

Free Schools in 2014

Application form

Alternative provision Free Schools

Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information available [here](#).

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to **alternativeprovision.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial templates**) by 'Recorded Signed For' post to:

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

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

Section I must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up an alternative provision 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 under 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

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to alternativeprovision.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	[REDACTED]
2.	On Track Education 2 Stephenson Court Fraser Road Priory Business Park Bedford MK44 3WJ
3.	Email address: [REDACTED]
4.	Telephone number:01234 838754
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> Yes
6.	If Yes, please provide more details: [REDACTED]
7.	How you would describe your group: <input checked="" type="checkbox"/> A teacher-led group <input checked="" type="checkbox"/> An existing provider
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School in this round? <input checked="" type="checkbox"/> Yes
10.	If Yes, please provide more details: All 6 schools are currently Special Independent Schools, the others will be: On Track Westbury (Wiltshire) On Track Wisbech (Cambridgeshire) On Track Totnes (Devon) On Track Mildenhall (Suffolk) On Track Northampton (Northants) We are seeking to set up a Multi-Academy Trust as the umbrella organisation for all our existing 6 schools as they convert to Free

	Schools.	
11.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: On Track Education Trust	
14.	Company address: 2 Stephenson Court Fraser Road Priory Business Park Bedford MK44 3WJ	
15.	Company registration number and date it was incorporated: 8308990 27 th November 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes
17.	If Yes, please provide details: On Track Education Centre Northampton (Northants) On Track Education Centre Westbury (Wiltshire) On Track Education Centre Wisbech (Cambridgeshire) On Track Education Centre Totnes (Devon) On Track Education Centre Mildenhall (Suffolk) On Track Education Centre Silsoe (Bedfordshire)	
Company members		
Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	

Company directors

Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
21.	4. Name: [REDACTED]
	5. Name: [REDACTED]

Related organisations

22. Yes

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

•
On Track Education Services Ltd: CRN: 5363653

Current multi-school umbrella organisation.

Consultancy role on all aspects of school provision.

www.ontrackededucation.co.uk

LiveSchool Limited: CRN: 6683330

E-learning platform available to all On Track students. Will continue operating to meet individual student needs for On Track Free Schools as required. (www.liveschool.co.uk)

24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc): None	
Existing Providers		
25.	Is your organisation an existing provider wishing to convert to a Free School?	<input checked="" type="checkbox"/> Yes
25.	If so, is your organisation registered as an independent school? An organisation should be registered as an independent school if it provides full time education for: a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.	<input checked="" type="checkbox"/> Yes All 6 schools are registered as independent special schools.
26.	Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?	<input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish/sponsor a separate alternative provision Free School?	<input checked="" type="checkbox"/> No
28.	If Yes to any of the above questions, please provide your six digit unique reference number here:	134137
29.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	11-16 30 on role at beginning of year – increasing throughout the year Capacity 32
30.	If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: Date of last Ofsted Inspection: 7 th December 2010	

	<p>Ofsted Report</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p>
31.	<p>If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=134137</p>
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>

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



Declaration to be signed by a company member on behalf of the company

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 an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: ██████████

Print name: ██████████

Date: 15th December 2012

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

Section B: Outline of the school

1.	Proposed school name:	On Track Chiltern
2.	Proposed academic year of opening:	2014
3.	Proposed age range of the school:	<input checked="" type="checkbox"/> 11-16+ If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input checked="" type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input checked="" type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below) If Other, please specify: EBSD, ASD
5.	Proposed number of pupils when at full capacity:	Full time (FT): 40 student places 2014 with the intention to increase from current 32 places, to 36 2013 adding one new group of 4 students each year to reach full capacity of 40 for 2014. Part time (PT): Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.
6.	Date proposed school will reach expected capacity in all year groups:	2016 for 40 FTE
7.	Will your proposed school be:	<input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding?	<input checked="" type="checkbox"/> No
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos.	<input checked="" type="checkbox"/> No
10.	If Yes, please specify the faith denomination, etc, of the proposed	

	school (please be as specific as possible):	
11.	If you have a preferred site, please give details, including the post code:	██████████
12.	Please tell us how you found this site:	Through commercial agents
13.	Is the site:	<input checked="" type="checkbox"/> private buildings
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	As part of our conversion we would like to acquire additional premises in Bedfordshire to provide accommodation for vocational activities
15.	Local authority area in which the proposed school would be situated:	██████████
16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Bedford Borough Luton Borough
17.	<p>This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>We are looking to apply for the Hybrid version of a Free School – Special/AP catering for young people with special needs (some with statements for EBSD and ASD) where all places are commissioned by Luton and Bedford Boroughs and Central Bedfordshire (SEN only) and local schools.</p> <p>Based on past cohorts 2010, 2011, 2012 our expectation is that at least 50% of students will have SEN statements for BESD and ASD.</p>	

Section C: Education vision

Who we are and our motivation:

On Track Education Services Ltd was set up in February 2005 by ourselves, a group of teachers who had been made redundant Christmas 2004 from within the children's care sector, where we had been teaching challenging young people in their residential homes.

As a result of seeing a real need to provide second to none full-time school placements for very vulnerable and challenging young people, we decided to set up a 'not for profit' company to provide specialist, alternative, high quality education provision, through our own schools, wherever needed, for groups of vulnerable young people, with or without statements. Our original aim was to provide a unique, self-funding sustainable service to Local Authorities and Schools. This aim has now been achieved in six locations across the UK.

We are now regarded not only as an excellent provider within Bedfordshire, with a proven track record of consistently providing second to none alternative education for our clientele, but also in five other locations around the country: Totnes Devon, Mildenhall Suffolk, Wisbech Cambridgeshire, Westbury Wiltshire and Northampton. All our schools have been set up at the request of local authorities and schools. All our schools have a proven track record of a constant, growing demand for places and financial sustainability.

Because of the success of our six existing schools and a desire to create, develop and grow more suitable provision nationally, we now feel that the time is right to transfer our existing umbrella not for profit company schools to a new Multi-Academy Trust, converting our existing schools to hybrid Free Schools.

This will enable On Track to meet the requests from potential new commissioners for more On Track Schools, delivering specialised, individual learning programmes which lead to very good outcomes for difficult to place young people which other providers 'have given up on'.

On Track special schools are different from other non-mainstream education special school or alternative provisions as all the places are commissioned by the Local Authority and local schools (our original aim as a not for profit organisation). It is with this fact in mind that we are proposing to convert our existing On Track independent special school Silsoe to a hybrid Free School providing alternative education for both SEN and non statemented boys and girls with special needs.

On Track Mission statement:

We aim to enable our students to:

- Experience positive achievement and success in the learning environment
- Acquire diverse skills and knowledge in preparation for adult life
- Develop a positive desire to learn constructively and effectively throughout life.

We want to further develop, create, and provide more school places for innovative, inspiring, motivational, successful student-centred educational programmes and

experiences for individual young people for whom full time mainstream schooling has, in the past, proved to be inaccessible and unsuitable.

The school is currently known as On Track Silsoe because of its current location. As an element of our key growth strategy we wish to acquire a second premises which will be suitable to be set up as On Track's local vocational centre as our current premises situated in the village of Silsoe, although highly suitable as a small school, are not suitable for practical activities like vehicle maintenance and construction which most of our other schools offer.

With larger premises, potentially not in Silsoe, we would then be able to increase our number of student places while offering an even broader curriculum.

As the result of this desired move to become a Free School, we will rename the school as On Track Chiltern.

We wish to convert our existing Independent Special School to a 'hybrid' special/AP Free School with the aim of becoming a flagship Free School leading the way in the provision of second to none educational opportunities for the most vulnerable, challenging and disaffected young people in the county.

Rationale:

This school is needed in Bedfordshire because the Local Authorities of Luton, Bedford Borough and Central Bedfordshire are unable to provide a sufficient number of suitable education places for their most challenging and vulnerable pupils, many with SEN statements and related barriers to learning.

The demand for places from the local schools is also increasing, with more schools buying into On Track services in Bedfordshire as other providers are unlikely to be able to meet the special educational needs of students, with or without statements, requiring specialist provision.

There is an increasing number of young people, year on year, who are permanently excluded within all three local authorities.

Initial research by ourselves into the views of the local school Heads within Luton and Bedford Borough uncovered a demand for a provision which would work with them to meet the obligation to provide full-time education for their disaffected and difficult to educate pupils, many with statements of special educational need as the chart below demonstrates.

Most of our current students are School Action Plus (40%) SEN (40%) School Action 20%. All have had significant disrupted mainstream school education. All require small group/individualised learning opportunities to meet their educational needs.

January School Census 2012

SEN Provision

Working

Areas

Including

Academies

Area	Total Pupils	No SEN With- out statement	School Action	School Action Plus	State -ment	School Action	School Action Plus	State- ment
Luton Borough	35103	6522	4351	2166	810	12.4%	6.2%	2.3%
Bedford Borough	29875	4434	3041	870	727	10.2%	2.9%	2.4%
Central Bedfordshire	39915	6239	4530	1667	1065	11.3%	4.2%	2.7%

On Track Silsoe has had young people referred from the listed working LA areas, including academies for over 20 years.

The above LAs are referring a growing number of students with SEN statements to On Track to meet their needs. This trend is expected to continue for the renamed school, On Track Chiltern.

In recent discussions with LA education officers from all three LAs, they are currently working with over 150 young people who are considered unsuitable for mainstream school and other special or AP schools and will benefit from alternative provisions, other than PRUs.

The impact of poor education outcomes affects Bedfordshire's NEET statistics, with 1260 16-18 year olds known to the LAs in 2011 as NEET. On Track data shows that 100 % of our Silsoe leavers successfully took up places in further education, training or employment in 2011 and 2012.

The Luton Heads in particular have a history of 23 years working effectively and productively with [REDACTED], who originally set up and acted as [REDACTED] and then On Track when the study centre transferred to On Track in 2007 and, as part of On Track's growth strategy, moved to Silsoe to new premises.

On Track Silsoe (Chiltern), officially opened January 2010, and has, after only two years of operation increased its number of places from 24 to 32, due to the increasing demand for places, despite its more rural location.

Our Students

Our current students, boys and girls, are typically aged between 11-16 and are some of the most vulnerable in society, having a history of disrupted school experiences and limited achievement due to exclusions, multiple placements (LAC), challenging behaviours and other barriers to learning including SEN (BESD and ASD).

Professionals and others working with these children and young people can agree that unfortunately there remain too many whose lives have been blighted. They are, as described by Wills (1968), the 'frightened, wounded, damaged and inadequate'. It is with these children and young people that On Track works effectively works in order to transform their troubled lives.

The students will already have a record of disruptive behaviours and/ or poor attendance which have escalated to the point where the mainstream school provider(s) have exhausted their own strategic attempts to retain the students on their own school sites. Usually the impact on their own staff and other students, or the student's poor record of attendance where the school has been unable to address the problem, is the point in time at which On Track is considered a solution.

The reasons behind these behaviours are as unique/varied as the students themselves, with the root causes often buried in their past experiences, and may include lack of sound parental care and guidance, abusive home back grounds, neglect, inappropriate role models, trauma – i.e. the death of a close family member, family breakup and related mental health issues, lack of self-esteem and weak belief and values systems. Some conditions are diagnosed as ASD, ADHD and depression.

Student needs often manifest themselves through deliberate behaviours which draw attention to the student's incompatibility with the current school's provision, including truancy, challenging the authority of the school staff which often results in aggressive and confrontational incidents which are difficult to control and contain, and may cause physical injury to staff and other pupils as well as damage to property. Short term exclusions further disrupt their learning, leading to limited progress being made towards achieving any exam success. On Track is seen as an alternative to permanent exclusion.

Specific student non educational needs - behaviour

The most common presenting behaviour needs and difficulties of our students are:

- The use of diversionary tactics to compensate/cover up for lack of confidence in own learning ability- low self-esteem underpinned by low self-worth.

On Track, through the pastoral care system and Personalised Learning Plan works with the student and family to identify root causes and work to build up self-confidence, replacing compensating tactics with clear strategies which help to improve self-esteem. Mainstream schools do not have the staff resources (Personal Keyworker) to facilitate this on a 1:1 basis.

- Poor communication skills – limited language mostly punctuated with swear words, - students unable to express themselves appropriately.

Within the Literacy Curriculum and 1:1 key worker sessions students are provided with opportunities to improve their language skills. They are not overtly criticised for swearing (as they would be in mainstream) but are helped to modify their language to meet audience expectations, reduce the necessity to swear and are equipped through role play to use language in more acceptable ways.

In a mainstream school this is too often a confrontational event which exacerbates the needs. On Track staff members do not react in the same way as the majority of mainstream teachers.

- Substance misuse and associated behaviours.

Through the PHSE Curriculum, the students are taught not only about the dangers of involvement in these activities and impact on future physical and mental health, but are also given the support to seek the help of health professionals and other support agencies who also visit the school

Mainstream schools are often less proactive in engaging other professionals to work 1:1 with individual students.

- Issues in the home environment leading to negative behaviours.

Through the pastoral care system within the school, the school communicates regularly with parents and carers and other support agencies to build better school/home relationships which will then support the work of the school in improving/modifying behaviours in school and at home.

Mainstream schools do not have the staff resources (Personal Keyworker supported by the school manager) to facilitate for individual families.

- Lack of self-discipline and poor motivation to change.

Students are rewarded with praise for each small step they take themselves to modify their own behaviour through the targets they set themselves in negotiation with their key

worker.

Being privately praised for anything, (for most of our students) can be an unusual event outside of On Track, and is supported with positive written communications to home (success letters) to support the continuing work with the home.

Mainstream schools are unable to facilitate this because of the much larger numbers of students involved.

- Poor anger management.

Teaching students new strategies to deal with difficult situations is essential as preventative measures and are covered with individual students during key worker sessions and occasionally as a whole school issue as required.

Mainstream schools do not have the staff resources (Personal Keyworker) to facilitate this on a 1:1 basis.

- Anti-social behaviour presenting as non-conforming to acceptable social norms – rudeness, aggressive stance and argumentativeness.

Too many opportunities are missed in mainstream school to overcome these issues in a non-confrontational manner. At On Track, personal image and body language are thoroughly covered as part of the preparation for working life agenda embedded throughout the curriculum. Again, all staff reward positive steps with 'private' praise e.g. appearance, (may remove hoody during a lesson).

All the behaviour strategies used by staff are underpinned by regular staff training and consistent approach.

Specific educational needs

These often manifest themselves as 'gaps' in education where the student has not acquired sound working knowledge of key learning skills which they can apply confidently. On admission, students are assessed to identify specific learning needs and 'gaps'. The Personalised Learning Plan identifies learning programmes which will fill the gaps and set specific targets and goals for the student to achieve.

Basic skills in literacy and numeracy are frequently identified as areas which need to be addressed throughout the curriculum. Where previously undiagnosed dyslexia and other barriers to learning are identified through the assessment processes, specialist staff are employed to work 1:1 with the student.

What On Track is able to do through the 5 key strategies briefly explained below, is to gradually unwrap the root problems with the individual student through Key Worker 1:1 support, address the issues through a variety of interventions (which may involve parents) and put the student back on track for better emotional, social, behavioural and educational outcomes, including exam and qualification success.

As explained above, mainstream schools operate on a much larger scale and do not have the specifically trained staff resources to provide 1:1 support and interventions.

We work closely with local schools, as they themselves, are unable to meet the educational needs of this particular type of young person.

Working together with the other schools within On Track ensures that we are providing the most suitable courses and learning programmes for the students, all of whom are either at risk of exclusion, or are already excluded and would not achieve and succeed without our specialist intervention.

Because of the level of high dependency (Place Plus) students admitted to our school, we provide a staff : student ratio of 2:4 to facilitate the delivery of individualised learning

programmes and dedicated support, working to remove/reduce entrenched barriers to learning wherever possible.

All student places are currently commissioned and funded by the three Bedfordshire LA's (15 places) and, at present, 7 Luton and Bedfordshire schools (16 places).

Becoming a Free School in Bedfordshire will support our aim to 'grow' the provision to be able to admit more young people with diverse needs and broaden our vocational and practical curriculum.

Current Provision:

Our students, most of whom have similar behavioural special needs and associated learning difficulties (with or without statements) are grouped (4 students) together where possible according to age and ability 'Track' they are following: 1. Foundation, 2. Academic and 3. Practical/Vocational underpinned by a robust behaviour management programme. See below.

Two staff support each group enabling 1:1 interventions and learning support as required. This grouping, allowing students with and without statements to work together works well. Students without statements (undiagnosed difficulties) are encouraged to work with statemented peers with similar specific learning difficulties, e.g. dyslexia. As student self-confidence grows in their own ability, they will take on more challenging academic work which leads to higher level qualifications.

At On Track Silsoe (Chiltern), there are currently (Mid Oct 2012) 17 young people with statements of special education needs with BESD and ASD and related difficulties, and another 15 excluded/at risk of exclusion - students for whom our provision is deemed to be more suitable than any other.

The school is still relatively small – currently registered for 32 (originally 24) students with 16 young people on site at any one time. This deliberate timetabling (see Section D1 pages 41-42) is due to the nature and behaviour of the students, often exhibited through loud, aggressive, and sometimes dangerous actions requiring close supervision and 1:1 interventions as required until the students gain skills to modify their own behaviour through On Track support and engagement strategies.

Becoming a Free school will enable us to continue providing this level of support for individual students while also expanding our provision to accommodate more young people for whom mainstream school is unsuitable because their specific behavioural and educational needs are not being met.

Our plan is to slowly increase numbers over the next 2 years to 40. The reasoning for a slow increase will be explained below and in more detail in Section D. The nature of the young people we work with requires a deliberately slow introduction of new students to ensure existing group dynamics are not disrupted or upset by the introduction of too many new faces too soon.

Historically our school reaches capacity between January and March each year, with numbers decreasing at the end of June as year 11 students leave. Key Stage 4 students normally remain with us until the end of their compulsory education to complete two year exam and accreditation courses, sometimes beyond.

Our provision is best placed to meet regional need because of the high level of local, knowledgeable, qualified, experienced and dedicated On Track staff team members who have the ability to work effectively with the most challenging students which most teachers in mainstream schools would choose not to work with.

Fair access protocols exist to ensure that all schools in the region admit their fair share of vulnerable and challenging pupils without statements who may be difficult to place.

On Track offers another solution for schools struggling to meet the demands of these young people as local authorities must not require undersubscribed schools to admit a greater proportion of children with a recent history of challenging behaviour than other schools. On Track is used as an alternative provision where local schools would have already employed a variety of their own strategies through the 'in year fair access protocols', prior to referring the students to On Track for more specialist and successful provision- proven by our track record of success for students for whom exam success was not originally expected at any level.

Mainstream schools would not have entered these students for nationally recognised accreditation due to their irregular attendance and lack of engagement.

On Track Silsoe/Chiltern Exam Results

SILSOE - 2010	GCSE			ENTRY LEVEL			BTEC	
	Entries	Passes A* - C	Passes D - G	Entries	Passes	Passes Level 3	Entries	Passes
SUBJECTS								
English	3	0	3	5	5	4		
Maths	7	0	7	3	3	3		
Science	3	0	3	6	6	3		
Art	5	0	4					
Ict				6	6	5		
Business Studies	1	1	1					
Personal Social Health Education				4	4	4		
Preparation for Working Life				5	5	5		
TOTALS	19	1	18	29	29	24	0	0
SILSOE - 2011	GCSE			ENTRY LEVEL			BTEC	
	Entries	Passes A* - C	Passes D - G	Entries	Passes	Passes Level 3	Entries	Passes
SUBJECTS								
English	5	1	4	7	7	6		
Maths	11	3	8	3	3	3		
Science	5	2	3					
Art	5	1	4					
Ict				10	10	9		
Cooking							4	4
Home Economics				1	1	1		
TOTALS	26	7	19	20	20	18	4	4
SILSOE - 2012	GCSE			ENTRY LEVEL			BTEC	
	Entries	Passes A* - C	Passes D - G	Entries	Passes	Passes Level 3	Entries	Passes
SUBJECTS								
English	6		6	1	1	1		
Maths	6		6	6	6	6		
Science	4		4					
Art	2	1	1					
Ict				6	6	5		
Cooking							4	4
TOTALS	18	1	17	13	13	12	4	4

Location

We currently operate one site in Wrest Park, Silsoe, Central Bedfordshire, which accommodates our academic programmes. An additional room based at our Head Office in Bedford is also used regularly for groups of students following Preparation for Work courses.

Our plan is to gradually grow the provision by adding a new site to commence offering vocational/practical and work related courses. Courses which would enabled more kinaesthetic learners to succeed vocationally as well academically. Few mainstream schools are able to effectively provide this in small groups.

We can then add one group of four full time student places each year until we reach a potential capacity of 40 students across both sites. If demand exceeds this number we would consider setting up a third site if the newly acquired vocational site proves to be too small to cater for the growing demand.

The current premise location is highly suitable as an academic learning school for our current registered number of students (32). However it is not suitable for delivering vocational learning which will be required to meet the needs of young people unable to achieve higher level academic programmes, requiring a more kinaesthetic learning approach. The current premises are in easy reach of the 8 schools (travel time within 30 minutes) who have, and are, currently commissioning places since the On Track school opened on its new refurbished site in 2010, serving the whole of Bedfordshire and also other towns within a radius of 30 miles, including Bedford, Luton, Dunstable, Leighton Buzzard, Biggleswade and Stevenage. We currently admit students from Central Bedfordshire schools for whom existing Central Bedfordshire provision is further to travel. The current premises are situated in the grounds of the stately home Wrest Park, in central Bedfordshire, serving schools from Bedford, Luton and central Bedfordshire and is made up of a modern two storey office unit which on Track has already substantially refurbished to provide 6 classrooms, 1:1 room, kitchen and dining room used for teaching food technology, ICT suite, student social area which is also used for larger group work including drama, office, staff facilities and use of the extensive park grounds as the outdoor recreation area.

Students are placed with us throughout the year as events occur which necessitate the move to On Track. Most moves are the result of the breakdown of mainstream or other alternative provision placements or no other suitable place, which meets the needs of the individual student, being available within the locality.

We are proposing this particular school because of a need to provide and expand our different approach; different from that delivered by mainstream or other alternative providers working with our type of young person. We have a proven track record of successfully re-engaging our students through our unique and effective learning programmes and approach, the keystone being to enable the students to successfully manage their own behaviour.

The school staff team is fully supported by an administrative team based at On Track Head Office in Bedford and a team of experienced Directors/Proprietors – including the founder Directors of On Track, all with teaching and education backgrounds and used to working closely with local schools and local authority education departments.

(see Section F)

During initial, informal discussions, current Commissioners have been very supportive of

our provision and our intention to apply for Free School status, especially if it means we can expand the provision further.

Evidence: See APPENDIX A On Track Occupancy Growth Record – Silsoe highlighted.

Evidence: Letters of Support for conversion from existing and potential Commissioners in E2: Luton Behaviour and Tuition Service 10 places, Luton LAC Virtual School 6-10 places.
Putteridge High School 3 places (converting to Academy) More to follow.

Ethos:

Our guiding principles are:

- To meet the individual educational needs of vulnerable young people unable to attend other mainstream provision due to risk of exclusion, where other provisions have been unable to meet their special education needs (with or without statements) and medical needs through our own innovative and successful (proven track record) curriculum and approach.
- To develop a small school which provides an informal, calm, conducive and fully inclusive working and learning environment with small group staff: student ratios (2:4) which allow individual students to thrive and prosper.
- To offer a value for money support service principally to LAs and schools.
- To provide the best possible, bespoke, individual student-centred provision within the county.
- To establish a long term, caring, consistent, learning community within the locality where all achievements are recognised.
- To maintain and improve effective support networks through well informed communications with outside agencies, Commissioners, schools and families.
- To recruit and employ highly effective experienced teachers, tutors and support staff to deliver the innovative, motivational On Track Curriculum.

Vision:

We wish to establish and grow this Free School in Bedfordshire to enable the Local authority and local schools to commission more places for disaffected, vulnerable and difficult to place young people as a long term solution to the difficulties being encountered by the LAs and schools of too few suitable places currently available to meet the needs of this cohort of young people within the region.

According to local Head teachers and SENCOs, local mainstream schools are looking for solutions to change the current practice of having to provide alternative education through the use of a number of different short term/part-time provisions which fragment the individual student's timetable and too often do not meet the educational needs and aspirations of the students to achieve level 1 and 2 qualifications.

(See On Track results chart above)

On Track Free School Chiltern will be the ideal solution, with students working full time

with one provider which offers the tried and tested broader alternative On Track Curriculum, while understanding the needs of the students, as well as the SEN requirements of local students which local schools and other providers, are unable to meet.

As a Free School, we will look to:

- provide more student places, initially increasing the number of student places to 40 when we have acquired additional premises for vocational learning, with the view to increase numbers even further depending on the size of the additional premises,
- find and equip a vocational skills site to expand the range of vocational, physical education and life skills courses on offer. This will include the hire or purchase of related tools and equipment, to facilitate more, and higher, levels of achievement for kinaesthetic learners following Track 3 (See Section D1),
- employ more specialist support and vocational teaching staff,
- provide more therapeutic interventions where required for individual students,
- improve ICT management and equipment,
- secure additional support services from other agencies, including health, social services and education,
- fund the additional costs which will be incurred towards the compulsory teacher's pension scheme (On Track currently operates a company stakeholder pension scheme).

The 5 On Track Key Strategies to deliver and achieve our vision are:

Ofsted Evidence to support On Track Strategies can be found in

Appendix B Ofsted evidence comments December 2010)

1. The On Track Curriculum – (judged as Outstanding November 2012 most recent Ofsted inspection Wisbech, another On Track school)

- Flexible, with individual schemes of work (Personalised Learning Plan) to meet educational needs and aspirations
- Broad and balanced, incorporating, and embedding, the essential elements of the National Curriculum
- Motivational, with all subject units of work nationally accredited and providing a learning pathway into higher level qualifications
- Inspirational, encouraging participation in both on-site and off-site academic and non-academic activities
- Robust assessment procedures are regularly recorded and monitored
- Transferable curriculum to outreach (home tuition) and on site/off site independent learning through LiveSchool – On Track's e-learning facility for students unable to attend the school for any agreed period of time
- The curriculum is supported by an On Track produced e-zine called LiveMail which students can access for independent learning via the school ICT network

The On Track Curriculum is reviewed and amended each year by specialist subject staff to add new units which are planned to be delivered during the following year because of the introduction of new curriculum areas and the introduction of QCF new accreditation specifications.

2. The On Track Strides Programme -

- Provides for personal aspirational target setting
- Builds self-esteem and enjoyment
- Improves attitude to learning
- Integral to behaviour management and social skills development
- Supported by an On Track Key Worker
- Develops positive self-evaluation and assessment skills
- Helps to develop positive relationships between staff and students
- Promotes an awareness of right and wrong behaviours
- Improves attendance
- Records all personal achievements

Created to help young people help themselves to recognise and accept where their behaviour needs to be improved/changed and provides the steps and support to help them modify and improve their own behaviour through robust personal target and goal setting, carefully supported by On Track keyworkers.

3. The On Track Staff -

- Rigorous recruitment process to select suitable staff at all levels – qualified teachers to teach specialist core curriculum subjects, qualified tutors/unqualified teachers to deliver specialist subjects and learning support assistants to help meet individual needs either within the group environment or 1:1 support
- Experienced, knowledgeable, understanding staff working in small groups:2:4 to encourage participation and promote interest in learning and achieving
- Enthusiastic, patient, caring, skilled and committed workforce delivering a successful, holistic approach to learning and achievement
- Supported by senior management, in service training, policies and guidelines on all aspects of challenging, yet rewarding roles

All On Track staff are recruited (through a rigorous recruitment process) because they have experience, enthusiasm and/or a proven track record of working successfully with difficult and challenging young people.

Excellent staff : student relationships are the cornerstones on which On Track builds outstanding provision leading to excellent outcomes as described below in the outcomes and aspirations section.

