



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

OASIS ACADEMY TEMPLE QUARTER

Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	9
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	16
Section D – education plan: part 2	17
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	17
D2 – measuring pupil performance effectively and setting challenging targets	34
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	37
D4 – the school will be welcoming to pupils of all faiths/world views and none	45
Section E – evidence of need	51
E1 – provide valid evidence that there is a need for this school in the areas	51
E2 – successful engagement with parents and the local community	54
Section F – capacity and capability	56
F1 (a) Skills and experience of your team	57
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	63
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	68
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	70
F5 – Independent schools have an appropriate, well-maintained, and secure site	70

Section G – budget planning and affordability	71
Section H – premises (use Excel spread sheet)	72
Annexes	73
CV template	74
Self-assessment form for independent schools	132
Governance self-assessment	138

The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. 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 (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed: 

Position:  (please delete as appropriate)

Print name: 

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Oasis Community Learning welcomes the opportunity to work with the Temple Quarter Enterprise Zone (Appendix A), Bristol City Council and other community partners to create an educational environment that challenges the status quo, and pioneers a new way of thinking, which is incredibly exciting. Oasis Community Learning is delighted to have been chosen by Bristol City Council as the preferred bidder for the proposed free school in the heart of Bristol, and to be responding to the urgent need for more school places at Secondary and post-16 from 2018, as well as the need to match Bristol's educational offer to the needs both of our young people, and those of the local and national economy. (Please see section E for more detail on this).

Our goal in developing Bristol City Council's proposed free school is to create a world-class 11-18 Academy of 1800 pupils, which harnesses the huge cultural and economic richness of the surrounding area for the benefit of our local children, their families, and the City of Bristol. We will develop a school which not only has outstanding educational outcomes, but which also creates a paradigm shift in the way business and education work together. Our young people will be equipped to navigate the ever-changing economic and career landscape with confidence and optimism, and will use their knowledge and talents to further their learning and careers, and live happy and successful lives.

An iconic building design is fundamental to bridge the gap which exists between the worlds of business and education; by matching the inspirational buildings of the TQEZ, our Academy could transform our view of what is possible in the future. Not only that, but it would contribute significantly to 'place-making', which is set out in the vision for Bristol as a designated 'Learning City'. The Integrated Capital Strategy for Bristol 2015 advocates that buildings should be sympathetic to their surroundings; enhancing community and urban design – and facilities – to boost social equality and sustainable

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

enterprise. With this school, we aim to set a precedent for other cities, and for the future of education.

Our vision – of transforming lives and communities – stems from the values and practices of our parent organisation, the Oasis Charitable Trust, which was founded 25 years ago. The trust works in 9 other countries in Europe, Asia, Africa, and North America to deliver education, housing, training, youth work, health care and family support. The education arm of the Trust, Oasis Community Learning, is the second largest Multi-Academy Trust in England, and works to achieve exceptional education at the heart of community. OCL has 47 academies: over 70% of those academies that have been inspected are good or better. Oasis Academy South Bank, a Free School, is 'outstanding'. As well as delivering first-class and innovative education, Oasis builds 'hubs' in the areas it works; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community; as well as leveraging its global perspective to support social and cultural appreciation and tolerance.

The Oasis Ethos encompasses:

- A passion to include everyone
- A desire to treat everyone equally, respecting difference
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul.

Oasis Community Learning is committed to this bid for a free school, and is submitting two other bids in this round. With agreement of the National Schools commissioner the Trust is planning to grow steadily over the next 3-4 years within its present clusters and regions. It has been agreed we have made the necessary progress and have the capacity to grow in the following areas - development of 2 secondary schools (including this Free School application) and 6-10 primaries in the Bristol area, 4 secondary schools in the Southampton area, 8 primaries in the Birmingham area, 8 primaries in Kent and Medway and 8 primaries and 1 secondary in Oldham/Manchester area.

Oasis Academy Temple Quarter Vision:

Every student of Oasis Academy Temple Quarter will leave our academy excited about their future, with the competence and character to fulfil their dreams and live a happy and successful life.

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

Oasis Academy Temple Quarter will be a flagship school and community asset, showcasing how business and education can work together to grow cities and transform communities.

How?

Oasis Academy Temple Quarter will build upon the outstanding model of Oasis Academy South Bank. Central to this is the vision of STAIRS, which was developed in detail in the South Bank application and aligns with the mission of Oasis and the need for students in Bristol to be both ‘work ready’ and responsible citizens.

Our vision therefore, is the same as Oasis Academy South Bank. It centres on a set of values and behaviours which – by climbing the ‘stairs’ of personal growth, work experience, enterprise learning and social action programmes – will equip our students to lead happy and successful lives.

At its foundation is scholarship. We know that academic success is possible for everyone: irrespective of starting point. Indeed, we will match outcomes of the best comprehensive school in the country, Ark’s King Solomon Academy (KSA), who achieved 93% A*-C including English and Maths with a student population in the bottom 10% of Index of Multiple Deprivation in the country. 72% achieved A*-B including English and Maths. We are proud that Oasis Academy Southbank is on track to achieve equivalent grades to KSA.

S - Scholarship – a relentless focus on securing outstanding academic qualifications and developing a love of learning for all.

T - Transformation – a growth mindset belief that everyone can change for the better, and that everyone has the power to change and influence others and the community.

A - Aspiration - the belief that aiming high and showing courage enables success and happiness in learning, work and life.

I - Inclusion – the certainty that we are one family: no one will feel isolated or alone.

R - Resilience – the knowledge that ‘greatness’ does not come without huge amounts of hard work, perseverance, determination and effort. We must never give up.

S - Social Responsibility – a commitment to care for our community and help others whenever we can.

Students will be able to take charge of their own educational and personal journey and be ready for the next stage of their career – be that learning or work – because they

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

will have outstanding outcomes as a result of transformational teaching and the values instilled through ‘STAIRS’.

In response to the Bristol – and specifically Temple Quarter context – we will further enrich our students with:

- a set of skills, values, qualities and knowledge as a result of our character development programme and the Learning City’s Portal to Employability for Bristol Learners (PEBL – see Appendix B);
- meaningful, sustained and embedded experiences of work and employment. These will be a result of REAL projects and employer engagement through the Learning City’s Engagement Hub (See Appendix C), and will have been woven into our curriculum and the operations of Temple Quarter Enterprise Zone (TQEZ) businesses.

Ours will be an Academy of quality and excellence, where scholarship is the foundation of success, and every student has an entitlement to the ‘Temple Quarter 7’ offer, which is detailed in our curriculum section.

Ethos:

The cornerstones of Bristol’s Learning City are crucial to achieve our vision: learning for and in work; learning in education; learning for everyone; and learning for life. We will open our doors so that the school is as busy at 9pm at night as it is at 9am in the morning. The energy of the Academy will come not only from young people thriving in their learning, but also from business-to-business engagement at networking breakfasts, co-construction of work-based projects, or over shared mentoring experiences; as well as from community members enjoying the facilities of the Academy by attending courses, setting up their own micro business in our Engagement Hub, or sharing laughter and stories in our restaurant and community cinema.

- The Engagement Hub is mentioned in more detail later in this application, and in Appendix C; we strongly believe that integrating the Hub physically into the school will both symbolise and facilitate our pioneering approach to education and business partnership working. Opening our doors to business – both literally and metaphorically – will enable a fluidity in interaction between pupils and enterprise that is much needed. The Hub, through its empowerment model of mentoring, independent advice and guidance (IAG), career opportunities, and traded services, will also be a key driver for our social action and employability projects with pupils, business and the community.
- High quality careers education and independent advice and guidance (CEIAG)

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

is the key to pupil engagement and supporting young people into successful and happy careers. If pupils can see and take ownership of a future for themselves, they are much more likely to succeed. We will build on Oasis Academy Brightstowe's work with the Employability Chartermark and Teach First's Employability Leadership Programme, as well as the outstanding work at Oasis Academy South Bank which has created a very successful 'engagement hub' model within its operations. Our school will develop a programme of character and career education that meets the Gatsby Report benchmarks, addresses the CBI report 'First Steps – a new approach for our schools', and is both inclusive and aspirational.

- The PEBL headquarters will be housed in the Academy, and Oasis Academy Temple Quarter will look to be a centre of excellence for CEIAG, employer engagement and use of the PEBL. In a context where employers say a third of all school leavers aged 16 or 18 are not prepared for work, and where we have a 1.6% higher incidence of pupils who are NEET than national, with 11.8% 'destination unknown', we will be a beacon for best practice and social change. More information on the PEBL can be found in Appendix B

Section D – education plan: part 1

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

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

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

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

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		240	240	240	240	240	240	
Year 8			240	240	240	240	240	
Year 9				240	240	240	240	
Year 10					240	240	240	
Year 11						240	240	
Year 12			300	300	300	300	300	
Year 13			300	300	300	300	300	
Totals		240	1080	1320	1560	1800	1800	

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.

KS3:

- **Pathway One: reading age significantly below chronological**
- **Pathway Two: reading age at or below chronological**
- **Pathway Three: reading age securely above chronological**

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS3 English (all students)	Pathway One: 5 Pathway Two: 5 Pathway Three: 5	Mandatory	In an area where the local primary schools are between -12% and -29% below national average for L4+ in reading, writing and maths, a focus on core literacy and numeracy will be crucial
KS3 Maths	Pathway One: 5 Pathway Two: 5 Pathway Three: 4	Mandatory	
KS3 Science	Pathway One: 2 Pathway Two: 3 Pathway Three: 4	Mandatory	
KS3 Geography	Pathway One: 2	Mandatory	

	Pathway Two: 2 Pathway Three: 2		
KS3 History	Pathway One: 2 Pathway Two: 2 Pathway Three: 2	Mandatory	
KS3 Languages	Pathway One: 2 Pathway Two: 2 Pathway Three: 2	Mandatory	We will consult with business to consider which languages are best to offer for business. Eg Spanish and Mandarin
KS3 PE	Pathway One: 2 Pathway Two: 2 Pathway Three: 2	Mandatory	
KS3 Technology: Product Design & Catering	Pathway One: 2 Pathway Two: 1 Pathway Three: 1	Mandatory	To link with our hi-tech, creative and digital media sector focus for TQEZ and also the healthy lives agenda.
KS3 Expressive Arts: Art / Drama / Music	Pathway One: 1 Pathway Two: 1 Pathway Three: 1	Mandatory	To assist with emotional literacy, SMSC and character education, as well as our creative sector TQEZ focus.
KS3 IT / Computer Science	Pathway One: 1 Pathway Two: 1 Pathway Three: 1	Mandatory	To link with our hi-tech, creative and digital media sector TQEZ focus.

KS3 Philosophy & Ethics, Character Education, & Careers	Pathway One: 1 Pathway Two: 1 Pathway Three: 1	Mandatory	Delivered through P4C, projects and debate to support teamwork, oracy and eloquence. Linked to PEBL and engagement hub.
KS3 Inspire (extra literacy / numeracy / oracy work)	Pathway One: 2 Pathway Two: 0 Pathway Three: 0	Mandatory	This will provide extra tailored support for our weakest pupils on entry to ensure they have the skills and confidence to tackle Level 1 or 2 programmes of study in Y9 onwards.
KS4 English	4	Mandatory	
KS4 Maths	4	Mandatory	
KS4 Science	4	Mandatory	
KS4 Options	8	Mandatory	Options are likely to follow the programmes of study from KS3: Product Design, Food Tech, IT/Computing, Art, Drama, Music, Philosophy, Geography, History, 2 x MFL.
KS4 Philosophy & Ethics / Character Education	1	Mandatory	Delivered as in KS3 through debate and project work.
KS4 PE	2	Mandatory	
KS4 Careers	2	Mandatory	Opportunities for WEX / REAL projects and CV and soft skills development. Linked to PEBL and engagement hub.
3 x KS5 Level 3 course	15	Mandatory	All pupils will take the equivalent of 3 x A levels – these will be packages of content and skills tailored in conjunction with FE, HE and business experts to support future pathways, eg. The 'Medical Package', 'The Engineering Package', 'The Arts Package' etc.

			<p>There will be three key routes:</p> <ul style="list-style-type: none"> - Pure A-levels - Pure vocational courses <p>A mixed pathway</p>
KS5 Enrichment & Independent Study	5	Mandatory	<p>The enrichment courses will be a mixture of linked courses to complement the study packages, for example extra courses in English and Maths; professional qualifications at Level 2 eg. Finance or management; and also optional enrichment such as sports, music and wellbeing sessions such as yoga or mindfulness.</p>
KS5 Careers / WEX / Future Leaders Programme	5	Mandatory	<p>These sessions will be for learners to work on the PEBL and take part in WEX, as well as receiving input on LMI, and taking up peer mentoring opportunities within the school. Students will complete the PEBL and leave with a portfolio ratified by the City which demonstrates the skills and experiences they have developed and provides a reflective tool for students to take charge of their next steps.</p>

[Add more lines as appropriate]

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

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

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

Oasis Academy Temple Quarter will offer a core academic curriculum in addition to an employability focused 'Edge curriculum' designed to support our students to be compelling and competitive in their next journey. We will also offer a rich and varied enrichment and enterprise curriculum, alongside a specialist 'entitlement' to ensure we are providing our pupils with the experiences and opportunities they need for outstanding academic and character development.

The Academy day will begin at 8.00am with half an hour of DEAR (Drop Everything and Read) at KS3 and KS4, and half an hour of TMP (The Morning Papers) at KS5. This is designed to foster a love and enjoyment of reading and to ensure pupils read a wide variety of texts – including newspapers and publications such as the Economist and New Scientist. Oasis Academy Brightstowe is partnering with School 21 on its nationally recognised and EEF-endorsed oracy work. We will take the successful models from this partnership to create an eloquence programme which underpins Academy learning and interaction, to ensure pupils are able to articulate, negotiate and debate effectively. At the end of the school day, a programme of enrichment activities and work-related learning sessions will run, from 4pm until 5pm. Students will also then have the option to stay on in school for further events and opportunities, 'prep', and to use the community facilities, including the restaurant.

Our curriculum offer is made up of four core areas:

- 1. Core Curriculum**
- 2. The 'Edge' curriculum**
- 3. Enrichment & Enterprise Curriculum.**
- 4. Temple Quarter 6 Entitlement.**

1. Core Curriculum: 11-16

Oasis Academy Temple Quarter will build on the innovative curriculum of our Ofsted Outstanding Oasis partner school, Oasis Academy Southbank (OASB).

We have confidence in this model for our Academy because OASB not only achieves excellent outcomes and is working to transform the community; it does so with a strikingly similar demographic intake to the area surrounding the proposed site in the TQEZ (Appendix D).

Both boroughs are large, with a high population density and its associated housing issues: Lambeth is one of the largest boroughs in London with twice the population density of the city and Lawrence Hill is the largest ward in Bristol, with twice the residents of the smallest ward. Lawrence Hill has the largest child population in Bristol

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

(5,000) with growing primary schools, and the largest working age population; as a result of a growth of 48% over the last decade.

Both populations have become more ethnically diverse over time: in Lawrence Hill, 55% of all people belong to a BME group, and in Lambeth, 60% of the population are identified as Black and Minority Ethnic (BME). Both areas feature significant African (particularly Somali) and Caribbean populations, and both areas have a significant percentage of residents born outside the UK (25.8% in Lambeth, and 37% in Lawrence Hill – the national average is 9.4%). However, in Lambeth, there is a significant Portuguese community, with the most common language after English being Portuguese (7% of pupils). In Lawrence Hill the main language after English is Somali (12.2%). Polish is Lawrence Hill's next common language at 2.1%, which is a similar percentage to Lambeth. This variance in EAL prevalence will mean we need to think carefully about how we support EAL students, especially as Somali speakers are also often non-literate and bring very different cultural experiences and values to the Portuguese speakers of Lambeth. There is also a significant proportion of Pakistani residents in the Lawrence Hill ward (5%), which is not feature of Lambeth (1%). So although we will be utilising the Southbank model heavily, it is important to note that we will be sensitive to the differences in our contexts. It will be imperative to engage EAL experts, parents and community leaders in both the Somali and the Pakistani communities to ensure we are both meeting the academic and social needs of these populations, as well as being inclusive in our pastoral and parental engagement activities. From meetings with the local primary schools (notably Hannah More, Whitehall and Bannerman Road), we have planned parent meetings throughout the Autumn Term of 2016 to speak to the community and engage with representatives from these communities to join our steering group.

Migrants are a feature of both populations, and the majority of new migrants to Bristol live in the inner city areas of Bristol – such as Lawrence Hill – which are characterised by a high proportion of BME residents, a high proportion of rented accommodation, and a high proportion of non-family households and higher than average levels of unemployment.

Both areas are in the most deprived in the country. Lawrence Hill has 6 of the 20 most deprived lower-layer super output areas (LSOAs) in England and more than a third of people in Lawrence Hill are income deprived (36%), with almost half the children (46%) living in poverty. 25% of working age people are income deprived in Lawrence Hill: the highest figure in Bristol in 2010 and 2015, and indeed across all IMDs, Lawrence Hill is the most deprived ward in Bristol. It has become more deprived since 2010, moving from 2nd most deprived to most deprived. Lambeth is the 8th most deprived in London and 14th in England, with OASB having around a third of its children living in poverty.

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

Education, Skills and Training is where Bristol experiences some of the highest levels of deprivation. The distribution of deprivation based on this domain is more far reaching than other domains and is particularly concentrated in the social housing areas, where there is a high crime rate, and 3.1% unemployment. Lambeth suffers from 2.4% long term unemployment, and an equally high crime rate.

(All data sourced from: Bristol City Council '2011 Census Profile'; Bristol City Council, 'Deprivation in Bristol 2015'; Bristol City Council, 'The Population of Bristol 2015'; Lambeth Council 'State of the Borough'; and Guys & St Thomas' NHS Trust 'Equality and equity Health profiles and demographics in Lambeth/Southwark'; Lambeth Council 'Lambeth Demographic Factsheet 2014').

Given the similarities in the demographic makeup of our intake already outlined, we have not changed the overarching curriculum maps for the core curriculum subjects, at KS3 and KS4. However, we will work with parents and community leaders to ensure that the contexts we use to engage learners is appropriate for their interests and cultural frameworks, and will also change the nature of the real-life (REAL) projects to match the nature of the businesses in the TQEZ – for example, the hi tech, creative and digital media sectors. We will consult on these with our business partners, and also the Bristol 'bright spots', such as the Engine Shed, SETsquared, the Bristol & Bath Science Park, and creatives such as Creative Bristol, Bristol Media and Aardman Animations. We will also, as outlined above, be taking account of the differences in cultural and linguistic heritage of our students and tailor our provision of PSHE, SMSC, pastoral and EAL work accordingly.

KS3

The KS3 curriculum is split into three pathways, in line with the successful model at Oasis Academy South Bank. Because both schools experience a gap between pupil premium and non-pupil premium students, and because both schools have an intake which arrives behind chronological reading age and with below-national average performance in Maths, the approaches to closing the achieving gaps in KS3 will be the same. In Lawrence Hill, the closest primary schools to our proposed site have up to 29% fewer students than national achieving a L4 or above in reading, writing and maths, and up to 24% fewer achieving L5. Up to 11% fewer than national are making expected progress in reading, and up to 16% fewer are making expected progress in Maths. For further information on how these pathways affect the provision for other subjects, please see the more detailed curriculum outline. Students may move between the pathways according to progress and attainment.

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

Pathway One:

The first pathway is designed for those students whose reading age on entry is significantly below their chronological age; where there will be a focus on intensive literacy and numeracy support. This group will have primary school trained teachers for literacy, numeracy and humanities at least, and benefit from a teaching assistant. In Year 8, where appropriate, this provision will continue, in order that pupils can bridge the gap, even into Year 9, to give them the best chance for success at Level 1 or Level 2 courses in Y10 and Y11. This group will be called the 'Bridge Group'. The headteacher of a local primary rated as Outstanding (Whitehall Primary), has offered advice and support on our transition work as well as teacher support and CPD.

Pathway Two:

In year 7, Pathway Two will be provided with a primary trained teacher for 60% of their lessons, covering English, Maths and Humanities. Intensive Literacy and Numeracy intervention will be mixed with a more standard KS3 Maths and English curriculum. In Year 8, Pathway Two will follow a standard curriculum with secondary trained teachers.

Pathway Three:

This pathway is for students whose reading ages are securely above chronological ages. In both Year 7 and 8, pathway three will follow a standard curriculum with secondary trained teachers.

KS4

The curriculum is designed to ensure a maximum number of students can achieve the English Baccalaureate measure. The Bridge group will take vocational subjects instead of Humanities and Languages if necessary. All options subjects will work with a business to co-construct the curriculum offer and ensure that all content has a 'real life' application and where possible, provides experiences out of the school, and engages with employers. Local innovative companies such as award-winning Boomsatsuma, and Engine Shed, as multi-national companies in the Temple Quay area such as PwC have expressed a desire to work with us on projects such as these at KS4 and KS5.

