



Department  
for Education

**Free school application form  
Alternative provision**

**Published: July 2016**

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

**THE BEECHES**

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## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Submitting Sections A to H**

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

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

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

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

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

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

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

## **Submitting Section I**

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

## **Data protection**

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

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	X	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
<b>Section A:</b> Applicant details	X	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	X	<input type="checkbox"/>
<b>Section C:</b> Education vision	X	<input type="checkbox"/>
<b>Section D:</b> Education plan	X	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	X	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	X	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	X	<input type="checkbox"/>
<b>Section H:</b> Premises	X	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	X	<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?	X	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-	<input type="checkbox"/>	<input type="checkbox"/>

assessment and governance assessment?		
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	X	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	X	<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"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	X	<input type="checkbox"/>

## Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

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

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

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

**Signed:**

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

**Print name:**

**Date:**

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



## Completing the application form

### Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

## Section C – vision

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

Please:

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

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

Medway has a vibrant range of educational provision comprising: Selective Grammar schools; Academies; Voluntary Aided; and Comprehensive schools. Within the special school sector Medway has; 4 special schools and 2 Pupil Referral Units. Together there are 85 schools in the primary sector and 17 schools in the secondary sector. In 2015 Medway saw the opening of its first special secondary free school, Inspire.

There is currently no Alternative Provision for Primary within Medway or its closest geographical neighbour Kent. Children who have an EHC plan are educated across a range of primary specialist provisions including Chalklands. However, there are no provisions for children who need short term intensive support, who have received a significant amount of fixed term exclusions and whom are at risk of permanent exclusion.

There are currently three Special Provisions for Primary, these include support for pupils with

- Severe and Profound Learning Difficulties;
- Moderate Learning Difficulties and Complex Learning Needs;
- Behavioural, Emotional and Social Difficulties

However, to access these provisions pupils must have an Education and Health Care plan.

The Chalklands SEMH resource unit for primary children is led and managed within the Williamson Trust and makes up part of Elaine Primary School, this provision caters for up to 21 pupils who have an Educational Health Care plan. The most recent Ofsted report, dated 2016, has judged this school to **require improvement**. In addition, twelve primary schools have special units attached to them which cater for a variety of special educational needs. Within this range of special educational provision there are coherent, clear pathways for educational progression across Medway for children and young people with Educational and Health Care Plans.

There are two pupil referral units within Medway, The Will Adams Centre, predominantly for key stage 4 pupils and The Rowans key stage 3 and 4 provision with

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52 places. The Rowans [REDACTED] is in the process of applying for Multi Academy Trust status. The vision for this MAT is to work in collaboration with other alternative provisions and ensure that all pupils receive a quality education in line with their mainstream peers. [REDACTED]

[REDACTED] is aware and supportive of this application, the vision if for the Free School to exist within this MAT. The team leaders for the South [REDACTED] have been in close contact and have offered support and guidance and have instigated discussions with Kent County Council about possible collaboration within alternative provision across the two authorities.

A review of Alternative Provision in Medway was carried out in 2015 commissioned by Children's Services to consider how alternative educational provision (AP) was being used by Medway Council. Within this review there were of course recommendations, one of which was;

- *Urgently address the need for primary alternative provision and work more closely with primary headteachers to agree protocols for inclusion, including short and long-term arrangements for any exclusions.*

From the outcomes of this review, together with the primary exclusion rates data and the opinions of Primary Headteacher colleagues, it is clear that there is a need for a primary alternative provision within Medway.

There is no appropriate pathway for the most challenging young people with social, emotional and mental health needs, unable to manage in a mainstream primary school. There is provision for pupils with EHCPs but no support for those who are struggling to manage at a particular point in time.

In summary, the current provision for primary pupils who have been assessed as having significant social, emotional and behavioural needs, have experienced failure in the education system and have been excluded or are at risk of exclusion from mainstream education, is not good enough in Medway. These children and their families are currently being let down by the lack of support and appropriate provision.

We aim to establish a Free School, to meet the local demand for high quality primary phase alternative provision. Medway has a growing primary school population which currently stands at approximately 24,500 and has many communities that rank amongst the most deprived in the country.

Data taken from Medway's Annual School's performance report 2015, shows that Medway is an area of contrast, with areas of deprivation and affluence. There are five areas, within Medway, in the 10% most deprived areas nationally.

Within Medway the largest ethnic group is White British which makes up 90% of the

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population. The second largest ethnic group is Asian or Asian British accounting for 3.5% of the population. This is higher than the regional average but below the national average.

The central and urban wards are most ethnically diverse; Chatham Central has the highest Black minority and ethnic population, 20.1% of the ward's population. The ward also had the highest proportion of Other White residents, 9.6%. Three wards have approximately half of all those who cannot speak English:- Chatham Central, Luton and Wayfield and Gillingham South. Whilst the numbers are smaller, River ward also has a significantly higher proportion of its population who cannot speak English well or cannot speak English at all. The 2015 school census also showed that 49 languages were spoken in Medway schools. 5111 pupils spoke or understood a language other than English at home. Polish was the most common language spoken by Medway pupils after English, closely followed by Slovak.

16% of children in Medway schools are eligible for free school meals and 18.4% of pupils have been identified as having special educational needs with only 1.2% of this figure having an Education and Health Care Plan. In 2015 the breakdown of the areas of special educational needs showed that 18.8% of the pupils identified as having special needs were in the category for Social, Emotional and Mental Health and 31.5% were in the category for Speech, Language and Communication needs.

Medway is ranked 2<sup>nd</sup> lowest of 348 local authorities in England and Wales for the number of resident's whose highest qualification is at Level 2 (GCSE or equivalent).

Following a 2013 OFSTED inspections of Medway's schools.

*"Ofsted's latest data from 30 April 2013, found that almost 8,000 children are attending a primary school that, at its last inspection, was judged to be less than good. That's 29 primary schools not providing the expected level of education to young children. This is much worse than the quality of primary schools across England and is an unacceptable situation."*

Medway's primary education remains the poorest in the country. The authority came bottom of the provisional Key Stage 2 league tables in August 2015 and at the end of last year was ranked worst in England by Ofsted.

Compared with statistical neighbours, Medway was one of the lowest performers in the percentage of children who have made two levels of progress in Reading, Writing and Mathematics.

In Medways 2016 Annual Schools' Performance Report the priorities for the authority were stated as follows:

- **Improve achievement at Key Stage 2 in all subject areas to close the gap**

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**with national.** Reading, writing and maths combined at the national expectation of Level 4+ was 73% in Medway and 80% nationally. This placed Medway at the bottom of the performance tables for this measure.

- **Work with the Regional Schools Commissioner (RSC) to improve the performance of sponsor led academies in Medway at all Key Stages, and particularly at KS2.**

In 2015 sponsored led academies achieved 57% at L4+ in reading, writing and maths combined, 14% below national for sponsor led academies and 23% below national for all schools. At secondary level, KS4 and KS5 results declined more steeply.

- **Reduce the number of schools below the floor threshold at KS2 and 4.** In 2015 there were 8 primary schools (4 LA schools and 4 academies) with performance below 65% L4+ in reading, writing and maths combined. This equated to 13% of Medway schools and was more than double the national percentage. These schools also showed below median progress in reading (national 94%), writing (97%) or maths (93%). In 2015, 3 secondary schools (18% compared with 11% nationally) were below the 40% 5 A\*-C GCSEs, including English and maths and median progress in English (73%) and maths (68%).

- **Improve the performance of disadvantaged pupils to close the gap with national for all groups.**

Disadvantaged pupils achieved 4% below national in phonics.

At KS1, the gap between the performance of disadvantaged pupils and non disadvantaged pupils in Medway was greater than the national average points score (APS) in all core subjects. The gap for L2B+ between the performance of disadvantaged pupils and non disadvantaged pupils in Medway was the same as national at 15%.

- **Improve the performance of White British and White Other pupils.** Analysis of the data shows that these groups underperform at all key stages.
- **Reduce the number of Permanent and Fixed Term Exclusions.** Fixed term exclusions in Medway primary schools were the highest in the country.

**The vision for The Beeches is to directly address this final recommendation.**

**Below are the primary schools where the KS2 results are below floor standards, where the following is applicable:**

- fewer than 65% of pupils at the end of key stage 2 (KS2) achieved level 4 or above in reading, writing and maths and
- the school has a below median score for the percentage of pupils at the end of KS2 who made expected progress in reading and
- the school has a below median score for the percentage of pupils at the end of KS2 who made expected progress in Writing and

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- the school has a below median score for the percentage of pupils at the end of KS2 who made expected progress in mathematics.

School	Combined L4+	Reading progress	Writing Progress	Maths Progress
Burnt Oak Primary School	60	81	92	86
Byron Primary School	52	83	71	76
Cedar Primary School	43	80	69	73
<b>Elaine Primary Academy</b>	<b>51</b>	<b>81</b>	<b>85</b>	<b>69</b>
Hoo St Werburgh Primary School	59	83	88	77
Kingfisher Primary School	52	92	96	76
Stoke Primary School	53	88	88	88
Wayfield Primary Academy	55	86	89	66

Further contextualised data can be found here

<https://democracy.medway.gov.uk/mqconvert2pdf.aspx?id=30012>

The proposed Beeches Primary AP Free School would take pupils from across Key stage 1 and 2. Medway’s primary exclusion rates are unquestionably and unacceptably high. Fixed term exclusion rates as well as permanent exclusions have risen rapidly over the last three years.

During the academic year 2011-12 there were no primary permanent exclusions, in 2012-13 this figure rose to 6 pupils and 2013-14 there was again an increase to 9. Whilst the confirmed figures for the following two years have not been published in a Medway report, the Medway Inclusion team have provided us with data that shows this figure to have had a significant upwards trend. These figures are in contrast to the national picture where exclusions are gradually decreasing. Medway’s figure remains in excess of 3 times higher than the national figure.

The Rowan’s pupil referral unit, which has been recently judged as **outstanding** in all areas, is in the process of applying for Multi Academy Trust Status. The vision is for the Primary Free School to become a part of that Trust and work alongside the expertise and proven track record of the leaders of The Rowans. The Rowans has a proven track record for effecting change and making rapid progress with pupils. Pupils experience success and receive a high quality education.

Ofsted report February 2015 “The outstanding leadership of the Headteacher and the senior team has brought about significant, rapid and sustained improvement since the last inspection. Students’ achievement is outstanding. They make excellent progress



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Previously, Medway LA has attempted to meet the needs of some of the permanently excluded primary pupils by setting up a short term provision at Parkwood youth centre. This did not provide a challenging curriculum; neither did it rehabilitate nor support any of the pupils to return to mainstream. The evidence of this failure lies in the referrals of these pupils to The Rowans once they reached Year 7, thus showing a failure to reintegrate pupils.

The LA will no longer have to spot purchase from substandard, expensive private alternative provisions where the value for money is poor. These APs do not provide the educational environment that the Primary pupils need nor do they improve levels of achievement and attainment, they are therefore an inadequate option and one which should be avoided.

The Free School Primary AP is needed to redress the high percentage rate for fixed term and permanent exclusions among primary schools. Pupils referred to the AP free school, would spend between 6-12 weeks within the provision learning to manage their own needs, leading to a successful reintegration to mainstream. This would ensure that there were no permanent exclusions. Following the short stay at The Beeches, pupils would either return to their home school or be taken to a newly created Primary Fair Access Panel to broker a new school.

The free school will enable primary schools to tackle the issues of pupil's poor behaviour and attendance, allow them time for staff training, and in the long run support progress and achievement. This will contribute to the much needed improvement in Medway Primary schools.

The trustees of the proposed free school are the current leadership team of The Rowans Pupil Referral Unit (application for MAT in progress).

The Rowans already has capacity within, for Leadership and Management, judged by Ofsted as Outstanding. [REDACTED] will oversee the Leadership of the provision. A Head of centre with a proven track record in middle or senior leadership will be recruited. This Head of centre will hold the same vision as the trustees, which is based on the right to an outstanding education, irrespective of challenging behaviour. It is the provisions role to inspire change for a brighter future for all of their pupils. The Head of centre will deliver the vision and values of the school, ensuring that the Alternative Provision Free School is a beacon of best practice in the education and care of children who present with challenging behaviour so that they can return to a mainstream educational setting, where they will make good progress and achieve academically. They will provide dynamic, consistent and motivational leadership to: the school, the staff, children, families and the wider community. They will ensure that the vision of the proposed curriculum model will address the previous underachievement of pupils, re-engage them with learning, and ensure rapid progress to the point where they can successfully re-integrate into a mainstream setting. Whilst capacity within The Rowans exists, we feel that the Beeches would benefit from primary expertise



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across the provision and this would be a priority within the recruitment process.

With the support network from The Rowans, this provision will have the best opportunity to become outstanding and a centre of excellence for Medway children.

The Rowans is a pupil referral unit, which provides an exciting education for 11-16 year olds who have been permanently excluded from their mainstream schools. The Rowans provides another chance for young people to access education, make progress and change the direction of their lives.

Whilst it is our aim to return pupils to a mainstream school where possible, we will work to ensure the education pupils receive whilst at The Rowans is tailored to meet their individual needs and designed to give them the skills to improve their life chances. All pupils have every opportunity to gain qualifications for their future.

The Rowans is a place where young people can learn through supportive interaction, experience and success. We provide a safe environment for both young people and staff so that the emphasis can be placed upon growing, learning and fulfilling the potential that exists.

We are ready to work as a team to transform education and experiences, to show our pupils that they can be as successful as they want to be.

The provision takes an average of 50 pupils from key stage 3 and 4, with classes of six to eight pupils supported by a teaching assistant. All pupils may or may not have additional learning needs and have been identified as having behavioural, emotional and social difficulties. Some pupils are undergoing assessment for an Education and Health care plan, if an EHCP is issued then these pupils will transfer to a specialist provision. The Rowans offers holistic care, combining quality, personalised education with emotional support. The Rowans recognises that this holistic care is imperative for the pupils, many of whom have been out of education for a substantial period of time and therefore need intensive work to ensure they can access learning. The Rowans utilises the support and guidance of external agencies to offer targeted intervention. There is a strong, dedicated staff comprising of teachers, teaching assistants and support staff. We focus strongly on pupils' academic and personal development and on increasing their confidence to prepare them for mainstream experience or for the next stage of their life. This vision and ethos will run deeply through The Beeches provision and whilst it is understood the two provisions will differ, our strapline "inspiring change for a brighter future" will be shared across the provisions.

For a large percentage of pupils at The Rowans, issues around attendance and behaviour at school have started during their primary school years. Early intervention could have avoided these issues later on in secondary school. If at the point when the primary school identified the needs of the pupil, preventative measures and intervention had been available, permanent exclusion could have been avoided.

There are no doubts that wrap around holistic care is needed for the pupils who are regularly being excluded from mainstream schools. There would be no permanent exclusions from Medway Primary Schools and any Primary pupils who were facing challenges and at risk of longer term exclusion would be referred to the AP via the Inclusions team in the Local Authority. There is already a brilliant and efficient working

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relationship between the Leadership at The Rowans and Medway's Inclusion team.

There would be a robust and aspirational plan for each pupil. The plan would involve the primary school, family, Beeches staff and crucially the Beeches reintegration worker. It will not be a successful model unless work is done with the primary school in terms of how to meet the needs of the pupils. The SENCO role will be crucial in deciding the level of support and need that is required. Expert additional support will be drawn from a wide range of services including Educational psychologists, speech and language therapists and the attendance advisory service.

The proposed AP Free School, The Beeches, will change this by providing them with an innovative, dynamic approach to academic achievement and learning for life in a nurturing holistic setting.

████████████████████ have a proven track record of strong leadership. For any school to be successful, school leaders need to show and use a range of leadership traits and attributes, including; flexibility, strategic and operational involvement and take a real interest in curriculum implementation. This fits exactly with the philosophy we have for The Beeches. Ofsted report 2015 says *"The outstanding leadership of the Headteacher and the senior team has brought about significant, rapid and sustained improvement since the last inspection"*

In today's society, governed with the idea that every child is entitled to an education - there are some children within Medway who are not managing their education within the mainstream school environment. The Beeches will allow these children who cannot attend school for a variety of different reasons to have a chance to gain the same standard and levels of education as those children who attend normally. The intervention period that they will attend The Beeches i.e. 6-12 weeks, will provide them with the tools and skills to manage at the point of reintegration.

We have the confidence and credibility to apply to set up the Primary Free Special School, where our combined expertise and proven leadership can create a successful learning community, that permeates all aspects of our staff recruitment, professional development and performance management framework.

The proven track record of the Rowans Leadership team can be evidenced from the February 2015 Ofsted report. The section on leadership and management states that "The partnership between the Headteacher and her deputy is the driving force behind the improvement in the school. Their rigour and high expectations ensure that the school provides an outstanding education where students flourish. Staff, students and the management committee share their vision for the school". This will be the foundations for the new free school, with a committed and driven leadership starting point. With the ability to spot talent and recruit high quality staff, the newly appointed Head of School will possess the same drive and ambition and be supported by two of the most accomplished leaders in special provision in Medway. In addition, the report states that "Senior leaders are accurate in their evaluation of the school's performance.