4. The On Track Environment -

- Continually improving, expanding, conducive learning environment with designated curriculum areas
- Regular premise maintenance, refurbishment and acquisition of resources and equipment
- Informal, warm and friendly atmosphere
- Safe, attractively decorated and furnished learning areas
- Students' involvement in premise improvements – from deciding on colour schemes to hands on practical activities including interior design, decorating and furniture construction
- All On Track Schools have 'Green Champions' and regularly utilise various forms of recycling, encouraging our students to learn how to legally acquire household items for their own use when planning independent living

On Track senior management's aims continually, as finances allow, to improve the working environment for staff and students alike with due regard to Health and Safety and

each individual being involved in any improvements.

5. Well-Being at On Track

From admission to departure, every young person is assisted to work towards a sense of well-being for his/herself and the On Track community as a whole, through:

- underlying robust safeguarding policies, practice and support,
- improving personal social skills which help to develop and build self –esteem,
- supporting students to lead safe and healthy lives,
- understanding that we live and work in a diverse culture requiring positive relationship management,
- respecting one another regardless of differences,
- joint working with other external agencies including Social Services, Health, YOT teams.

The On Track environment allows for intensive learning input during the school day. The school day will offer 5 hours of learning and achieving to every student – 3 hours academic work -core curriculum for all students according to their ability and age of English, maths, science, ICT, PHSE and Humanities and 2 hours practical activities including Art & Craft/Design Technology, a physical fitness programme, life Skills and work related learning, including the addition of vocational courses when we have acquired suitable premises as a Free School.

The intended learning programme for each term will be described in each individual student's Personal Learning Plan, which will effectively build on prior learning. Homework will only be provided for those students who request it, or need additional reinforcement tasks if they are having difficulties assimilating a skill or specific piece of knowledge.

The range of subjects and activities on offer will ensure that each student follows a broad and balanced curriculum which will include enrichment and bonus activities throughout the school year.

The school will focus on facilitating and enabling the students to acquire exam results consummate in their ability and potential by engaging the students in learning activities which motivate them to learn because On Track staff members ensure that they are enjoyable, engaging, challenging and relevant to their individual needs.

The Multi Academy Trust will, through its structure, made up of highly effective, experienced and expert personnel, enhance and help implement the vision across all six existing schools, through the high level of 'hands on' support through sharing Regional Directors, resources and good practice.

Outcomes and aspirations: (Available evidence to be provided if requested).

On Track's rigorous student assessment procedures, commencing with initial baseline assessments on admission, reporting through informative progress tracking processes (**Appendix D**) and setting at least 4 key Smart Targets each year for each student, will enable On Track Silsoe (Chiltern) to efficiently and accurately measure outcomes.

Measureable success criteria for individual students which On Track Silsoe is already noted as helping to achieve:

- Improved student attendance data (some young people may not have attended school at all in the previous year) so we are confident that an average 50%

attendance will improve to at least 85% for all students, more for most.

Available evidence: attendance register

- Higher than expected academic (usually nil) GCSE and Level 1 or 2 exam results
We expect all students to achieve nationally recognised qualifications in all core curriculum subjects, ranging from Entry Level through to GCSE.

Available evidence: exam and Accreditation results 2010, 2011, 2012 (page 18) and Case Studies (Appendix C)

- Higher than expected vocational (usually nil) Level 1 or 2 other accredited achievements.

Available evidence: exam and Accreditation results 2010, 2011, 2012 (page 18) and Case Studies (Appendix C)

- Improved behaviour- fewer exclusions, less violence and less anti-social behaviour in and out of school -evidence documented as reducing levels of incident reports produced and kept in student files.

Available evidence: behaviour reports and case studies (Appendix C)

- Reduction in juvenile criminal activity during school hours.

Available evidence: attendance register of students formerly 'on the streets' during school hours and case studies

- At least 98% of On Track students move on into further education, employment or training (2011 and 2012 100% achieved). We view this as a sound social investment as the overall short term cost of the On Track provision will effectively reduce the cost of providing long term 'benefits' for NEET candidates.

Available evidence: school 'moving on' destinations data and case studies. (appendix C)

These outcomes and aspirations are essential for our students to achieve, enabling them to move on in society with more life chances and opportunities than they had predicted, or even considered prior to attending On Track Chiltern.

Desired outcomes for On Track Free School Chiltern as a whole:

- On Track Chiltern recognised by LA, Schools, students, parents and local community as flagship Free School/special alternative provider of education.
- Have a 'full' school throughout the academic year, combining SEN and non SEN provision.
- Meeting the individual educational needs and aspirations of more young people in Bedfordshire as a Free School.
- Maintain our existing excellent reputation throughout Bedfordshire delivering successful outcomes including positive impact on NEET statistics as above.
- Further growth and development of On Track School places and innovative services to LA and local schools.

These targets are appropriate and achievable through the implementation of the strategies outlined above for both individual students and the school as a whole as we now have a historic (8 years) track record of working successfully with over 170 vulnerable young people each year in similar On Track schools across the country.

On Track Silsoe, previously Bramingham Park Study Centre, has already had a major impact on improving outcomes for hundreds of young people in Bedfordshire over the last twenty years or more.

Fundamentally, On Track not only fits comfortably into the Free School concept and structure as a hybrid Free School, but is also typical of what the Free School ideal and key aims for Alternative Provision are set out to achieve:

High standards of teaching and achievement for some of the most vulnerable children in our society – innovation and best value being the key ingredients which On Track offers as well as best practice.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Key Stage 1								
Key Stage 2								
Key Stage 3	9	16	16	16	16	16	16	16
Key Stage 4	21	24	24	24	24	24	24	24
16-19: commissioner referred								
16-19: pupil application								
Totals	30/32 Oct 2012	40	40	40	40	40	40	40

Section D: Education plan – part 2

D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

Our plan is to gradually grow our very successful provision to provide an increasing number of full time student places to meet the needs of all the students with behavioural difficulties who are now, and in the future, likely to receive inadequate education in terms of time, quality and positive outcomes in mainstream schools, where their needs, because of the large size of the schools and student numbers, are frequently not fully identified or appropriately addressed.

On Track Chiltern Free school will provide education for young people who will have a variety of educational and social needs. Most will have behavioural difficulties as well as various barriers to learning; a few may have additional SEN needs. Currently 25% have statements of special education need for BESD and ASD.

See Section C pages 15/16 for specific non educational and educational needs.

Curriculum Rationale

Our curriculum must be able to motivate and inspire young people, boys and girls, to learn effectively where previous curriculums, in other environments, have been unable to engage and sustain individual student progress.

To enable us to effectively deliver our curriculum to our students, we provide each student with a Personalised Learning Plan which has been developed to incorporate their individual learning styles which have been identified during the initial baseline assessment processes following admission.

Most of the young people referred to On Track are not expected to achieve nationally recognised accreditation by their current schools or providers because of their poor and challenging behaviours, irregular attendance and lack of motivation to improve their life chances.

However, on Track puts in place a series of clear strategies which have an 8 year history of reversing these trends, proving that these young people, given the right environment and support, can succeed in education by achieving a range of accreditation and qualifications which suits their age, ability, learning style and personal aspirations.

Most of our students, with and without statements, will attend full time and will be some of the most challenging to teach in the county of Bedfordshire, including Luton, Bedford and the Chiltern area between the two boroughs. Most of our students will have behavioural difficulties and educational needs which other schools have been unable to meet. As a result, the innovative On Track Alternative Curriculum will provide a vehicle to not only drive the students forward along an individually constructed qualification route but also promote and encourage changes in attitude and behaviour to enable them to make the most of the opportunities offered to them, within On Track and beyond.

The rationale is based on the desire to re-engage challenging and disaffected young people in learning activities which will motivate and inspire them to not only succeed and achieve

qualifications in education but to also improve their attitude to learning as a life time activity with achievable, sustainable and rewarding outcomes.

The 11-16+ On Track Curriculum has been designed, and developed over the last 8 years by a team of experienced On Track teachers to meet the educational needs of all the young people attending the On Track school for whom the National Curriculum has proved to be too prescriptive and demanding.

Our original aim in creating the On Track Alternative Curriculum was to provide a curriculum which the students themselves would find 'different' from mainstream, a curriculum in which they would want to engage because they themselves would find it relevant to their own needs, potentially enjoyable and leading to success via a range of nationally recognised accreditation routes.

The curriculum plan for each subject is reviewed annually by subject specialists, adding, updating and improving subject topics as appropriate. On Track also provides a 16-19 curriculum, should the need arise at On Track Chiltern for young people who may stay on during the Key Stage 5 phase in light of the raising of the school leaving age. We also anticipate with excitement the proposed changes to the pre 16 examinations.

Students with statements of educational need will have the statement amended to make it clear that the student will follow an alternative curriculum which 'contains essential elements of the National Curriculum'.

These elements include the learning and strengthening of the essential basic skills and related topics to help students access the skills and information to learn effectively not only for their time in school, but also as a life time activity.

Where part-time Key Stage 3 students are likely to be reintegrated back into their main stream school, we will endeavour to cover the topics which their mainstream peers are covering, to enable a smooth transition back into mainstream.

Full time Key Stage 4 students will successfully achieve nationally recognised accreditation up to and including GCSEs or equivalent in at least five curriculum subjects while being given help and support to improve their behaviour and social skills. These two key elements of On Track's provision will enable them to successfully take up places at college, in employment or training when they leave On Track.

Academic Outcomes

The innovative On Track Curriculum at the new Free School Chiltern will provide a series of accreditation routes where every unit or module of work can be nationally accredited at a suitable level for each individual student ranging from P Levels through to GCSE A*/EBAC, using the AQA Unit Award Scheme standalone units of work as the foundation blocks, AQA Entry Level Certification at E1, E2, E3 (also accredited through the AQA UAS as the next level of accreditation, progressing into GCSE's/EBAC and other Level 1 and 2 Qualifications, including Functional Skills, BTECS and vocational courses as offered at the school (dependent on staff expertise).

Building up successful educational and employment outcomes:

Employment: Life time activity		
Work Experience	Training	Education
Vocational Quals		AS/A level Quals
Entry Level Quals	GCSEs	Level1&2 Quals
Starting point: AQA Unit Awards		

On Track Chiltern will ensure that all students will achieve nationally recognised qualifications by the end of Key Stage 4, and with Commissioner agreement continue working with students who are unable to achieve that aspiration at the age of 16, arranging for them to retake examinations to gain higher grades if they wish to before moving on into College, training or employment,.

All students will still be supported by On Track to ensure that their destinations after On Track are secured and will still meet their individual needs and aspirations.
All (100%) of leavers in 2011 and 2012 achieved the On Track aim of ensuring all students acquire places in either employment, college or training.

How we embed this approach:

We make it clear to new, prospective students that there are a number of tracks they can follow to achieve what should be their ultimate goal- worthwhile employment with no limits. The diagram above shows how everyone entering On Track has the same starting point, which can then be built on to suit their own preferred learning style and accreditation route.

The courses will be selected by the students themselves in collaboration with their teaching staff and On Track Key Worker (advisor and mentor) to meet their personal aspirations and goals.

All courses are supported by the AQA UAS as the Foundation blocks, the value of which is to provide on- going accreditation throughout each course as an additional short term 'motivator' to assist in keeping the students 'on task' as they create their own portfolio of nationally recognised accreditation.

All our students from the age of 11, through to 16, (Key Stages 3 and 4) will receive accreditation for each unit of work they successfully complete, to suit their own ability and helping them progress through to higher levels of attainment and achievement following our accreditation and qualification Tracks.

Accreditation Tracks:

	TRACK 1 FOUNDATION	TRACK 2 ACADEMIC		TRACK 3 VOCATIONAL		
Key Stage 4	AQA UAS Entry/Level 1	GCSE /EBAC	Level 1&2	Func. Skills	AQA UAS	BTEC
Key Stage 3	AQA UAS P/Entry	Entry Level Certificates		LIFE SKILLS AQA UAS		

Students following Track 1 will be assessed as having significant learning difficulties preventing them from engaging with GCSE/EBAC academic courses. They may have communication and written language barriers which need to be addressed. On Track will provide them with specialist teachers to work 1:1 to help them progress. The Foundation Track will consist of both academic and practical units of work, with an emphasis on basic numeracy and literacy skills with the intention that students will be able to progress on to combined Track 2 and 3 higher levels of work when they are able.

The Accreditation Tracks outlined above have a proven track record of being successfully followed by our students.

The expectation is that all students will achieve the following:

TRACK 1: 3-5 AQA Units in each subject each year accumulating into 3-4 **Entry Level Qualifications** including English and Maths by the end of KS4 achieved by most of the students following this track only.

This track is most suitable for students who require intensive basic skills input because of the gaps identified during the baseline assessment process. Students following this track will require significant learning support

TRACK 2: at least 3 **GCSE's A*-G and/or level 1&2 qualifications** achieved by most of the students participating in this programme only.

If combined dual entry with Entry Level Qualifications, 100% will have achieved a qualification in Maths, English and PHSE (level 1 or 2).

This track is most suitable for students who have reached at least level 4 on admission in English, Maths and Science and are able to work independently requiring minimal learning support.

TRACK 3: at least 1 chosen **BTEC or NVQ qualification** combined with at least 2 **Functional Skills qualifications** and at least 1 Level 1 or 2 supporting qualification in Work Related Learning/Preparation for Working Life achieved by most of the students participating in this programme.

If combined dual entry with Entry Level Qualifications, 90% of students will have achieved a qualification in Maths, English and PHSE (level 1 or 2).

This track is designed in particular for kinaesthetic learners who will require supervision during the practical elements and some learning support as required for the written elements of the courses.

Exam specifications are selected each year by the subject specialists which best meet the needs of the current cohort of students.

Pedagogy

The pedagogical approach behind On Track's success is the consistent use of teaching techniques and methodology encompassing:

- what is taught/learned - the content
- how it is taught or learned - approaches to teaching and learning
- why it is taught or learned - the underpinning values, philosophy or rationale.

The three are intertwined and the 'why' will have a strong influence on what is taught or learned and how – the key strategies in our inclusive learning environment are:

- All students attending On Track are encouraged to participate in the learning activities through engagement with their 1:1 key worker and Personal Learning Plan
- Small group tuition enables students to receive the level of support they require to meet their individual needs.
- Experienced and specialist staff use their skills to ensure all students, not only benefit academically, but behaviourally, socially and emotionally.
- Differing learning styles are accommodated during all lessons as lessons are structured to allow for differentiation and achievement for all.
- All lessons are planned to be purposeful and relevant.

Learners and learning at the school

This pedagogy framework used in all On Track schools and places the learner firmly at the heart of the learning process. It promotes the idea that the learner is a partner in the learning process and that learners should be empowered to determine their own learning, in On Track's case through the creation of a planned and negotiated Personal Learning Plan. This is particularly important when working with young people with BESD and ASD – all of whom require consistent and structured approaches which are clearly explained and implemented.

.The concept of the 'expert learner' is central to current developments in personalisation where the learner is described as "an active, motivated partner and not a passive, disengaged recipient" (Department for Education and Skills. 2006. Personalising Further Education: Developing a Vision.)

The On Track aim is to guide and empower the young people to take responsibility for their learning, behaviour and ultimately their futures.

The teacher's role

On Track Teachers are expected to support the learner, directly or indirectly, in all aspects of their learning journey. This means teachers:

- collaborating with other individuals, agencies and organisations,
- planning, organising and managing varied learning experiences,
- giving feedback and guidance,
- maintaining an inclusive, equitable and motivating learning environment.

This role is reflected in the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. At On Track, we find the overarching principles contribute naturally to our key purpose as teachers for students in all three Key Stages.

"The key purpose of the teacher is to create effective and stimulating opportunities for learning through high quality teaching that enables the development and progression of all learners." LLUK (2007)

The small group learning environment with clear expectations of student progress, improved behaviour, underpinned by coherent and effective school management, policies and guidelines, ensure success for all our students.

Pastoral Input

Because of the sometimes very complex and personal needs of the young people with whom we work, pastoral care is organised by the School Manager on an individual basis, involving parents/carers and external agencies as required.

The student's named Key Worker is the person who acts as personal advisor/mentor to the student who will communicate concerns on behalf of the student if required.

Students with gaps in their learning and/or have challenging behaviour/and/ or are disaffected and disengaged when they are admitted to On Track are encouraged through their 1:1 meetings with their Key Worker and subject teachers to recognise the long term value of:

- Keeping their eyes on the most suitable track for them to follow, changing direction if the need arises.
- Cooperating with others who can help them achieve their goals.
- Recording their successes.

The manner in which the student is introduced to the On Track Curriculum and how it will be delivered by staff with diverse backgrounds and experiences will help to identify the topics which need to be studied to meet the needs of each small group of individual students, and will be inspiring and engaging, encouraging participation and enjoyment.

The good relationships which will develop between staff and students is a key factor in removing many of the barriers to learning.

Curriculum Plans

The core On Track Curriculum encourages interest and proficiency in Maths, English, ICT, Science and PHSE, using materials and information which relate to everyday situations. Students then apply the skills and knowledge required which they themselves will find relevant and useful. The expectation is that KS 4 students will achieve nationally recognised accreditation and qualifications in all these subjects.

We have made these subjects compulsory as a step towards achieving qualifications which colleges and future employers will expect students to have followed in school

All Curriculum Plans identify AQA Unit Award Scheme units at different attainment levels which can be used to deliver the selected topics as part of the motivation for achievement. These units can be used to support the delivery of higher qualifications, e.g. GCSEs and BTECs.

All topics we deliver are accredited in some way – through standalone AQA unit awards as the foundation blocks, AQA Entry Level Qualifications as the next step followed by GCSEs and/or equivalent including BTEC qualifications.

Detailed exam and qualification specifications are followed alongside the subject curriculum plans for all subjects identified on the student's PLP.

Sample Curriculum Plans

The numbers relate to AQA UAS Unit Codes. Each unit describes how and what will be taught, the desired outcomes for successful achievement, assessment procedures and evidence to be offered.

The teacher selecting the units will choose units which best meet the needs of the group of students, which may be based on knowledge 'gaps' in learning, teaching specific skills through the unit, or providing new learning opportunities through innovative and engaging delivery, ensuring preferred learning styles are identified and provided for.

Behavioural, social, and emotional learning is embedded across the curriculum.

English: Small sample section of On Track Writing Curriculum. The numbers relate to AQA UAS Unit Codes.

Punctuation		Descriptive Writing					
Introduction to Homophones and Homonyms	92280	Postcards and Formal Letter Layout	75135	Letter Writing and Postcard Writing	92257*	Writing Postcards	75134
Introduction to Apostrophes	92661	Using Alliteration	90526	Formal Letter Writing	LE5163	Writing Acrostic Poetry	90525
Introduction to Prepositions and Conjunctions	92663	Producing an Information Leaflet and/or Poster	79442	Streetspeak: Reading and Writing Poetry	76720	Production of a Magazine	LE2718
Recognising Word Spatiality and Reading Words	90535	English: Media	88722	Creative Writing (Unit 1): All About Me	92517	Study of a Shakespeare Play: Macbeth	92679
Basic Sentence Structure	92660	Planning and Creating a Story	75129	Creative Writing (Unit 1): All About Me	99912	Thematic Writing	92506
Punctuation in Imaginative Writing	75136	Introduction to Motorbikes	79466	English: 'Gone Fishing'	97799	Planning and Creating a Story	92503
The Long and Short Phonemes Spelling Rule	75130	English: Leisure	79477	Producing a Comic Strip	79441	Producing a Comic Strip	90064
Basic Sentence Structure	92660	Writing Skills	LE3665*	Writing a Children's Story	LE3868		
Plural Nouns	LS8278	Creating a Mystery Story Book	79473				

Maths: Small sample section of On Track Maths Curriculum

Measuring, Ordering and Patterns	10271	Quantities	10272	Basic Arithmetic	92252*	Geometrical reasoning	82520
Percentages (Unit 1)	20200	Percentages (Unit 2)	20201*	Probability	20208*	Transformations and coordinates	90986
Data Handling	88120	Factors, Multiples, Squares and Cubes	88122	2-D and 3-D Shapes	88124	Measures and construction	82400
Measurements (Unit 1): Length	75120	Measures (Unit 3): Length and Area	84546	Length, Weight and Volume (Unit 1)	85851	Using and applying handling data	82161
Mathematics: Shape and Space (Unit 1)	91050	Mathematics: Shape and Space (Unit 2)	91051	Probability	98614	Specifying the problem and planning	91988
Symmetry	98615	Simple Fractions, Decimals and Percentages	LE1665	Practical Introduction to Symmetry	LE3535	Collecting data	82673
Fractions, Decimals and Percentages	LE5349	Basic Algebra: Simplifying and Solving Simple Equations	LE5367	Measuring in Mathematics: Liquids	LS8343	Mathematics: Planning a Holiday	79475

The following mathematical topics are included in the Life Skills and work related Curriculum Plans: Personal Finance, Household budgets, Wages and Salaries

Science: Small sample section of On Track Science Biology Curriculum

BIOLOGY

Humans as Organisms (Unit 3)	LE2825*	Humans as Organisms	10500	Introduction to Anatomy and Physiology	90534	How do human bodies respond to changes inside them and to their environment?	
Classification of Plants and Animals	LE1873	Maintenance of Life	10501	The Environment and Living Organisms	LE3637	What can we do to keep our bodies healthy?	10517
Introduction to the Skeleton	92254*	The Environment	10502	How Humans Affect the Environment	LE2942	How do we use/abuse medical and recreational drugs?	PSHE
Endangered Species and Extinction	LE1399	Inheritance and Selection	10503	Environment (Unit 1) Adaptation to Environment	LE2939	What causes infectious diseases and how can our bodies defend themselves against them?	CE3712
Introduction to the Body (Unit 1): The Heart	92542*	Introduction to the Body (Unit 2): The Blood	92548	Introduction to the Body (Unit 3): The Circulatory System	92549	What determines where particular species live and how many of them there are?	
The Human Body (Unit 1)	75122	The Human Body (Unit 2)	75123			Why are individuals of the same species different from each	10518

ICT: Small sample section of On Track ICT Curriculum

ICT - AQA ENTRY LEVEL QUALIFICATION*

The scheme of assessment allows attainment to be recognised at Entry Levels 1, 2 and 3.

						CLAIT File Management and e-Document Production	1.1
Unit 1: Using Word Processing Software	ELC Unit 1 UAS 11030	Unit 1: Using Word Processing Software	ELC Unit 1 UAS 10031	Unit 1: Using Word Processing Software	ELC Unit 1 UAS 11032	Creating Spreadsheets and graphs	1.2
Unit 2: Using a Database	ELC Unit 2 UAS 11033	Unit 2: Using a Database	ELC Unit 2 UAS 10034	Unit 2: Using a Database	ELC Unit 2 UAS 11035	Database manipulation	1.3
Unit 3: Using Control Language Software	ELC Unit 3 UAS 11036	Unit 3: Using Control Language Software	ELC Unit 3 UAS 11037	Unit 3: Using Control Language Software	ELC Unit 3 UAS 10038	e-Publication creation	1.4
Unit 4: Using a Spreadsheet	ELC Unit 4 UAS 11039	Unit 4: Using a Spreadsheet	ELC Unit 4 UAS 11040	Unit 4: Using a Spreadsheet	ELC Unit 4 UAS 11041	Create an e-Presentation	1.5
Unit 5: Data, Information and Information Systems	ELC Unit 5 UAS 11042	Unit 5: Data, Information and Information Systems	ELC Unit 5 UAS 11043	Unit 5: Data, Information and Information Systems	ELC Unit 5 UAS 11044	e-image creation	1.6
Unit 6: Using Presentation Software	ELC Unit 6 UAS 11045	Unit 6: Using Presentation Software	ELC Unit 6 UAS 11046	Unit 6: Using Presentation Software - Presentation Package	ELC Unit 6 UAS 11047	Web page creation	1.7
Unit 7: Using the Internet	ELC Unit 7 UAS 11050	Unit 7: Using the Internet	ELC Unit 7 UAS 11051	Unit 6: Using Presentation Software - Desktop Publishing Package	ELC Unit 6 UAS 11048	On line communication	1.8

PHSE: Small sample section of On Track PHSE Curriculum

Personal

Total Body Awareness (Unit 2): Colour Coded Exercises	99875	Emotional Wellbeing	92676	Sex and Relationship Education	92675	Conception and Preparation for Childbirth	89236
Anger Management	89231	Anger Management	73745	Designing a Bedroom	79474		

Social

Young People and Crime	30201	Racism, Discrimination and Equal Opportunities	30202	Cultural Awareness	70289	Resolving Conflict	70600
Young People's Introduction to Law	72800	Awareness of Bullying and Its Effects	73908	Children's Rights	75121	Diversity	88748
Community Life: Creating an Imaginary Island	79468	Introduction to Recycling	92294				

Health

Introduction to Healthy Eating	75125	Healthy Lifestyle	92677	Healthy Lifestyle	79476	Healthy Living	84700
Introduction to Drugs Education	84209	Drugs Education	71712	Drugs Education	FL5002	Making a Drug Poster	70203
Some Potential Hazards of Drugs, Drink and Crime	90536	Introduction to Alcohol Education	86240	Smoking Awareness	86123		

Life Skills: Small sample section of Life Skills Curriculum

D.I.Y.

Introduction to Domestic Painting	73446	Recognition and Use of Tools for Paperhanging on a Ceiling	73447	Emulsion Painting a Room	73448
Introduction to Wallpapering	73451	Recognition of Painting and Decorating Hand Tools	82494	Practical Do-it-Yourself Skills: Painting	86068
Basic Painting and Decorating Skills: Use of Tools	89436	Introduction to Painting and Decorating	91770	Introduction to D.I.Y (Unit 2): Painting	LE3835
Assembling Flat Pack Furniture	82614	Assembling Flat Pack Furniture	92502	Preparing and Painting a Room	73981
Building Studies: Preparing a Background for Painting	74939	Painting and Decorating	76380	Preparing Surfaces for Painting	76982
Introduction to Painting and Decorating	77273	Painting and Decorating: Interiors	79493	Painting and Decorating: Exteriors	79494
Painting and Decorating (Unit 1): Stencilling	86965	Introduction to Tiling	71589	Fixing a Shelf to a Wall	74934
Practical Skills (Unit 3): Ceramic Wall Tiling	89551	Plastering: Plasterboarding a Wooden Studded Frame	93286	Plastering: Preparing Plaster	93287
Plastering: Skimming a Plasterboard Frame	93288	Identifying and Using Plumbing Tools	72949	Introduction to Basic Plumbing Skills	89046
Bicycle Maintenance and Safety	74837				

Health and Safety

Rudimentary First Aid	92242	Introduction to Home Safety	92244*	The Assessment of Risk and Uncertainty	30050
		Introduction to Home Safety	92507	The Management of Risk and Uncertainty	30051

The wider curriculum of which Life Skills above is a small part, (described in more detail below) works particularly well with On Track students because of the kinaesthetic approach, allowing the students to explore a complete range of additional subjects to discover new ideas/inspirations, skills, interests and potential aspirational goals.

Our plan to acquire and move into additional premises suitable for more practical and vocational activities will assist in the more effective delivery of this element of our alternative curriculum.

For every subject on offer, there is a Curriculum Plan, as above, which provides basic information about each topic on offer under each Track and Level heading.

The teacher selects the units/modules which best suit the individual students and the group in which they learn with due regard to the accreditation specification the course follows.

Using the basic information from the curriculum plan, the specialist teacher or tutor (unqualified teacher) produces a Long Term Plan (LTP) for the whole year for each group.

For each unit topic there is a Medium Term Plan (MTP) which specifies the desired outcomes and assessment procedures which the teacher or tutor will follow.

This information is transferred to each student's PLP

Prior to each lesson, the teacher produces a Short Term Plan (STP) which documents the lesson's activities, specifying the level of support required and which targets are likely to be met, evaluates the student responses, level of attainment and non-academic achievements.

Available evidence: Full Curriculum Plans for all subjects

All year round admissions

The flexibility of the plans allows for students whose admission date falls within a term, rather than at the beginning, to slot into the course at a suitable point after they have completed their initial assessment and 'catch up' work to ensure they are at the same point in each topic as their peers.

Students who are placed at On Track for a limited period of time are still able to achieve AQA Unit Awards during the lessons and activities they attend, according to their own level of ability and desired outcomes highlighted in the individual's Personal Learning Plan (PLP).

