as set out in the Academies Financial Handbook (2016).

Members, trustees, governors and senior employees (i.e. the Principal, and the Business Manager) will register relevant business and pecuniary interests by completing a declaration of interest form. This will include:

- directorships, partnerships and employments with businesses
- trusteeships and governorships at other educational institutions and charities
- for each interest: the name of the business/educational/institutions/charities; the nature of the interest; and the date the interest began.

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

The register will also identify any material interests arising from family relationships between members, trustees, or senior employees and relationships between members or trustees and senior employees. In this context, a relative will be defined as a close member of the family, or member of the same household, who may be expected to influence, or be influenced by, the person. This will include, but will not be limited to, a child, parent, spouse or civil partner.

Individuals will review and update this document on a termly basis; however, individuals will also be under an obligation to update this as soon as they become aware of any new real or perceived conflict of interest. We will consider carefully whether to include the interests of other individuals in the register of interests. This may include other employees of the Trust and close family members of individuals already on the register. If in doubt we will enter an interest in the register.

We will publish on our website relevant business and pecuniary interests of members, trustees and senior employees.

There are currently no specific conflicts of interest between members of the preopening team, members of The Trust, trustees (or a connected party/business) and anybody else closely associated with the proposed Centre. We do not envisage that there will be any financial transactions between any member or trustee (or a connected party/business) and the Centre. However, if there do arise any such transactions, they will comply with the 'at cost' principles set out in the Academies Financial Handbook

We will also put in place a financial scheme of delegation which will provide significant detail of the financial responsibilities of the Board of Trustees.

All members, Trustees, governors, and employees will be expected to adhere fully to the 7 principles of public life, often referred to as the 'Nolan Principles'. These have been established as the basis of the ethical standards expected of public office holders.

These principles are:

1. Selflessness

- Holders of public office should act solely in terms of the public interest.

2. Integrity. Holders of public office:

- must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work
- should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends.
- must declare and resolve any interests and relationships.

3. Objectivity

- Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

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

4. Accountability. Holders of public office:

- are accountable to the public for their decisions and actions
- must submit themselves to the scrutiny necessary to ensure this.

5. Openness

- Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

- Holders of public office should be truthful.

7. Leadership. Holders of public office:

- should exhibit these principles in their own behaviour
- should actively promote and robustly support the principles
- should be willing to challenge poor behaviour wherever it occurs.

As can be seen from the governance structure, each of the two committees will be directly responsible to the Board of Trustees, rather than to each LGB. We have put in place this structure so that the Board of Trustees can exert significant influence over each LGB and then through to each of the Academies. We think this will be especially important in the early stages of the Multi-Academy Trust when the Trust will have responsibility for two Academies.

However, this approach will be reviewed during the preopening period for NWLSFC leading up to its opening in September 2018. This review will take account of the development to that point of each of the Academies. It could be that, at that point, the committees will then become accountable directly to one or both of the LGBs. There will then be a review of the governance structures towards the end of the first year of the Multi-Academy trust's operation i.e. due the academic year 2018/19. This review will again take account of the development to that point of each of the Academies and may revisit the issue of the lines of accountability between the Committees, the LGBs and the Trust.

The main purposes of each of the committees identified above will be to assist the decision making of the Trust in relation to both Academies in the first instance by enabling more detailed consideration to be given to key matters within the remit of each committee. In particular:

- the Learning and Teaching Committee will focus on fulfilling the Trust's responsibility to ensure that its strategic responsibility to raise standards is acted upon
- the Resources Committee will focus on the Trust's responsibility to ensure sound management of the Centre's finances and resources, including proper planning,

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

monitoring and probity.

For the first year of the Centre's operation, each committee will meet six times with one meeting during each half term period. After that, each committee will generally meet four times a year. Each committee will consist of the Chair of the Trust, the Principal, and three other trustees. A Chair will be elected from among the committee members at the first meeting of each academic year.