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They use the information gained to help them make decisions about priorities for school staffing, subjects and courses. They also ensure subject leaders and those with responsibilities for particular aspects of the school's work make a strong contribution to its development”.

The exciting opportunity to learn, teach or work in this outstanding school, where all learners have an entitlement to a positive future will be reinforced through the aspirations shared by all stakeholders. This will be achieved through engaging and involving students, staff, governors, parents, carers and partners to ‘inspire change for a brighter future’.

Partners will work together to make an initial assessment of the young person's needs. The partners i.e. The Beeches, the home primary school, the parents or carers and other agencies, will work together to ensure a bespoke learning programme is planned. Parents will be encouraged to play an active role in deciding the added support that their child would benefit from. This joint meeting will allow open lines of communication and for the young person and family to voice their ambitions and fears, identifying achievable targets and eradicating the barriers to learning.

Staff are our most valuable asset and the development of their leadership is paramount to improving outcomes for primary pupils across Medway. Pupils will be taught how to manage change.

made a profound point when he said,

*“If a child doesn't know how to read, we teach. If a child doesn't know how to swim, we teach. If a child doesn't know how to multiply, we teach. If a child doesn't know how to drive, we teach. If a child doesn't know how to behave, we... teach? ...punish?”*

*We will create an ethos where children are shown how their behaviour impacts on others and how they can manage and change their own responses to situations. We will teach them that they are free to make their own choices but that in today's society they are not free from the consequences of their choices*

The Beeches will be an Alternative Provision Primary Free School for up to 35 pupils aged 4 to 11 with Social, Emotional and Behavioural Difficulties. There is a huge gap in primary alternative provision for the most vulnerable young people with SEMH in Medway. The reason for the provision is to provide early intervention, to effect change early enough and avoid permanent exclusion. This provision would be for pupils who are at risk of permanent

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

exclusion or who are struggling to manage and make progress in the mainstream environment for whatever reason. The AP would provide support for the pupil, family, mainstream school and Medway as a whole. Fixed term and permanent exclusions are at an all-time high and Medway have recognised the need for this provision. Medway have an over identification of special needs resulting in a high number of EHCPs, provision for primary age children with an EHCP meets current demand. The pattern of exclusion often follows a pupil through their schooling. In some cases, the problems and challenges do not appear until secondary school, however for an increasing number of children in Medway this is not the case. These pupils have already experienced difficulties within education and often start secondary education disaffected and with a poor track record. Many have been permanently excluded, placed in a substandard provision, waiting for their secondary placement to start. Inevitably, when they transfer to secondary school, they are not successful as their difficulties and needs have not been previously addressed.

Medway Primary schools have increased the number of fixed period exclusions at a greater rate than nationally, over a period of five years. This is an increase of 56% compared to the national average of 20%. The reason given for the large majority of these fixed term exclusions is persistent disruptive behaviour. Medway Local authority are ranked 163 out of 164 for number of pupils with one or more periods of fixed term primary exclusions. This is an unacceptable statistic for Medway and shows the need for provision, intervention and support. The percentage of permanent exclusions (expressed as a percentage of the school population) within all schools has remained relatively stable nationally over the five-year period. However, Medway has increased by 180%. This trend shows that if things were to stay the same then this exclusion figure is set to rise at a much greater rate than nationally.

It is evident that there will be a range of abilities for pupils needing short term places at The Beeches. There is often a link between the behaviour of pupils and their academic ability. Pupils who find accessing the curriculum challenging will often display challenging behaviours to avoid the fact they struggle. The Beeches staff will be equipped to recognise these signs and adjust curriculum offers and teaching accordingly. The Beeches comprehensive baseline package will clearly show where there are gaps in knowledge and skills. It is clear therefore that there is a real need for a motivational curriculum. Parents will welcome this short term intensive intervention, they will receive support and assessment of their child's needs. This will lead to a better understanding of the challenges that their child faces in education. They will be a crucial part of the team around the child to effect change, they too will be challenged and supported by other professionals including the school team. Reintegration into mainstream is the end goal for any child at The Beeches, and with this in mind it is

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imperative that the family understand and are committed to making changes where needed.

## Section D – education plan: part 1

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

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

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

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

	<b>Current number of pupils (if applicable)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Key Stage 1</b>		6	16	12	12	15		
<b>Key Stage 2</b>		12	12	18	18	20		
<b>Totals</b>		<b>18</b>	<b>18</b>	<b>30</b>	<b>30</b>	<b>35</b>		

## Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5		Individual lessons every day
Maths	5		Individual lessons every day
Science	3		Individual lessons
Art and Design	1		To be taught as part of project work within the week
Computing	1		To be taught as part of project work within the week
Design Technology	1		To be taught as part of project work within the week
Geography	1		To be taught as part of project work within the week
History	1		To be taught as part of project work within the week
Music	1		To be taught as part of project work within the week
Physical Education	3		Standalone lessons
Personal and social education	1		To be taught as part of project work within the week
Cooking	1		Stand-alone lesson
Forest schools			Forest schools will be the tool used to deliver other areas of the curriculum

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Religious education	1		To be taught as part of project work within the week

[Add more lines as appropriate]

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

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

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

The BEECHES will be a pioneering Primary AP Free School with a broad and balanced curriculum based solidly around the national curriculum for key stages 1 and 2 with an understanding of the need for the curriculum to also be personalised and tailored to the needs of the individual, ensuring progress and success for every pupil.

There will be an unrelenting focus on the core curriculum areas notably, literacy, numeracy, reading and SPAG. Maths, English and Science will be taught as discreet subjects, with dedicated curriculum time. There will be a strong focus on the core skills. Each day will start with positive relationship building and group work around personal, social and health education. Breakfast club will precede the start of the day, a time for pupils to chat informally with peers and staff and understand the importance of a healthy breakfast and a positive start to the day. Professional educator Rita Pierson said “we should never underestimate the value and importance of human connection”. Research and experience tells us that we make more progress with children who we have positive professional relationships with.

The curriculum will be designed to ensure the holistic development of the child with an emphasis on the social and emotional aspects of learning as well as ensuring accelerated progress in literacy and numeracy.

The school’s curriculum will be influenced by the concept of forest schools and will therefore have an emphasis on outdoor learning. Children will spend a significant proportion of their time learning outside the usual classroom context with the gradual introduction of more formal ways of learning as part of the process of reintegrating into mainstream schools. This approach will support the development of children’s social skills, self-confidence and self-esteem, thus increasing the likelihood of successful reintegration into mainstream education.

The curriculum will focus on equipping children with the knowledge, skills and attributes



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

required to successfully reintegrate into mainstream education. Addressing the children's specific needs will inform all aspects of the curriculum which will be built around developing their personal, social and emotional skills and understanding.

In addition to personal, social and emotional development, the curriculum will aim to develop the following areas of learning:

- Communication, Language and Literacy
- Problem solving, Reasoning & Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

A range of programmes will be used to support the development of children's literacy and numeracy, including intervention programmes for those that are below age related expectations.

Children in the Early Years Foundation Stage (EYFS) and Key Stage 1 will have a curriculum that draws on both the principles of nurture groups and outdoor learning. Trained staff will create an attractive, safe, structured environment with a number of working areas and a wide range of resources, both inside and outside, designed to bridge the gap between home and school. Learning through play and experience will be key features of the learning programme. Building trusting relationships and being active will be core to this approach.

Children in Key Stage 2 may also benefit from a nurture group arrangement, but a child's actual curriculum will be tailored to address their specific social, emotional and behavioural difficulties and take into account their starting point for other areas of learning. An engaging creative curriculum will be delivered through a project based approach. Children will be given short and medium term goals to allow frequent opportunities for achievements to be shared and celebrated.

For children throughout the school, individual and group plans will be formulated, with targets discussed with everyone involved, including the pupils themselves. Staff will provide a variety of experiences, opportunities, approaches and resources to address individual needs within a culture of trust, understanding and knowledge. Progress will be closely monitored and programmes adjusted in light of this.

The curriculum offer will have an unrelenting focus on the core curriculum, using the most creative teaching and learning methods and resources including up to date technologies, to bring literacy and numeracy to life for the pupils. Initial assessments of prior learning and barriers to achievement will be crucial to creating the personalised programmes for each individual. As current experience has

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

shown at The Rowans, children who have been excluded or who are at risk of exclusion often have lower levels of literacy and numeracy. This low ability has an effect across the curriculum and creates barriers to learning and progress. In addition, there will be a focus on developing within each individual the need for social responsibility and a positive sense of belonging to their mainstream primary school and the wider local community. The difficulties and challenges of each individual's behaviour will be at the core of this work, with each learner looking to develop self-discipline and employ and transfer such positive social and emotional attributes with increasing success in a variety of settings.

The early baseline assessments upon referral of English and Mathematics against the National Curriculum standards will be necessarily detailed and accurate to plan the teaching programme and monitor progress against targets. The resource banks for teaching formal grammar, spelling and writing structures and scaffolding learning for students will be used consistently across the school to provide continuity and shared expectations. A wide range of computing programmes and devices will be used to maximise access to learning and reflect the preferred learning style of each pupil.

The core curriculum will comprise of the statutory requirement for literacy and numeracy, science and the foundation subjects. There will be a programme of both academic and therapeutic intervention to meet individuals needs which will allow personalisation to ensure optimum progress. At Key Stages 1 and 2, there will be a focus on phonics, reading and Spelling, Grammar and Punctuation (SPAG) to ensure that any gaps are rapidly closed. Both literacy, numeracy and science will be covered during the morning of each day. The other subjects will be combined in project based learning to support cross curricular links and promote engagement and enjoyment, ensuring breadth of curriculum coverage leading to mastery. This project based learning will have a themed approach, with the aim of motivating and inspiring pupils. Pupils will have more freedom to explore the curriculum and have a real interest in their own learning. Forest school will make up a part of this curriculum time and be used as tool to deliver other areas of the curriculum.

Developing self-esteem through a detailed and rigorous PSHE scheme will also be vital for both key stage 1 and 2 pupils. With involvement from parents and carers, increasing their parenting capacity to act as advisors and positive role models through engaging them in education opportunities for their children. The Beeches will create many learning opportunities for the pupils and equip their families with the tools to support the children. Working together is paramount to the success of the pupils within education.

The approach to teaching and learning will also involve the use of specialists who will bring their particular area of expertise to the different projects being studied.

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

Forest School will be an integral part of the KS1 and KS2 curriculum, promoting engagement and enjoyment through a stimulating cross-curricular approach to learning. Forest School puts the learner at the heart of their learning experience, promoting confidence, sensitivity, resilience and curiosity.

Forest School activities can develop six specific positive outcomes that relate to: children's self-esteem, ability to work with others, motivation to learn, language development, skills and knowledge and physical skills development.

The development of Forest School began in Britain in the mid-1990s; it is based on a Scandinavian idea that considers children's contact with nature to be extremely important from a very early age. Forest Schools were developed in Scandinavia in the 1950s and focused on teaching children about the natural world. Nursery Nursing students from Bridgwater College in Somerset visited Denmark in 1995 to see for themselves what was taking place. They decided that the approach was appropriate for use in Britain and considered how to apply what they had witnessed to childcare provision in the college's Early Years Centre.

As interest developed in Forest School an England network was set up in 2002 to meet and discuss the priorities, the criteria that ensure good safety practice, and what makes Forest School special. The definition developed by the network is that:

*"Forest School is an inspirational process that offers children, young people and adults regular opportunities to achieve, and develop confidence and self-esteem through hands-on learning experiences in a woodland environment".*

The features of Forest School link intrinsically with the ethos and values of The Beeches Primary AP:

- The use of a woodland (and therefore 'wild') setting that is framed by strict safety routines and established boundaries that allows the flexibility and freedom for child-initiated (not only issue-led) learning and other innovative approaches to learning to take place in a low-risk environment. This woodland setting is important particularly for children from areas of the country where there is little opportunity for contact with the natural environment, such as Medway. If the site for the free school was agreed on the existing Rowans site, full use of the current large woodland area would be used for Forest School.
- Learning can be linked to the national curriculum and foundation stage objectives whilst setting those objectives in a different context, and it is not focused just on the natural environment. By incorporating innovative approaches to learning (such as undertaking small and easily achievable tasks) children are encouraged to develop their innate curiosity and motivation to learn. This is particularly important for those who find it difficult to assimilate knowledge in a strictly 'classroom' environment.
- The freedom to explore using multiple senses is fundamental for encouraging creative, diverse and imaginative play. The focus is on the 'whole child' (not just

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

their academic ability) and how they can develop their own learning styles at their own pace whilst maximising the benefits from each experience they discover for themselves.

- A high adult to pupil ratio allows for children to undertake tasks and play activities that challenge them but do not put them at undue risk of harm. It also allows practitioners quickly to get to know the individual learning styles, abilities and characteristics of the children.

Currently in the UK Forest School is being used with a range of groups from early years' children to those with special needs (e.g. Speech and language difficulties) or young people and adults with emotional and behavioural difficulties. The Forest School setting is adaptable and allows for a flexible and innovative approach to learning to be undertaken which can accommodate a range of learning styles.

### **How can The Beeches use Forest School to support a range of learning styles?**

Learning styles are the different ways that people best absorb and process information, such as kinaesthetic (learning by doing), linguistic, interpersonal, mathematical and visual learning. Gardner (1983) developed the theory of multiple intelligences which emphasises that there are many different ways of learning and highlights that some children have a preferred learning style. The theory suggests that an individual processes information using these different forms of intelligence in varying degrees.

The British Educational Communications and Technology Agency (BECTA, 2005) have suggested that learning styles are only one of a range of factors that relate to how children react to learning opportunities and that no model of learning styles is universally accepted. Forest School is an approach that can allow practitioners to shape teaching methods to an individual's learning style. Research in America (Taylor, 1998; Fjortoft, 2004) suggests that children who play in natural environments undertake more diverse, creative and imaginative play and this is an important part of a child's development.

The Beeches will train identified staff to become Level 3 Forest School Practitioners to enable them to deliver a high quality forest school programmes for the pupils. Forest School at The Beeches will be grounded in educational research and best practice, drawing on expertise from nationally recognised organisations as well as local schools in Medway, where Forest School has proved to be successful and added value, including Swingate Primary, Lordswood and The Pilgrim School, Borstal.

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

The curriculum will be based on the following principles;

- The relentless focus on personalised approaches to curriculum offers including literacy and numeracy to accelerate progress for all pupils;
- The project based approach to the delivery of the foundation curriculum;
- The timely, planned interventions for pupils including academic, social and emotional and external agencies and services in addition to school resources.
- The use of Forest Schools as a tool for cross curricular learning and personal development.

The relentless focus on progress and closing gaps in learning will give pupils the chance of reintegration following the placement. Pupils will be encouraged to read for pleasure as well as purpose, literacy and reading materials will have an age related context for learning basic reading and writing skills. By closing these gaps in literacy, pupils with lower levels of literacy will be less anxious and aggressive and levels of frustration will be managed. Teaching will vary to meet the different learning styles of the pupils and although a more practical approach may be beneficial for some pupils there will be a relentless focus on the long term aim for successful reintegration back into mainstream and the future success of the pupil within that setting.

The project based approach to the delivery of the foundation curriculum will give pupils access to the curriculum in a creative and engaging way. This approach will be enriched by differentiated tasks and resources to give pupils access to the skills, knowledge and content of the Key Stage 1 and 2 National Curriculum programmes of study.

The range of ability and pupils' emotional and behavioural needs will inform the pupil grouping. This will allow for more flexibility to account for pupil motivation, personality clashes, prior learning and ability. It may be important for certain pupils to be taught separately from certain peers, perhaps pupils from the same mainstream primary school for example. Behaviour and friendship groups are equally important in deciding on the class organisation. There may be siblings in the same key stage or pupils who come from rival estates and should not initially be placed in an 'explosive' situation which will detract from learning. We see this organisation as a key to success, that provides the rationale for all agencies being involved in the initial assessment working with the pupil and parents and carers who know their child well. It will be possible for the pupil to articulate their preferences and explain possible barriers to learning, which will then be taken into account as class groups are set and dynamics considered with new admissions. The projected increase in the number of pupils is a crucial factor in the curriculum rationale for the Beeches Free School. It enables us to provide a broad based curriculum offer that is affordable and meets the needs of all pupils, representing excellent value for money. It also informs the

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

staffing structure which needs to be robust in terms of meeting the educational and pastoral needs of pupils. The staffing structure needs to be designed to safeguard all pupils in the context of their physical environment and emotional development. The Beeches will deliver a broad and balanced curriculum which will be dictated by the initial assessments of the young people referred. Research shows that an unrelenting focus on progression and the achievement of learning goals across the curriculum offer is highly dependent on the pupils' levels of literacy and numeracy on entry. This in turn requires all staff to be highly trained to plan for and seize opportunities to teach these essential skills in every aspect of the curriculum.