Key features of the 11-16 core curriculum

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

We will ensure there is a rigorous focus on literacy and numeracy so that all children exceed national expectations, and reach mastery across all subjects: now and in the future. Additionally, we will ensure there is a rigorous focus on regular meaningful assessments in all subject areas so students and parents are consistently aware of student progress and how to move forward. Finally, we will build on the excellent work of Boomsatsuma, Eclectic Lemon and Gugu on using project based learning to have students solve real life problems. We would combine this with the EEF-endorsed work of the Innovations Unit on REAL Projects (rigorous, engaging, authentic learning) to ensure our programme is cutting edge, meaningful, exciting, and transformative. These projects will not just be occasional 'bolt-ons' but coherent and planned out learning sequences; woven into our curriculum to ensure the longevity and impact of our programme. 29% of employers cite work experience as 'critical' to the UKCES report in 2012, and yet 23% of school leavers lack any experience at all, and over a third (37%) are said to be poorly prepared for working life.

From Year 7, each child will be allocated a Development Coach who has a weekly 'Coaching Conversation' with their students about individual progress in academic and social development, and how to move forward. We will also offer 1-2-1 tuition, peer tutoring and prep for any student who would benefit from catch up classes.

Core Curriculum: 16-18

It is our intention to open the post-16 centre in September 2019, so it is important at this stage to plan flexibly in order to ensure the 6th Form will be in line with funding developments, and matched to the needs of our learners, HE and the labour market. With this in mind, our flagship post-16 offer will be developed alongside business partners, the Apprenticeship Service, the City of Bristol Council, and existing providers across the city. These post 16 partners include collaboration with St Mary Redcliffe and Colston Girls' School, to support our high expectations for outstanding teaching and learning and outstanding outcomes. We will also partner with the University of Bristol – a Russell Group University which is committed to supporting the OATQ school and 6th form with plans for co-locating some services to support aspiration and the Fair Access Education Goals 4 and 5¹ (see letter of support in Appendix L). We intend to

¹ The Fair Education Alliance (<http://www.faireducation.org.uk/>) goals 2-5 underpin our vision and mission as a whole school from age 11 through 18:

- *Impact Goal Two: Narrow the gap in GCSE attainment at secondary school*
- *Impact Goal Three: Ensure young people develop key strengths, including character, wellbeing and mental health, to support high aspirations*

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

further explore links with the University of the West of England, and to use both institutions to integrate innovative teaching methods which will support independent learning, such as seminars and guest lecturers; as well as having current University students support breakout sessions and prep.

We believe that a post-16 centre as part of our school is crucial to provide an all-through experience for learners at OATQ; to provide a centre of excellence for other learners from around the city, and from other regions connected by rail to the TQEZ; and to support the City's need to improve standards of achievement and academic attainment. We are also ideally placed to take advantage of the unique opportunities afforded by the TQEZ, and will offer a blended experience of academic, business and real-life engagement for learners in our 6th form. The current picture and rationale for this provision are outlined in Section E.

Our offer will be a high-quality, innovative Sixth Form experience linked closely to the professional needs and university ethos of its Bristol city-centre setting. In this way it will respond to local economic needs by enabling local young people to excel in relevant academic and professional qualifications prioritised by competitive university courses and local employment needs – especially in the hi-tech, digital and creative sectors.

This 6th form will be a collaboration with 4 Oasis Schools, whose current 6th forms will close, to feed the 6th form of OATQ. However, it is important to note that we will be creating a centre of excellence for other schools, as well as our own cohort, and will ensure that appropriate IAG and signposting in our own school and across the City seeks to ensure that all learners start courses which are appropriate and relevant for them. We will look to provide an innovative and ground-breaking approach, based on 'packages' of subjects. These 'packages' will manifest in three ways:

- 'pure' A-level choices
- 'pure' vocational choices
- a 'mixed' pathway

-
- *Impact Goal Four: Narrow the gap in the proportion of young people taking part in further education or employment-based training after finishing their GCSEs*
 - *Impact Goal Five: Narrow the gap in university graduation, including from the 25% most selective universities*

We will be working with Teach First to access best practice and the latest support and thinking to achieve our aims. However, Goals Four and Five align with post-16 and post-18 providers' missions and CGS and UoB are supportive of our programme at OATQ.

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

The packages will be suited to different sectors and pathways, and available at different levels; they will therefore suit the needs of the learners, HE and business. For example, a package of 3 A levels in Physics, Maths and Design, alongside an IT or health and safety qualification would be an 'Engineering Package'. An Apprenticeship with a design company like Aardman, alongside a programme of social action to inspire primary pupils in art and design, would be a 'Creative Package'.

Alongside the qualification and work-related offering, we will provide an 'enrichment' diet of courses such as debate, extra English and Maths skills, IT, sports, arts and current affairs. We will also provide a careers development programme with the PEBL and engagement hub, with elements such as work experience programmes of REAL project learning where pupils solve real life problems for business and the community. This is a theme which will run throughout our school, but in the Sixth form, this learning will be even more crucial in preparing learners for life and work. As previously mentioned, we will build on the work of Boomsatsuma and the Innovations Unit to inform this, as well as seeking collaboration with the ARK network who are already piloting curriculum models which work on a 'package' basis and provide professional qualifications.

These packages are a necessary response to the overwhelming feedback from business cited earlier, that demonstrates students are leaving schools, sixth form and University without the necessary personal and technical skills to be excellent employees. It also meets the upcoming recommendations from the West of England post-16 review – involving a variety of stakeholders – which outlines the need for greater collaboration between business, education and FE institutions; financial stability; and the quality of provision to meet the needs of a variety of learners. They will also address the issues Bristol has with Y11 students not sustaining education, training or employment after GCSEs. Bristol has 60% more students failing to sustain further work and learning than the national average of 5%. Of this figure, twice as many students are disadvantaged as not, with 12% of those at risk of becoming NEET from deprived backgrounds (see figure 3, Appendix E). Although we will not be able to provide packages to meet the needs and aspirations of every learner, our packages will ensure that our KS5 learners will be able to clearly see the value and benefit of our courses. These packages, alongside our quality CEIAG lower down the school, and our strong partnerships with other providers, will ensure all pupils will be signposted to the appropriate pathway for their needs, and will therefore be able to sustain appropriate and valuable training, employment and education.

2. The 'Edge' Curriculum

Based on the character and employability skills outlined in the PiXLEdge and the CBI competencies, morning sessions before school will allow students to be targeted, or

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

'drop in'. They will be able to network with each other and older years over breakfast, and receive advice on aspects of their PEBL: from each other, from business coaches, and from their development coaches. This will mirror the experience of workplace networking and coaching, and ensure that students are accessing the opportunities available to them and are able to articulate the skills and competencies they are gaining. Homework club and morning masterclasses will also be available for students to progress in their academic studies.

3. Innovative Enrichment Curriculum

We will offer a unique, innovative and creative enrichment programme that ensures the development of the whole child. This will include: two afternoons of sport per week, for example football, netball, rugby, or athletics; one afternoon of an Enrichment elective for example Musical Theatre, Dance, Catering and Hospitality, Radio Production, Emergency Medical Care or Website and Software design; and one afternoon of employability and careers, which could be delivered in-house or be a work experience placement or 'career insight' day. Although we will provide broad and impartial CEIAG, the key sectors we will engage with deeply will be those of the Engagement Hub and TQEZ. The waterside location of the school will also make it possible to build on the aspirational work of Oasis Academy Brightstowe's successful rowing academy, sponsored by Nisbets – this could provide opportunities not only for a rowing academy after-school club, but also some exciting learning opportunities within the curriculum in subjects such as geography.

Access to Russell Group Universities

We will partner with 'The Brilliant Club' (www.thebrilliantclub.org), an organisation who are committed to increasing the numbers of children from state education securing places at top universities. This partnership will offer Oasis Academy Temple Quarter students a series of seminars, lectures, dissertation, journal projects and trips to top universities from Year 7 – Year 13. We would seek a similar partnership with apprenticeship providers to ensure a balanced offer. As mentioned previously, our partnership with the University of Bristol – with its commitment to widening participation and the new Access scheme – will support our mission to ensure that every student, regardless of background, is able to fulfil their potential. (See Appendix L).

4. Temple Quarter 7 – An entitlement for all Oasis Academy Temple Quarter Students

1. Visit a Russell Group University every year

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

2. Regularly visit and work with a range of organisations, companies or start-ups in the city and TQEZ to build employability, character and technical skills
3. Experience an annual residential trip either at home or abroad to encourage independence and self-reliance
4. Take part in cultural experiences every term to build social capital (visits to museums, art galleries, theatres, concerts).
5. Develop and discover talents during curriculum time. For example: sport, music, art, dance, drama, design, robotics, and film production.
6. Take part in a sustained a volunteering programme using partnerships with the Oasis Hubs and organisations within Bristol
7. Trained in oracy, articulacy and debate

Oasis Hubs

There is no Oasis Hub in this part of Bristol, so we propose to supplement the Engagement Hub – which will be based inside the Academy building – with elements of the Oasis Hub². We will therefore create a space where business engages with young people, but also with the community as a whole; where both in-house and outreach work affects wellbeing and tackles issues such as worklessness and skill gaps. In the same way that there is a need for KS5 courses which support young people into work and further education or training, there is a huge need for this space: 11 of the 10% nationally most deprived areas for education, skills and training are situated in the central east area of the city. Indeed, 25.6% of people over 16 in Lawrence Hill have no qualifications, and 14% of people over the age of 16 are long term unemployed.

² Oasis hubs are local places of activity that provide integrated, high quality and diverse services to benefit the whole person and the whole community. At the heart of an Oasis hub there is often an Oasis academy. Oasis hubs bring together ethos and values, local, regional, national and even international resources and expertise and, by working together in and with local partnerships, build on existing strengths and assets in the local community in order to meet local needs. The purpose of the hub is to serve the whole person and the whole community. To read more about Oasis Hubs, visit: <http://www.oasisuk.org/what-we-do-9>
To learn about the Oasis Hub in which Oasis Academy Southbank is involved, which encompasses facilities such as a play space, foodbank, debt advice, adult education, a city farm, and athletics and performing arts groups, visit: <http://www.oasisuk.org/oasis-hub-waterloo>

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

The School Year

At this stage, the school's term dates will run in line with local education authority's term dates to avoid issues during holiday periods for parents/carers with children at different schools. However, we would be open to creating a more flexible school year which more closely mirrors workplace schedules, after consultation with the local community. If the academy were to partner with primary academies or become an 'all-through' this would be even more of a possibility.

We will have a Summer School in the holidays for two weeks to provide induction for the incoming Y7s and to provide catch-up and intervention for students in other years where necessary. We will also look to partner with organisations like the National Citizen Service and TQEZ organisations through the Engagement Hub to provide social action and employment opportunities for students to access in the holidays.

The School Week

A core entitlement of a 5-day week is proposed. As part of the extended school service offer, the school will develop a programme of additional activities to include out-of-hours learning and enrichment opportunities, as well as involving our young people with community and business events which will take place in the school.

The School Day

Our vision is for a school which is open 24 hours a day as a business and community resource; in order to be the hub of the local area, achieve our vision of transforming the community and city, and maximising the use of this asset. We would consider partnering with an organisation such as Schools Plus to achieve this, and have already begun exploring options and features such as catering and restaurant facilities, and a community cinema, which would show the latest films at affordable prices. The school day will formally run from 8.00am until 5.30pm every day, with extended provision lasting until 8pm in the first instance. This school day model has been successfully employed by both Oasis Academy Southbank and Reach Academy Feltham, because it supports parents with childcare provision; provides young people with 'wraparound' support and facilities for aspects such as homework, enrichment activities and tutor support; and also supports the building of a positive behavioural and character education 'culture', where time spent in school reinforces positive messages, and both rewards and sanctions can be given promptly and effectively the same day.

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

Oasis' core commitment is to inclusion. Our Academy network shares best practice, and Oasis Academy Temple Quarter would seek to access those resources and expertise and build on them.

SEND

The SEND Code of Practice states that 'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people' and the success of special educational provision additional to that is 'compromised by anything less'. Therefore, there will be a very clear expectation on curriculum leads, and classroom teachers to employ excellent practice and fully differentiate learning as a matter of course, in order to meet the majority of students' needs in the classroom.

- The SENCO and Inclusion Lead will support parents, carers and young people to make informed choices about provision. They will also support staff to accurately identify and meet students' needs in class.
- In more severe cases of BESD, adaptations in the curriculum and pastoral support or mentoring may be used to support students to be successful. From conversations with Hannah More and Bannerman Road primary schools, social and emotional barriers to learning are more prevalent in their younger cohorts of students, so we would be informed by the transition work we undertake, and seek to use external agencies where appropriate.

EAL

Oasis Academy Temple Quarter will seek to minimise the barriers to success for pupils who learn through a second language. Given the demographics of the area, this a particularly important factor for the school.

An informed understanding of each student's linguistic background and its implications will be shared by all staff (for example, the length/type of previous schooling, languages spoken / written / read / understood, to what extent, in what contexts, specific implications of different languages). This deep and detailed understanding will inform our support and interventions.

Gifted & Able Learners

We recognise that, amongst our pupils, there will be those who will be identified as being gifted and talented with their own individual special educational needs. As an academy we will be committed to identifying these pupils. We will appoint a lead person for gifted and talented pupils, and produce strategies to raise awareness of and support these learners and their teachers with training and development.

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

We will organise the curriculum and pedagogical approaches to ensure that the potential of these pupils is fulfilled by providing enrichment opportunities which will expand their horizons. These will include: REAL projects in the curriculum; meaningful and ongoing work experience; and tutoring from business and organisations such as The Brilliant Club. In our 6th form, this will be furthered by the involvement of University -style lecture, seminar, and breakout teaching; which will be supported by guest lecturers and current University students who can be both tutors and aspirational role models.

Overall, the Academy's aim is to ensure that all its pupils achieve their full potential, according to their needs.

Parental Engagement

We are committed to moving beyond engagement to parental empowerment; there will be a strong emphasis on learning, growing and celebrating together as a family. Parents and Carers will be involved in the life of the academy from the outset through the parent engagement events pre-opening, and then through a range of activities and services provided by the academy. From the start, outlined in the home:school agreement, will be the idea that 'every parent is a partner teacher'.

Examples of events and facilities for engaging and empowering parents include:

- A 'coffee shop' where parents can come into the restaurant of the school after walking their students to school, or at various points in the day, for a safe environment to chat, to make friends and have breakfast, as well as hear from teachers and staff about to help their children at home, or how to get support for themselves and their family.
- 'Family Dinner Project' where families come together for dinner, sharing food, stories and a sense of community, as well as to celebrate learning in school.
- Outreach events in the local community including family dinner projects, quiz nights, coffee mornings and community event support.
- 'Temple Quarter Live!' events will be regular drop in sessions for parents and families to be able to come into the school and sit in lessons / take part in learning with their child, as well as collaborate on REAL projects.
- The Engagement Hub which will be housed in the school for the TQEZ will (in conjunction with the City Council, Challenge Group, and Partnership Board) look to extended the provision in conjunction with an Oasis Hub model to reach out to the local community as well as young people; supporting the tackling of

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

issues of worklessness in the community as well as reducing the risk of NEETs and supporting HPAs in the academy population. This could include the running of, or facilitation of, adult learning and parenting classes, as well as the opportunity for whole family learning. The PEBL can be used by adults as well as young people, so we anticipate running courses and events where families can engage with personal and professional development together. The Head of Service for Employment, Skills and Learning at Bristol City Council has invested in this vision for PEBL and is excited to work together on bringing families together in this way.

Some of this work has already been outlined earlier, when it comes to parental engagement and working with business in the curriculum. We further propose:

- Before and after school networking spaces for business-to-business and school-to-business interaction – eg. Networking breakfasts; 15min ‘W2W’ coaching sessions for pupils by business people on their way to work, to help pupils on their ‘way to work’; post-work dinner in the restaurant served by the catering students or a prominent Bristol chef where business and parents and young people can engage, plan events and support each other.
- Creating a ‘facility sharing’ system with other schools in the area
- Setting up out of hours ‘perks’ for the community, eg. Cinema club in the auditorium for all; business pods for freelancers and micro-business, eg. traders who want to engage with foreign markets late at night or early in the morning, entrepreneurs, etc.
- Suggesting / planning community events and learning from best practice such as the Lawrence Weston carnival in the North Hub.
- We have already discussed how we would share facilities and ideas for 6th form in conjunction with others schools and standalone 6th form providers.
- We have already discussed how we would seek to supplement the scope and reach of the Engagement Hub with more of the Oasis Hub model elements.

All of these plans will be taken to the community and we will have parent representation from all communities in Central East on our steering group. Hannah More, the primary school closest to our preferred site, have agreed to host an event for us to start this process with parents, and their parent governor – who is prominent in the Somali community – is keen to work with us on our plans, and bring in representatives of this important stakeholder group. The headteachers at Bannerman Road primary school, and Whitehall primary school have also agreed to work with us and support us with parent voice going forward. We have also approached the Bristol Somali Forum, and the Bristol Multi-faith forum, have received support from the Mayor’s Office (see appendix K) and have started a dialogue with Thangam Debonnaire, who is the MP for

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

Bristol West (the constituency of the preferred site). The BS5 parent group have been collating views on education in East Bristol (Appendix M) and have pledged to work with us if we are successful. We are therefore confident that we will have support across all stakeholder groups and can ensure that our plans are informed by the views and needs of the community we will serve.

Consistency in teaching and Learning across our schools

Oasis benefits from a strong system of sharing best practice, accountability and standardisation. The Regional Director (RD) visits schools at least every two weeks, and ensures that the regional improvement networks (RIN) operate effectively. RINs consist of an expert in each subject discipline leading the Heads of Department from other schools to standardise, moderate and share best practice. These networks are informed by the best practice nationally and internationally. In a time when the GCSE landscape and life without levels is changing rapidly, these networks are crucial to support effective teaching and learning, accuracy of marking and assessment, and accurate forecasting – to ensure the best outcomes for students. Oasis Temple Quarter will also benefit from visits from the school improvement team, peer reviews, regional insets, and the national Oasis conference and INSET. Where appropriate to do so, Oasis schools share capacity of staff and talent to support improvement and standards.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

All three Oasis secondary schools in Bristol are in the top 10 in the City; Oasis Academy Temple Quarter will be one of the top performing start-ups in the country. King Solomon Academy is the highest performing state school in England, in one of the most deprived boroughs, and Oasis Academy South Bank is on track to achieve the same outstanding results. We know, therefore, that transformational outcomes for

D2 – measuring pupil performance effectively and setting challenging targets

young people – regardless of background – is possible, and we will match their outstanding success.

Oasis Community Learning has a strong record of delivering high quality secondary education: both in Bristol, and nationally. Oasis Academy John Williams is the highest performing secondary school in South Bristol and in 2015 achieved the best results in the country for its cohort of students. It followed this up in 2016 with a basic indicator of 66%; above national average despite a significantly negative intake. Its P8 is positive overall and importantly it is positive for disadvantaged pupils as well. In 2012, Oasis Academy Brightstowe was the most improved secondary school in the country; Oasis Academy Brislington was the most improved school in Bristol in 2014-15: taking results from near floor, to 52% (57% when the specialist centre results are removed).

Outcomes such as these are a product of an outstanding curriculum delivered through outstanding teaching and learning; an embedded character education with personal skills development; ongoing, engaging and meaningful cultural and enterprise experiences; and an academy which supports the community and a culture of aspiration and growth mindset. In all of the sections of this application, we have outlined our plans for these areas; all of this work will contribute to, and be designed for, the success of the pupils we serve.

We have developed our capacity to deliver high quality education in our family of academies by establishing national and local capacity. Locally, we have introduced a regional leadership structure for our academies, with Regional Directors leading across the geographical areas where our academies are located. In order to achieve and drive standards, the Regional Director visits each academy as often as required, but at least every two weeks, while the National Monitoring and Standards team visit twice a year to review student progress and achievement.

As part of this strategy, we deploy a range of highly experienced practitioners to impact on the work of our Academies and address barriers to improvement. Our Academy improvement team includes successful head teachers (both primary and secondary), current Ofsted inspectors and subject specialists. We are also developing strategic partnerships with a number of proven key providers who are working with us in such areas as attendance, literacy and raising attainment.

We have experience of successfully delivering a free school bid for Oasis Academy Southbank, which is now an Ofsted Outstanding School, and we will draw on Ally Eynon's experience of co-founding a free school in London, and taking it to Outstanding in its first Ofsted Inspection.

The key leaders in this bid are all very well placed to deliver an outstanding Academy in the Temple Quarter Zone:

D2 – measuring pupil performance effectively and setting challenging targets

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

Oasis South bank and Oasis Temple Quarter

As already mentioned in D1, Oasis Temple Quarter will replicate the Oasis South Bank model. Owing to the fact that our two schools will have a similar intake, we will not change any of the assessment or target setting approaches, and will work directly with Oasis South Bank to share best practice and quality assure systems relating to student performance.

Behaviour

Despite the similarities, each of our Academies is supported to develop its own positive behaviour policy that encourages and motivates pupils to take responsibility for their own learning, behave in a way that considers the needs of others, and exercise appropriate self-discipline. With the focus of the Academy on preparedness for a career and a successful and happy life, Oasis Academy Temple Quarter will use Kohlberg's stages of moral development and a 'payslip' system as the backbone for securing positive outcomes in terms of behaviour and attendance, as well as for engaging with parents and carers.