The Principal will have responsibility for the leadership and management of the Centre on a day to day basis. He will focus on raising standards and ensuring that there is place provision of the highest quality especially as related to learning and teaching. In order to do this, he will manage all resources effectively and so help to provide the best learning environment and welfare for students and staff. He will also ensure that there are in place the appropriate mechanisms to monitor the overall progress which the Centre is making.

During the preopening period, a detailed and comprehensive Governance Plan will be drawn up which will help to ensure that there will be established in the period leading up to the opening of the Centre in September 2018 robust, effective, and efficient governance policies and procedures. This will include a training plan for trustees and governors which will help them to work effectively before and after the Centre is open.

As noted in Table F1(b) above, we have identified some skills gaps in our preopening team and also in the Trust and provide some details as to how will fill those gaps. There will be a termly audit of Trustees' and governors' skills which will inform the ongoing professional development plan for Trustees and governors and ongoing discussion about the need for any new Trustees or governors or other additional capacity and capability to augment the Trustees' and governors' skills and expertise.

These audits will evaluate the Trustees' and governors' knowledge and experience of the following matters: education, school improvement, curriculum, HR/recruitment, marketing, finance, legal, IT hardware/software, and building/capital works.

More generally, Trustees and Governors will undertake ongoing professional development to help them develop further the skills and knowledge needed. This training will focus on tasks to be undertaken up to the point at which the Centre opens such as those associated with: safeguarding matters; the Principal's performance management; financial management; and staff recruitment. Clearly, the Trustees and Governors will also prepare for the pre-opening OfSTED inspection visit which will entail training which will also have longer term relevance.

Training will also take place on an ongoing basis after the Centre is open. Subject to further discussion by the Trustees and Governors, these may be: annual planning in order to meet statutory responsibilities; achieving financial efficiencies; working within a Multi-Academy Trust (MAT); and preparation for Ofsted inspections.

Section G – budget planning and affordability

G1 – budget planning and affordability

Please see the financial plan.

As will be seen from this plan, we have explained clearly what we have based our assumptions on, and these are appropriate and realistic. These include benchmarking information for expenditure. We are not dependent on borrowing or third-party income to break even in any year.

As we move into and through the preopening period, we will engage in an ongoing process of updating our financial plan especially as staff are appointed, and other costs become clearer. We will also update our financial plan as further details of funding arrangements are confirmed. In particular, throughout the preopening period, we will regularly review the financial plan to ensure that it reflects the likely number of students who will enter the Centre based on the number of student applications at any point in time.

As noted, in Section D, we will make judgments during the preceding year as to the number of students who will be undertaking each course/qualification and therefore the total number of students. This will enable us update our financial plans. This will include financial modelling based on the lowest viable number of pupils for the first year of our operation. This will include evidence to underpin our student number assumptions which will be realistic and achievable. As part of this process, we will demonstrate that our Centre will not go into deficit at any point.

The plan we have presented is reasonable, represents good value for money and is prudent. For example, we have allowed for a contingency of 1% of total income to help us to deal with any unforeseen problems. We do not show a deficit in a year and so do not show any cumulative deficits. Details provided in the 'summary' tab show that we think are items which have been 'red flagged' are reasonable e.g. with regard to staffing costs, and do not incur any risk.

The information in our plan is consistent with the other parts of your application, including the organograms showing the staffing structures and pupil numbers in the education plan.

We have included in our education plan in Section D3 an explanation of the changes we would make if we had to operate with less income. This shows that the Centre will be resilient to changes in income as a result of having fewer students than we expect. In order to do this, we have used Row 62 on the 'budget' tab on the financial plan which gives details of the 70% figure to indicate the sort of savings we might need to make.

In order to do this, we have tested the viability of our Centre during its early and later stages, i.e. for our Centre's first year of operation (i.e. 2018/19) and for when the Centre is full (i.e. 2021/22). We have done this by calculating the savings we would need to make based on only recruiting 70% of our target numbers of students as shown in the financial plan. This would enable us to ensure that we would not show a deficit in any year and so therefore not cumulative deficits.

Clearly, the major savings we would need to make if we were only to recruit only 70% of our target student numbers would come a reduction in staffing. Section D3 therefore provides details of these staffing reductions and how we would cope with those in terms of ensuring that we could still provide a high quality education and deliver our education vision and plan.