**Example of a school day for KS2, Year 6 pupil**

8.45 – 8.50	Registration
8.50 – 9.10	SPAG (or 1:1 phonics if intervention needed)
9.10 – 9.30	Small group reading
9.30 – 10.30	Literacy
10.30 – 10.45	BREAK
10.45 – 11.45	Maths
11.45 – 1.00	Forest School
1.00 – 1.30	LUNCH
1.30 – 1.45	Registration and circle time
1.45 – 3.00	Project based learning (incorporating the foundation subjects)
3.00 – 3.05	Registration

**Example of a day for KS1, Year 2 pupil**

8.45 – 9.15	Registration and circle time
9.15 – 9.35	1:1 phonics
9.35 – 10.45	Forest School (cross curricular focus)
10.45 – 11.00	BREAK
11.00 – 11.45	Literacy

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

11.45 – 12.05	Guided Reading
12.05 – 12.15	BREAK
12.15 – 12.40	LUNCH
12.40 – 12.45	Registration
12.45 – 1.20	Maths
1.20 – 2.20	Project based learning (incorporating the foundation subjects)
2.20 – 2.35	Assembly/ 'Show and Tell'
2.35 – 3.00	Therapy – including: gardening, music, art, Lego or cooking
3.00 – 3.05	Registration

The Beeches teaching and learning environment will be vibrant and aspirational immersing all members of the school community in a love of learning, where learning is important and all pupils aspire to be the best they can be. The ambition is to create and deliver a curriculum which can close gaps in learning rapidly and empower parents and carers to play a key role in the process. Importance will always be placed upon working towards integration, tackling the challenges and issues facing the pupils and their family and working hard to ensure that progress is made on all levels. In addition, support will need to be given to the mainstream school on understanding the needs and challenges of the young person and being able to manage the needs at the point of reintegration.

The words of ██████████ are a great reminder to all educationalist of how we can motivate and engage the most challenging pupils. ██████ talks about relationships with pupils. ██████████

“It’s the connection. It’s the relationships. So teachers become great actors and great actresses, and we come to work when we don’t feel like it, and we’re listening to policy that doesn’t make sense, and we teach anyway. We teach anyway, because that’s what we do. Teaching and learning should bring joy. How powerful would our World be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion? Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be”

High quality learning is directly related to the quality of teaching. The Beeches will

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

employ outstanding teachers with a range of skills and expertise and whom are committed to 'inspiring change'. The Rowans staff may be given the opportunity to support within this new environment, this is key to the success of The Beeches as The Rowans model has a proven track record of success. As noted in the Ofsted report Feb 2015

- From the point where students join the school, staff quickly establish excellent relationships which help students to settle down and make outstanding progress.
- Teachers use a variety of approaches to motivate students. Teaching is particularly effective in helping students to see how much they have achieved and motivating them to do even better.
- Planning is based on detailed knowledge of students' achievement and is closely matched to individual learning needs. This results in students of all abilities, including the most able, gaining in confidence and making excellent progress, particularly in English and mathematics.
- Pupils respond particularly well to opportunities for practical work. In a music lesson, for example, interesting challenges and skilful teaching enabled students to create their own music, using computer technology successfully.
- The teaching of literacy and mathematics is outstanding and enables students to make rapid progress. The school has made the teaching of reading a particularly high priority. In a Key Stage 3 reading lesson, a popular choice of book really engaged students' interest. They were reading confidently and discussing the text with high levels of enjoyment.
- Teachers give students many opportunities to use and develop their reading skills in other subjects as well as in English lessons. Writing for a variety of purposes is also regarded as important but progress, though still excellent, is not quite as rapid as it is in reading. Sometimes opportunities for writing in other subjects are missed.
- The school makes very good use of well-planned and sharply focused support sessions to meet specific individual needs. These are checked carefully and, if progress is not fast enough, the approaches are changed.
- Teaching assistants are very well deployed to support individual students. They are well-briefed about lessons and are able to act using their own initiative to ensure that students take a full part in lessons.
- Teachers assess students' work regularly and use questioning well in lessons to check understanding. Marking and feedback are positive, constructive and give students very good guidance on how to improve their work.



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

Our curriculum rationale is driven by the needs of the cohort of young people with significant social, emotional and behavioural needs, who have become disillusioned with the education system, experienced failure and rejection and for the most part, have lost their motivation and understanding of the value of learning.

The school will;

- Improve pupil learning, achievement and progression rates so that all the pupils have tangible educational outcomes;
- Re-engage disaffected, vulnerable, depressed, anxious and disengaged children in learning;
- Enhance the self-control and self-management of pupils;
- Support children whose family circumstances make them vulnerable and less likely to make good educational progress by engaging parents / carers in their learning;
- Enable families to help their children settle and achieve in school;
- Improve our pupil's mental health and psychological / emotional well-being;
- Promote and improve inclusion for all pupils referred to The Beeches.

The school will be designed to develop resilience in pupils, enabling them to progress academically and thrive socially and emotionally in mainstream classrooms. The curriculum model will improve the learning and close the educational achievement gap for each pupil in comparison to their starting points.

In particular, the curriculum will address learning failure in relation to:

- Educational underachievement in literacy and numeracy;
- restricted social cognition skills;
- poor interpersonal skills;
- disruptive behaviour;
- inadequate self-regulation skills;
- poor attention or focus skills; and

The school will support pupils to:

- progress academically;
- develop their social and emotional skills;
- recover their psychological and emotional well-being; and

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

- gain resilience so that they can return successfully to mainstream education.

The school will support families to:

- develop skills for helping their child to improve their learning and behaviour in classrooms;
- improve their capacity to value and support education and learning;
- improve their mental health; and
- repair and improve attachment relationships.

The school will support each partner school to:

- improve their own capacity to manage children presenting with challenging behaviour;
- gain access to relevant training and professional development programmes;
- gain help for pupils who have been negatively impacted by the challenging or unacceptable behaviour of others; and
- gain enhanced and helpful insights into the difficulties experienced by their vulnerable and challenging pupils.

The Beeches will be an inclusive provision, celebrating diversity. Medway has an ethnically diverse population, as the data of ethnicity of primary pupils shows below.

<b>Primary Pupils</b>		
<b>Ethnicity</b>	<b>Total</b>	<b>%</b>
White-British	18580	76.4
White-Other	1564	6.4
Mixed or Dual Background	1458	6.0
Black or Black British	1199	4.9
Asian or Asian British	1059	4.4
Any Other Ethnic Group	214	0.9
Not Obtained	165	0.7
Chinese	76	0.3
Grand Total	24315	

Whilst there is no information in the most recent SFR regarding ethnicity it is still worth observing the ethnic minority trend of permanent exclusions to add further context. Nationally the percentage of ethnic minority pupils excluded have remained relatively constant.

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

However, looking at the most recent data available, whilst 0.07% may seem a low percentage this is the same as the percentage of White British individuals excluded (0.07%), who make up the majority of pupils. Nationally, on average in 2013/14 ethnic minority pupils made up 26.5% of the school population, whilst White British individuals made up on average 72.5% (averages both across primary, secondary and special schools). This highlights as a rough context guide that nationally ethnic minority pupils excluded more than proportionally expected. A high percentage of this comes from Gypsy/ Roma (0.34%) and Caribbean (0.24%).

In Medway, on average in 2013/14 ethnic minority pupils made up 19.6% of the school population, whilst White British individuals made up on average 79.6% (averages both across primary, secondary and special schools). This highlights as a rough context guide that ethnic minority pupils excluded more than proportionally expected within Medway. This is a larger disproportion than shown nationally as the national school population has a higher percent of ethnic minority. Therefore, you would expect the national difference between the percentage of ethnic minority exclusions and White British exclusions to be smaller. A high percentage of this comes from Gypsy/ Roma (2.28%) and Any Other White Background (0.42%).

Looking at the 4-year trend of Medway's statistical neighbours the percentage of ethnic minority pupils excluded has decreased or remained constant with the exception of Medway and Dudley who have shown an increase.

Within its statistical neighbours, Medway is the second highest excluding authority of ethnic minority individuals. This is 0.13 percentage points larger than national and 0.15 percentage points larger than the overall South East.

This data gives us a real insight into the potential issues around educating pupils with English as an additional language. Whilst it is the intention that all pupils follow the same curriculum, there will be occasions where additional literacy support and intensive phonics programmes will be needed. Whilst ensuring that EAL pupils are as much a part of the school family as everyone, there will be occasions when specific targeted intervention will be needed. The teaching assistant support will be flexible and therefore could be used to specifically support an EAL child within the classroom.

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

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

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

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

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

The curriculum at The Beeches will be designed to ensure the holistic development of the child with an emphasis on the social and emotional aspects of learning as well as ensuring accelerated progress in literacy and numeracy.

The school's curriculum will be influenced by the concept of forest schools and will therefore have an emphasis on outdoor learning. Children will spend a significant proportion of their time learning outside the usual classroom context with the gradual introduction of more formal ways of learning as part of the process of reintegrating into mainstream schools. This approach will support the development of children's social skills, self-confidence and self-esteem thus increasing the likelihood of successful reintegration into mainstream education.

The Beeches will use data to drive improvement, support pupil progress and identify gaps in learning that can be closed through targeted intervention. When a pupil has been identified as needing a place at The Beeches there will be an agreed generic pupil referral form, which will be completed by the pupil's mainstream school. This document will be adapted from the pupil referral document, designed by The Rowans and used currently by Medway secondary schools. The adapted document will ensure that The Beeches receive all relevant pupil data, including progress and attainment data and any statutory test results, including KS1 phonics screening and end of KS1 NC tests.

All pupils who are admitted to The Beeches will have a comprehensive baseline testing package. This will be carried out prior to the pupil starting, on a 1:1 basis, with a trained member of staff. Baseline testing will differ according to whether the pupil is in KS1 or KS2. The baseline package is shown below for each of the key stages:

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

KS1	KS2
Hodder Oral Reading Test	Hodder Oral Reading Test
Wide Range Achievement Test (WRAT)	Wide Range Achievement Test (WRAT)
Phonics and early reading assessment (PERA)	Vernon Spelling Test
	Non-reading intelligence tests 1-3 (NNRIT)
Special needs assessment including emotional behavioural profile (SNAP together)	Lucid Assessment For Schools (LASS)
SDQ for parents/carers and pupils	Special needs assessment including emotional behavioural profile (SNAP together)
	KS1 English, maths and SPAG papers
	SDQ for parents/carers and pupils

Each of the baseline tests are age-appropriate and will give a range of data to enable staff to plan personalised programmes to deliver optimum academic progress. Strengths and Difficulties Questionnaire (SDQ) data combined with Special Needs Assessment Profile (SNAP) outcomes will also indicate mental health issues which can be addressed through therapeutic interventions as well as external agency involvement and support, where needed. The baseline tests will also identify gaps in learning, enabling targeted intervention to be put in place. This will most notably be important for literacy, maths, phonics, reading and spelling, punctuation and grammar (SPAG).

The processes of baseline assessment, measuring pupil performance and setting challenging targets will reflect those in place at The Rowans, which have been noted by Ofsted, 2015 as 'Outstanding',

*"The school has rigorous and highly effective systems for checking on students' progress and on the quality of teaching."*

*"The school makes very good use of well-planned and sharply focused support sessions to meet specific individual needs. These are checked carefully and, if progress is not fast enough, the approaches are changed."*

*"The pupils make excellent progress and, for many of them, it is the first time that they have experienced success in education. Students make outstanding progress in*

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

*English, particularly in reading, and in mathematics.”*

*“Planning is based on detailed knowledge of students’ achievement and is closely matched to individual learning needs. This results in students of all abilities, including the most able, gaining in confidence and making excellent progress, particularly in English and mathematics.”*

The Beeches will use a combination of formative and summative assessment to monitor pupil progress across the core subjects and foundation subjects. Pupil progress will be formally assessed and recorded throughout their placement, depending on the length of stay. Baseline assessment, along with prior attainment and professional judgement will inform an aspirational target for the end of the placement and the end of the key stage if applicable. The aspirational target will be prediction + challenge. This formula has proved to be successful at The Rowans, where a high percentage of pupils achieve and exceed their targets. The pupils will be part of the ‘target setting and getting’ process so that they take a shared ownership of their progress and attainment.

There will be a bespoke assessment package, which will be based on The Rowans ‘Assessment without levels’ approach, based on the following principles:

- Developing key knowledge and skills
- High expectations, leading to aspiration
- Is simple and easy to understand for staff, parents and pupils
- Has consistent principals to be used across all subjects but flexibility to be suitable for all subjects

Using the baseline outcome and the aspirational target, each pupil will progress on an identified pathway (linking to the KS2 NC expected outcomes), from ‘Emerging’ to ‘Mastering’, as shown below.

<b>Pathway</b>	<b>Steps of progress</b>
Year 3	Emerging 1
	Emerging 2
	Launching 1
	Launching 2
	Developing 1
	Developing 2
	Securing 1
	Securing 2

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

	Mastering 1	
	Mastering 2	
Year 4	Emerging 1	
	Emerging 2	
	Launching 1	
	Launching 2	
	Developing 1	
	Developing 2	
	Securing 1	
	Securing 2	
	Mastering 1	
	Mastering 2	
Year 5	Emerging 1	
	Emerging 2	
	Launching 1	
	Launching 2	
	Developing 1	
	Developing 2	
	Securing 1	
	Securing 2	
	Mastering 1	
	Mastering 2	
Year 6	Emerging 1	
	Emerging 2	
	Launching 1	
	Launching 2	
	Developing 1	

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

	Developing 2
	Securing 1
	Securing 2
	Mastering 1
	Mastering 2

This way of measuring progress allows smaller steps of progress to be recorded and celebrated, linking with Blooms Taxonomy. In line with mainstream education and expectations, the assessment package will include aiming for mastery. Mastery is how a child can apply much of the curriculum as a whole in more complex and in-depth, cross-objective, multi-modal methods. It demonstrates how skilfully a child can apply their learning.

Progress Steps	Blooms Taxonomy
Emerging	Knowledge Remember
Launching	Understand
Developing	Apply
Securing	Analyse
Mastering	Evaluate Create

Steps of progress	Statement
Emerging	The pupil has only learned part of the curriculum, knowledge has not been understood and skills are in their infancy
Launching	The pupil has learned part of the curriculum, there is evidence that knowledge and skills are beginning to appear.
Developing	The key concepts, knowledge and skills are developing in line with expectation. The pupils can know and recall the majority of information that has been taught.



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

Securing	Key concepts and knowledge that have been taught have been learned and skills are now secure. The pupil is working above expectation.
Mastering	Knowledge and skills are mastered. The pupil can create new ideas, adapt approaches and demonstrate higher order thinking skills.

For KS1 the assessment package will be more simplistic, reflecting both DfE recommendations and best practice. Pupils will be assessed as:

- Working towards 1,2 and 3
- Working within 1,2 and 3
- Working beyond 1,2 and 3

Pupils in KS1 will be assessed against expectations for their year group at 6 times over the year.

The Beeches will use SIMS Assessment Manager to record, track and monitor pupil progress. SIMS Assessment offers flexibility for The Beeches to have its own bespoke assessment package, whilst robustly tracking it in a format that suits the needs of the school.

Using SIMS Assessment Manager means that at the point of joining The Beeches and at reintegration to mainstream, the attendance, progress and attainment data can easily be transferred using CTF, avoiding unnecessary duplication of information.

On Assessment Manager teachers can see an individual's progress towards targets live as they enter their assessment data. Quick access to this information means timely interventions can be introduced to support pupil progress, thus providing quality data for the weekly progress meetings.

Teachers can record formative or summative achievement and receive instant analysis to help monitor pupil performance, it can also be used to carry out gap analysis of curriculum programmes of study.

The detailed analysis part of SIMS Assessment Manager – SIMS Discover, can link data, identifying trends and patterns such as monitoring the impact of poor attendance on achievement.

Having this data tool at The Beeches will allow greater opportunity for early identification of need and subsequent timely intensive support and targeted intervention.

Pupil progress will be regularly reviewed, weekly, at pupil progress meetings, where discussions on each pupil will be firmly rooted in progress data. Where there are gaps

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

or where progress is not as expected, academic and therapeutic interventions will be timetabled to become part of the pupil's personalised plan.

The Beeches will maintain close links with mainstream primary schools to ensure that assessment procedures are rigorous and quality assured. Pupils at The Beeches will sit all statutory tests for KS1 and KS2. Teachers will attend standardisation alongside colleagues from Medway schools to ensure that marking and standards are in line with National expectations. This will also aid transition back to mainstream and ensure consistency across provisions.

In order to establish the levels of social, emotional and health support the staff at The Beeches will use the Common Assessment Framework (CAF) to determine the exact level of need. The review into Alternative Provision in Medway highlighted that currently the CAF process is “not being used for children at risk of exclusion in any routine way. Whilst there has been a slow take up, CAF offers a multi professional process coordinated with the whole spectrum of support which is understood throughout Children Services & Schools..... The lead for CAF sits within the Early Help Service but when the processes are agreed across the Directorate this should ensure children receive holistic support in a timely way”.

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

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

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

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

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

Outstanding leadership of The Rowans and therefore The Beeches trustees has been identified by Ofsted and is the most important factor in achieving success. A Head of School will be recruited, appointed and mentored by The Leadership Team at The Rowans.