The payslip system is based on outstanding practice from KIPP Academies in the USA, Ark's King Solomon Academy, and Reach Academy Feltham. It mirrors a work 'payslip', rewarding students for specific behaviour, attendance and excellence in work. The regular tracking and communication with parents provides the key levers for a robust and outstanding culture for learning.

The policy will also provide guidance for sanctions for non-classroom based times of the day (e.g. breaks and lunchtimes) and training will be provided to ensure all staff apply the school policy and procedures consistently, such as using [REDACTED] language of praise and sanction, and [REDACTED] focus on effort and not fixed intelligence.

A small proportion of pupils may need additional support through small group working and some one-to-one mentoring. The provision of small group spaces and opportunity for 'time out' in dedicated rooms will be considered in the site development plans.

Attendance

D2 – measuring pupil performance effectively and setting challenging targets

Having an attendance tracker through SOL to store data regarding attendance and punctuality will also provide consultancy support. Where appropriate, targets will be set and made available across the Academy, so that pastoral, academic and support staff, are aware of an individual's attendance as well as other learning targets.

Oasis Academy Temple Quarter will have a firm belief that all children have potential to succeed and should be supported in achieving that potential. Excluding children for either a fixed term or, at worst, permanently, acts against this vision. All steps will be taken to keep fixed term exclusions to a minimum, and permanent exclusions at zero rate.

We propose an innovative solution to the snapshot and periodic nature of parental reporting, by using technological solutions to provide an ongoing reporting system to parents and families: learners' progress and payslips will be updated continuously and parents can share in the engagement and celebration with their children. Alongside this reporting system would sit a series of resources and activities – linked to the 'red' and 'amber' areas of a child's progress – which a parent could use to support their child's learning at home. Information on these 'boost subjects' would be detailed in the periodic reporting to parents, and discussed at parent conferences.

Termly 'hard' reports to parents would include payslip headlines, including comparisons to the cohort, P8 and A8 information, and PEBL and work-related learning progress.

Academic and pastoral parent conferences with development coaches will be ongoing throughout the year on a rolling basis, with the option to contact parents/the Academy for meetings if a flag is raised over progress or behaviour.

Parents' views will be sought through twice-yearly parental surveys, and through optional evaluations at every event.

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

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

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

- use space provided below; and

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

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

Staffing

The success of the curriculum and the rapid gains in attainment and progress that pupils need to make at Oasis Academy Temple Quarter depends on the highest quality of teaching; all teachers recruited to the Academy will be judged good or better from interview and selection processes.

Recruitment

The Academy will ensure that new staff are recruited from a broad range of backgrounds and disciplines, so that the skill sets available to the pupils are complementary and comprehensive; we will also strive to reflect the demographic of the student body with role models in the staff body – in order to facilitate an aspirational culture in line with our vision.

Oasis Community Learning will use its considerable experience of recruiting high calibre teachers and subject leads. One of the primary means by which we would secure high calibre curriculum and leadership staffing from the outset, is by releasing capacity from other schools in the network. Within the Oasis family of academies there are 29 Future Leaders who will be ready to step into a leadership position within the next 18 months, and many others who are ready for promotion. This managing of the talent pool will not only support the opening of Oasis Academy Temple Quarter, but will also ensure that the Oasis ethos of supporting and developing staff, and valuing and investing in people, is practised.

Oasis Community Learning's Regional HR Business Partner supported by our National HR team, based at Oasis's National Office in Waterloo, will support the recruitment process.

Development and retention

We believe that the best way to retain staff is to develop them, invest in them, and show them they are valued. Oasis Community Learning has a growing national reputation as the 'Employer of Choice' for aspiring school leaders, teaching and support staff, due to our adherence to the Teachers' Pay and Conditions, our commitment to continuous professional development and the support and opportunities available within our growing family of academies. Oasis Academy Temple Quarter, as part of the South West region, will offer unrivalled opportunities for CPD and career progression for staff. We believe we can attract high calibre candidates through our relationships with Teach First, Future Leaders, PiXL and the

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

National College for Teaching and Leadership which comprise the current teaching profession's most talented and inspirational individuals.

We develop our talent pool in other ways, including a twice yearly lead practitioner forum to share expertise, and training our Principals to be OFSTED inspectors.

We also believe in innovative ways of showing staff we value their hard work and expertise. For example, awarding staff 5 days in lieu for two weeks of Summer School, or brokering 'perks' for staff with our business partners – such as discounts and vouchers – linked to their work and performance in school.

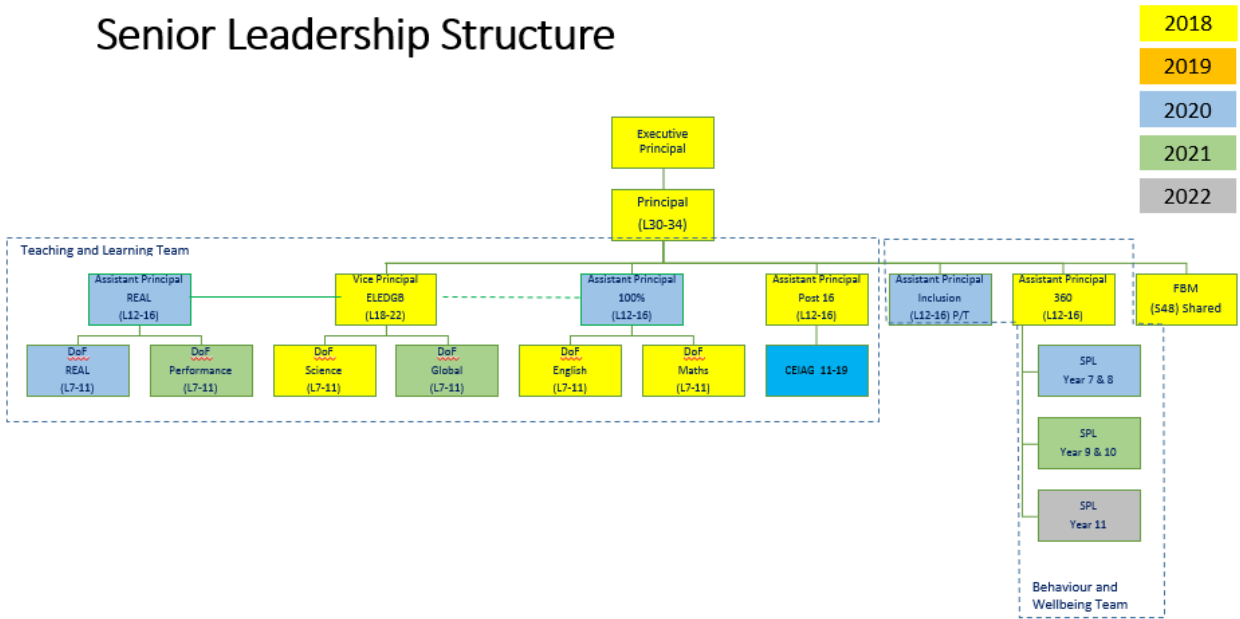
Please see below the build up of staff proposed in line with pupil numbers and financial resources. The final staffing structure at year 5 is sufficient, affordable and appropriate to deliver the education vision and plan.

We will look to take advantage of the opportunities across our three existing secondary schools to share expertise and capacity to support the development and ongoing success of OATQ. It is our intention to reduce back office costs by drawing OATQ into the North Bristol cluster; sharing a finance director and HR services, payroll and Health and Safety across those schools. The Regional Director for the South West (Secondary) will also provide half a day per week, on average, for support and challenge. Through our model of Regional Improvement Networks (RINs), we would share expertise, and in keeping with existing Oasis practice, we would share talent and capacity across our network of schools in Bristol and beyond.

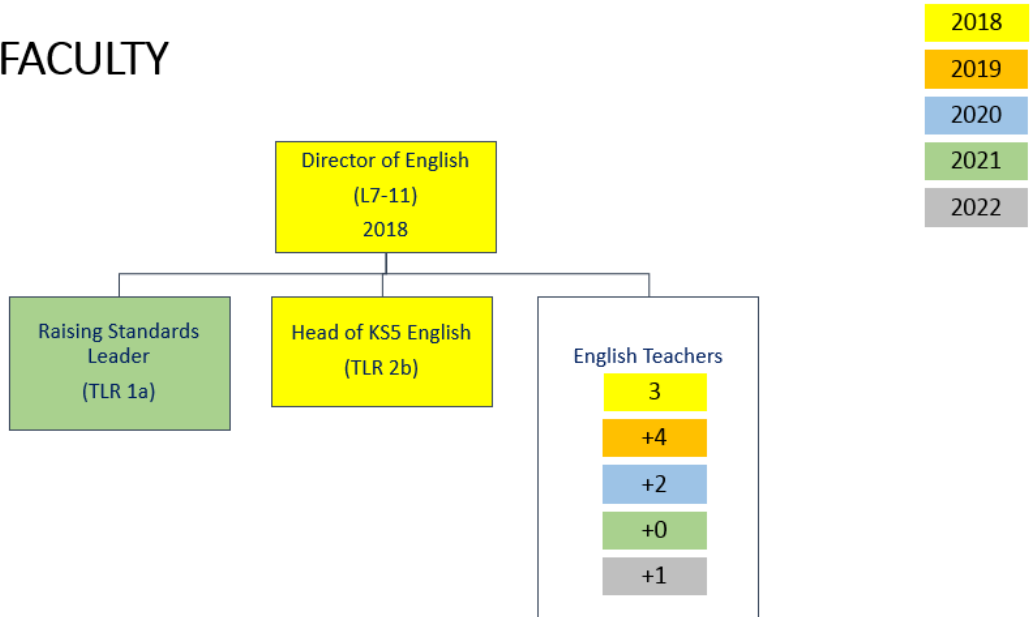
Staffing Organograms

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

Senior Leadership Structure

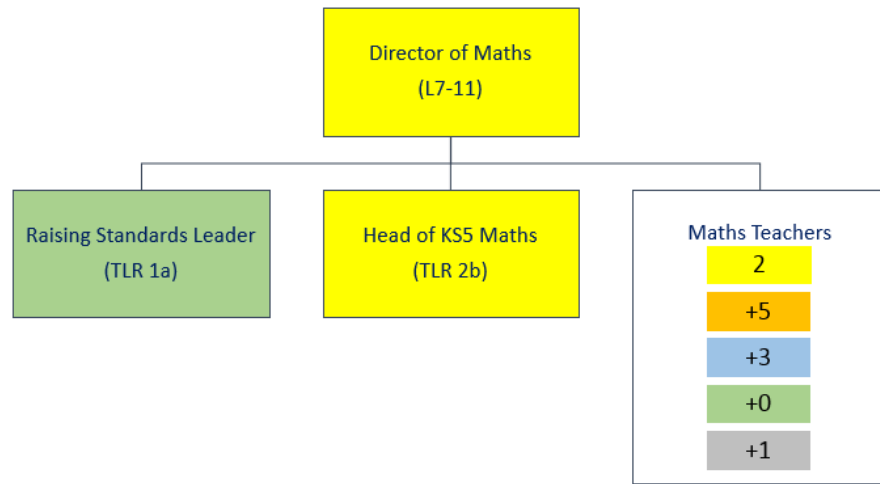


ENGLISH FACULTY



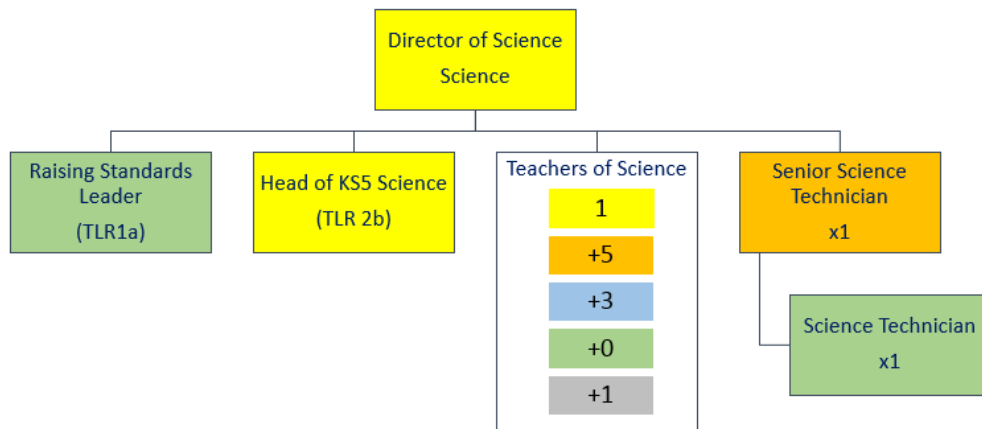
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

