



Department  
for Education

# Free school application form

Alternative provision

**Published: December 2015**

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

**ASPIRE CENTRE, Kings Leadership Academy  
Liverpool**



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## The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) 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 in the Word application 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 *background information and glossary document*, and the *assessment criteria booklet*, for the information your group should include in these sections.

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

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

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

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

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

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

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

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

**Section I** is about your suitability to set up and then run a free school. There is a separate Word form for this.

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

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size.

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

### **Data protection**

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely

and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

## Application checklist

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



|  |   |  |
|--|---|--|
| 7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?   |   |  |
| 8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?  |   |  |
| 9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?   |   |  |
| 10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline? | Y |  |
| 11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?<br><br>Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor<br>Sanctuary Buildings, Great Smith Street, London, SW1P 3BT   |   |  |

\* 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.

| <b>Section I of your application</b>  | <b>Yes</b> | <b>No</b> |
|---|------------|-----------|
| 12. Have you sent:<br><br>a copy of Section A (tab 1 of the Excel template); and<br><br>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<br><br>a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days<br><br>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?<br><br>(See guidance for dates and deadlines) | Y          |           |

## 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 background information and glossary document;

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

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

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

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

**Signed:**

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

**Print name:**

**Date:**

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

Please tick to confirm that you have included all the items in the checklist:

Y

## **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 background information and glossary document, and the assessment criteria booklet 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 background information and glossary document, and the assessment criteria booklet 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 background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

#### **The Challenge**

##### **Socio-economic context**

##### **A. Toxteth (Liverpool)**

The socio-economic context of Toxteth in which ASPIRE Academy will operate and from which it will draw a majority of its children and young people (CYP) indicates that Toxteth is one of the most deprived areas of Liverpool in that:

- 55% of children come from low income families
- 59% of children are living in poverty
- 75% of households are classified with at least one dimension of poverty as defined by the poverty index
- 30% of the population aged 16 or over have no educational qualifications
- Almost 7% of the population is claiming job seekers allowance
- Crime per 1,000 people is 10% above the Liverpool average
- Anti-social behaviour is 5% above the Liverpool average

##### **B. Liverpool exclusion statistics**

- There were 1235 fixed term school exclusions from Liverpool schools in the year ending 2014
- There were 64 permanent exclusions from Liverpool schools in the year ending 2014

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

- Student Premium students are four times more likely to be excluded from Liverpool schools than non-Student Premium students

### C. Looked after children

Less than 1% of all children in England are in care but looked after children make up 33% of boys and 61% of girls in youth custody. Of the children who have been looked after continuously for at least 12 months in 2010, 1.3% attend PRUs as opposed to 0.18% of all children. Those in Alternative Provision rises to 4.75% for looked after children as opposed to 0.30% for all children. (TACT 2011)

### D. Youth Custody

There is strong national evidence of an increasing correlation between school exclusions, attendance at alternative provision units and youth custody.

(Department for Education, Schools, Students and their Characteristics, 2010; No excuses – Centre for Social Justice 2011)

Many of those sentenced to youth custody have had complicated and chaotic lives. Many have experienced trauma, abuse, bereavement or over exposure to negative peer / role models during their adolescent years. These problems often lead to the development of negative behaviour traits during adolescence which, unless corrected, leads to school exclusions and, eventually, possible youth custody.

### E. Characteristics of young offenders

Evidence from various research sources lists the principal character traits of youth offenders as:

- **Non- accountability** with the child blaming others for his / her faults so as to divert attention from his / her own behaviours
- **Selfishness** in the form of needing instant gratification or ownership
- **Lack of respect** for other people's feelings or property
- **Lack of obligation** in that relationships do not guide their actions
- **Lack of integrity** in that lying often becomes a way of life
- **Desire to dominate** in need to always get their own way

### Context summary

None of these factors are necessary determinants of educational failure but it is our view that:

- The high exclusion rates demonstrated in the social context statistics vastly reduce the life chances of vulnerable and troubled young people

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

- Conventional alternative provision units fail to match even average mainstream schools in terms of G.C.S.E. outcome provision for excluded students
- Far too many excluded students display early signs of the negative character traits observed in young offenders
- Very few, if any, alternative provision units attempt to modify poor behaviour traits through character development programmes

We firmly believe that, given appropriate guidance in arresting their negative character traits and promoting positive character traits, the children and young people (CYP) we provide for will thrive, achieve and be able to safely re-enter mainstream provision.

### **Existing provision in the local area**

**Harmonise Academy** based in Liverpool 6 offers vocationally based alternative provision education for 13 – 19 year olds

**Everton Free School** based in Liverpool 4 offers sports based alternative provision for 14 – 19 year olds

**Liverpool City Council** have recruited a consortium of some twenty one providers tasked with improving the employability skills for excluded students aged 14 – 19 and operate a small number of 11 – 14 alternative provision units.

The external outcomes of all of the above centres do not make a significant positive contribution to the city's educational outcomes nor do they specifically concentrate on the elimination of negative character traits and the promotion of positive values. King's Leadership Academy Warrington, one of the Great Schools Trusts academies, won the D.f.E.'s first 'National Character Award' and has played a major role in determining our proposed educational offer.

### **The ASPIRE Centre**

'There will be more sharing of expertise between alternative provision units and schools. The rigorous teaching and high expectations of the best schools will combine with the knowledge and understanding the best APUs have of how to succeed with difficult students. There will be opportunities for mainstream teachers to do some teaching in PRUs and vice versa'

██████████, 2011

It is the intention of the Great Schools Trust to house the centre in a small wing of King's Leadership Academy Liverpool. The host academy will supply a full range of academic staff to the centre in line with the recommendations of the ██████████ (2011).

**The centre** will offer a character based academic curriculum with some vocational

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

elements to secondary age students from Y7 to Y11. This offer will ensure that placed students will make a positive contribution to the commissioning schools G.C.S.E. outcomes in terms of both 5'A\*-C' including English and mathematics and Progress 8.

Within the curriculum offer will be intensive **literacy and numeracy programmes** for those students who have been identified through the centre's admission process as needing additional 1:1 help if they are to successfully access the centre's full curriculum offer.

### **Commissioners**

The proposed centre will be sited on the campus of the Great Schools Trust's newly acquired (November 2015) academy in Liverpool. Although admission to the centre will be open to other schools the Great Schools Trust is committed to commissioning up to 20 places for the first three academic years to ensure financial viability whilst the trust establishes stronger links with local schools.

### **Vision**

To create a high quality character education based, fully inclusive Alternative Provision Free School which will stand as a beacon of excellence in securing successful reintegration and high outcomes for its students

We see the ASPIRE Centre as:

- A driving force for a significant step change improvement in the outcomes and life opportunities for the most vulnerable and challenging young people in the Merseyside area
- A 'leading edge' education provider for young people which will evidence how it is possible to take the most vulnerable, challenging and apparently unsuccessful Children and Young People in our area and transform their lives
- Delivering a curriculum which, in Key Stage 3, will have a strong focus on literacy and numeracy recovery whilst developing each student's character, resilience, social and leadership skills through our national award winning ASPIRE programme
- Delivering a curriculum in Key Stage 4 which will continue to develop character, resilience and leadership and will, in certain cases, offer vocational options in Y9 and Y10 with appropriate aged related qualifications to enhance employment prospects. These vocational offerings will not detract from the centre's commitment to all students being successful at G.C.S.E. in Y11 thus ensuring that they make a positive contribution to their commissioning schools external outcomes in terms of 5'A\*-C' including English and mathematics and Progress 8.
- A support for the families of vulnerable and troubled young people through the employment of Family Engagement Officers thus breaking inter-generational cy-

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

cles of low skills and worklessness; reducing youth crime and enhancing community cohesion

*Our vision encompasses the recommendations in [REDACTED] report “Improving Alternative Provision”*

### **Our Mission**

Every young person attending the ASPIRE Centre will receive a standard of education and attain outcomes which are at least as good as they could have received and attained in any outstanding mainstream school or academy.

The principal objective of the centre will always be to maximise the possibility of each CYP returning successfully to mainstream provision. To facilitate this, our curriculum design is explicitly planned to ensure that our students do not fall behind mainstream peers in the essentials of the National Curriculum whilst their behaviours, issues and vulnerabilities are being addressed through our character education and leadership programmes.

To ensure that this happens we will set challenging key outcome targets such as:

- attendance at 92% plus
- 80% of students return to mainstream provision within twelve months of admission and are still in full attendance at that school six months later
- 100% of KS3 students will follow the National Curriculum which will be delivered in partnership with King’s Leadership Academy Liverpool
- 100% of students engaging with our outdoor pursuit partner (The Brathay Trust) in Cumbria
- All students in Y9 and Y10 will gain age appropriate high quality vocational qualifications
- Students in Y10 will receive ‘on the job’ training and will turn up on time for a full week
- All Y11 students will follow an academic course that will allow them to gain G.C.S.E. qualifications that will positively contribute to their own school’s external outcomes in terms of 5 ‘A\*-C’ including English and Mathematics as well as Progress 8
- zero NEET (Not in Employment, Education or Training) at 16 & 17 – assured high quality progression for all

These outcomes will build on and enhance the targets which The Great Schools Trust already sets for itself and its academies and is already in part being delivered:



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

- Zero permanent exclusions
- Minimal repeat fixed term exclusions

### **Our Ethos**

We firmly believe that if young people feel valued and safe and that their teachers and mentors have their best interests at heart, then they will commit themselves; they will work harder; suffer fewer distractions; become more motivated and achieve more. Research shows that pursuing a character-driven approach to education, based on a firm set of values, is the lever that produces such an ethos. (School Psychology Quarterly 2008)

Our experience of working with the most vulnerable and challenging children and young people in mainstream provision settings over many years has been that they will achieve, mature and become responsible young citizens given:

- clear structures and boundaries within an ethos of high expectations and no excuses
- extensive personalised character development programmes based on the Great Schools award winning character education programme
- high quality teaching and learning focussed on identified needs
- structured family support

As set out in Section D, all children and young people attending the ASPIRE Centre will receive 28 hours a week, 38 weeks per year of quality provision plus access to an extensive range of out of hours additional learning support, opportunities, educationally related activities (i.e. music, sport etc.) and outdoor pursuits. We will also provide family support.

Many alternative provision providers lack the scale and therefore the capacity to match the breadth and diversity of provision which is offered by mainstream schools. Because the ASPIRE Centre will be managed by a collective of schools through the vehicle of the Great Schools Trust and based on the site of one of the schools, it will be able to enhance its provision, range and capacity by being able to access the resources and aspects of provision at our schools.

Our ethos is also founded on the belief that at the heart of quality alternative provision should be a core of quality mainstream provision. By this we mean that all Alternative Provision CYP will receive at least ten hours a week of a core curriculum built around National Curriculum English and Maths at KS3 and formal qualification course routes at level 1 and 2 including GCSE at KS4. Fundamental to our ethos is the belief that as a minimum, all Alternative Provision CYP must attain functional literacy and numeracy and age-appropriate verbal communication skills as a pre-condition for all other educational attainment. Such success will further enhance their self-esteem, confidence and resilience that we will develop through our character education

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

programme. This will, in turn, through our character development programme which in turn, enable them to tackle higher-order demands and support the raising of their aspirations.

### **Why character education?**

Over 2000 years ago Aristotle noted, “All adults involved with children either help or thwart children’s growth and development, whether we like it, intend it or not.” The inescapable fact is this: as adults involved intimately with children, educators cannot avoid “doing” character education. Either intentionally or unintentionally, teachers shape the formation of character in students—simply by association—through positive or negative example. Character education is thus not optional in a school—it is inevitable, and therefore merits intentional focus and priority status.

Research shows that students with such traits perform better in school:

- In 2003, a study of more than 600 California State schools found a distinct correlation between the strength of the character education that a school offered and its academic scores.
- In 2008, a study published in *School Psychology Quarterly* reported that social-emotional competence, which is closely related to character education, strongly influenced the academic skills of almost 300 third-grade students that were included in the study. More importantly, a recent meta-analysis of over two hundred different studies has found that character education truly does have a positive effect on academic achievement, increasing achievement test scores by 11 to 17 percentage points.

Character is a set of personal traits that produce specific moral emotions, inform motivation and guide conduct. Character education is an umbrella term for all explicit and implicit educational activities that help young people develop positive personal strengths called virtues.

Character education is more than just a subject. It is about helping students grasp what is ethically important in situations and how to act for the right reasons, so that they become more autonomous and reflective. Students need to decide the kind of person

There is clear evidence that character education has a positive impact on young people, and when these programmes are planned, intentionally delivered, of high quality and reflective, the impact can be profound. The programme of character education, researched, designed and delivered at King’s Academies, were noted as exceptional by Ofsted, and a major determinant of its success in the 2015 Character Awards.

Character education at the ASPIRE Centre is not an educational programme. It is an approach that, implicitly and explicitly, permeates all subjects as well as the general school ethos; it cultivates the virtues of character associated with common morality.

By pursuing a character based approach we will arrest the negative character traits that many excluded students demonstrate and cultivate such traits as aspiration,

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

achievement, self-awareness, integrity, respect, resilience, etc.

### **Why leadership?**

Leading is more about learning specific skills than possessing inherent natural qualities. In this way, being a leader is similar to being an athlete. Certainly, some children are born with attributes that aid in athletics, such as size and quick reflexes but success in athletics requires thousands of hours of practice to acquire the skills needed for success. There is no substitute for practicing forehands and backhands if you wish to excel at tennis. Ultimately, success in any field is to do with the constant honing of skills through constant practice. By continually offering young people placed in the centre the opportunity to lead we allow them to develop greater personal drive and increase their determination to succeed. Team playing, risk taking and developing strategies to positively influence others are all character strengths we seek to encourage.

### **Our outdoor pursuits partner**

Our outdoor pursuit's partner is the Brathay Trust which is based in Cumbria. Brathay has a proven track record of supporting young people and families who are at risk of being, or are already, involved in the criminal justice system. For example, one of their recent programmes reported that an impressive 66% of participants did not re-offend, which compares favourably to the year prior to their intervention, when 75% of young offenders reoffended within twelve months of a custodial sentence.

### **Specific features of the educational provision of the ASPIRE CENTRE**

- **five levels of provision** in to the curriculum programme
- **a detailed transition process** so as to ensure entry to the correct level of provision and support
- **personalised support** for every student through a mentoring programme which reflects each student's age, gender, ability, home background and cultural heritage
- **Access to psychological support** through the services of the trust's own psychologist
- **character development** through the nationally recognised ASPIRE character development programme
- **Encouragement of delayed gratification** to arrest any possible negative character traits
- **Earning of 'cumulative' rewards** to buy personal enhanced provision
- **Leadership development** through a series of residential visits to the Brathay Trust, our outdoor pursuits partner based in Cumbria
- **A personalised curriculum** designed to facilitate a smooth return to mainstream provision
- **Inspiring teaching**, matched to the level of provision, to motivate and encourage each students aspirations and sense of achievement
- **A fierce concentration** on literacy, numeracy and communication skills

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

- **Data rich** tracking so as to facilitate high quality intervention to enhance achievement
- **Monthly reports** to parents and the education commissioner so as to ensure a smooth return to mainstream education
- **A growing belief** by students that they can successfully re-enter mainstream provision
- **Focussed support** for six months when returning to mainstream provision

### Delivering the vision

By siting the ASPIRE Centre on the site of our Liverpool academy, in line with the recommendations of the Taylor report, we can draw upon the expertise of the academy teaching staff to deliver the National Curriculum and the 'Character through Leadership' programme. The academy's family engagement officers will support the placement students.

### Opening date

██  
██

### Use of academy freedoms

The ASPIRE Centre will:

- Have an extended day to increase curriculum time and enhance individual student outcomes
- Offer a character, leadership and outdoor pursuits enriched National Curriculum
- Close early on Fridays to allow staff to plan the next weeks activities and undergo continuous professional development
- Use qualified sports coaches to engage students in individual sports
- Build outdoor pursuits in to the curriculum provision through programmed visits to the Brathay Centre
- Ensure off-campus education through a planned 'entry to work' programme
- Link the pay of the centre based staff to the successful reintegration or G.C.S.E. outcomes of placed students through an annual bonus system

## 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 background information and glossary document, and the assessment criteria booklet 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 student 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 students 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 2017, please leave the relevant earlier columns blank.

|                                     | <b>Current number of students (if applicable)</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> |
|-------------------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Key Stage 1</b>                  |   |             |             |             |             |             |             |             |
| <b>Key Stage 2</b>                  |   |             |             |             |             |             |             |             |
| <b>Key Stage 3</b>                  |   | 8           | 8           | 8           | 8           | 8           | 8           | 8           |
| <b>Key Stage 4</b>                  |   | 12          | 12          | 12          | 12          | 12          | 12          | 12          |
| <b>16-19: commissioner referred</b> |   |             |             |             |             |             |             |             |
| <b>16-19: student applications</b>  |   |             |             |             |             |             |             |             |
| <b>Totals</b>                       |   | 20          | 20          | 20          | 20          | 20          | 20          | 20          |

## Section D – education plan: part 2

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

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

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

| Subject/other activity | Hours per week | Mandatory/ Voluntary | Comments                   |
|------------------------|----------------|----------------------|----------------------------|
| <b>Y7 &amp; Y8</b>     |                |                      |                            |
| English                | 5              | Mandatory            |                            |
| Mathematics            | 5              | Mandatory            |                            |
| Science                | 4              | Mandatory            |                            |
| History                | 2              | Mandatory            |                            |
| Geography              | 2              | Mandatory            |                            |
| MFL                    | 2              | Mandatory            |                            |
| CDT                    | 2              | Mandatory            |                            |
| P.E.                   | 2              | Mandatory            |                            |
| Leadership/ character  | 2              | Mandatory            |                            |
| Counselling            | 1              | Mandatory            | This will be by withdrawal |
| Art /drama / music     | 2              | Choice               |                            |
|                        |                |                      |                            |
|                        |                |                      |                            |
|                        |                |                      |                            |
|                        |                |                      |                            |
|                        |                |                      |                            |

| Subject/other activity           | Hours per week | Mandatory/ Voluntary | Comments                   |
|----------------------------------|----------------|----------------------|----------------------------|
| <b>Key Stage 4 (Y9 – Y11)</b>    |                |                      |                            |
| English                          | 5              | Mandatory            |                            |
| Mathematics                      | 5              | Mandatory            |                            |
| Science                          | 4              | Mandatory            |                            |
| Academic option 1                | 3              | Mandatory            |                            |
| Academic option 2                | 3              | Mandatory            |                            |
| Leadership / character           | 2              | Mandatory            |                            |
| Counselling                      | 1              | Mandatory            | This will be by withdrawal |
| Vocational / additional academic | 6              | Choice               |                            |
|                                  |                |                      |                            |
|                                  |                |                      |                            |
|                                  |                |                      |                            |
|                                  |                |                      |                            |

[Add more lines as appropriate]

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

use the table below; and

refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

### **Section D1: The Curriculum**

'There will be higher expectations of what children in AP and PRUs can achieve and no child who is capable of passing a GCSE will be denied the opportunity to take it'

#### **The rationale underpinning our curriculum**

Despite the many complex difficulties of children in alternative provision it is concerning that only 1.4% of them achieve 5 or more GCSEs at grades A\*-C including English and Maths compared to 53.4% of their peers in all schools. (as outlined in the D.f.E.'s GCSE and Equivalent Results first statistical release in June 2011)

Though it is difficult to estimate the levels of SEN across young people who attend alternative provision units, we do know that the figure is higher than across mainstream school as a whole. Many of those attending APUs have a special educational need. Often this is a behavioural difficulty, but the behaviour frequently masks other issues.

The vision of the ASPIRE Centre is 'to create a high quality character education based, fully inclusive Alternative Provision Free School which will stand as a beacon of excellence in securing successful reintegration for its students'. If this vision is to be achieved then our curriculum offering must:

- Raise the aspirations of each of our students so that they can fully understand the benefits of educational achievement
- Improve their self-awareness of their barriers to both educational and personal success and work closely with them to help overcome these barriers
- Have a fierce concentration on G.C.S.E. outcomes if we are to help our students gain academic parity with their peers.

In designing our curriculum we have drawn on the conclusions of the D.F.E.'s 2011 report on alternative provision; the 2012 Taylor report on Alternative Provision and the Great Schools Trust own approaches to character and leadership development.

#### **The characteristics of a successful alternative provision unit's curriculum**

A report in to alternative provision published by the D.f.E. in June 2011 outlined the curriculum characteristics of successful alternative provision units in that their curriculum should:

- Complement and support the commissioning school's own curriculum.
- Not be reliant on students having to 'catch up' on return to mainstream provision
- Ensure that any accreditation for courses taken in the unit should not be 'token-istic' but complement the accreditation that may have been gained in the commissioning school and be recognised by future employers as being worthwhile
- Have clearly defined intentions related to each student's personal and academic outcomes
- Be clearly focussed on learning and progress



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

The ASPIRE Centre will seek to implement these success indicators by:

### **Complementing the commissioning school's curriculum**

The ASPIRE Centre will always be fully aware of its mission in that it is not designed to be a holding unit for vulnerable or troubled young people but a centre of education that helps and supports its students to make fast reintegration in to mainstream provision so that they can gain academic parity with their peers

It will achieve this aim by:

- Ensuring that there is continuity of learning experience between the centre's curriculum provision and that of the commissioning school
- Making full use of the Great Schools Trust' modular curricula approach as outlined in the next section to develop a 'roll on – roll off' approach' to speedy reintegration to mainstream provision
- Providing each individual student with the personal support, counselling and educational experiences to help develop the necessary character strengths that will allow successful reintegration

Despite the introduction of 'academy freedoms' the vast majority of secondary schools and academies still follow the National Curriculum in Key Stage 3. The centre will use the expertise of the teachers in the host academy to provide a full National Curriculum offer for any students in this phase of their education.

The introduction of the EBacc and Progress 8 has caused the majority of secondary schools and academies to have similar curricula in that they focus on the delivery of English, mathematics, science, history or geography and a European language. Once again, the centre will use the teaching expertise of the host academy to deliver these core subjects.

The introduction of practical based afternoons will allow the centre to offer a variety of courses such as design technology, creative arts and physical education to match most of each student's individual needs in continuing their study of their chosen Progress 8 subjects.

### **Not be reliant on students having to 'catch up' on return to mainstream provision**

Having to 'catch up' on missed work when returning to mainstream provision often acts against a student's successful reintegration. By carefully matching, whenever possible, the centre's curriculum to that of the commissioning school and offering six months of both personal and academic support upon return so as to ensure there are no gaps in provision the centre will be able to fulfil this success criteria.

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

- Ensuring that any accreditation for courses taken in the unit should not be tokenistic but complement the accreditation that may have been gained in the commissioning school and be recognised by future employers as being worthwhile
- By instituting a curriculum which mostly mirrors that of mainstream schools the centre will be concentrating on the acquisition of G.C.S.E.s. Where, in KS4, vocational options are offered then these will be in subjects that both contribute to Progress 8 outcomes and are recognised by employers as being worthwhile

### **The [REDACTED] on Alternative Provision (2012)**

In his 2012 report on 'Improving Alternative provision, [REDACTED] made the following curriculum recommendations:

- That AP policy and practice, nationally and locally, has an increased focus on effective assessment and identification of children's needs. This should take place as early as possible and before a child's behaviour has deteriorated to the extent that permanent exclusion is the only option.
- That information is shared between schools and providers and that locally this leads to clear and realistic plans with baselines against which to measure progress (including towards reintegration into mainstream schooling, further education, or employment).
- All children who are referred to AP should continue to receive appropriate and challenging English and Maths teaching
- That when schools decide to send a student to AP they share all relevant information with providers, agree the nature of the intervention and set targets for the student. Progress should be regularly monitored and plans put in place for the next stage in the child's life
- There will be more sharing of expertise between PRUs and schools. The rigorous teaching and high expectations of the best schools will combine with the knowledge and understanding the best PRUs have of how to succeed with difficult students. There will be opportunities for mainstream teachers to do some teaching in PRUs and vice versa.