The governance structure of The Rowans is strong and secure, as The Rowans is also applying for Multi Academy trust status and this governance structure will be further

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

strengthened. We have had interest from local business, the police and external professionals working with challenging children within Medway, for example Claire Cooper, autism specialist with years of experience of working within Medway and widely recognised and respected. It is of course the aim to recruit governors with a real understanding of both challenging children and primary school structures and aims.

The Rowans has a proven track record of recruiting high quality staff and The Beeches will be an attractive proposal for professionals. We aim to attract and engage the very best staff to the new Free School, who can be confident in the leadership and development opportunities they will receive.

The trustees and governors of The Rowans have vast experience and expertise in recruiting high quality staff. This governor expertise will be used to inform the advertising, job descriptions and contractual conditions for staff recruitment.

All class teachers and the senior team will be qualified teachers who have demonstrated excellent practice, have a keen interest in and an empathy for teaching young people with SEN, particularly those with SEMH.

In order to run the proposed key stage 1 and 2 curriculum, a full staffing structure would consist of the following staff;

Head of School	QTS Experience & expertise in SEMH at leadership level NPQH (desirable)	Leadership and Management of Beeches. Performance Management and quality. Admissions and parent partnership. Accountability to the Governors and LAC Corporate parenting lead Maintaining links with the Primary Headteachers
SENCo	Qualified SENCo Previous experience of Primary desirable	Day-to-day operation SEN support co-ordinate additional support liaise with mainstream, parents and other professionals

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

<p>Class Teachers (primary trained)</p>	<p><b>Essential:</b> QTS Outstanding primary practitioners</p> <p><b>Desirable:</b> Experience of working with SEMH pupils</p>	<p>Lead and manage the form team</p> <p>Experts in primary Literacy, Numeracy and other areas within the curriculum offer.</p>
<p>Support staff – reintegration workers</p>	<p><b>Essential:</b> Experience of working with young people in the education sector, social work, youth service or health service.</p>	<p>To engage and safeguard young people disrupting learning or experiencing crisis.</p> <p>To liaise with mainstream colleagues and disseminate information and best practice and to facilitate reintegration.</p> <p>To work closely with other agencies and families.</p>
<p>Teaching Assistants</p>	<p><b>Essential</b> At least Level 2 qualification in Maths and English. Meet the professional standards set out for all Rowans Teaching Assistants.</p>	<p>A team to work under the direction of class teachers supporting learning, with a flexible timetable to deploy their skills across the school and raise standards of achievement.</p> <p>Specialisms in Literacy and numeracy to support the focus on literacy and numeracy within the curriculum</p>
<p>Receptionist</p>	<p><b>Essential:</b> Experience of general office duties.</p> <p><b>Desirable:</b> Experience of SIMS system. Recognised School Admin qualification (e.g. SAFC).</p>	<p>To undertake reception duties. To maintain pupil records (manual and in SIMS).</p>

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

Caretaker	<p><b>Essential:</b> Hold, or be willing to undertake training to achieve IOSH.</p> <p><b>Desirable:</b> Experience of working in school environment, and/or with challenging pupils</p>	To be responsible for the maintenance, security, health and safety and cleaning of the premises.
Cook	<p><b>Essential:</b> Food Hygiene Level 3.</p> <p><b>Desirable:</b> Experience of working in school kitchen environment, and/or with challenging pupils</p>	To be responsible for the school kitchen, preparation and service of meals to the Schools Food Plan standards.
Cleaner	<p><b>Essential</b> Experience of cleaning in an office or school environment.</p>	To ensure the school environment is clean and presentable at all times.

It is planned that the Free school will open under the Multi-Academy Trust of The Rowans. Therefore, whilst there will need to be some new recruitment, there is capacity within the existing structure for some services to be shared (i.e. business management, ICT, HR and Finance support).

The proposed staffing structure maximises the links between the pupils' social and emotional wellbeing and their learning. Each class will be staffed by a Qualified Teacher and a Teaching Assistant to provide high quality teaching and pastoral care.

Teachers will lead:

- Planning and preparation of lessons for pupils;
- Meeting the needs of the pupils;
- Differentiating learning and delivering lessons;
- Assessing the development, progress and attainment of each individual;
- Agreeing, setting and monitoring the achievement of learning goals;
- Reporting on the development, progress and attainment of pupils. The tutors will lead:
- In class support to promote behaviour for learning;
- Focused support strategies for learning, particularly literacy and numeracy;
- Promoting, monitoring and pursuing issues of attendance and time keeping;
- Support for pupils while off site on enrichment activities

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

- Emotional, personal and social day to day welfare in line with the school's values

There will be mixed age classes in Key Stage 1 and 2, able to accommodate up to 5 pupils, allowing for a planned number of classes to match the actual number of pupils in September 2018.

For each class in key stage 1, there will be a qualified teacher and a teaching assistant. This will be replicated in key stage 2.

Additional flexibility will also be achieved through maximising the shared resources across The Beeches and The Rowans. There would be joint commissioning to achieve value for money in back office functions, school meals and CPD programmes or subject specialist advice, planning and guidance.

A phased staffing structure is proposed in line with the rise planned pupil numbers as follows;

	<b>Pupil Numbers in Year</b>				
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Key Stage 1</b>	6	6	12	12	15
<b>Key Stage 2</b>	12	12	18	18	20
<b>Totals</b>	<b>18</b>	<b>18</b>	<b>30</b>	<b>30</b>	<b>35</b>

In the year of opening (2018) the number of pupils in key stage 1 will be 6 and 12 in key stage 2. The staffing structure will need to build over time in relation to the increase in numbers.

The school will run on the [REDACTED] base rate funding per annum per place. In addition to this, the Local Authority have agreed to support SEN top-up funding of [REDACTED] per annum per place.

The base funding represents the package of education and support that all the children will have access to. The high needs top-up element will be utilised to provide a personalised plan for each child. This will be decided upon entry to The Beeches, when the pupil's needs will be assessed and additional resources and expert support will be commissioned.

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

Table to show the staffing growth from 2018 -2022	2018	2019	2020	2021	2022
Pupil numbers	18	18	30	30	35
Head of School	1	1	1	1	1
SENCo	0.4	0.4	1	1	1
Teacher	3	3	5	5	6
Teaching assistant	3	3	5	5	6
Reintegration worker	1	1	2	2	2
Receptionist	1	1	1	1	1
Finance Assistant	1	1	1	1	1
Caretaker	0.5	0.5	0.5	0.5	0.5
Cleaner	0.2	0.2	0.2	0.2	0.2
Catering Staff	0.4	0.4	0.8	0.8	0.8

In addition to the key staff at The Beeches, there will be a need to commission other professionals, this includes counselling services on site from trained professionals who will be able to get to the root of the difficulties, understand the barriers to learning and rebuild self-esteem and confidence with the young person.

Services for young people and their families will also be essential when they are facing emotional traumas, such as domestic violence and alcohol and drug addiction.

The CAMHS team will be crucial to improving the mental health of many of the referred pupils and their families. In terms of physical health, the school will use the PSHCE curriculum and local health professionals, Youth Service advisors and the school nurse to teach and promote the key shared messages and drive young people towards healthy lifestyles.

Outstanding leadership of The Rowans and therefore The Beeches trustees has been identified by Ofsted and is the most important factor in achieving success. An outstanding head of school will be recruited, appointed and mentored by The Leadership team at The Rowans. The governance structure of The Rowans is strong

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

and secure, as The Rowans is also applying for Multi Academy trust status and this governance structure will be further strengthened. Interest from local business, the police and external professionals working with challenging children within Medway,

[REDACTED]. It is of course the aim to recruit governors with a real understanding of not only the challenging children but in addition the primary school structures and aims. The Rowans has a proven track record of recruiting and retaining high quality staff. The Beeches will be an attractive proposal for all professionals and we will engage and attract the very best staff to the new Free School, confident in the leadership and development opportunities they will receive. The trustees and governors of The Rowans have vast experience and expertise in recruiting excellent staff and for managing contracts and service level agreements for facilities management and other services. This expertise will be used to inform the advertising, job descriptions and contractual conditions for staff recruitment.

Staff will

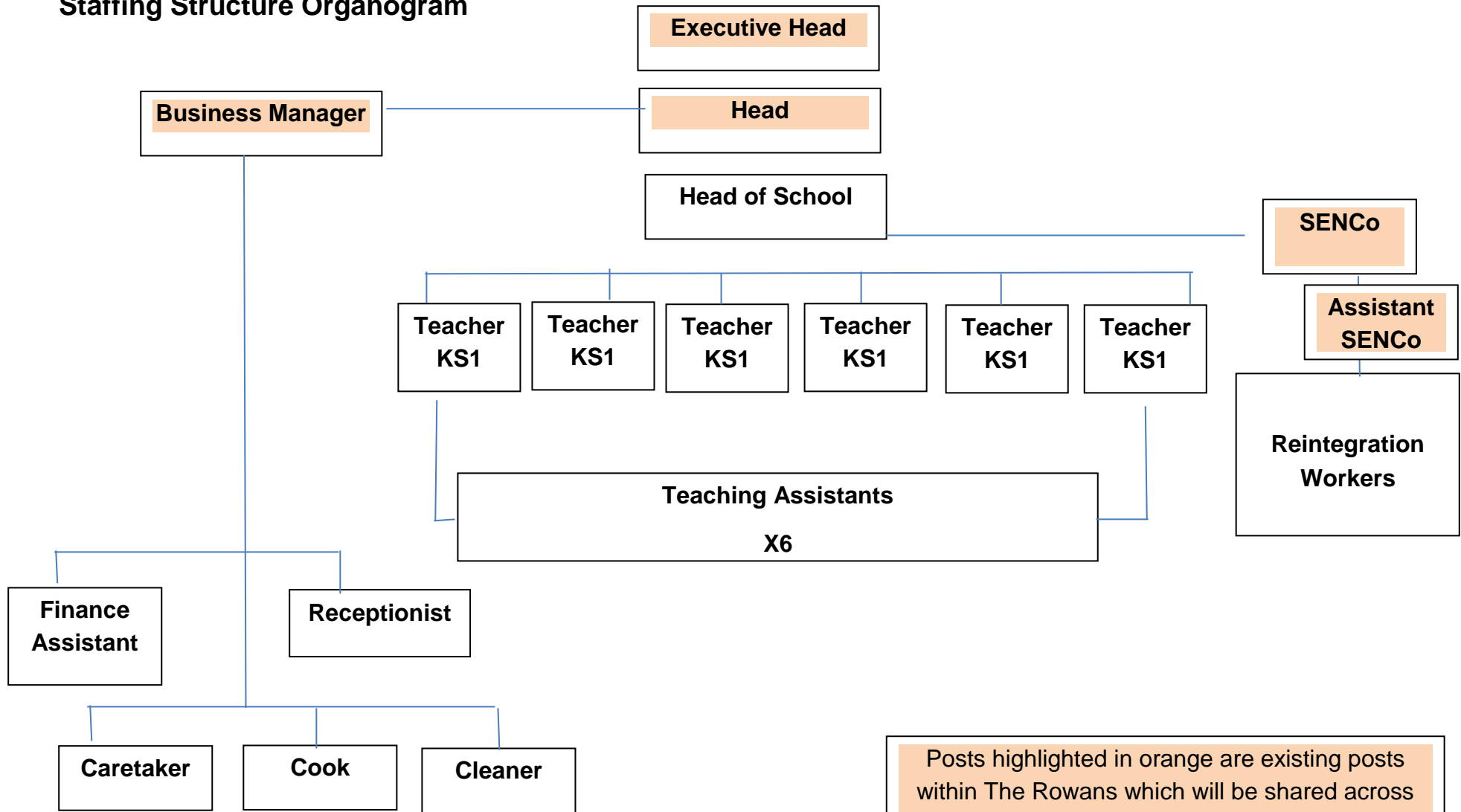
- have an insight into the young people and their learning styles
- take the initiative and manage risk around the young person, their family and the school
- inspire through teaching and learning and act as role models
- be fully involved in every aspect of the school partnership for learning to support and empower the young person and their family
- improvise in creating opportunities and providing flexible programmes that launch their pathway for the future
- show integrity in partnership working and relationships at all levels to underpin a curriculum offer for the individual
- implement the shared vision, celebrating success and planning future success along the learning journey.

All class teachers and the senior team will be qualified teachers who have demonstrated excellent practice, have a keen interest in and an empathy for teaching young people with challenging behaviour, particularly those with SEMH.



# The Beeches

## Staffing Structure Organogram

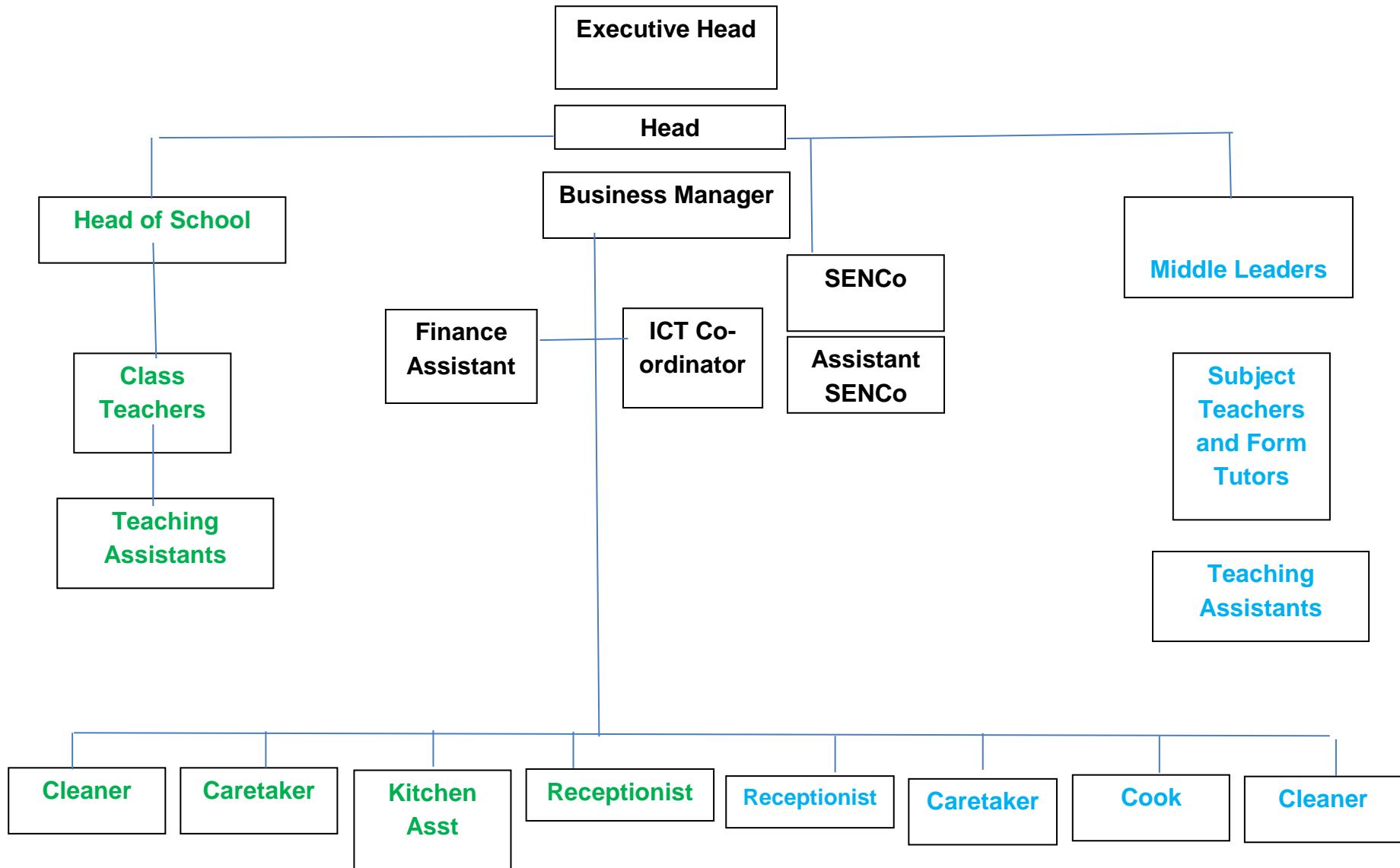


Posts highlighted in orange are existing posts within The Rowans which will be shared across the Trust.

## The Beeches

## Across Trust

## The Rowans



#### **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 Beeches Primary Alternative provision will be welcoming to pupils of all faiths or of none, and will meet the needs of all pupils and parents.

As outlined in section D1, the curriculum will be broad and balanced and prepare children for life in modern Britain. Spiritual, moral, social and cultural (SMSC) education will be taught in a variety of ways including dedicated curriculum time for stand-alone lessons. Fundamental British values will be woven through the curriculum and will be an integral part of the ethos of the school.

According to Ofsted, 'fundamental British values' comprises of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The social development of pupils at The Beeches will be shown by their understanding, acceptance and tolerance of each other. The respect they will have for their surroundings and their participation in the school's vision for inclusiveness and the right to an outstanding education for all. Mutual respect and tolerance will be taught through everything the school does, staff will model these values and aid pupils in their development of these skills. Pupils will learn about life in modern Britain and how their communities around them are changing and the school will actively promote fundamental British values. Negative and stereotypical views will be challenged daily and pupils will be accountable for their actions. They will learn that their actions have consequences and whilst they are free to make their own choices they are not free from the consequences of those actions.