MATHS FACULTY



- 2018
- 2019
- 2020
- 2021
- 2022

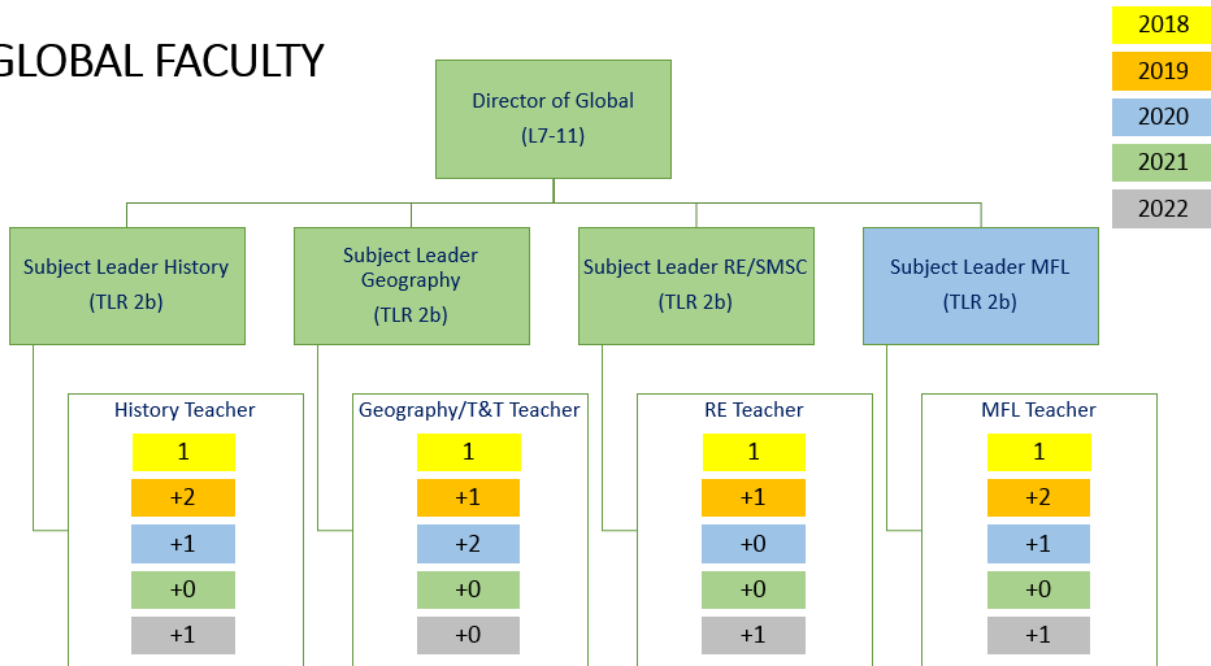
SCIENCE FACULTY



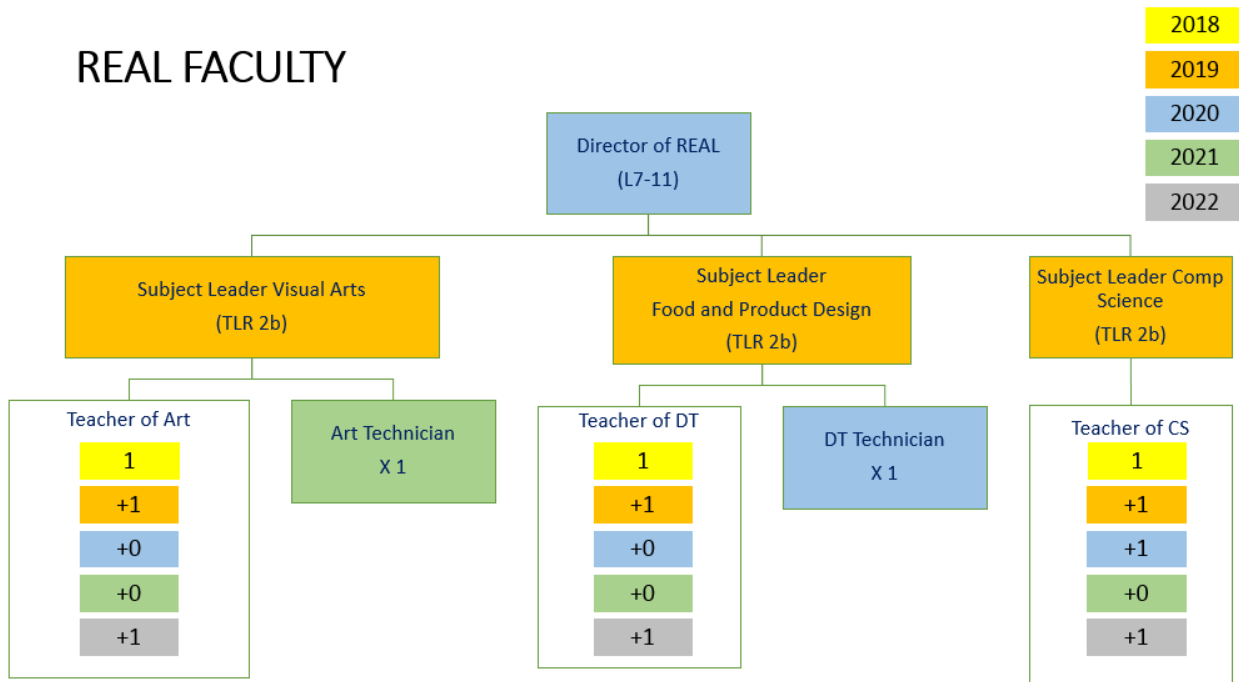
- 2018
- 2019
- 2020
- 2021
- 2022

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

GLOBAL FACULTY

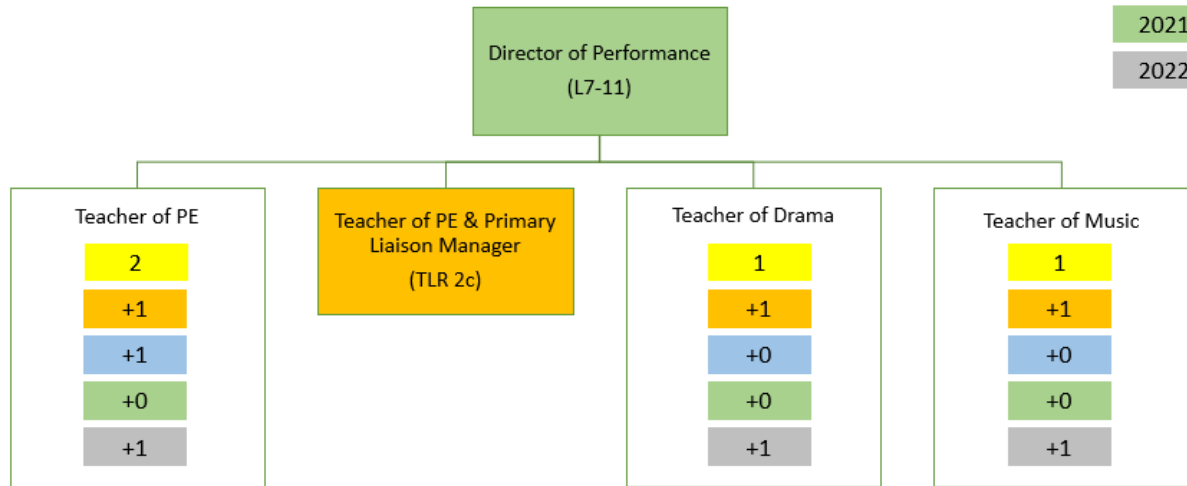


REAL FACULTY

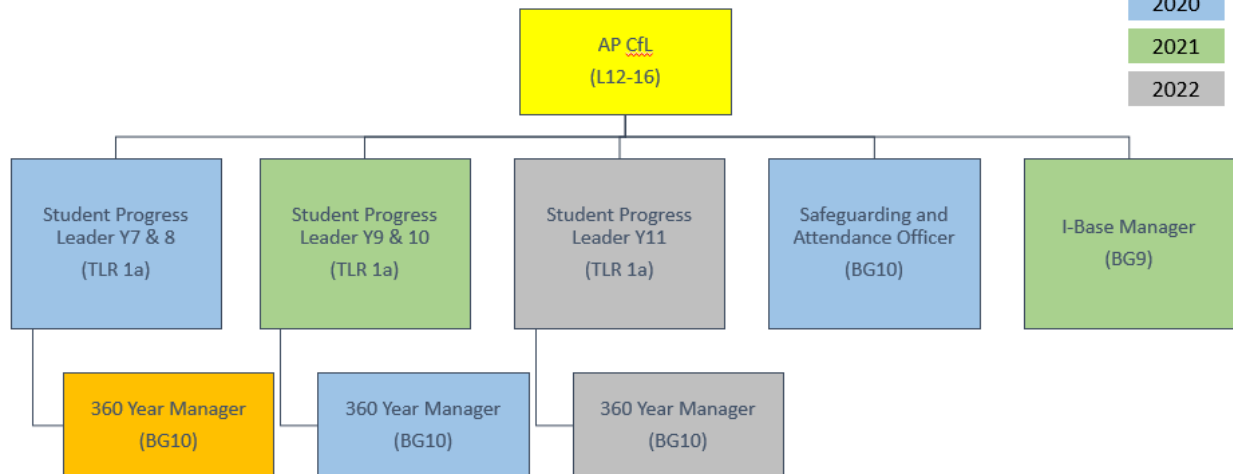


D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

PERFORMANCE



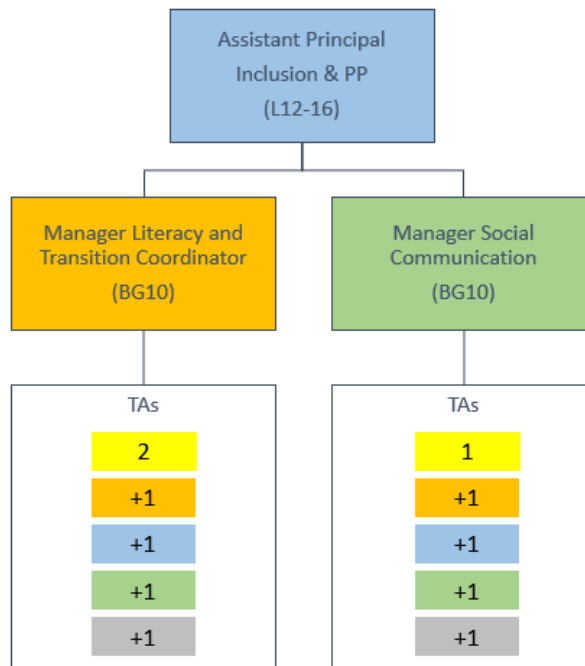
360 TEAM STRUCTURE



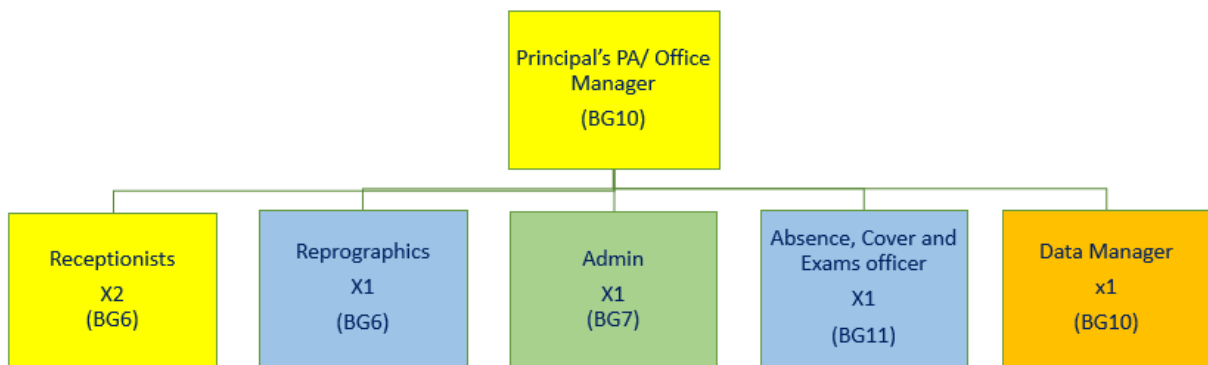
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

WAVE 1 PROVISION TEAM (LEARNING INTERVENTIONS)

2018
2019
2020
2021
2022

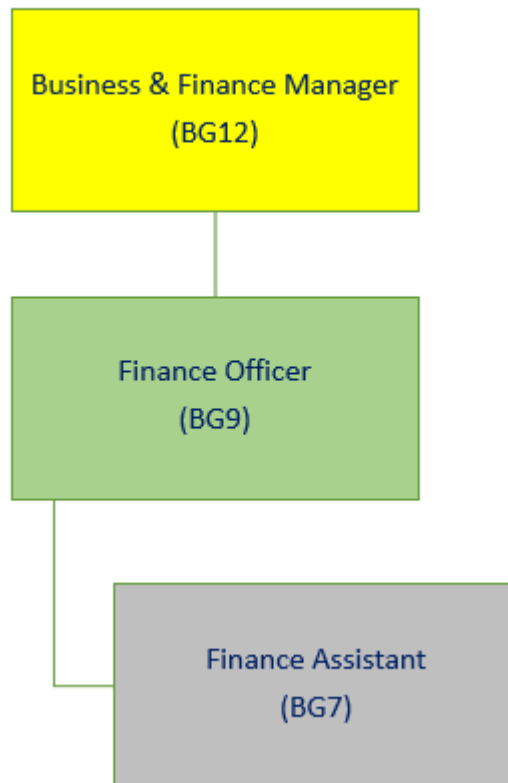


ADMINISTRATION



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

HR & FINANCE



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

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

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

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

The Inclusion and Equality of Access statement in the paper 'An Integrated Education and Capital Strategy 2015-2019' highlights inclusion and equality of access as core practices: to help protect the youngest people; to reduce permanent exclusions to zero; and to ensure needs are met in mainstream settings. Inclusion is at the heart of Oasis; the policy of our Academy will be to welcome pupils of all backgrounds. We will use innovative enterprise-based learning to engage and upskill learners, and ensure that all pupils leave with the character, competence and aspiration to succeed in education, work and life beyond school.

Oasis always offers an inclusive education designed around, and for, the community and local children where each academy is situated. Oasis is committed to providing an environment which is open to all and specifically recognises and meets the requirements of those who need extra or special support for learning. Our focus will always be on how we create and sustain an inclusive community.

The symbolic 'O' in Oasis represents a circle of inclusion and as such the school would be fully committed to an inclusive approach with respect to access to the curriculum, positive behaviour and specifically in relation to attendance and disciplinary policies and practice. The Oasis vision is underpinned by a belief in inclusion that embraces students and families of all faiths and none with a celebration and respect for diversity in society. As is the case in all of our existing academies in Bristol, Oasis will adopt the admissions policy of the local authority, and will adhere to a wholly inclusive admissions policy, accepting students irrespective of faith or ability. We will apply: Child with a Statement of Special Educational Need; Child in Care; Child with specific medical and/or special needs; siblings; and distance criteria accordingly.

Oasis Academy Temple Quarter will seek to predominately serve the local communities – which are likely to be in the Lawrence Hill area of Bristol. To develop our understanding of our families we will make regular visits to all primary school settings, and have already started to make contact and build relationships with these institutions. Prior to entry we will undertake parental engagement events, home visits to vulnerable pupils and conduct a full audit of all the children's needs. We will ensure our curriculum planning is relevant and balanced for all pupils and celebrates the rich cultural and ethnic diversity of Central/East Bristol – especially our African (and heavily Somali), Caribbean, and Polish communities – as outlined in Section D1. As mentioned earlier, we have already made contact with key primary schools, key community and faith groups, and a local parents' group.

In the local demographics, approximately 55% of people are BME, with around a third of families identifying as Christian, a third as Muslim, and a quarter of 'no religion'. This diversity will be celebrated and catered for in our programme of community and school events and our PSHE programme; however, it is also a potential source of conflict

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

within our community, and as such, we have contacted Bristol Multi-faith forum to start a dialogue around this issue.

As in section 78 of the Education Act 2002, we will promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Through ensuring pupils' SMSC development, we will also be actively promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Gathering as a 'family' cohort; establishing a strong school ethos supported by effective relationships throughout the school; ensuring there are controlled opportunities for pupil voice and pupil leadership; as well as providing relevant activities within and beyond the classroom are all ways of ensuring pupils' SMSC development.

Through all our character education and global dimension work, pupils will be encouraged most of all to regard people of all faiths, races and cultures with respect and tolerance. Our learning family tutorials and our work in Character Education and Philosophy and Ethics sessions will skill pupils in sensitive and inclusive debate, active listening and empathy, and openness to critical thought and ideas. Actively promoting the British Values in this way means staff and pupils will be challenging opinions or behaviours in school that are contrary to fundamental British values. Pupils will understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which we will share with parents, will support the rule of English civil and criminal law. Pupils will be made aware of the difference between the law of the land and religious law.

It is important to note though, that we will not shy away from debate of controversial issues. Indeed, promoting and discussing this ethos of tolerance and British Values will support the Prevent Duty. We will build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views. Through our tutoring and character education programmes mentioned above, we will provide a safe space in which children, young people and staff can understand the risks associated with racism and terrorism, and develop the knowledge and skills to be able to challenge extremist arguments.

It is especially essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation will be seen as part of our staff's wider safeguarding duties, and that it is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Effective parent relationships and our programme of engagement with families from primary school visits onwards will help us to understand the risks in our context, and

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

ensuring that we have a clear and robust policy, practice and raising awareness programme around e-safety will also support the Prevent Duty. Given our local area context, we would provide all of our staff with WRAP (workshop to raise awareness of prevent) training as part of induction alongside safeguarding training.

Further detail on how these issues will be tackled can be found in the character education section below:

Character Education

In light of the publication by Demos in 2011, *The Character Inquiry*, and lessons from KIPP and other charter Academy in the US, we are convinced that character education is a central part of a transformational education. Character education allows students of all ages to explore different aspects of their social development and to discover and develop the best character traits for certain situations. We agree that

‘Character should be at the heart of our responses to social problems.’

Demos, 2011

Character Education will fall under the heading ‘Career and Life Ready’ on the timetable. Students will experience sessions once per week which deal with an aspect of PSHE (character education) or career education, and come to associate the term career-ready with information about the labour market, but also with professional, adult behaviour, and making good choices. The core STAIRS values will be explicitly addressed, explored and analysed during these lessons, and resources from the Prevent training, from BITC, from the Jubilee Centre’s Wellbeing and character education programme, as well as philosophy for children will all be delivered through these sessions.

Where expert knowledge may be better suited, for example with regards to sex and relationships education, or personal finances, then external speakers will be brought in to work with the students.

In order to facilitate debate, Oasis Temple Quarter will partner with School 21’s pioneering ‘Voice 21’ initiative. This will bring the skills and value of oracy to our students and will underpin the teaching of PSHE issues and the discussion and debate around citizenship and the world we live in. For example, in Year 7, all pupils will work towards delivering a 5 min ‘Inspire’ speech without notes to the rest of the year group; which will be extended in Y8 and Y9 with tasks such as debate and poetry recitals. Philosophy for Children (P4C) harkness table discussions will be the format for all Career and Life Ready sessions and learning family tutor times.

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

Community Engagement

Our Academy will promote active contributions to modern British society and good community relations. An ethos of community engagement will be part of our Academy ethos and will not be limited to one person responsible for community engagement. We believe that a school is greater than the sum of its parts: that a great school can rejuvenate an entire community. We take as a prime example of this the Oasis Hub model, but also internationally recognized programmes such as Harlem Children's Zone in New York, where [REDACTED] and his team have proven that community engagement on every level can achieve incredible results. We seek to replicate that achievement in Bristol, and in the TQEZ area specifically.

Our vision is for community engagement fully integrated into our curriculum. A template for how we hope to work is YES Prep in America, where YES stands for Youth Engaged in Service. Like YES Prep, we intend for community service to be a key pillar in our Academy's education. We will achieve this in a number of ways: staff will design projects that take their students out of the classroom and into the community; we will bring in outside speakers and experts to engage directly with the students; students will choose projects and charities to support; we will develop work experience schemes with charities that enable students to gain experience of the world of work, whilst also engaging with community issues. We have already had contact with Dame Julia Cleverdon about working with 'Step up to Serve' and the Prince's Trust, and have experience of working with NCS and the Diana Award on community service projects. The engagement hub and our business-to-business engagement will also bring the community into our building, as well as our extended hours. These are further forums to enable our pupils to interact with the community – both spheres that are familiar to them, and those that take them out of their comfort zone. With diverse experience, comes increased tolerance and OATQ will be well-placed to achieve this.

Through our community engagement plan, our students will act as a catalyst for success throughout the community and inclusion for all.

We believe that positive, strong relationships between the staff of an Academy and parents are essential for the success of the Academy. Interaction with parents will be frequent and substantial, acknowledging that all parents want the best for their child, though some parents might benefit from support. We will provide support and training for parents, including opportunities for families to learn mindfulness.

This training will in part be focussed on the needs of the child, but will also aid parents in raising their self-esteem and knowledge, such as how to help with homework or how to encourage good behaviour. A good example of this is a scheme run at Southville Children's Centre called 'Men Behaving Dadly,' which enables relationship building between dads and their children, raising self esteem, increasing confidence in

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

parenting, promoting the value of play and combating the sense of isolation many fathers feel.

In addition to these Academy-related interactions with parents and families, we will also seek to run courses in the evenings for parents and other adults in the community. We will consult with local people to identify the sorts of courses they would like to see, for example, English language classes. We will aim to provide these sorts of opportunities for our parents and other adults in the community.

As outlined previously, our work with primary schools, faith and community groups, and the local parent groups will inform our work and plans in this area.

Section E – evidence of need

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

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

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

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

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

We believe we meet 8 out of the 10 need criteria outlined in the guidance document. Our rationale centres on **a projected need for more school places in the area ('basic need')**, with a particular emphasis also on the following:

- 1. An educational need due to low standards in schools**
- 2. A social need addressing a social issue relevant to the location**
- 3. A need for greater choice and diversity in the schools available to local parents**
- 4. A need for innovation that will lead to better outcomes for pupils**
- 5. A need for 16-19 provision based on poor quality and poor outcomes for pupils in the area**

The City of Bristol has enjoyed several years of growth in the adult and child population. This has placed significant pressure on the Primary places in the City, met with a building programme which was completed last year. The requirement for places has now shifted to secondary where current projections (Appendix F) demonstrate that by 2018 the city will be short of 236 Year 7 places, increasing to 536 by the following year, and to 1,047 by 2023. Oasis Academy Temple Quarter represents one of the City Council's co-ordinated school expansion projects to meet this demand. As outlined in Section C, this project was proposed by Bristol City Council as a core element of the solution for secondary and post-16 capacity. As its preferred sponsor, Oasis Community Learning has the unequivocal support of the key stakeholders in the City, including the City Council, the Mayor, community leaders, University partners, Business West and the IoD (See letter of support from the Mayor outlining success in

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

the Council's application process which was overseen by different stakeholders as well as Council Officers in Appendix K).

The shortfall of secondary places is not even throughout the city and there are several areas facing significant shortage, many of which are clustered towards the centre of the city. In Appendix G, the location of Oasis Academy Temple Quarter is highlighted and can be seen to be in the middle of four of those areas. Once the numbers are included for two further areas which OATQ could serve, the shortage for the local area is 599 in 2018 and 693 in 2019.

The increase in pupil numbers can be further evidenced by the growth in primary schools in the locality. Within 1.5 miles of the proposed location, the growth in primary places is 416 (Appendix H). During the same period, there has been no growth in secondary places at the secondary schools which these primaries feed into.

Within 1.5km of OATQ, there are four secondary schools: St. Mary Redcliffe and Temple, Ofsted rated Outstanding; Bristol Cathedral Choir Academy, Ofsted rated Outstanding; Cotham Academy, Ofsted rated Good; and City Academy, Ofsted Rated Inadequate. The first three schools are heavily oversubscribed, whilst City Academy is heavily undersubscribed. The resulting impact is that up to 100 parents who live within 1.5km of the proposed OATQ, failed to get any of their three choices in the latest round of school applications (Appendix I & J). Indeed, the survey conducted by the BS5 parent group indicates that almost two thirds of respondents (104 out of 179) would not want any of the existing schools in the area to expand to meet the demand for more school places (Appendix M).

In terms of the post-16 phase of the Academy, we have a clear rationale for including this offer, which centres on the need within the City (supported by the upcoming recommendations from the West of England Post-16 area review) for:

- improved collaboration and specialism within and between business and education to meet the needs of learners and the labour market.
- Improved outcomes for all learners, especially high prior attainers and those wanting vocational routes.
- Reducing NEET figures and increasing retention and completion figures.
- Supporting the demographic bulge which will result from the population increase outlined above.

The current picture shows that there is still a huge need for better provision and outcomes at Y12 and Y13 to meet learners', HE and business needs. (See figure 1, Appendix E).

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

Bristol's provision has low levels of retention, poor outcomes for students and high levels of NEETS. Bristol has 6.3% 16-18 NEET, compared with 4.7% nationally, and 11.8% destination unknown, compared with 5.3% nationally. The overall retention in Bristol for those starting in Year 12 is currently 69.6%, compared to 77.4% nationally. Recent data from the DFE is clear; institutions below 160 in each year group fail to achieve good value-added at post-16. In Bristol there is a clear correlation between the size of provision and the outcomes achieved, (Figure 2, Appendix E) and this is why we will open a post-16 centre with 300 (with scope to increase this to 500) pupils in each year group. The economics of this will enable us to provide a wide range of A-levels and vocational courses to attract and support a wide range of students to achieve excellent outcomes.

The educational landscape has changed significantly over the last six years and 11-16 outcomes have improved dramatically within Bristol. However post-16 outcomes have not kept pace. Ofsted's review of the LA – the latest Ofsted Inspection findings, 'Provision of 14-19 education and training in Bristol', May 2014 – indicates that there is an employability skills gap and a narrow range of good-quality vocational programmes that meet the needs of young people and the business sectors.

There are 22 A-Level providers in the city, 14 from the state sector. The average A-Level score in the city is 218.39, against a National Average of 215.7. However, the Bristol results are supported by the eight independent schools, which mask the poor performance from the state schools, who only managed an APS of 198.65. In the wide range of state post-16 providers, all but one has an average point score per pupil below the national state-school average, and a value-added score that is negative. Six of the providers have very low levels of achievement. In the last full year Bristol had an overall retention figure of 7% less than the national figure. Over the same period, more than 340 students left the state sector to undertake their post-16 education in the independent sector. In 2014 only 9% of students across Bristol achieved AAB or higher in at least two facilitating subjects, compared with a national average of 15% (12% in state schools nationally), and only 73% gained three A-Levels, compared to 79% nationally (78% state schools nationally).

The five institutions that have significant surplus places at post-16 are in South and East Bristol and have no tradition of attracting students to their institutions at post-16 level from other schools. They have improving levels of attainment at GCSE, but some have a poor history of success at post-16. Four of them have limited A-Level courses and often only a handful of students taking any of the facilitating subjects. The surplus places in the educational stock will be taken up by expansion at Year 7 in most places. There are four large-medium sized providers of post-16 education in Bristol, ranging from 600 to 24,000. The rest are all too small to ensure a comprehensive curriculum entitlement and results are relatively poor. This project seeks to improve sixth form

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

outcomes in Bristol, with one of the most successful MATs working in partnership with business and existing post-16 and post-18 providers.

Our offer will be a high-quality, innovative Sixth Form experience linked closely to the professional needs and university ethos of its Bristol city-centre setting. In this way it will respond to local economic needs by enabling local young people to excel in relevant academic and professional qualifications prioritised by competitive university courses and local employment needs – especially in the hi-tech, digital and creative sectors, which are an area of focus for the TQEZ and the Learning City agenda to support local economic and labour market demand.

This 6th form will be a collaboration with 4 Oasis Schools, whose current 6th forms will close, to feed the 6th form of OATQ. However, it is important to note that we will be creating a centre of excellence for other schools, as well as our own cohort, and will ensure that appropriate IAG and signposting in our own school and across the City seeks to ensure that all learners start courses which are appropriate and relevant for them.

OATQ therefore represents an important and well positioned contribution to the education landscape of Bristol, helping to meet the shortage that the City faces in secondary places and meeting the needs of parents in the locality, as well as in the quality, appropriateness and sustainability of offer for post-16 learning.

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



E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

Oasis Academy Temple Quarter has been at the heart of the vision of the Mayor for a world class Learning City and the development of the Temple Quarter Enterprise Zone, and we have his full support for this project (Appendix K)

Support from the local business community for OATQ is strong, and the project has been conceptualised with business engagement at its heart. OATQ will support and be enhanced by the ongoing PEBL task group, the City Challenge Group and the Partnership Board. All business in the Temple Quarter Enterprise Zone have signed

E2 – successful engagement with parents and the local community

a contract to support and actively engage with the Academy through the Engagement Hub, which include the Engine Shed, KPMG, Burges Salmon, Clark Wilmot, and Business West, as well as the IoD. See as an example of this support, a letter from [REDACTED], who has agreed to be part of our steering group (Appendix N), and a letter of support from [REDACTED] – who has also agreed to be part of our steering group (Appendix O).

The selection process for a preferred provider for this free school was undertaken with the complete support and engagement of the local business community. Two representatives from the business community made up the four-person team who reviewed the applications and presentations and selected Oasis to develop this bid.

