



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19 schools

Published: July 2016

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

THE WORKING TITLE SCHOOL

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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 document and the criteria for assessment, for the information your group should include in these sections.

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications

Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	X <input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	X <input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	X <input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	X <input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	X <input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	x <input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	X <input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	X <input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	X <input type="checkbox"/>	<input type="checkbox"/>

3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X <input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	X <input type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	X <input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only*: Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only: Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	X <input type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only: Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	X <input type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> a copy of Section A (tab 1 of the Excel template); and 	X <input type="checkbox"/>	<input type="checkbox"/>

- copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and
- a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days

by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?

(See guidance for dates and deadlines)

Declaration

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

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

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

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

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

directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date [REDACTED] [REDACTED]

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

This section will need to be completed by all applicants.

Please:

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

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

Section C: Vision

A 16 -19, free school eventually having 1,000 students is proposed by the Meller Educational Trust (MET), working closely with Working Title Film (WTF), to be located in the Borough of Islington, London. [REDACTED]

[REDACTED] whilst serving the needs of the locality, it will also accept applications from the wider London area and beyond, due to its unique specialism of Film and Film Technologies, with the intention of becoming a regional centre of excellence. A [REDACTED]

[REDACTED] The excellent transport links in the area of this site make this an ideal location for such a centre of excellence.

The Meller Educational Trust (MET) already operates several successful Academies across Hertfordshire including The Bushey Academy, Hertswood Academy, and Francis Combe Academy all rated Ofsted ‘Good’; it also supports Marriotts School, which in November 2017 was rated as ‘Good with outstanding features, when inspected by Ofsted. In the recent Sutton Trust “Chain effects” survey of Multi Academy Trusts (MATs) (<http://www.suttontrust.com/wp-content/uploads/2016/07/Summary-tables.pdf>), MET was in the highest performance category both overall and for disadvantaged pupils. MET has a track record of providing education at an extremely high level through innovative curricula ensuring that young people possess all of the skills necessary to ensure they are happy, fulfilled, socially aware, community minded and successful. MET has a successful

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

record of developing 21st Century schooling to meet the training and employment needs of young people in London and the South East. For example, MET helped open Elstree, Watford and Global UTCs that provide regionally based 14-19 education for students specialising in creative and computer industries. In addition, David Meller is a sponsor of Harefield Academy which, in partnership with Watford Football Club, has a specialism in sports and leisure industries. MET will be actively supporting Harefield from January 2017 and it plans to become integrated into MET from September 2017.

MET is excited about the prospect of working with WTF and collaborating with such a massively successful brand to provide further opportunities for students who wish to succeed in the creative industries.

- The Bushey Academy - has been, for the third year running, recognised for the outstanding progress its students make. It was placed in the top 20% of schools nationally for pupil progress from KS2 to KS4.
- Hertswood Academy - has received acknowledgment from the Minister of State for Schools, as one of the top 100 non-selective state-funded schools in England showing the greatest sustained improvement in the percentage of students achieving 5+A*- C (inc E+M).
- Frances Combe Academy – this academy has recently joined the MET and its performance has shown steady improvement and positive ‘value added’.
- Four years ago, these academies were heavily under-subscribed, but their steady improvement since joining MET has led to them all being fully subscribed.

-

It is intended that the proposed Free school will have a diverse and rich student intake from a variety of socio-economic backgrounds and offer courses at Level 2 and Level 3. Considering the above intent of the sponsor, the admissions policy of the school will reflect these intentions and receive a percentage of students from the school's immediate geographical area, [REDACTED] and surrounding Islington area, and a significant proportion of students arriving from a

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

wider community of London boroughs due to the choice offered by the school's specialism of 'Film and Film Technologies'. Discussions with senior officers from Islington Local Authority, highlight a growing shortfall in post 16 provision within the LA and surrounding LAs. and that the school will add to the range of courses available to students and not simply replicate what is available elsewhere.

MET and WTF are committed to an outstanding level of education and will guarantee that students receive exceptional education from inspirational practitioners, who value and celebrate diversity, and will help raise the aspirations for students of the full ability range. The Trust's ambition is to provide a world-class educational environment for both its Islington and wider London community, with the highest of aspirations for all students and staff and will ensure students achieve the best possible outcomes, in line with or above Islington's exceptional results and well above all national targets, through outstanding teaching, an engaging and innovative curriculum and quality care and support. Its students will develop resilience, be tolerant, display leadership through teamwork and be both literate and numerate and ready to excel at the challenges they will face in modern society. There will be a clear expectation for students to work hard, conduct themselves accordingly and act with integrity so that they grow as confident individuals, responsible citizens and successful independent learners. They will be well equipped for higher education and employment, and will develop leadership skills and be ambitious for their future learning opportunities and career goals. MET and WTF are committed to a 'growth mind-set', so no matter the starting points, great accomplishments are possible through dedication and effort. A belief that all barriers can be overcome through determination to succeed and the supportive learning strategies employed.

The sponsors are determined that the school will succeed on every measure that requires formal and more informal evidence, operating a vocationally biased curriculum, orientated towards the film and film technology industries; 'film' is used as the shorthand for all the various visual media, encompassing video, streaming and all internet based media currently available or that become available in the future. It is the intention of the school to be graded 'outstanding' when it is first visited by Ofsted.

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The attendance levels of the students will be above national average and behavioural statistics will show that the inclusive and nurturing environment show an obvious benefit and statistics will be well below the national averages. Both parental and student questionnaires will be taken on an annual basis and will provide evidence that a significant proportion of both groups agree with positive statements about the school. We expect the school to eventually be oversubscribed for Year 12. It is the intention of the school that there will be no students leaving the school as NEETs in Year 13, with many students gaining access to the creative industries through apprenticeships, and a significant percentage applying to university, many for courses linked to the specialism of the school. At this stage, it is difficult to estimate the percentage of students applying to University, but we will aim for this to be more than 70%.

As well as the above measures, it is intended that all students will access the ‘Working Title Passport’ that will provide every individual student with internal and external validation of key skill areas and the wider curriculum like Careers Education Certificate; Charity Certificates; Leadership Awards; Community Service Awards; Creative Technologies Award; Sport of Health Award to name just a few areas. The Passport will allow students to select a programme of activities that are specifically geared to their individual requirements. The system will ensure that there is the right balance between breadth of opportunity and service to the community. It is envisaged that all students will create their own individual CV throughout their school journey and also map their experience through a written or visual diary, thus creating their own story.

The Trust intends to ensure that all students will have the opportunity to engage in the various career pathways linked to creative industries through its career programme. It is intended that an increasingly higher percentage of students enter the industry, which will be significantly higher than the London and national statistics. Entrepreneurial qualifications, like the OCR, ‘Being Entrepreneurial’ or ‘Young Enterprise Programmes’ may also be made available for students as MET and WTF believe that students should be able to evaluate the feasibility of opportunities to

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

identify a viable opportunity and understand how to overcome barriers and risks. These courses will be offered through “Extension studies”

Working Title Films, co-chaired by [REDACTED], is one of the world’s leading film production companies. WTF has made over 100 films and grossed over \$6 billion worldwide. [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] Working Title have already been deeply involved in ‘Into Film’, which puts film at the heart of the educational and personal development of children and young people across the UK.

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

Their passion is to leave a legacy that incorporates their work in the film industry into education, and by joining with MET be able to provide an incredible journey for students and opportunities that would otherwise not exist. WTF are committed to ensure that students at WTS will have opportunities within the film industry via, work experience placements, internships and apprenticeships in their own company, as well as those they work with on a regular basis.

Working Title’s vision is for every single child/teenager to feel that whatever their dreams are, they can happen. For this to happen, education has to be the number 1 priority for every child, whatever their background. An education we believe, gives every child a chance, a chance to further themselves whatever their situation is, it gives them a chance to explore the real possibility of jobs; employment, holds the key

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

to self-worth, self-respect, the ability to become independent, the ability to have a partner, start a family, travel, get involved in charity, explore, give back, grow, live a life worth living, and most importantly have choices. We understand and realise that this 'vision' will not be easily realised, as the school will have to operate within the constraints of its available finances and the framework of qualifications that are available – but we strongly believe that a far reaching 'vision' is necessary.

The WT school of learning will enable its pupils to explore and learn about the many different aspects of making a film.

The pupils will learn how to make films together, work as a team, work towards a final goal, achieve, feel that sense of "I can do this" and "I want to do this". We would make sure the lectures and teachers all had or will have experience within the industry, with knowledge that would empower their students and make them want to learn.

We would hope that all our students would either go on to further education or to jobs within the film industry, which we would make sure were available to them, or take their place as responsible members of their community with the skills necessary to make a living.

We would want our students to really feel that they were being offered the best facilities, the best teaching, the best nurturing, the best jobs, the best universities, the best mentoring, the best teachers and lecturers. We would work them hard, as we expect total commitment, to gain the rewards on offer.

The Working Title Film school would be a place where students from all over London and England would want to come to as they would know that if they come to us, we would give them an education that would lead to a life full of hope, jobs, further education and self-respect and self-belief.

Section D – education plan: part 1

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

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each. If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Year 12		200	250	400	450	550	550	550
Year 13			200	250	400	450	450	450
Totals		200	450	650	850	1000	1000	1000

Part B:

D1 – The curriculum

In establishing our curriculum, we will use the experience, expertise and knowledge of both Elstree and Global UTCs. To all intents and purposes these are already an integral part of MET; ██████████ was the prime mover in their establishment, we have a 'Service Level Agreement' with them both, that delivers the same level of support and challenge as our academies receive and with the requirements to be fulfilled to gain the extra ██████████ of funding from the DfE, including joining a MAT, it is likely to be only a matter of time before they become fully integrated into MET.