In responding to the report's recommendations the curriculum provision of the ASPIRE Centre will:

#### **Effective assessment of children's needs**

Whatever the reason for a requested placement, we will undertake a detailed assessment of the learning and personal development needs of each CYP in liaison with the commissioning body and the student's parent(s)/carer(s). This assessment process will include:

- An interview with the appropriate person at the commissioning school to deter-

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

mine the reasons behind the request for a placement

- An interview with the student and his/her parents/carers to explain the way in which the centre will interact with the student, our expectations, the benefits that we can bring to each student's life and an outline of our admission process
- A detailed profile of the student's present curriculum provision; possible gaps in that provision from extended absences or exclusions and present level of attainment
- Details of any multi-agency involvement
- A visit to the centre to ensure compatibility and ease fears of transfer
- A cognitive ability assessment taken in the student's home or commissioning school prior to transfer
- A Seligman character assessment profile being completed in the student's home or commissioning school prior to transfer to determine the student's strengths of character and vulnerabilities
- In the case of vulnerable or medical referrals full details of case history
- If deemed necessary, the Common Assessment Framework will become part of the assessment process

Using information from the student, his/her parents/carers, the commissioning school and our initial character and ability assessments we will draw up a provision, character development and learning programme in the form of a Personalised Learning Plan (PLP) to address those needs. This PLP will include daily, weekly and monthly progress targets which will be constantly monitored and reviewed. We will then seek a second interview with the student and his parents/carers to gain agreement on the personal learning plan and our proposed targets. Once agreement has been reached all parties will be expected to sign a partnership agreement which will have the support of the placed student at its heart. Following the signing of the agreement a starting date will be agreed with all parties.

At the heart of this transition process is the Centre's desire to ensure that each student's curriculum provision is planned to meet their personal needs as well as ensuring that transfer does not hinder academic progress.

### **Sharing of information**

If curriculum transition is to be smooth then the centre must work with the commissioning school prior to transfer in establishing the students starting points, vulnerabilities and barriers to learning. It is the trust's intention to design a transfer booklet which will request from the commissioning school details regarding each

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

student's:

- Academic progress and present academic targets in each of the subjects being studied
- Gaps in provision resulting from absence or previous exclusions
- Barriers to learning

### **English and Mathematics**

National evidence indicates that almost 70% of CYPs in alternative provision have reading ages that fall below their chronological age. It is their lack of adequate basic skills that prevents progression in other subjects. Using qualified English and Mathematics specialists from the host academy will allow this deficit to be addressed through the delivery of specialist lessons each day.

### **Monitoring of progress**

In each of its academies the Great Schools Trust measures both progress and attitude to learning once per modular learning cycle (seven weeks). Whilst each student's progress and attitude to learning will be assessed at the end of each day the centre will commit itself to sending reports to commissioning schools and parents/carers every seven weeks in line with its mainstream policy

### **Sharing of expertise between the centre and mainstream provision**

The Great Schools Trust wish to site the proposed alternative provision unit on the campus of its Liverpool academy and will use teachers from the host school to deliver the academic curriculum. There will also be opportunities for centre staff to contribute to mainstream activities.

### **The ASPIRE Curriculum**

In both Key Stages the centre will deliver its curriculum through three 'arcs'. These are:

- The academic arc
- The creative / expressive arc and
- The 'Character through Leadership' arc

### **The academic arc**

The centre will offer the full range of National Curriculum subjects in Key Stage 3 (English, mathematics, science, history, geography and modern foreign languages). In Key Stage 4 it will offer five subjects that will successfully contribute to the acquisition of a 'good' EBacc qualification and, whenever possible, seek to match any other subject that will contribute to the commissioning school's Progress 8 outcomes.

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

### **The 'creative-expressive' arc**

For three afternoons per week the centre will offer practical based activities that will encourage engagement and broaden the curriculum offering. These activities will include Design Technology, Art, Music and Physical education

### **The 'Character through Leadership' arc**

One afternoon each week will be led by officers from the Great Schools Trust's Combined Cadet Force. The officers will lead whole body of students in team building and leadership activities designed to arrest any of the negative character traits outlined in section C that the students may be exhibiting whilst promoting such character strengths as aspiration, achievement, self-awareness, respect, integrity and endeavour through challenging team building exercises. At least once per term students at the ASPIRE Centre will undertake a residential leadership experience in Cumbria with the Brathay Trust.

### **The expected intake**

CYPs will be welcomed into ASPIRE Academy from all secondary schools / academies in Liverpool and Sefton. These students will be referred to us for a number of reasons which have significantly affected their ability to learn within a mainstream school setting such as:

- Being vulnerable
- Excluded or at risk of exclusion
- Experiencing severely bullying
- Complex behavioural issues
- Unable to effectively access education due to medical reasons

Many of these students may also have:

- Low level literacy and numeracy skills
- Large gaps in their education from frequent exclusions

### **How we will meet the educational needs of the intake**

Whatever the reason, we will undertake a detailed assessment of the learning and personal development needs of each CYP and liaise with the commissioning body and the student's parent(s)/carer(s) before admission to the centre.

During the transition period we will undertake a detailed assessment of the learning and personal development needs of each CYP in liaison with the commissioning body and the student's parent(s)/carer(s). This assessment process will include:

- An interview with the appropriate person at the commissioning school to determine the reasons behind the request for a placement

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

- An interview with the student and his/her parents/carers to explain the way in which the centre will interact with the student, our expectations, the benefits that we can bring to each student's life and an outline of our admission process
- A visit to the centre to ensure compatibility and ease fears of transfer
- Literacy and numeracy assessment where considered necessary
- A cognitive ability assessment taken in the students home or commissioning school prior to transfer
- A Seligman character assessment profile being completed in the students home or commissioning school prior to transfer to determine the student's strengths of character and vulnerabilities
- Details of the student's KS2 outcomes

Using information from the student, his/her parents/carers, the commissioning school and our initial character and ability assessments we will decide upon the level of entry to our curriculum provision and draw up a provision, character development and learning programme in the form of a Personalised Learning Plan (PLP) to ensure a smooth and successful transition. This PLP will include daily, weekly and monthly progress targets which will be constantly monitored and reviewed. We will then seek a second interview with the student and his parents/carers to gain agreement on the personal learning plan and our proposed targets. Once agreement has been reached all parties will be expected to sign a partnership agreement which will have the support of the placed student at its heart. Following the signing of the agreement a starting date will be agreed with all parties.

Our expectation is that all our CYPs will make excellent progress and achieve to the best of their ability. We will have a 'no excuses' approach to failure to meet agreed targets, but we recognise that many of our CYP will come to us with very negative experiences of education and that progress may have to be measured & celebrated in small incremental steps. We will use all our resources and expertise to try to ensure that in the shortest possible time, each student's effectively prepared and supported to return to mainstream education or undertake other appropriate progression.

### **Levels of entry in to our curriculum provision**

**Level 1:** This level is not age specific and is intended for students whose assessment results indicate that a basic skills recovery programme must be undertaken before access to our normal curriculum. Centre staff will offer intensive personal support until the student can demonstrate sufficient proficiency in both reading and the use numbers, in line with the 2011 Taylor recommendations, to successfully enter our curriculum provision at a higher level. If the number of Level 1 entries exceeds expectations the Great Schools Trust will place more English and mathematics expertise at the disposal of the head of centre until remediation has successfully been

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

accomplished.

**Level 2:** This level is for students of KS3 age who have sufficient basic skills to follow the KS3 National Curriculum programmes of study.

**Level 3:** This level is for students aged 14 or over who have large gaps in their previous education provision. These students will follow an EBacc programme designed to gain 5 G.C.S.E. passes including English and mathematics and a vocational / academic programme in subjects recognised for Progress 8.

**Level 4:** This level is for students aged 14 or over who are capable of following an academic route to gaining an EBacc qualification designed to gain 5 G.C.S.E. passes including English and Mathematics and 3 more subjects recognised as Progress 8 qualifications.

**Level 5:** This is for students aged 14 or over who are capable of following an academic route to gaining an EBacc qualification designed to gain 5 G.C.S.E. passes at grades A\*-C including English and Mathematics and 3 more subjects recognised as Progress 8 qualifications.

### **Liaising with commissioners and parents / carers**

'Providers have described schools sending them children and taking no interest in the student's progress or the success of the placement' [REDACTED]

1. Liaison with commissioners and parent(s)/carer(s) will be an integral element in ensuring that every CYP is strongly supported to move from their mainstream school into our academy and in the shortest possible time, back to a mainstream provision
2. Monthly attitude to learning reports will be forwarded to the commissioning school and taken by Family Engagement Officers to each student's home for discussion with the student's parents/carers
3. Meetings , either face-to-face, by telephone or video-conferencing will take place each month with the commissioning school to discuss the student's progress

### **The role of the commissioning school**

'A third of commissioning schools did not visit the provider before they placed a student. When children had started in the AP, a third of providers surveyed were visited by the school less often than once every 6 months and only a sixth were visited every week' [REDACTED]

In placing a student in the centre we expect the commissioning school to:

- Supply all curriculum and progress details of the individual student

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

- Alert the centre to the students vulnerabilities, issues and possible trigger points
- Appoint a mentor who will visit the student in the centre at least every two weeks so as to encourage reintegration in to the commissioning school
- Allow ASPIRE staff to visit the reintegrated student on a regular basis for the first six months of reintegration

### **Expectations on entry**

Our expectation is all our CYPs will make excellent progress and achieve to the best of their ability. We will have a 'high expectations -no excuses' approach to failure to meet agreed progress targets. However, we recognise that many of our CYP will come to us with very negative experiences of education and that progress may have to be measured and celebrated in small incremental steps. We will use all our resources and expertise to try to ensure that in the shortest possible time, each student is effectively prepared and supported to return to mainstream education or undertake other appropriate progression.

### **The principles that will underpin our curriculum**

#### **Student entitlement**

Each student will, on admission, be entitled to a curriculum offering that will:

- Recognise the vulnerability or issues of the incoming student
- Recognise the student's present educational starting points and possible deficits in learning
- Be broad, balanced and appropriate to need and swift reintegration back in to the commissioning school
- Meet statutory obligations, facilitate progression and meet local and national agendas
- Offer outstanding learning opportunities
- Seek to capture their interest and engagement, challenge their imagination, value creativity and celebrate success
- Ensure maximum progress in English, mathematics and communication
- Offer character building and leadership opportunities
- Offer increased choice and diversity according to age
- Allow success to be experienced and confidence gained
- Reflect British values
- Offer personalised support, counselling and guidance



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

### **Student engagement**

We will encourage student engagement by:

1. Delivering a personalised innovative curriculum that encourages high levels of attendance, engagement and punctuality
2. Introducing a system of character development rewards that encourage student engagement and progress
3. Using the reward system to help break the need for instant gratification by using the rewards as credits to buy educational and character development experiences

### **The curriculum**

We will provide all CYPs with a broad and balanced curriculum, differentiated to most effectively challenge and support student's learning by:

1. Providing a curriculum which will be carefully planned and personalised to best support CYPs' learning
2. Underpinning this curriculum with the trust's award winning character development programme to strengthen character and resilience
3. Giving greater breadth to the curriculum through the use of our educational partner's outdoor pursuits facilities in Cumbria
4. Seeking to capture every student's interest and engagement, challenge their imagination, value creativity and celebrate success
5. Offer increasing choice and diversity, reflecting each student's age and stage of development.

### **Work related learning**

We will increase student's employability prospects by:

1. Developing vocational and work related programmes to improve employability skills and prospects
2. Arranging visits and work placements to encourage aspirations, deeper engagement with our programmes and an enhanced desire to achieve in mainstream provision

### **Progress**

We will ensure student progress by:

1. Ensuring that every CYP makes maximum progress in English and Mathematics
2. Ensuring that each student upon return to the commissioning school or remaining with the centre contributes to the school / centres educational outcomes in terms of 5'A\*-C' including English and Mathematics and Progress 8

### **Character development**

We will engage students in our character development programmes so as to arrest

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

negative character traits and develop positive character traits that will enhance aspirations and encourage achievement and progression

### **Leadership opportunities**

We will ensure that all students experience leadership opportunities that will arrest any desire to dominate or be selfish and to become a successful, contributing team member

### **Delivering a broad and balanced curriculum**

The vast majority of alternative provision units are financially unable to provide a full range of academic subjects to match the national curriculum. By siting the ASPIRE Centre on the campus of one of the Great Schools Trust academies the centre will be able to draw on mainstream staff to deliver its educational provision. Put simply, where an orthodox unit might employ two teachers who could possibly offer a small range of subjects this proposed centre will be able to draw upon 10 teachers for the same cost. These teachers would work alongside the ASPIRE support and counselling staff to deliver the curriculum and prevent further regression and ensuring a smooth return to the commissioning school.

### **Personalising the curriculum to individual need**

In section C we described the ethos of the proposed centre as being where 'young people feel valued and safe and that their teachers have their best interests at heart'. Our education provision, delivered at 5 levels, will be specifically tailored to the individual needs of the placement students and will become a vehicle to fulfil our mission by providing each student with excellent opportunities for character development, achievement, attainment and progression so they can aspire to reintegration in to mainstream provision and a brighter future. Our curriculum will engage all CYPs to develop positive character traits, aspire to achieve to the best of their ability, enjoy learning and appreciate that education can offer an important route to happiness, and future prosperity. This will be embedded in an ethos and environment which will constantly promote CYPs' physical & emotional health and well-being and ensure that they are kept safe.

### **Outcome targets**

- attendance at 92% plus
- 80% of students return to mainstream provision within twelve months of admission and are still in full attendance at that school six months later
- 100% of students engaging with our outdoor pursuit partner (The Brathay Trust) in Cumbria
- All students in Y9 and Y10 will gain age appropriate high quality vocational

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

qualifications

- Students in Y10 will receive 'on the job' training and will turn up on time for a full week
- All Y11 students will follow an academic course that will allow them to gain G.C.S.E. qualifications that will positively contribute to their own schools external outcomes in terms of 5'A\*-C' including English and mathematics as well as Progress 8
- zero NEET (Not in Employment, Education or Training) at 16 & 17 – assured high quality progression for all

### **A broad outline of the proposed curriculum**

1. In KS3 all students will follow a curriculum broadly aligned to the National Curriculum and delivered by specialist subject staff
2. In KS4 all students will follow the emerging EBacc with additional subjects matched as far as possible to those followed in the commissioning school
3. All students will study personal, social and health education
4. All students will study character education and leadership development to reflect the specialism of the Great Schools Trust
5. In KS4 students may elect to study vocational subjects to Levels 1 and 2

### **Curriculum delivery strategies**

#### **Structure of academy day**

1. The centre will operate a breakfast club from 8.00 am to 8.25am each morning
2. Registration will take place at 8.30am followed by a whole group counselling and preparation session so as to ensure that all students are ready to begin formal study at 9.00am
3. There will be 4 hour long lessons each morning during which the academic arc subjects will be delivered. These lessons will be dedicated to EBacc subjects drawing upon expertise from the host academy. Students will have a short break between lessons two and three.
4. Lesson 5, in the afternoon, will be two hours in length so that the creative/expressive/character through leadership programmes may be delivered
5. Friday will only have four morning lessons with the centre closing after lunch to allow staff planning and training to take place

### **Curriculum offer**

#### **EBacc**

1. National evidence indicates that almost 70% of CYPs in alternative provision have reading ages that fall below their chronological age. It is their lack of adequate basic skills that prevents progression in other subjects. Using qualified

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

English and Mathematics specialists from the host academy will allow this deficit to be addressed through the delivery of specialist lessons each day. Using this approach almost 40% of the extended time within the unit will be dedicated to the reinforcement of essential basic skills. These lessons will take place in the centre (10 periods)

2. Science will be studied in the host academy whenever possible and delivered by qualified science teachers. This approach allows at least 10% of the extended curriculum to be taught by qualified science teachers (4 periods)
3. Humanities (History and Geography) will be taught in the centre by qualified teachers from the host academy and allocated 2 hours each week (2 periods)
4. Modern Foreign Languages will be allocated 10% of curriculum time and taught by qualified language teachers from the host academy. Where the student has studied a language not offered in the host academy the trust will deploy a teacher or language assistant from another of its academies to ensure continuity of curriculum for the student. (2 periods)

### **Progress 8**

In KS3:

1. All students will follow the standard National Curriculum to ensure their exposure to a broad, balanced and relevant curriculum
2. Subjects such as art, drama, music will be taught either by mainstream staff from the host school or qualified talented peripatetic staff on at least one of the 'practical-based' afternoon sessions
3. Specialist staff will be brought in to teach individual sports such as Jujitsu, rowing, etc. The centre will have access to the host academy's fitness suite and sports hall
4. All students will spend one afternoon each week working with the trust's cadet force leaders on practical problem solving exercises in order to build character and improve personal leadership
5. Personal, social, and health education will be incorporated into the Character and Leadership programme.
6. Character and Leadership education will be taught as a discrete subject and will be allocated 5% of curriculum time (1 period)
7. The centre will make every effort to match each student's learning programme with those studies taught in the commissioning school. Where this is not possible discussion will take place with the commissioning school as to the availability of support that they could provide to ensure continuity and a smooth reintegration. If the commissioning school agreed that the student could return for those lessons then the centre would supply a mentor to remain with the student thus ensuring engagement with the learning programme

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

8. Two of the practical-based afternoon sessions would be dedicated to this matching process
9. Specialist staff will be brought in to teach individual sports such as Jujitsu, rowing, etc. The centre will have access to the host academy's fitness suite and sports hall
10. All students will spend one afternoon each week working with the trust's cadet force leaders on practical problem solving exercises in order to build character and improve personal leadership
11. Personal, social, and health education will be allocated 5% of curriculum time (period) and taught by centre staff
12. Character and Leadership education will be taught as a discrete subject and will be allocated 5% of curriculum time (1 period)
13. For students where there are curriculum gaps or who are likely to remain in the centre for the whole of Y10 the centre will offer in partnership with a local F.E. provider Level 1 and Level 2 accreditation in such subjects as Hair and Beauty, Construction, IT and Digital Media, etc. If the bid is approved the trust will seek to dedicate part of the proposed centre to these activities with F.E. staff visiting the centre to offer whole or part day courses
14. All students in Y11 will study subjects which will, in terms of G.C.S.E. outcomes, make a positive contribution to the outcomes of the commissioning school

### **Teaching**

15. Careful monitoring by the head of centre will ensure that each student's personalised curriculum is challenging, interesting, enjoyable and supports the successful delivery of the agreed individual learning plan
16. All mainstream teachers who will be teaching in the centre will be fully briefed regarding each student's individual learning plan before the student is admitted to the centre
17. Teachers will prepare lessons which reflect each student's prior progress, interests and needs. Each lesson plan will have clear learning objectives, a strategy for differentiation, how learning will be personalised for each CYP and how resources will be used effectively
18. Cross-curricular themes, such as ICT, literacy and numeracy will be a feature of all lessons to support basic skills enhancement and will be co-ordinated by the head of centre to ensure coherence
19. Quality assurance systems will be implemented to ensure that all teaching is recognised to be good or outstanding by Ofsted criteria

### **Assessment**

20. A coherent assessment scheme which will be introduced to provide clarity regarding student progression

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

21. The centre will be data intensive to ensure that individual student progress targets can be set; progress can be accurately measured and that appropriate support or extension strategies can be quickly applied to ensure progress
22. All students will be set 'end of Y11' targets on entry irrespective of the year they are presently in. This target will be based on challenging each student to make at least 3, if not 4, levels of progress whilst in secondary education. Students will then be taught how to work out the target for the end of their present academic year if this level of progress is to be achieved
23. Teachers will be expected to use each student's prior attainment and end of year target in the planning
24. There will be daily, weekly, monthly and half-termly monitoring of each student's progress towards their personal target in all subjects

### **Encouraging success and behaviour change**

25. The centre will introduce the trusts 'monarch' reward system to encourage engagement and behaviour change
26. A tariff of 'monarchs' will be introduced with points awarded for daily attendance, punctuality, dedication to study, resistance to failure, etc. Monarchs will be accumulated and may be used by students, two weeks after transition, to 'buy' their choice of afternoon activity, gain additional support or take part in an external visit to a university, museum or art gallery thus encouraging delayed gratification
27. Accumulation of an agreed number of monarchs in one week will automatically lead to the awarding of an additional 'adventure' monarch
28. The gaining of four adventure monarchs in one half term will buy additional curriculum offerings such as an overnight residential leadership course with the Brathay Trust in Cumbria

### **Mentoring and support**

29. In the transition phase to the centre each student will have daily scaffolded counselling sessions with trained centre staff. The frequency of these sessions will decrease over time as each individual student's self-awareness, academic confidence and commitment to our improvement programmes improves
30. At the discretion of the head of centre, and with the agreement of parents/carers, a psychologist, already employed by the trust, will work with individual students

### **Enrichment activities**

The Great Schools Trust offers all of its mainstream students an 'experience' pledge which offers a wide variety of aspirational, cultural and character forming experiences from Y7 to Y11. All ASPIRE students will receive elements of the same pledge depending on their length of stay in the centre.

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

Pledge activities will include:

- Visits to universities to enhance aspiration
- Visits to museums, art galleries and theatres to enhance cultural awareness
- Visits to places of work to raise awareness of necessary employment skills
- Residential experiences at the Brathay Trust, our outdoor pursuits partner in Cumbria to help develop personal leadership and team building skills

### **Group sizes**

These will be much smaller than normal, to provide a much higher degree of personal support and challenge for each student. It is our aim to limit group sizes to a maximum of 8 whenever possible

### **Distance Learning**

The centre will ensure that all CYPs have access to a website which offers access to an engaging range of digital programmes: high-quality information podcasts, marked assignment programmes, 'live' internet-based teacher support and secure web-based group collaboration tools. This will enable students to learn more independently and both secure and extend their learning away from the Academy.

### **Flexible days**

Whilst we intend that the ASPIRE Centre will operate in as "normal to mainstream" manner as possible, we also recognise that for a small number of our students in particular circumstances, a certain flexibility in the nature and timing of provision will have to be adopted. For such CYP we will work closely with commissioners, students and their parent(s)/carer(s) to organise a programme of learning which will prioritise English and mathematics and provide as much relevant other curriculum as possible. Even where, for example, we have to organise different start or end of day times or home-based learning, one day a week to accommodate certain circumstances, we will always be striving to still provide the standard 28 hours of provision and always keep such special arrangements under review.

### **Flexible school term**

Whilst we will operate a standard academic school year (190 days over 38 weeks), we will also cater for CYP who may have previously missed significant periods of learning time, through learning recovery & catch up programmes, which will take place additional to the normal academy working day and year.

### **Breakfast clubs and after hours activities**

We will operate a Breakfast Club from 7:30am every day and provide out of hours activities and learning opportunities on 4 evenings a week, weekends and over holiday periods.

### **Support for parents and carers**

The centre will warmly welcome the involvement of parents and carers in the education of their children. We will take every opportunity to support parents, in providing support and encouragement for their children. We will have a clear approach of welcoming parents and carers whenever they wish to meet. Our proposed building will offer a

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

secure yet an attractive entrance and waiting area, close to interview rooms, so that parents feel relaxed about visiting the centre.

### **Pastoral Support**

CYPs will be referred to us for many reasons, including:

- vulnerable children,
- children at risk of or who have been excluded or;
- who have behavioural issues

High-quality pastoral care is an essential element in supporting each CYP to reflect on the issues in their lives and mainstream education, and with the support of pastoral staff, seek to address these issues and barriers to learning.

Pastoral support will always be sensitive to each student's situation, supportive and positive; seeking solutions to what may appear to be intractable problems to our students. On entry, each student will be carefully assigned to a Learning Mentor who will be their personal tutor and main contact. Because the centre is planned for no more than 20 placements all students will receive high-quality pastoral support and advice, enabling each one to address their issues. Where necessary, the student's Learning Mentor will seek specialist support and advice, in consultation with the student and his / her parents.

Subject teachers will prepare regular reports on each student's progress: the Learning Mentor will provide regular co-ordinated feedback to each individual student. All meetings with parents and carers will involve the student's Learning Mentor, wherever possible.