Current issues facing our communities will be tackled head on. National priorities such as Prevent and concerns over radicalisation will be addressed at an age appropriate level. Sex and relationship education will be firmly rooted in the framework for PSHE and follow guidelines set out by the DfE, covering the three main elements of physical, moral and emotional development, personal and social skills and values and attitudes.

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

Through the curriculum and extracurricular activities, pupils will develop their self-knowledge, self-esteem and self-confidence. They will understand the difference between right and wrong and respect the law. Pupils will be taught to; take responsibility for their behaviour, show initiative, and to understand how they can contribute positively to those around them. Pupils will be tolerant and understanding of different cultures and traditions and respect one another's views. Pupils will be encouraged to play an active part in school life, such as the school council and celebration events and assemblies.

PSHE is the study of Personal, Health and Social Education and includes citizenship education and economic well-being. It will be central to the development of the pupils at The Beeches. It is particularly important for vulnerable children who may need additional support to build their confidence and life skills.

PSHE will be a major part of the curriculum and day to day life at The Beeches.

At the Beeches, pupils will

- develop a secure sense of identity and be able to form positive relationships.
- have the confidence to talk, listen and think about their feelings.
- have a greater understanding of the issues they face in their emotional and social development.
- be able to protect themselves and ask for help and support.
- be able to make positive health and lifestyle choices.
- be provided with the knowledge, understanding, skills and attitudes to make informed choices about their behaviour and learning.

PSHE will be at the heart of The Beeches curriculum, enabling children to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It will provide a basis for children within which they can grow in confidence as people and become informed, thoughtful, responsible, healthy and safe members of society.

Pupils will build positive relationships with staff and establish friendships with each other. The Beeches will be a place where children have the confidence to try their best and make mistakes without feeling a failure.

PSHE will be part of every minute of every day, in the way staff relate to pupils, pupils to staff and the way they relate to each other. It is important because it gives the pupils the skills, knowledge and understanding that they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

A wide range of teaching and learning approaches will be used to suit different learning styles including: discussions, drama, role-play, multi-media, circle time, group work, displays, charity work, presentations, games, competitions and problem solving.

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

PHSE will be taught as a discrete subject, on other occasions it will be part as part of an integrated curriculum. All teachers and support staff will be aware of their role in the personal and social development of children through both the formal and informal curriculum.

ICT can be a valuable tool in the teaching of PHSE, pupils learn to work together in a collaborative manner and develop a sense of global citizenship by using the internet and e-mail. There are consequently, school rules for safe use of the internet, which aim to develop a set of safe behaviours for pupils to adopt when using these and other technologies. Through discussion of safety and other issues related to electronic communication, the children will develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Celebration of achievement contributes to building pupils' sense of pride. Rewards, certificates and positive praise will be used to promote good work and behaviour, thinking and reasoning skills will be promoted by all staff. Pupils will be given opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. This process will have a positive impact on pupil's self-awareness and self-esteem.

Assemblies will become a fundamental part of life at The Beeches with typical topics such as 'the difference between right and wrong' and 'the consequences of behaviour' and of young people 'accepting', 'respecting' and 'tolerating'. This will become time for reflection and contemplation.

The education of the fundamental values is about helping people understand how things work and how to challenge and change them for the better. It is understood that values won't be assumed just because the school demands they are, particularly if they're very different from those at home: they have to be arrived at through mutual exploration, critical analysis and understanding.

As has been previously stated the cultural and ethnic landscape of Medway has vastly changed over the last five years. It is clear from exclusion data and the experiences from referrals to The Rowans that The Beeches will serve pupils from different backgrounds and different communities. It is imperative that they all feel welcome and play a full and active role in the school.

Pupils and staff at The Beeches will work together and learn about each other's customs, beliefs and ideas and respect each other's views. Children who themselves face challenges are very often the most understanding and accepting of others.

By the very nature of the Alternative Provision Free School and the school's vision, which is interwoven through this bid, inclusivity will be a key foundation of the school.

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

Pupils will be free to practice their faith, and the school will accommodate pupils who have particular needs due to their religion, such as dietary requirements.

It is difficult to analyse a typical cohort of pupils at The Beeches as this is such a changing landscape.

In Medway's annual school's performance report for 2015, the ethnic profile of pupils in Medway schools can be seen below.

Primary Pupils		
Ethnicity	Total	%
White-British	18580	76.4
White-Other	1564	6.4
Mixed or Dual Background	1458	6.0
Black or Black British	1199	4.9
Asian or Asian British	1059	4.4
Any Other Ethnic Group	214	0.9
Not Obtained	165	0.7
Chinese	76	0.3
Grand Total	24315	10

The 2015 School census showed that 49 languages were spoken in Medway schools, including English. 5111 pupils spoke or understood a language other than English at home. Polish was the most common language spoken by Medway pupils after English with 388 (0.79%) of speakers. Slovak was the second most spoken language with 300 (0.61%) of speakers, closely followed by Panjabi (0.59%), Yoruba (0.51%) and Urdu (0.38%).

#### Distribution of first languages

First language	#	%
English	38828	78.70%
Polish	388	0.79%
Slovak	300	0.61%
Panjabi	292	0.59%
Yoruba	253	0.51%
Urdu	187	0.38%
Information not obtained	182	0.37%
Bengali	181	0.37%
Turkish	161	0.33%
Russian	156	0.32%

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

Other than English	152	0.31%
Lithuanian	149	0.30%
Believed Other than English	129	0.26%
Bengali (Sylheti)	109	0.22%
Malayalam	100	0.20%
Portuguese	98	0.20%
Romanian	98	0.20%
French	92	0.19%
Czech	90	0.18%
Tamil	87	0.18%
Bulgarian	86	0.17%
Panjabi (Gurmukhi)	84	0.17%
Latvian	79	0.16%
Information not obtained	79	0.16%
Panjabi (Any Other)	78	0.16%
First language	#	%
Other Language	68	0.14%
Nepali	65	0.13%
Spanish	64	0.13%
Arabic	62	0.13%
Italian	60	0.12%
Chinese	55	0.11%
German	55	0.11%
Igbo	53	0.11%
Romani (International)	53	0.11%
Shona	50	0.10%
Hindi	44	0.09%
Chinese (Cantonese)	41	0.08%
Albanian/Shqip	40	0.08%
Gujarati	39	0.08%
Hungarian	35	0.07%
Thai	35	0.07%
Tagalog	33	0.07%
Believed to be English	32	0.06%
Tagalog/Filipino	32	0.06%
Filipino	32	0.06%
Chinese (Mandarin/Putonghua)	26	0.05%

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

Romanian (Romania)	24	0.05%
Dutch/Flemish	22	0.04%
All Other	481	0.97%
Total	42360	

**Early Years Foundation Stage Profile by English as an Additional Language**

English as Additional Language (EAL)	Cohort	Indicators GLD (%)	Areas of Learning (%)								Overall (%)		
			ATP	CL	PD	PSEL	LIT	MAT	UW	EAD	Pri	Spe	All
Unclassified	130	54.6	32.4	69.2	74.6	70.8	56.2	59.2	66.9	70	66.2	54.6	54.6
English as Additional Language (EAL)	370	65.4	33.6	71.9	85.7	79.7	67.8	70.8	73.2	79.2	70.8	62.4	61.9
English Only (Non EAL)	2,961	72.1	35.8	84.7	90.5	87.6	74.4	78.9	86.6	88	81.8	70.4	69.6
Gap		6.7	2.2	12.8	4.8	7.9	6.6	8.1	13.4	8.8	11.0	8.0	7.7

The analysis shows that those children who had English as an Additional Language had a lower percentage in all areas of learning assessment outcomes. Additionally, there was a gap of 7% in a “good level of development” between children who spoke only English and children who had English as an Additional Language. Further, there was a difference of 2.2 average total points between children who spoke only English and children who had English as an Additional Language.

**Ethnic Minority**

Permanent Exclusions				
Ethnic Minority				
	2010-11	2011-12	2012-13	2013-14
Southend-on-Sea	x	0% (0)	x	0% (0)
North Lincolnshire	0% (0)	0% (0)	0% (0)	0% (0)
Havering	0.10% (10)	0% (0)	0.07% (10)	0.05% (10)



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

Kent	0.05% (20)	x	0.04% (10)	0.05% (20)
Overall South East Performance*	0.06% (100)	0.09% (10)	0.06% (120)	0.05% (110)
ENGLAND*	0.08% (1250)	0.06% (60)	0.07% (1240)	0.07% (1280)
Northamptonshire	0.19% (30)	0% (0)	0.13% (20)	0.16% (30)
Medway	0.15% (10)	0% (0)	0.11% (10)	0.20% (20)
Dudley	0.16% (10)	x	0.15% (10)	0.23% (20)
Rotherham	x	0% (0)	x	x
Telford and Wrekin	x	0% (0)	x	x
Thurrock	x	0% (0)	x	x
Swindon	x	0% (0)	0% (0)	x

Nationally the percentage of ethnic minority pupils excluded have remained relatively constant.

Analysing the 4-year trend of Medway's statistical neighbours, the percentage of ethnic minority pupils excluded has decreased or remained constant with the exception of Medway and Dudley who have shown an increase. Further to this Southend-on-Sea and North Lincolnshire have excluded 0 ethnic minority individuals showing potentially a higher level of inclusivity.

The Beeches will celebrate a range of national events, such as: Black history month, lent, Chinese new year, World autism awareness day, Ramadan, Jewish Holocaust

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

remembrance day and World book day. Pupils at The Beeches will also participate in charitable days and events such as 'Jeans for Genes Day' 'Go Dotty for Demelza' and 'Wear it Pink'. As well as fun activities and challenges, pupils will be educated about the work that the charities do to support individuals and those in need. As in line with the practice at The Rowans, The Beeches will run an activities week which will include opportunities for pupils to take measured risks, grow self-esteem and confidence. Activities will also celebrate diversity through pupils engaging in activities outside of Medway, amongst a diverse wider community.

The Beeches staff will ensure that positive, supportive relationships with parents and carers are established from the beginning. Parents and carers will be welcomed into school to speak to staff on a needs basis. In addition, home visits will take place prior to pupils starting at The Beeches, so that barriers can be broken down and positive relationships can be built with families before the children start the school.

Research has shown that..."Learning is complex; it begins at birth and continues throughout life. Parents are the first teachers and role models for their children, and therefore have a strong influence on their learning. Yet, studies continue to show that many parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning" (DCSF, 2007).

In line with best practice at The Rowans, The Beeches will host coffee mornings for parents where they can meet in a non-confrontational and supportive environment to share experiences, offer advice and seek support. A needs analysis will identify the support needed and inform any expert input. We would envisage this to include; adult literacy and numeracy, addressing challenging behaviour, routines and expectations and friendship groups.

The relationship between home and school will be critical in ensuring success for the pupil. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of achievement at age 16.

When a pupil is ready to return to a mainstream school from The Beeches, there will be a celebration of the progress they have made, recorded in a 'celebration of achievement' pictorial folder. The parents/carers will be invited into school to be part of this celebration.

Best practice at The Beeches will be shared and disseminated amongst Medway Primary Schools, supporting the most challenging children and those on the edge of exclusion. The Beeches will become a central part of the local community, drawing on support from local people to come and read with the children and reciprocally, pupils will also support local community projects and work, alongside that done by the pupils at The Rowans.

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

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

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

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

The Beeches Primary Alternative Provision will be a short term provision for primary school pupils between the ages of 4-11 who are at risk of exclusion and in some cases may have had fixed term exclusions. The provision will be commissioned through the Local Authority, who have given their full support for this application and identified a need. The basic curriculum offer will be funded through the base rate funding from the EFA and further needs and support will come from top up funding. It is likely that pupils who will be referred to The Beeches will have additional needs. A significant proportion of the pupils will have SEMH needs, there will be children who have additional learning needs, the table below shows the breakdown of areas of special educational needs for Medway.

The Beeches school year will be in line with local Medway Schools where possible:

195 days for staff, with 5 Professional Development Days.

190 days, with 380 half day sessions, for students;

6 terms in line with other schools in the Trust with 3 one week half term holidays;

The timings for the school day will be decided upon at a later date, in line with the statutory requirements of 21 hours for key stage1 and 23 ½ hours for key stage 2.

**MEDWAY ANNUAL SCHOOLS' PERFORMANCE REPORT FOR 2015**

Published March 2016

	Roll Total	
	No	%
Specific Learning Difficulty	438	11.4
Moderate Learning Difficulty	428	11.1
Severe Learning Difficulty	12	0.3
Profound & Multiple Difficulty	7	0.2
Social, Emotional and Mental Health	725	18.8

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

Speech, Language and Communications Needs	1216	31.5
Hearing Impairment	83	2.2
Visual Impairment	37	1
Multi-Sensory Impairment	6	0.2
Physical Difficulty	145	3.8
Autistic Spectrum Disorder	314	8.1
Other Difficulty/Disability	224	6.3

Pupils will be assessed upon entry to The Beeches, the referral process will first of all initiate a pre referral meeting with all parties i.e.: the referring primary school, the Beeches SENCo and Head of School, it may also be appropriate to have specialist support services present such as social worker, family support worker etc. During this meeting, a detailed understanding of the pupils' life will be sought and discussed. Family background, current family situation, the issues within school and the pupils' attitude to learning, strengths and areas which are a cause for concern will all be discussed. This meeting will gauge the extent of the needs of the pupil, whilst also allowing for the identification of any underlying issues, which may not have previously been identified. A good starting point for any referral will be a pre CAF assessment to decide whether there needs to be a 'team around the child'. The SENCo will have a clear role within the Beeches, this post, as well as the assistant SENCo, will be a shared resource between The Rowans and The Beeches. The SENCo has a critical role to play in ensuring that pupils with special educational needs within The Beeches school receive the support they need and deserve.

Within The Rowans' staffing structure there is a SENCo and an Assistant SENCO who is working towards the National award in Special Educational Needs Coordination. The role will be crucial within the staffing structure of The Beeches to co-ordinate the additional provision and support services needed for each pupil. The SENCo will be vital in liaising with parents, educational psychologists and external agencies. The SENCo role will hold status, capacity and authority to make decisions and change.

The Code of Practice states the SENCO should have 'sufficient time and resources to carry out these functions'. It's hard to be precise about the amount of time a SENCO will need to carry out their duties as every school is different, however, this role will have a minimal teaching commitment, if any. The SENCo will play an active role in the identification of individual needs, the tracking and monitoring of their progress, the co-ordination of intervention and commissioning of additional support and resources. The SENCo will ensure that parents are well-informed about the provision and will be invited to regular review meetings. They will have an understanding and empathy for

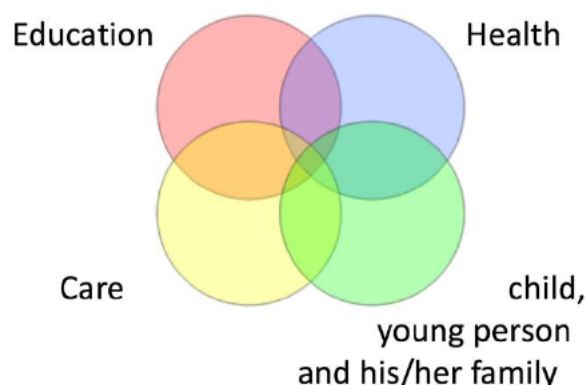
**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

children with SEN and a commitment to inspiring change.

The need for integrated education and care coordinated around and tailored to the needs of the child or young person and their family is clear and fundamental to improving their outcomes. The Beeches will work hard to ensure that joins between services and support networks are invisible because organisations are working in partnership with the school to deliver the best support for the pupil and his/her family. It means children, young people and parents don't have to keep repeating their information, that records are not lost or duplicated, that individuals and their needs do not fall between gaps and that resources are focused on the same goals.

The holistic care of the child will be paramount, linking education, safeguarding, health, attendance and behaviour to support a child to grow and develop socially, emotionally and academically and where appropriate, help narrow the gap between the vulnerable and disadvantaged groups and the rest of the population.

**The identification of 'need'**



The strategic approach to this will be through effective policies and practice, regularly reviewed, quality assured and updated. The Beeches will adopt The Rowans' policies and where changes are needed these will be made in consultation with the Governing Body. Listed below are the relevant policies (to this section of the application) that will be adopted:

- Attendance and Punctuality policy
- Behaviour policy
- Child protection policy
- SEN policy
- Policy for supporting pupils with medical needs

The link for these policies can be found here:

<http://www.therowans.org/page/?title=Policies&pid=63>

The Beeches will offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more

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

emotionally and socially independent. Positive behaviour for learning will be a priority throughout the school, underpinned by the rigorously applied **habits of mind**:

To attend lessons and arrive on time

To behave appropriately

To treat others fairly and with respect

Focus on learning and work to the best of my ability

Personalised target

Everyone at The Beeches will have agreed rights and responsibilities, in line with that of The Rowans. Everyone has the right to:

- Be treated with courtesy and consideration by everyone
- Have their ideas and their differences respected without the fear of bullying and discrimination
- Work without distraction from others
- Have their property respected
- Have help when problems arise
- Work in surroundings which are clean and tidy

There will also be a shared responsibility to:

- Be courteous and kind to each other
- Get on with our own work and ensure that we do not disturb others
- Complete all tasks to the best of our abilities
- Move around the centre quietly and sensibly
- Behave appropriately to and from the school and when out of school
- Treat the school and the property of others with respect
- Ensure that all areas of The Rowans are kept clean and tidy

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

- Be properly organised and equipped for learning

The Beeches will emulate The Rowans use of reward to motivate, challenge and support progress. Reward systems include immediate rewards such as praise, stickers, certificates, postcards home and house points. Other rewards have to be worked towards such as reward trips and visits. Rewards are used as an extrinsic motivator to encourage and support progress in all areas. There will be a 'student of the week' and this and other reward processes will be high profile around the school and celebrated as part of a weekly assembly focusing on achievement and progress.