The length of a referral is usually agreed at the point when fee negotiations take place. However, the majority of students, once referred, remain at On Track for the remaining duration of their compulsory statutory education.

Short term, or part-time placements are occasionally agreed to meet specific needs of the young person e.g. LA awaiting a suitable permanent place in a mainstream school for young people who have been educated 'out of county' or have unexpectedly moved into the county before education has been arranged. On Track only admits these students on a short term/part-time basis if there is a suitable place available which will not interrupt or upset existing group dynamics. Alternatively the LA or schools may consider using our Outreach service and/or e-learning platform as a temporary measure.

The On Track lesson timetable can also accommodate students who have been placed with us on a part-time basis, and also where one place has initially been split between two students.

The part-time timetables may also include access to on Track's own e-learning platform, operated by an additional team of qualified teachers employed by LiveSchool Ltd.

It is the Teaching and Learning Manager's responsibility to ensure every young person has

a timetable which covers all the proposed work in the PLP, which, for full time students, should cover 25 hours per week.

(See sample timetables Section D2 below).

The On Track Curriculum Plans and planning documentation have been very favourably commented on by a number of Ofsted inspectors.

Student Experience and Personal Learning Plans

Students are involved in the creation of their own Personal Learning Plan during their first 2 weeks after admission which include a series of assessment activities to confirm base line levels of attainment in literacy, numeracy and ICT to ensure the planned work will not only reinforce and build on prior learning but provide the next steps to progress and achieve improving results and outcomes. During this time, their key worker will be establishing a supportive relationship with the student to enable the student to express any concerns or worries about their programme or the school and the way it works.

Most of the students will be taught in small groups (usually 4 students with a teacher and learning support assistant) which will allow for personalised intervention and help as required. Targeted supervision during lessons helps to keep individuals focussed on set tasks as well as enables targeted assessment procedures to be carried out effectively during lessons, which are monitored and recorded by the teaching staff for each student for every lesson.

This information is then used to help inform the student's next progress steps which are reinforced during regular sessions with the student's On Track Key Worker.

For a few students who have been disengaged from education for some time, (sometimes because of health problems), it may be appropriate for them to initially be taught at home or alternative venue by an On Track 'Outreach' teacher until he/she is able to follow a phased integration programme into the On Track or mainstream school. Again, LiveSchool will be provided as an additional service in agreement with the Commissioner.

Some students, again in agreement with the commissioner, may initially start part-time with the view to gradually increase the number of sessions (morning or afternoon) to full time as the student is able.

Target Setting

The On Track Curriculum encourages and provides opportunities for students to set their own learning targets and goals.

As part of the Strides programme they are encouraged to identify their own areas of development in learning and social skills.

The 4 target 'areas':

- Academic/SEN
- Social/SEN
- Well-being
- Enjoy and Achieve

The chart below shows sample annual SMART targets which have been agreed with students.

Target	Student 1 KP	Student 2 JS
Academic/SEN	Stay in lesson and not be distracted by other events in the school. To be monitored on Points Board.	Focus in all lessons for a period of 10 minutes. To be monitored by all staff on Points Board.
Social /SEN	Lower voice around school and reduce level of swearing – to be monitored by Key Worker.	Control outbursts of swearing and aim for a max of 2 per day. Monitored by staff concern sheets.
Well being	Bring healthy lunch to school and eat it over lunch break – monitored by all staff on duty.	Participate in OT football sessions whilst observing the rules of the game.
Enjoy and Achieve	Wear the right clothing for gym on a Friday and participate in a 20 min session. To be monitored by GC.	Gain Star of the Week this term to be monitored on Points board.

Academic targets are closely linked to the accreditation tracks while the social targets reflect the input of the behavioural strides programme.

Well-being targets are selected to improve student's personal health and future economic well-being, and the 'enjoy and achieve' targets match the student's own aspirations and may include taking up leisure activities which positively influence their choice of 'out of school' activity.

Students have access to a subject based Progress Tracking Log Book which states very clearly the small target steps which students can take to achieve progress through the National Curriculum attainment levels.

The wording of each small step target is accessible to students as 'I can' statements, which are discussed between the individual student and the subject teacher as the student identifies what he/she believes they can do, while identifying areas which need strengthening and set as further small step targets.

This positive approach is a key strategy to dismiss the negative viewpoint of student's own learning ability and over time replaces the 'I can't/won't do this' attitude and stance.

Key Stage Specific Provision

All students, boys and girls, are normally taught in Key Stage single age groups with the flexibility within the provision to accommodate mixed age ability groups for some subjects as best suits the needs of individual students.

As a school which will cater for students aged 11-16, we will have two progressive traditional Key Stages: 11-13, 14-16+.

However, 50% of our students are currently referred to us during Key Stage 3 and Key Stage 4 is usually full for most of the year, when all other local provision has failed to meet their needs. Students are referred to On Track throughout the year, usually as the result of a complete breakdown of their engagement with mainstream education, or the Local Authority being unable to place the young person in a suitable mainstream school.

The number of operational groups of four students are likely to be similar in both KS3 & 4.

All our students are referred to us because they have failed to fully engage in education,

most often because of their challenging behaviours, poor attendance and related barriers to learning, which may include undiagnosed learning difficulties.

Depending on their ability, Key Stage 3 students will engage in work designed to enable them to achieve a range of Entry Level accreditation and qualifications to foster the idea that qualifications are achievable at any age, and can be part of a life time of educational success.

There will also be the opportunity for KS 3 students, in collaboration with their mainstream 'feeder' commissioning school to reintegrate back into their mainstream school if this move is felt to be in the best interests of the student.

In light of the raising of the school leaving age, any student staying on after KS4 will be able to re-sit examinations. Any potential Key Stage 5 student will be a student who is admitted to On Track during the latter stage of KS 4 (year 11) when it has been too late to enable him/her to fully reach their qualification potential because of frequent absence from school or limited scope and range of opportunities. Students in KS 5 will be able to 're-sit' and/or take alternative qualifications while focussing on work related learning and their transition from school to further education, training or employment.

If the demand exists from 2014 to establish a Key Stage 5 group, On Track already has a 16-19 Curriculum ready to implement if required.

Social Outcomes

The On Track Curriculum allows for a flexible, personalised approach to learning, providing young people with opportunities to participate in learning tasks which not only meet their academic, but also their personal, social, and well-being needs through targeted and challenging activities.

In our small group environments, staff members are able to build effective and constructive relationships with the students which help break down their resistance to education. The small group environment also enables, and encourages, better relationships between students as any negative manner, or prejudice, can be easily identified and acted upon by the staff to help improve attitude and behaviour towards one another.

To help each student to focus constructively on their personal, social and well-being goals they will follow the On Track Strides Pack (an integral part of the On Track behaviour management system).

The Strides programme helps the student identify steps that he/she needs to make to improve not only academic but social outcomes as well.

Skills and personal attributes which are overtly promoted through the Strides programme are: completion of set tasks (learning strides), good attitude (respect strides), punctuality and good behaviour (conduct strides), working together (skills strides) and progress and achievement (results strides).

This programme is delivered by the student's Key Worker, during specific sessions, mostly 1:1 and helps to identify any concerns or issues which may impede on the student's progress. Teaching staff also have input into the programme as required.

Individual Behaviour Support Plans are also reviewed and amended as behaviour and social skills improve.

Transitions

Transitions between schools will be managed following existing fair access protocols and

through On Track's own detailed referral procedure and related processes following On Tracks referral guidelines.

Reintegration for any KS3 students returning to their 'feeder' school will be managed between the senior management teams, including the SENCO's of both schools to ensure continuity of suitable and specialist provision as required to ensure successful transition. The intention to reintegrate will have been decided prior to original placement, with agreed time scales with agreed schemes of work in place.

Transitions between On Track and post 16 provisions will be managed between on Track and the new provider, supported by On Track's own career's advisors and/or LA officers/social workers and other related agencies (those involved in the PLP), working with the student. The Teaching and Learning Manager, provides the students, during year 11, with information, advice and guidance on their future plans and will assist the students Key Worker to put a Personal Action Plan (PAP) in place.

The transition between stages within On Track will be managed smoothly as each KS will be time tabled to be taught separately in different areas of the school (or offsite) at different times of the day.

For example, KS3 groups will have their 3 hours academic work each day in the afternoons in the classrooms while KS4 will do their 2 hour practical activities off site.

In the mornings, KS 4 will do their 3 hours academic work, while KS3 and KS5 follow their 2 hour practical activities programmes. (See below).

Where Students are placed on part-time or short term placements, their individual timetable will ensure they still receive a broad and balanced curriculum as negotiated and agreed with the commissioner. (See timetable samples Section D2).

The timetable can be arranged where one full time place can be shared by two students.

The following chart demonstrates the practicalities of the proposed Timetable structure for student group management.

Cohort Management: Sample Timetable Structure for one day for 8 groups
8x4=32 Students (Current numbers).

	KS3				KS4			
Year group	7	8	9	9	10	10	11	11
Group	1	2	3	4	5	6	7	8
9.15 – 10.00								
10.00-10.45	Travel							
10.45-11.30								
11.30-12.15								
LUNCH	Travel				Travel			
1.00-1.45								
1.45-2.30								
2.30-3.15					Travel			
3.15-4.00								

 Academic Programme

 Practical Programme

Available evidence: Sample Key Stage Timetables below

One of the key strengths of On Track provision is its flexibility to accommodate not only an increase in student numbers, but also to ensure that the number of groups within a Key Stage can be changed each year to accommodate more, or less, students within a Key Stage while maintaining the same number, or more, students within the school.

An alternative sample time table below displays more KS 4 groups and fewer KS3 student groups.

	KS3			KS 4				
Year group	7	8	9	10	10	11	11	11
Group	1	2	3	4	5	6	7	8
9.15 – 10.00								
10.00-10.45	Travel							
10.45-11.30								
11.30-12.15								
LUNCH	Travel							
1.00-1.45								
1.45-2.30								
2.30-3.15					Travel			
3.15-4.00								

The longer (number of terms) a student is with On Track on a full-time timetable, the more successful the outcomes, including progression on to further education or, if a KS 3 student, a successful return to mainstream may be an option.

To date 100% (2011) of On Track students have moved on into further education, training or employment with the help and support of their On Track Key Worker as required.

Our plan is to gradually increase the number of groups per Key Stage as demand increases to potentially 4 KS3 groups and 6 KS4 groups, with an extra group for year 9 students and an extra year 11 group.

	KS3				KS4					
Year group	7	8	9	9	10	10	10	11	11	11
Group	1	2	3	4	5	6	7	8	9	10
9.15 – 10.0										
10.00-10.45	Travel									
10.45-11.30										
11.30-12.15										
LUNCH	Travel						Travel			
1.00-1.45										
1.45-2.30										
2.30-3.15							Travel			
3.15-4.00										

The additional number of Key Stage 4 groups will be accommodated in our potential additional new vocational and education base to avoid over- crowding.

Staff Curriculum Training

All new staff follow an induction programme which includes in-service/in-house training delivered by specialist teachers from within the Directorial team.

All staff undergo AQA Unit Award Scheme – how to effectively use it with our students. This training is delivered by our [REDACTED] [REDACTED]

More experienced staff can also undergo additional training on writing their own units to be validated by AQA and included in the curriculum.

On Track planning, delivery, assessment and progress tracking are also covered.

Teaching staff delivering specific subject specifications attend exam board provided training courses. This ensures teaching staff are kept up to date in the delivery of their subject specialisms.

Further information for staff, including On Track's own PowerPoint in service training presentations is also available on the On Track Resource Gateway (cloud computing) to which all staff across the company have access.

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

The School Calendar

The school calendar closely reflects local mainstream school term dates, following three main terms, Autumn, Spring and Summer, each split approximately halfway through by a week's midterm break.

Staff training days will normally occur for one or two days before and at the end of each main school term. Students attend the school for 190 day per annum.

The School Day

The normal school day runs from 9.15 to 4pm, with staggered start and end times depending on which Key Stage programme of work the student follows, except for Friday, 9-2 when all students attend utilising both off site facilities and classrooms, but at different times for the two Key Stages.

Each student normally has a daily 5 hour programme which is made up of 3 hours academic work and 2 hours practical skills work. Social skills are embedded not only during lesson times but also in lunch times and offsite activities, including travel time, which are all fully supervised by On Track staff.

Achievement for All

The On Track Curriculum for all key stages for all students, with or without statements, full or part-time, will be broad and balanced and tailored to meet student individual needs and aspirations as described in his/her Personal Learning Plan which sets out their individual scheme of work which includes Numeracy/Functional Maths, Literacy/Functional English, Science, PHSE, Functional ICT, Humanities, Art and Design Technology and Physical Fitness programme. All levels of achievement will be catered for.

Depending on the KS, other curriculum areas include Life Skills (KS 3) Vocational Skills and Work Related Learning (KS4).

Options will include Conservation, Construction, Catering and Vehicle Maintenance, Health,

Hair and beauty, and Child Care. A MFL will be offered to students who have demonstrated an aptitude or personal interest. English as a second language will also offered to students who require it.

Students will also be encouraged to participate in timetabled therapeutic activities which will include music and drama and offsite activities as staffing specialisms allow.

All students will have their achievements recognised through national schemes of accreditation and in-house certification including Star of the Week, Sports Star, attendance certification and Points Rewards. (See Behaviour Management).

Induction and Initial Assessment

During the first week after admission, the student meets with his/her Key Worker to go through the On Track induction programme.

Students are encouraged to believe and accept that they are being given a 'fresh start'. The induction process enables the student to become familiar with how the school operates and what the behaviour expectations are. The purpose of the induction is to encourage the student to 'make fewer mistakes' and achieve more as knowledge helps students make the right choices.

Students are also able to ask any questions which have worried them. The induction programme, including gradual integration into attending lessons and activities with his 'group' allows for potential problems to be recognised and/or disengagement acted upon and agreed solutions to be found.

Further risk assessments may be required to minimise any identified risks. The induction programme will cover what the student will be doing during the first two weeks, includes essential information to help them settle in and allows time for baseline assessments to be carried out, before the student's PLP is finalised.

The following document is used as a checklist for the Key worker to work through with any new student.

KW002 - New Student Induction Checklist

Each new student should have a comprehensive introduction to the school.

Student Name: _____

Keyworker: _____



Area of induction:	Date covered:
Tour of the premises inside and out	
How and when to get a drink	
Where the toilets are	
About key-working - who is a keyworker and what do they do	
Who's who in the staff team	
What's on the timetable and how does it work	
What to do if there's a fire	
What to do if you need first aid	
What to do if you want a cigarette	
What language is acceptable in lessons and out	
What behaviour is acceptable in lessons and what isn't	
What behaviour is acceptable outside of lessons and what isn't	
What rules are there are on the minibus	

What will happen if you behave unacceptably	
About time out	
About warnings	
About the rewards you can earn	
About bullying	
About using the computers and the internet	
About bringing your own property into the school	
What to do if you're not well	
What to do if you've got an allergy	
What to do if you've got to take medication	
What to do if you want to talk to someone	
What to do if you want to go home	
What will happen if you do any damage to property	
What plans and reports are written about you and why	
What records are kept about you	
What can you tell staff that they can keep confidential	
What to do if you're not happy about something	

Following admission, every student will be assessed, through nationally recognised standardised tests e.g. NFER, Basic Skills Agency Literacy & Numeracy for KS4 students and/or BKSB interactive assessment tools to determine levels of functioning in numeracy, literacy and ICT skills.

The levels attained should confirm the levels provided on the Referral Form completed by the previous school and /or other educational professionals. Confirmation is not always the case, so On Track staff will ascertain the student's levels using alternative methods – especially if the student is initially unwilling to cooperate during standard testing procedures. Assessment tasks will be embedded in lessons and other activities to create a learner profile to which the staff can determine and develop a suitable, and appropriate learning track (Diagram in D1)

Student Organisation

The results of the assessments, and observations made during the first two weeks on group dynamics, will determine the most suitable group for the student to join. Students are normally organised in small groups of 4 for academic subjects, within the same year group where possible, with 2 staff, one teacher and one support member of staff. Practical activities may require an increase in the group size with suitable staffing levels which may include externally employed instructors e.g. swimming, qualified gym instructors. In some cases, student pairing for some lessons may be more suitable than larger group work.

Additional Support

Where the student with or without a statement) will require a high level of support for a specific learning difficulty additional 1:1 support will be provided, e.g. 1:1 lessons using Oxford Sound Reading.

Students with statements may receive additional support across the curriculum which may also include additional work (e.g. handwriting practice, spelling programme) or 1:1 lessons to address other specific learning difficulties and special needs, e.g. English as a second language.

We will expand on this in D4

Subjects on offer at On Track Chiltern:

The table below shows the curriculum subjects which will be on offer for both academic and practical subjects.

TRACK 1	TRACK 2	TRACK 3
Academic	Academic	Academic
Literacy	English	Functional English
Numeracy	Maths	Functional Maths
ICT	ICT	Functional ICT
Science	Science	Prep. for Working Life
PHSE	PHSE	PHSE
Citizenship	Work Related Learning	Work Related Learning
Humanities	Humanities	Business Studies
MFL	MFL	MFL
Practical	Practical	Practical
Cookery (D&T)	Cookery (D&T)	Catering
Woodwork (D&T)	Woodwork (D&T)	Carpentry
Fitness	Fitness	Fitness
	Conservation	Conservation
Art & Craft	Art & Craft	Art & Craft
Mini Enterprise	Mini Enterprise	Mini Enterprise
Fabric Work	Fabric Work	Construction
Community Project	Community Project	Community Project
Performing Arts	Performing Arts	Work Experience
	Vehicle Maintenance	Vehicle Maintenance
	Engineering	Engineering
	Child Care	Child Care
	Health, Hair & Beauty	Health, Hair & Beauty



Compulsory



Optional (dependent on staffing expertise)

Accessibility

All students are able to access the subjects in green on the table as arranged on their personal timetable in the options box. They will be guided by the teaching staff to choose options which best fit the student's own career aspirations if known. Additionally they will be able to have taster sessions towards the end of the academic year (when student numbers have decreased because of year 11 leavers) to help them make informed decisions.

Some options may be offered termly to allow specific subject projects to be completed during each term.

For practical subjects, detailed risk assessments giving guidance on how the risk is to be reduced are written to identify specific risks for individual students. For example, students who self-harm will be very closely supervised/observed/assisted when using tools or equipment which could be used to inflict personal harm.

Student timetables are arranged to enable 15 hours per week to be spent on academic subjects, 10 hours per week on practical and vocational subjects.

Subject	% time per week KS 3	% time per week KS 4	% time per week KS 5
English/Literacy	13	13	13
Maths/numeracy	13	13	13
Science	10	7	7

PHSE	7	7	7
ICT	In options	3	3
Art/Craft	7	7	
D&T	7	7	
Humanities	10	7	
Fitness	13	13	7
Life Skills	7		
Vocational/WRL		10	27
Options	10	10	20
Other (Key working)	3	3	3

Each academic lesson is timetabled for 45 minutes (4 per 3 hour session, 20 per week) and are normally arranged per week as follows:

Academic	KS3					KS 4				
	7	8	8	9	9	10	10	11	11	11
Year group	7	8	8	9	9	10	10	11	11	11
Group	1	2	3	4	5	6	7	8	9	10
ENGLISH	4	4	4	4	4	4	4	4	4	4
MATHS	4	4	4	4	4	4	4	4	4	4
SCIENCE	3	3	3	3	3	3	3	3	3	3
PHSE	2	2	2	2	2	2	2	2	2	2
HUMANITIES	3	3	3	3	3	2	2	2	2	2
ART&CRAFT	2	2	2	2	2	2	2	2	2	2
ICT	1	1	1	1	1	2	2	2	2	2
KEY WORK	1	1	1	1	1	1	1	1	1	1
Total	20	20	20	20	20	20	20	20	20	20

Academic options include:

KS3: ICT or MFL or PP (Personal Project)

KS4: ICT or MFL or PP (Personal Project)

Practical	KS3					KS 4				
	7	8	8	9	9	10	10	11	11	11
Year group	7	8	8	9	9	10	10	11	11	11
Group	1	2	3	4	5	6	7	8	9	10
FITNESS	4	4	4	4	4	4	4	4	4	4
D&T	2	2	2	2	2	2	2	2	2	2
LIFESKILLS	2	2	2	2	2					
PFWL						2	2	2	2	2
Option	2	2	2	2	2	2	2	2	2	2
Total	10	10	10	10	10	10	10	10	10	10

Practical options include:

KS3: 1 from Conservation or Cookery and/or Mini Enterprise or Community Project

KS4: 1 from Conservation or Cookery or Vehicle Maintenance or Child Care or Mini Enterprise or Community Project.

Work Experience

Using an external provider to organise work experience, KS4 students will be given the opportunity to participate in a block (1 week) or they may be offered one day per week of work experience with carefully selected providers -those used to working with SEBD.

Weekly Student Timetables

All on site timetables allow for small group tuition with students working in groups with students of similar age, ability and needs where possible.

All lessons are planned and led by a teacher or tutor and supported by an additional member of teaching or support staff.

Sample KS 3 Timetable

	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Year group	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
Group	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
9.15 – 10.00															
10.00-10.45	Travel														
10.45-11.30	Life Skills			Fitness			D&T			Fitness			Option		
11.30-12.15	Life skills			Fitness			D&T			Fitness			Option		
LUNCH	Travel														
1.00-1.45	Eng	Maths	Hum	Eng	Maths	PHSE	Hum	ART	Sci	Eng	Maths	PHSE	Eng	Maths	Hum
1.45-2.30	Sci	Hum	Maths	PHSE	Eng	Maths	Sci	ART	ART	PHSE	Eng	Maths	Sci	Hum	Maths
2.30-3.15	Hum	Sci	Eng	Maths	PHSE	Eng	ART	Hum	ART	Maths	PHSE	Eng	Hum	Sci	Eng
3.15-4.00	Maths	Eng	Sci	Option	Option	Option	ART	Sci	Hum	KW	KW	KW	Maths	Eng	Sci

For KS 3 students ICT is covered during the Option time.

Sample KS 4 Timetable

	MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY			
Year group	10	10	11	11	10	10	11	11	10	10	11	11	10	10	11	11	10	10	11	11
Group	4	5	6	7	4	5	6	7	4	5	6	7	4	5	6	7	4	5	6	7
9.15 – 10.00	Eng	Mat	PHS E	ICT	Eng	PHS E	Mat	HU M	HU M	ICT	Sci	PHS E	Eng	HU M	Sci	Mat	Eng	HU M	Sci	Mat
10.00-10.45	PHS E	ART	Mat	Eng	PHS E	Eng	ART	Mat	ICT	HU M	PHS E	Sci	HU M	Eng	Mat	ART	ART	Eng	Mat	Sci
10.45-11.30	Mat	ART	Eng	PHS E	Sci	Mat	ART	Eng	OPT	OPT	OPT	OPT	Sci	Mat	Eng	ART	ART	Mat	Eng	HU M
11.30-12.15	HU M	Eng	ICT	Mat	Mat	Sci	Eng	Mat	KW	KW	KW	KW	Mat	Sci	HU M	Eng	Mat	PHS E	HU M	Eng
LUNCH	TRAVEL																			
1.00-1.45	D&T		FITNESS		FITNESS		VOCATION		OPTION		OPTION		FITNESS		D&T		VOCATION		FITNESS	
1.45-2.30	D&T		FITNESS		FITNESS		VOCATION		OPTION		OPTION		FITNESS		D&T		VOCATION		FITNESS	
2.30-3.15	TRAVEL																			
3.15-4.00																				

Students working on a part-time or outreach programme will have an individualised timetable drawn up from the existing KS timetable with additional work to do at home or through LiveSchool, our partner e-learning platform. The potential variations to meet individual needs are too numerous to describe, however a fairly typical sample timetable for a year 11 student has been provided below utilising the current KS4 timetable.

The student's core curriculum will still be covered through a mixture of school, outreach and e-learning provision, all delivering the On Track curriculum with staff members liaising over the content of each week's timetable, monitored by the school's teaching and learning manager.

Sample short term timetable for outreach student.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-9.30	Maths	History	Maths	LiveSchool	LiveSchool
9.30-10.30	English	Maths	Science		
10.30-11.30	Science	English	History		
	Travel	Travel	Travel		
1.00-1.45	Homework	Fitness	Homework	Homework	Homework
1.45-2.30					

Whenever a part-time timetable is considered it is only offered where it does not have any adverse impact on group size or dynamics and will normally be a short term solution only to maintain the student's progress. The plan would be that he would return to full time school when his health, both physical and mental, improve.

Extended Curriculum

The nature of the young people with whom we work requires extensive positive staff input into improving the poor life style choices most of our students make. For many, even getting out of bed in the morning is a major challenge. The 'fitness' programme is designed to help them overcome the lethargy and negative self- image. The On Track approach benefits them in a way that cannot be achieved through more conventional mainstream physical education routes.

The Fitness programme not only includes outdoor team games and athletics, swimming, gym and indoor physical team games, but also student selected activities including table tennis and bowling.

Social skills through team building activities are embedded in the fitness programme.

Life skills courses include cooking, sewing, woodwork, home safety, First Aid and crafts and are designed to engage the student in relevant and useful practical activities which will be needed for independent living and may uncover skills which the student becomes proficient in which they may not have experienced in conventional teaching environments.

Vocational courses will include: Catering, Child Care, Engineering/vehicle Maintenance, Health Hair and Beauty, Construction and Conservation.

These courses will be designed to broaden students' outlook on adult life, preparing them for the world of work and self-reliance.

Links with the local college will assist in the delivery of 'taster' courses.

The duration of the practical activities (10 hours per week) will be is dependent on location (may be offsite and include a short minibus journey). The practical activities will include the physical fitness programme, practical options (Community Project/vehicle Maintenance/Catering, Life Skills e.g. Child Care and vocational activities).

Students with a specific aptitude or skill may be given additional advanced support by a specialist to help them progress even further, e.g. playing a musical instrument, art work/design etc.

Extra-curricular activities

Because the student places are commissioned by the local LAs and schools, group transport to and from the On Track school is organised and funded by the referrer, and does

not currently allow for additional extra curricula activities during extended hours as all students have to depart at the same time.

At the new Free School, It is hoped to overcome this by setting up self-funding On Track 'clubs' for activities decided by the cohort of students who will be attending the school from September 2014. For example Sports Club, Music and Drama Club and Dance Club are suggestions which have already been made.

The expectation will be that students will be choosing to attend these activities which will be open to the wider community, enabling our students to explore new relationships and social skills.

These activities will be organised by outside specialist agencies. Other clubs and activities will be initiated by the students themselves to help them achieve their 'enjoy and achieve' targets.

Overcoming Barriers to Learning

The On Track approach to learning is significantly different from mainstream school.

It starts with **attendance** – helping the young people understand that they can only improve their life chances by attending the school and making the most of the opportunities which are on offer. This approach is initially delivered 1:1 by the school Manager during the student's first visit to the school or, in some cases, home visit depending on the level of complex need recorded in the referral documentation. The personalised approach works well for most students and their families.

Data available: improved attendance for individual students, all achieve 85 – 100%

Next, good, productive working staff : student relationships are developed -On Track staff are '**not like other teachers**' –the non-confrontational, caring and friendly approach encourages young people to be less aggressive and confrontational. Peer pressure, with a sprinkling of respect for the staff, helps poorly behaved students learn to conform to the schools expectations on behaviour for the good of everyone. The aim will be to reduce the incidents of poor behaviour and increase the number of positive choices students make towards improving their own behaviour and attitude.

Data available: student behaviour targets being met on time: 90%

These two key 'barrier demolition tactics' are further enhanced by the following embedded strategies.

The **small groups** enables every student to be heard and taken notice of – issues can be addressed 1:1 as required

The buildings used are '**different, not like school**' – comfortable and organised as a place of work, with groups of people working together in a happy, conducive environment. If students deface walls or damages the building they are expected to clear, clean and mend, to '**put right the wrong**'. Through this process, students learn to take responsibility for their actions.

Specific learning difficulties will be addressed through the employment of specialist support staff.