G1 – budget planning and affordability

2018/2019

Need to save: [REDACTED] in total if only recruited 70% of target student numbers.

Savings

Line 76: a reduction in staff salaries save [REDACTED]

In order to make this saving, we would make the following changes to staffing costs:

- reduce number of curriculum leaders from 6 to 4 and
- reduce the number of teachers from 20 to 12, so saving [REDACTED]
- reduce number of administrative staff from 4 to 3 so saving [REDACTED]
- reduce number of student services staff from 3 to 2 so saving [REDACTED]
- reduce number of premises staff from 3 to 2 so saving [REDACTED]

savings: [REDACTED]

Line 105 A reduction in buildings of [REDACTED]

Line 116. A reduction in cost of educational resources to save [REDACTED]

Line 127: A reduction in cost for insurance of [REDACTED]

Line 128: a reduction in allowance for contingency to save [REDACTED]

Line 129: A reduction in cost of catering to save [REDACTED]

Line 132: A reduction in Top Slice for MAT saving [REDACTED]

savings: [REDACTED]

Total Savings [REDACTED]

2021/22

Need to save: [REDACTED] in total if only recruited 70% of target student numbers.

Savings

Line 76: a reduction in staff salaries can save [REDACTED]

In order to make the savings required in staffing costs, we would:

- reduce number of curriculum leaders from 14 to 11 and
- reduce the number of teachers from 54 to 37 so saving [REDACTED]
- reduce number of administrative staff from 11 to 7 so saving approx. [REDACTED]
- reduce number of student services staff from 6 to 4 so saving [REDACTED]
- reduce number of premises staff from 6 to 4 so saving approx. [REDACTED]

Total saving in staffing costs: [REDACTED]

Line 81: A reduction in L&D saving [REDACTED]

Line 105: A reduction in premises costs saving [REDACTED]

Line 116. A reduction in cost of educational resources saving [REDACTED]

Line 127: A reduction in allowance for insurance saving [REDACTED]

Line 128: a reduction in allowance for contingency saving [REDACTED]

Line 129 A reduction in costs for catering saving [REDACTED]

Line 132: A reduction in Top Slice saving [REDACTED]

Savings [REDACTED]

G1 – budget planning and affordability

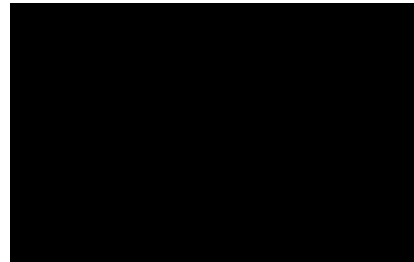
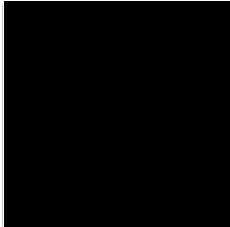
Total savings: [REDACTED]

Within the overall financial plan, based on optimum student numbers, there remains a significant cumulative sum. The Trustees and Senior Leadership will identify development and capital projects to improve student outcomes.

Section H – premises (use Excel spread sheet)

Completed in the Excel Spreadsheet.

Annexes



26 September 2016

Dear 

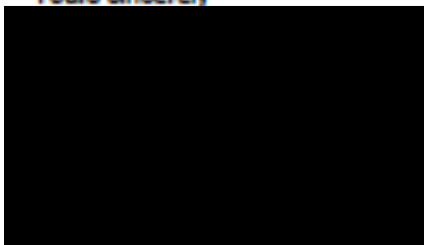
I am writing in response to our recent communications with Horsforth School regarding your intention to apply to open a Post 16 Free School in Leeds.

Please accept this letter as confirmation of Leeds City Council's support for Horsforth School's application, and our recognition of the need for such provision in our authority.

Discussions with local ward members have indicated that they welcome Horsforth School's interest in developing a Post 16 Free School in this area, recognising the immediate and future need.

I look forward to providing the Council's ongoing support and partnership in this exciting opportunity for our shared community.