Elstree UTC has a specialism in Film and Associated Industries and their experience over the last three years will be invaluable in establishing a coherent and valid curriculum at WTS. Global UTC has a specialism in Digital Media and although this in itself will be extremely valuable, the extra value it particularly brings, is its experience in working with the University of the Arts, London (UAL) to establish bespoke units as part of BTEC level 3 courses. We have already exploited this link to set up initial meetings

with UAL.

The main focus for the school's curriculum at Level 3 will be the recently introduced (2016) BTEC Nationals in Creative Digital Media Production. They offer a flexible range of qualifications that can be studied alongside other level 3 qualifications such as A levels or other BTEC Nationals as part of a larger programme of study, or as the main focus of study. All 3 'sizes' attract UCAS points, with the Extended Diploma being equivalent to 3 'A' levels and providing up to 420 UCAS points. It is proposed that the college will offer a limited number of BTEC Nationals in addition to Creative Media Production, probably from the Arts, Media and Design and Computer Science and Information Technology 'families' of courses. Entry into Level 3 courses will be dependent upon performance at GCSE. This will be subject to discussion with the Principal, after appointment but in general the expectation will be 5+ GCSE Grades at C 9-4; students wishing to study the equivalent of 4 'A' levels, by a combination of BTEC and 'A' levels will be expected to have GCSE grades at higher level, minimum of 9-5. Entry can also be gained by achieving BTEC Level 2 qualification at 'Merit' level in a range of appropriate courses.

In addition, we intend to have level 2 BTEC courses in the college curriculum. Once again the focus will be on Creative Digital Media Production'. As with the level 3 courses, there is considerable flexibility in terms of course content and the course can be studied at different levels enabling it to be studied alongside other level 2 courses on offer. It is likely that we will stay with the same 'families' of courses as for Level 3. These Level 2 courses in their present form will last be available for final assessment in 2020 and new courses will be published, following on from the Sainsbury Review of post 16 education.

We will of course provide for students to study for GCSEs in mathematics and English, where they have not secured a 'pass'.

It is difficult to predict which 'A' levels we will offer, but the intention is to offer a relatively small number of the most popular and of those complementary to the College's specialism as well as recognising the choices of our students. We are very aware of the need to ensure that classes are of sufficient average size to ensure the financial viability of the College from its opening.

As previously stated, MET are currently in discussion with the UAL, as a validating body, to explore making the BTEC courses we offer more 'bespoke' to ensure they really address the needs of young people aspiring to join the Film and Media industries on either leaving the College or post University. Our co-sponsors from WTF, will be

fully involved in those discussions to ensure that the courses offered are 'fit for purpose'.

BTEC Level 3 Nationals provide:

- flexibility for students to progress to larger-size qualifications or specialise
- opportunities for students to showcase their skills through practical assessments
- the underpinning knowledge and skills needed to meet industry requirements
- the transferable and high-order skills so highly regarded by HE and employers
- Applied General qualifications are for students progressing to their career through higher level study, although they could go directly into employment at the end of the course. Students will have the opportunity to:
 - choose between different qualification sizes so they have the option to study full or part-time or take a BTEC alongside other level 3 qualifications such as A levels
 - develop transferable knowledge and skills.

The flexibility is best illustrated by the following table for 'Creative Digital Media Production' A similar set of tables could be drawn for other BTEC Level 3 courses:

Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Extended Diploma (1080 GLH)
Equivalent in size to 1 A level Applied General TOTAL: 4 UNITS	Equivalent in size to 1.5 A levels Applied General TOTAL: 6 UNITS	Equivalent in size to 3 A levels Applied General TOTAL: 13 UNITS
3 MANDATORY UNITS	4 MANDATORY UNITS	7 MANDATORY UNITS
1 OPTIONAL UNIT	2 OPTIONAL UNITS	6 OPTIONAL UNITS
Broad introduction to study of the creative sector.	Designed as a one-year course for in depth study of the sector.	A two-year, full-time course - in-depth study of the creative sector.
Supports progression to:	Supports progression to:	Supports progression to:
<ul style="list-style-type: none"> • higher education (when taken as part of a programme of study that includes other level 3 qualifications.)	<ul style="list-style-type: none"> • apprenticeship • higher education (when taken as part of a programme of study that includes other level 3 qualifications.)	<ul style="list-style-type: none"> • higher education • employment

Mandatory Unit titles	Assessment type	GLH	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Extended Diploma (1080 GLH)
			Applied General	Applied General	Applied General
1. Media Representations	On-screen exam	90	MS*	MS*	M*
2. Working in the Creative Media Industry	Assignment	90			M*
3. Digital Media Skills	Task	120			MS*
4. Pre-Production Portfolio	Assignment	90	M*	M*	M*
5. Specialist Subject Investigation	Task	120			M*
6. Media Campaigns	Assignment	90		M*	M*
8. Responding to a Commission	Task	120	M*	M*	M*

Assignment – Set and marked internally, Task – Set and marked by Pearson, Written exam – Set and marked by Pearson

O – Optional Unit O – M – Mandatory unit S – Synoptic unit * – Students must pass this unit

Optional Unit Titles	Assessment type	GLH	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Extended Diploma (1080 GLH)
			Choose 1	Choose 2	Choose 6, 3 from A and 3 from B
App Production - Fiction	Assignment	60	○	○	A
Film Production - Fiction	Assignment	60	○	○	A
Radio Production - Fiction	Assignment	60	○	○	A
Website Production	Assignment	60	○	○	A
Digital Games Production	Assignment	60	○	○	A
Digital Magazine Production	Assignment	60	○	○	A
Advertising Production	Assignment	60		○	A
Factual Production	Assignment	60		○	A
News Production	Assignment	60		○	A
Storyboarding for Digital Media	Assignment	60			B
Scriptwriting	Assignment	60			B

Single Camera Techniques	Assignment	60			B
Film Editing	Assignment	60			B
Interviewing Techniques	Assignment	60			B
Sound editing	Assignment	60			B
Sound Recording	Assignment	60			B
Writing copy	Assignment	60			B
Digital Photography	Assignment	60			B
Image Manipulation Techniques	Assignment	60			B
2D Digital Graphics	Assignment	60			B
Page Layout and Design for Digital Media	Assignment	60			B
Coding for Web Based Media	Assignment	60			B
Concept Art for Computer Games	Assignment	60			B
2D Animation	Assignment	60			B
Game Engine Scripting	Assignment	60			B

Multi Camera Techniques	Assignment	60			B
Sound Mixing	Assignment	60			B
3D Modelling	Assignment	60			B
3D Environments	Assignment	60			B
Games Testing	Assignment	60			B
Digital Animation	Assignment	60			B

The OCR Cambridge Technicals Level 3 suite of courses, similarly introduced in 2016, may offer even more flexibility and utility. It offers 5 distinct pathways at Level 3 and is designed to 'sit across' the DfE's Applied General and Technical levels. Rather than putting another set of course tables into the application, an introduction can be seen at <http://www.ocr.org.uk/Images/260816-cambridge-technicals-digital-media-level-3-summary-brochure.pdf>

Following on from a successful application, we will start to engage with course providers and validators, including UAL to establish the best fit for our specialism. This will need detailed discussion with the incoming Principal and advisers.

Subject/other activity (e.g. enrichment)	Hours per 2wks		Comments	
Based on a 58 hour, 2-week cycle				
*BTEC Level 3 Options:	10 hours		Extended Certificate	
	15 hours	<i>Voluntary linked to complete option choice available.</i>	Foundation Diploma	
	30 hours		Extended Diploma	
*BTEC Level 2 Options	5 hours		First Award	
	10 Hour		First Certificate	
	15 Hours		First Extended Certificate	
	20hours	<i>Voluntary linked to complete option choice available.</i>	First Diploma	
'A' levels*A –Level Options:				
Art				
Computer Science				
English Literature				
Geography				
History	10 hours			
Mathematics				
Media Studies				
Physics				
Psychology				
Spanish			The list is highly speculative; it could include other subjects and exclude many of those listed. The final 'offer', will be driven by what is economic to run and, to an extent, what students want to study.	

Theatre Studies			
Additional Curriculum Time Available: GCSE English GCSE Mathematics	4 4	C	GCSE English and Mathematics – students who did not manage to gain a ‘pass’ in either English or Mathematics will be expected to continue in these subject areas. An extra-curricular option will be timetabled to ensure they reach an expected level.
Extension studies	6	C	It is expected that every student is timetabled to aid educational and social development of students. This will be a compulsory section in the “Working Title Passport”. A Community volunteering scheme will also be employed. In addition, occurring at the end of the day, it will provide the opportunity to allow mentoring, extra subject support, and industry relevant assemblies and interactive sessions. Industry related careers.

* Note: It would be very unlikely that all the subjects would run in the first couple of years of the school, however it is important to gain a sense of what the school will offer when full which also helps to understand the students it will attract. What is also important is the understanding that there will be changes in timings dependent on the number of students in groups and subjects will only run if there is financial viability.

Proposed school day – it is the intention of the sponsor to have an extended learning week with a total of 58 learning hours across a two-week cycle. However, this particular example may change depending on the opportunities the build offers, and added local facilities. Electronic registration will take place in all teaching periods.

School Day - Timings	Periods	Vol or Compulsory	Notes
8.00-8.30am	Breakfast and Learning Launch	V	Optional – prepares students for the day ahead. Activities can comprise of ‘brain ready’ exercises and games, homework help, reading, mentor catch up.
8.30-9.30am	Learning Period 1	C	It is envisaged that many lessons where there is a practical element will have double options.
9.30-10.30am	Learning Period 2	C	
10.30-10.50am	Break Period	C	Allowing some students to eat if they have not attended breakfast.
10.50-11.50am	Learning Period 3	C	
11.50-12.50pm	Learning Period 4	C	
12.50-1.20pm	Lunch Period	C	A short lunch period allowing other students to eat. The canteen area will be available for 6 th students to eat at any available time.
1.20-2.20pm	Learning Period 5	C	
2.20-3.20pm	Learning Period 6	C	Twice a week this period will be used for personal learning, mentoring, and the development of core values.