No school uniform – removes a mainstream compulsory 'expectation' but allows for the students to express their individuality, opening up the opportunity to discuss 'first

impressions' and self- image. If a cohort of students decides it would like to introduce, as a Free School, a uniform type item, e.g. sweatshirt or baseball cap, it will be seriously considered, but will not be compulsory.

Moving On

On Track schools always ensure that their students are fully supported when making the transition from On Track into the next stage of their lives, whether to continue in education elsewhere by applying for a local college course, employment or training.

The student's Key Worker will advise and support student's during the application and interview process, overseen by the Teaching and Learning Manager, as a continuing process to ensure students gain access to post 16 employment, education and training. On Track will be supported by LA employment advisors, who assist On Track Silsoe (Chiltern) to achieve 100% success rate.

D3: Show how your staffing structure will deliver the planned curriculum.

This diagram below shows the planned staffing structure for the new Free School utilising existing staff and potential new staff highlighted in red, to deliver the curriculum to a high standard. Current staff resumes in Section F5.

Initials of existing staff and post holders are included. Post holders above the red line are based at Head Office.

As the school develops towards Free School status, On Track intends to increase the number of subject specialists, including vocational skills Teachers/Tutors, a Work Shop Manager and Business Enterprise Teacher/Tutor.

We are also planning on appointing an Outreach teacher (contractor) to work with students in their own homes as needs arise.

We will appoint new staff as funding allows (as the student numbers increase) over the next 18 months.

Staffing Rationale

The On Track Directorial team holds the view that our staff members are our most important, and vital resource.

On Track consistently and conscientiously invests substantial financial resources into ensuring we have the best possible team working in each of our schools with our students.

Our Silsoe/Chiltern school, already on a relatively new site, compared with some of our other schools, has continued to employ a very experienced and highly qualified specialist team which has already grown over the last 3 years as student numbers have increased. The school has already demonstrated financial viability over that time as the numbers of students increased and more staff have been employed to cover the expanding curriculum provision, including more practical activities linked to new staff's own experience and interests, e.g. conservation and woodland skills demonstrated by the science teacher. All teaching staff are expected to lead and deliver at least one curriculum subject in which they are qualified and/or experienced and provide in-lesson support in other subjects.

Each On Track school recruits a core staff team (Management and teachers) to cover the basic curriculum (Maths, English, Science, PHSE, ICT, Art and Craft and P.E (Fitness) to open the school for the initial start-up admissions.

As more students attend, and as funds allow, more staff are employed to meet the needs of the growing diversity of the curriculum and support individual students as required, for example an 'outreach' teacher to work with students at home or at an alternative venue if the student is not yet ready to attend the school.

The build-up of staff to date has been gradual, in line with the increase in student numbers and financial resources – income generated by the admission of additional students.

For 40 full time places (2014) the school will employ a minimum of 16 full time (equivalent) On Track staff, Management, Teachers, Tutors and Learning Support staff.

We do not anticipate any significant changes in the number of staff employed during the conversion period unless student numbers increase more dramatically than expected.

The school's management team is expected to remain the same to ensure a smooth transition to Free school status.

Directorial Management

The staff team within the school is fully supported by the On Track company management team made up of 5 Directors, all of whom are qualified teachers and each one now specialises in a company-wide management role, 3 of whom have senior management roles within our schools.

██████████

██████████

██████████ visits the school formally to carry out Quality Assurance visits – similar to Ofsted Inspections- and to identify good practice which can be shared with other On Track schools and any areas for improvement for which an action plan is drawn up.

The Head of Services, alongside the Regional Director monitors the provision, overseeing the development of new initiatives and working with the school's management team to continually improve the provision.

Informal visits are carried out by the HoS to share with the staff teams any new developmental ideas which are being considered across the whole company e.g. the suggestion that our current schools might like to consider becoming Free schools.

Staff are consulted fully on any new practices which are being considered by the Directorial team. The new Governing body will monitor the standards within the provision and also play an essential role in becoming involved in making any strategic and financial decisions which are made in the future.

The Head Office team in Bedford organises and manages the practical business side of operating the school, including all the financial aspects of the operations as well as HR. The intention, when the school is full, is to appoint an additional school based clerical assistant to support the school management team within the school.

Role of the Governing Body

The three core functions of the Governing Body, will be, as reflected in Ofsted's inspection criteria, are:

- Setting vision, ethos and strategic direction, engaging stakeholders, and ensuring

statutory duties are met;

- Holding heads to account for teaching, achievement, behaviour and safety; challenging and strengthening leadership; contributing to school self-evaluation; and
- Ensuring financial solvency and probity with effective management of financial resources, including the Pupil Premium, to raise standards.

The Governors will also be responsible for specific actions such as ensuring that there is a procedure in place for handling complaints; approving the school budget; and appointing the school's management team as and when required.

The Governing body will meet at least three times a year and will usually rely on committees to advise their decisions. Committees may address issues such as staffing, finance, curriculum and premises.

School Management

The existing school management team of two experienced practitioners will remain the same when the school converts to a free School, to ensure a smooth conversion.

On Track has chosen this leadership model for On Track Silsoe/Chiltern because of the variety of skills, knowledge and aptitudes of the current post holders who work exceptionally well together.

Financially our 'alternative' Leadership model for On Track Silsoe/Chiltern here is seen as a viable option, acquiring two staff members for the price of one potential 'Principle'- a role which is supported by members of the Directorial team.

Within the new school there will still be two senior manager roles:

1. School Manager and
2. Teaching and Learning Manager.

Both posts are currently filled by exceptional, existing staff.

The School Manager will not have a teaching role and the Teaching and Learning Manager will normally have a 25% timetabled teaching commitment and will cover staff for short term absence.

The School Manager will be responsible for school admissions and related communications with the commissioners. The School Manager will continue to hold the school diary and organise all meetings in and out of school and will be responsible for all documentation and systems which are not related to teaching and learning. The school manager will also share joint responsibility for managing student behaviour around the school.

The School Manager also organises and oversees the pastoral care elements of the provision including Safeguarding Designated Officer role within the school.

Available evidence: School Manager job description and CV of current post-holder
Appendix E

The Teaching and Learning Manager will be responsible for the delivery of the curriculum (timetable) and the completion of all documentation related to teaching and learning, including that related to Special Education Needs (School Senco). The T&L Manager will also continue to support teaching staff, oversee and monitor the quality of teaching through regular lesson observations and offer constructive feedback.

Both Managers will be responsible for ensuring the smooth day to day running of the school, including behaviour management and staff deployment.

Available evidence: Teaching and Learning Manager job description and CV of

current post holder

Appendix E

When the school is full, students will be divided into 10 groups, with a maximum of 5 groups operational during the academic sessions on site at any one time, requiring 10 staff- 5 teachers, 5 LSAs/support staff.

The remaining staff will be accompanying and supporting the other groups of students off-site or in the new vocational centre- some groups may be combined for some activities – e.g. fitness programme /supporting the practical elements of the timetable which may be delivered by additional externally employed specialists in alternative environments e.g. conservation project, community project, local sports centre.

Teaching staff will have a minimum of 10% timetabled non-contact time for planning, preparation and assessment marking and recording.

Short term staff absence will be covered and organised by the T&L Manager.

Long term absence will be covered by employing additional staff on a supply/short term contract. The school maintains a list of suitable personnel who can be contacted at short notice.

School Staff Responsibilities

The Role of SENCO will be shared between the School Manager and the T&L Manager. The School Manager is responsible for organising meetings, reviews and reports. The T&L Manager ensures that the SEN needs of the student are being met through the delivery of the individual's PLP, which will continue to be reviewed and monitored each term, following the end of term report. Targets may be revised and if met, replaced with agreed new targets.

Within the school, staff members will take on additional responsibilities, e.g. for Health and Safety throughout the school and at least 2 further staff receive regular first aid training and the AQA UAS Coordinator will be given additional non-contact time to carry out their duties.

All staff will be responsible for keeping their own teaching areas clean, tidy and safe, assisted by the LSAs, while an outside contractor will clean the communal areas and toilets.

Teaching Roles

The teaching team will be divided between qualified teachers who deliver the core curriculum subjects and unqualified teachers (not QTS), who we refer to as 'Tutors' who are experienced and/or qualified in the subjects they deliver- some have taught or trained adults in post 16 establishments or in industry.

Available evidence: Teachers job description

Learning Support Assistants

The Learning Support Assistants will carry out the essential role of assisting the students in their learning, often having to role model constructive and effective learning strategies. They will work alongside the teacher in the delivery of the set tasks and assist in behaviour management as required.

Learning Support Assistants may also be student Key Workers.

Higher level LSAs may occasionally take on responsibility of working 1:1 with a specific student or cover a teacher during a short absence.

Available evidence: Learning Support Assistant job description

All staff will be involved in ensuring that all student needs are met through the planned delivery of the curriculum as stated in the PLPs and supporting the students with their individual academic and social targets.

All staff will be involved in the monitoring, recording and reporting of student achievements and progress, including, as Key workers, following up on any absence to ensure essential work tasks within lessons have not been missed.

Other education expertise (See also sections F4 and F5)

As a company, On Track employs a number of staff who offer high quality SEN expertise e.g. Autism, Behaviour Management, Dyslexia, and provide staff training, advice and assessment across the company as required. Where On Track is unable to do this, external expertise is bought in e.g. Speech and Language therapists, Emotional Literacy specialists.

On Track also funds specific training for staff who wish to learn about and take responsibility in the school for specific learning difficulties.

Affordability

On Track has until now successfully worked on an assumption of 75% of income being spent on permanent staffing, 15% on external provision and teaching resources, external provision, transport and equipment and 10% on premises. This formula has worked well for 8 years and fits in well with the Free School financial plan key financial indicator percentages.

On Track, as a company, has adopted the practice of employing essential staff members on permanent contracts following a probationary period which has been successfully completed and the number of students on the admissions register is demonstrating financial sustainability of that role.

Salary costs per group (pay roll expenditure)

Average income per student per annum will be [REDACTED] inc. AWPU, top-up and EFA
Income for 4 students: [REDACTED]

75% = [REDACTED]

Average salary costs **per group** of 4 students to 2 staff – 1 qualified teacher +1 learning support – (based on average On Track teacher salary [REDACTED]) + teacher's pension and NI

= [REDACTED] per group per annum
= [REDACTED] per student

Remaining [REDACTED] per group of 4 students currently contributes to recruitment costs, staff training and other staff related pay role costs including contractors and contingencies.

Resource costs per student

Annual resource budget contribution for each student will be [REDACTED] ([REDACTED] per week)

15% = [REDACTED] per group per annum

= [REDACTED] per student

This will cover books, stationery, teaching materials and equipment, ICT equipment and maintenance support, external provision, minibus transport and accreditation costs.

Premise costs per student

Annual premise budget contribution for each student will be [REDACTED] ([REDACTED] per week)

10% = [REDACTED] per group per annum

= [REDACTED] per student

This will cover the rent, insurance, legal fees, management and administration costs, furnishings, leased equipment, maintenance and repair/replacement.

Staff Appraisal and Support

All staff have their work regularly reviewed through individual staff support meetings where issues can be discussed and advice/support implemented. This practice will continue.

The school managers act as Line Managers to the staff team and annually carry out the staff appraisal procedure (during the Summer Term).

This includes self- evaluation and an appraisal meeting with a Line Manager where existing targets are reviewed, new ideas and agreed targets are discussed for the following year which will help improve outcomes for not only the staff member, but primarily for the students as well. The school managers then make recommendations to the directors on any new pay related responsibilities/ allowances/awards.

The senior managers are line managed and appraised by the Regional Director responsible for overseeing the work of the school.

Available evidence: Appraisal Documentation

Exceptional good practice is also shared with the Directors who then cascade the ideas/practices to their other schools.

Staff Appraisal makes a significant contribution to On Track's Quality Assurance system, ensuring On Track is delivering what it is contracted by Commissioners to do.

D4 Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

On Track Chiltern Free school will provide education for young people who, with differing abilities, will have a variety of educational and social needs.

On Track Silsoe (Chiltern) currently admits students with a range of needs and abilities, 60% with Statements of special educational need, many have behavioural problems, most have poor social skills, often made worse because of ineffective parental input, poor role modelling and misuse of drugs and alcohol, all of which frequently lead to associated physical and mental health problems.

Many of the students will have difficulty communicating without swearing, all will have a history of school exclusion, or are at risk of exclusion because their needs cannot be met,

and/or their behaviour is beyond the control of the mainstream school environment. Through the rigorous referral system (described below) and assessment procedures, (described earlier) we will be able to create an individual student profile and put in place strategies and programme groupings for each student (dependent on the dynamics of the intake) which will enable them to flourish, giving the time, support, coaching and advice they need.

Referral System

Most referrals will be the result of a managed move from local schools. Most students will attend full time. Part-time placements will be because the commissioning school has already placed the young person in another part-time alternative scheme to meet a particular need, or allows the student to attend part-time school in a special mainstream unit, these students are dual registered.

On Track has a thorough referral system, supported by detailed documentation (Referral Form and Student Risk Assessment) which must be completed by the commissioning agency before admission to the school is considered. A copy of the student's SEN Statement will also be requested, if the student has one.

The information gathered will ensure that the school is able to make an informed decision on whether it is able meet the individual student's needs.

Available evidence: Referral Form and Student Risk Assessment

Baseline Assessments

If a place is offered, On Track's rigorous base line assessments on admission measure each student's starting levels in numeracy and literacy and identify strengths and areas for development in other areas, e.g. ICT, These can be addressed across the curriculum, with differentiated work tasks being set which help the student progress. The staff student ratio of 2:4 in the small groups enables the teacher to provide targeted outcomes which are clearly recorded and monitored and supported by the LSA, who is able to work very closely with students who require a higher level of support.

All teaching staff receive training in how best to meet the individual needs of our students. Daily staff briefing sessions highlight specific needs and/or issues/concerns which may impact on a student's performance.

The compilation of the PLP and Behaviour Support Plan provide guidelines and strategies on how to address individual needs.

Individual preferred learning styles (including 1:1 support) are accommodated where possible, with every lesson providing a variety of activities to enable the student to experience success in the completion of set tasks.

Extension activities (bonus tasks) are also provided for students who are working well and are able to work independently and at a higher level. This is particularly important for any gifted and talented students who may require additional tuition delivered by a specialist teacher/tutor to be timetabled under 'options' to help them further develop and improve their skills and potential qualification results.

Students requiring English as an Additional Language will be given bespoke English language lessons by a specialist tutor as required.

Supporting varying abilities and needs (Strategies)

From experience, the vast majority of young people with whom we are likely to be working, often have more than one barrier to learning, from disaffection with anything to do with education, low self-esteem, various learning difficulties compounded by a high level of poor attendance, challenging behaviours to lack of family support and involvement in criminal activities necessitating periods of residence in secure units.

Their needs will be identified during the referral process, including reading of received referral documentation and discussions with Commissioner, through all of which the decision will be made whether on Track can meet those needs. The documentation, including baseline assessment results, student risk assessment and behaviour support plan will all assist in the decisions made regarding specific strategies to be engaged to meet the student's individual's needs.

Depending on the learning needs, the team will utilize a variety of agreed strategies which will include the following:

- All students and their needs will be discussed with all staff prior to admission.
- All teaching staff will receive training in how best to meet the individual needs of our students. A minimum of 2 staff briefing sessions per week highlight specific needs and/or issues/concerns which may impact on a student's performance.
- The compilation of the PLP and Behaviour Support Plan provide guidelines and strategies on how to address individual needs.
- Student 'output' is rigorously assessed, recorded and evaluated by the teaching staff to identify any further interventions which could be employed to improve progress and outcomes.
- Students will be taught in small groups of four or five, with a teacher and another member of staff working in a support role.
- Achievement at any level and in any activity will be rewarded through the school's reward system, which will help to build self-esteem and value success.

And may include a selection of the following:

- Targeted 1:1 support during all or specific lessons
- 1:1 Supervision at all times as required
- Classroom layout, where furnishings, layout and lighting are considered
- Individual preferred learning styles (including 1:1) will be accommodated where possible, with every lesson providing a variety of activities to enable the student to experience success in the completion of set tasks.
- Extension activities (bonus tasks) will also be provided for students who are working well and are able to work independently and at a higher level.
- The level of work and set tasks will be differentiated (may include additional resources) to ensure that students of all abilities are able to assimilate a sense of accomplishment when the work is completed.
- Students with specific barriers to learning, e.g. English as an additional language will be provided with specialist tutoring for as long as it is required.
- Students who are demonstrating a particular talent or skill will be encouraged to develop this further through additional lessons with specialist teachers

Key Strategies to overcome social and behavioural barriers

To overcome the barriers which are often reinforced in mainstream, we have a different approach to mainstream for working with our students.

The high staff: student ratio is a key factor in overcoming the barriers, enabling the following strategies to be deployed.

The environment and approach will be informal to create a warm, friendly, supportive atmosphere.

- No compulsory school uniform because this can be a 'conflict' issue for some students in mainstream. Students who like to gain attention through not wearing their uniform correctly/or wearing outrageous clothing or hair styles, quickly realise that that sort of behaviour simply gets ignored at On Track during times when in mainstream it would become an issue. Clothing which is considered to be inappropriate is dealt with on a 1:1 basis during Key Worker sessions, along with any other unacceptable behaviour.
- Staff will be known by their first name to engender a sense of supportive, friendly guidance. Professional respect is earned by the staff through what they do to help and direct the students, in a manner which avoids confrontation.
- Behaviour expectations are agreed instead of rules being imposed. Students are involved at the beginning of each year in deciding what behaviour is acceptable and what is not. These expectations are reviewed with the students if anyone has a problem with any of them.
- Students will be involved in the design and content of their own Personal Learning Plan which includes behaviour targets
- All students will follow the On Track Strides Programme (described in previous section) which leads and helps them take better control over all aspects of their lives including behaviour and learning, through the setting of agreed targets and goals.
- Targeted curriculum topics delivered during PHSE cover identified behavioural problems and emotional and physical well-being e.g. drug and alcohol misuse, sex, criminality, healthy life-styles
- Staff have found that teaching a small group is served well by students and staff learning to interact with one another across/around tables – with students learning to communicate appropriately with one another while learning how to utilise effective eye and body language/control.
- All staff will participate in CPI training (Crisis Prevention Interventions) enabling them to deal with any potential crisis in the classroom before it erupts.
- All activities are risk assessed to ensure the safety and welfare of our students (particularly important for students who self-harm).
- Activities which are known to raise levels of anxiety in young people e.g. sports activities or even participating in group discussions are planned to encourage small steps to engagement and achievement.
- Students will be helped, through Key Worker sessions and role play, to work out their own socially acceptable coping strategies for situations they find difficult.
- Counselling services e.g. 'Chums', will be offered to students identified as requiring this help.
- Therapeutic interventions as required.

Review of the PLP and staff responsibilities

Towards the end of each term, subject teachers review the individual PLPs by writing a progress report, identifying the student's achievements, level of progress made and targets which have been met.

From the information gathered, a revised PLP is created for the following term, including new targets if appropriate.

The Teaching and Learning Manager oversees and monitors the development of the PLP. The Report with adjoining PLP is then reviewed with the student before being circulated to parents/carers, commissioner and agreed third parties, who have the opportunity to provide feedback.

The Teaching and Learning Manager will also intervene, if, during her monitoring of the student's PLP, she feels the strategies used are not yielding expected progress and will discuss additional or alternative strategies which can be implemented with the staff team.

Where anyone, including staff, has a concern about a student, whether about progress or behaviour, professional meetings can also be organised to discuss additional or alternative strategies which can be implemented to reduce the level of concern and potentially improve student outcomes.

Key indicators for arranging professional meetings to make changes to the PLP will be:

- a lack of progress as reported in the progress tracking documentation for each subject,
- increased number of concern reports,
- increased number of incident reports,
- drop in attendance.

Changes which will be made may involve closer supervision during break times, more focussed support in specified lessons, more parental involvement, or introduction of additional therapeutic interventions.

Students are taught in small groups of four (maximum), with a teacher and another member of staff working in a support role.

The level of work and set tasks are differentiated to ensure that students of all abilities are able to assimilate a sense of accomplishment when the work is completed. Achievement at any level is rewarded through the school's reward system, which helps build self-esteem and values success.

Use of I.C.T.

All activities using ICT are closely supervised and monitored. All students are taught how to use the equipment safely and appropriately, promoting safe use and practice.

All students have access to a wide variety of ICT equipment, including desk top computers, laptops, audio and visual equipment, CD/DVD players and cameras. ICT supports a range of learning styles and teaching methodology. Staff are encouraged to produce their own teaching resources and displays to help engage reluctant learners.

ICT is extensively used to support students across the curriculum with at least one computer set up in each teaching area and an ICT suite with five workstations which are used for teaching timetabled ICT lessons, which lead to accreditation at all levels as described previously.

ICT software is regularly used to complement the delivery of the On Track Curriculum in group work and is selected to deliver specific elements through video clips, e.g. Science (Twiglit and BBC Bitesize), films (e.g. set GCSE books selected in English).

I.C.T can also be used discreetly with individual students working on a laptop to cover a specific learning need – e.g. phonics training.

As the school grows we will invest in more advanced technology e.g. Smart Boards to support the delivery of the curriculum. We will also establish a more comprehensive library of e-learning material and equipment for student and staff use.

Our own VLE – Virtual Learning Environment – LiveSchool provides learning activities through a team of qualified teachers for students either working in school or at home.

The school has a computer network which is shared by students and staff within their own group areas. Only staff currently have access to On Track's Resource Gateway which we are planning to provide a similar facility for student use. A student led networking site for safer social use will also be developed. Students will be able to:

- Submit and track their assignments on line via a personal home page
- Contribute to and participate in discussions with classmates and other schools via the various conferencing tools
- Work at their own pace in and out of school. This is particularly beneficial to learners with special educational needs, such as students in hospital or children unable to attend regular classes for a variety of reasons.

Use of other agencies and providers

We utilise other locations to support the delivery of selected and specific learning activities. These are dependent on the plans, targets and aspirations of each individual student. We work closely with other local providers, providing learning experiences which require specialist equipment or environments e.g. Dunstable Leisure Centre.

We are currently working with Ampthill Park on a community project setting up trails and litter picking with the Park Rangers. Ickwell Park is also used to develop forestry skills and woodland craft. Work experience is currently on offer at a local children's centre for students who need more kinaesthetic and life skills learning opportunities, as well as team building experiences to broaden their outlook.

To support our work we can draw on a number of external agencies for advice and intervention where required: Social Services, FIP, YOT, and Chums.

We make use of their services as needs arise and are required according to their areas of expertise for individual students. They may advise the school staff, or the student.

Students with specific barriers to learning, e.g. English as an additional language or gifted and talented students will be provided with specialist tutoring for as long as it is required.

Integration into society

One of On Track's main aims is to enable young people to leave school and find, and sustain a place in further education, training or employment.

To facilitate this, On Track has established links with outside careers agency representatives who meet regularly with the young people at the school or in their own agency offices to offer advice and support as one of our strategies to improve long term outcomes for our students.

In addition to this, On Track's own staff team (Key workers) ensure that the students are following their own transition plans, including accompanying them to interviews and taster days if the student requires this level of support. The school Manager liaises with the

college/provider and monitors the outcomes.

One of the key objectives of the Strides programme is to help the young person learn what behaviours will help them long term to improve their life chances and gain employment.

On leaving the On Track school, each student will take away a personalised On Track Achievement Folder which will contain their CV, References from the School Manager and Teaching and Learning Manager as well as all the accreditation he/she has earned so far.

SEN and DDA

All our students, with or without statements, have differing special needs, (some may not have been diagnosed prior to admission) all of which are specifically catered for after admission through the agreed Personal Learning Plan which is reviewed every term, agreed with the student and parent /carer and referring agent. Funding agreements to meet any additional needs are negotiated between the commissioner/referrer and the On Track Contract's Manager.

With regard to the SEN Code of Practice, potential disabled students are risk assessed and appropriate measures are taken to ensure that access to the learning environment is possible.

Every year, the Senior Management team of the school review and revise the school's 3 year DDA plan to ensure that disabled student's physical needs are being met as well as their educational needs.

Available evidence: DDA paperwork

As the named school on the statement, the school takes on the responsibility of organising annual and interim statement review meetings including professional's meetings as required, while ensuring the SEN recommendations and requirements are met.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Proposed Targets

Whole school targeted key measures of success:

- Achieve predicted number of commissioned student placements as outlined in education and financial plans.
- Provide tailor made Personal Learning Plans within 2 weeks of admission for each student.
- Achieve predicted accreditation outcomes e.g. minimum 3 GCSEs A*-G including English and Maths/ Level 1 and 2 qualifications aiming at 5 GCSE's passes or equivalent for all year 11 students (see D1 Accreditation Tracks for potential predictions) following Track 2.
- Achieve positive educational, social and well-being outcomes for all students in line with the three main vision aims of the school, with over 90% individual students' targets being reached as stated in PLP.
- Achieve long term financial stability and sustainability for the whole school.

These progress measures have a proven track record of being successfully implemented across the whole company for 8 years. On Track Chiltern will continue to follow the strategies already established and successful, including a gradual build-up of student

numbers to maximum capacity of 40 across both premise sites, while further developing the vocational curriculum to meet individual student goals and aspirations.

Individual Student Success Measures and Processes

- Attendance – increasing percentage improvement for all students – documented evidence through school register from less than 50% attendance in previous establishments to over 90% for all students.
- Behaviour for most students will be improving – measured through weekly points charts (reward system) and behaviour tracking documentation and personalised behaviour targets
- Academic achievement for all students– measured progress tracking to deliver targeted estimated grades/results (2 NC sub levels achieved each academic year in most subjects and including English and Maths
- All students leaving are successfully moving on to further education, training or employment- placements agreed before they leave being maintained at 98% or above.
- 100% Key Stage 3 students returning to mainstream successfully when planned as target of their PLP.

Students successfully meeting these targets (and additional personal targets identified in their termly PLP) will at least be on a par with their peer group in mainstream, some will have achieved more and improved their life chances way beyond expectations.

Progress Monitoring and Recording

On Track has a rigorous progress monitoring and recording system devised in consultation with experienced On Track teachers.

The system provides documentation which records half-termly teacher assessed progress in line with evidenced National Curriculum sub levels.

The resulting graphical display shows the progress made in each subject over the time the student spends at On Track.

The expectation is that all students will progress upwards from their initial baseline assessment of at least two sub levels each year.

Appendix D Assessment Framework

The graphical display also shows the level of teacher assessed half-termly effort the student has applied to make progress, which is expected to be 2 NC sublevels in all subjects. This information will be regularly shared with students, and parents/carers, to enable them to 'stay on track'.

The graphically displayed trends will identify where, and in which subject(s), a student's aspirations are not being met.

Parents/Carers will be kept informed of the student's progress, highlighting individual trends which may identify particular strengths or areas for development which can be addressed through additional support and specific interventions.

Interventions, which may involve more 1:1 support or additional reinforcement work, or further strategies described earlier in this section will be introduced to guide the student back on

track.

These success measures and systems are already in place and are currently regularly monitored by On Track senior management and directors who will be assisted by the Governing Body which will be involved with Quality Assurance monitoring.

Part of this responsibility will be shared to include the new governing body if the school is successfully converted to a Free school.

Monitoring, Reviewing and Reporting Success Measures

It is the responsibility of each member of the teaching staff to ensure that through the rigorous curriculum planning and evaluation system already established, they record each student' progress through clearly documented assessment and marking procedures, in line with the school's assessment framework (Appendix D). As evidence of achievement, teaching staff retain samples of work which evidence NC sublevels and progress made.

All staff participate in in -service/in -house training as required on course and lesson planning and student assessment and progress tracking to enable them to not only report accurately on progress but effectively evaluate the results and monitor trends.

The planning and individual student progress across the curriculum is monitored by the Teaching and Learning Manager.

The Long Term Plans are inspected at the beginning of the academic year and reviewed with each member of teaching staff as necessary during individual Staff Support meetings. The Teaching and Learning Manager also checks all Short Term Plans weekly. Medium term Plans give a structured outline of the outcomes to be achieved throughout the unit/module of work, these are reviewed in light of how the work is to be delivered to specific groups of students, bearing in mind the group dynamics and levels of attainment. This process leads to the half-termly recording of achievement, in line with National curriculum levels, on a student subject progress tracking document (as above). This data is then transferred to an annual progress tracking report by the Teaching and Learning Manager which is then graphically recorded and reported to the student and parent at the end of the academic year.