Yours sincerely



From: [REDACTED]
Sent: 26 September 2016 12:30
To: [REDACTED]
Subject: RE: Proposed NW Leeds 6th Form Centre in Horsforth, Leeds
Importance: High

Dear [REDACTED],

Proposed NW Leeds 6th Form Centre in Horsforth, Leeds

I am writing to you in my capacity as [REDACTED] in support of Horsforth School's proposal to open a new 16-19 provision in North West Leeds.

Horsforth School has been a consistently high achieving School and then Academy with an outstanding Post 16 provision during [REDACTED]. I feel that extending this very successful Post 16 provision to a wider number of students would be welcomed by the local community and surrounding areas and will also help to address the rising number of students requiring 16-19 provision in the region. In Leeds over the next 15 years there will be a dramatic increase in the number of young people in the city, with more than 2000 additional 16-19 places needed.

The creation of a new 6th form centre will also mean that capacity is freed up at Horsforth School and others, to increase the pupil admission number at Year 7. This will help to address significant basic needs pressure in the Outer North West, as well as giving a larger number of families their preferred choice for secondary education. As an indication of the School's popularity, 750 families expressed a preference for the 225 places available at Horsforth School for a September 2016 start.

As a [REDACTED], I am acutely aware of the increasing demographic pressures city wide and particularly in my ward of Horsforth. Demographic projections from Leeds City Council show a significant increase in demand both in the immediate short term and increasing year on year. We have seen in recent years an increase in the population of Horsforth as more families with children move to the area seeking excellent local schools, one factor in explaining the greater than 1000 new homes being built.

I should also confirm that I would strongly support the preferred site, at the junction of the A65 and A6120, Leeds City College operate here and are making the site redundant, Askham Bryan College operate Horticultural and Agricultural Courses here, adding to the development of Vocational skills for students.

This proposal will continue long-standing educational use here, extending local choice, increasing provision without new build costs. In modern jargon, it is a no brainer!

In conclusion, as an [REDACTED], I strongly support the proposed NW Leeds 6th Form Centre.

Yours sincerely,

[REDACTED]

Promotional Material

Updated Website

The screenshot shows the homepage of the North West Leeds 6th Form Centre website. The header is green and contains social media icons for Facebook, Twitter, and Email on the left, a search bar, and the site title 'North West Leeds 6th Form Centre' with the tagline 'Opportunity and achievement for all' and a geometric horse logo on the right. A navigation menu below the header includes 'Welcome', 'About Us', 'Our 6th Form Centre', 'Register', 'News', and 'Contact Us'. The main content area is split into two columns. The left column features a 'Welcome' section with three paragraphs of text. The right column has two sections: 'Latest News' with three links and 'Upcoming Events' with the text 'No events'. The footer is green and contains copyright information and links to 'Sitemap', 'Terms & Conditions', 'Privacy Policy', and 'Website design by PCCC'.

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Search Search

North West Leeds
6th Form Centre
Opportunity and achievement for all

Welcome About Us Our 6th Form Centre Register News Contact Us

Welcome

Welcome to North West Leeds 6th Form Centre, a 16-19 institution which is proposed to open in September 2018. We are currently seeking to re-engage with Department for Education (DfE) and Education Funding Agency and hope to be able to announce more news later in the year.

Leeds is a growing city and as such has a need for high quality education provision. There is particular pressure at sixth form and Year 7 and it is this need that has driven our proposals. We plan to open at a location we have identified in North West Leeds in September 2018 with an intake of 400 Year 12 students, growing organically to our full capacity.

The proposer of NWLSFC is Horsforth School. Horsforth already operates 16-19 provision in the area which has been judged as 'Outstanding' by Ofsted. North West Leeds 6th Form Centre will create more opportunities for the young people in this area.

Thank you for your interest so far. We need the support of parents, students and the wider community to bring our plans to fruition, so please register your interest [here](#).

