**Assessment Criteria – Alternative Provision Free school and Integrated Youth Offer**

**Assessment Criteria**

Proposals will be assessed by a panel against the criteria published below. These should be read in conjunction with the **Brent Alternative Provision Free School and Integrated Youth Offer Specification**. The **Brent criteria** below references those set out in the *DfE’s Free school presumption: Annex C – Model Criteria for local authorities and proposers seeking to establish new ‘presumption’ schools*. In addition to the standard criteria relating to a new Free school, the Brent criteria below include criteria for the integrated youth provision, and criteria related to the Myplace outcomes – as detailed in the **Brent Specification.**

Each of the sections in the application form will be scored using the following 4-point scale:

1 = The evidence and argument contained in the application is ‘inadequate’.

2 = The evidence and argument contained in the application is ‘adequate’.

3 = The evidence and argument contained in the application is ‘good’.

4 = The evidence and argument contained in the application is ‘excellent’.

The quality of proposals will be assessed in 5 key areas:

* + Section B – knowledge and experience of Local Area
  + Section C – Vision
  + Section D – Education Plan
  + Section E – Capacity and Capability
  + Section F – Financial model
  + Section G – Equalities Impact Assessment

**Section C - Vision**

This is your opportunity to tell us in your own words about your overarching vision for the **Alternative Provision Free School** with integrated youth offer, and how it will transform opportunities for the young people who attend, both in terms of social/emotional outcomes, and in terms of academic attainment and/or employment/training, as appropriate.

As part of your proposal, you will need to include your vision for an **Integrated Youth Offer** that will be open to all young people across Brent, as well as young people attending the Alternative Provision Free School. You will need to demonstrate how you will deliver educational opportunities, enrichment and youth services delivered by the right mix of practitioners, whether teachers or youth workers, working with and alongside young people to improve their life chances. The Brent Alternative Provision Free School with integrated youth offer will work in partnership with the community/voluntary sector, to fulfil the **MyPlace outcomes (as detailed below)**.

You will need to demonstrate in later sections that the vision is both deliverable and affordable within the available funding. Your vision should be coherent and consistent with the other sections of our application.

If you already have more than one school, please provide a brief overarching vision for your chain and your planned expansion strategy (including how many schools you hope to have in total, geographical spread and timescales).

Please attach any letters from any partners you will be working with confirming the support they will provide before and after opening.

**Myplace outcomes**:

* Outcome one: More young people, parents and communities feeling that young people have attractive and safe places to go in their leisure time where they can get involved in a wide range of exciting activities
* Outcome two: More young people, particularly the most disadvantaged, participating in positive leisure time activities that support their personal and social development
* Outcome three: More young people having access to information, advice and guidance services from within places they feel comfortable
* Outcome four: There should be stronger partnership working between local authorities and their third, private and public sector partners to plan, deliver and operate financially sustainable facilities with and for young people

Within your Vision, you should demonstrate how you will:

* Provide integrated opportunities that are a platform for young people to develop character and build strength, empathy and resilience in order to overcome obstacles and challenges on their pathway to success.
* Support successful transition into post-16 education, employment and/or training.
* Provide continuity in mentoring and other support during school time and after hours, to enable the development of trusted relationships.
* Use appropriate behaviour and attendance policies to bring about positive change and outcomes, through a culture of high expectations, which ties in with the vision and ethos of the provision.
* Provide a safe space hub for young people living in difficult circumstances.
* Provide excellent support facilities to meet the needs of all children, including looked after children, those with Special Educational Needs, and other vulnerable cohorts such as young carers or young parents.
* Undertake appropriate engagement with the local community and parents during the pre-opening period, and on-going engagement.

**Section D - Education plan**

**There are 4 key elements: D1 – the curriculum; D2 – measuring pupil performance; D3 – the staffing structure; D4 – ensuring inclusivity.**

**All 4 areas should reference where appropriate the integrated youth offer.**

**D1 – You should highlight how you would deliver an ambitious, broad and balanced, curriculum plan which is consistent with the vision and pupil intake:**