### **Promoting high levels of attendance**

We will have shared use with the host academy's specialist staff such attendance officers who will support tutors and administration staff in ensuring that each student's attendance and punctuality is of a high standard. We will state clearly to parents and students that our expectation will be for 100% attendance. Immediately after registration in the morning, in the event of any unexplained absence, parent(s)/carer(s) will be contacted to ascertain the reasons for absence. Where necessary our Family Engagement Officer will make unannounced home visits or carry out early morning pick-ups of certain students.

In addition to normal morning and afternoon registration, attendance at every lesson/activity will be logged using an electronic registration system, so attendance & punctuality data will be instantly captured and available for interrogation.

An on line registration system will be used for tracking attendance & punctuality at any off site provision.

### **Extended Learning & Personal Support**

We will provide a range of activities outside of the normal Academy day to offer additional opportunities for students to be supported, engaged & successful.

A breakfast club will be offered every day from 8.00 a.m. This will ensure that all our CYP start the day with a proper breakfast, but also allow the opportunity for more formal & informal learning as well as leadership opportunities such as older students acting as "reading champions" to younger ones. It will also provide an opportunity for some 1:1 learning & mentoring support.

On 4 evenings a week between 4.00 & 5.00 we will offer 1:1 catch up sessions.



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

### **A 'roll on – roll off' system of entry and departure**

#### **Ensuring multiple entry points**

All Great School Trust academies operate a modular approach to the curriculum in both Key Stages. Each module lasts seven weeks and includes assessment and remediation time. By following a similar curriculum pattern in the ASPIRE Centre we can ensure 5 main access points each academic year with the guarantee of mid-module emergency access when necessary. Such emergency access would allow centre staff to work closely with the student in helping fill gaps in previous education provision before the next module commenced.

#### **Part time or short term admissions**

The modular approach to the centre's curriculum provision allows great flexibility in terms of short term admissions or part time attendance. Centre staff will work closely with the commissioning school to ensure that such admissions do not suffer educational regression from attending the centre or unnecessary catching up when returning. Careful consideration will be given to placing short term or part time students in the mainstream of the host academy, or another of the trusts academies, if this is considered the appropriate route in ensuring progression on return to mainstream education.

#### **Leaving the centre**

The fundamental aim of the ASPIRE Centre is to ensure that each student returns to mainstream provision as swiftly as possible. We will ensure this by:

- Deliberately focussing our education provision on recovery and character development
- Setting challenging mainstream return targets on entry to the centre
- Liaising continuously with the commissioning school regarding the progress and 'mainstream' readiness of their student
- Working with the commissioning school when we consider the student is 'mainstream ready' to ensure a smooth reintegration
- Agreeing with the commissioning school a 'return to school' plan (RSP) which guarantees the returning student both personal and, when necessary, academic support for his/her first six months back in mainstream education.

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

### **Progression at 16**

There may be occasions where a student remains with the centre until the end of Y11. Students who do remain with us can expect to:

- Have personalised support in preparation for external examinations
- Have post 16 guidance regarding post 16 education or entering employment
- Take G.C.S.E. examinations in the host academy
- Have the same level of support accorded to students when returning to main-stream provision when entering post 16 education or employment/training

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

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

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

use the space provided below; and

refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Target-setting is an integral part of the ethos of our centre, exactly aligned with assessment (through the use of data), inspiring teaching (to promote high-quality learning and progression) and an engaging and relevant curriculum.

The centre has the highest aspirations that every CYP will be successful in a range of areas which includes academic achievement and progress, but also will address the issues and barriers which resulted in referral to the school in the first place. As a result, some targets will be whole Academy, around attainment and attendance, for example,

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

other targets will be unique to a particular individual.

The centre will define a number of key indicators and targets which it will share with CYPs, their parents and the commissioning school. We recognise that assessment, recording and reporting is ultimately a tool which monitors and communicates progress and achievement, so a small number of indicators will be agreed, which reflects national performance measures and the centre's reporting requirements. Our focus will be to produce above average, first-class progress and achievement for every CYP, based on their entry-level assessments, as a product of inspiring teaching, enjoyable learning and strong support.

'Hard' targets will include:

- Attendance
- Progress (based on prior attainment)
- Attainment
- Student Rewards
- Behaviour

'Softer' targets will also be defined:

- CYP well-being
- Participation in extended activity programme
- Participation in off-site activities
- Academy leadership involvement
- Concentration on learning
- Confidence

### **Academic performance**

#### **The assessment and data tracking system**

The abolition of National Curriculum progress levels has led the Great Schools Trust to introduce its own progress levels using base line KS2 outcomes and national 'raise-on-line' data or the results of Cognitive Ability Tests to predict a student's average G.C.S.E. outcomes at the end of Y11. To encourage aspirations all Great Schools Academy students have a minimum Y11 target grade of C irrespective of their starting points. (The nomenclature will change when G.C.S.E. grades become numerical). The ASPIRE Centre will use this system to measure the progress of placement students.

#### **The process**

1. On entry KS2 base line data and a CAT assessment will be used to predict the student's minimum end of year Y11 target
2. We then use national data to determine the minimum levels of progress that each individual student should make over a five year period of secondary educa-

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

tion given their starting point on leaving primary school.

3. By working backwards we can then divide the gap between secondary entry level and Y11 end of year target grade in to 5 measurable progress steps thus predicting 'end of year' targets for each of the five years of secondary education.
4. Finally we subdivide each of these annual progress targets in to three levels so as to create termly progress targets for each student.

(NB To ensure that all students are set aspirational targets the trust encourages all academies to consider Grade C (4) to be the minimum acceptable target at the end of Y11)

| GCSE grade | Old Grades | Y11 | Y10 | Y9 | Y8 | Y7 |
|------------|------------|-----|-----|----|----|----|
| 9          | A**        |     |     |    |    |    |
| 8          | A*         |     |     |    |    |    |
| 7          | A          |     |     |    |    |    |
| 6          | B+         |     |     |    |    |    |
| 5          | B-         |     |     |    |    |    |
| 4          | C          |     |     |    |    |    |
| 3          | D          |     |     |    |    |    |
| 2          | E          |     |     |    |    |    |
| 1          | F/G        |     |     |    |    |    |

In applying this system across the ASPIRE Centre the targets will determine the necessary challenge of the curriculum content that will be required when designing schemes of personal learning plans for each student.

### Determining the curriculum entry level for each student

As described in Section D1, the ASPIRE Centre will have 5 curriculum admission routes. Using our admission data system we will agree with the student, his/her parents or carers and the commissioning school the most suitable entry route to ensure smooth integration in to the centre.

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

### **Determining the academic appropriateness of the initial programme of study**

Using the admission data gathered from the student and the commissioning school we will determine any possible regression gap between the student's attainment levels on entry and where he/she should be, compared to this end of term target, if his/her true potential is to be achieved by the end of Y11. A meeting will then be held between the Head of Centre and the host academy's academic tutors so that an initial recovery plan may be drawn up, agreed with the student and implemented.

### **Using data to inform teaching and drive progression and attainment for all students**

The Great Schools Trust's assessment and tracking systems will allow all academic staff to know the individual attainment level of all students and their end of term targets. This information will allow each teacher to inform their teaching, plan intervention strategies so as to drive individual student progress towards their end of term target. Early signs that the academic targets may not be met will produce an automatic alteration of curriculum provision with the possibility of some practical afternoons being dedicated to appropriate intervention.

### **Assessing progress of the individual student**

The Great Schools Trust has registered all of its curriculum areas with Exampro which offers thousands of past GCSE and A-level questions, their related mark schemes and examiner comments, all mapped to the current specifications. Throughout their time in the centre, irrespective of their year of study, we will use Exampro prepared questions to ensure that curriculum content, aligned to the students end of term target are used to not only determine progress but to diagnose the correct remediation for that progress to be attained.

### **Rewarding progress**

Academic monarchs will be awarded by teachers at the end of each half term.  
Students working above target will be awarded 25 monarchs per subject  
Students working on target will be awarded 15 monarchs per subject  
It would be possible for a hard working student to be awarded up to 250 monarchs each half term.

### **Measuring and improving quality of teaching in the classroom**

Whilst the ultimate responsibility for quality assuring the effectiveness of the centre must lie with the commissioning schools the quality assurance of classroom teaching within the centre will be measured using three indicators. These are:

- The quality of teaching using Ofsted criteria
- The number of students who are reaching their 'end of term' targets in each teacher's subject, and
- Student satisfaction surveys of the overall quality of teaching in the centre.

The host academy will monitor the quality of teaching in line with their own observation procedures.

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

Teachers will be expected to enter progress data each month on the centre's student tracking systems. The data manager of the host academy will keep the Head of Centre informed on a monthly basis of all students who are in danger of failing to meet their end of term targets. Where a particular teacher is deemed to be having difficulties ensuring his/her students are meeting targets the Head of Centre will enter in to immediate discussion with the host academy to ensure appropriate action is taken.

### **Attendance**

We accept that our intake may not be the best attenders or most punctual students in their commissioning school and for that reason we set our overall attendance target at 92%. However we set each individual students a target of 100% on entry.

Improving attendance is part of the behaviour change we wish to encourage through our character education programme. Using the principle of delayed gratification we will use the trusts monarch reward system to encourage attendance with each full day's attendance earning 5 monarchs.

Being punctual for that day will earn an extra 3 monarchs and having the correct equipment could add a further 2 monarchs. This would allow a student who is punctual, correctly equipped and present for the whole week to gain 50 monarchs buying power. All monarchs are electronically recorded.

### **Behaviour**

A study by Ofsted in 2008/9 showed a clear correlation between schools being judged inadequate in terms of behaviour and student attainment. Most CYPs arriving in alternative provision have low attainment scores and poor behaviour characteristics. To be successful in delivering our vision and mission we must be successful in delivering both our character education and academic arcs. The key to success in the academic arc is dependent on success in the character arc. To achieve such success we will once again use the monarch 'delayed gratification' reward system.

Each student is expected to attend 20 one hour lessons and 4 two hour lessons each week. When an academic tutor marks a student present for a lesson our data tracking system will automatically award that student 2 monarchs in anticipation of good behaviour and making progress during the lesson. If a student misbehaves a warning is given. If a second warning has to be given then the type of misbehaviour is recorded on the data tracking system which will automatically reduce the lessons monarchs by one. Further misbehaviour may cause the loss of all monarchs for that lesson. Once lost a monarch cannot be earned by changing behaviour. This would contradict our policy of 'high expectations – no excuses'.

It is possible, through good behaviour, to retain all of the weeks monarchs and have 48 monarchs accumulated by the end of the week.

If a student continues to exhibit severe behaviour characteristics the Head of Centre will have the ability to draw upon the services of the trust's educational psychologist.

### **The purchasing power of the monarch**

Students will be able to access a range of rewards for accumulating monarchs. These rewards may be small in nature costing a low number of monarchs such as additional time in the host academy's fitness centre or choice of lunch from the local highly popular sandwich shop to major rewards such as lunch in one of the city's waterfront

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

restaurants, a visit to Go Ape in Delamere Forest, an overnight residential experience in the Brathay Centre or white water rafting in North Wales. The principle of delayed gratification is seen a major lever in our work in changing any negative character traits our students may exhibit.

### **Reviewing success measures and targets for individual students**

Prior to admission to the centre each student will have agreed a set of personal targets in terms of attendance, punctuality, professionalism in dress, being equipped with the appropriate equipment, behaviour and academic progress. When the parent and commissioning school monthly report has been produced all students will have a 1:1 counselling session with his/her learning mentor to review his/her progress against these personal targets. If a student is not achieving his/her targets it is not the centre's policy to reduce the required target. Where success is not happening we will agree with the individual student the scaffolded support he/she may require to be back on target by the end of the next month. The centre will then put this guided support in place.

If a student is exceeding his/her targets we will work with that student in agreeing a more challenging target for the next month.

### **Liaising with parents and commissioners**

Each month both parents and the commissioning school will receive a report detailing:

- Attendance
- Punctuality
- Professional appearance (school uniform – no trainers, etc)
- Behaviour
- Academic progress
- Number of monarchs awarded

At the end of each term both parents and the commissioning school will be informed if the student is working above, on or below target in each subject.

When the centre sees a consistent pattern of good attendance and punctuality, positive behaviour characteristics and distinct academic progress it will inform the commissioning school that reintegration should be considered in the near future.

### **Reintegration in to mainstream provision**

#### **Prior to reintegration**

We will take as much care with each student's reintegration in to mainstream provision as we undertake in our admission process. Each month the commissioning school and the student's parents will have received reports on attendance, attitude to learning and progress. These reports will always be followed up with either a telephone conversation

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

or a visit with our Family Engagement Officer or Learning Mentor. When centre staff think readmission to the commissioning school is possible they will compile a full digital report on the student's attendance, attitude to learning and academic progress. The key contact at the school will be then be invited to visit the centre to discuss the possibility of return with the student and his/her learning mentor. No agreement is expected at that point. The key member of staff will then be offered the opportunity of making an unannounced visit to the centre as a reality check on actual attendance, attitude to learning and progress. If he / she is satisfied that the reintegration process may begin the centre will:

- Send summaries of all curriculum content covered, progress made and present level of attainment in each subject to the commissioning school for distribution to individual subject teachers
- Arrange an 'after school' meeting with the subject staff of the commissioning school to answer any queries regarding the student's time in the centre
- Agree with the commissioning school as to whether the return will be phased or immediate full time
- Work with the commissioning school's key contact regarding the drawing up of a return to school plan (RSP) which will have attendance, attitude to learning and progress targets. Prior to returning to the commissioning school both the student and his/her parent will be taken carefully through the ramifications of the plan to ensure that it is understood by all parties. After the plan has been signed an a return date will be agreed

### **Returning to the commissioning school**

On his/her first visit to the commissioning school the student will be accompanied by his/her Learning Mentor who will go through the return plan and, once again, go through the centre and school's expectation of the student. The Learning Mentor will then explain that he/she will be at the school at the end of the school day for the next three afternoons to meet with the student and the key contact to ensure that there have not been any problems in reintegration. If these days are successful the Learning Mentor will visit the school on two occasions during the next two weeks for similar meetings. If the reintegration is still successful then the Learning Mentor will make regular contact with the school on a monthly basis to see if further support or counselling is necessary.

Academic tutors from the centre will always be available by telephone or email to respond to any progress or attainment queries from individual teacher at the commissioning school.

If the reintegration is unsuccessful the student will be readmitted to the centre.



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

### **Students leaving the centre at the end of Y11**

It is the centre's hope that any student who remains with the centre until the end of Y11 will move on to Sixth Form provision, Further Education or employment with training so as to facilitate this the centre will:

- Work with the student throughout Y11 so that he / she understands the full range of possible destinations post 16
- Arrange three personal interviews, spaced throughout the year, with the trust's post 16 organiser
- Arrange visits to local Sixth Form providers and FE Colleges so that an informed choice may be made
- Arrange suitable taster sessions and work placements throughout the year if employment with training is the student's preferred option
- Give training in the writing of CVs and being successful at interview
- Produce a digital portfolio for all possible stakeholders that demonstrates the success, attitude to learning and progress of the student whilst at the centre for presentation at interviews etc.
- Ensure that the student has a 'plan B' if G.C.S.E. outcomes are not as expected
- Arrange to meet the student when the G.C.S.E. results are published so as to make sure success has been achieved and the student can progress to his / her preferred post 16 choices or to help put 'plan B' in to operation.

When the student enters continued education or employment the centre will keep in contact by visit or telephone call for the first three months of employment, training or education.

### **Measuring the overall effectiveness of the centre**

As indicated in the School Inspectors Handbook (2015) and Subsidiary Guidance (2015), the centre will most likely be providing for a significant proportion of CYPs who have levels of attainment below those expected of their age and some where these may be related to cognitive difficulties. At the same time, we may be providing for some students whose cognitive ability and academic potential is very high but who have prior to entry not been attaining in line with this ability level. There are also likely to be significant variations in the length of time any CYP is provided for by the centre.

So whilst we will set whole centre targets and use national benchmark age related data to judge outcomes for our CYPs and the Academy, at the same time the main judgement on CYPs attainment / achievement will have to be based on an evaluation of each CYPs learning and progress relative to their starting points at a particular age and the assessment compiled by the centre.

We will both use the Transition Matrices within RAISEonline and the Great Schools

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

Trust data tracking methodology to help us set and monitor appropriate targets for individuals and groups. We also fully accept the need, as set out in the Subsidiary Guidance, to effectively link the targets set in our PLP with the expectations set out in the Transition Matrices and Progression Materials and that these will require secure external moderation which will be supplied by the host academy.

Despite the caveats above, we will set as a minimum target that each CYP will reach their age related norm and our aim will be to close/narrow the gap within the context of the learning needs and starting points of each individual CYP.

This following is an indicative list of whole Academy targets:

| <b>Target</b>  | <b>Year 1</b><br><b>(2016/7)</b> | <b>Year 2</b><br><b>(2017/8)</b> | <b>Year 3</b><br><b>(2018/19)</b> | <b>Year 4</b><br><b>(2019/20)</b> | <b>Year 5</b><br><b>(2020/21)</b> |
|--|----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <b>% CYPs achieving</b>                                      |                                  |                                  |                                   |                                   |                                   |
| 92% attendance   | 75                               | 78                               | 82                                | 85                                | 89                                |
| 95% punctuality  | 75                               | 78                               | 82                                | 85                                | 89                                |
| Meets defined behaviour targets                              | 85                               | 88                               | 91                                | 94                                | 96                                |
| % Meeting weekly / monthly PLP progress and attainment       | 75                               | 78                               | 80                                | 83                                | 85                                |
| % making expected progress in Reading / Writing (as defined) | 80                               | 83                               | 86                                | 90                                | 93                                |
| % achieve 3 levels of progress in English & Maths KS2-4      | 60                               | 63                               | 66                                | 69                                | 72                                |

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

| <b>Target</b>   | <b>Year 1<br/>(2016/7)</b> | <b>Year 2<br/>(2017/8)</b> | <b>Year 3<br/>(2018/19)</b> | <b>Year 4<br/>(2019/20)</b> | <b>Year 5<br/>(2020/21)</b> |
|---|----------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|
| % CYPs achieving  |                            |                            |                             |                             |                             |
| % achieving 5+<br>A*-C at GCSE inc<br>English & Maths at<br>KS4 | 50                         | 53                         | 55                          | 58                          | 60                          |

**Soft Targets**

| <b>Soft Targets</b>                          |    |    |    |    |    |
|--|----|----|----|----|----|
| High levels of CYP well-being                | 90 | 92 | 94 | 95 | 96 |
| Participation in Extended Activity programme | 50 | 55 | 60 | 64 | 68 |
| Attendance at off-site activity centre       | 85 | 88 | 92 | 94 | 95 |

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

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

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

use the space provided below; and

refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

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

'There will be more sharing of expertise between alternative provision units and schools. The rigorous teaching and high expectations of the best schools will combine with the knowledge and understanding the best APUs have of how to succeed with difficult students. There will be opportunities for mainstream teachers to do some teaching in PRUs and vice versa'



The placing of the alternative provision unit within an existing academy offers a unique, exciting and cost effective approach to many of the Taylor Reports recommendations. By drawing upon qualified and experienced teachers from the host academy all students entering the centre at Level 2 or above will be provided with a curriculum that will not only enhance their life chances but be delivered in a cost effective manner.

**Staffing Structure**

The centre will have only 4 permanent staff. They are:

- The Head of Centre who will be responsible for the day-to-day running of the centre, liaising with the AP curriculum co-ordinator in the host academy and will be accountable for its overall performance. This post will be held by a qualified teacher.
- Progress Leader / Learning Mentor who will have centre wide responsibility for the recording and monitoring of all performance data and the implementation of intervention strategies and the implementation of the 'Character through Leadership' programme, all external visits and residential and the monarch reward system
- Family engagement Officer /Learning Mentor (2) who will be responsible for co-ordinating engagement with each student's family throughout the placement as well as outside agencies, the trust's Educational Welfare Officer and the trust's Educational Psychologist or other external agencies when appropriate



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

**Progress Leader and wider curriculum co-ordinator**

**Family engagement officer  
(2)**

Academic staff, Senco expertise, psychological and educational support, careers guidance, etc. will all be bought in from the host school or the trust as a whole.

**Expenditure**

**Salary Costs - Centre staff**

| Post  | Salary   | On-costs     | Total    |
|---|----------|--------------|----------|
| Head of Centre (Principal)                        | ████████ | ████████     | ████████ |
| Progress Leader and wider curriculum co-ordinator | ████████ | ████████     | ████████ |
| Family Engagement Officers                        | ████████ | ████████     | ████████ |
|   |          | <b>Total</b> | ████████ |

**Host Academy Teaching Staff**

- The host academy will be remunerated at an equivalent of two full time teaching staff for supplying academic expertise
- The host academy's Senco, a member of the leadership team, will work across both the academy and the ASPIRE centre

Academic staff costs (including on-costs) ██████████

**Total annual staffing costs** ██████████

**Placement income**

Charges to Commissioning Schools for 20 places £200,000

@ £10,000 per annum per place

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

|                    | 2015/16  | 2016/17  | 2017/18  | 2018/19  | 2019/20  |
|--------------------|----------|----------|----------|----------|----------|
| <b>Expenditure</b> | ████████ | ████████ | ████████ | ████████ | ████████ |
| <b>Income</b>      | £200,000 | £200,000 | £200,000 | £200,000 | £200,000 |
|                    | +£21,295 | +£21,295 | +£21,295 | +£21,295 | +£21,295 |

**Failure to gain 20 placements**

1. The Great Schools Trust will underwrite the cost of 20 placements for the first three years to allow the ASPIRE Centre to gain the confidence of local schools in the centre's effectiveness
2. Failure to gain sufficient numbers will result in the Centre commissioning less staff from the host academy. The Great Schools Trust will underwrite any potential financial loss to the host academy and, if the host academy finds itself over-staffed, will offer those at risk positions in other trust academies.
3. Centre staff will hold central contracts within the trust's overall staffing structure. If 20 placements are not commissioned then the centre's staffing will be reduced and staff redeployed on a temporary basis to one of the trust's academies until numbers increase

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

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

use the space provided below; and

refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

#### **D4 – the school will be welcoming to students of all faiths/world views**

##### **Welcoming all pupils**

It is a fundamental principal of the Trust that all students are of equal worth and, as such, all of our academies are inclusive and focus on the well-being and progress of each individual student irrespective of their faith, views or educational starting point.

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The ASPIRE Centre will not discriminate against students on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation

GST is aware that the community in which the proposed centre will be housed is in one of the most culturally diverse in the Merseyside area. Kings Leadership Academy Liverpool, the proposed host academy, presently has 43.5% of students for whom English is a second language. It is anticipated that the proposed Centre will reflect this profile. To ensure equality the Centre will seek to celebrate all cultures and faiths and will recognise key faith festivals such as Eid and Divali. One aspect of welcoming children from diverse cultural backgrounds is that English may not be the child's mother tongue. The Academy will make strong provision to support those CYPs who have English as an Additional Language (EAL).

##### **Needs of students**

Prior to admission a member of the Centre staff will:

- Hold an interview with the appropriate person at the commissioning school to determine the reasons behind the request for a placement and if a translator will be needed for the centre's home visit
- Hold an interview, accompanied by a translator if necessary, with the student and his/her parents/carers to explain the way in which the centre will interact with the student, our expectations, the benefits that we can bring to each students life and an outline of our admission process
- During the interview ascertain any faith or dietary needs of the student
- Prepare a detailed profile of the students present curriculum provision; possible

#### **D4 – the school will be welcoming to students of all faiths/world views**

gaps in that provision from extended absences or exclusions and present level of attainment

- Obtain details of any multi-agency involvement
- Arrange a visit to the centre to ensure compatibility and ease fears of transfer
- Ensure a cognitive ability assessment is in the students home or commissioning school prior to transfer
- Ensure a Seligman character assessment profile is completed in the students home or commissioning school prior to transfer to determine the student's strengths of character and vulnerabilities
- In the case of vulnerable or medical referrals full details of case history
- If deemed necessary, the Common Assessment Framework will become part of the assessment process
- In the Case of students who have English as a second language a comprehensive breakdown of possible oracy needs, English reading capability, vocabulary and comprehension challenges, etc.