Latest News

[Please continue to support our plans](#)

[Follow us on Facebook and Twitter!](#)

[Help make NWLSFC happen!](#)

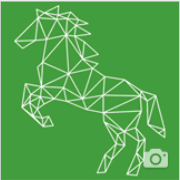
[Our new website](#)

Upcoming Events

No events



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Updated Facebook



North West Leeds 6th Form Centre
@NorthWestLeeds6thFormCentre

- Home
- About
- Photos
- Likes
- Videos



Like Message More

Sign Up

Status Photo/Video Offer, Event+

Write something...

Education

Search for posts on this Page

Marketing Plan (in response to DfE Feedback)

Background

North West Leeds Sixth Form Centre (NWLSFC) is a 16-19 institution which is proposed to open in September 2018 with an initial intake of 400 students in Year 12. It is planned that the Year 12 intake will increase to 500 in 2019 and to 600 in 2020 and thereafter, reaching full capacity of 1,200 students in 2021.

The proposer of NWLSFC is Horsforth School (in its role as a Trust), which already operates 16-19 provision in the area which has been judged as 'Outstanding' by Ofsted. NWLSFC is being established to provide something different and of a significantly higher quality when compared to the existing provision in the area and to address the clear need for 16-19 places in the growing cities of Leeds and Bradford.

At NWLSFC, students will be able to access a wide range of academic and applied courses with a bias towards A and AS levels and will benefit from personalised individual support and high quality resources to enable them attain at the highest possible levels and progress to university, employment, or further training. A rich and varied enhancement programme will also enable students to pursue their ambitions, interests and passions, and develop their skills and talents and contribute to the economic and social development of the area and the wider region.

Market Size and Trends

There are an estimated 12,000 Year 9 and Year 10 students living within a 7.5 miles radius catchment area.

North Leeds is earmarked by Leeds City Council to deliver 6,000 new homes by 2028, with over 1,000 in Horsforth alone. The focus of current Horsforth developments is for large family homes which will fuel population growth amongst prospective parents of Year 9 and Year 10 students.

The Need

There is a need in North West Leeds for high calibre 16+ education provision to meet current and future market demands. Horsforth is well placed to meet this demand given the localised growth in housing, strong infrastructure and existing results and reputation of Horsforth School.

Horsforth School surveyed 1449 students and parents within LS19, LS18, LS16 and LS5, of which 797 (66%) stated their preference for a high quality academic offer. The school continues to survey via our website and community engagement programmes.

SWOT analysis

Strengths

- Proposed by the highly regarded and successful Horsforth School, which has a strong reputation in the area and already operates 'Outstanding' 16-19 provision.
- NWLSFC will fulfil the unmet demand for a varied and high-quality post-16 education in the area.
- NWLSFC will offer a wide range of academic and applied courses with a bias towards A and AS levels and a rich and varied enhancement programme.

- The Trust will draw upon the expertise of staff and governors at the successful Horsforth School to provide the capacity and capability to establish and then operate NWLSFC. Considering the shared experience that will be brought to NWLSFC, this will give confidence to parent/carers and students as to the quality of the new Centre.
- If NWLSFC is approved, the current 16-19 provision at Horsforth School will close. This will enable the school to increase its 11-16 provision, helping relieve the acute need for additional Year 7 places in Leeds and Bradford.
- Leeds City Council have expressed their support for the application, along with their recognition of the immediate and future need for such provision in the authority. The Trust has also engaged with Bradford City Council who during a meeting on the 4th July 16 also expressed their support and offered to market NWLSFC throughout their district.

Weaknesses

- New, untried and untested – may be perceived as a ‘leap of faith’ for parents and students.
- Reputation as a new Centre not yet established.
- Building may not be ready until late in the process.

Opportunities

- There is a huge disparity of provision at secondary level and specifically post-16 across Leeds and Bradford. At Horsforth, post-16 students travel from a radius of over 10 miles. The national school travel survey states that secondary students travel an average of 3.4 miles to school. On either of these measures there is a dearth of acceptable provision at post-16 and this current situation is failing the young people of Leeds and Bradford.
- Even several miles within the likely area from which NWLSFC will take students, there is over 125% of the College’s full capacity currently being educated in institutions that are either Inadequate or Require Improvement.
- NWLSFC widens the local choice for post-16 education.
- NWLSFC will offer a viable alternative for parents currently choosing a private education for their child(ren).