Our vision for teaching and learning will be realised through making the best use of the environment in school. In the classroom, this means creating a learning environment that supports learning and gives young people experience of 'Literacy for life'. The school will have displays that immerse pupils in the language of the work and recreational environment to foster and encourage confidence and independence. There will be many visual displays of the pupils themselves successfully accessing learning and being happy in their work and achievements.

The staff expertise and professional development is imperative, all staff will be teachers of literacy, numeracy and ICT, as this is skilfully woven through the curriculum and daily life at The Beeches.

Within this classroom environment, students will have their own work station base to give them space and privacy when emotions are high or to reflect their individual learning style and avoid conflict. Learning spaces will be flexible to accommodate individuals, groups.

Accommodation will reflect the needs of students and families working with partners and other agencies, with smaller rooms for counselling, mentoring and family meetings and workshops. These rooms will also be rich in literacy with advice, information and guidance made easily accessible to students and families with low levels of literacy

The relationships between staff and pupils will be key to their academic and personal progress.

The length of pupil placement at The Beeches will differ slightly between pupils. The ideal length of stay for a pupil at The Beeches will be between 6-12 weeks. It will be crucial that the mainstream school remains involved throughout the intervention. Each pupil will be thoroughly assessed and an individual education plan set up for each of them.

Whilst it will be important to mirror a primary national curriculum to ensure that reintegration is possible, it is also very necessary to manage the curriculum in a slightly different way. To educate, to close attainment gaps, to meet social and emotional

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

needs, to build self-esteem and work closely with the pupils' family to ensure positive change is sustainable.


Pupil needs will be assessed on entry using the rigorous baseline package described in D2.

The process of assessment, from the initial meeting, comprehensive baseline testing, pre CAF assessment and the on-going assessment will lead to the development of individual education plans together with detailed, challenging yet achievable targets that will enable staff to monitor progress and how effective the provision is in meeting the needs of the pupil and effecting sustainable change. These individual targets will enable pupils to concentrate on key areas and the progression milestones will indicate their success. There will be weekly pupil progress meetings where staff will have the chance to view assessment tracking data as well as discussing in more depth the contextual information for the progress or lack of progress of each individual child. Pupils will be tracked on daily sheets, the information that will be tracked on this sheet will range from attitude to learning and working to the best of their ability and also encompass behaving appropriately. Pupils will be taught what good behaviour for learning looks like and positive attitudes, kindness and forgiveness will be modelled by all staff. A weekly breakdown will be emailed home on a Friday afternoon to share the week's progress with families.

Every pupil will have a day sheet which will track progress across the habits of mind, during lessons and registration times. This data will be carefully analysed and interventions and adaptations made, where needed, for individual children. The day sheet will be based on the day sheet currently used by The Rowans.



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



**DAY SHEET  
THE ROWANS**

Name: \_\_\_\_\_  
Group: \_\_\_\_\_  
Date: \_\_\_\_\_

	Tutor Time 8.40-9.30	P1 9.30-10.30	P2 10.30-11.30	P3 11.30-12.30	P4 12.30-1.30	Tutor Time 1.40-1.45	P5 1.45-2.45	Tutor Time 2.45-3.30
Lesson								
Attend lessons and arrive on time								
Focus on learning and work to the best of my ability								
Behave appropriately								
Treat others fairly and with respect								
Wearing correct uniform								
Personalised target								
Bonus point								
Total points for the session	/8	/12	/12	/12	/12	/8	/12	/8
	<b>TOTAL</b>							<b>/84</b>

Weekly Total: 420

Personalised Target:

Form Tutor comment:

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Parent/Carer comment:

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Communication is key to the success of the pupils. Success will be measured in many ways, but ultimately it will be the reintegration of the pupils back into mainstream school. All information gathered during the initial assessment will be confidentially disseminated to school staff and other relevant professionals.

The Beeches will track academic progress using the assessment package outlined in D2. It will also track behavioural progress using a weekly behavioural profile, as shown below. Pupils' observable behaviour is assessed using a Behaviour Profile (BP) with a 'pre-assessment' being carried out, by the mainstream school. Thereafter, the BP is completed every week, jointly by the class teacher and teaching assistant, so that a student can return to mainstream with a minimum of 6 BP's. Each BP follows on from the previous and calculates a running value-added (VA) score. Individual scores range between 1 and 4 and can give a good indication of specific areas of need to be addressed. This means it is possible to see both positive and negative progress made by the pupil in terms of their behaviour over time. These are shared with the pupil and their parent/carer on weekly reports that are sent home. These profiles, combined with other data and observations will also inform intervention.

<b>Self-Management of Behaviour</b>
Can accept discipline without arguing or sulking
Can arrive and settle down quietly and appropriately
Does not leave the room without permission
Can accept changes to plans or disappointment with an even temper
Does not normally use loud exhibitionist language
Can ask for help

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

<b>Total</b>
<b>Self and Others</b>
Can behave appropriately in the classroom
Can accept that teacher time needs to be shared
Can ask a question and wait for the answer and take turns in question and answer situations
Has appropriate communication skills: talking, asking questions, listening
Is able to work in a team
Can speak to people without resorting to rudeness
Can work in a group situation
<b>Total</b>
<b>Self Organisation</b>
Can work alone without constant attention
Can listen to explanations and instructions
Understands the teachers role within school, the structure of the school and school sanctions
Can constructively use unstructured time in the classroom
Can organise self and possessions
Can organise him/herself if help is not available
Good timekeeping
<b>Total</b>
<b>Attitude</b>
Is prepared to work in lessons
Uses appropriate language and gestures
Is courteous and shows positive attitudes towards staff
Can show a positive interest in lessons
Treats school property with care
Shows a sense of humour
<b>Total</b>
<b>Learning Skills</b>
Reading and Numeracy up to an age appropriate level
Has developed learning strategies to be able to ask teachers or others for advice when experiencing problems
Does not get up and wander around
Needs a mainstream curriculum
Does not get impatient if help is not immediately forthcoming
Will try to start a task on his/her own
Generally cares about the work being done
Pays attention to class discussions and instructions
Can read sufficiently well to read the basic instructions needed for the completion of a lesson
Is willing to spend time working out the instructions
<b>Total</b>

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

Emotional and social progress will be monitored and tracked using the SDQ scores. Any academic or therapeutic interventions will be tracked using an appropriate start and end assessment point, such as the short Warwick Edinburgh Well-Being Score or using Testbase assessments for specific areas of literacy and numeracy.

Ofsted noted in February 2015 that “The school (*Rowans*) has rigorous and highly effective systems for checking on students’ progress and on the quality of teaching. The curriculum meets students’ needs very effectively and equality of opportunity is promoted well. The management of the provision for students with special educational needs and those with English as an additional language is highly effective. The curriculum is planned carefully to make sure it meets students’ requirements effectively.”

The Beeches will mirror the outstanding practice at The Rowans, as noted by Ofsted. Whilst the curriculum will ensure National curriculum coverage, it will also be flexible enough to ensure that it is differentiated and personalised to meet individual needs. If, using data, a pupil was identified as not progressing against set targets, there would be an immediate referral to the intervention/ reintegration staff, who will identify the intervention/support needed and put a programme in place, to run alongside the curriculum. Where this need exceeds expertise, external agencies and support will be used, such as speech therapists, occupational therapists, CAMHS and social care. An example of the types of interventions that may be used at The Beeches is given below:

Exemplar case study of Pupil X, aged 10 years 3 months with diagnosis of ADHD

<b>Baseline Assessments</b>		<b>Intervention</b>
Reading Age	5 year 4 months	Phonics intervention programme Targeted reading with an adult each day and reinforced at home (monitored using contact book)
KS1 test reading	87	
KS1 test SPAG	85	1:1 intervention
KS1 test Arithmetic	98	Relative strength – daily maths lessons to target the areas where there are gaps (use testbase)
KS1 test Reasoning	99	
SDQ parent	Hyper-activity and	Urgent referral to CAMHS for review of ADHD

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

	attention difficulties	medication
SDQ pupil	Hyper-activity and attention difficulties	Personal target changed on the day sheet for week 2 with a focus on attention. Lego/Art/Gardening therapy
NNRIT	50/60 Average	No intervention required

Whilst the primary function of The Beeches will be education, it is also recognised that the pupils referred are likely to have complex social and behavioural needs that will need to be addressed in order for them to make the progress that they are capable of. Medway data indicates that “On the combined measure (reading, writing and maths at L4+) Medway was the lowest performing local authority in England with 73% of its pupils achieving the expected level, compared with 80% nationally”, in 2015. For pupils to make progress academically they have to be ‘ready for learning’. Any safeguarding or behavioural needs must be urgently addressed and the individual pupil and their family supported so that they are able to access the curriculum and make optimum progress.

Attendance will be of paramount importance. Attendance data will be displayed for each pupil at The Beeches and high profile at all meetings, data capture points and in dialogue with pupils and their families. Whilst at The Beeches the pupils will be dual-rolled with their mainstream school. The Beeches will work closely with the Attendance Advisory Service and the policy, adopted from The Rowans will be clear and robust in expectations and subsequent processes, whilst maintaining vital consistency with the mainstream school.

## Section E – evidence of need

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

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

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

There is valid evidence that there is a clear identified need for a Primary AP within Medway.

Medway local authority have made an informed decision about supporting The Beeches free school bid and pledged to commission the 35 places. The local authority has worked closely with the leadership of The Rowans for numerous years and are fully aware of the success of the already existing provision. They understand and subscribe to the vision of the school and believe this is a strong starting point for the new free school. They share the vision that the placements for the provision will be short term, ideally between 6-12 weeks with the main goal being successful reintegration with pupils whose needs have been met, academic gaps closed, strategies taught and employed successfully for pupils, their families and the primary mainstream school. The Rowans website strongly portrays the ethos and vision of the existing provision and the LA are aware that this vision and ethos will be emulated at The Beeches. [www.therowans.org](http://www.therowans.org)

There is a shortage of equivalent places as there are no Primary AP provisions in the authority or the neighboring authorities.

Conversations were initially between the Inclusions team and the leadership of The Rowans, discussing ideas and sharing frustrations about the lack of appropriate provision. The leadership team of the Rowans was then approached to deliver behaviour training for the primary teachers across Medway, this was well received however the feedback from primary colleagues during this training was the lack of support and provision for children with more complex needs and who exhibit challenging behaviour. Following a Rowans management committee meeting, where the need to extend Medway alternative provisions was discussed, members shared the view that The Rowans were best placed to initiate conversations with the Local Authority.

The following is an extract from an email from [REDACTED] regarding The Beeches Free school application, funding and commissioning of places dated 18<sup>th</sup> July 2016

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

*“I think we need to be clear that the AP free school would be new, primary phase and for up to say 35 or so pupils when it’s fully operational. Therefore, it would probably start quite a bit smaller. It would be distinct from the Rowans, in the sense that it would be a separate school (although sponsored by your Academy).*

*If you were successful with your free school proposal, the EFA would cover the place funding for the first two years. From year 3 onwards, [REDACTED] would be top sliced accordingly. It is possible and sensible that we should take this to the school’s forum at some stage in the future, yet to be determined”*

It has been apparent for some time that there is a need for an alternative provision to work with primary aged pupils. Medway statistics show that the exclusions within primary mainstreams have been and continue to increase.

More recently, The Rowans has had referrals for year 7 pupils who had received periods of exclusions in primary school, year 6 was a particularly challenging year for these pupils and they were immediately referred into mainstream secondary education without any support or intervention. History then has repeated itself and the pupils have received numerous exclusions before finally being permanently excluded.

To address the rising primary exclusion rates within Medway, the Local Authority invited local leaders and educational experts to participate in a ‘think tank’ meeting to forge a way forward. The final outcomes of the meeting can be seen below.

**THINK TANK ON INCLUSION IN MEDWAY SCHOOLS  
MONDAY 30 NOVEMBER 2015**

<b>Training and Sharing Good Practice</b>	<b>Where to find help/support</b>	<b>Locally-based Alternative Provision</b>	<b>The PRUs- our specialists</b>
Ethos and culture – how to change: <ul style="list-style-type: none"> <li>• training</li> <li>• sharing good practice in small clusters</li> <li>• focus on outstanding teaching, learning and enriching curriculum</li> </ul>	Medway to set out expectations in clear guidance, easily accessible for schools	Each consortium to have short-term alternative provision for primary and coordinate ‘managed moves’	Use our behaviour specialists more effectively- possibly develop secondary outreach
Training programmes	Signpost to	Schools with	Develop a

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

for heads and governors, SENCOs and support staff	support/advice available e.g. specialist outreach teams/SSG/Early Help etc.	nurture groups could lead the above	<b>‘revolving door’ model in primary PRUs</b>
Specialist training to identify SEMH needs-emotional well-being assessments	As above- develop ‘directory’ of provision	<b>Need for ‘respite’ and clear re-integration procedures</b>	<b>PRUs to lead the development of short-term primary provision</b>
Identify schools with low exclusion rates and share strategies and good practice	<b>Review capacity of current outreach provision</b>	Good information-sharing and supporting early identification	Role in quality assuring alternative provision

During the academic year 2011-12 there were no primary permanent exclusions, in 2012-13 this figure rose to 6 pupils and 2013-14 there was again an increase to 9. Whilst the confirmed figures for the following two years have not been published in a Medway report, the Medway Inclusion team have provided us with data that shows this figure to have had a significant upwards trend. These figures are in contrast to the national picture where exclusions are gradually decreasing. Medway’s figure remains in excess of 3 times higher than the national figure.

**Number of exclusions in Medway since 2009**

	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Fixed period</b>					
All schools	2,480	2,850	2,340	2,420	2,590
Primary	528	551	589	583	805
Secondary	1,922	2,276	1,714	1,783	1,762
<b>Permanent</b>					
All schools	<4	20	20	40	70
Primary	0	<4	<4	6	9

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

Secondary	<4	21	22	34	59
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As the above table shows, there has been a significant rise in fixed period exclusions in primary schools and a rise in permanent exclusions in secondary schools

At Primary phase there is currently no Fair Access arrangements and cases are treated individually. This, coupled with the complexity of the children excluded at a young age, led to the creation of some provision by the Local Authority, which was not compliant with the statutory guidance on Alternative Provision January 2013. This resource is known as Parkwood and had 6 pupils 'on roll' this academic year, one with a statement of SEN. This provision has now been closed.

The aforementioned Review of Alternative Provision commissioned by Medway in September 2015 and carried out by [REDACTED] suggested that

- there could be a discussion with the current PRU Management Committees to offer primary places, subject to the agreement of the Secretary of State and that conversations with key Headteachers indicated a willingness to work with Medway ..... and contribute to finding solutions including the development of PRU/AP provision at primary level.

The following table shows fixed term exclusion data for Primary, Secondary, Special School & PRU pupils in Medway, 1 September 2014 – 31 July 2015

**Fixed Term Exclusions by school including special and PRUs**

	<i>Number of exclusions</i>	<i>Number of pupils</i>	<i>Total number of days lost</i>
Academy	181	59	262.50
Infants	71	21	121.00
Juniors	180	64	452.00
Primary	415	153	797.50
Special	9	5	11.5
<b>Total</b>	<b>856</b>	<b>299</b>	<b>1644.50</b>

**Fixed Term Exclusions by year group including special and PRUs**



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

	<i>Number of exclusions</i>	<i>Number of pupils</i>	<i>Total number of days lost</i>
0	36	15	39.50
1	96	25	164.00
2	82	27	129.50
3	135	49	211.00
4	186	62	411.00
5	139	50	307.00
6	182	71	382.50
<b>Total</b>	<b>856</b>	<b>299</b>	<b>1644.50</b>

**Permanent exclusions from Medway Schools 2012-2014**

Type of School	2011/12	2012/13	2013/14
Primary	x	6	9
Secondary	22	34	59
Special School	0	0	0
All Schools	22	40	68

**Table 34: Fixed Term Exclusions by School Phase, 2012-2014**

	2011-2012			2012-2013			2013-2014		
	Number of fixed period exclusions	Number of pupils	Number of days of lost	Number of fixed period exclusions	Number of pupils	Number of days of lost	Number of fixed period exclusions	Number of pupils	Number of days of lost
Pr.	589	224	923	583	215	1,047	805	264	1,399
Sec.	1,714	853	5,753	1,783	908	6,421	1,762	799	6,471
Sp.	38	17	131	55	29	385	20	13	64
	2,340	1,090	6,810	2,420	1,150	7,660	2,590	1,080	7,930

Medway had the highest percentage of fixed period exclusions at primary level across all local authorities. Taken together with the increase in permanent exclusions, this is a worrying picture.