All of the above will form part of an introductory personalised learning plan which will be explained to the student, his / her parents and all teaching staff who will come in to contact with the student.

A small prayer room will be available within the Centre in case of need.

\*If necessary the Centre will draw upon the translators employed by Kings Leadership Academy Liverpool to ensure that each incoming student fully understand our expectations and that the Centre is fully aware of any learning, behavioural or social challenges.

#### **Needs of parents**

The involvement of, and commitment by, parents is integral to the successful future reintegration of our students.

- All parents will be fully involved in the admission process
- Translators will be used if required
- The faith of all parents will be respected
- Regular home contact will be maintained through the Family Liaison officer
- Five progress reports will be sent home each year. If necessary a translator will visit the home with a member of the centre staff to explain the report and any actions that need to be taken.
- Five parental conferences will be held each year with Centre staff to report on



#### **D4 – the school will be welcoming to students of all faiths/world views**

their child's progress (with translators if necessary). Translators will be available if needed.

#### **A broad and balanced curriculum**

Section D1 outlines the curriculum that the Centre will offer. The Centre will be academically focussed in the firm belief that such an approach will enhance the life chances of each of our students and further improve the academic outcomes of the commissioning school.

The proposed curriculum offers access to the EBacc, Progress 8 and some approved vocational qualifications.

The Trust has its own set of values (ASPIRE – aspiration, achievement, self-awareness, professionalism, integrity, respect and endeavour) which will underpin the life of the centre. These values fully prepare children for life in modern Britain and were recognised when the Trust, through Kings Leadership Academy Warrington, became the first winner of the D.f.E.'s 'national character award'. Two hours per week have been set aside to deliver the ASPIRE (SMSC) curriculum. The curriculum content of the ASPIRE programme includes such topics as:

- Why Britain is a democratic society
- The fundamental values that underpin the British democracy
- The multi-cultural nature of the British democracy
- How different cultures celebrate their faith and beliefs
- Why democracies need laws and codes of behaviour
- The rights and responsibilities of those who live in a democratic society
- Is there a conflict between civil liberties and civic responsibility?
- Respecting yourself as well as the rights of others
- Britain as a safe, tolerant multicultural society

#### **Prevent duty and safeguarding**

As a trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern.

The Centre is committed to providing a secure environment for students, where they feel safe and are kept safe. All adults employed by GST are re-trained at the start of each academic year to recognise that preventing exposure to extremism or radicalisation and overall safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. The Trust's Prevent policy ensures that all staff, and visitors, will contribute to the Centre's delivery of outcomes for all students as set out in:

- HM Government: Channel: Vulnerability assessment framework (2012)
- D.f.E.: Improving the spiritual, moral, social and cultural development of pupils (2014)
- HM Government: Prevent Duty Guidance: for England and Wales (June 2015)
- HM Government: Channel Duty Guidance (2015)
- D.f.E.: Keeping children safe in education (July 2015)

#### **D4 – the school will be welcoming to students of all faiths/world views**

The Trust's Preventing Extremism and Radicalisation Safeguarding Policy, which will be adopted by the Centre, also draws upon the guidance contained in the D.f.E Guidance 'Keeping Children Safe in Education, July 2015'; and specifically DCSF resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', D.f.E.'s 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014. The policy uses the following definitions:

##### **Defining extremism**

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

##### **Defining Radicalisation (Prevent Strategy)**

'The process by which a person comes to support terrorism and forms of extremism leading to terrorism'

##### **Wider safeguarding issues**

As part of wider safeguarding responsibilities school staff are re-trained at the start of each academic year to be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular, religious, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others  
Anti-Western or Anti-British views.

Safeguarding notices, containing the name and photographs of designated safeguarding staff will be displayed throughout the centre.

##### **Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences. In the Centre this will be achieved by good teaching, primarily via the ASPIRE curriculum; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

#### **D4 – the school will be welcoming to students of all faiths/world views**

##### **Use of External Agencies and Speakers**

The Centre will encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students to ensure that they are free of prejudice and not involved with any extreme or radical organisation. These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the Trust's values and ethos. No external agency or speaker will be left alone with students, there is always a member of the Centre staff present during all interactions with students who will intervene if it is considered necessary.

##### **Visitors to the Centre**

All visitors to the Centre may be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below). They must follow the procedure below.

- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact **OR** their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List

##### **Approved Visitor List**

The Centre will hold an approved visitor list for visitors who frequently visit the Centre site to undertake work within the Centre (including contractors and supply staff).

To qualify for this list the visitor must have demonstrated, prior to the visit that:

- a) They have a current clear enhanced DBS check and a copy of this has been registered on the Centre's Central Record and
- b) A current clear DBS childrens' barred check has been undertaken

Visitors on the Approved List must follow the same procedures on entry to the premises. A copy of the approved visitor list will be kept behind reception at all times. Hair and Beauty Staff will be on the list but clients arriving for treatments must ring the bell on the main doors and they will be collected by a member of staff and taken into the Salon.

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

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

use the table below to complete; and

refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

#### **D5. STRATEGY FOR MEETING NEEDS OF STUDENTS WITH DIFFERING ABILITIES**

'Every student could, and should, fulfil their potential' is the maxim of the Great Schools Trust. This will become the maxim of the centre. We will ensure that each student receives the correct level of individual care, guidance, support and academic tuition to enable each to overcome any barriers, and so return rapidly to mainstream learning.

The trust has instituted a 'team around the child' (TAC) approach to vulnerable or challenging young people in its mainstream academies. The TAC brings together parents and practitioners, regardless of agency boundaries, into a small, individualised team for each particular child who has been identified as having additional needs.

It can be defined as an evolving team of practitioners who have contact with the child/young person and family on a regular basis and who provide practical support and advice with and to those who are able to work directly with the child/young person and family as appropriate

While each of our students will be viewed as unique individuals, with their own personalities, backgrounds, strengths, needs and aspirations, the ASPIRE Centre can broadly define a number of categories of young people who will be supported.

The membership of the TAC may change as the needs of the child and family change. The TAC operates as a supportive team; there is direct benefit to parents who have opportunities to discuss their child and family with key practitioners in one place.

It is important that there is always a Lead Professional and an agreed plan of action. A

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

successful TAC meeting will have taken into account the views of the child, young person and parent.

As the ASPIRE Centre will only have a small core staff, the host academy and the trust as a whole may be called upon for peripatetic expertise. Such additional TAC members could be the host academy Senco or attendance officer as well as the trusts educational welfare officer or psychologist.

### **Groups of young people that the centre may be working with**

Often there are strong correlations between categories of children. For example, Excluded children and those with behavioural issues. The simple categories below provide a high-level overview of the major issues:

- A. **Vulnerable:** these children may have a wide spectrum of need, which simplistically can be viewed in three broad areas: physical, emotional or mental which make them more at risk of harm or abuse within a mainstream school setting.
- Physical: Children who may have short-term health issues: recovering from major surgery or longer term: may have a range of conditions where support from Specialist Schools or Hospital Schools would not be appropriate.
- Emotional: Bereaved children who need expert short-term support to come to terms with the loss of for example, a parent, sibling, friend or relative, or who are living with family members who have major health problems such as HIV or cancer.
- Mental: Children who are school-phobic(perhaps as a result of bullying) or severely depressed or disturbed (who have been rejected or severely abused by their parents or carers)

**Possible TAC:** Head of Centre, Learning mentor, educational psychologist, host academy SENCO

#### **Possible strategies:**

- Full assessment prior to entry to determine educational needs particularly in English and mathematics
  - Drawing up of Personalised Learning Plan which will include academic progress targets
  - If student is in KS4 a curriculum provision analysis to determine best route to success at EBacc and Progress 8
  - Send PLP to all relevant staff as well as a brief résumé of students history and the centre's recommended approaches
  - Phased entrance to admission or part time participation (when part time participation is agreed emphasis will always be given to English and Mathematics)
  - Key staff always meet student on arrival
  - Key contact drops in on lessons on a frequent basis in the early days of admission to demonstrate support and booster student's confidence
  - Have continuous high expectations of what the student can achieve
- B. **Behavioural difficulties:** for a significant number of reasons; associated with family life, mental state and physical health, some students need specialist support to help them resolve, where possible and overcome their conditions, so that

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

they can participate in mainstream learning, working harmoniously with other children and staff.

**Possible TAC:** Head of Centre, Learning mentor, educational psychologist, host academy SENCO

**Possible strategies:**

- Full assessment prior to entry to determine educational needs particularly in English and mathematics
- If a student is in KS4 a curriculum provision analysis to determine best route to success at EBacc and Progress 8
- Drawing up of a Personalised Learning Plan which includes academic progress targets and behavioural boundaries as well as how the centre will reward good behaviour and act if these boundaries are crossed
- Send PLP to all relevant staff as well as brief résumé of students history and the centre's recommended approaches
- Key staff always meet student on arrival to reinforce behavioural boundaries messages
- Teachers and centre staff continually model desired behaviours
- Immediate access to character education programme
- Key contact drops in on lessons on a frequent basis in the early days of admission to demonstrate support and booster student's confidence
- Have continuous high expectations of what the student can achieve

C. **Temporary excluded children:** These are young people who are at risk of permanent exclusion in their commissioning school. We will seek to be proactive with all students who are at risk of moving out of mainstream education.

**Possible TAC:** Head of Centre, Learning mentor, Family Engagement Officer, host academy SENCO

**Possible strategies:**

- Full assessment prior to entry to determine educational needs particularly in English and mathematics
- If a student is in KS4 a curriculum provision analysis to determine best route to success at EBacc and Progress 8
- Drawing up of a Personalised Learning Plan which includes academic progress and behavioural boundaries as well as how the centre will reward good behaviour and act if these boundaries are crossed
- Send PLP to all relevant staff as well as brief résumé of students history and the centre's recommended approaches
- Key staff always meet student on arrival to reinforce academic targets and behavioural boundaries messages
- Teachers and centre staff continually model desired behaviours
- Immediate access to character education programme
- Key contact drops in on lessons on a frequent basis in the early days of admission to demonstrate support and booster student's confidence
- Have continuous high expectations of what the student can achieve

D. **Severely bullied:** these students will be given careful support and guidance while participating in first-class learning, to promote their confident move back in-

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

to mainstream education.

**Possible TAC:** Head of Centre, Learning mentor, educational psychologist, host academy SENCO

**Possible strategies:**

- Full assessment prior to entry to determine educational needs particularly in English and mathematics
- Drawing up of Personalised Learning Plan which will include academic progress targets
- If student is in KS4 a curriculum provision analysis to determine best route to success at EBacc and Progress 8
- Send PLP to all relevant staff as well as brief résumé of students history and the centre's recommended approaches
- Phased entrance to admission
- Key staff always meet student on arrival
- Key contact drops in on lessons on a frequent basis in the early days of admission to demonstrate support and booster student's confidence
- Have continuous high expectations of what the student can achieve

E. **Medical Needs:** this group will cover those diagnosed as 'anxious school refusers' and others who due to their medical conditions are unable to successfully attend their mainstream schools. This will not include provision for children in hospital. By definition the needs of and provision for these students will have to be individually tailored and will likely include a significant amount of home tuition via our outreach service.

**Possible TAC:** Head of Centre, Learning mentor, educational psychologist, host academy SENCO

**Possible strategies:**

- Full assessment prior to entry to determine educational needs particularly in English and mathematics
- Drawing up of a Personalised Learning Plan which will include academic progress targets
- If a student is in KS4 a curriculum provision analysis to determine best route to success at EBacc and Progress 8
- Send PLP to all relevant staff as well as brief résumé of students history and the centre's recommended approaches
- Phased entrance to admission
- Key staff always meet student on arrival
- Key contact drops in on lessons on a frequent basis in the early days of admission to demonstrate support and booster student's confidence
- Have continuous high expectations of what the student can achieve

All of these groups will include students with a wide range of talents and academic ability. Our detailed assessment programme will seek to clearly identify these, so that through a co-ordinated range of measures including: high quality support, inspiring teaching, challenging targets, positive mentoring and support for parents; we can help to significantly improve each CYP's outlook, morale and attitude to enable them to

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

return to mainstream education.

**Effective assessment of needs**

Whatever the reason for a requested placement, we will undertake a detailed assessment of the learning and personal development needs of each CYP in liaison with the commissioning body and the student's parent(s)/carer(s). This assessment process will include:

- An interview with the appropriate person at the commissioning school to determine the reasons behind the request for a placement
- A detailed profile of the students present curriculum provision; possible gaps in that provision from extended absences or exclusions and present level of attainment
- Details of any multi-agency involvement
- An interview with the student and his/her parents/carers to explain the way in which the centre will interact with the student, our expectations, the benefits that we can bring to each student's life and an outline of our admission process
- A visit to the centre to ensure compatibility and ease fears of transfer
- A cognitive ability assessment taken in the students home or commissioning school prior to transfer
- A Seligman character assessment profile being completed in the students home or commissioning school prior to transfer to determine the student's strengths of character and vulnerabilities
- In the case of vulnerable or medical referrals full details of case history
- If deemed necessary, the Common Assessment Framework will become part of the assessment process

Using information from the student, his / her parents / carers, the commissioning school and our initial character and ability assessments we will draw up a provision, character development and learning programme in the form of a Personalised Learning Plan (PLP) to address those needs. This PLP will include daily, weekly and monthly progress targets which will be constantly monitored and reviewed. We will then seek a second interview with the student and his parents / carers and, if deemed necessary, the host academy SENCO, to gain agreement on the personal learning plan and our proposed targets. Once agreement has been reached all parties will be expected to sign a partnership agreement which will have the support of the placed student at its heart. Following the signing of the agreement a starting date will be agreed with all parties.

At the heart of this transition process is the Centre's desire to ensure that each student's curriculum provision is planned to meet their personal needs as well as



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

ensuring that transfer does not hinder academic progress.

**The role of the Senco**

With the ASPIRE Centre only catering for 20 students the host academy Senco will work with the centre in ensuring the co-ordination of SEND and Inclusion for vulnerable learners and to ensure that they:

- receive high quality teaching
- are set challenging and aspirational targets
- make good progress in their learning

The centre's philosophy regarding SEND will mirror that of the Great Schools Trust in that the centre will provide individualised education that will not only meet the specialised needs of the student but will ensure that they meet their full potential.

To ensure that this happens the Senco, working in partnership with the Head of Centre will:

- clearly communicate the philosophy of the inclusion work with all colleagues who work in the centre
- act as a member of the centre's admission panel when necessary
- be instrumental in the assessment of students, diagnosis and the identification of bespoke provisions and curriculum offer for individual students at the point of referral, including the coordination of information gathered at initial planning meetings, baseline assessment and the development of a Personal Learning Plan.
- act as a member of a TAC team when necessary
- ensure that the SEN register is maintained and up-to-date
- ensure that the procedures being implemented are in line with the current code of practice
- lead on the implementation and development of practice in relation to statutory changes within SEN legislation
- assist colleagues in developing provision mapping
- Work strategically with key staff within the centre to ensure appropriate support for individuals and clear re-integration pathways as identified back to main-stream and/or specialist provision as appropriate
- Plan and deliver SEN interventions and programmes to identified students to raise achievement to ensure good or better outcomes
- assist the Head of Centre in producing the annual SEND report for the trust

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

### **Engaging with external agencies**

The high cost of school failure and inequity for individuals, and for society more widely is increasingly being recognised. Raising the achievement of all learners is an ethical imperative. Many students who attend alternative provision units have multiple disadvantages and often come from backgrounds where there are high levels of worklessness and deprivation, poor family health, and difficult relationships both in and out of school. However, this deprivation does not explain the poor outcomes achieved for these young people. It is not acceptable that so many achieve no qualifications at age 16 and as a result they often become NEET.

It is the policy of the Great Schools Trust to require of its academies to forge strong working relationships with those agencies which are relevant to the needs of their most troubled and challenging students. Whilst each academy forms a TAC team around such young people we wish to see a wider circle of support for those TAC teams so as to ensure that we can draw upon the widest possible support in ensuring that each student reaches their full potential. Our academies liaise with:

- social services
- police and youth offending teams
- community workers
- Gypsy and Roma outreach workers
- Drug advisory clinics
- Pregnancy advisory clinics
- Bernardo's
- CAMHS

We use such agencies to ensure that not only is there a team around the child but that there is a wider team around the TAC to help each student fulfil their potential. By using a joined-up multi-agency approach we strive to mitigate the external factors that foster underachievement.

### **Safeguarding**

All Great Schools Trust academies have adopted a Safeguarding and Child Protection Policy and Procedure in line with national legislation and statutory guidance. The ASPIRE Centre will adopt these policies and practices in that the centre will:

- Adopt the trusts 'Safer Recruitment Policy and Procedures', along with the 'Pre-Employment Checks Procedure'
- Adopted the trusts Student Restraint policy and protocol. However this will be linked to an initial risk assessment on initial referral/transition and any ongoing

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

risk assessment and have minimal use

- Ensure that all centre staff and any other professionals supplying services will have at least accredited Level 2 Safeguarding and 3 named staff (the Head of Centre, the Senco and one Learning Mentor) will have Level 3 Safeguarding accreditation. Such accreditation will be updated on a two yearly cycle.

Whilst we have the highest expectation that the behaviour, attitude, safety, well-being and attendance of our CYPs will be exemplary at all times, in the nature of this Academy and its CYPs, some flexibility will be exercised on occasions to ensure CYPs longer-term engagement and success. We will clearly communicate these expectations to parents, children, staff and partner schools

**Behaviour**

A purely punitive approach to behaviour modification is unlikely to bring about change; what can affect behaviour is the constant modelling of the desired behavioural norms and the careful nurturing of students to re-learn acquired behaviours.

Such re-learning, the acquisition of an understanding of societal norms and the development of internal controls is not a quick fix. It will be the outcome of the quality educational provision delivered through our Character Education programme.

To be successful in delivering our vision and mission we must be successful in delivering both our character education and academic arcs. The key to success in the academic arc is dependent on success in the character arc. To achieve such success we will once again use the monarch 'delayed gratification' reward system.

Prior to starting, every CYP and their parent will attend a meeting which will clearly define the centre's high expectations. A Home-School agreement will be signed by parent, CYP and a representative of the centre which clearly defines the level of conduct, attendance, punctuality and attitude expected; the sanctions that will be applied by non-compliance and, most importantly, a list of rewards that changes in behaviour will bring.

**The ASPIRE reward system**

Each student is expected to attend 20 one hour lessons and 4 two hour lessons each week. When an academic tutor marks a student present for a lesson our data tracking system will automatically award that student 2 monarchs in anticipation of good behaviour and making progress during the lesson. If a student misbehaves a warning is given. If a second warning has to be given then the type of misbehaviour is recorded on the data tracking system which will automatically reduce the lessons monarchs by one. Further misbehaviour may cause the loss of all monarchs for that lesson. Once lost a monarch cannot be earned by changing behaviour. This would contradict our policy of 'high expectations – no excuses'.

It is possible, through good behaviour, to retain all of the weeks monarchs and have 48 monarchs accumulated by the end of the week.

If a student continues to exhibit severe behaviour characteristics the Head of Centre

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

will have the ability to draw upon the services of the trust's educational psychologist.

### **Ensuring good attendance**

A co-ordinated programme of assemblies, talks during registration and in lessons will consistently emphasise the importance of good attendance. Staff will keep meticulous records, which will be robustly and securely collated by appropriate software. Where CYPs are absent, this will be immediately followed up by dedicated staff. Electronic registers will be taken at the start of every lesson, so that all attendance is recorded and instantly collated.

### **Practical strategies for ensuring attendance**

Students who begin to show signs of poor attendance or tardiness will:

- Receive a home telephone call at 7.30 am each morning to ensure that they are up
- Have their home phoned again at 8.30 am if they are not in the centre
- Be visited by the host academy's attendance officer by 9.30am and brought in to the centre
- Be expected to make up lost time during breaks and lunch intervals

### **Rewards for good attendance**

Being punctual for that day will earn an extra 3 monarchs and having the correct equipment could add a further 2 monarchs. This would allow a student who is punctual, correctly equipped and present for the whole week to gain 50 monarchs buying power.

### **Health needs**

The curriculum provision offered by the centre will be amended, when necessary, to reflect some student's personal circumstances and needs. For example, some CYPs may need to have shorter days to reflect their physical or mental health needs. Whenever a CYP justifiably needs an adapted timetable, their participation in English and mathematics will be prioritised.

The centre will also work supportively with parents/carers and the commissioning school to carry on with any agreed medical support where appropriate.

### **Special Needs**

Our referral, initial needs assessment and our PLPs will take account of previous plans and actions contained derived from a Common Assessment Framework and annual review information on statemented students which we receive from commissioners and continue to maintain these as appropriate – allowing a seamless record to be kept and passed on at re-integration to mainstream or other setting.

The Centre is aware that that some CYPs have special needs in some learning areas or activities at the same time as being gifted and talented in others. For example, a

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

student may be vulnerable with poor communication skills but a gifted mathematician. The arrangements for assessing students' learning and planning their learning progression which have been defined earlier are fundamental to meeting the needs of all students, including those with particular gifts or with SEN.

The ASPIRE Centre will have regard to the SEN Code of Practice when carrying out its duties toward all CYPs with special educational needs and will ensure that parents and carers are extensively consulted about any SEN provision made for their child with a formal note of this made on their PLP.

Staff from the centre will meet with all parents and carers of students with special needs, to provide them with the support and encouragement they need. We are aware we will be providing for CYP with a range of needs: ASD, emotional and social, behavioural, as well as learning needs including dyslexia, dyscalculia and dyspraxia. Everyone will be given an individual programme of care, support, high-quality learning and encouragement to do their very best.

### **Length of student placement**

#### **Emergency placement**

The centre will agree to emergency short term placements from a commissioning school where the commissioning school in such instances as commissioning school investigations in to serious incidents etc.

#### **Respite placements**

The centre will accommodate respite placements to prevent relationships between a commissioning school and a student breaking up on a permanent basis

#### **Part time placement**

The centre will accommodate part time placements for either health reasons or where a commissioning school can manage the student but only on a part time basis

#### **Full time placements**

The centre will consider four different lengths of stay on a permanent daily basis for the acquisition of enhanced basic skills, curriculum provision recovery or behaviour modification. The centre's recommended lengths of stay are:

- A half term
- A full term
- Two full terms

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

- A school year

If the student is a Y11 student and is to remain with the centre for his / her final year then the centre will work in partnership with the commissioning in ensuring the student gains as many qualifications as possible together with appropriate post 16 guidance.

## **Section E – evidence of need**

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

use the space provided below; and

include evidence as annexes;

refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

**Socio-economic context**

**A. Toxteth (Liverpool)**

The socio-economic context of Toxteth in which ASPIRE Academy will operate and from which it will draw a majority of its children and young people (CYP) indicates that Toxteth is one of the most deprived areas of Liverpool in that:

- 55% of children come from low income families
- 59% of children are living in poverty
- 75% of households are classified with at least one dimension of poverty as defined by the poverty index
- 30% of the population aged 16 or over have no educational qualifications
- Almost 7% of the population is claiming job seekers allowance
- Crime per 1,000 people is 10% above the Liverpool average
- Anti-social behaviour is 5% above the Liverpool average

**B. Liverpool exclusion statistics**

- There were 1235 fixed term school exclusions from Liverpool schools in the year ending 2014
- There were 64 permanent exclusions from Liverpool schools in the year ending 2014

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

- Student Premium students are four times more likely to be excluded from Liverpool schools than non-Student Premium students

### **C. Looked after children**

Less than 1% of all children in England are in care but looked after children make up 33% of boys and 61% of girls in youth custody. Of the children who have been looked after continuously for at least 12 months in 2010, 1.3% attend PRUs as opposed to 0.18% of all children. Those in Alternative Provision rises to 4.75% for looked after children as opposed to 0.30% for all children. (TACT 2011)

### **D. Youth Custody**

There is strong national evidence of an increasing correlation between school exclusions, attendance at alternative provision units and youth custody.