Threats

- Year 11s may be difficult to reach in person in order to communicate our key messages.
- There may be a significant amount of peer pressure when choosing sixth form places – it may prove challenging persuading students to attend a sixth form where none of their peer group are attending.
- The opening of NWLSFC may antagonise other 16-19 providers and teachers.

Targeting

- Potential sixth form students (focusing on those starting Year 12 in September 2018)
- Parents/carers of potential students.
- Geographical reach: 10 mile radius of the site.

Unique Selling Point (USP)

Our USP is

- **Outstanding results**
- **Academic offer**
- **Outstanding enrichment and pastoral support**
- **Exceptional progression to future education, training and employment**

Key objectives

Key objectives to help ensure NWLSFC successfully opens in September 2018 to maximum capacity:

- Create maximum awareness of NWLSFC throughout Leeds, Bradford and the surrounding areas.
- Increase engagement and gain support for the NWLSFC from the local community.
- Give confidence to prospective parents and students to apply for a place.
- Encourage parents and students to make NWLSFC their first choice when applying for a sixth form place.
- Give parents and students the reassurance they need to accept their offer of a place at NWLSFC.
- To continue to engage with prospective students from first contact to induction

Key dates (TBC)

2017

March	DfE approval of NWLSFC to 'pre-opening' phase.
Early October (each provider	Applications open in line with UCAS Progress can specify its own application deadlines).
October, November	Open Events
End December	Priority' application deadline

2018

January	Open Event
February	Application deadline
March	Student interviews
April	Provisional offers
Early May	Induction Day, subject taster lessons
May-August	Induction Meetings (late applicants)
24 th August	GCSE results
28 th August	Deadline to accept offer
28 th August onwards	Offers to waiting list
Early Sept (pre-opening)	Enrolment Day

Proposed marketing deliverables

Item	Details/actions	Dates
DfE approval to 'pre-opening'		March 2017 (TBC)
Press releases	Regular media coverage will keep the local community and especially prospective parents engaged.	Monthly
E-newsletters	To include general news on NWLSFC's progress towards opening, key information and dates. Stakeholders to be encouraged to subscribe to the newsletter at all points of communication.	Monthly
Facebook/Twitter pages	<p>Regular posts to NWLSFC's Facebook and Twitter pages will be added throughout pre-opening and beyond.</p> <p>Posts to other local 'friendly' groups which have a Facebook presence e.g. local youth groups, youth recreation facilities and other teenage hangouts.</p>	Weekly
Website	Update regularly.	March 2017, ongoing
Prospective parents at Horsforth School	Update Horsforth School parents with the plans for NWLSFC, recruit parent representatives to help promote NWLSFC.	March 2017
Focus Group	<p>Involving students in the sixth form at Horsforth School. This will help us glean further insights into our sixth form students, to help us tailor our marketing activities accordingly. Questions to cover may include 'What do you look for from a sixth form?', 'what's important to you?', 'what's important to your friends?'.</p> <p>Other students who have registered an interest will also be personally invited to the Focus Group (and asked which school they currently attend to help us profile target</p>	April-May 2017