3.20-4.20pm	Enrichment and Educational Catch-up	C/V	Enrichment and educational catch up. It is envisaged that enrichment activities will run four days a week, and this time will also be used for mandatory catch-up sessions helping students catch up on key skills.
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The times above are somewhat speculative; in discussions with the LA and local secondary school headteachers and Chairs of Governors, we agreed to discuss starting and finishing times, once approval has been gained, so as to not overload local transport facilities.

The sponsors are passionate about providing an educational environment that is as diversely populated as possible. Therefore, the sponsors would be excited about working with local and more far reaching schools, community bodies and religious organisations that have a high proportion of Ethnic Minority numbers and also high percentages of English as an Additional Language numbers, presently over 40% in the borough. The ethnic composition of children and young people in Islington as a whole, shows the proportion of minority ethnic groups account for 67% of all children living in the area compared with 26% nationally and the sponsor is very keen to work with these particular groups to ensure a strong and diverse culture within the school. Inclusivity is a priority for the Free school and the Trust in general. MET schools are nurturing schools, firmly rooted in strong cultural, social and moral values. We intend to build on the work in other MET academies, for example “The progress of minority ethnic groups and those who speak English as an additional language is good and often better than that of other students in the school. This is because of their positive attitudes to learning and the good-quality teaching and support they receive with reading and writing.” Hertswood Academy, Ofsted report, May 2014.

The sponsor intends, through sensitive marketing, to actively seek out students from different backgrounds, so that there is a diverse community within the school that will be welcomed and celebrated, and provided with aspirational goals. Approximately 34.5% of students in the local authority are defined as ‘living in poverty’ compared with 15.6% nationally, with the proportion of students entitled to free school meals at 42.3% massively above the national figure of 13.9%. It is the sponsor’s desire to support these groups and ensure these percentages are not perpetuated. Mirroring the above statistics are several other boroughs across London and the sponsor would be keen to actively encourage similar groups to apply for places within the school.

Students will come to the school with quite a range of different GCSE results. Although offering Level 2 and Level 3 courses, we do expect to have a significantly higher proportion of students studying Level 3 courses.

MET's principles driving the curriculum – the specialism of Film and Film Technologies lies at the heart of the school. A London based centre of excellence is apt considering the original home of film distribution came from London's very own Covent Garden in 1897, Cecil Court being known as Flicker Alley. The importance of film cannot be underestimated in relation to the economics of the United Kingdom, with an estimated £2.1 billion tax revenue for the country, £884 million in annual exports, £5.8 billion in GVA, and nearly 140,000 FTEs of employment. There is no school at present that specifically links into this multi-billion-pound industry and the Trust is very aware that the industry does not mirror the diversity of the population, as does the British Film Industry (BFI) and British Academy of Film and Television Arts (BAFTA). Therefore, the Trust has a driving principle of providing opportunities to allow students to gain the relevant skill sets thus providing an advantage when accessing the opportunities available.

At the heart of this school, as with film, is the narrative which immediately lends itself to this proposal, connecting to the many aspects of the curriculum notably English, Humanities, Languages, as well as a wide range of creative subjects. The genres available will infiltrate every subject through schemes of work that engage students and intertwine the spine of the curriculum and the specialism, and align two strands of learning. The plethora of genres available will infiltrate the minds of the students and provide a touch stone for relevance and the future opportunities that are available through the film and creative industries. The genres of action, adventure, animated, bio-pic, classic, children's, comedy, crime, documentary, drama, foreign, fantasy, film noir, gangster, historical, horror, musical, mystery, romance, science-fiction, thriller, urban and westerns to name just a few will engage students and help provide significance to the curriculum.

The manner in how subjects are taught will also be investigated through innovative teaching. Students who learn in a particular manner will benefit from a curriculum that allows more interactivity, group-work, inter-subject related topics, creativity through storytelling, verbal discussion and debate, script writing and learning and writing frames, higher order oracy skills, collaborative projects, speaking and communication is key and will start from day one of the school with opportunities for students to improve both their skills and confidence levels.

Thus, the specialisation will enhance the ability of students to relate not only to the creative subject areas, but the core subjects that are the backbone of what they will require to be successful in later life. The Trust is vehement in its belief that the curriculum will provide dynamic personalised pathways for each individual, no matter their starting point. It is essential that the school fosters ambition and sets a culture of high expectations and standards. Creative teaching methods, state-of-the-art

technologies, and imaginative approaches as well as industry professionals working alongside students and teachers will make learning interesting, exciting and beneficial. The Trust is aware that students of all ages care about what is happening in the world, and they are aware that there is life beyond their own communities, even if they cannot explain or systematically understand some of these powerful forces and influences. For many, it is through the medium of film, TV and radio that they start to gain knowledge of the above factors, and it is the intention of the sponsor to utilise the many facets of the above mediums of learning to ensure students have more understanding of the relevance of subject areas and their place in the dynamics of both local and global communities.

The specialism – The use of film as an educational resource and medium for learning is possible because of radical and wide-ranging developments in technology. The personal availability of film through fairly recent technologies, like computer-based visual and audio equipment allows teachers and students alike to view, copy, edit and otherwise manipulate film materials in ways that were previously unimaginable. This accessibility alone is not the reason why film makes such a good resource for learning and teaching. There are four interconnected areas that the Trust will use, and believes will specifically improve learning in its school:

Familiarity: One of the greatest challenges for educators of adapting to the spread of new technologies has been the difficulty of keeping up with students' own knowledge of, and familiarity with, those technologies. Whereas in the past teachers could generally rely on superior expertise to help manage volatile classes, research shows that the use of digital resources 'can become a source of anxiety for teachers who feel they are no longer in charge of their classes, and that the students know more than they do' (Vickers & Smalley, 1997). The flip side of this, however, is that where students are 'digital natives' (Greenhow & Robiela, 2009: 1130), film and other technology-based resources make sense and appear immediately relevant. As Kuzma and Haney put it. "We teach and live in a culture dominated by film, television, and other visual media. Our students...spend a major proportion of their time in front of the television, at the computer, or in a movie theatre. Consequently, they are geared to audio-visual rather than written forms of expression and communication" (2001). So, film-based teaching and learning resources speak clearly to students who are already accustomed to audio-visual media, and moreover are engaged and enthusiastic about it; a core criterion for successful learning.

Flexibility: The sponsor is aware that film-based resources are also notably flexible, engaging and accommodating learners at a range of stages and with diverse learning preferences. Pointing to studies on memory and recall, the sponsor agrees with Kuzma and Haney who argue that traditional classroom tools such as books, blackboards and notes do serve a purpose, but that information presented simultaneously visually and verbally engages more and different senses, leading to that information being more readily imprinted, retained for longer, and being recalled more easily. This means that film can reach students with visual, aural and sometimes even kinetic learning

preferences, all at the same time; and can be equally attractive to more advanced students and those who are struggling. It is the intention of the sponsor to test all students on entry in regard to their learning style and make all teachers aware of the results to improve learning and teaching further. Practical experience in the UK context has borne this out. Work by the UK Film Council and others recorded teachers who had used film education explaining that "...starting with film, all children regardless of ability, have been able to discuss narrative in a sophisticated manner. The use of film has allowed children to learn using a medium with which they feel comfortable and able to take risks" (2008). Flexibility of this kind also means that film resources can be made readily accessible to all, enabling learning styles to remain constant throughout the school. It is worthwhile acknowledging that audio-visual resources in the form of television material have been available to teachers for much longer than the new generation of film-based resources. Two important distinctions are: first, that there is now much greater capacity for teachers (and indeed students themselves) to adapt, edit and manipulate film-based resources to highlight certain issues and to present learning in an original and dynamic way; and second, whereas the older generation of audio-visual television resources were often fact-oriented documentaries, the creative and emotive potential of modern film is a distinguishing factor in its power to engage.

Cross-cultural connectivity: The two factors so far mentioned are both important contributors to the strength of film as a learning resource and would apply to all subject areas internally within the school. The sponsor would also argue as there are other advantages of film that relate distinctly to global learning: cross-cultural connectivity and content density. Global learning by its nature concerns matters that cross-national borders and which indeed may often be wholly located in regions or countries far removed from British schools. This means that concepts and aspects of global learning will often (in common with many social science subjects) appear highly abstract, and difficult to make 'real' in the lives of UK school students.

Here, film's ability to engage the emotions by bringing together information, narrative, and visual and musical mood, means that there are many opportunities for finding chords of resonance with existing student experience. Following pedagogical thought on cognitive development, which suggests that effective learning happens when students are supported to fit new stimuli into an existing framework, expanding that framework as they do so, this suggests that film provides a strong vehicle for eliminating perceived distance between the geographically removed issues of global learning, and the real lived experience of British students.

In light of the stated aims of the new national curriculum in England, which includes that every state-funded school must prepare students for the '...opportunities, responsibilities and experiences of later life...' (Department for Education, 2013), it must be evident that in a globalised world, this means students should be prepared to engage with the world beyond English borders. In this context, learning resources which make that international world real and understandable, as film does, can have a prominent role in school-based learning.

Content density: Finally, the complexity and instability of many global issues means that effective resources for global learning must be able to address adequately and lucidly problems with many interlinked components, and which often reach across multiple subject areas. Further, the underlying purpose of much global learning, namely to equip learners to actively pursue solutions to global problems, relies for its integrity and conceptual consistency on the understanding that change and progress are possible. Film is uniquely placed to deal with both these challenges, due to its capacity for content density. By this is meant film's capacity to reference, through its multiple components, many different issues within a very compact series of images and sounds. For example, a brief filmic sequence showing an altercation between multi-ethnic gang members in an inner-city street might simultaneously touch on issues relevant across the curriculum, including: language (English, or modern foreign languages); racism (Citizenship, or History); poverty (principles of basic Economics); religion; and immigration (Geography). Similarly, film is well-equipped to demonstrate concepts of change and progress, by seamlessly integrating 'real' historical information with contemporary material. In this sense, film can act as something of a time machine, and in a way that other educational media are not able to "Film enjoys enormous advantages over textual history in this domain; its reality effect resides not only in the ability to show viewers the 'look' of the past but to trigger emotions" (Berenson, quoted in Kuzma & Haney, 2011). In this sense, film can effectively but discretely demonstrate the reality of change and progress; thereby validating the possibility of remedial action against global problems. The role of the teacher in guiding learning, and highlighting examples of positive progress, is paramount here.