Owing to the nature of the pre-bid selection process that Bristol City ran, we have not yet conducted extensive engagement activities with the local community and parents. However, we have created a steering group which involves community leaders, business representatives and HE providers; have made contact with local primary schools, community groups and parent groups; and have held student voice workshops to explore reactions to the proposals (Appendix P).

Extensive parent and community engagement will commence in the first phase of pre-opening. We intend to undertake a comprehensive and extensive series of communications with all remaining key stakeholders, including:

- Local Primary schools
- Secondary pupils looking towards post-16
- Community Groups
- Local residents

We will set up a website and set up a series of marketing events (Appendix Q) as well as visiting as many of the stakeholders as possible in their own locations. Our vision to blur the boundaries between the school, business and community places a heavy requirement on the development of the relationships with key stakeholders, one which we fully appreciate and look forward to.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	Bristol	Yes	████████████████████ ██████████████████	See CV	10%
██████████	Bristol	Yes	████████████████████ ██████	See CV	50% -> 100%
██████████ ██████	Guildford	Yes	████████████████████ ██████████████████	████████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████	20-50%
██████████	Basingstoke		██████████████████	██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████	

				<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]	Birmingham		[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED] [REDACTED] [REDACTED]	Enfield		[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	

<p>[REDACTED]</p>	<p>Brighton</p>		<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p>	<p>Kent</p>		<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p>	<p>Kent</p>		<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	

[Add lines as appropriate]

F1 (b) Skills gap analysis

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

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

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

[Add more lines as appropriate]

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

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

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

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

Oasis Community Learning (OCL) is a multi-academy sponsor; and it is legally responsible for 47 Oasis Academies.

Multi-Academy Trust

The Multi-Academy Trust is accountable to the D.f.E. for the overall performance of each of its academies in terms of strategic direction, efficiency and effectiveness, achievements and standards, and financial viability.

It is also responsible for the maintenance of buildings, appointment and dismissal of staff, appeals and grievances, gaining best value multi-academy contracts, issuing and monitoring of all service agreements across all academies but will delegate as much as this as possible, within agreed spending limits to the local governing body.

The Directors of the Multi-Academy Trust also have additional company law duties arising from legislation and common law to uphold. In particular, they will comply with the Companies Act 2006. These statutory duties include:

- A duty to act within the powers granted as set out in the articles of association
- A duty to promote the success of the company
- A duty to exercise independent judgement
- A duty to exercise reasonable care, skill and diligence
- A duty to avoid conflicts of interest
- A duty not to accept benefits from third parties
- A duty to declare their interests in any proposed transaction or arrangement with the company.

The Multi-Academy Trust has charitable status and, as such, it complies with the regulations set by the Charities Commission by:

- Ensuring that it is solvent and well managed and delivering the charitable outcomes for which it was set up;
- Ensuring compliance with Charity Law and delivering necessary reports and returns as required;
- Only using assets and funds in furtherance of the Academy Trust's objects

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 Oasis Community Learning (OCL) Governance Model is therefore different to the way a governing body in a non-Academy or traditional school undertakes governance.

OCL is a Multi-Academy Sponsor; it is one legal entity that is accountable for all Oasis Academies. The Board of OCL has ultimate responsibility for all of the Oasis Academies and is the Governing Body for all Oasis Academies.

Essentially, there are two elements to the governance of the Oasis Academies – local governance that is delivered via the Academy Council and national governance, delivered via the CEO, the Regional Directors (RDs) and the Heads of Services.

The OCL board oversees both national and local governance and is the equivalent of the traditional school's Governing Body but, in the case of Oasis, it operates in this role for all Oasis Academies and, as such, is ultimately accountable for the whole group of Academies. In order to deliver this role effectively it delegates its statutory responsibilities firstly to the CEO of OCL and, through him, to the RDs and, through them, to the Principals. To this end, the Principals are accountable to the RDs, the RDs to the CEO and the CEO to the board.

The focus of local governance, delivered through the Academy, is the context of the Academy; the role of the AC is to understand the Academy in its local context and to ensure that the Academy is being Oasis in it.

The underlying principle of the OCL governance model is that local and national governance work together, each providing an element of governance that the other cannot. The National Board and National Staff cannot, because of their national/regional roles, provide a local understanding; and the AC, because it is a local body, cannot provide educational oversight and services that national governance brings. Working together however, both parties provide a very strong governance model.

Local Governance - The Academy Council

The act of local governance is to ensure that the Oasis Philosophy of Education is delivered in the context of the Oasis ethos and values. Thus, the main idea is for the Academy Council to be sure that the Academy is being a good expression of what Oasis stands for in terms of its understanding of education and who Oasis is in terms of its ethos and values.

Oasis believes that the role of the AC is a vital one because it is essential that people in a local community have the opportunity to discuss and reflect on the purpose of education in society and how it can transform communities. It is therefore really important that the AC understands, has time to think about and ask questions about the Academy's curriculum, teaching and learning.

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

In light of this, the OCL Board has established four key roles for Academy Councils:

- To serve as “champions” of the Oasis Philosophy of Education and the Oasis’ ethos and values in the Academy
- To act as “a critical friend” to the Principal and the Academy at local level.
- To act as “a sounding board” for the Principal and their leadership team, and represent the views of different parts of the school community to influence decision making.
- To continually assess and review the overall impact of the Academy amongst the people it exists to serve, make suggestions for improvement and ensure that the Oasis ethos remains at the heart of it.

The main purpose of these four roles is to enable ACs to act as a guardian of, and advocate for, Oasis locally. Therefore, these four roles are about ensuring that the Oasis Ethos and OCL Philosophy of Education are “lived” out in the Academy on a day to day basis.

The four roles translate specifically into the following tasks that the AC undertakes:

- it acts as a key link between the Academy, parents and local community
- it supports the work of the Academy in the community
- it supports the Principal and Academy Leadership Team in the development and implementation of the Academy Development Plan and other relevant plans, ensuring that the Oasis Ethos and OCL Philosophy remain at the heart of the Academy community
- it helps on the ground with the implementation of certain Academy policies e.g. Health & Safety, Safeguarding, Spiritual, Moral, Social and Cultural Curriculum, Behaviour for Learning including exclusions, Equality & Diversity, Special Educational Needs, Pay Reviews and Performance Management
- it offers challenging but positive and proactive support to the Principal and the Academy Leadership Team
- it regularly reviews the Academy’s performance in relation to the Key Performance Indicators (KPIs).

National Governance - The National Executive and Board

As explained above, the Board of OCL has ultimate responsibility for all Oasis academies. Please note Academy Councillors are therefore not Trustees.

The Board’s financial, employment, educational and legal responsibilities are delegated, through the CEO, to the RDs and Heads of Services who are employed to ensure that

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 family of Academies is meeting government education standards, compliant and financially viable.

Therefore, the CEO, RDs and Heads of Services oversee educational policy and practice, the standards required by the DfE and Ofsted, the accounting of public money entrusted to OCL for the purposes of education, ICT, human resources, governance and strategic development for the whole family of Oasis Academies.

As a result of this, the National Staff are able to make sure that best practice is shared across the whole family and that ‘the wheel is not reinvented’ every time a service is required or delivered to an individual Academy. In other words, that maximum efficiency is achieved across the family of Academies.

The RD acts as the direct line manager for each Principal in their region. Through line management of the Principal the RD holds each Principal to account – a model which provides professional scrutiny in more detail than some traditional governing bodies are able to achieve. The RD is responsible for undertaking a performance review of the Principal annually together with the Chair of the Academy Council.

To achieve this, the National staff operate an Academy Improvement Monitoring Cycle.

The diagram below shows how the Model of Governance works in practice:

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

OCL BOARD of TRUSTEES
Volunteers from various backgrounds, including Education, Civil Service, Business, Accounting, Finance and others.



[Redacted]



[Redacted]



REGIONAL ACADEMY DIRECTORS (RADs)
[Redacted]



ACADEMY COUNCILLORS
Academy Based
Made up of local community members; parents, sponsor and local authority representatives

The key principle of Oasis Governance is that local and national governance work together, each providing an aspect of governance that the other cannot. The OCL Board and the National Team cannot, because of their national/regional role, provide a local understanding; and the AC, because it is a local body, cannot provide national governance. However, together they provide the overall governance role for Academies.

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

Principal and Local Academy Council

The local academy council is accountable to the Multi-Academy Trust for the overall performance of the academy in terms of strategic direction, efficiency and effectiveness, achievements and standards, adherence to multi-academy policies and practices and financial viability.

The Principal and Local Governing Body are responsible for day-to-day matters within the academy including the smooth running of the academy, the safety and safeguarding of students, the implementation of multi-academy policies and practices, delegated maintenance of the buildings within agreed financial limits, hiring and dismissal of staff (subject to the agreement of the Multi-Academy Trust), first level of appeal for grievances and appeals and the establishment of equal opportunities.

The Principal

The Principal has accountability to both the Local Academy Council and the Multi-Academy Trust as his / her employer. He / she is accountable for the overall performance of the academy in terms of strategic direction, efficiency and effectiveness, achievements and standards, adherence to multi-academy policies and practices and financial viability.

He / she has delegated responsibility for day-to-day matters within the academy including the smooth running of the academy, the safety and safeguarding of students, the implementation of multi-academy policies and practices, delegated maintenance of the buildings within agreed financial limits, hiring and dismissal of staff (subject to the agreement of the Multi-Academy Trust), first level of appeal for grievances and appeals and the establishment of equal opportunities.

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

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

- use the space provided below ; and

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

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

[Add text here. Table expands]

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

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

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

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

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

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

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

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

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability
No further info

Section H – premises (use Excel spread sheet)

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

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

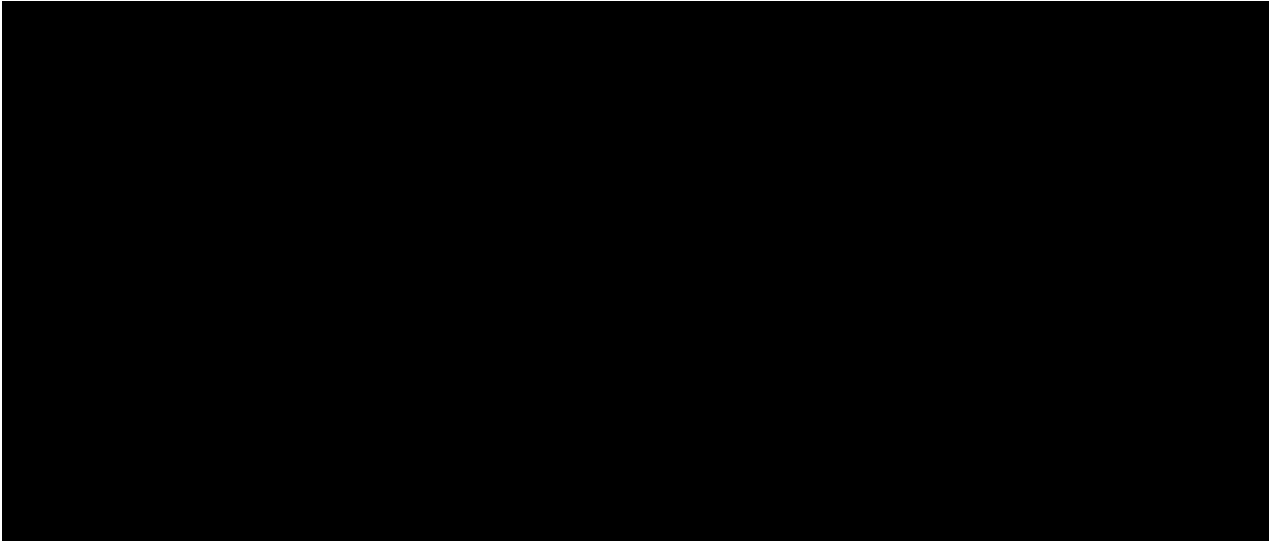
Annexes

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

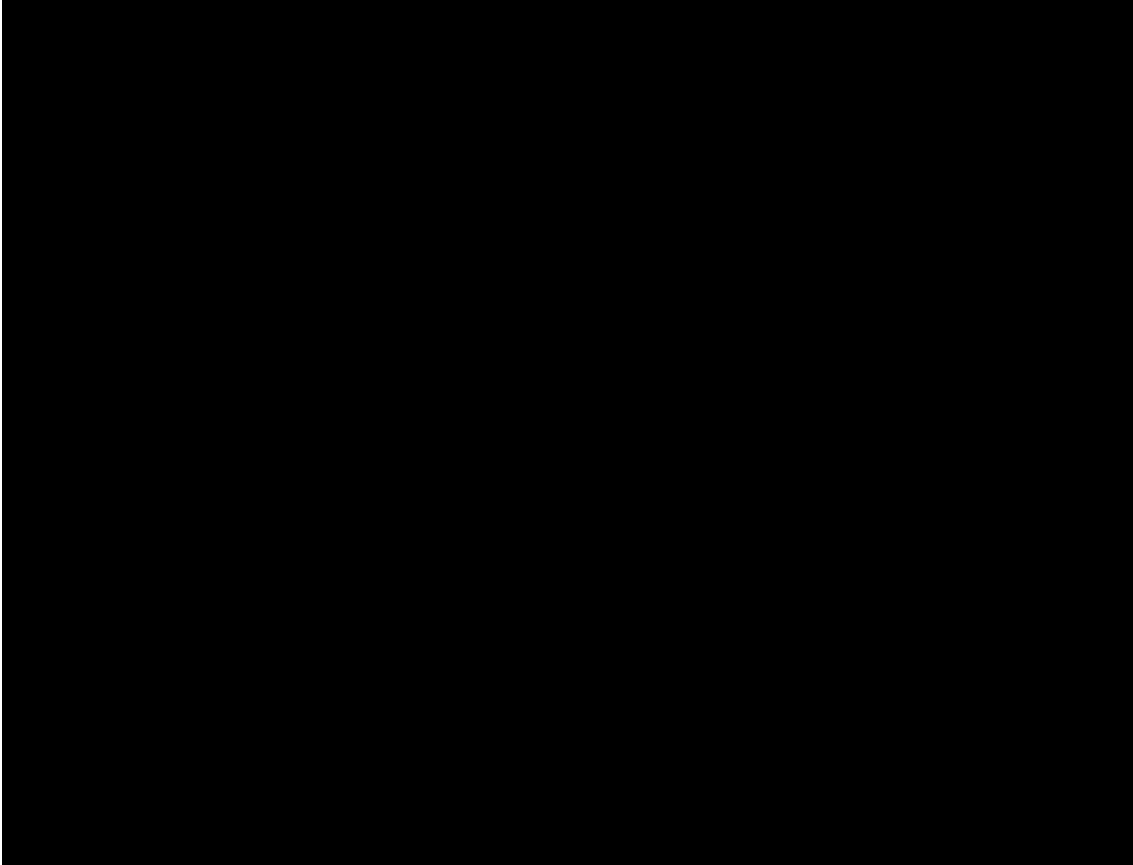
- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [*how to apply to set up a free school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

Appendix A

The proposed location for Oasis Academy Temple Quarter is in central Bristol, in the vicinity of post code BS2 0PS, and on the border of the Bristol Temple Quarter Enterprise Zone (TQEZ)¹. Shown here by yellow outline.



¹ <http://www.bristoltemplequarter.com/> BTQEZ shown here by red outline



LEARNING FOR AND IN WORK CHALLENGE GROUP
PROPOSAL: A PASSPORT FOR EMPLOYABILITY FOR BRISTOL
(PEBL)

1. Background and process

This proposal results from a recommendation that was made by the Mayor's Education and Skills Commission in its April 2014 final report. Its development was overseen by the Learning for and in Work Challenge Group (LfaiW CG), [REDACTED], which was established by the Learning City Partnership Board (LCPB).

A PEBL Task Group, [REDACTED], has met regularly over the last few months. The task group included a range of stakeholders, including business representatives, education providers and others.

The work was supported by Bristol City Council and the Local Enterprise Partnership, to ensure the Bristol model was informed by developments locally, regionally and nationally. Several members of the Task Group contributed directly to the content of the proposal, which was unanimously supported, subject to minor amendments, by the Challenge Group at its meeting on 12th January 2016. It was also shared with business representatives from local interested businesses and Business West, for their early sight and comment.

2. Aim

The PEBL is to provide **all** young people in Bristol with a baseline of 'entitlements' and opportunities to develop employability and enterprise skills and access effective information, advice and guidance (IAG), appropriate to their needs and aspirations.

The PEBL proposed is designed for a young person to have a place they can store information about their achievements and experiences to give them a sense of value

which they can use to motivate themselves and to demonstrate to others what they have achieved. The outcome is that their aspirations are raised.

The online system will be similar to LinkedIn, Facebook, and other social media platforms in that young people will have a 'profile' which they manage, and will be able to access information and resources to support them to gather evidence, collate ideas, and collaborate with others; to develop a tailored and personalised portfolio of their educational and experiential journey towards further learning and eventual employment. This portal will be an all-encompassing umbrella to collate all the information about a young person and their

successes, as well as support them to discover new opportunities and develop their skills further.

Our portal will have its own platform with sections similar to the below, and will actively pull existing data, or link to data, from other sources such as: Duke of Edinburgh; employability passports such as Embark, PiXL Edge; and other online sources of evidence or learning and experiential success.

The PEBL holds information and helps to develop:

- **Qualities** e.g. communication, leadership, teamwork, confidence, creativity, collaboration, resilience and resourcefulness
- **Citizenship** e.g. financial, legal, health, environment, relationships, personal responsibilities, sustainability, British values, and union membership
- **Skills** e.g. Literacy, Numeracy, IT proficiency, carer, driving licence, martial arts, playing a musical instrument
- **Experiences of business/enterprise including work experience** e.g. part-time jobs, internships, placements, interactions with businesses, LMI, mini enterprise, running a business
- **Volunteering** e.g. clubs, charities, community, activities, events, baby-sitting, visiting the elderly
- **Interests and values** e.g. hobbies, clubs, societies, religion, causes
- **Ambitions and qualifications** e.g. Goals, milestones, review and update, swimming, D of E, Children's University, sports
- **Achievements** e.g. academic and vocational (GCSE, BTEC, A Level) , Apprenticeship, Traineeship

•

3. Content of the proposal

•

- The PEBL will focus on the young person's journey and development of the skills and qualities to ultimately gain employment.

The proposal sets out the background to the development and highlights some of the potential benefits under the following areas:

- Economic growth;
- Young people;
- The wider community;
- Employers;
- Education providers.

It outlines the proposed functions of the PEBL and maps these across to the benefits that are intended. The operational structure and delivery model are illustrated. This plan begins immediately and goes through to 2017/8 with the following phases:

- Research and planning and development (October 2015 to May 2016)
- Pilot (Phase 1) (April 2016-August 2016)
- Roll out (Phase 2) (January 2017 –December 2017)
-

The outcomes and impact for each phase are outlined in the proposal, together with a detailed breakdown of the investment required of approximately.

A number of appendices provide supporting information related to the proposal, which includes learning from elsewhere that has informed the proposal.

4. Recommendations

The Partnership Board is asked to:

- Support the proposed model, functions and benefits outlined in this document;
- Give agreement for the implementation of Phase 1 of the Passport for Employability PEBL, subject to funding;
- Support and advise on potential funding streams to enable a Research and Development stage;
- Support the development of a sustainable funding model, with the support of the Challenge Group, to deliver Phase 2 of the Passport for Employability (PEBL) project;

- Champion the Passport for Employability (PEBL) and its linked development, the Engagement Hub in Bristol.



February 2016

Appendix C – Engagement Hub Summary

LEARNING FOR AND IN WORK CHALLENGE GROUP PROPOSAL: A ENGAGEMENT HUB FOR BRISTOL (EH)

1. Background and process

This proposal results from a recommendation that was made by the Mayor's Education and Skills Commission in its April 2014 final report. Its development was overseen by the Learning for and in Work Challenge Group (LfaiW CG), [REDACTED], which was established by the Learning City Partnership Board (LCPB).

An Engagement Hub Task Group, [REDACTED], has met regularly over the last few months. The task group included a range of stakeholders, including business representatives, education providers and others.

The work was supported by a University of West of England (UWE) intern, Bristol City Council and the Local Enterprise Partnership, to ensure the Bristol model was informed by developments locally, regionally and nationally. Several members of the Task Group contributed directly to the content of the proposal, which was unanimously supported, subject to minor amendments, by the Challenge Group at its meeting on 30 October. It was also shared with business representatives on the Partnership Board, for their early sight and comment.

2. Aim

The Engagement Hub (EH) proposed is designed to connect young people and education providers with targeted Bristol businesses. The aim is to enhance young people's readiness for employment and address identified skills gaps.

The systems and programmes delivered by the Hub will enhance the enterprise and employability of young people, as well as championing specific sector skills, that are required by a growing proportion of Bristol employers. In the first phase these skills will be promoted and developed, with the high-tech, creative, digital and media sector - the target employment areas of the Temple Quarter Enterprise Zone (TQEZ). This will help young people develop transferable skills, highly relevant to the wider

employment market. The work will focus on communities that find it more difficult to make these types of opportunities available to young people and, therefore, contribute to social mobility and fairness in the City of Bristol.

3. Content of the proposal

- The Engagement Hub will focus on quality provision, help to develop and promote best practice in education-business partnerships, whilst creating an infrastructure to support the wider roll out of the work to other sectors and geographic areas.