It will be the responsibility of the Governing Body to oversee the work of the school's Management team and ensure that all the systems, procedures and processes linked to school performance are being implemented diligently and conscientiously.

Student Assessment and Tracking Systems

As already mentioned, On Track has developed a rigorous assessment and progress tracking framework to which all teaching staff work. **(Appendix D)** Following the information gained during the initial baseline assessments, each teacher records the assessment procedures, and results, carried out during each lesson and the successful outcomes for each student are recorded to help inform the end of year report in the form of a progress summary.

Reporting

Student progress is reported to parents/carers/referrers at the end of each term along with

the planned PLP for the following term which reflects and builds on prior learning. At the end of the academic year a completed annual tracking document for each subject is produced in the form of a visual chart and shows achieved NC levels/qualification grades and student effort employed.

Parental views and participation

Parents' views are sought through a report slip which parents can complete and return to the school following receipt of each termly report.

The school is in regular contact by phone and letter to parents and carers to informally acknowledge any events which impact on progress and achievement. The school also has robust formal systems and procedures in place including inviting parents/carers to visit to discuss matters of concern which may include advice on how best to support their child at home.

Open days are held during which parents and carers are invited to the school to see the school, view the work of the students, and participate in classroom based activities.

At the end of the academic year, the views of students and parents are sought through the completion of evaluation letters.

D6: If you are intending to cater for pupils with SEN but without a statement, describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Responsibilities

It is the responsibility of the On Track Director/Governors to ensure that the On Track School complies with the Schools Admissions Code as amended February 2012 for new admissions from 2013/2014.

It is the responsibility of the school's Senior Management Team to ensure that On Track's procedures on referrals and admissions are followed according to the On Track guidelines SP001: New Student referrals and Admissions and Admissions Policy.

The Senior Management team must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Placing Authorities and parents should be able to look at a set of arrangements and understand easily how places for the school will be allocated.

The referral process

- Following a telephone or written enquiry, a blank referral form and referral risk assessment is sent to the referring agency
- The referral form and risk assessment is fully completed by the placing officer
- Relevant educational information is provided by the placing officer – current Statement of SEN, latest PEP, latest reports.
- All these documents are considered by the Manager of the local On Track Education school or Outreach Manager
- Fees are agreed between the referring agency and On Track Head Office
- The student, parent/carer and relevant professionals are invited to look around the school and meet the staff
- An education package, personalised induction process, timetable and start date is

agreed by all those involved

- A preliminary Personal Learning Plan, Risk Assessment and Behaviour Support Plan is written for the student using the referral information and additional background information provided
- The parents/carers are asked to return a completed Parent Consent Form
- All information received is treated as confidential

The referral process can take a matter of days when the relevant information is provided by the referring agency – On Track will endeavour to have the education package in place within the shortest time possible, provided there is a suitable place available which takes into consideration not only the needs of the new student but also existing students to ensure that their needs and provision are not compromised.

All students whose statement of special educational needs (SEN) names the school must be admitted. If the school is not oversubscribed, all suitable applicants must be offered a place. Highest priority **must** be given, unless otherwise provided in the code of practice for school admissions, to looked after children and previously looked after children.

Where a request is received and there is not a suitable place available, the referring agency can request that the student's name is added to the waiting list, which will be implemented for each year group as the need arises.

Oversubscription

In the event that the school has to implement a waiting list for 2 consecutive years, On Track will apply under the Material Change regulations to have the number of school places increased (PAN – Published Admission Number) and arrange for additional accommodation if necessary.

The school's oversubscription criteria relates to each Key Stage, group size and number of same age groups. Oversubscription criteria **must** be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities **must** ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and those other policies around school uniform or school trips do not discourage parents from agreeing to a place for their child. Admission arrangements **must** include an effective, clear and fair tie-breaker based on the school's ability to meet the students specific needs (most needs being able to be met) to decide between two applications that cannot otherwise be separated.

DDA compliance legislation and criteria will apply to all SEN students.

The School Manager will enter the relevant new student information on the admissions register 'from the beginning of the first day on which the school has agreed or has been notified that the pupil will attend the school', according to DfE regulations.

The referring Agency is notified of the start date and is invoiced accordingly as agreed.

Where required, additional documentation (e.g. National Schools Contract) as provided by the LA or school as part of an agreed framework will also be completed and signed by the On Track Contracts Manager.

As an element of our commitment to fair and transparent admissions practices, including fee structure, On Track provides a Fee Structure Criteria document to enable commissioners, with our Management team, to identify in which fee band the student fits based on documented evidence: SEN Statement, Student Risk Assessment, Referral form and additional GP/ educational Psychologist reports.

The criteria is designed to cover SEN students and AP students according to need.

Student Numbers

The school currently offers 32 places to the LA and local schools to meet the **special education needs of all the young people who are admitted, with or without a statement** and in agreement with the commissioning authority that our school is the most suitable provision.

Our plan is to increase this number to 40 for 2014/15.

All the students have different and varied needs which local schools have been unable to accommodate. Providing we can meet their needs at On Track, and we have a place available, they are admitted.

Teaching students with statements together in a small group with students without statements ensures an all -inclusive environment. Any differentiation is achieved through the level of learning support and individual student needs; this is provided for all students as required.

The number of places for students **with statements** varies from year to year and is not easily predictable at this point in time as we do not 'cap' the number of places available for non stated students as the numbers grow for all 'types' of young people, (who are taught together in the small groups) as the year progresses until we reach the approved DfE registered number, after which a 'waiting list' is implemented. For the purpose of this application we will assume, because of historical evidence, that 50% at least of the students will have statements (40% 2012-2013).

Students with Statements and LAC young people are given priority over AP students because On Track will be their only named school on the Statement or Care Plan. AP students may still be registered with their feeder school if there is the intention that they will return after an agreed period time at On Track (Historically KS3 students only).

Supporting evidence of SEN

Supporting evidence is provided by the LA/ School or other referring agency (including social services) and will include completed On Track Referral Form, completed On Track Student Risk Assessment, SEN Statement (if student has one), background correspondence including EP's/GP's/other specialist advice and any other useful information and supporting evidence to enable On Track to design a suitable Personal Learning Plan around the student's needs.

DDA compliance legislation and criteria will apply to all SEN students.

D7: Describe how your approach to behaviour management, pupil

wellbeing and attendance will improve pupil outcomes.

Poor behaviour restricts a student's ability to fully engage in effective and cooperative learning. On Track works to reduce the incidents and effects of poor behaviour to enable the student to make the most of the learning opportunities on offer. We expect our students to aspire to improve their life chances by behaving well and achieving their personal goals.

The most common presenting behaviour needs and difficulties of our students are:

Poor communication skills – limited language mostly punctuated with swear words

Substance misuse and associated behaviours

Safe guarding issues in the home environment leading to negative behaviours

Lack of self-discipline and poor motivation to change

Poor anger management

Anti-social behaviour presenting as non-conforming to acceptable social norms – rudeness, aggressive stance and argumentativeness

The reasons behind these behaviours are as unique/varied as the students themselves, with the root causes often buried in their past experiences, and may include lack of sound parental care and guidance, abusive home back grounds, neglect, inappropriate role models, trauma – i.e. the death of a close family member, family breakup and related mental health issues, lack of self-esteem and weak belief and values systems.

Some conditions are diagnosed as ASD, ADHD and depression.

Some of the students may be receiving therapeutic interventions from CAMH and Anger management therapists.

On Track Behaviour Philosophy

Students are referred to On Track with the aim and intention that On Track will, over time, assist in the positive modification of student behaviour.

The approach taken by On Track staff is that it is the presenting problem which needs to be addressed to allow the person to modify their own behaviour from within and move on to be able to cope in a more useful, beneficial and acceptable way in society.

Making a lasting change in behaviour is rarely a simple process, and usually involves a substantial commitment of time, effort and emotion.

Whether we want a student to attend more often, stop swearing, stop smoking, or accomplish another goal, there is no single solution that works for everyone. We often have to try several different techniques, often through a process of trial-and-error, in order to achieve the goal.

Psychologists have developed a number of ways to effectively help people change their behaviour. Many of these techniques are used by therapists, physicians, and teachers like us. On Track has developed a number of strategies and techniques which have proved to be successful in the majority of cases, including the positive Strides Programme and Behaviour Management Steps.

Researchers have also proposed theories to explain how change occurs. One of these theories, known as the 'Stages of Change' model, has been used to help students

understand the change process, that it comes from within and is not imposed by external sources or people. This model demonstrates that change is rarely easy and often requires a gradual progression of small steps toward a larger goal. Understanding the elements of change, the stages of change, and ways to work through each stage can help a student achieve his/her goals.

It is important that we encourage students during their time with us not to give up on their goals. The key to maintaining goals is in negotiation and agreement with the student, to try new techniques and find ways to stay motivated – our Strides Programme delivered regularly by the student's Key Worker is designed to provide the time and positive input to help them maintain their own motivation to improve their behaviour.

On Track helps students identify the small steps that need to be made to implement change, which lead to the 'strides' forward which will improve their life chances.

Day to Day Behaviour Management

Challenging behaviour is a key factor in increasing barriers to learning and preventing effective and rewarding outcomes.

On Track is determined, through its behaviour strategies and consistently effective teaching to reverse the ingrained trend of disaffection and disappointing results for this cohort of students.

Because of the nature of the young people placed with us, it is essential that good behaviour and regular attendance are overtly promoted and encouraged throughout the school day as part of the On Track behaviour management programme.

Before admission, placing authorities, along with the standard referral form, also complete a Student Risk Assessment which details existing behaviour traits and concerns. On receipt, the school management team, with the staff, discuss the strategies which will need to be deployed to help the young person improve his/her behaviour.

A Behaviour Support Plan is then drawn up to act as guidelines to the staff on how to work best with the student.

On Track operates its own behaviour modification programme called 'Strides' which is used as the focus for regular Key Work sessions and allows the student to set his/her own behaviour targets and reflect on how their behaviour improves over time and brings about personal rewards including a better sense of well-being.

On Track staff praise all good behaviour and ignore (unless dangerous) behaviours which normally provoke conflict. This approach enables the student to only get attention for positive behaviour which, over time, reduces the student's need for attention through bad behaviour.

On Track operates a fair and consistent Rewards and Sanctions system. The sanctions element is known as the 'STEPS' Behaviour Management System – the students are warned (Step 1) initially about inappropriate behaviour, and depending on their response are

told which step they will be on next if the behaviour does not cease. The Steps include 'time out' in a separate area and may (rarely) lead to being collected or sent home to reflect on why the behaviour is being rejected. It is made clear at the time that it is the behaviour which is being rejected, not the student.

During the 'time out', the student is expected to return with a plan to 'put right' the wrong, which may be an apology, a restorative justice session, or possible mending or replacing something he/she has broken.

Restorative justice enables the student to be involved in a meeting to discuss the behaviour, and understand the impact of the behaviour on others – staff and students.

The 'Steps' are displayed in every teaching area and can be referred to as required during lessons by the teaching staff and students.

A reason is always given as to why the 'steps' are being used.

Notice displayed in teaching areas:

Student Management Steps

	Staff will:	Result:
Step 1	Tell you your behaviour is not acceptable .	
Step 2	Tell you your behaviour is not acceptable , again.	
Step 3	Offer you 10 minutes time out in a different area.	
Step 4	Put you on a caution that behaviour is becoming more serious.	
Step 5	Give you a verbal warning that you could be sent home.	Parents/carers informed.
Step 6	Send you home	Counts as an exclusion. Goes on your permanent school record.
Step 7	Exclude you for a fixed term	LEA informed. Goes on your permanent school record.

If you are involved in a serious incident you may be sent home and excluded **immediately**.

The term 'exclusion' must be used if a student is sent home after all other strategies have been employed and not succeeded. Exclusion documentation must be completed as the parent/carer becomes legally responsible for the student during any period of exclusion. However, On Track very rarely has to implement any form of exclusion at Silsoe/Chiltern as the young people there very rarely reach step 5.

Steps 6 and 7 are only employed if the poor behaviour escalates to a point when staff assess the risk as a threat to health and safety which will cause injury and harm to other people.

We feel at On Track that young people need to be aware of the consequences of unacceptable behaviour, hence they are provided with the written and displayed 'Steps'.

Where any form of exclusion occurs, students are given access to LiveSchool, our e-learning platform and told that their time away from the school is a time to reflect on what went wrong. On their return they meet with the School Management to discuss ways in which they can 'get back on track' by 'putting right the wrong'.

When these steps are agreed, they then return to class with a 'clean slate'.

An On Track student has never been permanently excluded as our alternative strategies are employed to ensure the student is still included and engaging in learning opportunities utilising the On Track curriculum, which may involve outreach and e-learning, monitored by the Teaching and Learning Manager.

Sanctions may include the temporary withdrawal of a privilege from the student until 'the wrong is put right', for example not going out on activities until the damage e.g. hole/dent in wall has been repaired by the student who caused it, and a public apology received, verbal or written.

Rewards are earned through the accumulation of On Track points, which are awarded for good behaviour, including punctuality to lessons, completing set tasks, use of good language and good effort and achievement. Through the points system students can earn shop vouchers.

Students with behavioural problems learn that it is the behaviour which is either rewarded or rejected, not the person.

Staff Training – Behaviour Management

All staff attend training on Behaviour Management as part of their induction programme. The On Track 'Steps' procedure and Strides programme is explained and every year all staff participate in CPI (Crisis Prevention Interventions) training, a system for positive handling delivered by one of our Directors as part of the staff induction programme and refreshed annually.

Staff learn how to avoid or de-escalate difficult situations thereby dealing effectively in a controlled manner with potentially challenging and difficult behaviours.

Student well-being

Students admitted to our school rarely come to us with a sense of well-being. They often come from unsupportive and unhappy homes and schools which have 'given up' on them. They have little self-esteem and lack confidence in their own ability to succeed in anything 'educational'. To facilitate in improving well-being outcomes, On Track has a number of systems and strategies in place.

Pastoral Care System

The pastoral care system within the school involves every member of staff acting as a Key

Worker for a specified very small group of students.

In addition, the School Managers are involved in working closely with other professionals including social workers, YOTs team and members of other specialist organisations who support and advise individual students e.g. Chums which advises young people who may be traumatised. The school Manager is the first person parents and Carers contact about pastoral concerns.

Following admission to the school, a student is assigned a Key Worker.

The role of this staff member is to meet regularly with the student to discuss progress and any concerns or issues the student may have.

Where appropriate, the Key Worker will offer advice and guide the student to make informed choices to improve their life chances throughout their time at On Track.

See also **APPENDIX C** Case Studies

At On Track, student wellbeing is promoted not only through the Strides programme but also through specific curriculum subjects and topics.

- PSHE, Citizenship, healthy eating through Catering/Home economics and Life Skills as well as the Fitness Programme.
- On Track's LiveMail e-zine (reading for leisure) also provides a weekly Wellbeing page designed to appeal to teenagers identifying in a factual, informative way, the health and well-being problems they may encounter.
- Keeping safe is covered for all students in their PSHE programmes as well as through discreet use of additional information as required, through visiting speakers – e.g. police and health professionals, including 1:1 sessions with medical practitioners when required.
- Through the STRIDES programme, students are encouraged to set themselves a graduated target of giving up practices which are harmful.

It is recognised that a large number of our older cohort of student's smoke during the school day, and are not able to function co-operatively without cigarettes during break/lunch times. This is regarded as a personal health issue which students are encouraged to address through attending in school smoking related lessons/talks to encourage them to give it up. The same process would apply to any other known substance misuse.

Bullying

Many of the students referred to On Track have been involved in bullying, most as the instigator /perpetrator and lead bully, a few as victims.

On Track deals with this through the implementation of its robust Anti-Bullying policy and strategies.

Awareness of bullying may be raised during specific curriculum topics to alert students and staff to the ways of identifying aspects of bullying behaviour.

Areas covered are:

- physical bullying from prodding to fighting,
- verbal bullying from name calling to making derogatory remarks because of appearance, disfigurements, handicaps, size (including obesity), colour, perceived /known sexual preferences, beliefs, personal hygiene,
- non-verbal bullying through actions/gestures/messages,
- cyber bullying,
- harassment/discriminatory practice – gender (including cross gender), age, race,

culture, mental ability.

Anti-bullying strategies and Policy Implementation

Bullying is an issue that can be discussed, and dealt with within the curriculum areas of PHSE, English and Work Related Learning or raised in Key Stage 3 (students most at risk of bullying) and Key Stage 4 (students most likely to be less sympathetic to those who are bullied) group meetings and also in staff INSET meetings.

Incidents and reports of bullying will be dealt with immediately or as soon as possible. However, If a member of staff is unable to deal with the incident immediately (i.e. a teaching commitment) he/she must arrange for another member of staff to deal with the initial incident and then arrange a time on that day to see the victim and bully together (restorative justice process).

If this is not possible or the incident is so serious that further provocation is imminent, an available member of the Senior School staff must be informed immediately.

The incident or the report will be taken seriously and verbal and written reports must be obtained from the victim and the bully, to be kept in their files. Incident reports are required to be written all staff involved (within 24 hours of the incident) and statements from witnesses must also be collected, where possible.

Restorative Justice Meeting

Staff must reassure the victim so that he/she does not feel inadequate or foolish. They should offer concrete help, advice and support

Staff should make it clear to the bully that they disapprove and also they should encourage him/her to see the victim's viewpoint.

The outcome of the restorative justice meeting will be documented and kept on both student's files.

Restorative justice has three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other students that the behaviour is unacceptable and deter them from doing it.

Further sanctions for bullying are intended to hold students who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. The student should also be provided with an opportunity to put right the harm they have caused.

Keeping students safe and Staff Recruitment

On Track operates and adheres to a number of robust policies, procedures and processes which are designed to keep young people safe following all relevant legislation.

The safe recruitment procedure begins with any job advertisement promoting the fact that On Track expects all staff and potential volunteers to be CRB checked at the appropriate level before working with our students. Fair selection criteria are employed to ascertain candidate's views on a number of potential safeguarding issues. References, both character and professional are sought and gained before any job offer is made.

All key staff, including Director/Governors have undertaken the CWDC (Children's

Workforce Development Council) Safer Recruitment in Education Course and test. In addition, we promote a 'no lone-working' ethic to avoid opportunities for students to make accusations against staff – On Track aims to keep all staff safe too.

Staff Training – Child Protection

All staff undertake level 1 Safeguarding/child protection training which is refreshed every 3 years. The designated school Safeguarding Officer (School Manager) undertakes Level 3 Child Protection training and is responsible for and liaising with their local safeguarding board to ensure they are kept abreast of the latest safeguarding developments and local initiatives. At a minimum their level 3 child protection training should be refreshed every two years.

Staff are also instructed to carry out risk assessments for all activities undertaken as well as ensuring the safe use of the internet and digital media.

Premises, Health and Safety and Insurance

On Track seeks to ensure the safety and well-being of everyone, students, staff and visitors. Students are closely supervised at all times to ensure that none go missing or engage in unsuitable activities, including misusing the Internet while at school.

On Track employs an external company to oversee all our Health and Safety procedures and supports our designated Health and Safety officer in the school. On Track has a dedicated HR department run by [REDACTED], and also supported by the external company for all matters relating to Employment Law.

On Track ensures that First Aiders receive regular training to update their skills and all activities, both on and off site are thoroughly risk assessed and accompanied by an equipped first aider.

The school premises are well maintained and secure and all the correct certification regarding installations and equipment is all up to date. The local fire service has conducted an inspection and has approved the school's Fire Risk Assessment.

All required insurance cover is in place and the school minibus is regularly serviced.

Attendance

Regular attendance at school is the first step to improving educational outcomes for an individual student.

Most of our students have a history of poor attendance and limited parental support. The school management team tries to work closely with the student and parents to improve attendance. This may involve the school manager visiting the home and arranging 'outreach' provision to encourage the student to engage in education, initially at home, and then transferring to the school as part of a phased integration programme.

Attendance is recorded and monitored on a computerised system as well as a traditional school register which can be removed in the event of fire etc.

The School Manager monitors the day to day attendance of all students and will phone home if a student does not turn up if the parent/care has not already informed the school about the absence.

The School Manager also provides weekly (or as agreed) attendance information to the commissioner and will identify any emerging patterns of which the commissioner should be

aware.

The school is also linked to 'welfare call' for specific individuals, which monitors individual's attendance on behalf of the referring agency.

Any student presenting regular/chronic non-attendance at school will be discussed with the commissioner and, where all existing strategies have failed to engage the student and family in any of our support systems, a joint decision will be made to involve LA Education Welfare and/or social services.

Summary

Our provision, strategies and practice are not only informed by our education vision but also through 8 years of sound practice and good experience.

For 8 years On Track has been working successfully to raise standards and educational outcomes for vulnerable, challenging and 'reforming' young people and our plan is to continue doing so for many years to come as a Free School in Bedfordshire.

Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2014				2015			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3	16	12	4	100%	16	12	4	100%
Key Stage 4	24	20	4	100%	24	20	4	100%
16-19: commissioner referred								
16-19: pupil application								
Totals	40	32	8		40	32	8	

Section E: Evidence of demand – part 2

E1: Clearly state your referral process setting out how you will effectively manage referrals and engagement with your commissioner throughout the academic year.

Context

This school was founded by On Track's Head of Services over 20 years ago, originally as Bramingham Park Study Centre in Luton, and has successfully been in operation for 5 years under the umbrella organisation of On Track Education Services Ltd, a 'not for profit' company, and has **a rising number of student places agreed/pre booked each year** in July for the following September.

All current agreements are dependent on individually identified students and their specific learning needs, which, because of the nature of the students (being unable to sustain a full time mainstream school placement), the number at the On Track school continues to increase throughout the school year, usually reaching capacity during the Spring Term.

The Head Teachers and LA Department Heads agree the finance only after Pupil Placement Panel (PPP) or Managed Move Meetings (MMM), or similar meetings have taken place within existing LA protocols where teams of people make the commissioning decision.

Due to the funding changes being made in April 2013 to the way schools and education departments are being funded in the future, the 'commissioning' roles are also changing, with responsibility for many of the children being devolved to new Heads of new services as well as new academies. Some are not yet identifiable as the recruitment process is still underway with no one in a position yet to make any predictions. The suggestion being made by current 'commissioners' is that they would use historic data (**See Appendix A**) to estimate what their response is likely to be – indicating a potential demand in the region of 20 places for schools. The good news is that despite all the uncertainty, Luton Behaviour and tuition Service which will be reshuffled in April 2013 has agreed to commission 10 places and Luton Virtual School has agreed to place between 6-10 places. These two signed support letters have been scanned in at the end of **Section E2**, along with one school's response.

A meeting with Bedford Borough commissioners (assessment and Monitoring) was cancelled at short notice by the BB officers in December and will also be rearranged for the new year.

Our own current procedures elicit information about potential students in the preceding Summer term for students who will be staying on at the school for the following year.

However, because this school appeals to all placing agencies and referral personnel because of the high standards of provision and excellent individual student outcomes, the current staff/officers (as above) with whom we have already spoken, have stated that they (100%) think it is a good idea to apply for Free School status and have verbally stated their support. Many will provide written references if requested by the DfE, based on past performance and number of student placements already 'commissioned'.

Unlike mainstream schools, which have defined 'catchment' areas, and clear data on the number of pupils they can expect to admit, we fully understand that current and future 'commissioners' are not yet in a position to predict exactly how many places they are likely to need in two years' time. However, using the historic data which we have

accumulated since the start of On Track, we can demonstrate a continuous increase in demand for places since 2005 within all our current schools and our own commitment to continue to grow to accommodate more places in the future, which will undoubtedly still be required for the type of young person we admit, as their needs cannot be met elsewhere.

See Appendix A.

For this application we are also including the written support letters where individual Heads or Commissioners have felt able to make predictions.

Future commitment to school sustainability

As we appreciate the importance attached by the DfE to having more solid and sustainable commitments for regular uptake of school places by referring agencies, we, as an organisation, will be developing and providing, in consultation with key LA officers and school Heads representatives, school place contracts for not only named individual students, as is our current practice, but also contracts to be used in the future for a number of student places in a 'Framework Agreement for the Provision of Personalised Learning'. The first of these has been created through On Track working closely with Wiltshire Council and has been signed for 10 places by Learning Futures West Wilts Ltd, a consortium of 8 schools utilising our Westbury school and NHPG (Northampton Heads and Principles Group having signed up for 60 places for the Northampton On Track school). We hope to do the same in Bedfordshire for all new consortia of schools and LA departments.

Our plan is to negotiate a number of these Framework Service Level Agreements across the whole of On Track's provision to provide a sustainable number of places in every On Track school, including On Track Chiltern in time for the conversion in 2014.

Referral Process

On Track Schools have an established, informative referral process which has been successfully used by LA's, Schools and Academies for the past 8 years, while this particular provision has worked successfully (██████████) as a school within Bedfordshire for 20 years, serving mostly Luton Schools and LA.

At the moment, despite changes in key 'commissioning' personnel within mainstream schools and LA departments, it is envisaged that the actual processes which are currently implemented for referrals to ourselves will not significantly change for 2014 when we are a Free School.

The same referral process exists for the use of all our commissioners whether LA or schools, or other, which may include children's residential care providers but funded by the young person's 'home' LA.

For 2014 we will be looking to negotiate a new Framework SL Agreement for Personalised Learning with each of our 'commissioners' to encourage more, and earlier, pre booking of places to evidence a steady state of student numbers.

The Local Authorities operate their own system of deciding which individual pupils to place and where, through Pupil Placement Panel Meetings. Within Luton, the Behaviour and Tuition Team currently organise the Panel meetings which make the decisions, but

this will be changing from April 2013 due to changes in EFA funding. The person who will have some influence from that date is [REDACTED], with whom we are meeting on 30th November.

Bedford Borough organises PPP Meetings through their Assessment and Monitoring Team.

An Education Panel will consider cases put forward for specialist provision as advised in the Code of Practice. This panel will have a multi-professional membership. The Head of the Assessment and Monitoring Team or Behaviour and Tuition, acting on behalf of the Local Authority (LA) will convene and chair it, and will invite specialists as appropriate. The panel will consist of representatives from the following according to need:

- The Assessment and Monitoring Team
- The Educational Psychology Team
- The Advisory Teacher Team
- The Early Years Team
- The Sensory Impairment and Music Therapy Team
- The Inclusion Support Team
- Special schools and mainstream schools
- Independent Parental Supporters

The Education Panel's role is to advise the Assessment and Monitoring/Behaviour and Tuition Teams.

All decisions relating to placement in a specialist provision, are the responsibility of the Assessment and Monitoring Team. The Head of the Assessment & Monitoring Team ([REDACTED]) [REDACTED]. On Track has a meeting with [REDACTED] in the new year.

Central Bedfordshire will be operating an AP Free School from September 2013 in the north and south of the county. Our school is in the centre of central Bedfordshire and is ideally placed for disaffected students from the middle of the county, including schools in Shefford, Ampthill, Flitwick, Barton and Harlington.

For all PPP Meetings across Bedfordshire, Headteachers or their designated representatives, attend from each of the secondary or Upper schools in the specified areas. Meetings are conveyed every 3/4 weeks in order to collaborate and take joint responsibility for the placement of all students. This ensures that Fair Access protocols are followed and relate to individual pupils.

For vulnerable young people, including those with special needs or are looked after, the 'committee' includes personnel from a number of agencies as listed above.

For pupils already in a school, where the school wishes to avoid permanently excluding a pupil, it will follow the Bedfordshire Managed Move protocol.

Managed transfers between schools are offered as a possible alternative to Head Teachers in response to a serious breach of the school's behaviour policy in DFE Guidance on Exclusion from School and Pupil Referral Units.

The following principles underpin all requests for managed transfers to On Track.

- Justification for the transfer of pupils in public care or the subject of a statement of SEN will need to be especially strong. The Local Authority would need to be

satisfied that the move is in the best educational interest of the child.

