

Appendix 1: Summary of specification and assessment criteria for Roundwood Centre Alternative Provision Free School and Integrated Youth Offer

1.0 Overview

- 1.1 Brent is seeking proposals from appropriate sponsors to open a new Alternative Provision Free School, with integrated wraparound youth provision. The school will work in partnership with the voluntary sector to deliver positive diversionary activities and the youth offer.
- 1.2 It is envisaged that the pupil capacity for the school would be 30 – 40, growing to 50 pupil places, if there is local demand. Places would be open to boys and girls from year 7 (age 11) to year 11 (age 16).
- 1.3 The specification will require sponsors to submit against the following 3 key headings: Vision, Education Plan, and Capacity and Capability (of the Sponsor team). Overall, the quality of all responses will be judged on the basis of their equality and impact.

2.0 Vision

- 2.1 The specification will request that proposers share their overarching vision of the Alternative Provision School and how it will transform opportunities for the young people who attend, both in terms of social and emotional outcomes, academic attainment and employment or training as appropriate. Each young person should be enabled to achieve their full potential by accessing a broad curriculum which is based on raising aspiration, improving achievement, alongside enrichment and co-curricular activities - both within and outside of the school day.
- 2.2 A key part of the proposal will be the Integrated Youth Offer that will be open to all young people across Brent, as well as the young people attending the Alternative Provision School. Proposers will need to demonstrate how they 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.
- 2.3 Specifically – proposers will be asked explain how the provision will:
 - Provide a place where all young people, but especially disadvantaged groups, can have open access to information, advice and guidance relevant to their needs.
 - Support successful transition into post 16 education, employment and training.
 - Provide continuity in mentoring and other support during school time and after hours to enable the development of trusted relationships.
 - 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.
 - Ensure appropriate engagement with the local community and parents during the pre-opening period, and on-going engagement.

3.0 Education Plan

- 3.1 Proposers will be asked to highlight how they will offer an ambitious, broad and balanced curriculum plan that is consistent with the vision and pupil intake. Specifically, proposers will be asked to consider:
- How the curriculum will be inclusive but enable each learner to achieve their potential, within a context of high expectations.
 - How the curriculum will diminish the difference for students that enter the school with low levels of attainment in relation to their chronological age and reading age.
 - Details on the length of the school day, including enrichment opportunities, breaks and lunch times, alongside allocated slots for breakfast or other clubs, therapeutic sessions, 1:1 intervention and coaching or mentoring sessions.
 - A compelling work experience and Careers Education Information, Advice and Guidance offer to all students.
 - Appropriate behaviour and attendance policies that will bring about impact and quantifiable results, in the context of potentially disengaged young people.
 - A broad and balanced curriculum incorporating a relevant spiritual, moral, social and cultural curriculum, PSHE (personal, social and health education), British values, pastoral care and aspiration such that students develop character and resilience, achieving and sustaining successful outcomes.

4.0 Capacity and Capability

- 4.1 Proposers will be asked to detail their planned staffing arrangements, their proposed governance, the partnership model and the format of that arrangement. They will also be asked to outline financial capability, and track record.

5.0 Assessment process

- 5.1 Proposals will be assessed by a panel against the published assessment criteria. As such, proposals will be scored and evaluated on the basis of the written proposal submitted. Proposals that meet the required threshold will be invited to an interview with into Brent Council to discuss their bid.
- 5.2 Scoring will be conducted on the basis of the model assessment criteria for Free School proposals, produced by the DfE as Annex C of the Free School Presumption guidance.
- 5.3 Scoring criteria:
Each of the 3 areas (Vision, Education Plan & Capacity and Capability) will be scored using the following four-point scale with each given equal weighting:
- 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'

- 5.4 The Regional School Commissioner (RSC) on behalf of the Secretary of State, will consider the local authority assessment and proposer recommendation before deciding which proposer is in the best position to take forward the new Free School. The RSC will inform the local authority and the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.