* Demonstrate that your proposed curriculum will be deliverable, both with reference to the formal school day and with reference to the extended co-curricular offer outside of the school day.
* Offer a broad and balanced curriculum which places suitable emphasis on English, mathematics and science, and which reflects the knowledge, skills, and understanding that will be gained by pupils at each key stage.
* Offer appropriate qualifications e.g. Functional Skills, GCSEs, Arts Award, etc.
* Reflect how the curriculum plan will implement the new Ofsted Framework and consideration of the Timpson Review (both May 2019).
* Highlight how the curriculum will be inclusive and enable each learner to achieve their potential, in supporting high expectations for both pupils and staff.
* Include which subjects will be offered in the curriculum at each Key Stage; including those which constitute core, optional, enrichment, Personal, Social, Health and Economic curriculum (PSHE), Spiritual, Moral, Social and Cultural Curriculum (SMSC), oracy, and literacy.
* Include in the curriculum how it will diminish the difference for pupils that enter the Alternative Provision with low levels of attainment, in relation to their chronological age and/or reading age.
* Confirm the length of the school day including enrichment opportunities, breaks and lunch times, alongside allocated slots for breakfast clubs, therapeutic sessions, intervention 1:1 times and coaching/mentoring sessions.
* Detail arrangements for ensuring continuity of education with a mainstream setting (if pupils are dual-rolled) and for smooth and supported transitions on entry, and at post-16.
* Provide a compelling work experience and Careers Education Information, Advice and Guidance offer to all pupils. Include how you will prepare young people for adulthood through securing positive post-16 placements, including apprenticeships, further education and other opportunities through engagement with local industry and employers (reference Gatsby Benchmarks as appropriate).

The quality of the curriculum plan will also be assessed by how far it demonstrates that you have:

* An understanding of the expected pupil intake and their needs;
* A rationale for the type of curriculum proposed which is consistent with the vision;
* A strategy to assess and meet the needs of all pupils including the most disadvantaged, the most able, pupils with SEND, pupils who are Looked After Children (LAC), pupils with English as an additional language (EAL), pupils in receipt of pupil premium, and pupils who have been CME (Children Missing Education). Skills and knowledge within the curriculum offer should be illustrated, alongside the outcomes that pupils will gain from the educational offer.
* An offer which is distinct from mainstream schools and which allows previously disengaged pupils to re-engage via innovative and bespoke pathways.
* An offer which places personal growth and resilience as core, underpinning values, to support pupils to approach adulthood with confidence, and be ready to embrace the opportunities open to each learner at post-16.

**D2 – You should illustrate how pupil performance will be measured effectively alongside how challenging targets will be set:**

* Describe the baseline and working-at levels of attainment that will be used at the provision to benchmark pupils on entry, and monitor progress.
* Illustrate what assessment and data tracking system(s) will be utilised to facilitate monitoring, tracking, target setting, and the quality assurance framework.
* Include how targets will be set and how high expectations will be encouraged, including how your offer will promote a positive attitude to learning.
* Set out academic and creative interventions you will put in place to ensure optimum outcomes for all pupils.
* Explain how you will review success measures and targets regularly, e.g. benchmarking assessment data with other relevant schools.

The quality of your plan will also be assessed in terms of how you will:

* Use data to support the teaching of the curriculum and to drive progression and attainment for all pupils; include the specific data sets which will be used/referenced, e.g. the Fischer Family Trust data (FFTD).
* Liaise with and report progress to parents/carers.
* Review measures and targets regularly in the SEF (School Evaluation Framework) and SIP (School Improvement Plan), and ensure targets and benchmarks are triangulated and quality assured.

**D3 – You should provide details of a staffing structure that will deliver the planned curriculum within the expected income levels, with a focus on outstanding teaching and a commitment to children and young people:**

* Provide a clear plan which shows the proposed staffing structure, alongside the Published Administration Number (PAN) for each wave/phase, as the provision moves towards full capacity; (you may wish to use an organogram).
* Provide a financial spreadsheet that demonstrates a staffing structure (for both the AP and youth offer), which is affordable and deliverable. This should enable the successful delivery of your over-arching vision and curriculum plan.
* Illustrate how class sizes will be kept to a maximum of 9 pupils per class, and give an indicative overview of pupil-teacher ratios for each key stage.
* Demonstrate how you would provide a continuous self-improvement model (CPD) through pedagogy and evaluation to improve teaching and learning, together with inducting staff into positive and context-appropriate work habits and culture.
* Reflect how the composition of the staff will balance roles, experience, and expertise, while still delivering an outstanding offer. Include the SLT (Senior Leadership Team), MLT (Middle Leader Team), support staff, youth/community provision workers, SENCo and any external/part time staff in the structure.
* Include strategies for effective performance management.
* Indicate how the staffing structure is flexible to respond to potential reductions in funding, and how funding cuts could be accommodated if required, without compromising overall vision and ethos.
* Share how you could utilise any of your existing staff in the new school or within the integrated youth offer and how this will work in practice.