- Where a pupil has a statement of SEN, an interim review meeting must be held prior to any managed transfer. The appropriate Local Authority officer must be present. This is a statutory requirement.
- A managed transfer request should be initiated by the child's current (home) school.
- It is essential that the full agreement of parents is obtained. The ascertainable views of the pupil to undertake a transfer to another school voluntarily must also be considered.
- A managed transfer must form part of either the pupil's Pastoral Support Programme (PSP) or for pupils with special educational needs, their Individual Education Plan (IEP). Local Authority Officer for SEN pupils must be kept informed and form part of the agreement

Behaviour:

- Generally, it is the expectation of the Local Authorities that a managed transfer should be considered prior to a permanent exclusion being implemented. (Unless there is a major breach of school behaviour policy) In the great majority of cases, the pupil would be expected to be at least at School Action Plus, thereby demonstrating that all other preventative strategies have been exhausted. The schools own interim procedures will have already been implemented along with all strategies to avoid exclusion and address poor behaviour. The Behaviour and Tuition Team strategy must also have been followed.

In some cases, the decision may be made that the student remains on the roll of the 'feeder' school especially if the On Track placement is short term or part time and is being used as a behaviour intervention strategy.

Schools and the LA choose to refer students to our schools following the above principles and procedures because of the high quality provision which is second to none in the region.

They receive regular On Track marketing material in the form of a termly newsletter, copies of the school prospectus and On Track fee structure with fee banding criteria to enable representatives to jointly make informed decisions at PPP or Managed Move meetings about the future education provision available for their most vulnerable and challenging young people.

Historically, commissioners have, over the years, gradually increased their number of referrals in light of their satisfaction with our provision, which they know will meet the individual needs of their students.

The table below shows the places currently (October 2012) booked in September by commissioners.

Current Student Numbers

	No of Places
Luton Borough B&T	8
Luton Borough Virtual School	2
Bedford Borough	3
Central Bedfordshire	1
Putteridge	7
Lea Manor	2
Barnfield	2
Lealands	2
Stopsley	1
Cardinal Newman	
Denbigh	
Ashcroft	
Biddenham	
TOTAL	28/32

We provide our own referral documentation to ensure continuity, fair consistency across all admissions, following On Track's own policies and procedures for admissions.

Available evidence: On Track New Student and Admissions Procedural Guidelines.

As a school, once students are placed, we do not have a high turnover of students leaving during the academic year.

The length of stay is usually agreed with 'commissioners' at the outset of the placement, and will be at least until the end of that academic year. Students placed in year 10 will remain until the end of year 11 to enable them to complete their exam courses with us throughout Key Stage 4.

Students referred during any year in Key Stage 3 without statements will have the option of returning to a mainstream school.

Each year, during the summer term, Commissioners are requested to complete a form which indicates which of their existing students will be returning to On Track in the following September. This enables us to predict initial financial income for the commencement of the academic year which may have implications on the cost of staffing in particular. Some staff are employed on short term contracts to enable us to reduce the number of staff should their position not be sustainable. To date, we have not needed to reduce staffing levels because of insufficient places being booked in advance. Additional support staff may be employed during the year as referrals increase and funding allows.

The Referral Process (new referrals during the academic year)

1. The commissioner/or representative/SENCO, contacts the On Track school,

usually by phone, to enquire if there are any places available.

2. The School Manager ascertains basic information (taking notes) and specific needs, about the potential student, including:
Age (year group), reason for referral, whether the student has a statement and what the specific needs are, current attainment/ability levels, full or part-time request, potential length of time for which placement will be secured and any student specific requests – subjects to be covered/particular interests to be highlighted.
3. The School Manager, once satisfied that a suitable place can be offered, sends the On Track referral documentation by email to the Commissioner/Representative/SENCO to complete, usually stating a date until which the place will be held open for that commissioner - maximum 2 weeks from initial enquiry.
The On Track Referral documents are:
 - a) Personal details and background information (Referral Form)
 - b) Student Risk Assessment

Available evidence: Referral Form and Student Risk Assessment

- c) Request for additional documentation including SEN Statement, supporting evidence from GP, Educational Psychologist etc.
4. On receipt, the school Manager reads through the completed documents and meets with the Teaching and Learning Manager to ensure an appropriate timetable can be put in place.
5. The student and family/carer/social worker are invited by the school Manager to visit the school to tour the premises and meet the staff.
6. The potential student is then asked if he or she would be happy to attend the school. If the answer is yes, an offer of the place is formally made to the commissioner. In some cases, where a reluctance is demonstrated, taster sessions are offered to the student so he/she can make a more informed decision based on experiencing the provision for an agreed number of sessions.
7. A place is not offered to a student who demonstrates total unwillingness to attend the school, but 'taster' days will still be offered to allow the student to make a more informed decision. If he/she does not turn up at all for these then it will be the student's decision which is respected and reported to the Commissioner.
8. Parental/Carer documentation is completed and signed for student admission purposes including parental permission docs, medical form and personal details are checked which will appear in the admissions register.
9. A start date will be agreed with the Commissioner and funding arrangements put in place through Head Office.
10. A student file is set up which will contain all the referral documents in line with data protection legislation.
11. Final arrangements for admission are agreed for students who have agreed to attend.
12. Student attends for his/her induction programme, which will include a series of baseline assessments as described previously in Section D.

The referral and admission process is designed to take 2 weeks, allowing for the commissioner to have sufficient time to provide all the requested information.

This information, including the results of the assessments, is disseminated to all teaching staff to help inform the PLP and Student Behaviour Support Plan, both of which are reviewed termly. Any amendments are discussed with the 'commissioner/referrer. Any

concerns raised are discussed and additional agreed strategies introduced and implemented.

Any specific commissioner led requirements are accommodated where possible, for example the continuation of an established additional AP provision for one day a week which may be a college or work related course/experience which is already in place. In some cases we may be required to only deliver the academic programmes to ensure exam/qualification success. The individual student's timetable will reflect this requirement.

On Track's experience has demonstrated that once a student has taken up his/her place he/she will continue in that place until the end of their compulsory education, or until the end of that academic year (if Key Stage 3 he/she may return (reintegrate back into original funding school or alternative as a planned move).

During the Summer term, our administrative team at Head Office contact the Commissioners to ascertain which of the current cohort of students will be remaining with us for the next academic year to ascertain numbers of student places, in each year group, to be taken up in September each year.

On Track will continue to provide information on individual student progress to the referring agency throughout the placement to help inform the 'commissioner's' decisions about continuing the placement for the following year or, in the case of younger students, asking on Track to support a reintegration package back into a mainstream school, using existing protocols and procedures, again tailor made to meet the individual student's educational and social needs.

The On Track school's management team organises and oversees all admissions, transitions and communications with commissioners/referring agencies.

The school Management team regularly reports on individual student placements and progress to the commissioners/referrers during general review and Statement review meetings as well as providing end of term reports and revised PLPs.

For the purpose of our Free School application, we are also ascertaining which current KS 3 students are the most likely to continue with us in 2014 as KS4 students

Funding Packages

On Track allows for two different top-up funding 'packages for placements – Annual Agreement or Spot Purchase.

Fee Structure information is reviewed during April each year and revised upwards for the following year, usually adding an extra [REDACTED] per week per student to cover inflationary/rising costs including staff salary increases.

For 2014 onwards, a new structure will be in place which will reflect a reduction in fees (the top up) because of the EFA contribution.

For example, the standard annual fee paid by schools at Silsoe is currently [REDACTED].

Allowing for the EFA contribution of [REDACTED]

This should, in theory, generate more demand for places from local schools.

See Provisional Fee Structure chart in Section G

This fee is reflected in our finance templates.

The 'Annual Agreement' is made up of a set annual fee, paid either monthly or termly in advance, divided into 12 equal monthly instalments and is designed for students who will remain with us for at least two terms or until the end of the academic year. Most Commissioners buy into this package at the beginning of an academic year as the purchased place can also be transferred to another student if the first leaves unexpectedly. This package is 'all inclusive' and covers all costs including accreditation and exam fees.

Part-time places can be accommodated by dividing one place between two students. One term's notice is required of termination of a place.

The 'Spot Purchase' place is used to purchase an agreed number of weeks or any period of more than one month and less than two terms. The fee is normally charged in arrears for weeks attended and does not cover any accreditation other than the AQA Unit Award Scheme. One month's notice is required if termination date has not been agreed at the time of admission.

Most commissioners prefer to buy into the Annual Agreement to secure a number of places for their use.

Our referral documentation clearly ensures that we receive essential information about each student's needs and attainment levels before they are admitted.

We work with Commissioners to negotiate the content of the Personal Learning Plan which is reviewed at the end of each term as the student's End of Term Report is written and sent to the Commissioner.

Commissioners are also welcomed to arrange to visit the school and students while the school is in session.

Transition Periods

On Track works closely with the commissioners and/or their representative (e.g, mainstream school SENCO) to decide on whether the student will continue at On Track or return to mainstream (KS 3 students). Students in KS4 who have already commenced examination course, full time at On Track are not normally transferred back to mainstream.

In the case of KS 3 students returning to mainstream, On Track would have worked closely with the mainstream school staff to ensure the student would have covered the same topics as their mainstream peers to ensure a seamless transition.

Transitions are arranged to suit individual students and may involve one or two days per week initially as part of a trial reintegration, or for some, the transition may be arranged to take place at the beginning of a school term.

Whatever the process which is agreed will be with the needs of the young person foremost, with the Commissioner, On Track, student, parents/carers all being involved in any decisions made.

Students initially placed with On Track on a part-time basis or trial period (Spot Purchase) may have their hours/days increased if the provision is found to be successful in reengaging the student up to a full time placement. If the placement is then likely to exceed two terms, the commissioner and On Track will negotiate an annual agreement funding package to secure the longer term placement.

E2: Provide evidence of demand from commissioners that they would make referrals to your alternative provision Free school for students of compulsory school age.

Commissioner Demand

Our aim for 2014 will be to offer new Place Framework Agreements to our established regular commissioners to secure their places over a longer period of time – the proposal is for 2 year minimum contracts. This will establish a more reliable steady state for student numbers, although we are aware that we would be unlikely to reach 100% for the full academic year due to the nature of the AP (part-time and short term placements) element of our provision.

Available evidence: Appendix A On Track Education Student Occupancy

This document demonstrates the historic demand for full time On Track places and how we have had to regularly increase the number of registered places because of the demand.

Historically we see a fall in numbers between June and September due to the departure of some year 9 students, reintegrating back into mainstream school, and all year 11 students, unless their places have been re-commissioned for year 12. However, we continue to receive funding for Annual Agreement places until the end of the academic year.

Historically, at On Track Silsoe/Chiltern, we commence each academic year with, on average, a take up of 65% of places in September (equivalent to 20 full time places) which gradually rises to 85% or more by the end of the Autumn term (28 places), rising to capacity by March/April (100%) each year (currently 32 places).

Available evidence: Appendix A On Track Education Student Occupancy

This document demonstrates the historic demand for On Track places and how we have had to regularly increase the number of registered places because of the demand.

Commissioner Contact and Engagement

Due to recent redundancies and local government cutbacks/reshuffles, and schools changing to Academy status it has been difficult to identify the personnel who will accept responsibility for commissioning children’s services as far ahead as 2014 within the tight timeframe during which we are compiling this application.

However, we appreciate that this will be an on-going process in which we have already engaged over the last 20 years and intend to continue beyond the deadline date for this application.

The chart below shows places already taken up (pre booked) for individual students for 2014.

CHILTERN

PRE BOOKED PLACES 2014

Place	Name of Student	Year	F/T	Referrer
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Number		Group (2014)	or P/T		
1	GR 5	Named	10	F/T	Putteridge High
2	5	Named	10	F/T	Putteridge High
3	5	Named	10	F/T	Stopsley High
4	5		10		Luton B&T
5	6		10	F/T	Luton Virtual School
6	6		10	F/T	Luton Virtual School
7	6		10	F/T	Luton Virtual School
8	6		10	F/T	Luton Virtual school
9	7		10		Luton B&T
10	7		10		Luton B&T
11	7		10		
12	7		10		
13	8		11	F/T	Luton Virtual school
14	8		11	F/T	Luton Virtual school
15	8		11	F/T	Luton virtual School
16	8		11	F/T	Luton Virtual School
17	9		11		Luton B&T
18	9		11		Luton B&T
19	9	Named	11	F/T	Luton B&T
20	9	Named	11	F/T	Luton B&T
21	10	Named	11	F/T	Putteridge High
22	10	Named	11	F/T	Putteridge High
23	10	Named	11	F/T	Bedford Borough
24	10	Named	11	F/T	Putteridge High
25	1		8		
26	1		8		
27	1		8		
28	1		8		
29	2		9		Luton B&T
30	2		9		Luton B&T
31	2		9		Luton B&T
32	2		9		
33 -40	New places				

Commissioner Willingness to pay top-up fee

Current Commissioners and any future additional Commissioners are already fully aware of On Track's current fee structure. Current, and past, Commissioners are already used to paying the higher level of fees required to meet individual student needs.

As seen above, the conversion to a Free School will enable on Track to reduce the amount of fee payable by the school or LA – this will be welcomed by all our commissioners and will encourage others to use On Track as well.

We are in no doubt that Commissioners, like ourselves, appreciate the level of funding now being made available by the government for Special AP Free Schools from which all will benefit, and are stating that they will be more than willing to pay the reduced 'top-up' fee.

Marketing

It is an essential role of the School Manager to market the provision to all existing and potential commissioners.

In liaison with Head Office, the School Prospectus and On Track termly newsletters are produced to help inform commissioner choices.

Available evidence: School Prospectus, termly newsletter (Autumn 2012)

For the conversion process, we have already sent out information to all schools and LA Commissioners informing them of our intention to convert the existing school to a Free School.

The information has in some cases, time allowing, been accompanied by the School Manager taking the letters of support to gain signatures, or the letters being sent with the support letters for signature (with stamped addressed envelopes) to be returned to HO. This is being followed up by a consultation meeting to which all interested parties are invited.

We currently have 9 schools (14 places) and 3 LAs purchasing places (15 places). LA Departments: Luton Behaviour and Tuition (8) SEN (1) LAC (1) Bedford Borough and Beds Central Assessment and Monitoring (4).

Schools: Putteridge (7) Lea Manor (2) Lealands (2) Barnfield (2) Stopsley (1) with a number of other schools regularly placing students during the year as needs arise.

These numbers increase as the year progresses with other schools also likely to purchase places as the need arises.

Schools which have also purchased additional places in the past:

Denbigh (1) Cardinal Newman (1) Ashcroft (1) Icknield (1)

As part of our marketing strategy to inform commissioners about our intention to apply for Free school status, the On Track Silsoe (Chiltern) management team has been visiting local schools to:

1. inform them verbally of the fact that we are considering a conversion (to ascertain initial response),
2. provide an information leaflet about our intentions,
3. disseminate letters of support to be returned to our Head Office.

Available evidence: conversion information leaflet, letter to schools, letter to LA departments.

The next stage of our 'campaign' is to invite Heads of schools and LA departments to a further Free School information sharing meeting, with Power Point Presentation followed by a question and answer forum, after which they can sign a support document.

This is to take place in the Spring Term.

Following our successful application, we will be engaging with individual Heads/Commissioners to agree a formal Placement Framework Agreement to commence September 2014. We intend to provide more information sharing meetings with Heads and Commissioners throughout 2013.

Available evidence: Draft Framework Agreements.

1. Service Level Agreement

2. Annual Agreement Placement Agreement

When we have heard that we have been successful, we will create a new On Track education trust website which will also keep our commissioners and other interested parties informed about our activities.

Financial Viability based on Commissioner Demand

We know the school will be financially viable despite any rise or fall in student numbers as on Track has strategies in place to compensate for times of low occupancy, including the reduction of staff costs as required.

Fortunately, despite these 'contingencies' being in place since the school opened, they have to date not been employed, despite limited cash flow at the beginning of each academic year when student numbers are at their lowest, and September invoices for new students will not usually be paid until October at the earliest.

As a Free School, the introduction of EFA funding 'receivable' from September 1st each year, will ensure that there will be sufficient funds available to ensure a healthier looking cash flow for September. As demand for places increases during the year, the top up fees paid by commissioners will ensure the school becomes less dependent on the EFA funds as the main source of initial income as the year proceeds. The school will still, as in previous years, make a small profit which will be re-invested into the provision.

As commissioners visit the school from 2014, they will not only still be delighted with the successful outcomes achieved by their students at On Track but will be able to see for themselves how being a Free School will secure and further improve the provision and premises. The reasoning behind the conversion and aims behind the application will be fulfilled which in turn will undoubtedly generate more interest and secure more student placements.

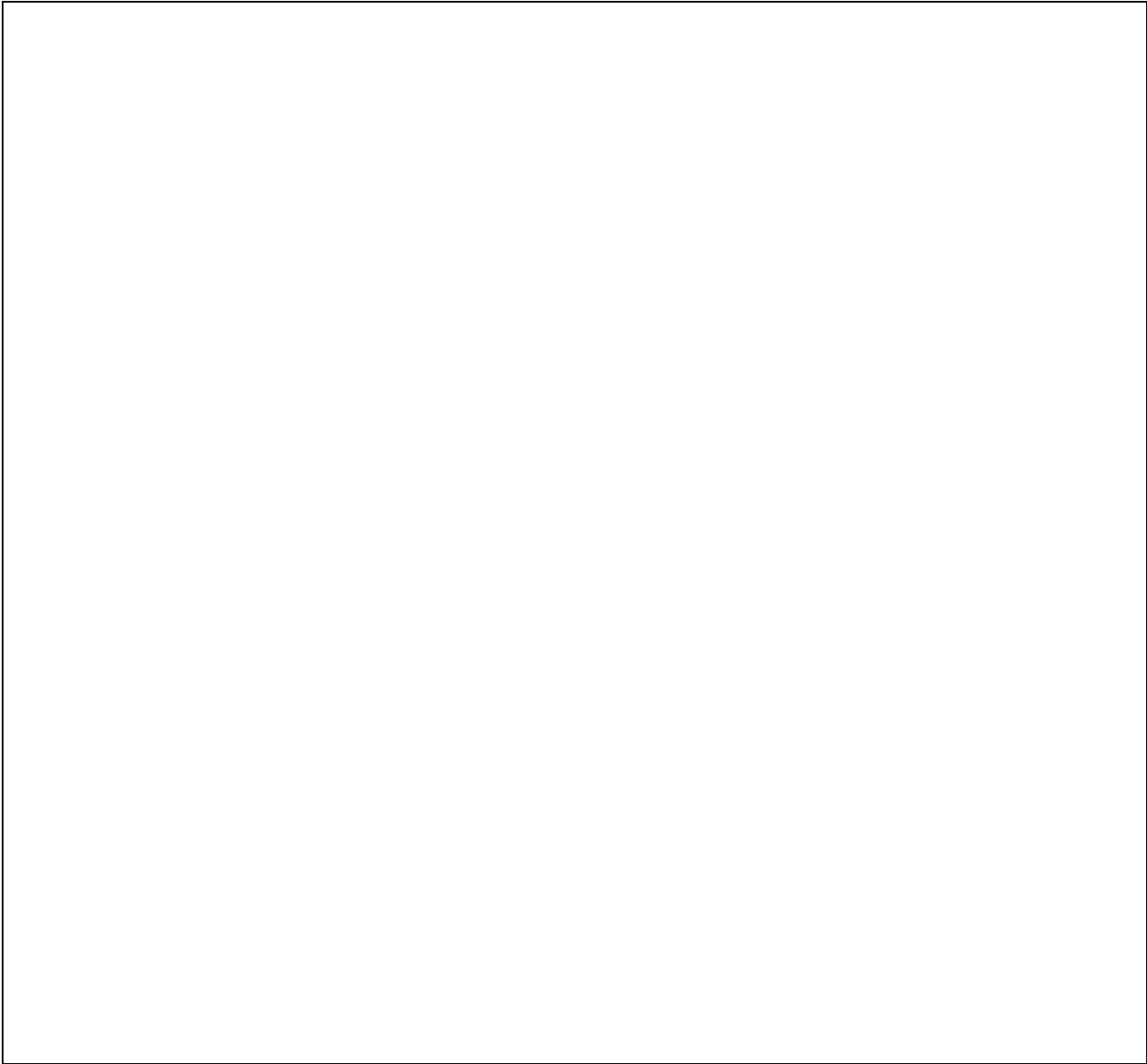
Occasionally we also become involved in other events which help to promote On Track.

Below is an email recently received (December 2012) from a potential new commissioner:

██████████

This email sums up the positive impact that On Track has on its students.

Evidence of support letters: Luton Behaviour and Tuition Service



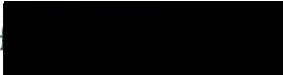
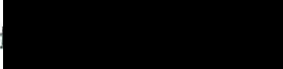
To: **On Track Education Trust**

I wish to demonstrate my support for On Track's application to convert to a Free School.

I understand that the On Track Free School will be a school delivering specialised education provision for young people aged between 11-19 who are unable to attend a full time placement in a mainstream school because of their challenging and sometimes complex educational needs.

I understand that the fees currently payable per place will be significantly reduced to a 'top -up fee' due to the EFA contribution On Track will receive as the result of a successful application.

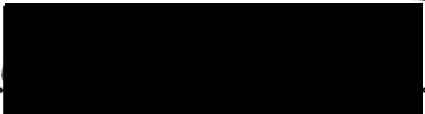
I anticipate making in principle 10 (number) referrals per academic year, contributing between

	(SEN ARE to Special High Dependency)	<input type="checkbox"/>	<i>Please tick best fit box</i>
	(AP ARE to AP Excluded)	<input checked="" type="checkbox"/>	

top up fee per annum, in line with On Track's Free School fee structure and Fee Band Criteria which I understand is dependent on individual student needs.

ARE = At Risk of Exclusion

Signature:  Date: 30/11/12

Print Name: 

LA/School: Luton

This letter is a letter in support of On Track's application to convert the existing On Track independent special school to a Free School and in no part constitutes any legally binding agreement or contract between the LA/School and On Track.

This letter will only be used to identify/indicate potential placement take up from September 2014, which may be based on historic evidence of use from preceding years.


Commissioner's Letter of Support

This letter is a letter in support of On Track's application to convert the existing On Track independent special school to a Free School and in no part constitutes any legally binding agreement or contract between the LA and On Track.

This letter will only be used to identify/indicate potential placement take up from September 2013, which may be based on historic evidence of use from preceding years.

I,  (Name of referrer/ commissioner) confirm that we support On Track's Free School Silsoe application.

We understand that the On Track Free School will be a school delivering specialised education provision for young people aged between 11-19 who are unable to attend a full time placement in a mainstream school because of their challenging and sometimes complex educational needs.

We anticipate making in principle 3 (number) referrals per academic year, contributing between  (top up fee) per annum, in line with On Track's fee structure which we understand is dependent on individual student needs.

We anticipate these referrals being full time and lasting for a minimum of 3 (number) terms.

Signature: 

Date: 3/11/12

Print Name: 

Putteridge High

Please post your response to:
Jan Grayson in enclosed stamped envelope.

Alternatively, please let us know why you feel you are unable to support this application.

Commissioner's Letter of Support

This letter is a letter in support of On Track's application to convert the existing On Track independent special school to a Free School and in no part constitutes any legally binding agreement or contract between the LA and On Track.

This letter will only be used to identify/indicate potential placement take up from September 2013, which may be based on historic evidence of use from preceding years.

I, [REDACTED] (Name of referrer/ commissioner) confirm that we support On Track's Free School Silsoe application.

We understand that the On Track Free School will be a school delivering specialised education provision for young people aged between 11-19 who are unable to attend a full time placement in a mainstream school because of their challenging and sometimes complex educational needs.

We anticipate making in principle 6-10+ (number) referrals per academic year, contributing between [REDACTED] (top up fee) per annum, in line with On Track's fee structure which we understand is dependent on individual student needs.

We anticipate these referrals being full time and lasting for a minimum of _____-(number) terms.

Signature: [REDACTED]

Date: 13/11/12.

Print Name: [REDACTED]

Virtual School

Please post your response to:
Jan Grayson in enclosed stamped envelope.

Alternatively, please let us know why you feel you are unable to support this application.

E3: 16-19 Demand from students

We do not fall into this category as all our places are commissioned. However, the needs and aspirations of the young person him/herself are taken into consideration by the commissioners in negotiation with the student, and with the increase in the school leaving age, we have built into our provision the opportunity for a larger cohort of young people aged 16-19 wishing to stay on at On Track and funded by their Commissioner(s).

E4: demonstrate how you intend to reach out to the wider community

We have made our On Track provision attractive to commissioners through the manner in which our innovative alternative curriculum is delivered and succeeds in engaging challenging young people, where other provisions have failed.

Commissioners appreciate the fact that On Track employs people who have the right experience and expertise to not only deliver the curriculum but also know how to work with the students to improve their behaviour and social skills.

The variety of courses and accreditation pathways attract both LA and school commissioners because of the flexibility of the programmes to meet the individual needs of their students. All commissioners know they can trust On Track to deliver the best provision in the region. On Track's record of positive outcomes and improved life chances for individual students is almost impossible to match elsewhere. The fact that the students appear to be happy and actually engaging, impresses both commissioners from the LAs and schools.

Commissioners' views and suggestions are fed back through the Annual Service evaluation form to the management and/or Directorial team to help inform further improvements.

The students themselves find the structured, informal approach appealing as they like the 'not like school' ethos and are more willing to accept varying levels of support in the small group environment where they are treated and respected as individuals, are helped to improve their outlook on life and as a result, flourish. Parents/Carers and extended family members also comment positively on the difference On Track's input has made on their lives.

Within the local community we have established links with Wrest Park (English heritage site) Ampthill Park, working with the Park Rangers to assist in the upkeep of the park with the plan to be involved in the refurbishment of the visitor centre in return for free use of the facilities.

Each year the students nominate a charity and organise fund raising activities within the school itself and within the local community. Local businesses often donate goods and services to the school. We are anticipating that becoming a charitable trust school will encourage them to be even more generous.

These activities help to dissipate concerns within the local community about having 'very

naughty to wicked' young people in the neighbourhood. Most 'neighbours' are pleasantly surprised and this improving attitude towards the young people themselves encourages further support for the work we do.

As our current premises are rented, a clause in the lease prevents us from subletting the premises to any organisation outside of On Track. This restricts any use the local community could independently make of the premises to potentially help us raise any additional funds towards the premise costs.

However, as a Free school we would consider working with other charitable local organisations to run additional community projects which may be of benefit to our students.

Sharing Information and Expertise

The school's management team works very closely with schools, colleges and other agencies and organisations to share information about our own provision and also other services which are available within the local community which can also support the work we do, in particular we have close links with the police, youth services and welfare groups, including those with expertise in the field of drug and alcohol abuse.

Our management team is often invited to meet with school SENCOs to share best practice in working with difficult and challenging individuals – they are interested to know and understand how we are able to engage the students when they have been unable to do so. We provide information about our e-learning resource (LiveSchool) and will negotiate bespoke Outreach tuition packages if requested to do so.

The school also holds 'open days' during which invited visitors, including parents/carers and representatives from other agencies can come and see the school in operation. We have also established links with other local alternative providers who have expertise in other fields, including motor bike mechanics and sports activities at Dunstable leisure centre.

Our students may attend, as part of their Individual Learning Plan, sessions with other alternative providers, funded by ourselves, if appropriate to their needs and aspirations. Our own staff attend and support the externally provided activities, to monitor and record achievements.

Section F: Capacity and capability

F1: Governance

School Management lines of Accountability

On Track has created and established a successful Management Team which has been managing the schools effectively for the last 8 years. The conversion to a Free school will require an additional level of Management (the Governing Body) for each school, which On Track has already considered, as the company and current schools grow.

Directorial Team

██████████

The current company structure, is as below.

██████████

Roles and Responsibilities

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

As required, On Track also employs external advisors to carry out specific services.

[REDACTED]

The new school Management Structure On Track Chiltern:

[REDACTED]

Lines of Accountability and Responsibilities

The Directorial/Trustee team take responsibility for developing all school policies, standardise procedures and processes while ensuring high quality provision across the company within each school.