(Department for Education, Schools, Students and their Characteristics, 2010; No excuses – Centre for Social Justice 2011)

Many of those sentenced to youth custody have had complicated and chaotic lives. Many have experienced trauma, abuse, bereavement or over exposure to negative peer / role models during their adolescent years. These problems often lead to the development of negative behaviour traits during adolescence which, unless corrected, leads to school exclusions and, eventually, possible youth custody.

### **E. Characteristics of young offenders**

Evidence from various research sources lists the principal character traits of youth offenders as:

- **Non- accountability** with the child blaming others for his/her faults so as to divert attention from his / her own behaviours
- **Selfishness** in the form of needing instant gratification or ownership
- **Lack of respect** for other people's feelings or property
- **Lack of obligation** in that relationships do not guide their actions
- **Lack of integrity** in that lying often becomes a way of life
- **Desire to dominate** in need to always get their own way

### **Context summary**

None of these factors are necessary determinants of educational failure but it is our view that:

- The high exclusion rates demonstrated in the social context statistics vastly reduce the life chances of vulnerable and troubled young people
- Conventional alternative provision units fail to match even average mainstream schools in terms of G.C.S.E. outcome provision for excluded students

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

- Far too many excluded students display early signs of the negative character traits observed in young offenders
- Very few, if any, alternative provision units attempt to modify poor behaviour traits through character development programmes

We firmly believe that, given appropriate guidance in arresting their negative character traits and promoting positive character traits, the children and young people (CYP) we provide for will thrive, achieve and be able to safely re-enter mainstream provision.

#### **Existing provision in the local area**

**Harmonise Academy** based in Liverpool 6 offers vocationally based alternative provision education for 13 – 19 year olds

**Everton Free School** based in Liverpool 4 offers sports based alternative provision for 14 – 19 year olds

**Liverpool City Council** have recruited a consortium of some twenty one providers tasked with improving the employability skills for excluded students aged 14 – 19 and operate a small number of 11 – 14 alternative provision units.

The external outcomes of all of the above centres do not make a significant positive contribution to the city's educational outcomes nor do they specifically concentrate on the elimination of negative character traits and the promotion of positive values. King's Leadership Academy Warrington, one of the Great Schools Trusts academies, won the D.f.E.'s first 'National Character Award' and has played a major role in determining our proposed educational offer

#### **Commissioning in the first three years**

The Great Schools Trust will guarantee the commissioning of all 16 places in the proposed unit for a period of three years at a top up cost of £10,000 per annum thus allowing the unit to develop credibility as a source of alternative provision in the city. The trust will pay top up fees from accumulated central reserves



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

**Letter to Local Authority - Evidence of commissioning**



Seymour Drive, 01925 817939  
Padgate Warrington info@greatschoolstrust.org  
WA1 3TT www.greatschoolstrust.org

[REDACTED]

**Support for the ASPIRE Centre**

I am writing on behalf of the steering group in charge of setting up the proposed AP Free School to be called the ASPIRE Centre. [REDACTED]

[REDACTED] The unit will admit 20 students aged from 11 – 16.

We plan to set up a free school to cater for secondary aged students who are in danger of being excluded or have been excluded from secondary school

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

In order to complete our application to the Department for Education to open the AP Free School we need to show evidence of demand. Part of this includes showing the support of the Local Authority and/or schools in the local area and its/their commitment *in principle* to referring pupils to our school. We are writing to you to obtain your confirmation that you would be happy to refer pupils to our proposed school and approximately what number we might expect. In the first three years the Great Schools Trust will guarantee commissioning all 16 places if demand is not fulfilled.

We plan to offer these children an AP Free School that has a strong academic focus and a determination to modify student behaviours through our award winning character education programme so that they may make a positive contribution to both the Commissioning school and the city's G.C.E. outcomes in terms of both the emerging EBacc and Progress 8.

In order to offer this education we would expect there will be a cost for local authorities commissioning individual placements of £10,000 per Full Time Equivalent pupil for a full academic year's placement, after taking into account the £10,000 per place base level of funding provided by the Education Funding Agency to alternative provision free schools.

We believe that this free school is necessary in this area because there is an absence of an 11-16 alternative provision unit of this type within the present provision.

Please would you confirm your support for our plans by completing the attached support letter and returning it to us signed so that we may include it in our application papers to the Department for Education. We would be grateful if you could return your letter to us by [date] so that we can meet the deadline to submit our application.

Please do not hesitate to contact me on [redacted] if you have any further queries regarding our plans or the process to open the free school.

Yours faithfully,

[redacted]

[redacted]

[redacted]

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

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

**Authority** SW1P 3BT

**ENQUIRIES:** [REDACTED]  
[REDACTED]  
[REDACTED]

**OUR REF:** COB/CK/PD/L/14/15

**Response from Local**

The Local Authority have written directly to the D.f.E.



**Liverpool  
City Council**

[REDACTED]

**Confirmation of support for the ASPIRE Centre** [REDACTED]

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

We confirm that the Local Authority of Liverpool supports in principle the ASPIRE Centre's application. We understand that the Centre is a 'character based, academically focussed' alternative provision unit in Toxteth which will focus on the English Baccalaurate and is proposed to open in May 2016.

We confirm that we agree there is a need for the type of proposed alternative education provision in the local area and we will consider referring pupils to the ASPIRE Centre, on a case by case basis.

Yours faithfully,



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

Y

**E2 – clear plans to manage referrals****Attracting pupils who will benefit most from the curriculum offer**

All schools and academies are judged by the progress that their students make by the end of year eleven. Present progress measure include 5 'A\*-C' including English and Mathematics, percentage of pupils who successfully gain the emerging EBacc qualification, Progress 8 and Attainment 8. Secondary schools who commission places in Key Stage 4 at alternative provision units who do not offer a curriculum which allows these qualifications to be gained are, in our humble opinion, accepting failure for the formal education of such students. They are also limiting the chances of reintegration in to the commissioning school prior to the taking of public examinations at the end of Year 11. The ASPIRE Centre by focussing on these qualifications with challenging or vulnerable students provide commissioning schools with help in meeting national targets and, when successful, enhance the life chances of such students. Lessons will be taught in small groups and behaviour managed through rewards and counselling. The Centre will also offer additional qualifications that are recognised in Progress 8 so as to enhance employment prospects or access to Further Education after their compulsory education finishes.

**Managing referrals effectively**

Whatever the reason for referral, we will undertake a detailed assessment of the learning and personal development needs of each CYP and liaise with the commissioning body and the student's parent(s)/carer(s) before admission to the centre.

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

During the transition period we will undertake a detailed assessment of the learning and personal development needs of each CYP in liaison with the commissioning body and the student's parent(s)/carer(s). This assessment process will include:

- An interview with the appropriate person at the commissioning school to determine the reasons behind the request for a placement An interview with the student and his/her parents/carers to explain the way in which the centre will interact with the student, our expectations, the benefits that we can bring to each student's life and an outline of our admission process
- A visit to the centre to ensure compatibility and ease fears of transfer
- A trial day at the centre to further ensure compatibility and further ease fears of transfer

### **Effective assessment prior to entry**

In order that we can ensure minimum disruption to the young person's education and continuity of previous learning we must maximise our knowledge of that young person and the challenges he/she faces prior to entry to the Centre. To obtain this information we will:

- Determine if English is an additional language for the pupil and, if so, their present progress in terms of reading, writing, comprehension and oracy.
- Use literacy and numeracy assessment where considered necessary
- Ensure that a cognitive ability assessment is taken in the student's home or commissioning school prior to transfer
- Ensure that a Seligman character assessment profile is completed in the student's home or commissioning school prior to transfer to determine the student's strengths of character and vulnerabilities
- Obtain details of the student's KS2 outcomes
- Obtain any medical history from the parent/carers and commissioning school
- Obtain a social profile from the parent/carers and commissioning school
- Determine, in negotiation with the commissioning school, if the required placement is on a full or part time basis and the anticipated length of the referral

Using information from the student, his/her parents/carers, the commissioning school and our initial character and ability assessments, we will decide upon the level of entry to our curriculum provision and draw up a provision, character development and learning programme in the form of a Personalised Learning Plan (PLP) to ensure a smooth and successful transition. This PLP will include daily, weekly and monthly progress targets which will be constantly monitored and reviewed. We will then seek a second interview with the student and his/her parents/carers to gain agreement on the personal learning plan and our proposed targets. Once agreement has been reached all parties will be expected to sign a partnership agreement which will have the support of the placed student at its heart. Following the signing of the agreement a starting date

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

will be agreed with all parties.

### **Using the assessment results to determine level of entry to the curriculum**

Using the above information the Centre will decide upon which of the five levels of entry listed below is the most suitable for the student to access the curriculum.

- **Level 1:** This level is not age specific and is intended for students whose assessment results indicate that a basic skills recovery programme must be undertaken before access to our normal curriculum. Centre staff will offer intensive personal support until the student can demonstrate sufficient proficiency in both reading and the use numbers, in line with the 2011 Taylor recommendations, to successfully enter our curriculum provision at a higher level. If the number of Level 1 entries exceeds expectations the Great Schools Trust will place more English and Mathematics expertise at the disposal of the head of centre until remediation has successfully been accomplished.
- **Level 2:** This level is for students of KS3 age who have sufficient basic skills to follow the KS3 National Curriculum programmes of study.
- **Level 3:** This level is for students aged 14 or over who have large gaps in their previous education provision. These students will follow an EBacc programme designed to gain 5 G.C.S.E. passes including English and Mathematics and a vocational/academic programme in subjects recognised for Progress 8.
- **Level 4:** This level is for students aged 14 or over who are capable of following an academic route to gaining an EBacc qualification designed to gain 5 G.C.S.E. passes including English and Mathematics and 3 more subjects recognised as Progress 8 qualifications.
- **Level 5:** This is for students aged 14 or over who are capable of following an academic route to gaining an EBacc qualification designed to gain 5 G.C.S.E. passes at grades A\*-C including English and Mathematics and 3 more subjects recognised as Progress 8 qualifications.

Each level of entry will have its own personalised learning plan designed to ease transition and ensure a smooth entry to the Centre and access to an appropriate curriculum.

### **Sharing progress information with the commissioners**

‘Providers have described schools sending them children and taking no interest in the student’s progress or the success of the placement’

Liaison with commissioners and parent(s)/carer(s) will be an integral element in ensuring that every CYP is strongly supported to move from their mainstream school into our academy and in the shortest possible time, back to a mainstream provision.

To ensure that, once in the centre the commissioning school, or if a part time placement, the relevant subject teachers within the commissioning school, do not ‘forget’ the pupil we will send monthly attitude to learning and academic progress reports to the commissioning school

The Centre will also hold meetings, either face-to-face, by telephone or videoconferencing each month with the commissioning school to discuss a student’s progress

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

### **Sharing progress information with parents/carers**

The Trust recognises that parents/carers are recognised have a key role to play if their child's placement is to be successful. To help parents/carers recognise and accept this role the Centre will strive to involve them at each stage of the transfer process; keep in regular touch during the placement and keep them involved during re-integration to mainstream education.

At the initial parent/carer interview, prior to transfer, a member of the Centre staff will seek to meet the parent/carer at their home to provide them with information about the provision and to explain that the Centre is offering a supportive re-start to their child's education and that there is no stigma about having their child at the ASPIRE Centre. During the initial interview Centre staff will seek further information regarding:

- Why the parents/carers thinks that the commissioning school is recommending a placement at the Centre
- What is the parents/carers perception of the challenges/difficulties their child is presently facing
- What outside influences, if any, may be affecting the education of their child
- What, if any, academic, behavioural, social or emotional issues their child may be presently coping with
- What, if any, medical issues may be affecting their child's educational progress

The parent/carer will then be taken through the ASPIRE Centre's guide to helping your child through the placement. This booklet will explain:

- The importance of daily attendance at the Centre
- The need to be punctual
- The only acceptable standard of dress being full school uniform
- The equipment that they will be expected to bring each day
- The Centre's codes of behaviour and the rewards which will follow such behaviour
- How the Centre will concentrate on the development of positive character strengths and leadership traits for each child
- How, and when, the Centre will report to them about their child's attitude to learning and the progress that they are making
- How the Centre may adopt a multi-agency approach if their child has complex needs or learning challenges

Before the placement is agreed the parent/carer will be offered the opportunity to visit the Centre to see the high standards that we expect if the placement is to be successful.

### **Majority of compulsory school aged pupils make up the cohort**

The bid is for an 11-16 alternative provision unit.

## Section F – capacity and capability

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

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

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

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

complete the table below; and

provide a short commentary on your plans to manage the pre-opening project.

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



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



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

[Add lines as appropriate]

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

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

### 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 background information and glossary document, and the assessment criteria booklet for what should be included in this section.

| <b>Skills/experience missing</b>                    | <b>Where is the gap?</b><br>ie pre-opening team, trustees, local governing body | <b>How and when do you plan to fill it?</b> |
|---|---|---|
| There are no perceived gaps in skills or experience |   |   |
|   |   |   |
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**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**

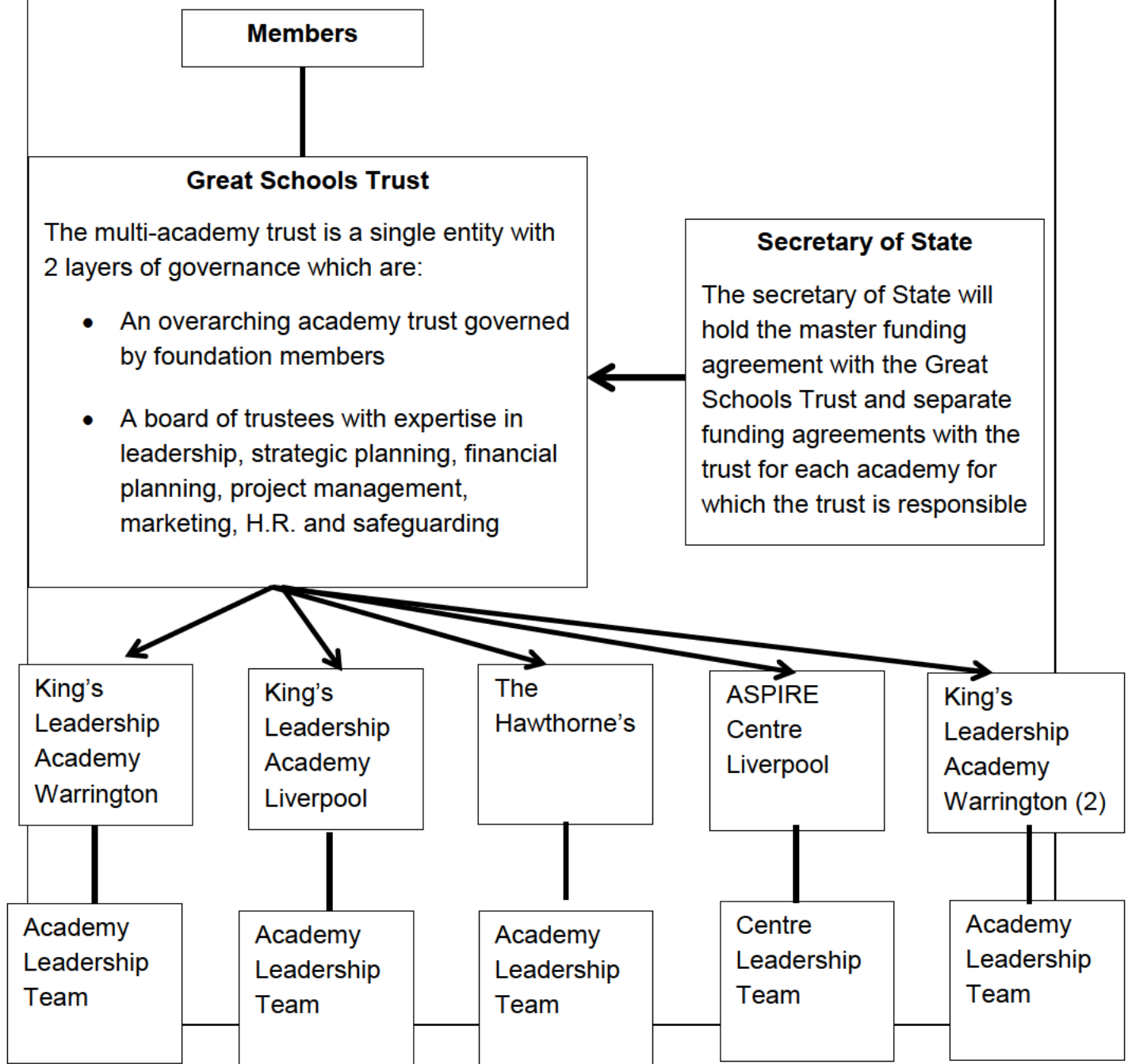
All applicants will need to complete this section in full for each school they wish to open. Please:

23. use the space provided below; and

24. refer to the background information and glossary document, and the assessment criteria booklet 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**

**Section F2**



## **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**

### **Managing the overall performance of the trust and the individual academies**

#### **N.B.**

1. The Great Schools trust will establish and maintain a Local Governing Body for each academy; appoint members to each Local Governing Body and delegate powers according to the performance of that academy. Where an academy is deemed to be successful in terms of both student outcomes and Ofsted inspections there will be maximum devolution of powers. Where an academy is causing concern or in the process of being set up an Interim Executive Board will act as the governing body until the academy is deemed to be capable of supported self-governance. The overall performance of each academy will be the full responsibility of the over-arching trust.
2. The over-arching trust will be responsible for the overall performance of the principal of each academy. The Local Governing Body will be responsible for working with the academy's principal in ensuring the smooth day-to-day running and overall effectiveness of the academy.

### **Roles and responsibilities**

#### **Members**

████████████████████ The members are the subscribers to the trust's memorandum of association. They have an overview of the governance arrangements of the trust and have the power to appoint trustees and remove these trustees. They are not employees of the trust nor do they serve as trustees.

#### **The Trustees**

The Trustees are responsible, under the articles of association for the management and administration of the trust. They are responsible for:

- Determining the overall vision, mission, ethos and strategic direction of the trust and its academies
- Determining and setting policy guidelines for the effective running of the trust and its individual academies
- Determining student outcome targets for each individual academy
- Approving the trust business plan
- Implementing financial control systems
- Ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the academy financial handbook.
- Managing the performance of the CEO

## **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**

- Meeting at least three times each year to receive and consider information on educational and financial performance
- Taking appropriate action to ensure ongoing viability

**The Finance Committee** meets monthly and reports back in writing to the Trust Board. The finance committee makes recommendations designed to produce economies of scale through the development of common purchasing systems.

### **The Audit Committee**

The Trust has a dedicated audit committee whose role is to maintain an oversight of the Trust's governance, risk management, internal control and value for money framework. It reports its findings annually to the Governing Body and the Accounting Officer as a critical element of the academy trust's annual reporting requirements. It does not have executive powers or operational responsibilities.

### **The CEO**

The Chief Executive Officer is responsible for leading the development and execution of the Trust's long term vision, mission and strategic intent. His leadership role also entails being ultimately responsible for the educational and financial effectiveness of each of the trust's academies. The CEO acts as a direct liaison between the trust's board and its individual academies. The CEO is responsible for the performance management of the principals of the individual academies.

### **The Local Governing Body**

The governing bodies in the Trust's academies are referred to as Local Governing Bodies (LGBs) because their role is at a local, i.e. academy, not Trust level. LGBs are sub-committees of the Trust Board. Their powers are determined by the Trust.

The Local Governing Body is responsible, under the articles of association for:

- The effective management and administration of the academy
- Ensuring that the academy leadership team implements the trust's overall vision, mission, ethos and strategic direction of the trust and its academies
- Implementing trust policies and guidelines for the effective running of the individual academy
- Ensuring that the annual staff performance management cycle is carried out and that its outcomes are related to the continuous professional development of the staff
- Monitoring the academy's progress towards achieving the trust's target for student outcomes
- All pupil admissions and exclusions
- Approving the academy business plan



## **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**

- Implementing the trust's financial control systems
- Ensuring that the academy's funds are used only in accordance with the law, its articles of association, its funding agreement and the academy financial handbook.
- Meeting at least three times each year to receive and consider information on educational and financial performance
- Setting up appropriate sub-committees to support the work of the Local Governing body
- Taking appropriate action to ensure ongoing viability

### **The Academy Principal**

The Principal is responsible for the day-to-day running of the academy in accordance with the Trust's scheme of delegation. The Principal is accountable and reports directly to the C.E.O. He / she is responsible for the secure implementation of the Trust's vision, mission, ethos, beliefs, curriculum strategies, standards and outcomes.

### **Minimising conflicts of interest**

It is the policy of the Great Schools Trust to:

- Ensure every Trustee or Employee or Governor understands what constitutes a conflict of interest and that they have a responsibility to recognise and declare any conflicts that might arise for them.
- Document the conflict and the action(s) taken to ensure that the conflict does not affect the decision making of the organisation
- Ensure that each Academy and the Trust is scrutinised by the Responsible Officer at least once annually – reporting their findings to Trust Board

### **Procedure**

When a Trustee or Employee or Governor identifies that they have a potential conflict of interest they must:

- Declare it as soon as they become aware of it
- Ensure it is entered in the conflict of interest register (ongoing conflicts), and/or minuted in the appropriate board papers (one-off conflicts)
- Not take part in any board discussions relating to the matter
- Not take part in any decision making related to the matter
- Not be counted in the quorum for decision making related to the matter in the interests of frank and open discussion, a Trustee, Employee or Governor affected by a conflict of interest must leave the room while related discussion/decision making is taking place, unless there is good reason for them to stay.

The minutes should state:

- The declared conflict
- That the Trustee, Employee or Governor left the room, or the reason they were asked to stay
- That the Trustee, Employee or Governor took no part in discussion or decision making

## **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**

### **Present conflicts of interest**

There are no current conflicts of interest between members, trustees and the steering group regarding the outcome of this bid or tenders / services to be used in either opening or running the proposed centre.

### **Independent challenge to members and trustees**

In the spirit of openness and transparency the Great Schools Trust is committed to publishing on its website:

- The names and résumés of both members and trustees on its website
- Minutes, decisions and actions of all meetings, with the exception of confidential items, on its website
- Pupil outcomes and Ofsted judgements of each individual academy
- Links to the websites of individual academies

### **Intervention procedures that may be undertaken by the trust when an individual academy gives cause for concern**

If an individual academy is giving cause for concern it is the responsibility of the CEO to inform the Chair of the Trust who will convene a board meeting to discuss the problems facing the academy and possible intervention strategies.

Reasons for intervention could be:

- The personal health or performance of the academy principal
- Underperformance of the academy in terms of pupil outcomes
- Financial impropriety
- Gross misconduct of a senior leader
- Harassment or bullying by a senior leader
- Lack of appropriate monitoring or challenge by the Local Governing Body

Intervention strategies could include:

- Additional support from the trust or another academy within the trust
- The appointment of an Executive Principal
- The removal of governors powers and the introduction of an Interim Executive Board
- The removal of the present principal / leadership team and the appointment of a new team

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

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

use the space provided below; and

refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

|                                |
|--------------------------------|
| [Add text here. Table expands] |
|--------------------------------|

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

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

use the space provided below; and

refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

|                                |
|--------------------------------|
| [Add text here. Table expands] |
|--------------------------------|

**F5 – independent schools, including alternative provision institutions that are privately run: an appropriate, well-maintained, and secure site**

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

use the space provided below; and

refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

|  |
|--|
| <b>F5 – independent schools only: an appropriate, well-maintained, and secure site</b> |
|--|

|                                |
|--------------------------------|
| [Add text here. Table expands] |
|--------------------------------|

## Section G – budget planning and affordability

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

Please:

complete the Excel spreadsheet (where necessary);

add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and

refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### G1 – budget planning and affordability

#### Rationale

##### Developing the overall plan

The following statistics regarding excluded pupils in Liverpool were outlined in Section C:

##### Liverpool exclusions

- There were 1235 fixed term school exclusions from Liverpool schools in the year ending 2014
- There were 64 permanent exclusions from Liverpool schools in the year ending 2014
- Pupil Premium students are four times more likely to be excluded from Liverpool schools than non-Pupil Premium students

Although Liverpool has several specialist APUs none fit the criteria that are needed by commissioning schools to ensure academic success of placed students. Liverpool does not have alternative provision that ensures placed pupils follow an EBacc programme or will be able to show outcomes at Progress 8. The plan was delivered so as to follow the recommendations of the [REDACTED] using King's Leadership Academy Liverpool as the academic hub supplying a wide range of educational expertise for the equivalent cost of two teachers.