MET's approach to teaching and learning – Outstanding learning will depend on teachers having high expertise and subject knowledge, and an expectation by teachers that all students have the capacity to achieve positively in the correct environment and with specific and engaging resources and high levels of aspiration. MET teachers aim to develop students academically, vocationally, socially and morally so that they leave the school as independent, co-operative, responsible and creative young people who will have well-developed resilience, tolerance of others and a drive for learning within the industry and related creative industries.

MET's key essentials for MET's outstanding teaching

(1). Lesson planning will respond and adapt to meet the needs of the students. Lessons will be carefully planned, integrating the appropriate content, and teachers will be suitably skilled to ensure they deliver lessons, but 'improvise' where necessary, adjusting learning appropriately linked to student reaction whilst maintaining focus on the planned learning outcome. One of our future educational partners will be The BRIT School, Croydon, where students are aware that the ultimate outcome would be a final performance for assessment. But in the development process expert practitioners direct a series of practical activities designed to introduce the skills required for the final performance, but also enable students to have the flexibility to introduce their own ideas and deepen the learning experience.

(2). Excellent subject knowledge will be another aspect of the school and is a characteristic of the best teaching across MET. However, the sponsor is aware that it is not just subject knowledge of the subject itself, it is the pedagogical subject knowledge that recognises how to engage the students with subject relevance. The Trust is aware and adamant that great teachers should know how to use their subject expertise in a way that connects with the students' level of understanding to foster genuine enthusiasm for the subject area. This is a key focus for The Bushey Academy, a MET Academy, where they work very hard to meet the needs of every child in their care and their philosophy like this school is to stretch every student to achieve all they can, academically and culturally.

(3). Relating to students is the third common characteristic that will be fostered at the school. Excellent teachers at the school will come in various forms but they will all genuinely enjoy the company of their students. They will recognize them as individual learners and therefore be able to make the subject relevant to what is going on in their students' lives. At Hertswood Academy, also belonging to the MET family of schools they are adamant that teachers should build positive relationships with their students based on a mutual and shared regard to enable a respectful and purposeful learning environment. An active and inclusive culture for learning is created so students are inspired and fully involved in developing their skills, knowledge and understanding, which can only be accomplished through teachers relating to their students. Assessment for learning is valuable alongside these positive relationships, and good-humoured but purposeful dialogue on progress is essential. Assessment for learning will be an integral part of all lessons, as processes will be used to identify where students may be struggling or have obvious gaps, and will inform future planning in the subject area and linked to the Individual Learning Plans (ILPs). Again, a strength of the medium of learning proposed is how the teacher would then clearly communicate how a particular concept relates to the real world, and would be able to provide visual or auditory resources to enable further understanding.

(4). Providing the correct balance of teacher input and student independent learning is key, as well as the pacing of engagement and reflection. The best teachers within the MET are able to strike a balance between opportunities to work independently, to use focused collaboration in groups or pairs and for direct input from the teacher. Similarly, although MET will ensure lessons are of the correct pace that energy is maintained, reflection time safety-nets must be built in to allow students to fully understand concepts and how they relate to reality. The sponsor has looked closely at Birmingham Ormiston Academy (BOA), which has a similar outlook and a heavy percentage of creative subjects on its curriculum. As with the above philosophy BOA learning cycle allows for various stages which include Connection, Activate, Demonstrate, and Consolidation phases the final phase allowing for reflection and transferable learning across subject areas. MET develops this subtle alteration of challenge and support, independent, paired and group work, differentiation, and active and quiet work which should be seamlessly managed. Global UTC, is another innovative curriculum offer which has

influenced the sponsor's thinking, and it is their intention to develop close links with BOA, BRIT and Elstree and Global and share outstanding practice in a creative environment.

(5). MET will offer all its teaching and education support staff continuing professional development which will be built into the school day as well as planned methodically throughout the year to allow all teachers to develop their practice and introduce all the above characteristics into their teaching. Purposeful leadership will motivate and engage all staff to ensure there is a continuous focus on excellent teaching, devolved leadership of teaching and learning will occur at all levels so that the above principles are well-established and engrained into the DNA of the school and teachers feel supported. Excellent teaching will be placed at the heart of the School Development Plan and the students will be totally engaged in its development, with regular feedback to teachers and also through formal discussions about excellent teaching which improves their learning.

(6). MET has always developed close working relationships with its feeder schools and intends to interact with both local and other London schools, ensuring liaison is integrated into the DNA of what the school does, but also to ensure that students are fully aware of the exciting curriculum and learning atmosphere they are moving into. Working Title have already worked with a significant number of schools in London through their engagement in film clubs, and intend to extend these and further opportunities to all feeder schools.

The sponsor expects that there will be a proportion of students that apply with a special educational need, and its inclusivity will ensure these students will be catered for accordingly with a bespoke programme, again we expect to build on and use successful practice in our other academies, for example, linked to need, and high aspirations set with support systems in place to ensure success. 'Disabled students and those who have special educational needs make the same good progress as other students because all students' achievement is carefully tracked and monitored, with timely interventions to support any students in danger of falling behind.' Bushey Academy, Ofsted 2014

SEND - The school will be committed to ensuring that all members of the school community aim high and achieve excellence in line with their potential. There will be a belief that every student has individual and unique needs. However, some of students require more support in order to achieve their full potential. To ensure all students are equipped to deal with their educational needs the school will aim to provide all students with a supportive and caring learning environment in which they may thrive. The aim is to ensure all students have access to the support, provision and services that are available, which enables them to be included in the school community and fully

integrated into all aspects of school life, including extra-curricular activities and that their achievements are celebrated alongside their peers.

The school will have a whole school approach to SEND provision and we expect the SENCO to hold a national Qualification and to be part of the Senior Team. As stated in the SEN Code of Practice 2015, every teacher having a responsibility to provide appropriate support and differentiation to ensure all students and all needs are catered for to make progress possible for all students. Teachers will be responsible and accountable for helping to meet the individual's special educational needs and for following/supporting the school's procedures for identifying, assessing, and making provision to meet those needs. For this reason, each member of staff will be provided with a SEN strategy handbook containing detailed information on special educational needs and a range of strategy banks covering different SEND issues. In addition, all staff will have access to a SEND register containing the records of all SEND students and links to personalised strategies to help support them. Both the SEND register and the SEND strategy handbook will be regularly reviewed and updated annually. Further advice will be provided through regular in year training from the experienced and well qualified SENCO and new staff (including NQT's and PGCE placement teachers) provided with small group training on SEND as part of their induction to the school. Teacher will develop strong home/school liaison to ensure the parents of students with SEND are fully informed of their child's progress and have up to date, and subject specific, feedback. This will be supported with additional home/school liaison from the SENCO and pastoral team.

Gifted and Talented - The policy for the gifted and talented is an integral part of the school's broader development of maximum inclusion of educational opportunity for all students and its commitment to providing an environment in which all students are enabled to realise their potential and includes providing a sufficiently challenging curriculum for those who are more able. The school's policy is intended to support aims which include the raising of aspiration for all students; high expectations of achievement for all students; greater enterprise; self-reliance and independence for all students; skilled well-prepared and informed teachers who have a perspective and understanding of issues relating to those students identified as more able and are committed to developing a student's full potential at all times with lessons that stimulate, engage, challenge, inform, excite and encourage; an entitlement beyond subject teaching including preparation for adult life and the world of work. In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents. Talented learners have the ability to excel in practical skills such as sport, leadership and artistic performance. Such students may well follow a vocational training pathway to accreditation and employment, as well as the many who will follow more traditional routes. The Brilliant Club will also play a prominent role within the school to ensure as many students as possible are challenged in their gifted areas of expertise.

English as an Additional Language (EAL) – All students in the school will feel safe, accepted and valued in order to learn and become successful members of society. For students, who are learning English as an additional language, this includes recognising and valuing their home language and background. The school recognises that bilingualism can be a useful learning tool and that all EAL students can make a valuable contribution to their school community. The school will be proactive in its approach in removing barriers that stand in the way of EAL students and meet its responsibility to EAL students with regard to diversity by ensuring equal access to the curriculum and the achievement of their educational potential. EAL students will be provided with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate in all aspects of the school's life. Access to learning will be informed by best practice in our existing academies, therefore requires attention to words and meanings embodied in each curriculum area and the medium of film, storytelling and creative writing will aid in the understanding of curriculum and key areas will be made more relative and explicit.

D2 – Measuring pupil performance effectively and setting challenging targets

We intend to set challenging targets for the school to achieve. Clearly, these will need to be discussed with the appointed Principal and their team, but we would expect, at least

- in top 5% of schools nationally, for student progress; we would expect to be using ALPS (or similar) to set the expected trajectories for our students as they progress through their courses.
- attendance >96%, although we recognise that no National comparison statistics for post 16 attendance are collected by the DfE.
- to generally outperform national and LA expectations of attainment and progress
- 0% NEETs
- a high percentage progressing to University and on into the Film Industry. It is difficult to predict what percentage will progress to University and we recognise that University is not necessarily the right option for all students, even if they achieve the necessary entry requirements. However, we expect that a substantial majority of our students completing BTEC Level 3 and other Level 3 courses to successfully apply to university. We will take particular pride in ensuring that those 'groups' generally under-represented at University, receive all the necessary support for their progress to University.