As The Beeches will emulate the ethos and values of The Rowans it is expected that

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

pupils will be as equally happy to attend and be part of the school community.

The young people at The Rowans are proud to be part of an outstanding provision, they are proud of their school. Ofsted Feb 2015 states;

- The behaviour of students is outstanding. The school is orderly, purposeful and focused on learning. Students respect their environment and the school is free from graffiti and litter.

Guidance and expectations for behaviour are clear. Students know they have to keep the rules and to quote one student, 'We don't mess about in lessons.' They are also extremely positive about staff support. Another student said, 'This place changes lives.'

- Student surveys show that they feel safe and, in discussion, they said that what they do in school helps them to stay safe out of school. Students know the risks involved in the misuse of social media and the internet as well as understanding how harmful other forms of bullying can be, such as homophobic and racist bullying.

[REDACTED]. This letter confirms support for The Beeches Alternative Provision and that there is a need within Medway. It confirms support for the 35 places, agrees to the full funding from year 3 and a pledges a top up of between 12k-14k.

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

Please contact: [REDACTED]  
Your ref: [REDACTED]  
Our ref: [REDACTED]  
Date: 23 September 2016



Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

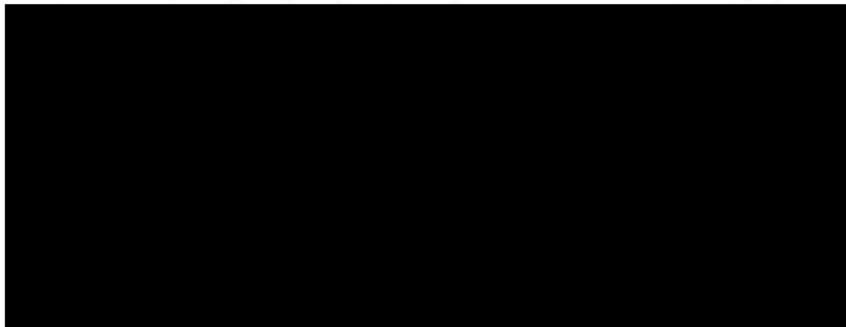
Children and Adults  
Gun Wharf  
Dock Road  
Chatham  
Kent ME4 4TR

**Confirmation of support for The Rowans Alternative Provision Free School Application.**

We confirm that Medway Local Authority fully supports The Rowans application to create an alternative provision free school. The Rowans has an outstanding Ofsted judgement and has specialist skills in behaviour management.

We agree there is a need for this provision in the local area and we will consider using this as part of our overall provision for young people at risk of being, or actually, excluded. We are particularly keen to support The Rowans in their approach to short term (6-12 week) placements with an emphasis on reintegration into mainstream schools.

We believe there is a need for a provision of 35 places, funded at [REDACTED] from year 3 onwards. We only have one primary AP provision but this will meet the needs of children with Education, Health and Care Plans, so there is no comparable provision to determine the level of top up. However, we expect the top up to be about [REDACTED]. We are reviewing all top up allocations in Medway and this level of funding may vary according to the needs of individual pupils.



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

X

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

With the Rowans proven track record and the already established working relationship between The Rowans and Medway Local Authority, The Beeches will work collaboratively with commissioners to effectively and efficiently meet the needs of the pupils coming to our school.

Compulsory school aged pupils will make up the entirety of the school roll, however unlike The Rowans alternative provision, these pupils are unlikely to be permanently excluded, but are recognised as exhibiting challenging behaviour and at risk of exclusion. The Rowans is a secondary aged alternative provision which caters for pupils who have been permanently excluded. They are unlikely to be successfully reintegrated due to their complex needs and entrenched patterns of behaviour. This will not be the case for The Beeches, as its aim is to identify and support children for early intervention prior to the point of permanent exclusion.

As previously mentioned all pupils will be thoroughly assessed upon entry which will ensure that accurate and appropriate support is given within the provision, that change has occurred and that successful reintegration follows.

The information and procedures in this section will underpin successful relationships between school, the commissioner i.e. Medway and all other parties.

Pupils will be placed at different times throughout the school year as the need arises, and although placement lengths will differ slightly they will all be 'short term', with a minimum of six weeks. When a child is identified in school as being at risk of exclusion and schools have exhausted all other avenues of support, the pupil will then be referred to The Beeches via the Local Authority inclusions team. There may be occasions when a pupil will need an extended placement beyond the agreed 6-12 weeks, in these circumstances, extended placements may be negotiated with the school and LA. However, it should be stressed that the expectation is that the placements will last no longer than the 12 weeks. Any extended placements would be considered on an individual basis.

The referral process is as follows;

- Pupils may be referred when identified as at risk of exclusion, a serious breach of the school's code of conduct or persistent disruptive behaviour which is negatively impacting the progress of themselves or other pupils.
- The school will contact the Local Authority inclusions team who will broker a

## E2 – clear plans to manage referrals

referral to The Beeches.

- Where pupils need to return to an alternative mainstream school the case will be referred to the Fair Access panel, where representatives from the Primary Heads group will agree on an appropriate move. The Beeches will then work collaboratively to support the transition.
- The initial information from the primary school will be sought via a Beeches generic pupil referral form. This form will have the reasons for the referral, background information both academic and personal, details of school history and any external agency involvement, a pen profile of the pupil and details of strategies previously deployed.
- Following receipt of the generic pupil referral form, a meeting will be arranged at the home primary school with all relevant parties. It will be at this point that the plan for placement, intervention and reintegration will be decided upon with input from all concerned.
- Places will be allocated on a first come first served basis for children who meet the criteria.
- The meeting will take place within two weeks of receiving the generic pupil referral form.
- From this point, The Beeches pre-admission will be arranged and the pupil will be dual-rolled for the duration of their stay, with the mainstream school remaining the main provision.
- The Head of School and the SENCo will be the point of contact for the commissioner and the reintegration workers the point of contact for the schools.

This process is designed to be quick and efficient and to have the least amount of disruption to the education of the child. It is imperative that pupils are not out of school on exclusion but instead learning within the right environment. The Rowans are familiar with the processes and protocols of Medway Authority's commissioning of AP places and will be able to share this knowledge and expertise to ensure a smooth system of referral.

Please refer to The Beeches Generic referral form in appendix

Detailed explanation of the assessment process is explained thoroughly in sections D2 and D5 of the Education plan. A brief overview is as follows. All pupils who are admitted to The Beeches will have a comprehensive baseline testing package. This will be carried out prior to the pupil starting, on a 1:1 basis, with a trained member of staff. Baseline testing will differ according to whether the pupil is in KS1 or KS2. The baseline package is shown below for each of the key stages:

<b>KS1</b>	<b>KS2</b>
Hodder Oral Reading Test	Hodder Oral Reading Test
Wide Range Achievement Test (WRAT)	Wide Range Achievement Test (WRAT)

**E2 – clear plans to manage referrals**

Phonics and early reading assessment (PERA)	Vernon Spelling Test
	Non-reading intelligence tests 1-3 (NNRIT)
Special needs assessment including emotional behavioural profile (SNAP together)	Lucid Assessment For Schools (LASS)
SDQ for parents/carers and pupils	Special needs assessment including emotional behavioural profile (SNAP together)
	KS1 English, maths and SPAG papers
	SDQ for parents/carers and pupils

During the placement, there will be constant communication between The Beeches and the mainstream school. Each morning The Beeches will carry out first day calling and inform the named school of any attendance issues, however it will remain the responsibility of The Beeches to monitor and manage attendance levels for the duration of the placement. The weekly report sent to the pupil's family will be duplicated to a named contact at the pupil's mainstream school. The reintegration workers will maintain strong links between schools.

There will be an on-going review of readiness for reintegration as part of the weekly pupil progress meetings. At the point at which the pupil is deemed ready to return, there will be a planned and staged process of reintegration. Whilst it is imperative that all parties are kept informed, the process must be manageable, not onerous or bureaucratic. All paperwork used must be fit for purpose. Parents will also be kept regularly informed of progress and any issues by the class teacher. Positive communication will be encouraged and form part of The Beeches ethos of celebrating success.

## Section F – capacity and capability

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

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

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

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

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

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

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





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

The Beeches Primary AP proposal builds on the success of the leadership team of The Rowans, who have taken the provision from 'Inadequate' (when part of the Silverbank Centre, June 2013) to 'Outstanding' in February 2015.

Within Medway, The Rowans is the only secondary non-selective school to be rated as 'Outstanding'. The proposers and the trustees will be the key drivers throughout the pre-opening development phase, their expertise and experience of working with pupils with challenging behaviour and within alternative provision, will be key in establishing robust governance processes, ensuring that high quality members of staff are recruited and that a coherent and comprehensive education vision is established for the school.

The governors and leaders of The Rowans will work together:

- To open and operate a successful AP primary school which will form part of The Rowans multi-academy trust.
- To recruit the necessary skills and expertise to ensure an effective Board of Directors/Governors
- To recruit a Head of School to lead and manage the pre-opening phase.
- To recruit high quality teaching and support staff to The Beeches AP.
- To work towards receiving Ofsted Outstanding classification within three years from September 2018.

**The Pre-Opening Stage**

[Redacted text block]

[Redacted text block]

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

[Redacted]

[Redacted]

[Redacted]

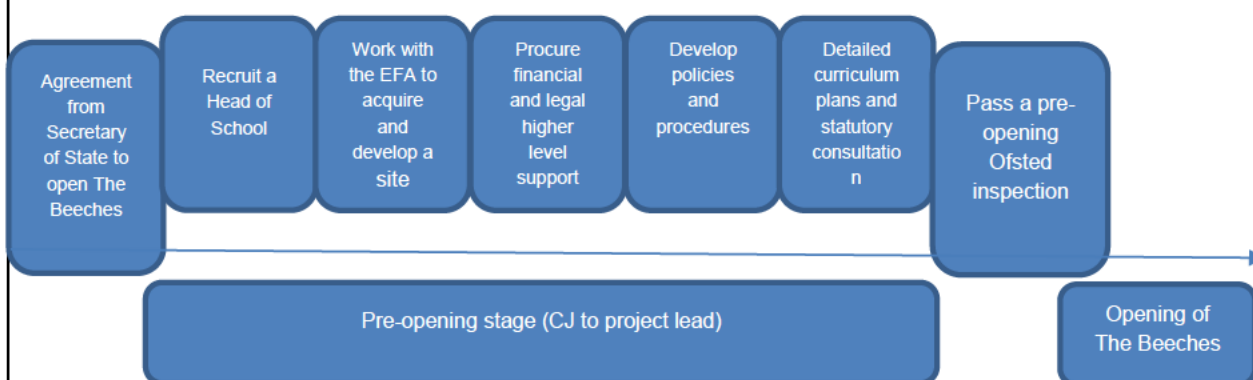
The first task will be to recruit a high quality Head of School to work in partnership with the Headteacher to carry out the following activities:

- Assisting the EFA with acquiring and developing a site for The Beeches
- Recruiting all the staff required for The Beeches to open
- Designing an admissions policy and delivering sessions for local mainstream primary schools on the role of The Beeches and the referral process for pupils
- Developing more detailed curriculum plans and maps, ready for the free school to open
- Developing more detailed financial plans for how The Beeches will function and meeting requirements for its financial management
- Developing the policies and procedures necessary for The Beeches to operate efficiently
- Running a statutory consultation on the free school in the local community
- Passing a pre-opening Ofsted inspection so that the free school can open.

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

As part of the process of applying for a free school to join the Rowans multi academy trust, leaders have undertaken an analysis of the business support functions, which has identified areas of capacity within the team allowing for the delegation of some tasks and opportunities for streamlining of administrative processes. This exercise will enable the current School Business Manager to have a day a week to commit to the pre-opening stage of The Beeches.

### Timeline of pre-opening tasks:



### Recruiting a high quality Head of School

Recruiting an outstanding leader for The Beeches will be a crucial factor in achieving success. The Beeches will be led by an outstanding Head of School, appointed and mentored by one of the [REDACTED] who both have experience in leading an outstanding alternative provision school.

The Head of School for The Beeches will have experience and a proven track record of either senior or middle leadership and will be passionate about the role that the school can play in raising standards and improving young people's life chances. The Headteacher will also place high value on the commitment to working holistically with the pupils, their families and external agencies and support networks. The Head of School should be forward thinking, flexible and embracing of new technologies, in order to lead an innovative and creative curriculum.

### Time line for recruitment of Head of School

Date	Action
May 2016	Develop Job Description and Persons Specification

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

May/June 2016	Involve colleagues with marketing and PR expertise to confirm advertising strategy and appointment procedures
June 2016	Set out staff selection process to shortlisting of applications, interviews and other assessment. Prepare information pack for enquiries.
July 2016	Develop appointment procedures for Head of School and later appointments; to include DBS and reference checks according to Safer Recruitment best practice and regulations
September 2017	Place advertisement observing safer recruitment best practice guidelines, closing dates and interview dates
September 2017	Identify interview panel to include the Executive Head, Headteacher and members from the Trustees and Governors (with identified skills and expertise)
Late September/Early October 2017	Assess applications and call for references Shortlist and send out invitation for interview.
October 2017	Hold interviews, make offer
October 2017	Issue contract

**Existing Educational Expertise**

An education working group will be established in the pre-opening phase of The Beeches. The group will consist of: [REDACTED]

Translate the high-level educational plans, set out in this document, into workable policies, processes and structures:

- Decide on and procure curricular and extra-curricular resources

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

- Determine the utilisation of space and ensure that the premises project creates suitable accommodation
- Recruit teaching staff and support staff
- Ensure that teaching staff, intervention/reintegration workers and teaching assistants are trained in Team Teach, Forest Schools, SEN, safeguarding and PREVENT in the policies, processes and structures.
- Actively promote and market The Beeches to local primary schools in Medway, with support from The Medway Inclusions Team.

•  
The Head of School would be appointed to begin in January 2018. The salary costs for The Head of School would be funded out of the Project Development Fund. We believe that this would be a suitable use of the Development Fund rather than procuring educational consultancy, this is because The Head of School will be able to work directly with the proposer group to ensure that the vision and ethos of the school are embedded through every aspect of the school development. The Head of School would be able to spend quality time at The Rowans to gain understanding of the vision and ethos, ensuring a consistent approach across the Trust. The Head of School would become an active member of the education working group as detailed above.

### **Financial Support**

The majority of the financial planning – creating a 5yr budget, procuring all necessary contracts, setting up the financial reporting systems, will be undertaken from January 2018 onwards, by The Schools Business Manager. For this to happen, the finance assistant will be appointed from March/April 2018. The funding of this would be covered from the Project Development funding. Setting up the new school requires different skills to the operation of the school. Therefore, using the Project Development funding to access interim support during the pre-opening phase, would support the implementation of robust financial reporting systems.

### **Legal Support**

One of the trustees has legal knowledge and expertise, to guide the procurement of quality legal support needed during the project development phase. Comprehensive legal services will be procured for the school, upon opening.

### **Trustees and Governors**

The Beeches Governing body will sit within The Rowans multi-academy trust structure. As The Beeches grows, the Governing Body will evolve to suit the

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

needs of the school. The Governors will need to have knowledge and expertise in the following areas:

- Education – curriculum design, teaching and learning, inclusion, SEN provision
- Financial management – budget setting, monitoring and scrutinizing financial information, managing a school’s budget, financial accountability systems
- Leadership and strategic management
- Human resources
- Legal knowledge
- Premises and building issues
- ICT
- Procurement of and managing service contracts
- Performance management
- Child development/young people’s issues
- Marketing and communications

The Trustees and the governors have a wide range of expertise to draw upon to ensure The Beeches is an ‘outstanding’ provision. Where gaps exist, as outlined in the Skills Gap Analysis (F1b), there are plans in place for these to be addressed. The identified gaps are not perceived as barriers to the successful opening and running of The Beeches as expertise can be drawn upon from professional networks.