##### Strategic decisions

- To set up a cost effective APU that offers both EBacc and Progress 8 qualifications
- To base the APU in a 'parent' academy so that a full range of academic expertise could be accessed
- To offer catch up programmes prior to entry so that assimilation in to the centre would be smooth
- To offer a limited range of vocational programmes to improve employability skills
- To offer a leadership and values based approach in line with the ethos of the Great Schools Trust

## G1 – budget planning and affordability

- To ensure that the centre was a 'roll on – roll off' model

### Value for money

In normal circumstances a twenty pupil APU would not generate sufficient income to provide an education offer that would fulfil both EBacc and Progress 8 requirements. By hosting the centre in King's Leadership Academy Liverpool we can access more than eight subject specialists at the equivalent cost of two full time teachers

### Financial Plan

#### Income

Income is based on charging each commissioning school £10,000 per student (still to be agreed upon) and £10k per place base rate from the E.F.A.

**Anticipated income** **£400,000**

#### Expenditure

##### Salary costs – Centre staff

| Post                    | Salary including on costs |
|-------------------------|---------------------------|
| Head of Centre          | ████████                  |
| Pupil support (3 posts) | ████████                  |
| <b>Total</b>            | ████████                  |

##### Commissioning staff from host academy

- The host academy will be remunerated at an equivalent of two full time teaching staff for supplying academic expertise
- The host academy's Senco, a member of the leadership team, will work across both the academy and the ASPIRE centre

Academic staff costs (including on-costs) ████████

Vocational staffing costs ████████

**Total annual staffing costs** ████████

##### Other additional costs

Kings Leadership Academy Liverpool is subject to a PFI scheme whose annual costs are based on the total floor area of the academy which is 11,896 sq. m. We estimate that the ASPIRE Centre will be approximately 230 sq. m. which is 1.93% of the overall floor area. This estimate has been used to calculate the costs that are in the spreadsheet for building and grounds maintenance, caretaking, cleaning, water and sewage and energy.

## G1 – budget planning and affordability

### Anticipated costs

████████

### Catering subsidy

The catering subsidy has been arrived at by calculating the cost of the Kings Leadership Academy per pupil and multiplying this by the 20 pupils we expect in the unit.

### Catering subsidy

██████

### Enhanced security

To enhance security we wish to install in year one additional security cameras, maglock gates and a fence to separate the Centre from the academy.

### Anticipated costs

████████

### Education resources

Again, we have found the approximate resource cost per pupil in the host academy and scaled this up by 20. The additional costs are for the starting up of the two vocational programmes that the Centre will offer

### Anticipated costs (year 1)

████████

### On-going years

████████

\* This cost will increase every three years as the IT systems are replaced or upgraded

### Professional services

The costs are based on an estimate of the initial legal costs, on-going legal advice from our solicitors, and a contribution to the host academy for managing the finances and HR of the academy.

### Anticipated costs (year 1)

████████

### On-going years

████████

### Insurance, depreciation and administration

Again, these are scaled down costs from the host academy and a contribution to the host academy for undertaking the administration work of the academy

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

### **Resilience to not gaining 20 placements**

A reduction of 30% in pupil placements would mean losing the income from some 7 students. Because this proposal is based on opening the Centre within a host academy the reduction is easily met by the following strategies:

- The centre would reduce its commissioning demand for academic staff from the host academy by 40%
- This would allow the centre to subsidise the cost of central by approximately ■■■
- GST would redeploy surplus staff from the host academy until numbers rise to the anticipated 20



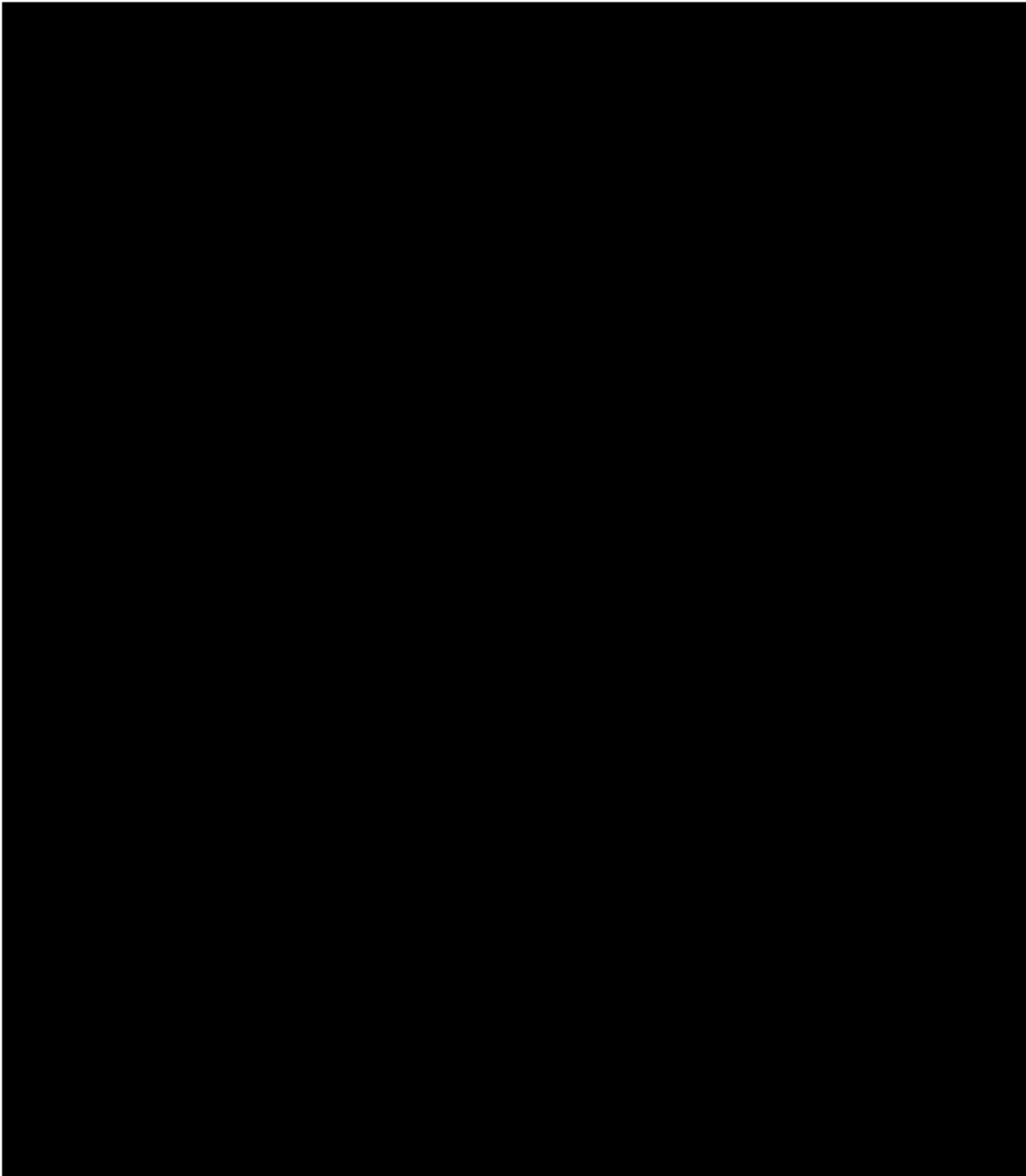
## Section H – premises (use Excel spread sheet)

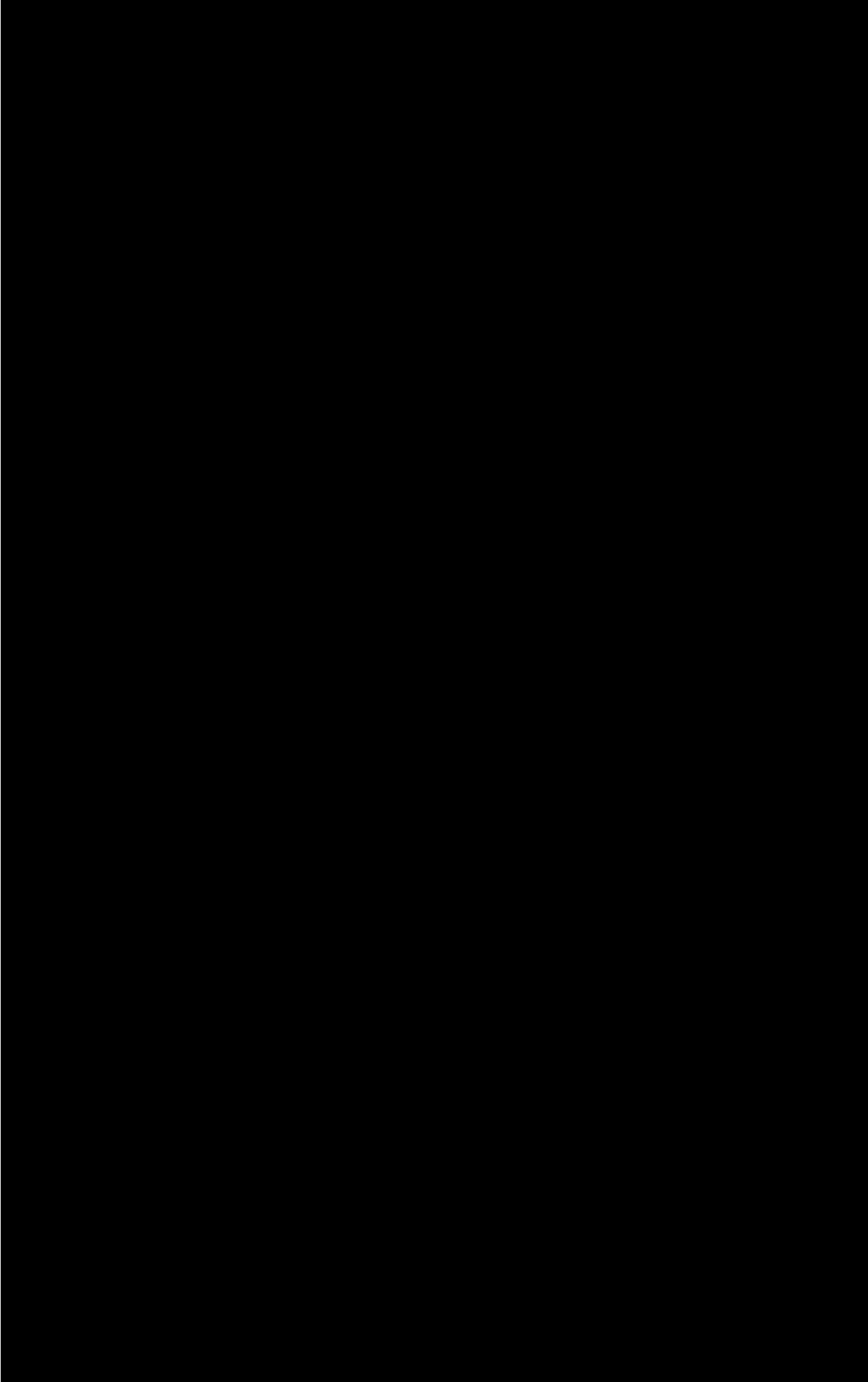
This section will need to be completed by **all** applicants. Please:

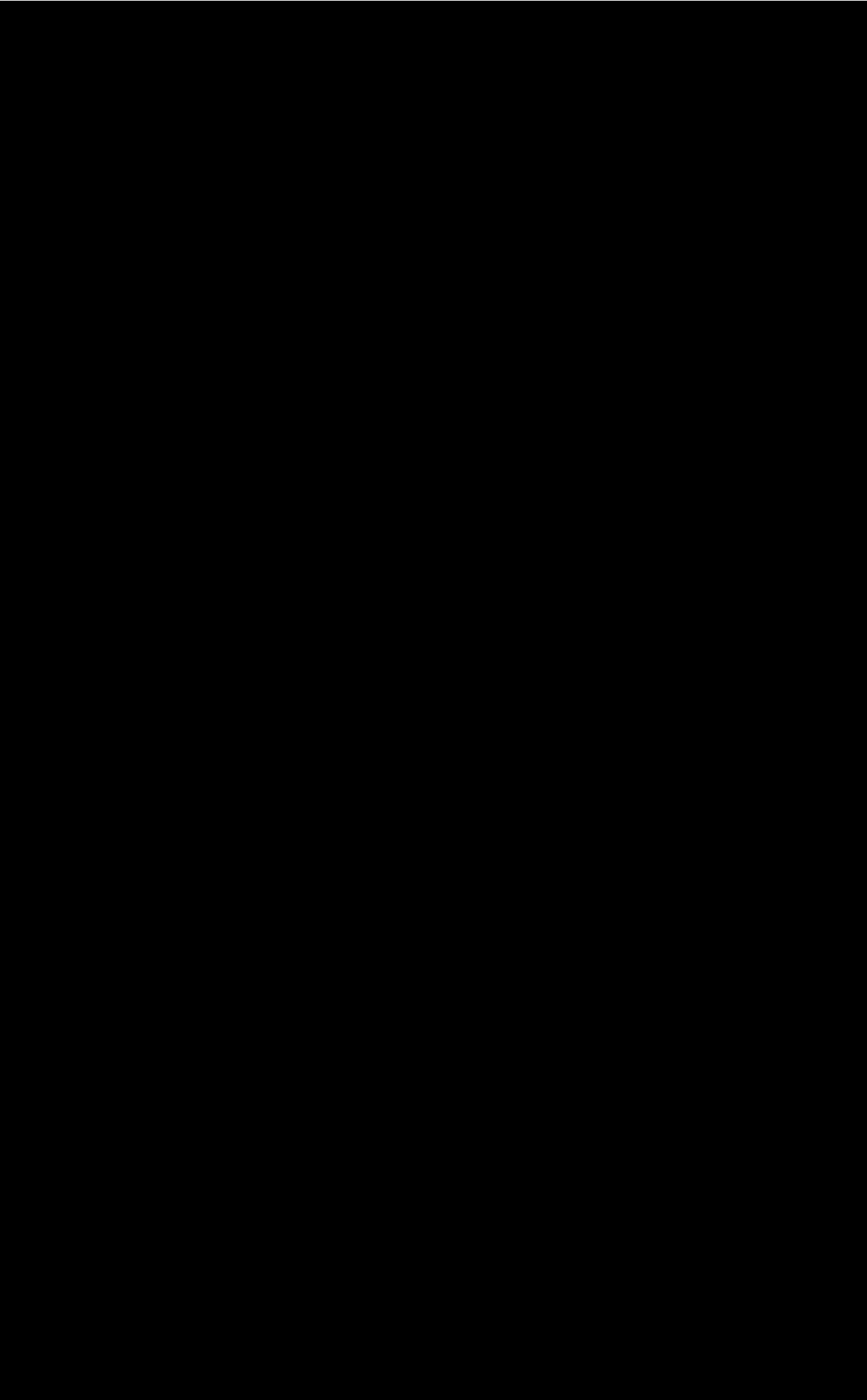
complete the Section H tab in the Excel spread sheet; and

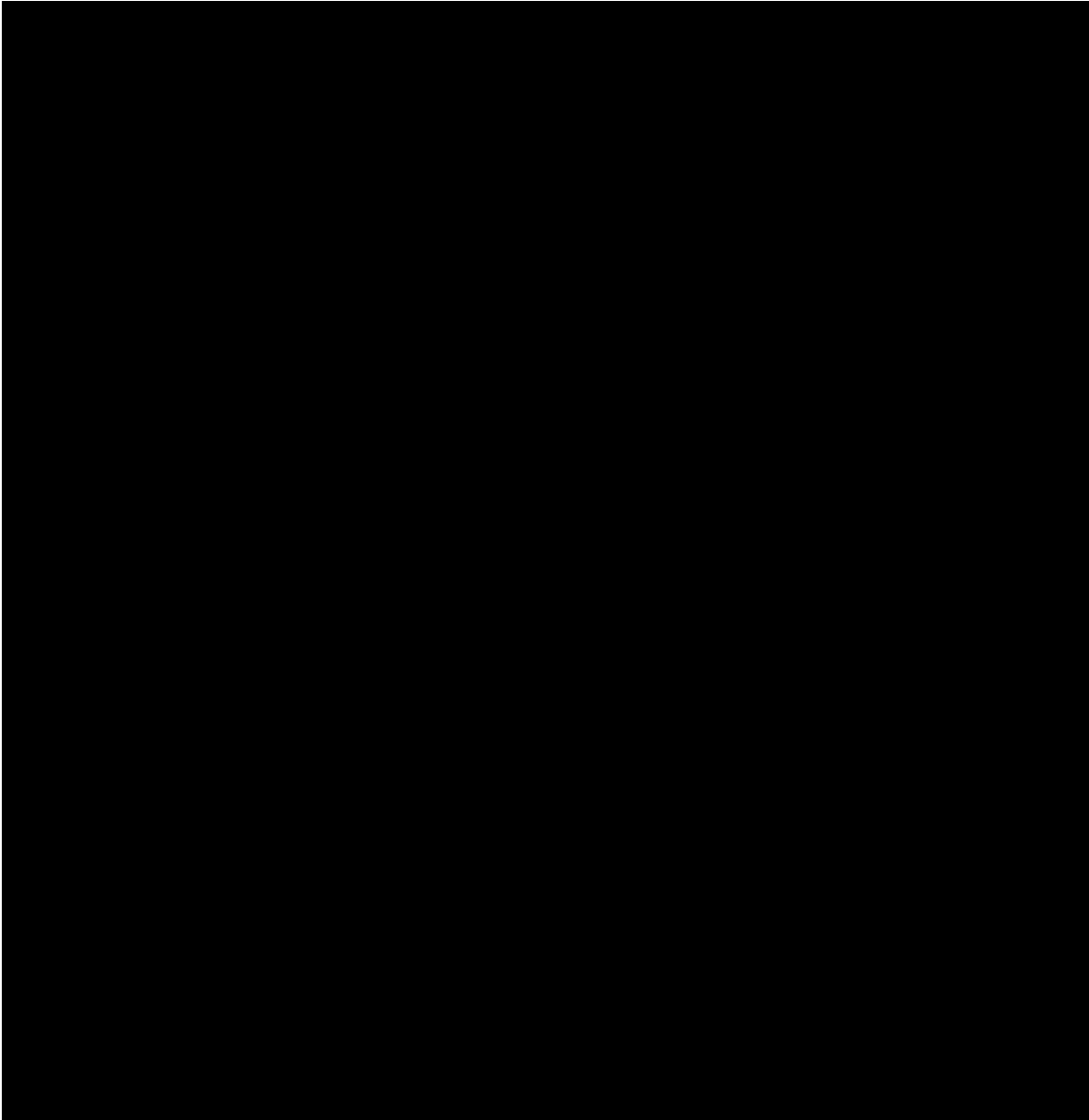
refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