The school will model these on the best practice observed in other MET schools. While they might differ in the detail of the curriculum offered and the ethos and specialism of other schools, MET have the same approach to the management of student conduct and to the management of student progress. This ensures that challenging targets are

set for progress expected of each student compared to their starting points, and that regular data is collated with regard to progress and achievement. The trust follows the 'Go4schools' online data system which provides parents and students access to:

- Real-time attainment – marks and grades for all subjects throughout the year
- Timetable – providing daily and weekly timetables, including personal timetables
- Attendance – shows individual reports for parents and students
- Progress reports – full reports which are published three times a year

All staff are responsible for entering all their subject based data on all the students they teach. Parents and students can then log into Go4schools using their home email address, and all the up-to-date assessment is displayed allowing all parties to have access to the most recent data. Assessment results are also provided as well as a more in-depth departmental information and how the subject is structured and what expectation are for that subject. Accountability for all the above processes will be robust and well-defined, expectations will be consistently high and wherever possible targets set and progress will be verified against external benchmark data. The school's intention is to gain Ofsted outstanding status as quickly as it can and ensure standards stay at this excellent level over time. To enable this to occur the school's requirement is for all lessons to be good or outstanding and again this process will be judged through a regular developmental lesson process linking strengths and weaknesses to a detailed, bespoke programme of Continual and Professional Development (CPD). It is intended that an excellence programme will be set up to ensure the best teaching across the trust is flagged up and all schools will be able to bid for teaching and learning support days. Therefore, informative assessment will be used consistently throughout the students' time at the school, which will be externally benchmarked and standardized.

The Trust Leaders will focus on:

- promoting a culture of leadership of teaching with assessment helping to drive up progression and attainment for all students within individual schools. Teachers and leaders will self-review the impact of their work to ensure that strengths are amplified and shared
- driving improvement to classroom practice including adding to the value that the assessment process itself can bring positive connotations to the experience of the students
- developing communication and the celebration of achievement alongside the clarity of reporting to all stakeholders, including the local community, governance and external organisations to which the Trust is accountable

Assessment Cycle

On entry into Year 12 the ALPS (or similar) assessment will be used to set aspirational targets for Sixth Form study.

Attainment targets will be linked to the context of the school, including levels of prior attainment as mentioned previously. Targets for expected progress will typically be set at 100%, as this is a minimum expectation for all students, whilst a significant proportion of students will be anticipated to achieving at a level above expectation in all MET schools.

For students with some kinds of SEND or very low prior attainment, co-constructed learning plans or interim scales inform progress and attainment targets and help recognise achievement. Portfolios of work and other evidence of learning, indicating clear progress towards appropriate targets, are essential in demonstrating sufficient achievement. For students with a diagnosed or specifically-recognised special need, school leaders may dis-apply criteria deemed functionally inappropriate. It must be noted that we are determined that should be a 'closing of the gap' and not just a process of disapplication or lowering of the bar.

Monitoring and reviewing. All MET academies have a sophisticated, on line system of data tracking and target setting. All staff, particularly new staff are given regular training on how to use the system, both to ensure the validity of the data input into the system and ways of using the data generated to impact positively on their lesson/work planning and therefore on student performance. We ensure a consistent approach to recording, tracking and reporting attainment and progress through our use of these online assessment and reporting tools at local, regional and trust level:

- Reports half-termly summative assessments of student performance against milestones on a subject level.

The MET tracking and reporting tools provide trends and analysis on a pupil, class, key group, cohort, school and regional basis. This informs monitoring, evaluation and planning of support and intervention in a range of contexts:

- Student Progress Meetings. The Principal and senior leaders discuss student achievement, including the performance of individuals and key groups as well as target-setting and review, within the context of the monitoring of standards within a class, year group, phase of Key Stage. Attendance and behaviour and links to achievement are also monitored
- Individual School Development Planning and Local Governing Body Monitoring. One year, three year and longer term development planning and monitoring is informed by trends and patterns in tracked pupil performance in tandem with DfE reported data presented in RaiseOnline and individual school MET Data Dashboards.
- CEO Reporting and Monitoring. The support and interventions led by the Trust's CEO is informed by collation of individual school reports into regional

comparisons of similar schools. The CEO will make decisions about leadership and teacher training, the implementation of projects and initiatives, and the direction of in-school support placements based on the tracking and reporting of regional data.

- Inclusion Reporting and Monitoring. To further support the CEO, the Director of Inclusion (appointed from within the Trust) is responsible for monitoring and reviewing provision and outcomes for SEND and disadvantaged students. This will be done through the 'SEND Review Tool' and Pupil Premium Review process; conducted on an annual basis for every school, with findings shared with the CEO to ensure triangulation of data and the development of bespoke support and training opportunities in the areas of SEND and vulnerable groups.
- Regional Educational Standards Committees. These committees provide independent challenge and scrutiny of pupil performance data for key groups and cohorts, informed by tracking and reporting of trends that span individual schools, as well as across the Trust as a whole.
- Trust Board Educational Standards Committee. Data collations related to attainment and progress are regularly discussed at Trust Board level and factored into long term planning.

Quality Assurance Measures - provide the Trust with confidence when assessing student achievement and is developed through an ongoing routine of:

- Local half-termly moderation, within a MET school, promotes consistency of assessments and of language used. MET Teachers work with partner teachers, and those from other phases. This supports a shared understanding of the skills required, the breadth and depth of opportunities provided and the evidence required. Consistency in practice is primarily managed by the Principal and other senior leaders with support from the CEO. Evidence of pupil achievement is elicited from sources of learning as a priority – including books and other learning logs, supported by a range of summative assessments and other information. Evidence from these moderation sessions is also used as a key part of triangulation in assessing staff performance.
- Peer-school moderation is essential, with other MET schools in the region. As well as broadening opportunities to moderate judgements on attainment and progress, this regional engagement raises awareness of strategies relevant to curriculum development across the area and of enrichment activities or resources that have proved effective for engagement and achievement. It is also intended to link to other like-minded schools like BOA and the BRIT to develop assessment further.
- Sample moderation at Trust level is carried out by subject leaders and middle leaders. Sessions are arranged alongside subject leader development days and other Trust-wide CPD.

Moderation of assessment through MET Mathematics, English and Science hubs also enables the collation of trust-wide exemplar portfolios and enables MET to implement, review and refine systems. The experience at our three UTCs, where BTEC courses are a major part of their curricula will provide many opportunities for cross moderation that will be invaluable in ‘quality assuring’ WTS’ progress. MET also respect the current requirement for schools to work with a Local Authority to quality-assure judgements and practices. Evidence is continually drawn from best practice within MET schools to ensure that the system meets the needs of the diverse cohorts and communities that the sponsor serves. The Trust is committed to the principles of a self-improving system that reflects and feeds back into good and outstanding practice in its schools.

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

Working Title have agreed to fund the appointment of the Principal from September 2017, a full year before WTS opens. As soon as approval is given for the school to go ahead to the next stage, the appointment process will begin; the working group aim to complete this by the summer of 2017, enabling the founding Principal to play a full part in promoting the school, its development, appointing staff, refining the staffing structure and developing the curriculum plan. The funding of this post by Working Title should enable the appointment of two other key staff from the Easter before opening, if not earlier; it is likely that one of these would be the Head of the Specialism, the other an administrator. Of course, this will be dependent on discussion with the appointed Principal and budgetary considerations.

The table reproduced on the next page, shows the build-up of staff as the school increases to its maximum size.

Total number of staff	2018/19	2019/20	2020/2021	2021/2022	2022/23
SLT	3.0	3.0	4.0	4.0	5.0
Teaching	8.0	22.0	31.0	41.0	44.0
Pupil support	1.5	2.0	3.0	5.0	5.0
Administrative	2.5	4.0	6.0	10.0	11.0
Premises	2.0	2.0	2.0	3.0	3.0
Catering	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
Total	17.0	32.0	46.0	63.0	68.0

Initially, our expectation is that WTS will have 11 teaching staff, including the Principal, at opening in September 2018. We would expect the Principal to have an executive team of three, comprising two Assistant Heads and a post holder on a TLR maximum. If budget allows, we would appoint a third Assistant Head, rather than the TLR post holder. With such a small staff and initially one year group, these three (and the Principal) will have much wider ranging responsibilities than would normally be the case; we would seek to appoint one other post holder, a year 12 coordinator. All teaching staff, including the Principal and SLT, will need to have considerable flexibility in terms of the subjects/courses/units they will be required to teach and responsibilities they carry; experience shows that some will need to teach a third subject, but it is only by such means that adequate cover of the curriculum can be achieved. However, typically those attracted to teach in a new school are particularly keen and enthusiastic to play their full part in not just the teaching, but all other aspects of the school's life.

At opening we would expect there to be 6 admin and support staff, as with teaching staff, they will have wider ranging responsibilities than normal for a school. It will be necessary to carry the high level financial management within the MET central team for the first three or 4 years, as the budget is unlikely to enable the appointment of sufficiently qualified and experienced individual until year three. At the moment, MET are investigating developing a more centralised financial management for all its academies and colleges, as a means of making the best use of highly qualified staff, ensuring necessary scrutiny and to save money; this is likely to be available to WTS from opening

In year two, September 2019, WTS will admit its second cohort of post 16 students, as well as its founding students moving into Year 13. An advantage of appointing the Principal a year before opening, is to enable the steering group and Local Governing Body to work with her or him to shape the school's structure, organisation and curriculum to best realise the founders vision.

Year two sees the appointment of another 14 additional teaching staff, including a number of additional post holders and an increase in administrative and support staff.

This increase is necessary to meet rising student numbers entering year 12, as well as the additional year group. The roles and responsibilities of the post holders will be the subject of discussion involving the newly appointed Principal. Clearly, all responsibilities need to be covered from the outset, with a gradual re-focussing of responsibilities as the school grows in size and additional 'post holders' are appointed. There will need to be a clear structure setting out responsibilities, to ensure the smooth running of the organisation and to be able to have effective performance management of all staff. This will have a 'pyramid structure' with ultimately, the Principal having responsibility for their senior team, each of them for a TLR max post holder and so on. It is probable that there will be coordinators for year 12 and 13, and then an increasing

number of post holders having responsibility for particular courses and/or units within courses and where appropriate, groups of subjects.