The proposal sets out the background to the development and highlights some of the potential benefits under the following areas:

- Economic growth;
- Young people;
- The wider community;
- Employers;
- Education providers.

It outlines the proposed functions of the Engagement Hub and maps these across to the benefits that are intended. The operational structure and delivery model are illustrated. This plan begins immediately and goes through to 2018 with the following phases:


- Research and planning (12/15 – 31/3/16)
- Development Phase (1/4/16-30/6/16)
- Phase 1 (07/16-06/17) – Launch and programmes begin
- Phase 2 (07/17-06/18) – Full implementation.

The outcomes and impact for each phase are outlined in the proposal, together with a detailed breakdown of the investment required of approximately ██████ for the first 18 months. Sources of potential funding are identified.

A number of appendices provide supporting information related to the proposal, which includes learning from elsewhere that has informed the proposal.

4. Recommendations

The Partnership Board is asked to:

- Support the proposed model, functions and benefits outlined in this document;
 - Give agreement for the implementation of Phase 1 of the Engagement Hub, subject to funding;
 - Support and advise on potential funding streams to enable a Research and Development stage;
 - Support the development of a sustainable funding model, with the support of the Challenge Group, to deliver Phase 2 of the Engagement Hub project;
 - Champion the Engagement Hub and its linked development, the Passport to Employability in Bristol.
- 

11 November 2015

Appendix D - From 'Deprivation in Bristol' 2015

LSOA11	LSOA11 Local name	Index of Multiple Deprivation		Income Deprivation		Employment Deprivation		Education, Skills and Training Deprivation		Health Deprivation and Disability		Crime		Barriers to Housing and Services		Living Environment Deprivation		Income Deprivation Affecting Children %		Income Deprivation Affecting Older People % older	
		Score	% Rank	%	% Rank	%	% Rank	Score	% Rank	Score	% Rank	Score	% Rank	Score	% Rank	Score	% Rank	children	% Rank	people	% Rank
Lawrence Hill																					
EO1014653	Easton Road	70.57	0.8%	45%	1.0%	37%	0.9%	66.67	3.1%	1.52	4.7%	1.05	9.0%	32.68	15.7%	38.58	15.8%	47%	3.7%	52%	1.9%
EO1014654	St Judes	54.60	4.7%	37%	4.0%	28%	4.8%	44.38	13.1%	0.72	21.2%	1.23	5.5%	29.02	22.9%	48.78	7.6%	40%	8.3%	44%	5.2%
EO1014655	Stapleton Road	63.43	2.0%	41%	2.2%	34%	1.5%	52.66	8.2%	1.10	11.4%	1.05	9.0%	25.84	31.0%	55.32	4.3%	40%	9.0%	50%	2.4%
EO1014658	St Philips	63.01	2.1%	45%	1.0%	31%	2.9%	71.30	2.0%	1.26	8.3%	-0.03	52.0%	27.86	25.7%	45.90	9.5%	50%	2.5%	48%	3.0%
EO1033352	The Dings	36.75	16.8%	20%	24.6%	10%	45.7%	38.31	17.7%	1.14	10.4%	0.72	18.8%	32.96	15.2%	57.53	3.5%	58%	0.7%	51%	2.3%
EO1033353	Old Market & Temple Meads	36.55	17.0%	16%	34.4%	13%	35.0%	26.12	31.4%	1.64	3.6%	0.17	42.3%	40.24	6.3%	51.35	6.2%	27%	24.7%	48%	3.3%
EO1033358	Carbot Circus	62.39	2.2%	37%	4.3%	25%	7.3%	53.95	7.6%	1.75	2.7%	1.03	9.6%	35.65	11.3%	65.42	1.3%	50%	2.5%	55%	1.4%
EO1033355	Redcliffe North	30.56	24.2%	18%	30.7%	13%	33.8%	33.25	22.6%	0.50	28.7%	-0.17	68.4%	26.83	28.3%	60.92	2.4%	36%	12.9%	17%	43.5%
EO1033370	Redcliffe South	58.48	3.3%	35%	5.4%	28%	4.7%	47.81	10.9%	1.63	3.7%	1.39	3.4%	24.70	34.7%	47.81	8.2%	56%	0.9%	41%	7.1%
EO1033356	Barton Hill	59.69	2.9%	39%	2.7%	29%	4.1%	67.22	3.0%	1.51	4.9%	0.27	37.6%	30.05	20.6%	40.42	14.0%	46%	4.2%	47%	3.4%
EO1033369	Newtown	53.24	5.2%	37%	4.4%	25%	7.5%	64.22	3.7%	0.97	14.1%	0.60	23.5%	31.79	17.3%	38.97	15.4%	40%	8.6%	49%	2.7%

Appendix E: data in support of a 6th form centre for OATQ

Figure 1. The current picture of post-16 attainment, completion and retention

Provider (listed by size)	Age range	% achieving 5A*-C inc. Eng & Maths	Number at post-16 students	Number of students at end of A-Level	Number completed Vocational study	Average A-Level point score per pupil	% scoring AAB or higher in 2 facilitating subject
National average (state-funded)						772.8	11.9%
Bristol LA						703.7%	9.0%
City of Bristol College FE	16 +	n/a	4387	87	511	692.6	6%
St Brendan's RC Sixth Form College	16 – 19	n/a	1713	590	185	671.1	4%
St Mary Redcliffe and Temple	11-18	70%	505	226	-	751.8	15%
Redland Green School (North Bristol Post 16 Centre)	11-18	82%	405	172	13	804.90	20%
Cotham School (North Bristol Post 16 Centre)	11-18	77%	383	141	18	706.1	11%
City Academy	11-18	29%	215	64	42	543.40	3%
Bristol Cathedral Choir School	11-18	76%	169	50	-	702.90	10%
Colston's Girls' School	11-18	83%	126	49	-	700.50	14%
Ashton Park School	11-18	56%	167	55	17.6	652	9%
Bristol Brunel Academy	11 -19	48%	80	8	5	596	0%
Oasis Academy Brislington	11-18	44%	73	2	13	-	0%
Bristol Metropolitan Academy	11-19	54%	71	1	4	-	-
Oasis Academy John Williams	11-18	52%	57	5	13	504.60	0%
Merchants' Academy	3- 18	45%	50	15	14	621.2	7%
St Bede's RC School	11-18	76%	34	-	-	-	-

Figure 2. Value-added outcomes compared with number of A-level entries for post-16 centres in Bristol.

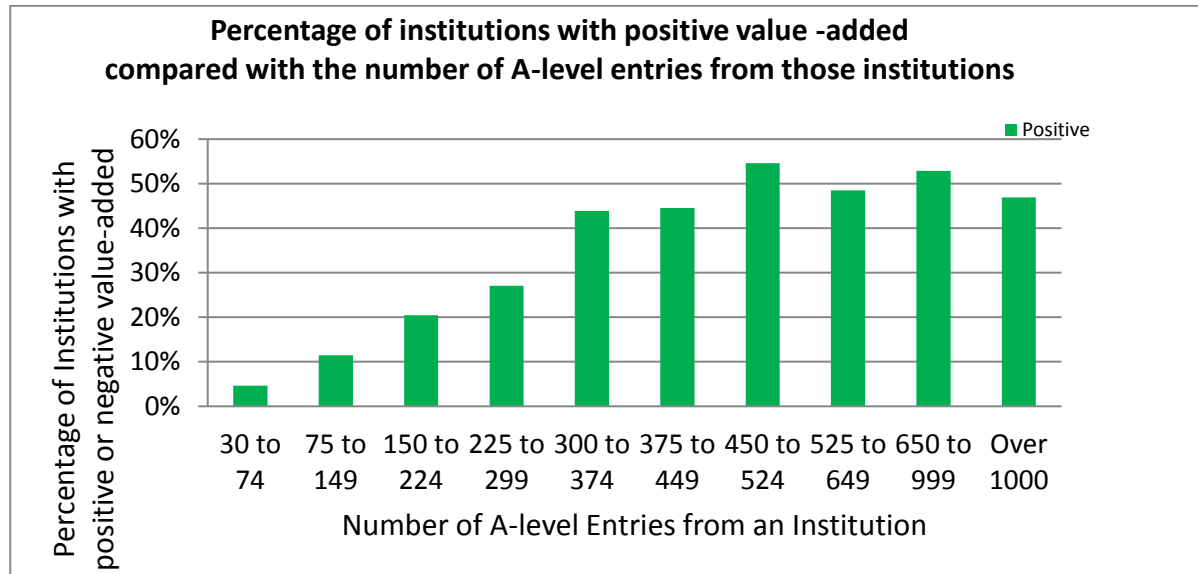
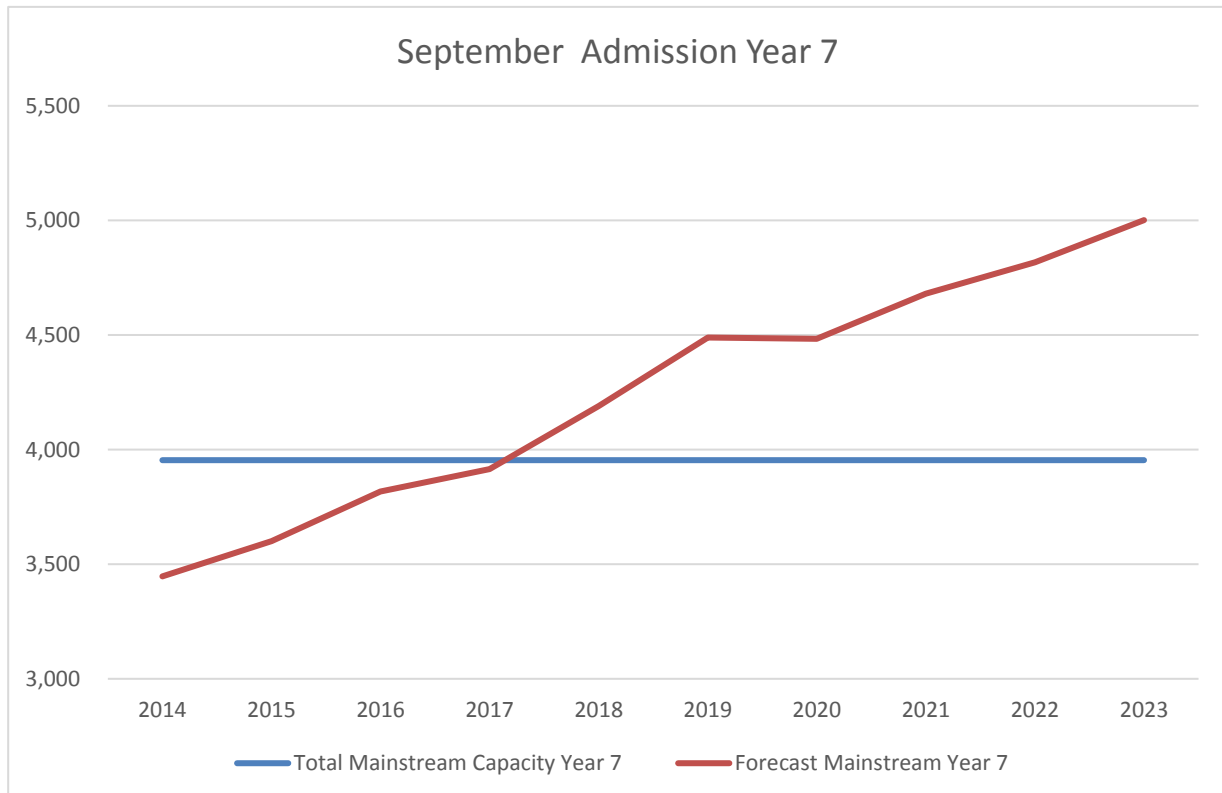


Figure 3. Destinations Data for 2013/14

KS4 Local Authority: Percentage of the 2012/13 KS4 cohort going to, or remaining in, an education or employment destination in 2013/14																		
Year: 2013/14 (Revised)																		
Coverage: Local Authorities																		
Percentage going to a sustained3 education destination																		
Percentage going to a sustained3																		
Percentage not recorded in the measure																		
Mainstream																		
Code	Local	Author	Region	Number of students2	Overall education or employment/training destination4	Any education destination5	Further education college	Independent school	Other further education provider6	School sixth form - state funded	Sixth form college	Apprenticeships10	Sustained education combination destination11	Sustained employment and/or training destination12	Sustained education / employment / training combination destination16	Destination not sustained17	Destination not sustained/recorded in NEET18	Activity not captured in data19
ENGLAND - Mainstream schools (state-funded only)				561,110	92%	90%	34%	-	4%	39%	13%	5%	-	1%	1%	5%	2%	1%
801	Bristol City of	South West		3,160	89%	87%	34%	1%	4%	37%	10%	5%	1%	1%	1%	8%	2%	1%
208	Lambeth	Inner London		1,840	91%	90%	28%	-	1%	48%	13%	2%	-	-	-	7%	-	2%

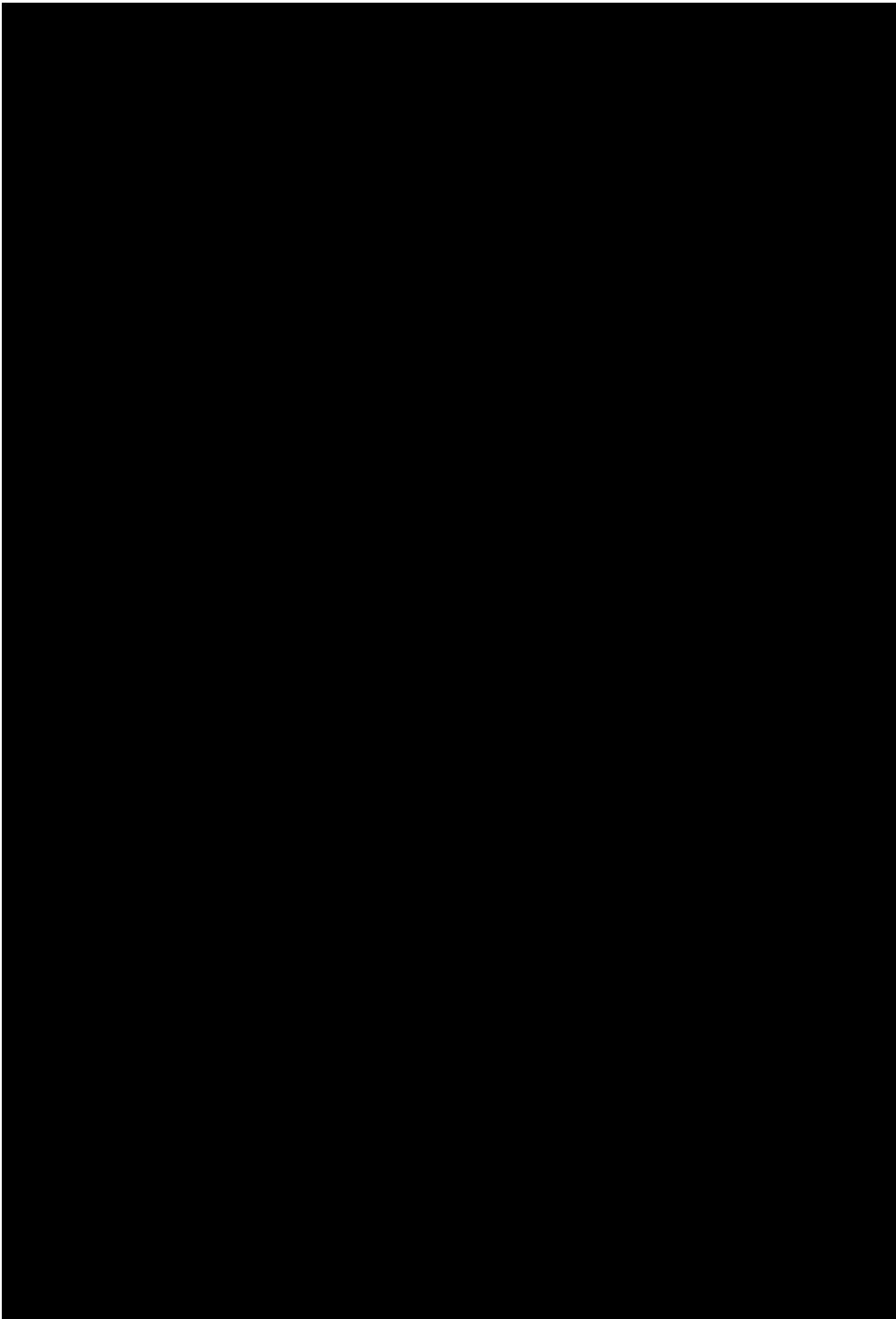
Appendix F – Shortfall in Year 7 places, Bristol

Surplus/Shortfall in Year 7 Capacity			
	Success Model (+0.25% pa)		
September Admission Year (January Census)	Total Mainstream Capacity Year 7	Forecast Mainstream Year 7	Shortfall in Year 7
2014	3,954	3,447	507
2015	3,954	3,601	353
2016	3,954	3,818	136
2017	3,954	3,915	39
2018	3,954	4,190	-236
2019	3,954	4,490	-536
2020	3,954	4,483	-529
2021	3,954	4,680	-726
2022	3,954	4,818	-864
2023	3,954	5,001	-1,047



Appendix G

Pupil Hotspot Map for Bristol



- Proposed location of Oasis Academy Temple Quarter

Appendix H

Growth in Primary numbers in locality of proposed OATQ

	From	To	Increase	Distance
Hannah Moore Primary	30	60	30	0.1m
Cathedral Primary	0	60	60	0.8m
Millpond Primary	30	60	30	1m
The Dolphin School	0	60	60	1m
Colstons Primary	60	90	30	1m
Bannerman Road Primary	45	60	15	1m
St Weburgh's Primary	26	52	26	1.2m
Southville Primary	30	90	60	1.2m
Whitehall primary	60	90	30	1.3m
Christ Church Primary	45	60	15	1.5m
St Annes's Primary	60	90	30	1.5m
South Street School	30	60	30	1.5m
TOTAL	416	832	416	

Appendix I

[REDACTED]
Sent: 29 February 2016 18:08

[REDACTED]
Subject: Secondary School Demand

Dear [REDACTED]

Thank you for your request for information regarding demand for school places in the central/east area of Bristol. I have attached a map to give an indication of the number of pupils due to transfer to secondary school in September 2016 that we were unable to offer a 'preference' school. This is those that did not qualify for a place at any of their 3 preferences and so have to be offered an alternative school. As an indicator of the levels in central/east area we estimate there around 90 to 100 children within a 1km distance of Temple Meads station (used until a school site is identified) that could not be offered a preference school for 2016.

There are no unallocated places in any secondary schools in the East Central secondary school place planning area and no unallocated places in the North secondary planning area schools except Henbury school, which is over 5 miles from Temple Meads station.

I hope this information is helpful.