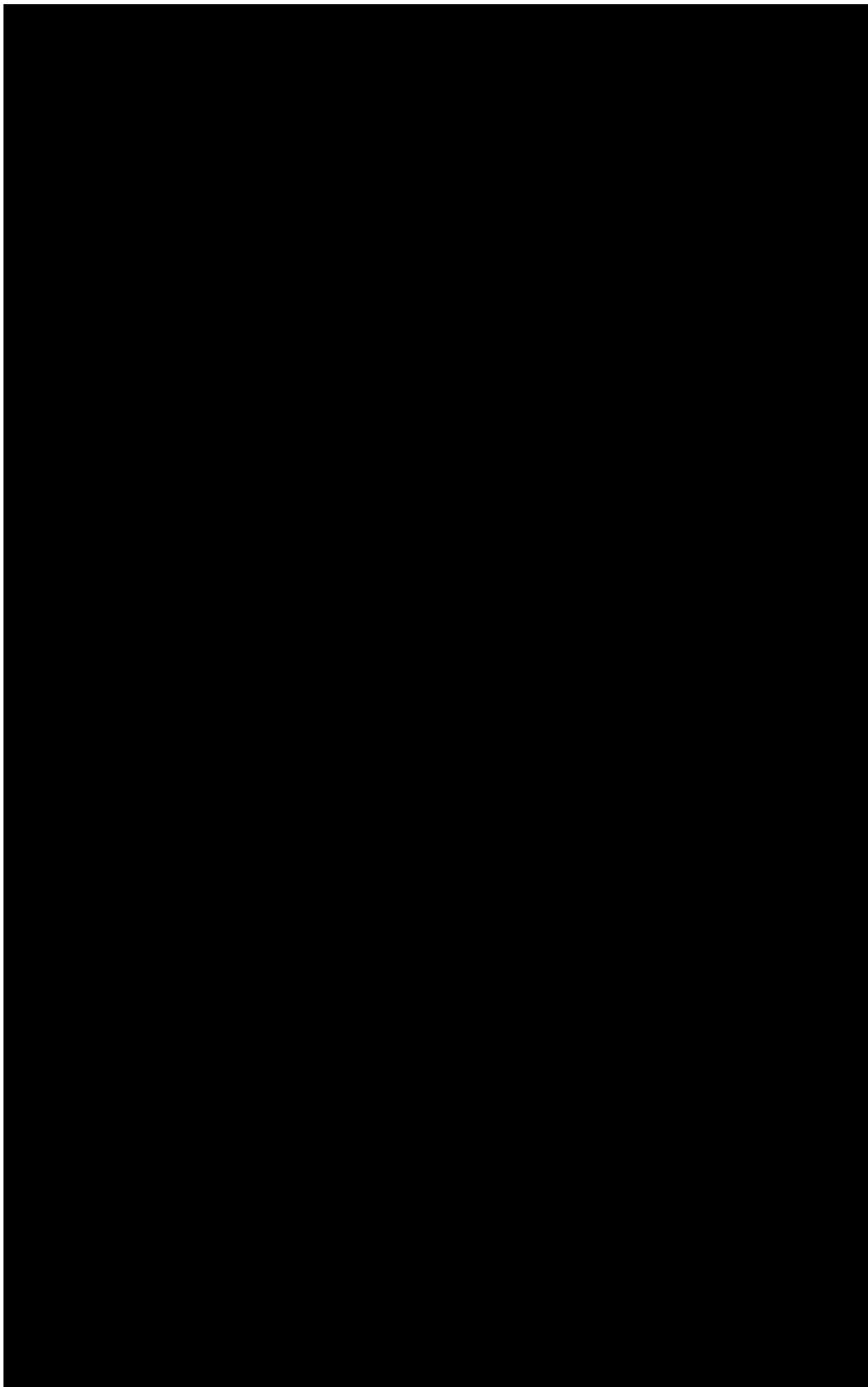
Annexes

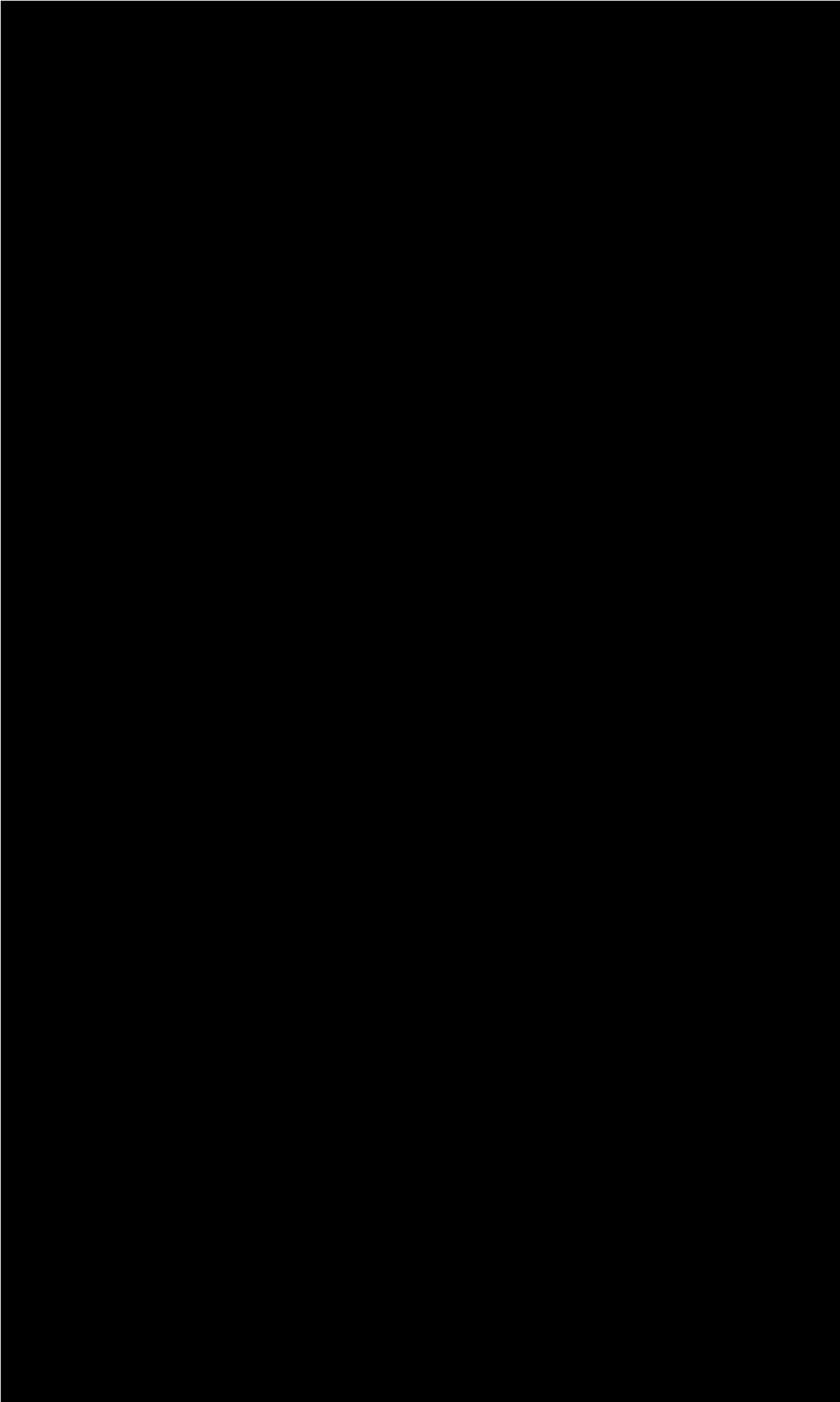


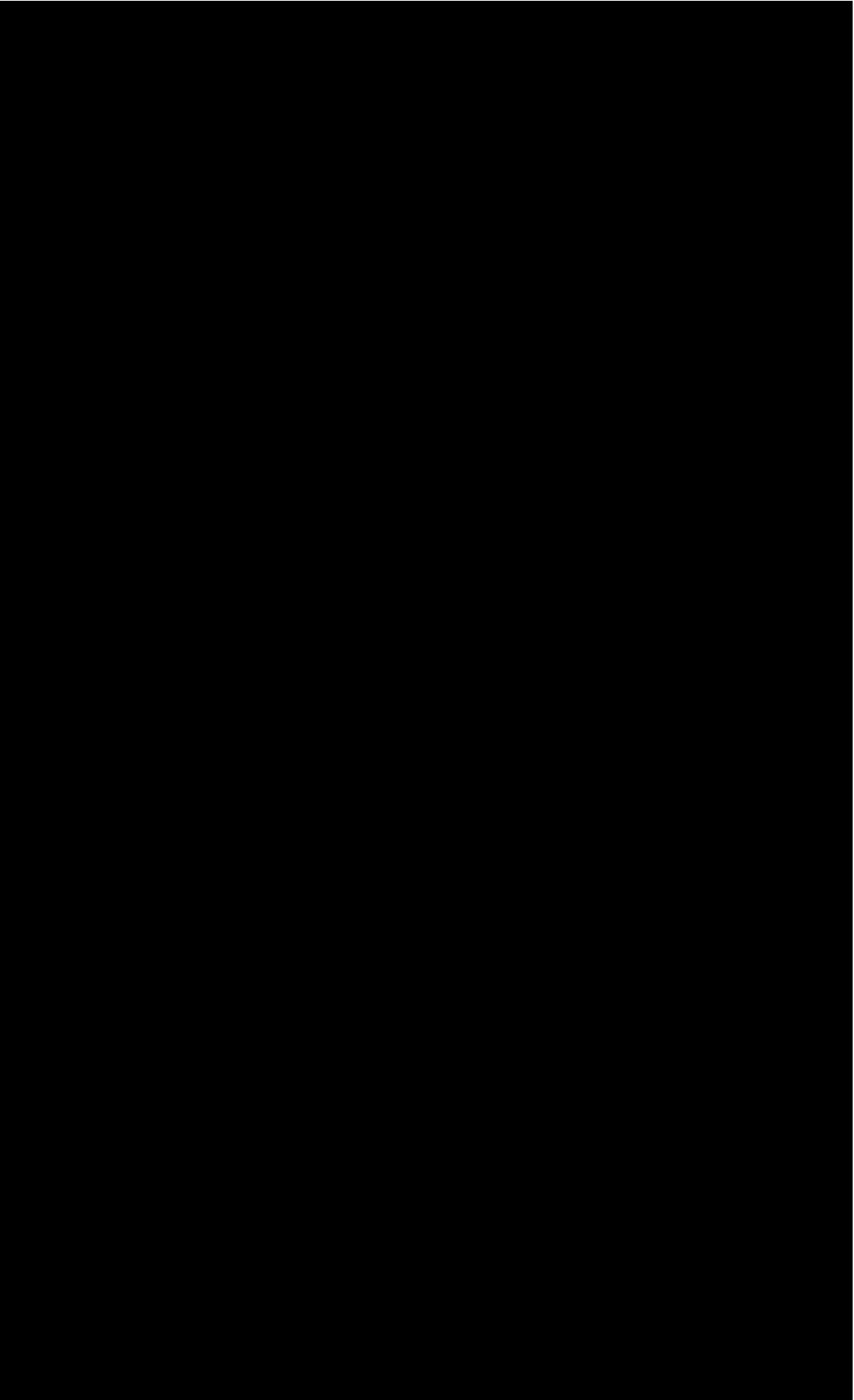


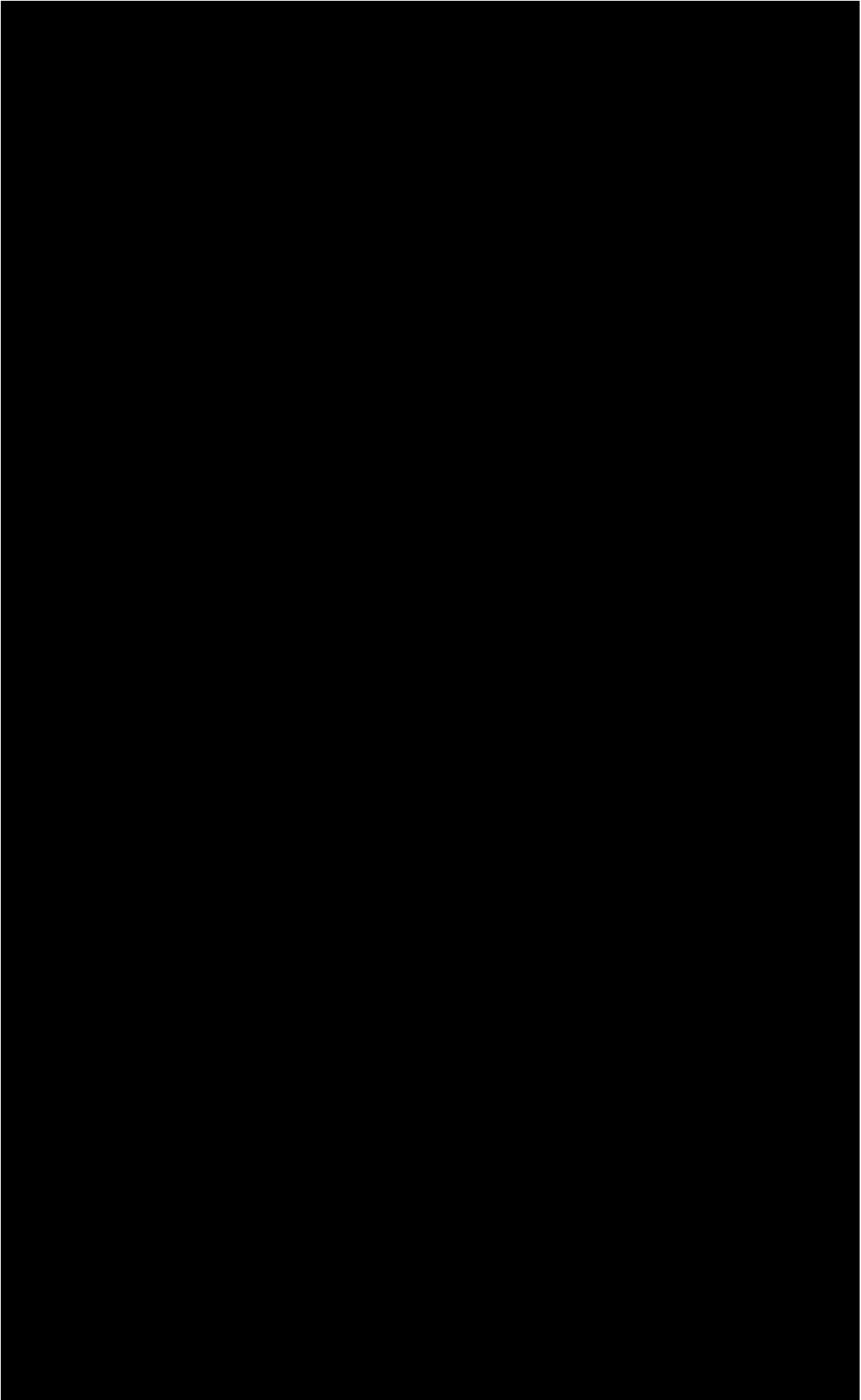




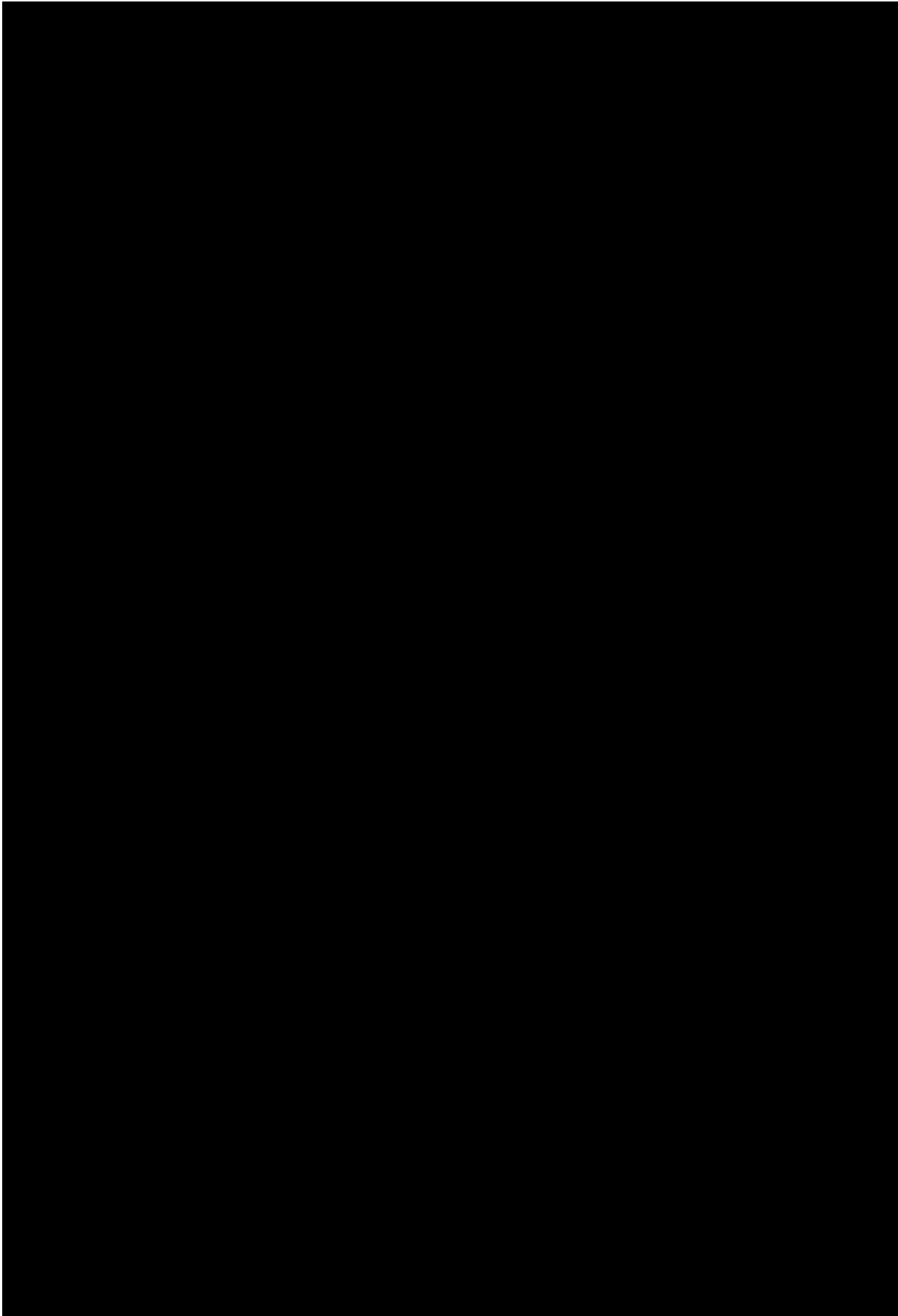






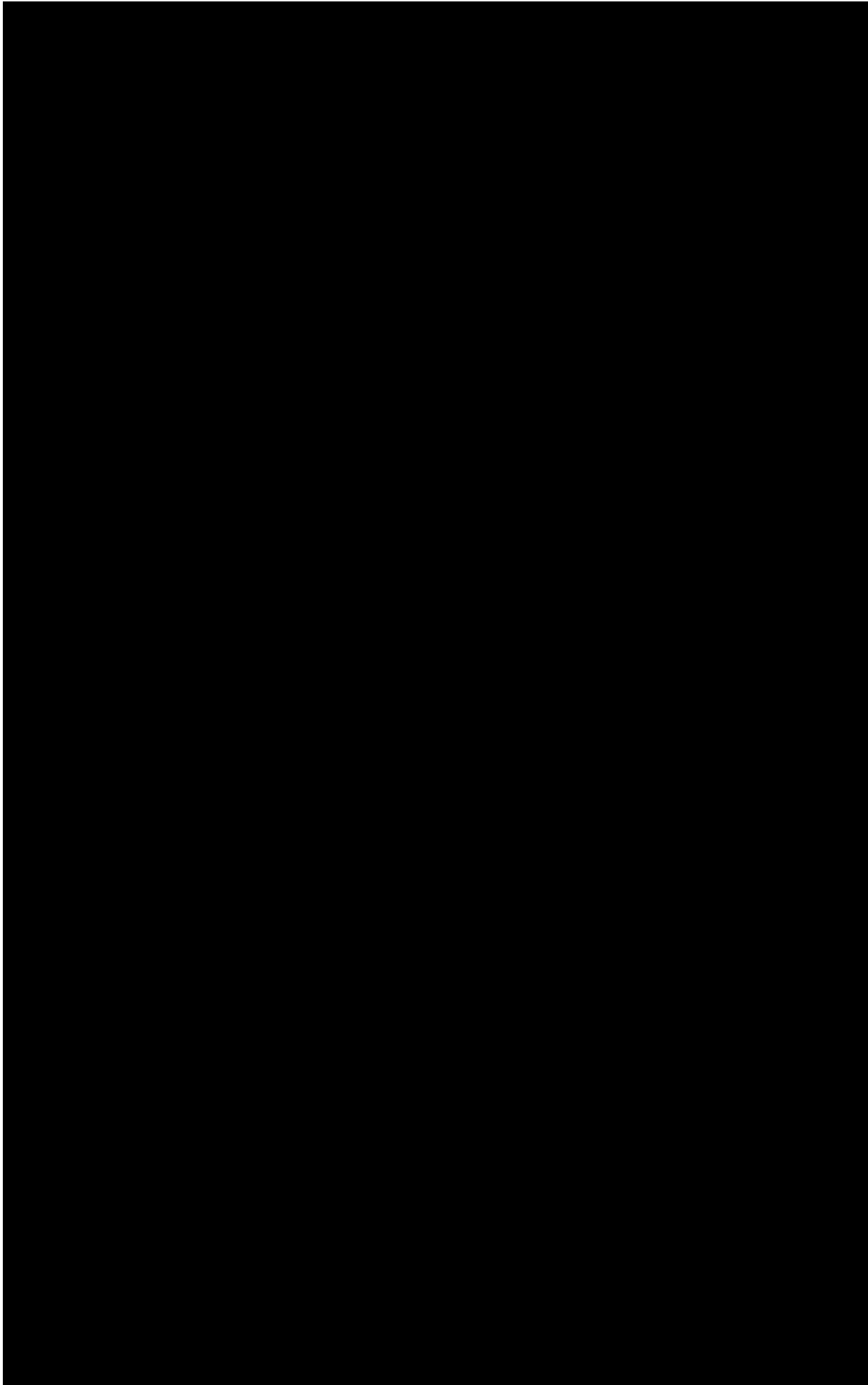


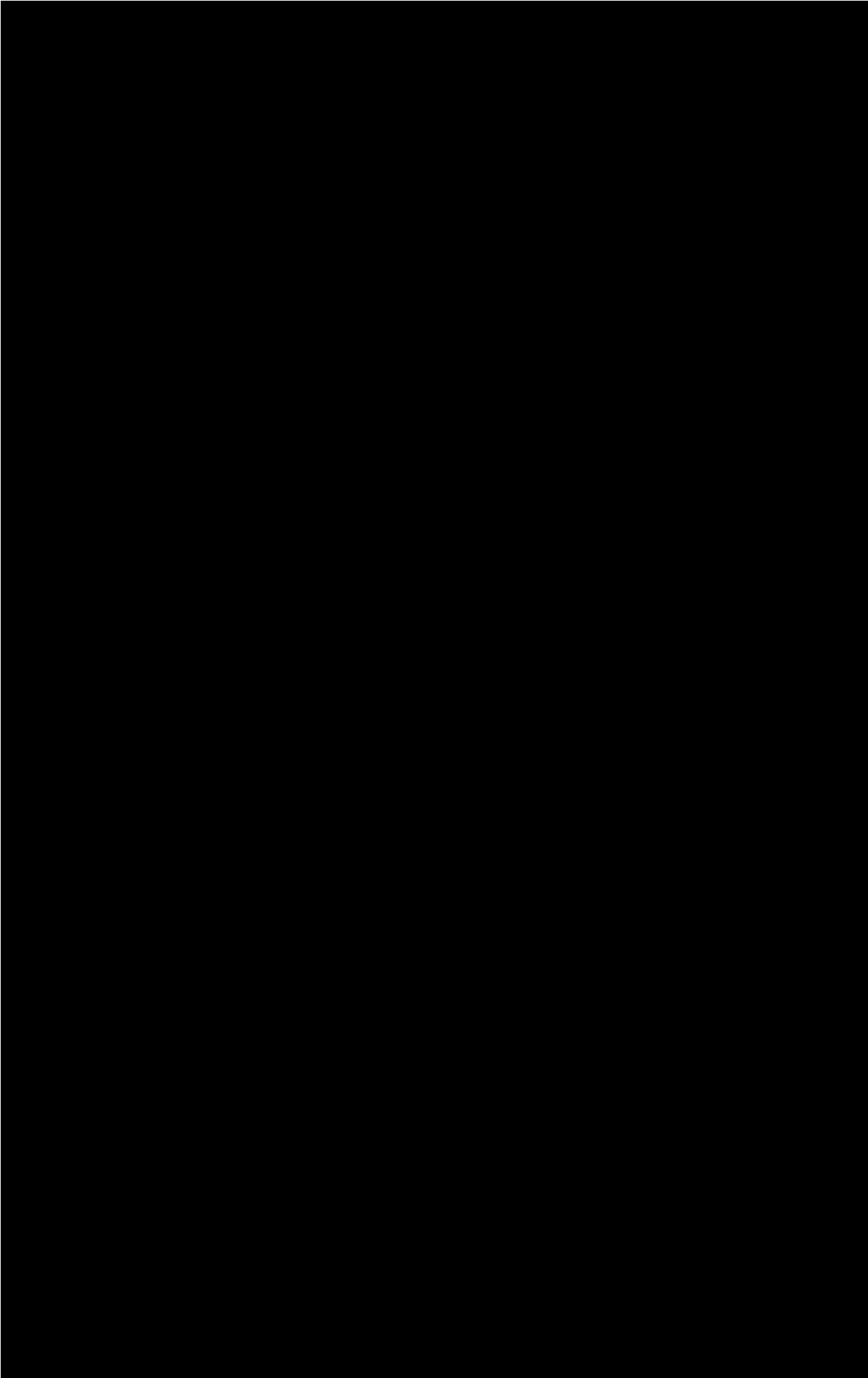




[REDACTED]

[REDACTED]