MET is fortunate in having well developed subject networks where teachers from across the MAT come together on a regular basis; sometimes this is for looking at specific developments within the subject areas, for CPD and on other occasions for the cross moderation of work from across the years. In addition, with three UTCs we have considerable experience with BTEC courses and two of them with courses with a strong vocational bias towards the creative media industries. Staff appointed to WTS will have immediate access to these networks and to the schemes of work and associated lesson plans already developed within MET. Access to the schemes of work will give the staff appointed to WTS an excellent starting point for the development of their own schemes of work and lesson plans, suited to their particular context.

D4 – The school will be welcoming to all faiths/world views and none

Diversity is key to the belief of the sponsor and the tolerance of others and their beliefs or non-beliefs. The sponsor therefore wishes to instil this passion into the students of the school by ensuring they are prepared intellectually, emotionally and practically to make a difference for their school, local and global communities. A recent MORI poll suggest that 78% of students feel it is important that their school helps them understand how they can make the world a better place. Teachers too believe that this is important, but more worryingly, a large majority feel that the present school system is achieving in this goal (Think Global 2013). The sponsor is aware that many school concentrate on the basics of English, Mathematics and Science, with no understanding of how these subjects and many others fit into the bigger picture. It is the intention of the sponsor therefore, through more innovative curriculum and teaching and learning approaches, to address this issue and ensure its students are more informed, becoming thoughtful successful citizens.

The flexibility offered to the Free school will allow the school to respond to local industry need and to be creative in ensuring that the needs of disadvantaged and ethnic minority learners are met more effectively in the borough and also across its PAN London intake. The specific link to the Film industry and various other creative industries will provide the necessary springboard for these students.

The London Development Agency suggests that diversity is an issue within the creative industry with figures stating that, "...five out of the main industry sectors employ proportionately fewer Black, Asian and Minority Ethnic workers than the London workforce as a whole...", London's Creative Economy: An Accidental Success? 2007 and there is a strong suggestion that this figure is not improving. The same paper suggests that, "The creative industries may embrace new economic activities, but they are based on the oldest dynamics of the UK labour market, tightly bound social

networks, often formed in higher education, narrow points of entry and, in many cases, unpaid labour. While race and gender issues are at least visible; the nature of work in these sectors may soon serve to exclude all but the relatively wealthy from participation”.

The school will strive to build a community that encourages all its members to develop a healthy respect for each other. In addition, it will provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to her full potential. This (SMSC) policy will relate to the whole life of the school and its role in promoting spiritual, moral, social and cultural development. The school will develop a religious study programme which will develop self-esteem and knowledge and an ability to reflect on and develop individual spiritual values. A PSHE programme which utilises tutoring to involve students in opportunities for themed discussion, reading (both fiction and non-fiction) and competitive quizzes to encourage learning and develop an awareness of core values as soon as students arrive. An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation. A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development. Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world, but also within the varying local communities celebrating their diversity and richness of culture.

The PSHE programme will include educational cultural visits at home and abroad to experience other cultures and ways of life which will link into London’s rich resources such as libraries; museums; galleries; theatres; places of worship and other educational establishments. Students will also visit other educational establishments to better understand other cultures and ways of life. An intensive PSHE programme for Years 12 and 13, will be developed and cultural/MFL/Historical visits to other countries will provide a menu of cultural diversity for all students to experience.

Collective worship and assemblies will be developed through a themed approach that give rise to many opportunities to explore SMSC and cultural diversity that is appropriate and relevant to post 16 students. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals such as Diwali and Hanukah The school will provide a ‘quiet room’ for reflection and prayer for Muslims on Fridays and also to be set aside for specific religious activities such as Ramadan for example. Topic work across the school will also explore “culture” in all its various forms in relation to specific subject areas. It is also intended to enthuse pupils with the specialism of film and film technologies, through the curriculum and ensure that they receive a rich understanding of world diversity and enable students to create their own documentaries and films on varying

subject areas, eventually creating their own PSHE programmes and educating their peers through their own curriculum.

Clearly, with a diverse school community, careful consideration has to be given to the requirements of school's 'Dress' policy and food on offer in the school cafeteria

As well as the above measures, it is intended that all students will access the "Working Title Passport" that will provide every individual student with internal and external validation of key skill areas and the wider curriculum like Careers Education Certificate; Charity Certificates; Leadership Awards; Community Cultural Service Awards; Creative Technologies Award; Sport of Health Award to name just a few areas, all of which will be dove-tailed into the SMSC agenda where appropriate. The Passport will allow students in all year groups to select a programme of activities that are specifically geared to their individual requirements. The system will ensure that there is the right balance between breadth of opportunity and service to the community. It is envisaged that all students will create their own individual CV throughout their school journey and also map their experience through a written or visual diary, thus creating their own story, but also understanding the varying stories from other students.

It is the intention of the sponsor to provide an environment where students are supported to ensure they feel safe, contented and confident. The sponsor is aware that 'Public Health England' have provided a wealth of research linking pupil health and wellbeing to attainment and eventual outcomes. "The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential" 'A briefing for principals, governors and staff in education settings' Public Health England, November 2014

It is therefore the intention of the sponsor to use the document 'Mental health and behaviour in schools' DfE, March 2016 as a benchmark for outstanding practice. The school will ensure that the culture, ethos and environment influences the health and wellbeing of students, and guarantee effective social and emotional competencies are mapped into the curriculum creating improved health and wellbeing and therefore better achievement. A positive association will also exist between academic attainment and physical activity levels of students and an individual approach in understanding the diversity of cultural difference.

The sponsor believes that student leadership will also lie at the heart of improving the Free school and enabling young people to realise their potential. Enabling students to shape their own future and play a significant part in leading learning within the school. This collaborative approach between students and teachers is fundamental to the teamwork ethic the sponsor wishes to instil and an understanding in young people that they can shape their own futures and those around them. The opportunity to manage a variety of projects, throughout their school journey, will provide leadership responsibility and also promote accountability through the realisation of the impact of actions and decisions taken. The sponsor wishes to change mind-set and develop

tolerance levels, a key skill set for the Film Industry and the World of Work in general. Accreditation of student leadership through the SSAT Student Leader Accreditation or NCSL Student Leadership Programme will provide a pathway to ensure the school invests in tomorrow's leaders. The Free school will also link into the Young Persons Students Leadership course organised through the University of Hertfordshire, and has had a great deal of success already and has started to offer a Head Student Executive courses.

The sponsor feels that a strong consistent code of conduct is essential with regard to routines, behaviour, and uniform applied every day through a mutual respect agenda and tolerance of others working in the educational community.

As with many aspects of school life, it will be essential that students, parents as well as the local community are involved in the development of the above codes of conduct. This aspect of a school life will link to the wellbeing principles of the school and an understanding that students need to be empowered to make the right decisions and understand the consequences of those decisions, as well as promoting a professional appearance and adhering to a business-like approach.

The pastoral system will nurture the development of students throughout their college journey and provide a strong 'family group' where everyone understands their varying roles, thus providing transferable life skills with the relevance of those skills explained to the students. Again, exposing students to employer expectations and a relevance of rules and regulations, a moral code to live by and mindfulness of others. A House System will also be employed which will embed a sense of team spirit and community, create healthy competition and will raise aspiration through responsibility and leadership through a mutual understanding that students from different backgrounds, faiths and communities can work together towards a common goal. The roles on a film set for example are both diverse and complementary, and students will learn the varying skills required in areas like producer, director, screenwriter, production designer, editor, cinematographer, costume designer and music supervisor, engaging in the importance of each role when creating the bigger picture, but realising the importance of leadership and teamwork.

Section E – evidence of need

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

E1 – PROVIDE VALID EVIDENCE THAT THERE IS A NEED FOR THIS SCHOOL IN THE AREAS

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

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

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

Rationale – The creation of this proposed Free school addresses the following issues:

1. Discussions with the Leader of Islington Council and his senior education officials confirms that there is deficit of post 16 places within the Local Authority area and in surrounding London boroughs. ‘Do the Maths – 2015’ published by London Councils highlights that between 2015/16 and 2019/20 the increase in the number of secondary age students in Islington and the surrounding LAs, will increase by an average of 12%, with the corresponding increase in demand for post 16 places. They have welcomed the shift to a post 16 proposal, as it adds significantly to the diversity of courses on offer to students, post 16. It is evident from recent discussions, that there will be positive relationship with Islington LA and we have agreed to work closely with them to ensure that all post 16 students in Islington are aware of the courses on offer and that a significant number are able to gain places at WTS.
2. In addition, with ‘pan London admissions’, WTS will, to some degree, helps to deal with the growing shortage of post 16 places available across London. We will discuss with Islington LA and other ‘local’ LAs, whether it will be necessary to have an Admissions Policy, that reserves a number or percentage of places for Islington based students. As the school will be building up to capacity over a number of years, this will be a decision that can be deferred until the school has been open for a number of years and the pattern of where students come from is known.
3. The specialism of the proposed Free school will complement the present provision and add to the richness of the borough’s offer. Islington also suggest that sustained improvement will be required for the borough to reach national and regional attainment levels at Level 2 and Level 3 qualifications.

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

4. The specialisation of the Free school will provide opportunities which will improve NEET figures in the borough currently at 5% higher than the London average of 3.8%, due to the vocational focus and determination of the school to provide work related opportunities. The latest Annual Population Survey 2014 (APS) estimates suggest International Labour Organisation (ILO). Unemployment for 16-64s is higher in Islington (10-11%) than London (8-9%) and significantly higher than England (7-8%). Key groups targeted by the borough are members of minority ethnic groups as BME people are 16% more likely than White people to be unemployed, Educational attainment by 19 although improving requires further development, and skill levels and employment for the people linked to the high deprivation index.
5. The flexibility offered to the Free school will allow the school to respond to local industry need and to be creative in ensuring that the needs of disadvantaged and ethnic minority learners are met more effectively in the borough and also across its PAN London intake. The specific link to the Film industry and various other creative industries will provide the necessary springboard for these students.