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Council services online: <http://www.bristol.gov.uk/service>

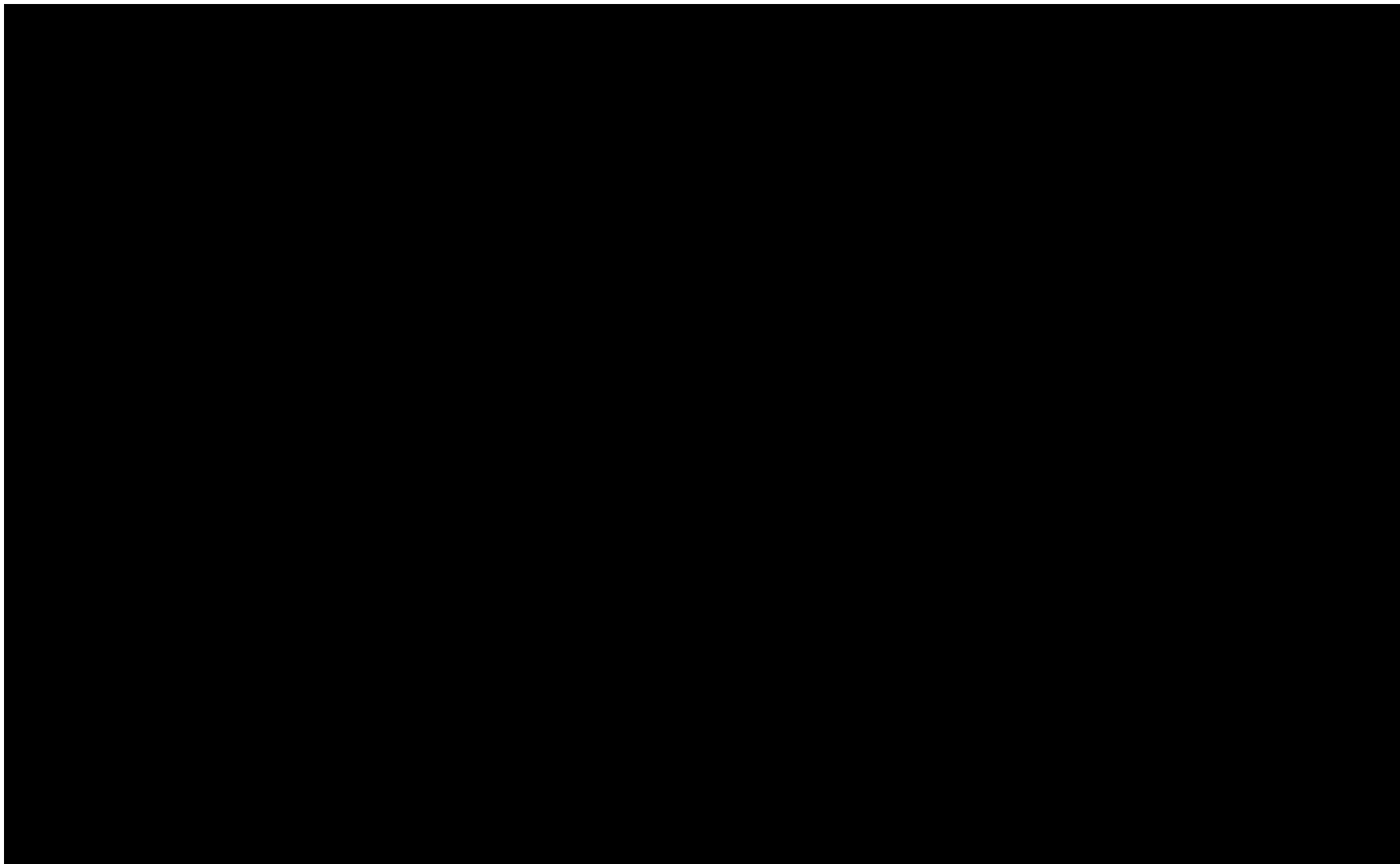
Keep up to date with the latest council news and sign up to our monthly email newsletter:
<http://www.bristol.gov.uk/ournews>

Have your say on consultations and view our webcasts: <http://www.bristol.gov.uk/consult>

Appendix J – Parents in Bristol who were not offered a school which was their 1st, 2nd or 3rd preference



Proposed Location of OATQ



Appendix K

1) [Redacted]



[Redacted]
[Redacted]
[Redacted]

[Redacted] [Redacted]
[Redacted] [Redacted]
[Redacted] [Redacted]
Date 29 February 2016

Dear [Redacted]

RE: Bristol Learning City Free School Bid

I would like to take this opportunity to formally endorse the high quality innovative Free School bid which is being submitted by Oasis on behalf of the Bristol Learning City Partnership.

You will be aware that the Learning City partners worked together to identify the characteristics of a new secondary school, which will meet the needs of our City. Five strong bids were received and, after a rigorous assessment process including presentations to a panel of Learning City partners, the decision was unanimous.

The Learning City Panel judged the submission by Oasis to be outstanding, with an exciting and visionary approach to developing this vitally important provision in or adjacent to the Temple Quarter Enterprise Quarter.

I just wanted to be emphasise that Bristol is excited about this development and is committed to working in partnership with the Regional Schools Commissioner.

I look forward to hearing from you soon.

Yours sincerely

[Redacted Signature]

Appendix K
2) Letter from [REDACTED]



[REDACTED]

Date 26 September 2016

Dear [REDACTED]

RE: Oasis Academy Temple Quarter Free School Application

I am delighted to support the Oasis Academy Temple Quarter Free School application. I know that Oasis have worked very closely with a wide range of partners in both the Bristol's Learning City Partnership and the Temple Quarter Enterprise Zone to develop a vision for the new free school which will ensure that every young person, irrespective of their socio-economic background, gender or ethnicity, will leave the academy excited about their future, with the competence and character to fulfil their dreams and live a happy and successful life.

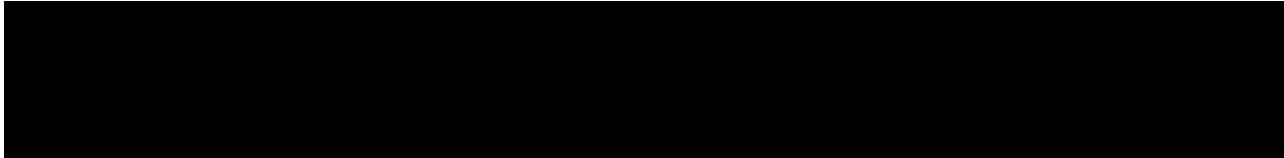
In particular, the ambitions associated with the development of Oasis Academy Temple Quarter will create a flagship school and community asset, showcasing how business and education can work together to grow cities and transform communities.

I am excited about the development of an academy in the central and east district of Bristol, which will service a disadvantaged community and have a transformational impact on the provision of outstanding education for children and young people, as well as the local community.

The cornerstones of Bristol's Learning City are crucial to achieve our vision: learning for and in work; learning in education; learning for everyone; and learning for life. An integral aspect of Oasis' plans are to ensure that the Academy opens its door, so that the school is as busy at 9pm at night as it is at 9am in the morning. The energy of the Academy will come not only from young people thriving in their learning, but also from business-to-business engagement at networking breakfasts, co-construction of work-based projects, or over shared mentoring experiences; as well as from community members enjoying the facilities of the Academy by attending courses, setting up their own micro business in our Engagement Hub, or sharing stories in the restaurant and community cinema.

Officers at Bristol City Council have worked closely with senior colleagues in Oasis to identify potential sites on which to construct an iconic building to bridge the gap between the worlds of business and education; by matching the inspirational buildings of the TQEZ, the Academy will play a pivotal role in transforming this area of Bristol.

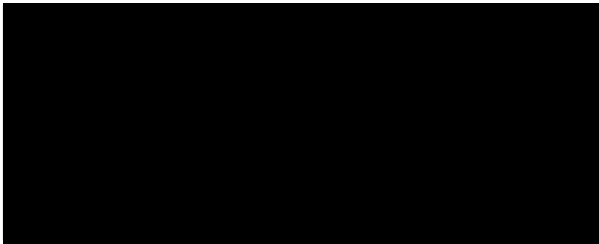
Not only that, I believe it could contribute significantly to 'place-making', which is set out in the vision for Bristol as a designated 'Learning City'. The Integrated Capital Strategy for Bristol 2015 advocates that buildings should be sympathetic to their surroundings; enhancing community and urban design – and facilities – to boost social equality and sustainable enterprise.



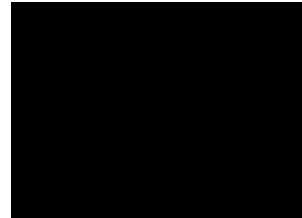
The Oasis Temple Quarter Academy Free School application is the preferred bid for the Learning City Partnership and the TQEZ. It will meet the urgent need for places in the city, deliver first-class, innovative education and provide a hub for local neighbourhoods. Oasis has played an important role in securing improvements in the quality of education and in developing a very strong reputation for parental engagement and outreach work to secure the confidence of local communities in a number of areas within the city of Bristol.

If you require any further information regarding this submission, please do not hesitate to contact me.

Yours sincerely







19 September 2016

To whom it may concern

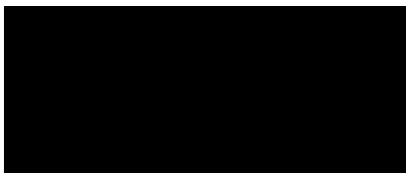
The University of Bristol is pleased to support the application by the Oasis Academy Trust in their bid to develop the new Oasis Academy Temple Quarter free school. The aims of the school align closely with the University of Bristol's educational objectives. The emphasis on the importance of the 'stairs' to personal growth, work experience, enterprise learning and social action programmes creates exciting opportunities for us to work in partnership for the benefit of students at the school and the city of Bristol as a whole.

We look forward to the possibility of developing mentoring schemes between learners at the school and our own undergraduate and postgraduate students. We are excited by the focus on developing the core curriculum for post 16 students and support the partnership model proposed with business partners, the Apprenticeship Service, the City of Bristol Council and other providers of post 16 education in the city including St Mary Redcliffe and Temple School and the Colston's Girls' School Trust.

As part of the University's longstanding widening participation agenda we plan to extend existing interventions such as Access to Bristol, an academically focused, eight week programme for learners in years 12 to target students in the school. This will be in addition to access to our summer school programme, mentoring and tutoring schemes and lecture programmes. Evidence from the schemes outlined indicates the significant impact they have on raising the aspirations and attainment of students from under-represented groups to apply for, and progress to, higher education (including the most selective institutions). We will also extend the Bristol Scholars Scheme – an innovative new intervention by the University to provide up to five guaranteed places to students with high potential – to the school.

We look forward to hearing the outcome of the application and, if successful, to developing a strong and enduring partnership between the school and University of Bristol.

Yours sincerely



Appendix M: Extracts of headlines and survey results from BS5 parents' group survey

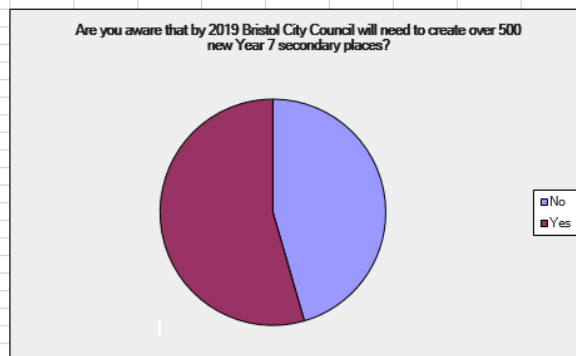
200 people responded to the survey. Key findings are:

- 100% of respondents felt it was “very important” or “quite important” that the views of the local community are considered in the creation of more school places for BS5.
- 46% of respondents would be interested in being involved in a community group that sought to influence the development of a school in the Temple Quarter

BS5 Secondary Education Questionnaire

Are you aware that by 2019 Bristol City Council will need to create over 500 new Year 7 secondary places?

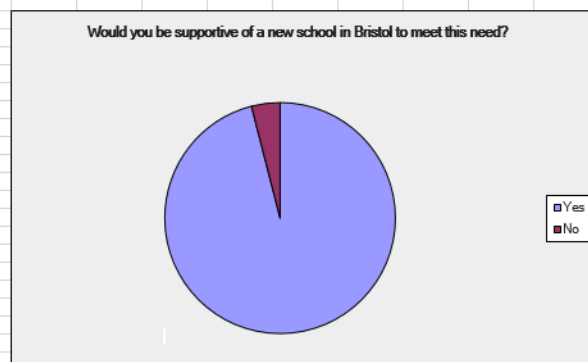
Answer Options	Response Percent	Response Count
No	45.5%	91
Yes	54.5%	109
<i>answered question</i>		200
<i>skipped question</i>		0



BS5 Secondary Education Questionnaire

Would you be supportive of a new school in Bristol to meet this need?

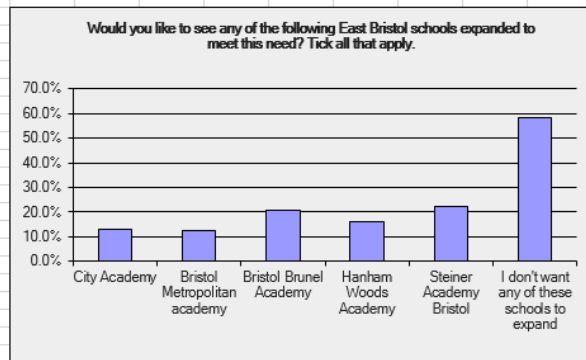
Answer Options	Response Percent	Response Count
Yes	96.0%	192
No	4.0%	8
<i>answered question</i>		200
<i>skipped question</i>		0



BS5 Secondary Education Questionnaire

Would you like to see any of the following East Bristol schools expanded to meet this need? Tick all that apply.

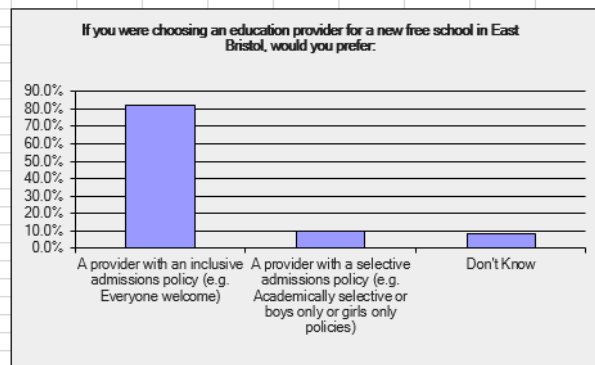
Answer Options	Response Percent	Response Count
City Academy	12.8%	23
Bristol Metropolitan academy	12.3%	22
Bristol Brunel Academy	20.7%	37
Hanham Woods Academy	16.2%	29
Steiner Academy Bristol	22.3%	40
I don't want any of these schools to expand	58.1%	104
<i>answered question</i>		179
<i>skipped question</i>		21



BS5 Secondary Education Questionnaire

If you were choosing an education provider for a new free school in East Bristol, would you prefer:

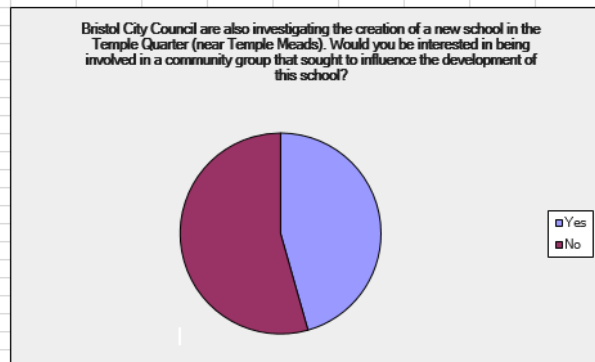
Answer Options	Response Percent	Response Count
A provider with an inclusive admissions policy (e.g. Everyone welcome)	82.4%	164
A provider with a selective admissions policy (e.g. Academically selective or boys only or girls only policies)	10.1%	20
Don't Know	8.0%	16
<i>answered question</i>		199
<i>skipped question</i>		1



BS5 Secondary Education Questionnaire

Bristol City Council are also investigating the creation of a new school in the Temple Quarter (near Temple Meads). Would you be interested in being involved in a community group that sought to influence the development of this school?

Answer Options	Response Percent	Response Count
Yes	45.6%	89
No	54.4%	106
<i>answered question</i>		195
<i>skipped question</i>		5





24th September 2016

Dear Regional Schools Commissioner,

Engine Shed is taking a long term view of economic development using its hosting of strategic activities such as the world's no.1 business incubator for high-tech businesses, the Local Enterprise Agency, the inward investment service and hubs for multiple business organisations, its prime location in the Enterprise Zone, its iconic, Brunel-designed facilities, significant local, national and international connections and a small seed fund to drive relevant projects.

We bring together 4 universities, 4 local authorities as well as high-tech, low-carbon and creative business and have identified a number of themes as critical to long-term, sustainable and inclusive economic growth. Raising aspirations, showcasing exciting local career opportunities and demonstrating the array of pathways for young people is a priority for us and we have already developed relationships with a number of organisations and schools – including Oasis Academy Brightstowe – to use what we have to help make sure we have a richly diverse pool of talent to fuel the growth of innovative businesses in the future.

The Enterprise Zone has a target of 17,000 jobs by 2035 – not only do we want most of those jobs to be filled by local people, they have to be. So, a secondary school that pump-primes the required talent pool from local communities is mission critical: the filling of those jobs drives the increase in business rates which allows the City Council and LEP to re-invest in the City-region to benefit future generations. Currently we have a gap in the provision of secondary education that can exploit the opportunity and deliver a rich and far-reaching set of outcomes.

Engine Shed is able to adopt a 15 year horizon and so the prospect of having an inclusive-intake secondary school very local to us is hugely exciting. This would complement the work we are already doing with local primary schools. We cannot emphasise enough the hard, economic imperative of raising aspirations, and providing access, to the currently disadvantaged areas of Lawrence Hill and Barton Hill. These are areas rich with diverse young people and our creative and high-tech businesses need those kids to be available – skilled and motivated – for the businesses we are growing now.

We would expect to work closely with the new management, as soon as the bid is confirmed, to develop an integrated plan that takes advantage of the work we have done, such as blurring the boundaries between business and education to help support the engagement, real life learning and employability skills of young people. This would help

bring business (whether for-profit or not-for-profit) into the school and get school students into the workplace in an embedded and meaningful way. We already provide some managed work experience weeks for students, where they spend a number of part-days with a selection of exciting high-tech businesses and a partnership with OATQ would make that much easier for us. We could offer some 'premium work experience' placements to a select few students, each year, as an incentive.

If useful, we will assist with co-creation of curriculum with business and our local universities to ensure real life opportunities and relevant and expert content. We can also provide opportunities for developing soft skills and cultural / social / economic experiences, and activities before and after school. Our venue is to be shared and through our connections, we will be able to connect OATQ with other local organisations, very easily.

As [REDACTED], in the South West, I can confirm that we are extremely keen to help develop entrepreneurs and business leaders of the future and strongly believe that an awareness of what good leadership means, will help students regardless of whether they will become business leaders or not. We will support this project as best we can, from the IoD Bristol Branch.

Yours sincerely,

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

For reference:

The Science Research Foundation is a wholly owned subsidiary of the University of Bristol and currently delivers two projects: SETsquared and Engine Shed.

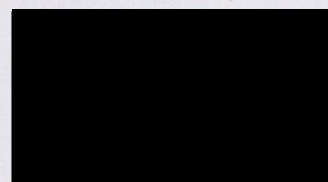
The Bristol SETsquared Centre, ranked joint best in the 2015 global UBI ranking of University Business Incubators, is located in Bristol's Engine Shed which was created to generate and encourage innovation through collaboration and networks. It currently supports 68 high-tech, high-growth businesses employing over 1000 people, between them.

Housed in Brunel's original station, dating back to 1841, Engine Shed opened its doors in 2013 as a collaboration between Bristol City Council and the University of Bristol to house some key activities in the City and to stimulate economic growth in the Enterprise Zone. It contains a number of 'Components', including the Bristol SETsquared Centre, the Local Enterprise Partnership office and the Inward Investment Service that together make an exciting hub for activity where entrepreneurs, business leaders, academics, students and corporates can collaborate, inspire and be inspired, enable and be enabled. It showcases the strengths and innovations of the Bristol and Bath city region in an informative and inspiring way and actively stimulates projects which help deliver a long-term, sustainable and inclusive local economy.

Appendix O: letter of support from Steve West: Vice-Chancellor of UWE, Chair of the CBI in the South West, Chair of the West of England Initiative and Business West, Chair of Bristol Learning City Board.



University of the
West of England



26 September 2016

To whom it may concern,

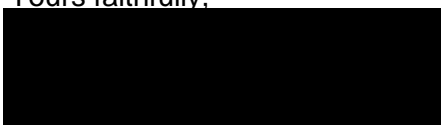
I am pleased to support the application by Oasis Community Learning in their bid to develop the new Oasis Academy Temple Quarter free school. The aims of the school are in line with the objectives of Bristol as a Learning City, and the emphasis of the school on personal growth, enterprise learning and social action programmes – as well as being a community resource – will benefit our young people and the city of Bristol as a whole.

The ambitions associated with the development of Oasis Academy Temple Quarter will service a disadvantaged community and aims to have a transformational impact on the provision of outstanding education for children and young people, as well as the local community. Their vision to create a flagship school and community asset, showcasing how business and secondary, further and higher education can work together to grow cities and transform communities, is an exciting one.

From my work with the CBI, the West of England Initiative, the Local Enterprise Partnership, and various other organisations, I am clear that the young people from our most disadvantaged communities will benefit from the school's focus on aspiration, employability skills, 'real-life' curriculum and meaningful experience of work; I know that Oasis Community Learning are working with various partners in the Temple Quarter Enterprise Zone and the Learning City Partnership to develop their vision. All young people need to be prepared to maximise their potential as they contribute to society and the economy; it is clear that they need to develop both competence and character in order to live happy and successful lives.

I look forward to hearing the outcome of the application and, if Oasis Community Learning are successful in this bid, I would be pleased to support them in their work.

Yours faithfully,



Appendix P: Student Voice workshop results

OVERALL:

80.8% of Oasis Year 10 students (who will be Year 12 in 2018) said they would consider Oasis Academy Temple Quarter as a 6th form.

Key strengths:

- Links to business, charities and Universities
- Course offer & 'real life' experiences in the curriculum and the school
- Facilities
- Location

Examples of student comments on the feedback forms:

'it seems really focused on the future'

'it has so much to offer'

'it sounds like my dream school'

'this should happen in all Oasis schools'

'I feel like it would prepare me for adult life'

'It's so different from anywhere else; I'd be proud to go there'

'the location is well chosen, at the heart of the city – I'd love to go there!'