**Proposers:**

[Redacted names and details of proposers]

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

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

**Trustees:**

[Redacted text block]

[Redacted text block]

[Redacted text block]

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

[Redacted text block 1]

[Redacted text block 2]

[Redacted text block 3]

[Redacted text block 4]

[Redacted text block 5]

[Redacted text block 6]

[Redacted text block 7]

[Redacted text block 8]



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

[Redacted text block containing multiple lines of blacked-out content]

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

[Redacted text block 1]

[Redacted text block 2]

[Redacted text block 3]

[Redacted text block 4]

[Redacted text block 5]

[Redacted text block 6]

[Redacted text block 7]

[Redacted text block 8]

[Redacted text block 9]

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

[Redacted text block]

[Redacted text block]

[Redacted text block]

### 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
Primary curriculum expertise  Education - curriculum design, teaching and learning, inclusion, SEN provision – specific to Primary phase.	Pre-opening team – Head of School	<ul style="list-style-type: none"> <li>• Drawing on our personal and professional networks</li> <li>• Advertising in local media, on The Rowans website and twitter feed and national professional organisations such as Eteach and Jobs go public.</li> <li>• Targeting and approaching local primary schools</li> </ul>
Primary curriculum expertise  Education - curriculum design, teaching and learning, inclusion, SEN provision – specific to Primary phase.	Local governing body representative	<ul style="list-style-type: none"> <li>• Drawing on our personal and professional networks</li> <li>• Advertising in local media, on The Rowans website and twitter feed and national professional organisations such as Eteach and Jobs go public.</li> <li>• Targeting and approaching local primary schools</li> </ul>
Headship - knowledge	The current Deputy Head of The	The current Deputy Head will complete the National

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
and skills (in particular schools finance)	Rowans who will fill the post of Headteacher of The Rowans Multicademy Trust.	Professional Qualification for Headship (NPQH)
Free school/Academy Finance	Current School Business Manager of The Rowans	School Business Manager will complete Chartered Institute of Public Finance and Accountancy (CIPFA) course

[Add more lines as appropriate]

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

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

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

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

The members will be assured that the appointed governors have the skills and experience to drive the MAT and the free school forward effectively. The chair of the board and one of the trustees is the existing chair of The Rowans management committee. The proposer group are the founding members of the trust. The four trustees, including the chair and a previous member of The Rowans management committee have extensive experience and expertise in working with The Rowans and therefore a robust understanding of alternative provision. They have proven track records of holding the Governing Body to account and therefore ensuring success of the provision in all areas including financial management. (Ofsted 2015 “The management committee is highly knowledgeable about all aspects of the school and provides excellent support and challenge to ensure that the school continues to improve”)

The two new trustees have relevant and much needed skills and expertise outside of education in financial management, business management and legal knowledge. The board of Governors of which one of the trustees is the Chair, will report to the trustees three times a year. This report will include monitoring from the finance committee, curriculum monitoring, progress and achievement data, safeguarding and health and safety and will meet statutory reporting requirements for such a body.

The trustees will meet three times a year to receive this information and ensure clear and open lines of communication and therefore accountability are in place. The trustees have a strategic role and will offer challenge where needed, this will not impinge on the responsibilities and operation of the governing board, but will afford them the position to act and/or intervene where necessary, such as dismissing and/or appointing new Governors.

Governors are appointed by the Trustees to run the school. [REDACTED]

[REDACTED] This shows that separation between the two groups exists to secure accountability between them. The proposed number of trustees i.e. four and the proposed number of Governors i.e. nine, which includes a secondary and primary parent representative and the Executive Head, who is Governor by virtue of their position. With this diverse but experienced team of Governors, the structure and membership of the Governing Body is appropriate and will enable good decision making.

The size of the board will ensure that decision making will be effective and timely with sufficient breadth of skills, knowledge and understanding to make well balanced

## **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**

decisions and judgements based on a real informed understanding.

Within the group of Governors there will be an elected staff Governor, this has been vital in the progress of The Rowans, where the elected member of staff has played a valuable role in representing the staff voice. The makeup of Governors for The Beeches free school and The Rowans Multicacademy trust, ensures a range of skills and experience in all areas of Governance, which is right and key to the running of both schools. The planned governance structure allows a breadth of knowledge of education mixed with business and legal knowledge and an added element of understanding of what it means to work with challenging young people and their families, there is extensive special educational needs experience within the members.

There will in addition be a finance and resources committee and a curriculum and inclusion committee specific to The Beeches. As The Beeches is seeking to develop an innovative, hands on and creative curriculum it is vital that this area of the free school is fully explored and supported. Both committees will be small and focused, to achieve efficient and effective decision making. The curriculum and inclusion committee will invite members of the school's staff to join in such as the SENCo. It is vital that we learn from the work which is carried out, there is no such provision within Medway and therefore this is uncharted waters.

The full Governing body will meet six times a year, both committee will have delegated power and will inform the full GB of decisions which have been taken. There will be a comprehensive induction for all Governors, this will include access to Medway Governor's services training and provide in house training with key members of academy staff.

The Executive Head will produce a written report supported by verbal explanation for each full Governors meeting, this report will include information such as statistics relating to pupil attendance, attainment and progress as well as statutory reporting on other areas within the school/trust. All Governors will have an area of focus within the school/trust. Governors will be required to also complete a written report based on a school visit undertaken at least three times a year. With the proposed Governance structure, it is felt that there is sufficient expert advice and guidance and that initially independent professional advice is not needed.

The newly appointed Head of School will be mentored and led by The Executive Head and Headteacher of the Rowans Multiscale trust. Both the Executive Head, Head and Governors will be charged with providing strategic professional leadership and management of the free school, however the Head of school of The Beeches will be delegated with the operational management on a day-to-day basis. Delegated powers will include staffing, curriculum and planning and health and safety, finance will be shared responsibility within the trust. All Governors and Trustees will be required to declare any known conflicts of interest, completing a register of business and other interests. There are no apparent conflicts of interest within the proposed structure. The adopted Memorandum and Articles of Association will be very clear in relation to these matters, these regulations apply to all members of the governing body and the Headteacher and set out that:

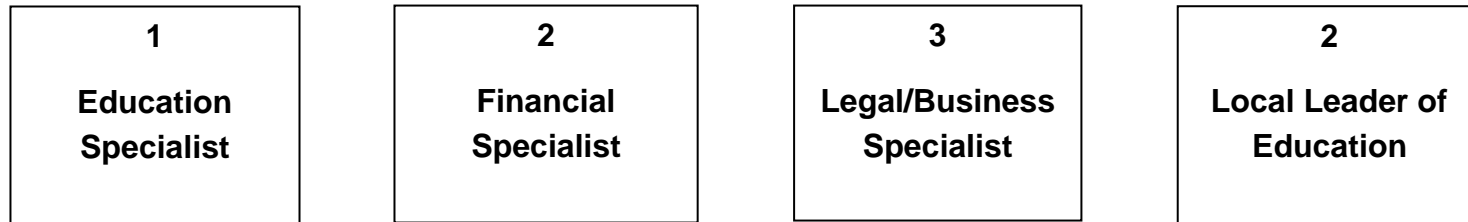
**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

- The general principle is that no-one should be involved in a decision where his or her personal interests may conflict with those of the governing body.
- Governors may not receive benefit themselves nor their spouse, partner, child or anyone related.
- The clerk to the governing body shall only be required to withdraw when the governing body is discussing the clerk's pay/contract or disciplinary action against the clerk.
- Governors have to withdraw when their own appointment, reappointment or removal as a member of the governing body or a committee is under consideration.
- Any Governor who is employed to work at the school (other than the Headteacher), must withdraw from a meeting where the pay or performance appraisal of any particular person employed to work at the school is under discussion.
- The Headteacher must withdraw from any meeting where his/her own pay or performance appraisal is under discussion.
- If a person has any pecuniary interest, direct or indirect in any contract, proposed contract or any other matter under discussion at a meeting s/he shall at the meeting disclose the fact and:
  - (a) withdraw from a meeting during the consideration or discussion of the meeting; (b) not vote on any question with respect to that matter.
- A person has an indirect pecuniary interest if:
  - (a) s/he, or any nominee of hers/his, is a member of a company or other body with which a contract is under consideration or has been made;
  - (b) s/he is a partner in business or in the employment, of a person with whom the contract is made or under consideration.
- A person has a direct or indirect pecuniary interest in a matter if a relative (including a spouse) living with her/him, has a direct or indirect pecuniary interest.
- The Headteacher (whether a Governor or not), a Governor who is a teacher or member of the non-teaching staff, or any teacher who is in attendance in an advisory capacity should not have an interest that is greater than the interest of the generality of teachers at the school.
- A person present at a meeting of a selection panel at which the subject for consideration is that person's appointment (or that of his/her relative or spouse) to a post as a teacher or otherwise at the school, a transfer or promotion or retirement or shall be a candidate for the resulting vacancy, s/he shall be deemed to have an interest.

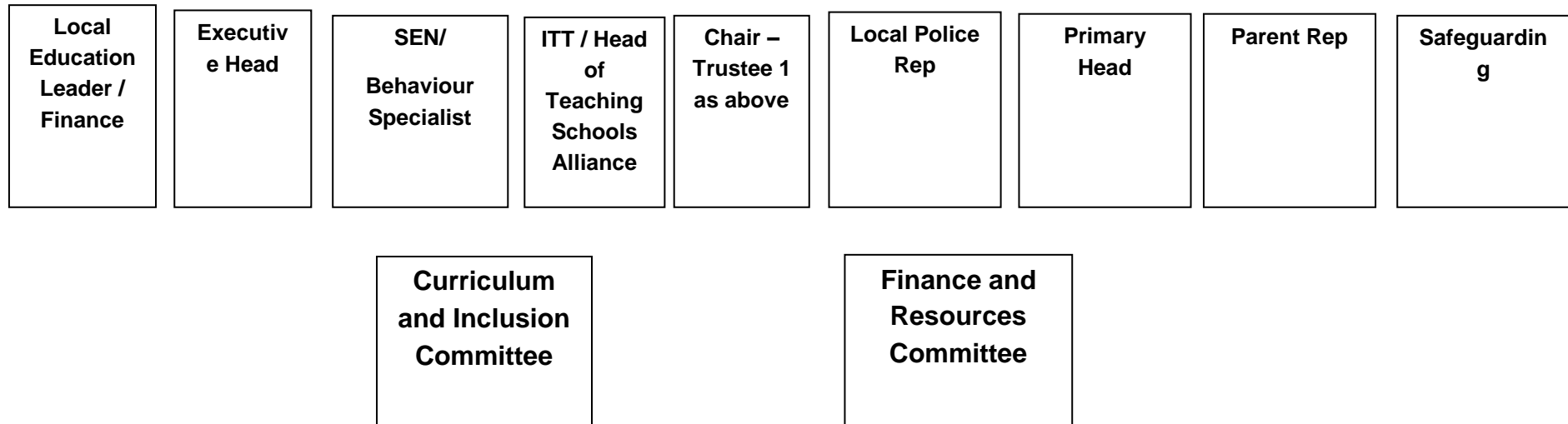


# The Rowans Multi-Academy Trust Governance

## TRUSTEES



## THE BOARD



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

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

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

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

[Add text here. Table expands]

**F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector**

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

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

<b>F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector</b>
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[Add text here. Table expands]
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**F5 – independent schools, including alternative provision institutions that are privately run: an appropriate, well-maintained, and secure site**

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

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

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

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

Please:

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

### G1 – budget planning and affordability

The Beeches is committed to developing an outstanding, value for money provision which meets the needs of the pupils to deliver the highest quality education within the funding available. We are committed to and confident that along with the DfE and Medway LA, we will be able to refine this budget to ensure appropriate resources are available and value for money both in terms of the overall budget and any start up grants required in the early years.

We further intend to utilise the advantages of being part of The Rowans Multi-academy trust and on the same site in order to achieve economies of scale. Medway have given their support for this provision. We do not have any additional funding sources apart from those indicated within the financial plans. Medway have agreed that they will pay top up funding of between [REDACTED] and we have therefore based our initial financial plans on the minimum top up rate.

The base funding of [REDACTED] per place direct from the EFA would mean that an annual placement at The Beeches would cost approximately [REDACTED]. This annual cost is likely to be split into between 3 and 6 placements, of either 6 or 12 weeks, resulting in a total cost per 6 week placement of approximately [REDACTED]. We would consider this to be excellent value for money in terms of successful reintegration of pupils back to mainstream.

The approach has been to provide the minimum resources necessary to achieve the following criteria:

- Effectively deliver the educational ethos vision and curriculum plans, with the highest quality staff, both teaching and non-teaching.
- Effectively operate the school

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

- Provide the best educational, ICT and operational resources possible

The objective has been to establish a balanced budget each year taking account of any Pre-Opening funding that is available. To help understand the analysis of the key information used in the preparation of a full 5 year financial plan until full capacity at Year 2022/23.

In preparing the financial plans consideration has been given to the curriculum planning, rising pupil numbers and staffing levels. The detailed information associated with these items is provided elsewhere in this proposal but the key data below provides a summary and background used to prepare the costing model.

The Beeches plans to open in September 2018 as a primary alternative provision free school as with the capacity for 18 key stage 1 and 2 pupils, rising to 35 by 2023.

The staffing needs both for SLT and teaching requirements for September 2018 have been assessed and are shown elsewhere in this proposal.

In calculating the staff numbers, account has been taken of the curriculum needs as defined elsewhere in this proposal. In the early years, the need to appoint a strong Head of School from the outset means that the staffing costs for this post may appear disproportionate to the initial number of pupils.

We have not included inflation allowances against any items as such allowances are not included in the DfE model sheet. For all teaching staff we have based the costing on the top of the main payscale and non-teaching posts we have based our costings on the mid-point of a scale to allow for adjustments up and down on the basis not all staff will be at the same level. In addition, we have budgeted for all teaching staff to receive SEN1 allowance in recognition of the additional challenges posed by the SEN needs of the pupils. We have used the knowledge from the experience of The Rowans staffing structure to provide a framework for The Beeches to effectively work within when planning their pay and recruitment strategies.

The following budget represents the 5 year financial forecast for the school until it has achieved full capacity in accordance with its growth plans.

Capital costs associated with refurbishment/new build costs have **not** been included.

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

The 5 year budget predications show the school retains a cumulative surplus in the five years building to full capacity once the pre-opening grant is included.

The percentage budget allocated to payroll is 93% in the first two years due to the initial cost of the Head of School, this then reduces to 86% and 83% by year 5 when the school is at full capacity. Whilst these staffing costs are a high percentage of the overall budget, benchmarking with similar provision shows that this is not unusual and is in line with similar provisions. Staff are the most valuable resource for a pupil referral unit and our experience from The Rowans has shown us that this is the most effective way to ensure an outstanding provision that meets the diverse needs of the pupils.

The Beeches will not use supply staff as it is our experience that this is detrimental to the progress and attainment of the pupils. The staff will pull together to manage the needs of all pupils in the absence of a colleague. There is built in capacity within the leadership group for the head of school and the SENCo to teach in these and possibly other circumstances. With the fully trained Forest school TAs, the outdoor learning will manage the curriculum in an innovative way.

There is also a higher than average percentage cost associated with pupil support staff. As discussed elsewhere in the proposal these support staff are a crucial element for the provision to ensure the successful reintegration of the pupils back into mainstream – the very purpose of the provision.

We have considered the sensitivity of our budget to allow for a drop of 30% in overall budget which will have a significant impact upon the planning of the school. We have considered the impact upon our budget based upon maintaining as far as possible a maximum teaching staff to deliver the curriculum and provide for the needs of our pupils.

As has already been stated, the staffing costs of the provision are significant percentage of the budget, whilst this is deemed necessary, it does allow for some flexibility if numbers of pupils are below those expected.

We have considered the steps that would need to be taken in such a situation and the

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

key impacts would be:

- Staff training costs reduced until the school can generate pupil numbers
- All other costs reduced by 20%
- Reduce admin support
- Reduction in the number of teaching and support staff to reflect the number of pupils on roll.

The Head of School may be required to have a teaching commitment and a more operational role in the first instance.

Whilst we have completed this sensitivity analysis, it is worth noting that this proposal is based upon a significant identified need within Medway for a high quality primary alternative provision for young people, as well as a high level of support from Medway LA. Due to the support of Medway, and the identification of the need for this provision, we fully expect that the school will reach the stated capacity within the first five years.

The evidence of demand, the need identified by Medway LA for this provision as well as predictions of future numbers of young people at risk of exclusion lead us to believe that the anticipated pupil numbers and therefore budget are reasonable assumptions.

In conclusion, it is considered that the revenue element of the budget is affordable, subject to suitable start-up support and diseconomies of scale funding being made available. The school will not be dependent on borrowing or third party income to break even in any year.

However, the budget, even when full, remains sensitive to pupil numbers being lower than planned for any given period of time.

Further detailed work on the overall budget will be undertaken during pre- opening to refine costs and to target a specific surplus as a set-aside fund for possible fluctuations in pupil numbers until such time as the future of the school is secured.

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

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

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



## Annexes

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

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

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

CV template		
	<p>not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3</li> </ul>	N/A

CV template		
	<p>qualifications</p> <ul style="list-style-type: none"> <li>If the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</li> </ul>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three</p>	<p>[Redacted]</p>

CV template		
	previous roles.	
8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
CV template		
1	Name	[Redacted]
2	Area of expertise (i.e. education or finance)	[Redacted]
3	Details of your last three roles including:	[Redacted]
	<ul style="list-style-type: none"> <li>name of school/organisation</li> </ul>	[Redacted]
	<ul style="list-style-type: none"> <li>position and responsibilities held</li> </ul>	[Redacted]
	<ul style="list-style-type: none"> <li>length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	[Redacted]
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or,</li> </ul>	[Redacted]

CV template		
	<p>for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</li> </ul>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C</li> </ul>	N/A







CV template		
	<p>Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>• If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</li> </ul>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• If the above are not available, the track record of your subject/department/school in terms of both</li> </ul>	

CV template		
	<p>qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>



Department  
for Education

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