- The London Development Agency suggests that diversity is an issue within the creative industry with figures stating that, "...five out of the main industry sectors employ proportionately fewer Black, Asian and Minority Ethnic workers than the London workforce as a whole...", London's Creative Economy: An Accidental Success? 2007 and there is a strong suggestion that this figure is not improving. The same paper suggests that, "The creative industries may embrace new economic activities, but they are based on the oldest dynamics of the UK labour market, tightly bound social networks, often formed in higher education, narrow points of entry and, in many cases, unpaid labour. While race and gender issues are at least visible; the nature of work in these sectors may soon serve to exclude all but the relatively wealthy from participation".
- With the above issue in mind the proposed Free school will ensure that students have the skills and opportunities to access this ever closing market. The school will guarantee an engagement between its students and the industry as a whole, brokering a more productive relationship and creating an environment where the industry realises it has a rich seam of talent and can harness creative, cultural and commercial assets.

- [REDACTED]

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

[Redacted content]

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

E2 – SUCCESSFUL ENGAGEMENT WITH PARENTS AND THE LOCAL COMMUNITY

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

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

E2 – successful engagement with parents and the local community

This section was covered in the original submission. Obviously, it has not been possible to carry out any 'engagement' as the agreement to redraft as a post 16 submission and resubmit was only agreed in December 2016.

However, we are conscious that it is essential to secure as many students as possible and from the moment we gain approval, we will start to work on this. We start with a number of considerable advantages which we intend to exploit to the full. Firstly, is the Working Title brand – it is well known and recognised and Working Title has a powerful PR and publicity machine, which we will use to the full. This will ensure that the name of the school, the courses that it offers and its strong film industry links are featured regularly in the media across the capital. Secondly, our close links to Global Radio; many of whose radio stations are specifically aimed at what is our target audience - they have agreed to provide us with substantial advertising at the most appropriate time. This is in addition to the more normal, expected means at our disposal. Essentially, our target is the full range of 15 – 16 year olds, in the capital and elsewhere with the link into Highbury and Islington station, we will contact all schools with students who could potentially come to WTS, post 16. In addition, we will ensure that all organisations providing careers advice to schools and their students in Key Stage 4 are aware of our existence and what we offer. At the crucial time for 'signing up' students we will organise a series of information evenings for potential students and their parents, exploiting the Working Title brand and unashamedly, its links to well-known celebrities. We intend to exploit the full range of social media, not just in our own right, but once again using the

E2 – successful engagement with parents and the local community

Working Title 'power' to get our message across to the 'many' who follow celebrities on social media.

We have made contact with other Local Authorities bordering on Islington and we are arranging to meet with the relevant personnel to discuss our plans for the school and how we would want to work cooperatively with them, as well as with Islington LA; some of these meetings may have taken place by the time of our interview. We see the process of working cooperatively with both Islington and other 'local' LAs as being essential in securing a viable number of students at the school and therefore its success.

We have agreed to meet with Islington LA to start discussing the practical issues around the establishing the school and how best we can develop a relationship with the LA, local schools and the local community. We will start immediately we get approval to move to the next stage, assuming we get approval. By the likely time of our interview, we should have arranged at least an initial meeting with officers from another local Las. We intend to have completed all these initial meetings before the end of this term and then establish a regular programme of meetings going forward.

Section F – Capacity and Capability

Please note:

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

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

THE WORKING TITLE SCHOOL – SUBMISSION – SEPTEMBER 2016

F1 (A) SKILLS AND EXPERIENCE OF YOUR TEAM

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

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

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

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

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

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

THE WORKING TITLE SCHOOL – SUBMISSION – SEPTEMBER 2016

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

*Consultant paid for from Project Development Grant (PDG). If necessary, MET will appoint a Project Manager, paid for from PDG to ensure a 'smooth' path to opening. All consultants listed have previously worked for MET

It should be noted that Elstree and Global have a Service Level Agreement (SLA) with MET. [REDACTED] has been responsible for them being set up and to all intents and purposes, they are dealt with as part of MET. [REDACTED]

[REDACTED]

F1 (a) Skills and experience of your team

[Redacted content]

THE WORKING TITLE SCHOOL – SUBMISSION – SEPTEMBER 2016

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
No perceived 'Skills Gap'	MET has additional staff at the centre, who if necessary will support the project – particularly, the HR and H&S specialists. If we unexpectedly find any 'need' we would meet it, using the PDG.	
See F1(a)		

F2 – A GOVERNANCE STRUCTURE, AND ROLES AND RESPONSIBILITIES THAT WILL ENSURE ACCOUNTABILITY AND EFFECTIVE DECISION MAKING IN THIS ACADEMY TRUST AND DRIVE IMPROVEMENT IN THE NEW FREE SCHOOL

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

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

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

The Meller Educational Trust (MET) will be the governing body of Working Title School. MET is an approved academy sponsor and a Multi Academy Trust (MAT)

Roles and responsibility

1. The members of MET

The members established MET and its objects and appointed its trustees and maintain this responsibility. In extremis, the members may take responsibility for the removal of trustees. Such removal should be notified to the Secretary of State. This is quite separate from the duty of any trustee to resign in circumstances prescribed by the Articles and other legal guidance. The members have a permanent duty to ensure that those with the appropriate skills and capacity are appointed to the board of the trust. The number of members has been increased to five and this is being formally dealt with at the next board meeting.

2. The MET Board

- Acts in partnership with the Principal and its local governing body.
- Acts as a critical friend to the Principal offering support and advice.
- Sets the strategic direction for the trust and individual academies and ensures, through local governing bodies, that the expectations of each community are reflected in that overall direction.
- Sets its standards and key targets.
- Agrees the planning, policy and budgetary framework for the academy.
- Monitors the achievements and outcomes of the academy in relation to the targets and success criteria set out in the School Development Plan, subsidiary action plans and in the Finance Plan, Financial Procedures, and school budget.
- Ensures processes for regulatory compliance.
- Keeps school policy and procedures under regular, cyclical review and emergency review in exceptional circumstances.

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

- As more schools, academies and colleges become part of MET, we are conscious that the Board needs to have an increased membership and have more of its functions devolved to sub-committees. This will increase its capacity and enable it to offer the right degree of support and challenge both to its Executive and to the leadership of its constituent schools and colleges; formal proposals are to be considered at the next Board meeting to action this.
- Provides legal, financial, human resource, project management and school improvement support and training to the academy.
- Ensures there is appropriate professional support, advice and challenge in place for the Principal, so that the academy's aims are realised and standards/targets met.
- Manages the performance of the Principal. Agrees a scheme of delegation, which outlines the decisions and functions delegated to the local governing body, the Principal or other individuals.

3. The Principal

- Acts in partnership with the MAT (MET) and the local governing body to lead and manage the school.
- Is the local governing body's Chief Executive and Adviser and is a member of the Principal's committee of the MET board.
- Is responsible for the day-to-day management of the school; managing people; process; and resources.
- Is responsible for exercising all those responsibilities delegated by the MET board, the local governing body and the Secretary of State.
- Manages the school so that the aims and targets set by the MAT (MET) and the local governing body are met.
- Leads the school community by exemplifying the values and aims on which the school was founded; protecting and enhancing its reputation.
- Takes advice from the officers and advisers of MET and from the local governing body in matters delegated to them.

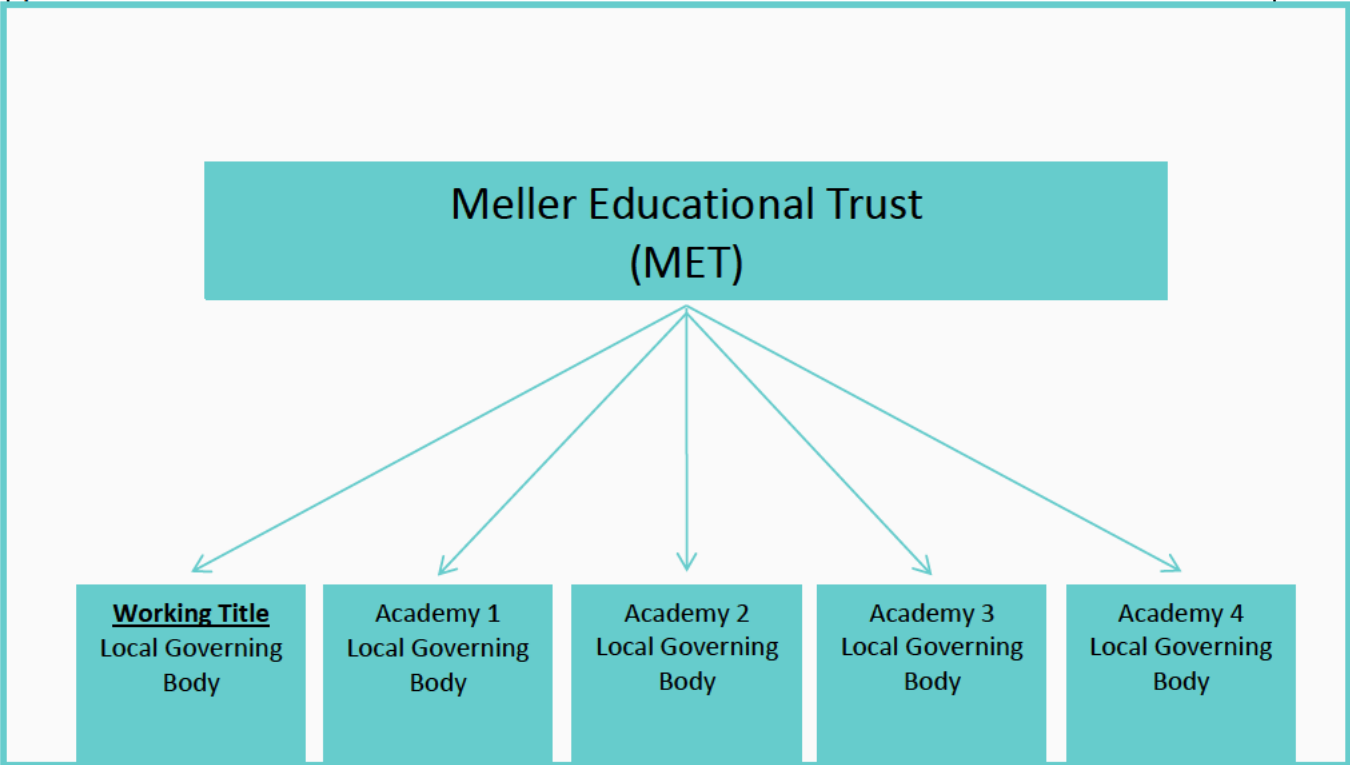
4. The Local Governing Body (LGB)