The Directorial Team meet regularly (monthly) to hold a formal minuted meeting to discuss the work of On Track. The Agenda covers all aspects of the provision, commencing with **Financial Reports**, which include Profit and Loss and Forecasting documentation, followed by **School Reports** submitted by the school Managers to the Directors which includes a **Health and Safety Report** written by the staff member responsible for H& S within each school, **HR and Staff Report** which covers any staffing issues, recruitment and training, **Teaching and Learning Reports** which will cover new T&L initiatives, curriculum development, Ofsted input and Quality Assurance, **Project**

Reports, which currently cover the progress on Free School applications, and items including new premise acquisition/refurbishments and any new individual school initiatives which are being 'piloted' as potential good practice to be disseminated to all On Track schools.

Minutes and Agenda are managed by Head Office, and following the meeting, one of the Directors also writes a report on the meeting which is approved by the Directorial team/Trustees to be circulated to all On Track staff in the form of a newsletter as part of our transparent two way communication structure within the Multi Academy Trust. Every six months, Christmas and end of year, the Head of Services also writes a newsletter summarising On Track's activities which is also circulated to all staff. Consultation initiatives include memos, newsletters, employee satisfaction surveys and discussion forums.

Head of Services

As the [REDACTED] will also regularly visit the schools in the Multi- Academy Trust to meet with the school teams to discuss the work of the school, including new company wide initiatives and will provide team training as required, e.g. preparation for Ofsted, new planning and teaching documentation, student assessment and target setting etc. [REDACTED] is also responsible for ensuring staff are trained in the use of the AQA Unit Award Scheme.

Every year, the HoS also carries out a formal Quality Assurance visit which, like an Ofsted visit, is carried out over 2-3 days.

Available evidence: QA document.

All aspects of the school's activities are inspected. The HoS writes a detailed report and makes suggestions for improvement from which the school Management Team, including [REDACTED], may be required to provide a time related Action Plan.

Regional Directors

Regional Directors with responsibility for overseeing the work of at least one other On Track school, ([REDACTED] for On Track Silsoe/Chiltern) regularly visits the school (usually twice a month) in a supportive role to meet with the school management team and staff. The key discussion points for the meeting is agreed prior to the meeting and the Regional Director takes notes, which will also act as additional information to support the school reports to the Directors.

Day to day running of the school is discussed, including potential purchases, changes to provision, student behaviour and any other concerns.

The Regional Director also ensures that the school is following all On Track procedures, policies and guidelines.

School Management Team

CVs provided

[REDACTED]

Both Managers take part in company-wide Management meetings to discuss and

implement agreed good practice.

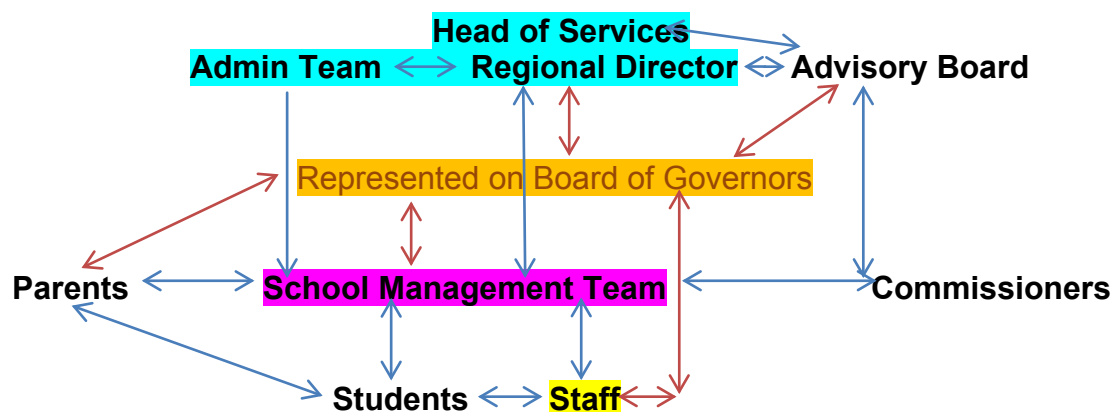
Staff Support and Appraisal

The school managers are responsible for the support (regular 1:1 support meetings) and annual appraisal of their staff members. [REDACTED], supports the teaching staff and conducts lesson observations.

The Regional Director oversees the school's staff appraisal process and carries out the annual appraisal of the managers.

Available evidence: job descriptions and CVs of current managers. On Track Annual Appraisal documentation.

Lines of Communication



All the following meetings are/will be minuted:

Director's meetings

Governing Body meetings

Regional Director/Management Team meetings

Staff Support meetings

Daily Staff briefing meetings

Diary notes are made of any other meetings and key decisions made.

Telephone calls are documented with key points noted.

Additional reports are written and circulated as required in line with On Track Policies and Procedures.

The Governing Body

The Governing Body will be made up of individuals who are capable and willing to take responsibility for making decisions relating to local and specific school issues, including school staffing requirements, organisation of learning, curriculum development, marketing, building and behaviour management. All decisions made will be in line with the policies, procedures and guidelines of the Multi-Academy Trust.

Governing Body recommendations will be presented to the Board of Trustees subject to their alignment with the vision, ethos and guiding principles of the On Track Free school as explained in Section C.

Decisions and recommendations requiring specific funding which will not normally come out of the school's designated budget will need to be negotiated/agreed with the company Trustees following agreement amongst the Governing Body.

E.g. new staff appointments, premise improvements/changes.

Members of the Governing Body must support the school's ethos and aims and will give a voice in particular to parents, students and staff.

The Governing Body will initially consist of 5 members as outlined in the diagram above. The Governing Body will hold regular meetings, at least 3 each year, prior to one Directorial/Trustee meeting each term and report to the Directors, through the Regional Director.

The Governing Body may set up sub committees to research, develop, oversee and improve the activities and running of the school.

Specific responsibilities within the Governing Body will be assigned according to expertise and experience.

The Governing Body will also have access, along with the Directorial team/Trustees to An Advisory Board which will be made up of independent individuals who are able to advise on areas where additional expertise may be required. The Advisory Board will help inform decisions but will not be involved in any other way in the schools decision making protocols.

The Advisory Board

The Advisory board will initially consist of individuals already involved in advising On Track Directors, and will continue to do so and will also be available to the Governing Body to advise on finance, law, education, Health and Safety and education.

Individuals from [REDACTED]

Commissioners and further LA 'experts' will also be invited to join the advisory board following approval.

Conflicts of Interest

The Governing Body will consist of at least 2 members who are not employed by On Track, to ensure a balanced, judicial approach to the management of the school.

It will be the responsibility of the Governing Body to ensure that any potential conflicts of interest are avoided through decision-making processes which should be conducted, and seen to be conducted, in an objective and unbiased manner. The governing body and school staff have a responsibility to avoid any conflict between business and personal interests and the interests of their school. To help put this duty into practice and to meet legal requirements, the school must maintain a register of pecuniary and business interests. The register will ensure that governors' personal interests do not unfairly prejudice, influence or conflict with the school's or company's decision making processes.

To avoid such conflict, the nominated Clerk to the Governors will keep a register of disclosed interests which should be made available on request to members of the governing body, the management team, staff, parents, and the Local Authority and for inspection as part of an audit as required. To ensure evidence of completeness, the register should be reviewed, updated and signed off annually by the chair of governors.

Business and Pecuniary Interests

Business interests are those relating to any company, trade or profession. As a minimum the DfE would expect governors to register any trade or profession along with any direct interest in any company providing goods or services that any governor or a member of their family may have an involvement in. Pecuniary interest is a wider term which would capture personal financial interests (such as trust funds and investments) as well as potential interests (such as a possible promotion for a teacher governor, for example, where an internal candidate was an applicant for a senior post which, if they were successful, could mean that their post might be available to the teacher governor).

Further examples of potential business/pecuniary interests that should be recorded

- Working for an organisation that may quote or carry out work for the school or provision of extended services.
- Owning or having at least a 10% share of a company that may carry out work for the school for example, a local builder
- Leader of voluntary organisation using service provider facilities · member of a parents group using service provider facilities
- Related to member of staff/governor being considered for appointment
- Related to member of staff undergoing disciplinary cases

The Schools Financial Regulations has further guidance on anti-fraud, whistle-blowing and acceptance of gifts and hospitality. All Chairs and Clerks responsible for recording interests should ensure that they read the full guidelines available in the Schools Financial Regulations.

If and when a conflict of interest has been identified, the Trustees will ensure that arrangements are put in place to insure that conflict no longer exists. This may require individuals to leave the room while specific issues are being discussed and agreed

Areas of Responsibility/Accountability with allocated time allowance for Silsoe/Chiltern conversion process within MAT

Body	% Total Time PP Allocation	Responsibility	Advisory Board
TRUSTEES		Multi Academy Trust	
	50% T	Finance	
	5% T	Premise Acquisition	Agents/Landlords
	10% T	Health and Safety	
	50% T	Recruitment	
	10% T	Staff Welfare	
	5% T	Staff Training	Various
	5% T	Special Needs	Various
	5% T	Safe Guarding	LSB
	5% T	Student Welfare	Various

		5%	T	Curriculum	School Partners
		5%	T	Accreditation	Exam Boards
		10%	T	Quality Assurance	Ofsted/DfE
		5%	T	Student Outcomes	Ofsted/DfE
		5%	T	Marketing	
			T	Resources/Equipment	
			T	Refurbishment/Building	Various
		5%	T	Contracts	Commissioners
		5%	T	Policies/procedures	Commissioners
		5%	T	Legal	
GOVERNORS					
Parent 2				Premises	
		5%		H&S	
		5%		Recruitment	
		10%		Admissions	Commissioner 1
Parent 1				Student Welfare	Commissioner 2
		5%		Staff Welfare	
		10%		School Budget	
		10%		Monitoring	
		10%		Student Outcomes	Commissioner 3
		5%		Curriculum	Commissioner 4

F2 Educational Expertise

The current Directorial Team of five highly qualified and experienced teachers have

██████████

██████████

See testimonies below:

Testimonials from current clients:

██████████ Contact details available on request

"On Track provided clear expert consultancy, advice, and direction, they were helpful, understanding of our dilemmas and supported us to overcome obstacles. On Track guided our organisation and school up to and through our Ofsted inspection, providing training for our education staff and up to date information along the way. We have purchased an excellent curriculum from On Track and they are currently supporting us to review all our policies and documentation.

The professionals at On Track have never failed to be helpful and put us on the right path, through engaging the services of On Track and working with their dedicated team we have improved our Ofsted report, implemented an improved curriculum, systems and policies and established a vision and objectives to achieve and maintain success."

Contact details available on request

██████████ is taking the lead on writing this Free School application, aided by ██████████ and the school's own management team, delegating and/or jointly working on some of the sections with experienced and specialist informed members of the Directorial and School Management team as below.

The school's Management Team, ██████████ and ██████████ have been involved with

██████████ ██████████

██████████, with the school's Management team, is responsible for gathering the evidence of demand while ██████████ ██████████

All the Director/Trustees and the school's management team will be involved in the conversion process during 2013 to opening as a Free school, committing time as in the chart above.

Specific education roles requiring expertise

Special Educational Needs – including Accessibility Strategy and Policy

Ultimate responsibility for complying with the statutory duties towards pupils with SEN rests with the Multi Academy Trustees who will decide the Trust's policy and approach to meeting students' SEN and put in place adequate funding arrangements in each school. The schools' governing body will assist the directorial team to monitor local implementation of this policy. The governing body and school management team will set up appropriate staffing and oversee the school's work to support students with SEN. [REDACTED], will take responsibility for SEN strategy for the On Track Education Trust.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The teaching team will regularly examine their strategies and methods to see if they can make improvements which will help students to access the curriculum. All staff in the school will be advised of the planned strategies for meeting each student's needs and will provide [REDACTED] with feedback on the student's progress as part of the process of reviewing his/her needs.

Safeguarding – including Safer Recruitment

To fulfil their commitment to safeguard and promote the welfare of children and young people the MAT will have clear priorities for safeguarding and promoting the welfare of children explicitly stated in key policy documents and a clear commitment by the Trustees to the importance of safeguarding and promoting children's welfare through the provision of services. Within the MAT there will be a clear line of accountability designed to safeguard and promote the welfare of children and young people through the organisational structure and line management system.

██████████

The Multi Academy Trust will have in place safe recruitment policies and practices, including enhanced Criminal Records Bureau (CRB) checks for all staff, including agency staff, students and volunteers. The MAT will have in place clear procedures for dealing with allegations of abuse against members of staff and volunteers. ██████████ will monitor staff training in the area of Safeguarding to ensure that arrangements are in place to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and keep this up to date by refresher training at regular intervals.

MAT policy will ensure that all staff, including temporary staff and volunteers, are made aware of both the Trust's arrangements and their responsibilities for safeguarding and promoting the welfare of children. The MAT will have in place an effective complaints policy and procedure that are in accordance with guidance from the local authority and locally agreed inter-agency procedures. There will be in place an appropriate whistle blowing procedure and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.

██████████

Curriculum and Accreditation

The qualifications offered at the school will be decided by the school's management team in consultation with the governors and Trustees, in line with the Curriculum Policy. ██████████ will take responsibility for the Accreditation strategy across the MAT, which will inform the Curriculum Policy and ensure that all students access recognised and meaningful accreditation in all subject areas.

██████████

Within the school, [REDACTED] will manage the administration of public external examinations and internal exams and advise the management team, teachers and relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies. He will oversee the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicate regularly with staff concerning imminent deadlines and events.

[REDACTED] will manage the systems within the school relating to estimated entries, exam papers and access arrangements, including special consideration and reasonable adjustments. [REDACTED] will manage the organisation of exam days including the training and monitoring of the invigilators responsible for the conduct of exams, submission of scripts and candidates' coursework marks, arrange for dissemination of exam results and certificates to candidates and forwards, any appeals/re-mark requests.

School Policies and Procedures

The Multi Academy Trust will have all relevant education policies in place, in line with statutory legislation.

On Track Education Services Limited has already established and implemented an effective set of policies which will be amended as required during conversion to Free School status. These policies will be available in a range of formats produced by [REDACTED] in liaison with other staff, including Directors, to ensure they are clearly understood and implemented effectively.

The Governing Body will review the school's policies, procedures and guidelines annually and recommend any changes which should be made in light of the practices within the Chiltern school.

[REDACTED], will be responsible for bringing the school's recommendations to the Trustees for approval and will then ensure that all staff, parents, and commissioners are aware of the changes.

F3: Show how you will access appropriate and sufficient financial expertise to manage your budget

Since On Track Education Services Limited has been operational since 2005 and is currently operating 6 schools, the financial team have had plenty of experience in this area. This has demonstrated that they have the financial skills and expertise needed to set up and run each school's finance systems and procedures efficiently and accurately. It is envisaged that these same procedures and systems (or very similar) will continue under the On Track Multi Academy Trust.

The current On Track Education Services Limited is a not for profit company so all financial aspects have to be closely monitored to ensure the viability of the company and providing value for money to our customers.

For the first two of years of operation, On Track had to sustain 3 new special independent

schools on very tight budgets to safeguard the company and the student places within the schools, as well as meeting the demand of other disadvantaged young people elsewhere in the country. Over the next 3 years, a further 3 schools were opened. Over the last two of years, On Track has been consolidating what they currently have to ensure the economically sustainable future of the business. Due to On Track's success, Local Authorities have expressed an interest in further schools. This, of course, is something On Track would like to pursue in the future when it becomes a viable option to again set up something new.

The areas of finance have been covered by various people within the team, with [REDACTED], taking on the role of accounts payable and receivable, and preparing financial reports for the Directors and the accountant for the end of year accounts for Companies House. The management of the bank account was described recently by the bank manager as 'exemplary' and the credit status of the company has greatly improved over the last two years through the company consolidating and managing, successfully, its tight budgets.

Both [REDACTED], prepare budgets for each school, including the costs for staff and other expenses such as resources, property and minibus costs. They also look at other financial budgets company-wide such as insurance, contracted out resources and other costs that may have implications on the company as a whole. They are also experienced in allocating budgets for setting up schools, as they have had to do this previously on 6 occasions. Both [REDACTED] have a clear understanding of school budgets.

Each school has its own bank accounts through which resources and supplies can be purchased by the school's management team. These are recorded and reconciled monthly along with the company's main account. The amount of money given to each school is constantly reviewed to ensure the school has enough to maintain the high standards of financial management to which On Track operates. To make sure the schools get the best value for money for their resources and supplies, [REDACTED] constantly negotiates the best prices from suppliers, for example, [REDACTED]

The accounts for Companies House are prepared by [REDACTED], who meet with the finance team regularly when preparing the accounts. By having the accounts prepared independently, we find this ensures integrity and avoids conflict of interest.

[REDACTED]

[REDACTED]

[REDACTED]

Within the school itself, the School Manager is responsible for the day to day accounting and book keeping processes and systems, including purchases, petty cash and reporting back to Head Office.

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

F4: Show how you will access other relevant expertise to manage the opening and operation of your school

Health and Safety – including Health and Safety Policy, Accountability, Management, Fire Safety, Risk Assessment, Food Safety, COSSH, Manuel Handling, Employee Handbooks

██████████

The Citation PLC Health & Safety service is delivered by experienced and highly qualified Health & Safety consultants who are all either qualified members of the Institution of Occupational Safety and Health (IOSH) or the International Institute of Risk and Safety Management (IIRSM). ██████████, along with all MAT Health and Safety Officers (one based in each school) have unlimited access to the Citation 24 hour expert Helpline, 365 days a year where advice is available from qualified experts.

Citation consultants visit each school premises once a year to undertake a detailed inspection, identifying potential hazards, appropriate control measures, and advising on any immediate areas of high Health & Safety risk areas such as Accident Reporting, Control of Substances Hazardous to Health (COSHH), Fire Precautions, Method Statements and Risk Assessments.

A tailored and comprehensive Health & Safety policy and system has been compiled specifically for the needs of each school, which is monitored by the Leadership Team, ██████████ and the MAT Trustees.

On a day to day management basis, the school will continue to use the range of online services including, **Citassess**[®] - Citation's unique risk assessment program which enables business practitioners to efficiently complete and store General Risk Assessments and COSHH assessments online, as well as **Citnet**[®] - their online information and document service.

In each Free School in the Multi Academy Trust, a trained Health and Safety Officer will take responsibility for day to day implementation of Health and Safety Management, accountable to the Directorial/Governing Body Teams. The Health and Safety Officers will have allocated time during the working week to carry out their duties and will meet with their line manager once per half term to monitor Health and Safety procedural implementation. The Health and Safety Officer will provide a monthly report on all school H&S matters to the Trustees.

Employee Matters, including Recruitment, Selection, Contracts of Employment, Employee Handbooks, Employment Law, Employment Terms and Conditions, Holiday, Sickness Management, Grievance Management, Leave Management

██████████ has, and will continue as a Trustee of the MAT, to take responsibility for Human Resource Management across the schools. ██████████ ██████████ The Citation PLC Personnel and Employment Law service is delivered by an experienced team of advisors, barristers, solicitors and HR professionals all with practical experience.

██████████,

As part of their Service Level Agreement with the MAT, the Citation Employment Law team will produce and supply employee contracts and handbooks and ensure that these are kept up to date with all employment law legislation changes. ██████████, and MAT

administrators and managers will continue to have access to a range of online services including, Citmanager®, online Personnel Management software, Citnet®, comprehensive resource for all employment law matters and Cittrainer, an online training tool in the areas of personnel and employment law. Citation's Advice Guarantee will provide protection for the MAT against Employment Tribunal claims should any be brought by employees. This guarantee covers Employment Tribunals under all current employment law legislation, including issues arising from Race Discrimination, Sex Discrimination and Maternity Rights.

Citation's Employment Law Tribunal team will provide complete management of any claim on the MAT's behalf. This will include representation at Employment Tribunal, representation costs, basic and compensatory awards and any financial settlements agreed by Citation on our behalf.

██████████ will oversee the Human Resource Management for the MAT, advising administrators, management teams and governing bodies.

During the conversion of our existing provision to free school status, TUPE (Transfer of Undertakings (Protection of Employment) Regulations) will most likely apply. The free school will be in substance and form the same school, therefore there will have been a transfer of undertaking.

██████████ (Trustee) will take responsibility for managing TUPE under legal advice from our own solicitors (██████████) and the contracts of employment of all staff employed within the school will be transferred to the On Track Education Trust, which will then take over all rights and obligations arising from those contracts of employment. The transfer will not break the continuous employment of the school staff and their statutory employment rights will not be affected. Existing contracts of employment will continue to be honoured, apart from potential changes to pensions, about which any staff will be fully consulted. It is unlikely that any existing employees will object to being transferred. However, as with all changes that will occur during the conversion, we will keep all staff members fully informed with details clearly explaining time scales, reasons and implications.

██████████, which will be completed in 2014, coinciding with the conversion to Free School status. ██████████ will adapt and refine all current On Track HR policies and operating systems in line with DfE and Citation recommendations, ensuring effectiveness, efficiency and best practice across the multi academy trust. This will include refining systems in place for recruitment and selection and human resource transactional operations including for sickness absence, leave, holiday management and contractual matters.

In terms of staff welfare, ██████████ will take responsibility for MAT policy and operating systems relating to staff support and management, including specific policies for stress, emotional well-being and equality. ██████████ ██████████ The people management processes ensure regular supervisory meetings for all employees and transparent framework for how to deal with performance issues, grievance and disciplinary matters.

██████████ will also take responsibility for staff training policy and procedure across the MAT, ensuring that there is on-going development of a highly motivated teaching and support team who will further develop their strengths and manage their weaknesses. This policy will be implemented through the performance management system, employee voice and allocated training budget, managed by the governing body and Trustees.

Legal Matters including those concerning Commissioner contracts, premises, planning permission, TUPE, School Conversion

Any legal matters will be advised and undertaken by [REDACTED], [REDACTED]. This company has already assisted On Track in setting up the original company in 2005 and has now similarly assisted us in setting up the Trust. The legal team is made of members with clear areas of expertise who are willing to assist us as and when required during the pre-opening stage and beyond. Our main contact within [REDACTED] who will take the lead in ensuring the legal elements of the conversion are successful.

Managing the Conversion

The On Track Trust directorial/Trustee team, along with the School Management and Teaching team, have the expertise and experience to effectively manage the conversion and successfully operate the On Track Free School within DfE guidelines as part of a Multi Academy Trust.

The directorial/Trustee team have already established, and are now running, five other schools, in addition to On Track Chiltern as Directors on the board of On Track Education Services Limited.

The current staff and management team at the school have grown and developed the provision during the past three years, including taking the school successfully through two Ofsted inspections, during which the provision has been judged as 'good'. This proven track record evidences that there is a minimal skills gap within the group and that there is the understanding and ability to effectively manage any small changes which will need to be made to the provision during the conversion of the existing school. As the school is already operational, any changes that will need to be made will be carried out during the period of time before the conversion with all relevant individuals committing the necessary time as part of their current roles.

We will develop an implementation plan, identifying clear roles and responsibilities and will develop and steer the programme through to service commencement on 1st September 2014.

The chart below shows the additional time commitments that the team members will commit during the various stages of the Free School conversion.

On Track Chiltern Free School Conversion Skills Matrix

Rating Key:

4 = Highly skilled	Highly skilled 'expert' who can train others.
3 = Skilled	Competent with sound skills. Does not need assistance.
2 = Partially skilled	Some gaps in skills
1 = Not skilled	Skills gap
NA = Skills not required	Does not require these skills to perform their work.

JOB SKILLS LISTING

JOB SKILLS LISTING		SCORES (Rating 1-4)								
1	School Leadership	4	4	4	4	N/A	N/A	4	N/A	4
2	Curriculum Development	4	3	N/A	4	N/A	N/A	4	4	4
3	Organisation of Learning	4	4	3	4	N/A	N/A	4	N/A	4
4	Project Management	4	4	4	4	4	N/A	4	3	4
5	Estate and Building Management	4	3	3	N/A	N/A	N/A	4	3	4
6	ICT Management	3	3	3	2	4	N/A	2	4	3
8	Financial Management	4	3	3	3	4	N/A	3	3	3
9	Safeguarding Management	4	4	4	4	N/A	N/A	4	N/A	4
10	Marketing	4	4	3	3	4	N/A	3	3	4
11	Employment Law	3	N/A	N/A	2	4	N/A	3	N/A	3
12	Recruitment and Selection	4	4	3	4	4	N/A	4	N/A	4
13	People Management	4	4	4	4	3	N/A	4	3	4
14	Health and Safety Management	3	3	4	3	4	3	3	3	3
15	Contract Management (students)	4	3	4	N/A	4	N/A	3	N/A	4
16	Curriculum Delivery Management	4	N/A	3	4	N/A	N/A	3	3	3
17	Behaviour Management	4	4	4	4	N/A	N/A	4	3	4
18	SEN Management	3	3	4	4	N/A	N/A	4	3	4
19	Management of Admissions and attendance	4	N/A	4	3	3	N/A	4	N/A	4
20	Exams and accreditation management	3	N/A	4	4	4	N/A	3	4	4
21	Premise and equipment Contracts	3	N/A	N/A	3	4	N/A	N/A	3	4

All the personnel listed below currently work full time for On Track Education Services Ltd and will continue to do so though all phases of the conversion process, remaining in their essential current roles within and for the school.



Time Commitments in hours of Group Members through the different phases of conversion:

Group Member Current responsibility	Role in Application Phase	Role in Pre- opening Phase	Time Commitment to school in Pre-opening Phase (hrs. per week)	Role when operational	Time com mitm ent when opera tional
[REDACTED]	[REDACTED]	[REDACTED]	15 Conversion	MAT Trustee	7.5
[REDACTED]	[REDACTED]	[REDACTED]	10 Conversion	HR Director/ Trustee	5
[REDACTED]	[REDACTED]	[REDACTED]	5 Conversion	Finance Manager	5
[REDACTED]	[REDACTED]	[REDACTED]	7.5 Conversion	School Manager	37.5 F/T
[REDACTED]	[REDACTED]	[REDACTED]	7.5 Conversion	Teaching & L Manager	37.5 F/T
[REDACTED]	[REDACTED]	[REDACTED]	4 Conversion	School H & S Manager	4
[REDACTED]	[REDACTED]	[REDACTED]	2 Conversion	Safe guarding Consultant/Tru stee	2
[REDACTED]	[REDACTED]	[REDACTED]	2 Conversion	IT / Curriculum Consultant/Tru stee	2
[REDACTED]	[REDACTED]	[REDACTED]	2 Conversion	SEN Consultant/Tru stee	2

Changes within educational legislation and recommendation as well as those specific to the free school conversion, will need to be managed effectively during the implementation phase. During this period [REDACTED] will continue to stay abreast of the latest developments and plan our service delivery accordingly, in order to meet any changes required.

Within our organisation, we have a significant range of educational knowledge, experience and skill which we use to ensure our provision continues to be in line with DfE recommendation and best practice. The Special Independent Schools we operate nationally are all subject to regular Ofsted inspection and, as such, our internal procedures and service delivery are continually being improved in line with Inspectors' suggestions and will continue to do so through to the implementation of the Free School. Please see Section F1 for evidence of the expertise and experience within the directorial team.

[REDACTED]

[REDACTED] We will use the services of an independent financial consultant, a former On Track company Director, who will liaise with our company accountant to give comprehensive oversight of all finance related processes, practices and procedures of On Track. Free School. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] will ensure that our staff management processes are developed in line with best practice and will deliver the quality of educational provision as outlined in our vision. [REDACTED] will take the lead role in the management of human resources at the school once opened, using the advice provided by Citation PLC. Citation PLC to provide us with Employment Law advice that is legally accurate and practical in each specific circumstance. We commission them to provide us with guaranteed protection in the high risk area of employment law in order to safeguard and protect our business by giving us 24 hour a day access to their team of consultants, all of whom are well qualified and have

senior management experience. They will assist us with matters surrounding amendments to Contracts of Employment for existing staff transferring OTES to the On Track Education Trust. They will also assist us with the administrative changes to the pension scheme. Citation will continue to provide this service when the free school is operational, ensuring that our human resources are managed efficiently and effectively, and in line with the latest legislation. They will assist us with any employee matters that arise including involving staff absence, maternity, discrimination, the disciplinary procedure, grievances, tribunals and redundancy.