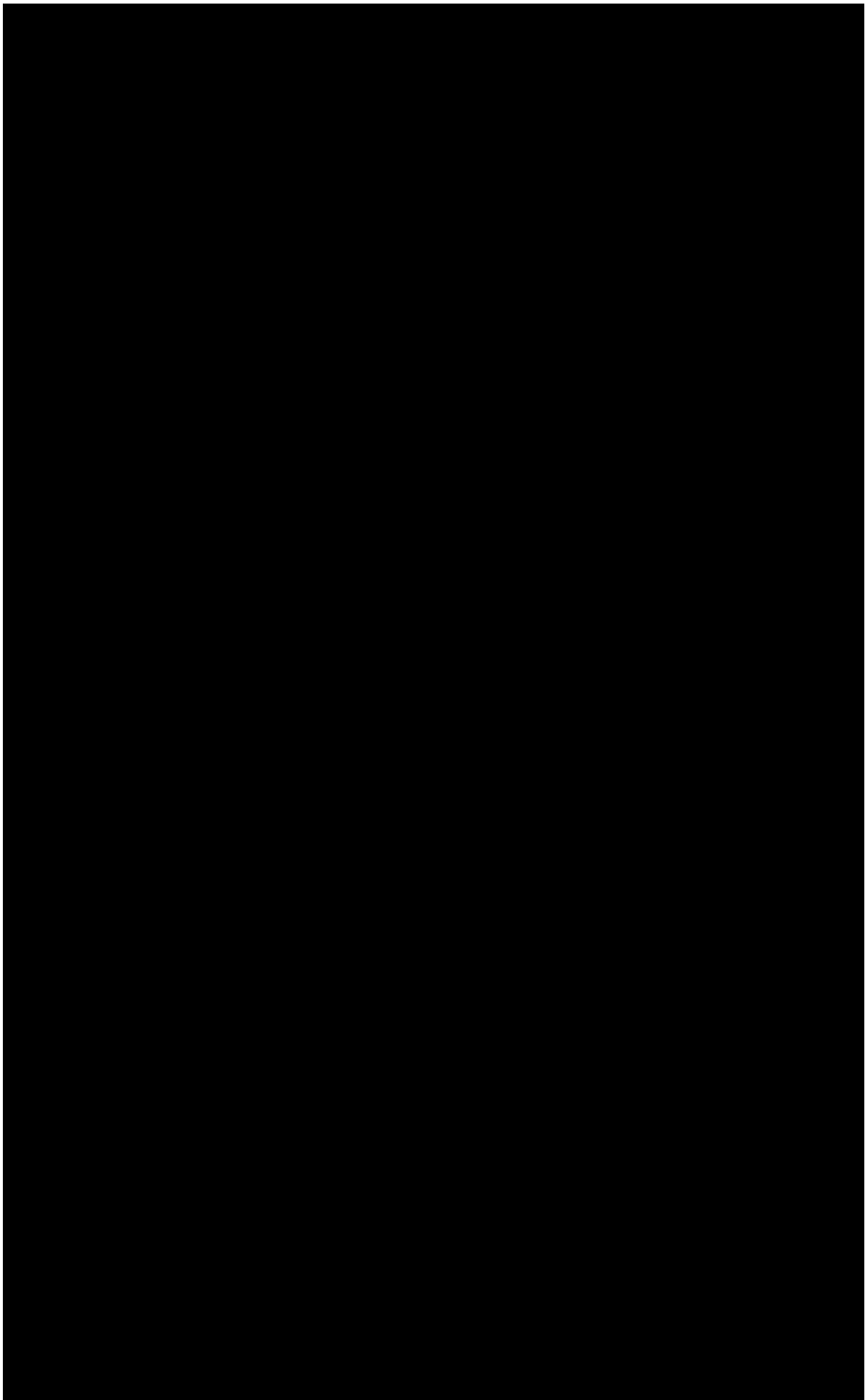






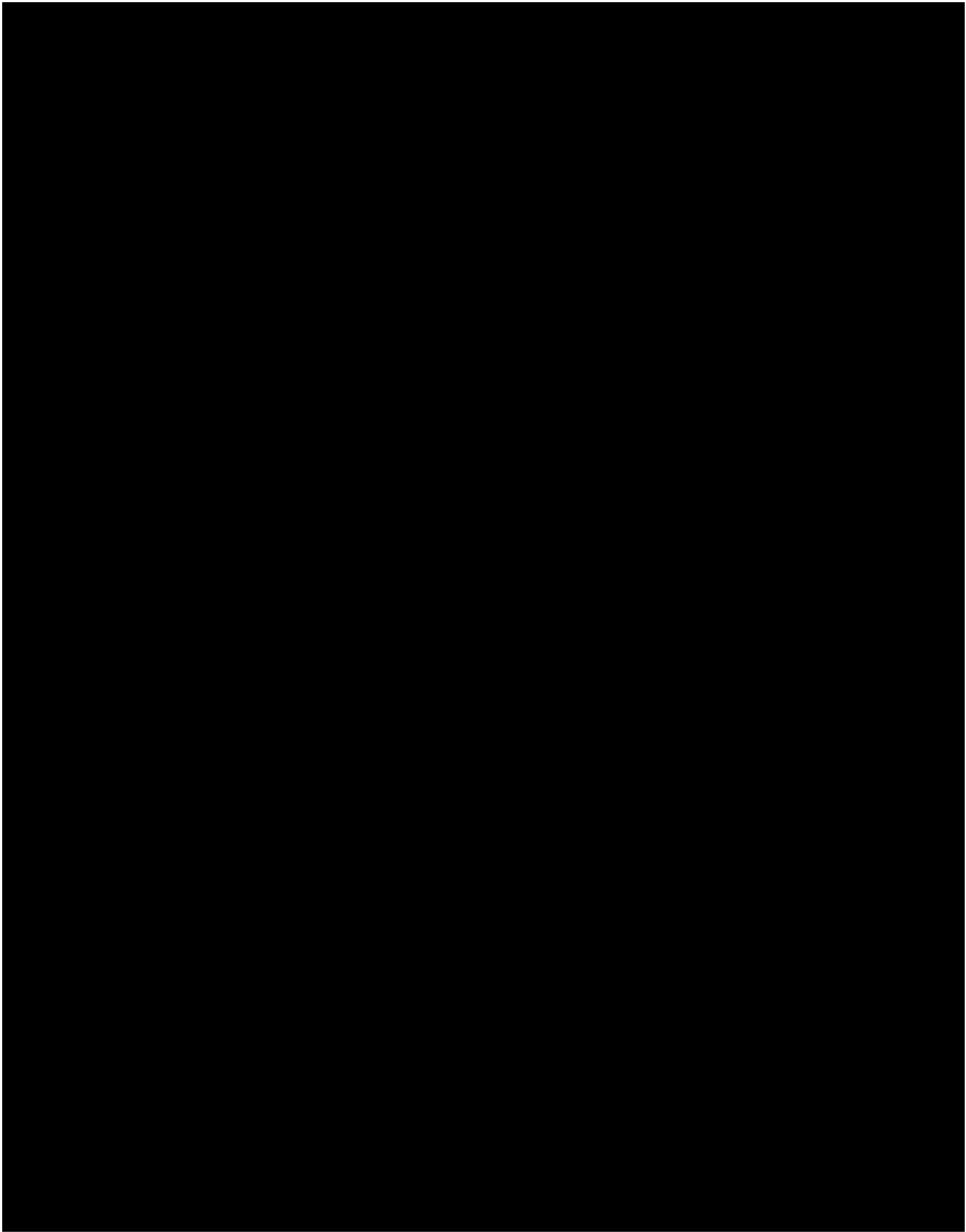
[REDACTED]

[REDACTED]



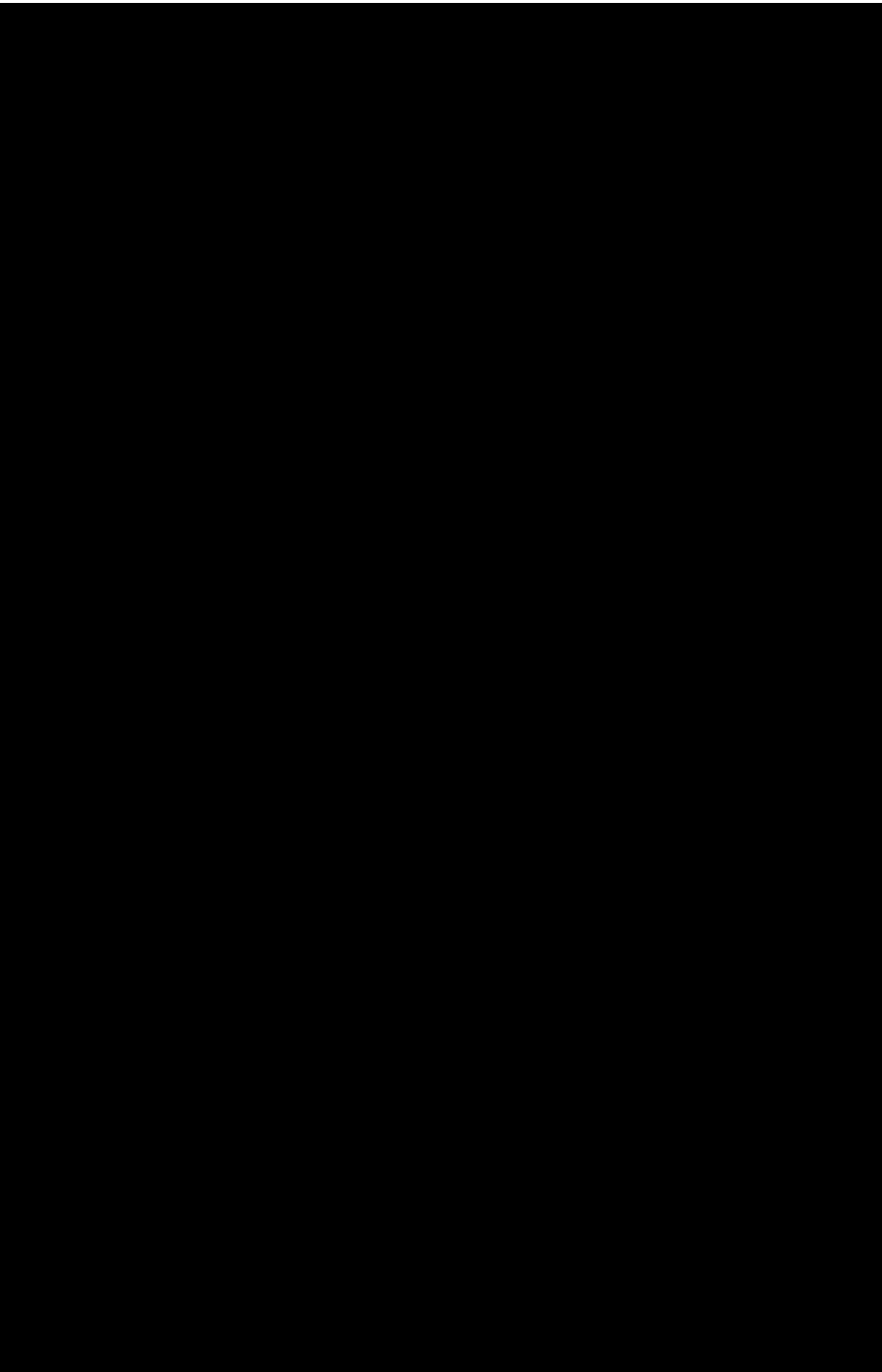


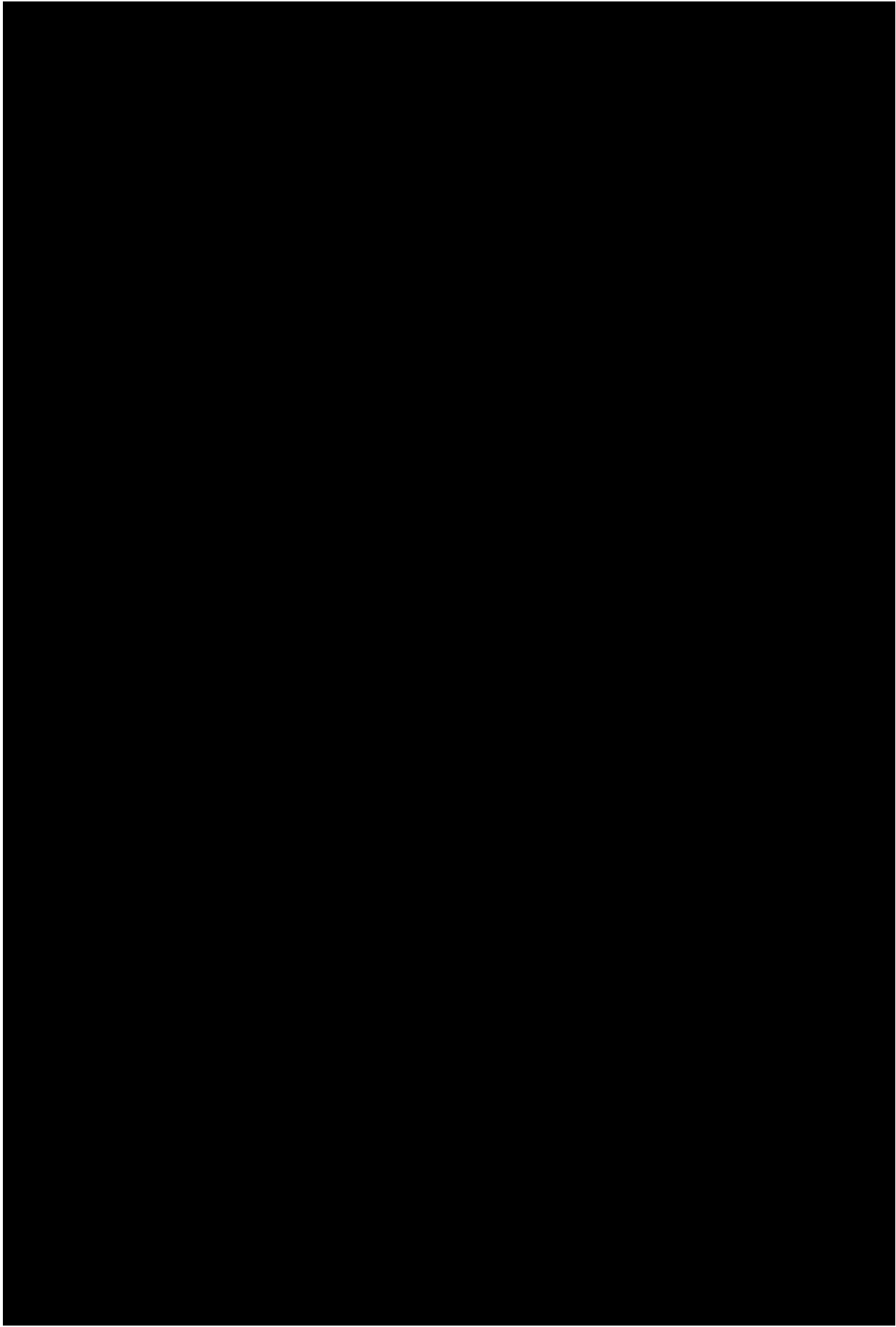


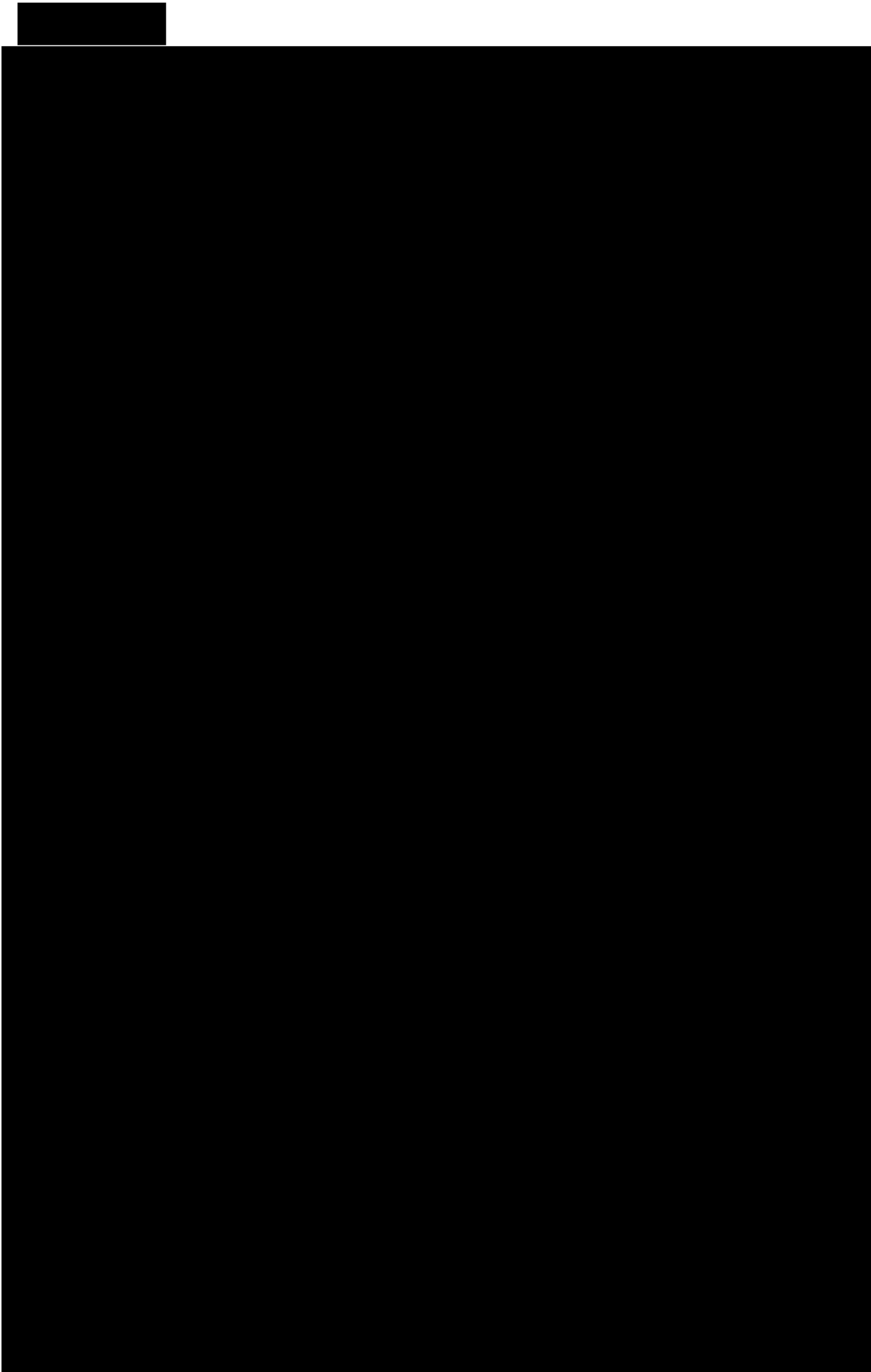


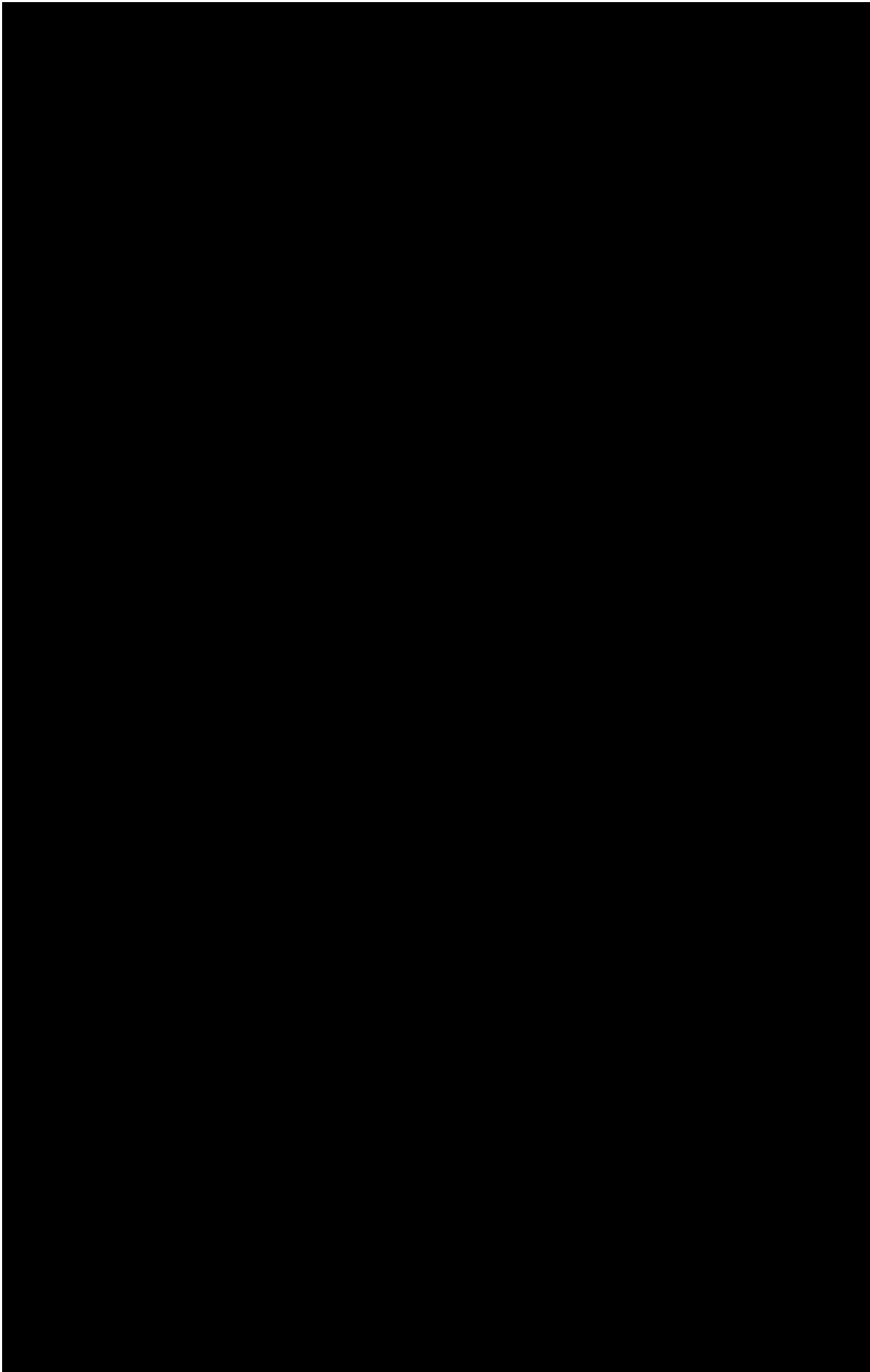
**CV template**

















## Self-assessment form for independent schools

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

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

| Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position  | Your self-assessed Ofsted grade (1-4)  | Required position - risks, actions plan (including priorities identified) and timescales |
|--|--|--|
| <p>in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.</p> <p>Consistency of student presentation of work and scrutiny reference progress and standards</p> <p>How marking, assessment and students feedback/reflection enhances student learning</p> <p>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match student needs</p> <p>How teaching promotes students learning and progression</p> <p>The review should be validated externally to ensure moderated outcomes for the school</p> <p>Reading, writing, communication and mathematics across the curriculum.</p> <p>Tutor and pastoral time including SMSC and British values</p> <p>please delete this guidance before submitting this form]</p> |  |  |
| <p><b>Behaviour and safety of students</b></p>   | <p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</p> <p>Health and safety procedures, policy,</p> |  |

| Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position  | Your self-assessed Ofsted grade (1-4) | Required position - risks, actions plan (including priorities identified) and timescales |
|--|---------------------------------------|--|
| <p>training and again supported by clear validated evidence.<br/> Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets<br/> Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.<br/> Students attitudes to learning and the creation of a positive ethos<br/> Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures<br/> please delete this guidance before submitting this form]</p> |                                       |  |
| <p><b>Quality of leadership in, and management of, your school</b></p>   |                                       |  |

| Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position   |  | Your self-assessed Ofsted grade (1-4) | Required position - risks, actions plan (including priorities identified) and timescales |
|---|--|---------------------------------------|--|
|   | evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of students. please delete this guidance before submitting this form]  |                                       |  |
| <b>The extent to which the education and systems provided by your school meets the needs of the range of students at the school, and in particular the needs of disabled students and those who have special educational needs.</b> | [student recruitment and how the education will be adapted to meet the needs of all<br>- progress on financial planning and cash management systems, including appointment of finance director<br>- budget predictions and resource for ongoing budget management<br>- trust's plans for ensuring funding agreement compliance<br>- ensuring adequate systems and controls in place, including accounting software package<br>please delete this guidance before submitting this form] |                                       |  |
| <b>Any other</b>  |  |                                       |  |

| Your assessment against Ofsted framework<br>(please provide a commentary) Review<br>outcomes - current position   |  | Your self-<br>assessed<br>Ofsted<br>grade (1-4) | Required position - risks, actions plan (including priorities<br>identified) and timescales |
|---|--|---|---|
| <p>comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p> |  |   |   |



## Governance self-assessment

| Your assessment against the Governors and Academies Financial Handbook | Your assessment of current position (How you do it now)  | How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales |
|--|--|--|
| <b>1. The roles and responsibilities of the directors/ trustees</b>    | Please detail your duties as:<br>company directors and charity trustees;<br>accounting officer<br>Understanding of the strengths and weaknesses of the school.<br>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)<br>Holding school leadership to account |  |
| <b>2. Structure of the board</b>                                       | Accountability system<br>Structure of decision making  |  |
| <b>3. Meetings</b>   | Please detail your board and committee meetings schedule and outline agenda  |  |



|                   |   |  |  |
|-------------------|---|--|--|
| <b>4. Finance</b> | Please give details of:<br><br>your chief financial officer, with appropriate qualifications and/or experience;<br><br>Schemes of delegation;<br><br>Approvals process- budget;<br><br>Investment policy;<br><br>Procurement including leases;<br><br>Internal control framework;<br><br>Contingency and business continuity plan;<br><br>Insurance cover |  |  |
|-------------------|---|--|--|



Department  
for Education

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