'involving business will give pupils a better understanding of what they are learning; it will also probably open up more career opportunities'

Oasis Academy John Williams – Year 10 students (Year 12 in 2018)

- **139 total responses**
- **80% (111 students) said that they would consider OATQ as a 6th form**
- **20% (28 students) said that they would not consider OATQ as a 6th form**
- **75% (104 students) thought the links to business, charities and Universities was a strength of the vision**
- **70% (97 students) thought the course offer was a strength of the vision**

Of the 111 students who would consider OATQ as a 6th form, the key reasons for their choice are as follows, in rank order:

- 1) The facilities eg cinema, restaurant, MUGA.
- 2) Real-life experiences and work-related projects in the curriculum
- 3) The vision of the school to prepare students for work and life
- 4) The location and proximity to central Bristol and business
- 5) The opportunity to stay before and after school for mentoring / study support
- 6) The opportunity to engage in community and volunteering work
- 7) It sounds exciting / fun

Of the 28 students who would not choose OATQ:

- 20 students thought the links with business were really appealing, and 21 thought the courses on offer are useful and a good offer.
-

Their reasons for not considering OATQ are:

- Distance from home (10 students)
- A desire to go to specialist institutions – eg Access to Music, Bristol City football academy (5 students)

- A desire to go to a large 6th form college rather than a school 6th form (11 students)

Oasis Academy Brislington – Year 10 students (Year 12 in 2018)

- 130 total responses
- 82% (107 students) said that they would consider OATQ as a 6th form
- 18% (23 students) said that they would not consider OATQ as a 6th form
- 82% (106 students) thought the links to business, charities and Universities was a strength of the vision
- 92% (119 students) thought the course offer was a strength of the vision

Of the 107 students who would consider OATQ as a 6th form, the key reasons for their choice are as follows, in rank order:

- 1) Real-life experiences and work-related projects in the curriculum
- 2) It sounds exciting / fun
- 3) The vision of the school to prepare students for work and life
- 4) The facilities eg cinema, restaurant, MUGA.
- 5) The location and proximity to central Bristol and business
- 6) The opportunity to stay before and after school for mentoring / study support
- 7) The opportunity to engage in community and volunteering work

Of the 23 students who would not choose OATQ:

- 12 students thought the links with business were really appealing, and 15 thought the courses on offer are useful and a good offer.

Their reasons for not considering OATQ are:

- Distance from home (7 students)
- A desire to go to specialist institutions – eg Access to Music, Bristol City football academy (3 students)
- A desire to go to a large 6th form college rather than a school 6th form (13 students)

Oasis Academy Brightstowe – Year 10 students (Year 12 in 2018)

- 106 total responses
- 81% (85 students) said that they would consider OATQ as a 6th form
- 19% (21 students) said that they would not consider OATQ as a 6th form
- 97% (103 students) thought the links to business, charities and Universities was a strength of the vision
- 92% (98 students) thought the course offer was a strength of the vision

Of the 85 students who would consider OATQ as a 6th form, the key reasons for their choice are as follows, in rank order:

- 1) Real-life experiences and work-related projects in the curriculum
- 2) The location and proximity to central Bristol and business
- 3) The facilities eg cinema, restaurant, MUGA.
- 4) The vision of the school to prepare students for work and life

- 5) The opportunity to stay before and after school for mentoring / study support
- 6) The opportunity to engage in community and volunteering work
- 7) It sounds exciting / fun

Of the 21 students who would not choose OATQ:

- 19 students thought the links with business were really appealing, and 15 thought the courses on offer are useful and a good offer.

Their reasons for not considering OATQ are:

- Distance from home (9 students)
- A desire to go to a large 6th form college rather than a school 6th form (8 students)
- A desire to go to specialist institutions – eg Access to Music, Bristol City football academy (4 students)



Marketing Strategy:
Oasis Academy
Temple Quarter
Oasis Community Learning

August 2016

Introduction

The purpose of this document is to determine the strategy for marketing Oasis Academy Temple Quarter – Oasis Community Learning’s Secondary Free School which we hope to open in Bristol in September 2018. The scope of the strategy will be the period from Spring 2017, to the academy opening in September 2018.

This strategy outlines how each of the communications objectives will be met over the period from Spring 2017 to the academy opening in September 2018. We have identified and prioritised the key stakeholder groups, recommended appropriate messaging relevant to each group and defined the best channels through which they can be reached. This will ensure all our stakeholders will receive accurate, timely information contained within engaging and clear materials in order that they will be informed about the new school, and prospective parents and carers can make an informed decision about making the new school their first choice preference for admissions.

Phase 1 will cover marketing for the new School to ensure it has a full cohort of pupils on opening. It will include some activities key to the retention of applicants post-application.

Phase 2 (some of which will run concurrently with Phase 1) includes a consultation period. I have outlined a strategy which has as its objective informing and enthusing stakeholders about the proposed School and providing a range of ways in which they can feed back their views. It is also intended to allow local residents and key stakeholders the opportunity to comment on our proposals for the school site.

The strategy outlines the target audiences, and the messages and communications methods important to secure support from key stakeholders in the consultation phase. It also defines the key marketing objectives and outlines activities to achieve these.

1) Strategic approach

This strategy illustrates how the Oasis team responsible for delivering the school, will reach out to local stakeholders with the aim of sharing information and giving them the opportunity to share their view on the proposals. Our communications will clearly set out the call to action and the benefits of responding in the materials we produce. We have set out a range of deliverables which will ensure that each stakeholder has more than one opportunity to access information and respond to the consultation process. However, we will ensure that the calls to action are limited and easy to carry out e.g. fill in a form – either paper or online, respond by e-mail, telephone or attendance at a meeting. Thus our approach will be strategic and measurable.

The consultation and marketing materials will position Oasis Academy Temple Quarter as a new valuable, additional educational choice for parents, living in the Central/East area of the City, who are interested in a local, co-educational, non-selective, secondary school, with strong partnerships to the local primary schools to ensure continuity of education from primary to secondary school, and strong partnerships with business across the Temple Quay and Temple Quarter area. Oasis Academy Temple Quarter will be a school where every child is known by name, where every child is developing competence and character, and will offer excellent standards of academic and pastoral care to young people as they go through their teenage years. The messages used throughout the text will embody the Oasis ethos and values and position the school as one with a strong academic rigour but with all the benefits that being part of the Oasis family of academies brings. The consultation materials will show that Oasis Community Learning has the capacity and experience to deliver a new secondary school where there is a dire need for more school places.

This strategy demonstrates how to approach each of Oasis Academy Temple Quarter's audiences via appropriate channels with messages that are meaningful, timely and accurate. Each communications deliverable will make it clear that we are seeking views and will provide detailed information on how stakeholders can feed back.

We will monitor online forums and message boards and respond, where appropriate, with clear information.

2) Marketing objectives

- To ensure that as of September 2018 the school has a full cohort of pupils/ maximises student recruitment opportunities
- To ensure that parents of younger primary school children are aware of the new school and the increased choice this brings.
- To present the school as a local, co-educational, non-selective school as a new option for families living in the Central/East area of the city.
- To present the academy as an attractive employer for prospective teaching and support staff.
- To present the academy as an attractive partner for local employers and community organisations in Temple Quarter
- To raise the profile of Oasis in the local area as we begin to develop a new Hub.

3) Key messages

- Oasis Academy Temple Quarter will open in September 2018 with an initial intake of 240 Y7 students
- Oasis Academy Temple Quarter will offer the National Curriculum to students aged 11-19.
- There will be an emphasis on strong academic rigor, character and employability skills development, and high expectations for all students. Oasis Academy Temple Quarter students will be encouraged to be the best they can be.
- Close partnerships will be developed between Oasis Academy Temple Quarter and the local primary schools in the area. The aim will be to create a seamless transition from primary to secondary school.
- Close partnerships will also be developed with Temple Quay and Temple Quarter businesses.
- Oasis Academy Temple Quarter students will leave education with the competence and character to be employable and employed.
- Oasis Academy Temple Quarter will develop a set of strategic partnerships with local organisations in order to provide a host of enrichment opportunities to students and their families.

- Oasis Community Learning will work with Bristol City Council to ensure Oasis Academy Temple Quarter becomes part of the local family of schools in the borough, a valuable community resource, and a truly flagship school for the Learning City.

4) Audiences

- Parents/carers of prospective Year 7 students in 2018
- Parents/ carers of younger pupils living locally
- Local councillors
- Local MP – Thangam Debbonaire (Labour MP for Bristol West)
- Individuals and community groups, especially those working with children and families
- Local media
- Faith groups
- Local and National Media
- Local Education Community
- Oasis Academies and Oasis Central staff nationwide
- Department for Education
- New Schools Network

5) Channels

We will use a full range of channels to reach stakeholders

Leaflets/ Flyers

Leaflets advertising Open Evenings and Consultation Meetings will be delivered to Y5 and Y6 parents through the local primary schools. They will also be handed out on the school gates close to the Open Admissions Evenings.

Leaflets and posters will be displayed in Hannah More Primary School, Bannerman Road Primary School, Whitehall Primary School, the Somali resource centre, churches, community centres, libraries, and other local venues.

Website

The website www.oasisacademytemplequarter.org will be live as soon as consultation starts. The content of the website will grow and be updated regularly as the plans for the school develop e.g. partnerships, staff appointments etc. It will be an invaluable channel with FAQs, site updates, information on recruitment and have downloadable information e.g. admissions policies, Parent Handbook and press releases for the new school. Key documents will be translated into the most commonly spoken languages in Bristol and available to download from the website. All marketing communications will feature the address of the website.

Online fora and message boards

We will create a thriving Facebook Page – Oasis Academy Temple Quarter - and a dedicated Twitter Feed [REDACTED]. These will be regularly maintained and postings by users checked.

Meetings

Open Admissions Evenings will be held on dates tbc. In addition, meetings will be held at local primary schools at the beginning or end of the school day to engage with parents who are unable to attend public meetings.

Public Consultation Meetings will be held throughout the Autumn of 2017 and the Spring of 2018. In addition, we may offer additional 'drop-in' sessions at local primary schools such as Hannah More, in the Engine Shed, and in community venues, where key members of the Oasis team will be available over a period of two hours for stakeholders to 'drop in', ask questions, find out more about the project, share their views and feedback face-to-face and fill in a questionnaire.

Media

A media list is to be found below. Media releases will be sent out on a regular basis at key milestones in the project e.g. appointment of Principal Designate to keep the local press informed.

A media release will be issued during the consultation period announcing the start of the consultation and giving dates of the meeting.

Local media will be advised of the consultation start date and the dates of key meetings.

Media List:

- The Bristol Post
- BBC Bristol
- BCFM
- SAM FM
- Local publications

Parent Information Booklet

We will produce a short booklet which sets out the vision for the new academy, the proposed curriculum, admissions, information about Oasis etc. This will be revised and reprinted during the pre-opening period to include a welcome from the Principal Designate when they are appointed and the curriculum model as this is developed.

Bristol 'A-Z list of Bristol Secondary Schools' and 'A guide for parents and carers on applying for a secondary school place for the school year 2018-2019'

Oasis Academy Temple Quarter will be featured in the local authority publication for admissions in 2018-19. This means that parents living in the borough will see information about the new Free School alongside the other secondary school options. These publications are available online and distributed to every Year 6 pupil living in the borough as well as being available at local authority venues – health centres, leisure centres and libraries.

6) Branding

The school will be given a distinct brand identity within the established Oasis Brand. This brand will be used across a range of deliverables including stationery, website, signage, uniform and prospectuses etc.

7) Consultation period – February – April 2017 (dates tbc)

Agree FAQs and ‘Lines to take’

A set of FAQs and ‘Lines to take’ have been prepared which are specific to Oasis Academy Temple Quarter but which also answer FAQs on Free Schools in general.

Website

Stakeholders will be able to complete the consultation questionnaire online through a link to Survey Monkey from the Oasis Academy Temple Quarter website

Consultation Booklet

A Consultation leaflet will be produced with a tear-off questionnaire, returnable to a Freepost address with a print run of 2,000 copies. The print run will allow us to reach all appropriate outlets in the area.

The booklet will be distributed to a wide range of stakeholders. The leaflet will also be available on the website as a downloadable PDF, ensuring that it is accessible to all. The booklet will be translated into the most commonly-spoken languages and available as a downloadable PDF from the Oasis Academy Temple Quarter website.

Covering letter/email to stakeholders

Other than where the leaflet will be given out in person or via a community venue, we will use covering letters and e-mails with the consultation leaflets. These will be tailored to the recipient but will follow broadly similar lines and include a strong call to action so that stakeholders feel actively invited to take part in the consultation.

8) Stakeholders

A number of sites are currently under consideration by OCL and the EFA. While negotiations to secure the site are continuing, the proposals made in this paper make the assumption that the school will be based in the area in the north of the TQEZ and adjacent to Temple Quay for the purposes of our stakeholder mapping.

Stakeholders have been identified as:

- a) Parents of children who have applied/ will apply for places in Year 7 in 2018
- b) Prospective parents and carers for future years.
- c) Prospective staff
- d) Local residents
- e) Local councillors
- f) Thangam Debonnaire MP (Labour Party)
- g) Planning Officers at Bristol City Council
- h) Members of the Planning Committee
- i) Local primary and secondary schools (including Hannah More, Whitehall Primary and Bannerman Road)
- j) Local business community (including Engine Shed, PwC, Burges Salmon, Boomsatsuma, Business West, IoD)
- k) Local media and bloggers
- l) Oasis Academy Temple Quarter Facebook Group
- m) Oasis Academies and Oasis Centre Staff
- n) Department for Education

OASIS ACADEMY TEMPLE QUARTER

MARKETING ACTIVITY IN PRE-OPENING PHASE

Engagement type	Date	Who was this aimed at?	What was/ is expected impact?	What actions were taken forward?
Media Release announcing that OA Temple Quarter has moved into pre-opening		All Stakeholders	Stakeholders made aware that new school has been approved by the DfE	
Group e-mail to all parents/ carers and wider community members to inform them about the Free School moving into the pre-opening process		Supporters of the Free School proposal and prospective parents/ carers	Any persons that have already pledged support to be kept informed of progress	
Local MP, Mayor, and local councillors informed by letter and e-mail that the school is moving into the pre-opening phase		Local MP Local Councillors	Positive e-mails in response	
E-mail to partners who supported the Free School bid advising that school is moving into pre-opening phase		Local Business Partners	Positive e-mails in response	Follow-up meeting dates set
Announcement of Free School Bid approval by DFE in Academies Bulletin		Oasis Academy Staff and Principals	Positive support for the project	
Regular updating of social media feeds		All Twitter followers and Facebook Friends	Positive support for the project	

Admissions Meeting at Hannah More Primary School		Y4 and Y5 parents at Hannah More Primary School	Positive support for the project	Further meetings planned
Video clip recording of [REDACTED] vision for OA Temple Quarter		All stakeholders	Video clip to be uploaded to website and used at all Open Evenings and Consultation Meetings	
Letter to local Primary and Secondary Headteachers inviting them to consultation meetings	TBC	Primary and Secondary Headteachers	dialogue	
Engagement type	Date	Who was this aimed at?	What was/ is expected impact?	What actions were taken forward?
Open Evening Poster 1 on display		Prospective Parents and Carers	Positive support for the project	
Launch of "Oasis Academy Temple Quarter News" Edition 1		All Stakeholders		
E-mail to OA Temple Quarter Group List re: visit to OA Enfield and OA Hadley and Open Evening Dates		All Stakeholders	Parents to sign up to visit our existing academies	
Flyers for Open Evenings delivered to local primary schools and to Bristol One Stop Shop and other services		Prospective Parents and Carers	Positive support for the project and	

			admissions secured.	
Consultation Meetings with Primary and Secondary Headteachers		Primary and Secondary Headteachers		
Information Evening for Prospective applicants for post of Principal Designate.		Prospective applicants for post of Principal Designate.	Attract potential candidates to Oasis Community Learning posts	
Advertisements through TES		Prospective applicants for post of Principal Designate.		
Parents' Information Booklet v1		Prospective Parents and carers	Positive support for the project	
September and October Open Evenings advertised in local media:		All Stakeholders		
Facebook Advert Live on 1 st September		Whole community	Positive support for the project	

Engagement type	Date	Who was this aimed at?	What was/is expected impact?	What actions were taken forward?
OATQ Open Evening		Prospective Parents and Carers	<p>Oasis Academy Temple Quarter Information given to parents</p> <p>Positive support for the project</p> <p>Applications for School Invited</p> <p>Parents' questions raised on the evening turned into a FAQ section for the website.</p> <p>Individual parents' questions answered.</p>	
Open Evening Poster 2 on display		Prospective Parents and Carers		
Visit for Prospective OATQ parents to Oasis Academy		Prospective OATQ Parents	Positive support for the project	

John Williams and Oasis Academy Brightstowe				
Press Release issued for new Principal Designate Appointment		All Stakeholders		
Announcement re: Principal Designate Appointment in Academies Bulletin		Academy staff and Principals	Positive support for the project Congratulations	
Media/ Marketing around School Site updates		All Stakeholders		
Statement issued about submission of Planning Application	TBC	All Stakeholders		
Half Term Fun Day	TBC	Prospective Applicants	Students learn more about Oasis Parents meet the Oasis Hub Youth Team	

Engagement type	Date	Who was this aimed at?	What was/is expected impact?	What actions were taken forward?
Christmas Cards and Oasis Academy Temple Quarter News Edition 2 to all applicants		All Applicants		
Holiday Fun Day for Applicants		All Applicants		

Principal Designate to visit local primary schools		Local Primary Headteachers and Y6 parents		
Recruitment Campaign for Teaching and Support Staff	January 2018	Prospective Staff		
Principal Designate to make appointments with the local business community to engage their support	January 2018 onwards	Local Employers		
Friends of Oasis Academy Temple Quarter Steering Group	Monthly dates from Jan 2017	All Parents of Applicants		
Marketing around AC Appointments	Sep 2017	All Stakeholders		
Media Advertising Around National Offer Day to include flyers and press advertising.	28.2.2018 1.3.2018	Y6 Parents and Pupils		
1:1 Meetings with Principal Designate	Wk 11 th and 25 th February 2018	All Applicants		
National Offer Day – Offer Letter E-mail and Pack. To include Oasis Academy Temple Quarter Edition 3	28.2.2018 1.3.2018	All Applicants		
Staff Recruitment Evening for All Positions	TBC	Prospective Staff		
Principal Designate Surgeries	TBC	Applicants holding an offer of a place		
Media/ Marketing activity when Funding Agreement secured	TBC	All Stakeholders		
Media/ Marketing around RFO Meeting/ Pre-Opening OFSTED	TBC	All Stakeholders		

Tours of prospective school site by Principal Designate for parents and wider community	TBC	All stakeholders		
Student Induction Event including OAS News Edition 3	TBC	Students who have accepted places.		
Attendance at meetings organised by others, either as members of the public or invited speakers		Whole community / all stakeholders.	Provision of information on the school generally, and collection of feedback	
Engagement type	Date	Who was this aimed at?	What was/is expected impact?	
Academy Opening Ceremony	September 2018	Parents, students of pupils and other supporters in the community	Successful launch of the school	
Whole School Photograph	September 2018	Parents, students of pupils and other supporters in the community	Historical significance	
On-going contact with Local Councillors' via email		Local Councillors	They are supportive.	
Twitter Feed XXXXXXXXXX		All Stakeholders	Positive support for the project	

			Followers increasing daily	
Facebook Page Oasis Temple Quarter	On-going	All Stakeholders	Positive support for the project “Likes” increasing daily	

Engagement with local businesses and community Groups				
Engagement type	Date	Who was this aimed at?	What was the impact?	What actions were taken forward?
Meetings with Bristol Multi Faith Group, Somali Forum, Local Primary Schools, Engine Shed, PwC, Burges Salmon, Boomsatsuma, etc.	Spring 2017 ongoing	Developing links with business and hi-tech, digital and creative community, as well as multi-national and professional services	Positive support for the project, pledges of support, project collaboration, steering group support, and finance.	

OASIS ACADEMY TEMPLE QUARTER PLANNED CONSULTATION

Consultation objectives

- To ensure that all identified stakeholders are informed about the proposal to open Oasis Academy Temple Quarter
- To ensure that all consultation materials have a clear call to action which ask the stakeholder to respond.
- To communicate the benefits of responding.
- To identify and map all relevant stakeholders and influencers to the project.
- To ensure all stakeholders have the opportunity to receive information about the proposal for the new School.
- To offer all stakeholders a range of opportunities to feed back their views.
- To pre-empt, contain and counteract any negative perceptions and myths.
- To reassure stakeholders that the introduction of the School will have a positive impact on students in Temple Quarter and beyond.

OASIS ACADEMY TEMPLE QUARTER PLANNED CONSULTATION

Consultation/engagement type	Date	Who is this aimed at?	What is the intended outcome?	Comments
Community consultation	TBC	Whole community / all stakeholders	Provision of information on the school generally, and particularly the site location, and collection of feedback	To comprise website booklet, both with feedback options.
Consultation Booklet launched	TBC	All Stakeholders	Provision of information on the school generally, and particularly the site location, and collection of feedback Support for the new school	
Survey Monkey Consultation Questionnaire Launched	TBC	All Stakeholders	Provision of information on the school generally, and particularly the site location, and collection of feedback	

			Support for the new school	
Poster for Public Consultation meetings		Whole community / all stakeholders	Good attendance at meetings in order to hear all viewpoints	
Letter to local residents re: Planning Meetings		Local residents	Good attendance at meetings in order to hear all viewpoints	

Self-assessment form for independent schools

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

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

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
--	--	--	--

<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
--	---	--	--

<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
--	---	--	--

<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

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

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

© Crown copyright 2016

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

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

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

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00177-2016



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



Like us on Facebook:
facebook.com/educationgovuk