Citation PLC will also provide the school with Health and Safety advice and consultation. The Health and Safety system within the school is already operating in line with latest legislation, the premises and all activities are risk assessed and effective control measures are implemented. Citation will continue to inspect the school site once a year to inform their annual report and they will work with the school Health and Safety Officer and the Leadership Team to ensure operational requirements are met and risks minimised.

Technological risk at the school and preparation for the conversion will be managed through the use of Pryer Solutions as our virtual network manager service. Using remote access, Pryer Solutions works along-side [REDACTED], helping them to maintain and monitor our IT infrastructures. Through Pryer Solutions we have access to staff training, the latest advances in technology, regular helpdesk support and on-going consultancy. Site visits take place as and when required to ensure that systems remain fully operational following the conversion and that specific issues are quickly addressed.

[REDACTED]

F5: Provide realistic plans for recruiting a high quality principle designate, other staff and governors in accordance with your proposed

staffing structure and education plans.

The staffing structure for our Silsoe/Chiltern school is already in place (see D3 page 52) and has been in operation for the last three years since moving to the Silsoe premises. The school originally opened in 2007 with five key personnel managing the school and teaching the core curriculum subjects.

As the number of students increased, the additional funding allowed On Track to employ more teaching and support staff to deliver a broader curriculum.

The 'principle designate' role is shared between the current two school Managers as described below. The existing staff will be TUPED to the new company at the time of conversion and the Governing Body will be officially appointed once the Free School has opened.

School Management Team

The On Track Free School will be led by [REDACTED] and [REDACTED] who will together fulfil the role of principle designate. The team will also include [REDACTED].

Available evidence: [REDACTED]
[REDACTED]



[REDACTED]

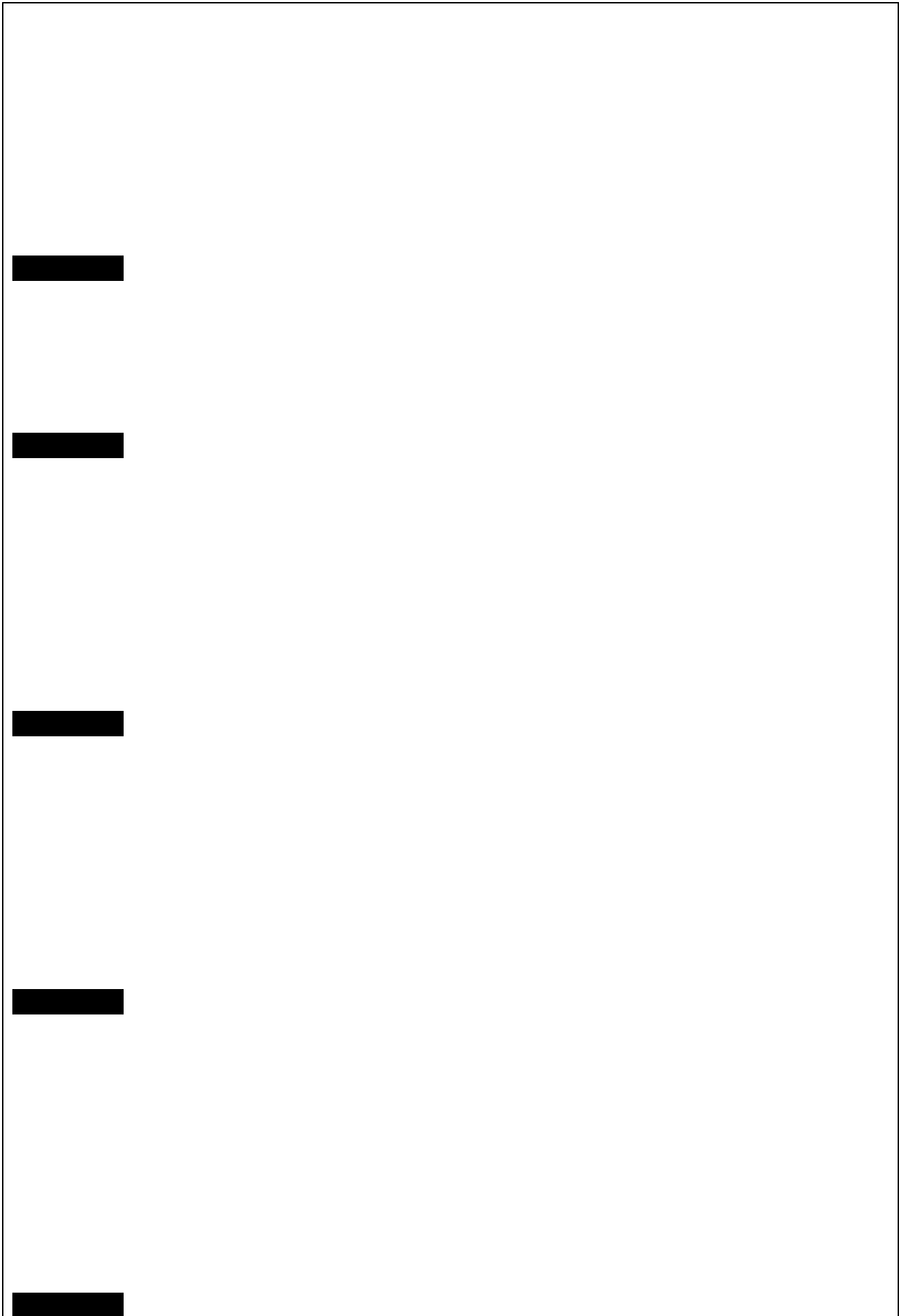
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Recruiting other staff

Although the staff team is in place ready for the conversion to a free school, we have robust recruitment procedures in place to fill any future vacancies that may arise, confident that we will have the right person, in the right place, at the right time. We use a range of advertising procedures, depending on the role we are advertising and the local market. We advertise using the TES and local press for teaching and management staff. We use the local press and job centre plus for support and administrative staff. We also advertise all vacancies internally, providing opportunities for development and progression for existing staff. We will also consider using a teacher recruitment agency at times when there is a reduced time frame for recruitment and we already have relationships with local teaching agencies, who have a good understanding of the school and our requirements, and which we will be able to contact if the need arises. We have had a history of successful recruitment strategies in Silsoe; as a result we have always had a sufficient selection pool of potential candidates for each role we have advertised.

We prepare fully before advertising any vacancy, ensuring we have an accurate and up to date person specification and job description in place. These refer to skills, abilities, experience, behaviours and attitude/motivation towards children and young people and make clear the boundaries and expectations in terms of relationships with children.

When On Track recruits new staff and volunteers we ensure that activity is built in which deters applicants with inappropriate motivations and that we respond decisively by rejecting the applicant. The advertisement we then place not only meets safeguarding standards but makes clear requirements of the job, the desirable criteria for job applicants (to limit the number of inappropriate applications received), the nature of the school's activities, job location, reward package, job tenure and details of how to apply. The person specifications, sent out as part of the application pack, clearly define the range and level of qualification required for each specific role.

The application form we use is in line with safer recruitment guidance and latest advice from the DfE, and conforms to up to date equality legislation. Once the closing date for applications has passed, the short listing process is carried out by the two or three interviewers who will be involved, who will be members of the school leadership/management team. These staff members identify any gaps in the application or inconsistencies that need to be explored further with the candidates at interview.

These staff members apply short listing criteria equally and they document the process and decisions they make.

After the short listing process, the applications are inviting to interview and asked to bring

with them specific evidence relating to their identity and qualifications. At this point two references are requested, both character and professional, using specific reference forms designed in line with the latest DfE guidance. These references are then scrutinised before interview.

Interviews are conducted on the school site and will normally involve a formal interview, a range of selection activities (written tasks based on theoretical scenarios to explore approaches, lesson planning and lesson delivery to specific group of students), meeting the staff and students along with a tour around the facilities.

On occasions where applicants are unable to spend some time interacting with the staff and students, they will be invited back to do so. During the interview, the interviewers ensure they explore the candidates' motives and attitude. To this end, a range of activities are used such as role play with another adult, a presentation (prepared beforehand or to be produced on the day), written exercise or a lesson observation.

In preparation for the interview, the interviewers agree a selection of structured questions; know who is going to ask them and who is recording the answers. During the formal interviews, supplementary questions are used to probe any gaps or vagueness in answers. Interviewers ensure they ask candidates about their own experience rather than asking hypothetical question since questioning experience is more likely to highlight any possible child safeguarding concerns.

Interviewers ask about attitudes towards children and child protection and about the candidates' motives for working with children. The interviewers ensure that the candidates are provided with information about the school and the role as well as listening to them. Candidates' answers are clearly recorded and decisions should be documented and kept on file.

After the interviewers have decided on the outcome of the process, only a conditional offer of employment is made until all the pre-employment checks have been carried out. A comprehensive staff file is then started on the successful applicant. Medical information is also requested from the applicant and a CRB is applied for if there is not one in place or if the candidate has had longer than a three month break in service after working in another school. Members of staff without a valid CRB are accompanied by a fully vetted member of staff at all times.

All new staff members undergo a comprehensive induction process during their first three months of employment. The induction programme, consisting of several structured review meetings, ensures that all new staff members read, understand and implement all On Track Policies and Procedures including those surrounding Safeguarding, Health and Safety, First Aid, Behaviour Support, Learning and Assessment and the Code of Conduct. The induction programme also ensures that new staff members are offered full support and the opportunity to ask questions and raise possible issues and concerns.

New staff will all undergo Level 1 Safeguarding training and CPI Crisis Prevention Training. Further training needs are identified during half termly support meetings with line managers/Annual Performance Reviews and all further training is facilitated wherever possible. The aim of the staff training policy in place is to develop a highly motivated teaching and support team who will further develop their strengths and manage their weaknesses.

On Track is committed to encouraging all staff to develop to their full potential. The

process of staff development increases the effectiveness of all staff, enabling them to contribute to On Track's vision and aims. Through the continued development of all staff, improvement will be achieved, bringing benefits to individuals and students. Staff development is provided through a wide range of activities including; internal and external courses, observation, staff meetings, team teaching and joint planning. Records of staff development activity are kept to ensure continuity and progression in the development of professional skills, and equality of opportunity in development activities. Staff development activities are monitored and evaluated to assess their contribution to On Track's improvement and raising student achievement.

Recruiting Governors

When recruiting Governors, it will be essential that we appoint people who share the On Track vision, ethos and strategic direction who are prepared to take responsibility for ensuring statutory duties are met, holding the management team to account for teaching, achievement, behaviour and safety.

We would expect them to challenge and strengthen the leadership, contributing to school self-evaluation while ensuring the school's financial solvency while developing a school improvement plan to continue to raise standards and meet the needs of a growing number of challenging young people.

The Governors will also be responsible for specific actions such as ensuring that there is a procedure in place for handling complaints; approving the school budget; and appointing the school's management team as and when required.

The Governing body will meet at least three times a year and will usually rely on committees to advise their decisions. Committees may address issues such as staffing, finance, curriculum and premises

The role of the Board of Governors (as described in Section D3 page 54) will be to exercise its functions in relation to employment matters, with a view to maintaining and raising standards of education performance in the On Track Free School. The qualities that we will look for in potential governors is a desire to work for the good of students, an interest in the work of the school, a desire to serve the local community, an ability to work as a member of a team, an ability to ask questions, a willingness to learn and undergo training, the time to read relevant documentation and attend meetings, an ability to put the school's interests above personal preferences and an ability to respect others with whom they may not agree. We aim to have the governing body operational within one month of the school opening.

The Governing Body will initially consist of 5 members as outlined in Section D. The Governing Body will consist of at least 2 members (initially parents) who are not employed by On Track, to ensure a balanced, judicial approach to the management of the school. The Trustees will be represented by [REDACTED] [REDACTED] and [REDACTED] will also be on the board of governors and will bring with them experience in leadership, education and safeguarding, marketing and subject knowledge.

In order to select the parent governors we will advertise the role amongst the parents of existing students at an open evening when we will provide an information leaflet about the role, required qualifications, disqualifications, expectations and we will be able to answer

any questions put to us. We will then ask interested parties to provide a CV including details of relevant skills, interests, experience and qualifications. We will be looking for parents with a good understanding of the aims and values of the school who are able to commit the time and effort to work as part of the governing team. Where the number of candidates nominated is the same as, or fewer than, the number of vacancies on the boards then all those nominated will be elected unopposed. If there are more candidates than vacancies it will be necessary to arrange a ballot. If insufficient parents stand for election the governing body will appoint a parent of a former registered pupil at the school, or, if that is not possible, a parent of a child of or under compulsory school age with special educational needs for which the school is approved, or, if that is not possible, a parent with experience of educating a child with special educational needs.

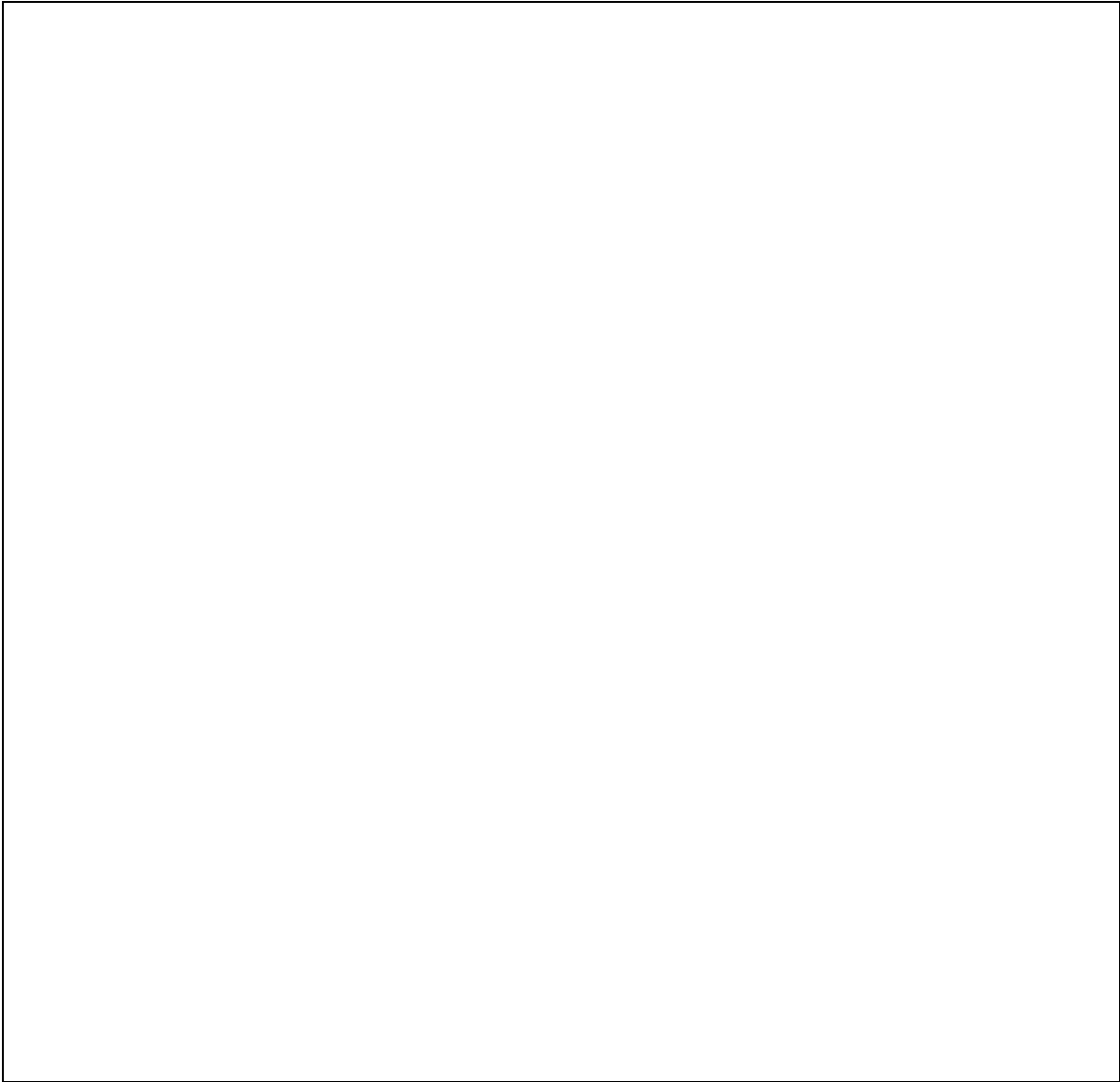
As the school grows it may be necessary to increase the size of the governing board We may appoint a further governor from the permanent staff team within the school. We will invite individual staff members to stand for election and all staff employed within the school will be invited to vote in the election.

With regard to other governors from outside On Track, we may appoint an independent chair, one head teacher from a local school and one local authority commissioner. In the same way, we will invite potential members from our local schools to an open evening to advertise the role of governor within the school. We will then select according to the information provided on their CV and if there is more than one candidate, we will hold a ballot.

Throughout process of appointing school governors, we will use the services of SGOSS for support and advice.

Section G: Initial costs and financial viability.

[REDACTED]	.
[REDACTED]	.
[REDACTED]	([REDACTED]) [REDACTED]
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
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[REDACTED]	.
[REDACTED]	.
[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED].
[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED].
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
[REDACTED]	.
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[REDACTED]	.
[REDACTED]	.



[Redacted]

[Redacted]

[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

[Redacted]

[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
On Track School	Spot Purchase	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

The standard fee columns currently show what the fees would be if we fail to become a Free School.

Section H: Premises

On Track Silsoe was originally located in the attic of [REDACTED], but when it came under the On Track umbrella September 2007, it was decided, because of the demand for places, to relocate to larger and more suitable premises. These were eventually found on [REDACTED]

The new location is easily accessible from Bedford in the north and Luton in the south of the county of Bedfordshire.

The premises are a two storey building, both floors with central corridors and teaching rooms either side.

The ground floor also accommodates the offices, kitchen/diner and ICT suite. Upstairs there are a number of classrooms and a student social area. These premises are highly suitable for academic programmes and courses.

On Track Chiltern is keen to establish a vocational school in a separate building elsewhere in Bedfordshire to meet the aspirational needs of the more kinaesthetic learners.

To date, nothing suitable has been identified.

The existing building is rented from Wrest Park on a ten year lease.

[REDACTED]

[REDACTED]



Annexes

Appendix A

On Track Education Student Occupancy (full time equivalents)

New schools registered for 24 places with view to increase when reaching capacity.

Student numbers increase as academic year progresses, peaking in May. First figure/ single figure shows September confirmed full time equivalent places

Second figure shows May figures (max. number of students that year)
Predictions based on historical evidence of growth in student numbers

Year and occupancy	Full occupancy										
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012 - September Confirmed	2013-2014 predicted	2014-2015 predicted	2015-2016 predicted
Mildenhall	12/24	15/24	18/24	21/24	19-25**	21-26	17-30	24	26	30	32
Totnes	2/24	10/24	20/24	27/24	21-28**	29-31	32-38	36***	36	40	40
Wisbech		10/24	18/24	20/24*	10-9*	6-15	16-24	18	22*	28	32
Silsoe/Chiltem				17/24	16-21	17-26**	20-30	26	28	32	32
Westbury					1-11	8-15	12-24	15	20*	28	32
Northants						1-21	13-26**	18	24***	32	40

	On Track School not set up		Bramingham Park Study Centre
	School operating at full capacity		

*Competitor (residential Care Company wanting to buy out On Track) removed its 11 young people when On Track would not agree to sell out.

* Potential for expansion – will apply for ‘material change’ to 32

** Increased registered places from 24-32

*** Increasing role to 40 (or more)

School operating at 80% capacity or more

All places are commissioned by LAs and/or schools.

2012-2013 Totnes and Mildenhall 100% LA

Wisbech and Silsoe 50/50

Westbury and Northampton 80% school commissioners with Wiltshire LA currently negotiating new LA placement framework with On Track from 2013 as LA PRUs closes.

All On Track schools currently DfE registered as Independent Special Schools.

APPENDIX B

Evidence:

Ofsted quotes for On Track Silsoe. Inspection date: 7th December 2010

‘The school provides a good quality of education and is successful in improving students’ basic skills, attendance, behaviour and self-esteem. Teaching and learning are good and relationships between students and staff are excellent.’

‘Lesson planning is good and suitable account is taken of students’ prior attainment when planning work. The alternative curriculum is good.’

'Subject matter is well matched to students' capabilities and the objectives set in their statements of special educational needs. As a result, students' personal and academic needs are met effectively.'

'Individuals say that they like the personal attention, support and guidance that they receive. One student reported, 'The school built up my confidence and helped me enjoy school again. They help me with my work and learning. I have made new friends which I did not have before.'

'An effective personal, social, health and citizenship programme is in place that successfully boosts students' self-worth.

An important strength is the life skills programme, which develops students' cookery, money management, communication and social skills effectively.'

'Teaching and assessment are good. Provision enables students to make good progress academically and in their personal development. A good range of internal and external assessment procedures are in place.'

'Lesson planning is good and effective use is made of assessment information, particularly prior attainment data, to pitch work at the right level. Staff have high expectations and they set tasks with an appropriate level of challenge.'

'Teachers and their assistants provide very effective one-to-one support to ensure students' individual needs and the objectives set in their statements are met.

Relationships between staff and students are excellent and this means learning is conducted in a very positive climate.'

'Students' spiritual, moral, social and cultural development is good. Students enjoy school and like the firm boundaries and clear routines. They speak highly of the provision and report that they get good support.'

'One student commented, 'Staff are very helpful. They work hard and respect us.' Another said, 'Staff want us to do well here.'

'Behaviour is good and students have very positive attitudes to learning. Students are very respectful of each other and abide by school rules. Attendance is satisfactory with a number of individuals attending school regularly for the first time.'

'Relationships between staff and students, and among the students themselves, are excellent. Praise and encouragement effectively develop students' self-confidence.'

APPENDIX C

Student case studies

A: [REDACTED]

B: [REDACTED]

C [REDACTED]

APPENDIX D Assessment Framework and Progress Tracking Documentation

Assessment Framework

Assessment Activity and Time Scale	KEY STAGE 3		KEY STAGE 4/5	
	Annual Agreement Students	Short term students (Spot Purchase)	Annual Agreement Students	Short term students (Spot Purchase)
September or on admission Baseline initial Assessment	BKSB Maths, English and ICT	Basic Skills Assessment Literacy & Numeracy Standardised Test results	BKSB Maths, English and ICT	Basic Skills Assessment Literacy & Numeracy Standardised Test results
PLP written with assessment results and recommendations recorded				
Autumn Term September PLP Continual Teacher /Tutor Assessment for each student per UNIT/TOPIC	ASSESSMENT METHODS 1. Observation of activity participation 2. Inspection + marking of student work 3. Discussion and questioning Teacher marked work: ½ termly NC Level or Grade (KS4)		EVIDENCE Teacher checklist/Witness Statement Samples of student work (marked & annotated) Attainment Level NC End of Unit overall Level Record of marks awarded + Effort	
December End of Autumn Term Progress Report				
Spring Term January PLP Continual Teacher /Tutor Assessment for each student per UNIT/TOPIC	ASSESSMENT METHODS 1. Observation of activity participation 2. Inspection + marking of student work 3. Discussion and questioning Teacher marked work: ½ termly NC Level or Grade (KS4)		EVIDENCE Teacher checklist/Witness Statement Samples of student work (marked & annotated) Attainment Level NC End of Unit overall Level Record of marks awarded + Effort	
March ½ Year Assessment	BKSB Maths, English and ICT	Repeat standardised tests	BKSB Maths, English and ICT	Repeat standardised tests
March End of Spring Term Progress Report				
Summer Term April PLP Continual Teacher /Tutor Assessment for each student per UNIT/TOPIC	ASSESSMENT METHODS 1. Observation of activity participation 2. Inspection + marking of student work 3. Discussion and questioning Teacher marked work: ½ termly NC Level or Grade (KS4)		EVIDENCE Teacher checklist/Witness Statement Samples of student work (marked & annotated) Attainment Level NC End of Unit overall Level Record of marks awarded + Effort	
Accreditation Pathways	ELC Externally set assignments	ELC Externally set assignments	National Exams ELC Externally set assignments	ELC Externally set assignments
End of Year Assessment	BKSB Maths, English and ICT	Repeat standardised tests	BKSB Maths, English and ICT	Repeat standardised tests

STAGE 1: TEACHER COMPLETED MARK SHEET STUDENT NAME: _____ SUBJECT&SPEC.: _____ TEACHER: _____

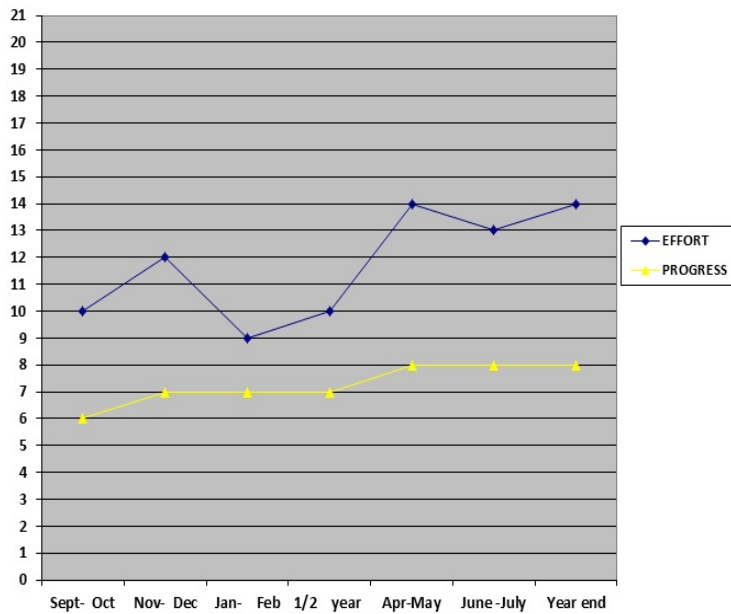
AUTUMN TERM UNIT/TOPIC TITLE:	Date unit/topic completed	Level Descriptor Teacher Checklist/Witness statement/ comment attached	/21 Effort	GRADE LEVEL	Teacher Sig.	TLM Sig.
BASELINE ASSESSMENT						
SPRING TERM UNIT/TOPIC TITLE:	Date unit/topic completed	Level Descriptor Teacher Checklist/Witness statement/ comment attached	/21 Effort	GRADE LEVEL	Teacher Sig.	TLM Sig.
½ YEAR ASSESSMENT						
SUMMER TERM UNIT/TOPIC TITLE:	Date unit/topic completed	Level Descriptor Teacher Checklist/Witness statement/ comment attached	/21 Effort	GRADE LEVEL	Teacher Sig.	TLM Sig.

STAGE 2: PROGRESS TRACKING SHEET

KEY WORKER:

STUDENT NAME:		AUTUMN TERM		SPRING TERM		SUMMER TERM		YEAR:
SUBJECT	LEVEL ON ADMISSION DATE:	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	EST.FINAL LEVEL / GRADE
ENGLISH								
EFFORT								
MATHS								
EFFORT								
SCIENCE								
EFFORT								
ICT								
EFFORT								
HUMANITIES								
EFFORT								
PHSE								
EFFORT								
P.E								
EFFORT								
ART&CRAFT								
EFFORT								
OTHER								
EFFORT								
% ATTENDANCE (on referral form)						Annual %		

TP008 STAGE 3: PROGRESS CHART



E	P	Grade	CP
	8a	A*	58
	8b		
	8c		
21	7a	A	52
20	7b		
19	7c		
18	6a	B	46
17	6b		
16	6c		
15	5a	C	40
14	5b		
13	5c	D	34
12	4a	E	28
11	4b		
10	4c	F	22
9	3a	EL3	14
8	3b	G	16
7	3c		
6	2a	EL2	12
5	2b		
4	2c		
3	1a	EL1	10
2	1b		
1	1c		

National Curriculum Levels
And EFFORT Progress CHART

(plotting reference guide e.g. plot '10' for Level 4c)

To complete chart:
Double click on chart to raise data box to input data.

Effort levels: (low – solid – high range)

0-5 inadequate
6-10 satisfactory
11-15 good
16-21 excellent

STUDENT NAME:

SUBJECT:

APPENDIX E CVs





The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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