- Represents the community which the school serves and provides for the input from Working Title, with a guaranteed 3 nominees on the LGB
- Works with the Principal to advise the MET board about its strategic direction and those actions necessary to fulfil the founding principles of the academy and its community.
- Carries out those functions delegated to it by the MAT including, but not exclusively, admissions, exclusions, child safety and protection, SEND provision, making staff appointments (with the exception of the Principal), health and safety, agreeing a budget plan, operating within MET financial procedures, proposing and monitoring the school development plan (including quantitative and other targets).

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

- Holding the Principal and staff to account for standards using the SDP and other mechanisms.
- Leads the school’s specialism.
- Acts as a critical friend to the Principal and MET board.

In the pre-opening phase, the MET Chief Executive Officer (CEO) is the key decision maker, working through a Project Steering Group (PSG) comprising MET’s Finance and Operations Director, [REDACTED] and three members of the shadow local governing body. MET’s CEO will direct the project team and coordinate the work of other contributors in accordance with the project plan. He will regularly update that plan, review the work of the team, ensure resources are properly managed, keep the risk register up to date and keep the shadow local governing body informed. The MET CEO will be the key link with the DfE and EFA until opening. The Principal Designate will join the PSG whenever possible after appointment, and permanently after taking up post.



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

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

[REDACTED]

- MET has a core team of specialists, both delivering educational expertise to our current academies and UTCs and coordinating access to the additional support from within our own team in partner academies and UTCs and where necessary from external consultants. By this method our academies have access to expert support in secondary school subjects and in every aspect of leadership and management.
- Working Title’s involvement in the development of the College, its curriculum and in giving on-going support and direction will be crucial and substantial. There are three key people, each bringing a different focus to their involvement: -

- [REDACTED]

- [REDACTED]

- [REDACTED]

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

Please:

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

G1 – budget planning and affordability

As a general principle, the assumptions and plans we have made have erred on the side of minimising anticipated income and considering the higher potential expenditures we might incur – see below for further details. This approach will ensure that the school will operate within its means.

Income and expenditure budgets are by their very nature, 'dynamic' and need to be updated as more detailed information becomes available in the time from approval to opening, such as student numbers and actual staff costs

MET has seven academies and UTCs, offering the full range of post 16 courses, including bespoke BTEC Level 3 courses. In addition, we have the necessary endorsement from our RSC confirming that we have sufficient capacity to open a 'Free School' – consequently, this is a 'Type 4' application and we are not required to submit the Financial Spreadsheets. Nonetheless, we have completed and attached the spreadsheet to assure every one of the school's financial viability. We have assumed a slow and steady build up towards full capacity over five years and should it take longer, the school is still clearly be financially viable. The nature of the school's curriculum, with its focus on a fairly narrow vocational area, with relatively few 'A' level courses offered, will mean that it should be able to make the most effective and economic use of its available staff, if student numbers are lower than suggested and planned for. Obviously, if numbers are lower than expected, the main 'hit' on the budget has to be on staffing, when more than 70% is being spent on staffing alone.

Benchmarking data from Islington LA, our other schools and similarly sized schools in other LAs have been used to ensure that our projected figures are realistic and accurate.

Income Assumptions

We have assumed no additional income and have made no allowance for the College receiving any 'free' or subsidised equipment or services from any members of the film industry.

Our eventual post 16 funding may well include some 'Large Programme Uplift' depending on the courses offered, for a percentage of our students. If we were to receive any such funding its impact would be substantial. However, prudence dictates that we assume no such income at this stage.

Looked after and service children

- We have assumed none of these as a conservative measure of income. Should there be income from this then we would plan how to use it, probably as an extension of the pupil premium provision, to meet the particular needs of these children. The precise use would need to be determined not just by the numbers but by their individual needs.

Expenditure Assumptions

Leadership staffing profile

- ISRs have been set at an appropriate level for the size, nature and location of the school and to attract candidates with suitable skills and experience.
- We have placed all members of the team in the middle of the ISR because it makes allowance for performance pay rises and overestimates expenditure in the early years.

Teaching Staff staffing profile

- [Redacted]
- [Redacted]
- [Redacted]

Education Support and Admin Staff staffing profile

- [Redacted]

Pension Rates

- We have assumed that all staff will opt in to either the teachers or local government pension scheme and that we will incur the associated pension costs.
- Local government rates of contribution vary between LA and until recently were actuarially calculated for academies and free schools on the profile of staff employed. We will re-model with the appropriate LA figure when this is made available to us but the assumed figure of 20% is towards the higher end of contribution rates at present.

National Insurance

- We anticipate that we will need to pay the standard employer contributions for all staff.

Insurance

- We will opt into the DfE’s scheme at known cost.

Rates

- The cost will be matched by grant income.

Pay increases

- [Redacted text block]

Supply and Agency Staff

- [Redacted text block]

-

Other Expenditure Assumptions

- We have based our other figures for expenditure on the current budgets of our secondary schools, and direct experience of 5 other free schools of similar size. They are modelled on schools' experiences in that there are two elements to most of them: a fixed cost and a per pupil factor. We will gather data as soon as practical, and continue to do so thereafter, to track the accuracy of, and where necessary refine, these models for the school. For example, utility costs may be more closely planned once refurbishment of the planned site is undertaken, probably being estimated from building energy performance data.
- MET has excellent relationships with major education service and equipment providers and we would seek to use our collective 'buying power' to negotiate the cost of contracts, equipment and services at beneficial rates; we will use public sector buying organisations and pre-tendered government contracts where they demonstrate value for money, to demonstrate an understanding of how to achieve best value in the sector. Again, being prudent, we have not assumed that any such benefit will accrue to WTS – anything gained will be a bonus.
- Indirect employee expenses (e.g. advertising)
- Staff Development
- Building Maintenance
- Water and Sewage
- Energy
- Other Occupation Costs
- Learning resources (not ICT)
 - This section, modelled on other benchmarks, is an estimate of consumable costs as opposed to the purchase of new equipment from POG.
- Exam fees
- Admin supplies
- Other insurance premiums
- Transport
- Grounds Maintenance
- Cleaning and Caretaking
-

Books and Equipment

- Post 16 courses have higher book and equipment costs than those in KS3 and KS4.
- Experience in similarly sized free schools has been that not all of the first year's funding is required and that newly appointed staff want and need the first year of operation to fully plan the wider range of resources they need.

G1 – budget planning and affordability

- Consequently, we will adjust the cash flow for this element which also aids the balancing of the budget in the first year of operation.
- We would expect that once approval is given that Working Title will, on WTC's behalf, undertake discussions with major suppliers to the film industry to provide, either direct financial sponsorship or provide equipment and/or services either free or at cost. Being prudent any such benefit will be a bonus and no allowance has been assumed in the budgeting for the school.

ICT Learning resources

- Advice from the DfE/EFA indicates that an allocation of [REDACTED] per pupil per year is an appropriate level of funding for this to ensure continued development to keep pace with change as well as to renew and refresh the core equipment.
- The initial provision will come from the ICT capital grant. Once again, experience has shown that it is likely that this grant will be spent across the first two or even three years of the school's life, so additional provision will not be required until year 3 or 4 at the earliest.

Cost of Catering

- We intend to contract catering out as a managed service and will endeavour to negotiate a package that is cost neutral from the start. We recognize however that there may be a need to subsidise it initially and have modelled a reducing subsidy.

Bought in Services

- Our intention is that the bought in professional services from MET will be only 3.0%.
- MET will give pro bono services to the school in year one, above those covered by the 3.0%, and adjust, if necessary and possible in year 3 and year 4.
- MET bought-in services cover all legal, governance, HR (excluding tribunal and dismissal proceedings), school improvement and financial support and CPD and marketing advice.
- Up to and including when the school is at steady state, this will represent exceptionally good value for money in comparison with LAs and many MAT sponsors who provide less school improvement support for the same percentage (or larger). Bought-in services are also good value for money because services are all provided at cost only, through MET.

Extended School Income and Expenditure

- This area will need to be developed by the newly appointed Principal in consultation with the local community and school stakeholders over the course of 2017/18. In broad terms, we would expect any such programme to be cost neutral and have therefore not included this in the budget.

G1 – budget planning and affordability

- Once figures for extended schools income become clearer then we will plan and account for equivalent expenditure.

Depreciation

- Depreciation is not separately reported under CFR and is included in our estimates which are modelled on established schools' actual outturns.
- ICT is the most obvious example which is detailed above. Of the [REDACTED] per pupil expenditure on ICT under CFR E20 heading 30% had been budgeted for refresh (depreciation) in line with the recommendation from EFA.
- Similarly building maintenance includes an element of repair and replacement for furniture and equipment.

Annexes

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

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



Department
for Education

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