**D4 – You should explain how the provision will be welcoming to pupils of all faiths/world views and none:**

* Demonstrate how the school and youth provision will aim to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role.
* Demonstrate how the school and youth provision will aim to encourage pupils from different communities, faiths and backgrounds to work together, learn about each other’s customs, beliefs and ideas and respect each other’s’ views.
* Demonstrate how the provision will address the needs and viewpoints of a diverse pupil population and their parents/carers.
* Explain how the school will fully integrate pupils from different faiths/cultures, so that all will feel welcome and be enabled to reach individual academic potential, alongside engaging in a therapeutic offer, to facilitate playing an active role in the school and community.
* Show how the curriculum will be broad and balanced and incorporate SMSC, PSHE, British Values, pastoral care and aspiration, such that pupils develop character and resilience, and achieve successful outcomes.
* Highlight how Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018) statutory guidance will permeate all aspects of the provision to ensure pupils are kept safe. Show how policies on safety and welfare will adhere to the Prevent duty.

**Section E - Capacity and Capability**

**E1 – You should demonstrate the necessary experience and credentials to deliver the school and integrated youth offer:**

* State who will lead during the pre-opening phase and document their resume/CV; include who will be the Principal Designate and if they are already known to you. If the person is not known, provide a timeline for your recruitment exercise. If there is to be an Executive Headteacher, please explain how this provision sits within a multi-academy trust.
* Demonstrate that you have, or have access to, individuals with strong relevant educational experience and financial expertise with specific and sufficient time commitment. Financial management, leadership, project management, marketing, human resources, youth workers, Special Educational Needs and Disabilities, safeguarding, and health and safety will need to be included.
* List each individual who is a stakeholder in your organisation, their location, role in pre-opening, and whether the individual is part of the applicant group or someone whose expertise you are accessing. If the latter, please indicate how you would expect this to be provided. Please provide a summary of relevant experience (this can be provided in the form of a CV).
* Describe the partnership and governance model between the school and the community/voluntary sector, and the format of that arrangement.
* Describe how the partnership will leverage additional funding and resources to support the development of youth opportunities at the facility. Describe the type of support from funders which will be available to develop income streams, capacity, and to deliver projects & programmes e.g. Big Lottery, Children in Need, Sport England, etc.
* Demonstrate the level of experience of the partnership to ensure they will be able to deliver community-led provision, income generation and innovation working with small and large charities, and engagement of the voluntary sector to bid for contracts through a consortium arrangement. Please provide in detail how these will be achieved.

**E2 – You should provide evidence of a governance structure, and the roles and responsibilities, that will ensure accountability and effective decision making to drive improvement in the new setting:**

* Provide information on any changes that you need to make to your existing governance structure, role, and responsibilities, or schemes of delegation, in order to exercise strong accountability for the provision. Please include lines of accountability between company members, the school’s trustees, any local governing boards and the provision’s leadership team.
* Illustrate which structure of governance you will utilise and how these stakeholders will be recruited and appointed. For known personnel please provide their applications/resumes.
* Provide an overview of the role and designations of the company/organisation’s members.
* Explain how will you recruit and retain high quality individuals whom you need on the governance panel in order to plug any skills gaps, and to ensure a partnership approach with a strong local component within governance arrangements.
* Provide your strategy for avoiding and minimising conflicts of interest and securing independent challenge in line with guidelines.
* Include a brief overview of any conflicts of interest and how this will be managed. List any financial transactions that are likely to take place between a member or trustee and how they will adhere to the School Financial Handbook.
* Explain how you will ensure governance will safeguard pupils and staff together with the integrity of the provision; please elaborate on how known vulnerable young people will be safeguarded including those at risk. Please reference contextual safeguarding in your response and how you will use this approach at The Roundwood Centre – both within the school day, and more widely to safeguard the youth/community provision too.
* Document how governance will provide the foundation to secure an outstanding provision and uphold the School Governance Handbook’s clear principles (March, 2019).
* Declare how governance will ensure clarity of vision, ethos, and strategy, holding post holders to account for the educational and therapeutic offer of the provision, alongside staff performance and pupil outcomes.
* Highlight how governance will ensure that the provision fulfils its statutory duties e.g. upholding the Equality Act, Safeguarding and Prevent duties.

**Section F – Funding and costs**

Please reference the Brent Specification and include either a financial model within your application form or a separate financial spreadsheet as part of your overall submission.

**Section G – Impact and equalities assessment**

The quality of all responses will be judged on the basis of equality and impact throughout each submission, with reference to the published Brent EIA.