	students), to make them feel part of NWLSFC from the outset.	
Statutory consultation	Stakeholder engagement.	May-July 2017
Facebook advertising	<p>Facebook advertising campaigns will focus on raising awareness of NWLSFC, with the call to action of signing up to the newsletter, liking the Facebook page (which has already reached 256 Likes in September 2016), signing up for Open Events and applying for a place at NWLSFC.</p> <p>Facebook will be an extremely effective way of marketing NWLSFC as it is a key social media tool for the target market, particularly potential students. It is also cost-effective compared to traditional media advertising and allows us to clearly target a specific audience, e.g. by age group and in a specific geographic location to maximise the effectiveness.*</p> <p>In addition to running Facebook adverts, posts on the page will be boosted to enable us to reach Friends of Likers on Facebook with our targeted messages, to enable the message to spread through the target audience very quickly.</p>	<p>July-November 2017, January 2018 (drive to Open Events and applications)</p> <p>Further campaigns as required, to encourage further applications, including GCSE results day in August 2018.</p>
Leaflets/promotional days/promotional items	<p>Produce A5 leaflets promoting the NWLSFC (key messages, Open Events and how to apply). Targeted (door-to-door distribution and local area, plus a stand at shopping centres, leisure centres, supermarkets, etc.) – weekends and school holidays.</p> <p>Representatives will target Year 11 students at leisure clubs, skate centres, music venues, cinemas, clubs etc.</p>	<p>Targeted distribution: July/September/October 2017, early January 2018.</p> <p>Further campaigns as required, including GCSE results day in August 2018.</p>
School visits – Year	Approach all local secondary schools who do not have a sixth form provision, and a)	July, September-October

11 students	invite the Heads to meet at Horsforth School; and b) ask for an opportunity to speak to their Year 11 students.	2017, January 2018
Applications open	In line with UCAS Progress (NB each provider can specify its own application deadlines).	Early October 2017
Prospectus	With interchangeable A4 loose sheets in back pocket for easy updating.	October 2017
Radio / other forms of advertising	Radio /other media (NB could include a question in the Focus Group session to find out where advertising is going to work best).	October 2017 - early January 2018
Open Events	Those interested in joining NWLSFC in 2019 are also welcome to attend.	October, November 2017, January 2018
Application deadline	NWLSFC 'Priority' application deadline (TBC)	End December 2017
Emails to applicants	Communicate key messages and updates to applicants (news – staff recruitment, course information, building progress, events, link to newsletter, etc.,	January 2018 onwards.
Student interviews		March 2018
Provisional offers		April 2018
Induction Day	Students will be able to try out a sixth form subject lesson. Further sessions for late applicants.	May 2018
Marketing for 2019 applicants	Review effectiveness of marketing tools used for 2018 applicants, finalise marketing plan and start to implement actions.	From July 2018
Induction Meetings	For late applicants	May-end August 2018
GCSE results		24 th August 2018

published		
Deadline to accept offer		28 th August 2018
Offers to waiting list		28 th August onwards
Enrolment Day	Pre-opening	Early September 2018
NWLSFC opens		September 2018
Inter-schools/sixth form event	To appeal to a wide range of Year 11s and give them the opportunity to see NWLSFC in action. Other ideas may come from Focus Group.	September 2018
Marketing for 2019 applicants	In line with agreed marketing plan.	Ongoing

***Facebook sample audiences:**

Audience 1: Prospective parents (of children currently in Y9 or Y10)

Ages: 35-55, male and female, living in

[Redacted] + 12km radius

Total reach: 190,000

Locations ⓘ **People who live in this location** ▾

United Kingdom
[Redacted] + 12 km ▾

Include ▾ | Add a country, county/region, city, DMA, postcode or address

Add Bulk Locations...

Age ⓘ **35** ▾ - **55** ▾

Gender ⓘ **All** Men Women

Languages ⓘ Enter a language...

Audience definition



Audience Details:

- Location - Living in:
[Redacted]
- Excluded Connections:
 - Exclude people who like North West Leeds 6th Form Centre
- Age:
 - 35-55

Potential reach: 190,000 people

Audience 2: Prospective students (children currently in Y9 or Y10 – ages 13-15)

Ages: 13-15, male and female, living in

[Redacted] + 12km radius

Total reach: 12,000

Locations ⓘ **People who live in this location** ▾

United Kingdom
[Redacted] + 12 km ▾

Include ▾ | Add a country, county/region, city, DMA, postcode or address

Add Bulk Locations...

Age ⓘ **13** ▾ - **15** ▾

Gender ⓘ **All** Men Women

Languages ⓘ Enter a language...

Audience definition



Audience Details:

- Location - Living in:
[Redacted]
- Excluded Connections:
 - Exclude people who like North West Leeds 6th Form Centre
- Age:
 - 13-15

Potential reach: 12,000 people