



Stockport Council

A New Secondary Special Free School
for Stockport

Stakeholder event
12th June 2019



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METROPOLITAN BOROUGH COUNCIL

Agenda

1. Welcome and Introductions
2. **Stockport's Context**
3. **Stockport's Vision & Priorities**
4. Proposed Model for New School
5. Funding & Offer
6. Proposed School Location & Site
7. New Schools Network
8. Next Steps
9. Any Questions



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Welcome and Introductions


- Chris McLoughlin, **Director of Children's Services**
- Alan Beswick, Director of Education Services
- Cathy Lyall, Strategic Lead SEN & Inclusion
- Bev Milway, Head of Commissioning Improved Services
- Charlotte Cordingley, Head of Estate & AM
- Michelle Booth, Schools Organisation Manager
- Peter Hughes, CSS Finance Manager
- Natasha Brooks, New Schools Network
- Spencer Harris, Design & Technical Team
- Brian Byland, Asset Manager

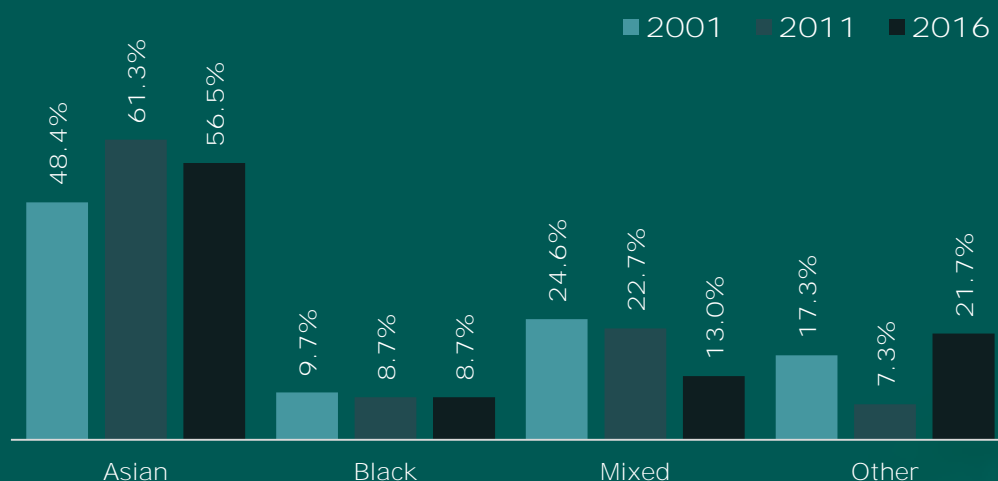


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Stockport's Context

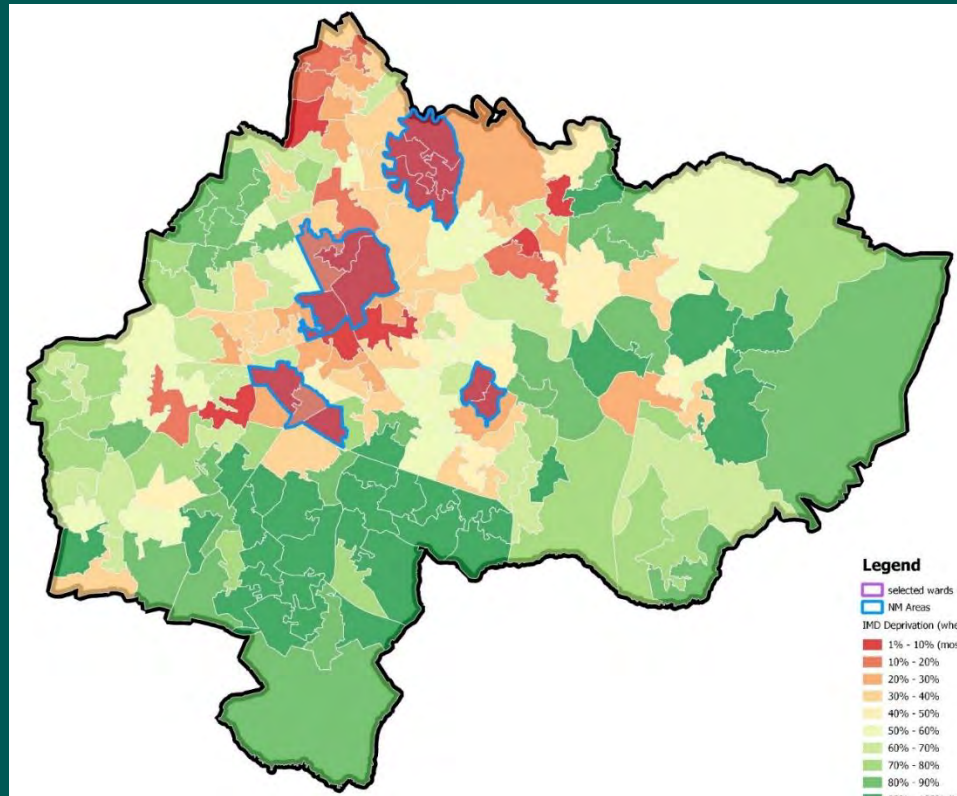
Who Are We?

- Population:  **290,050** Growing at a rate of 1,000 per year, with a higher rate of children than other statistical neighbours
- BME Population by Ethnic Group



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- Economy: Stockport is a polarised borough. The most deprived area in Stockport is Brinnington. It is the 47th most deprived area in England. The least deprived area in Stockport is in Bramhall. It is the 111th least deprived area in England



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Stockport's Schools

4 nursery schools

85 mainstream primary schools

14 mainstream secondary schools

3 primary special schools

3 secondary special schools

3 secondary pupil referral units (PRUs)

Majority of schools are maintained. Academies:

8 primary

6 secondary

3 pending following directed academy orders – 2 primary, 1 secondary



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Inspection outcomes

Percentage of pupils attending schools judged good or better	Stockport	National
Primary & Secondary	79.8%	83.3%
Primary	90.3%	86.6%
Secondary	60.7%	78.6%

Percentage of schools judged good or better	Stockport
Nursery	100%
Primary special	100%
Secondary special	100%
PRUs	66%



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Existing Provision Quality

School	Phase	Ofsted Rating
Lisburne	Primary	Outstanding
Oakgrove	Primary	Good
Valley	Primary	Outstanding
Castle Hill	Secondary	Outstanding
Heaton	Secondary	Outstanding
Windlehurst	Secondary	Good



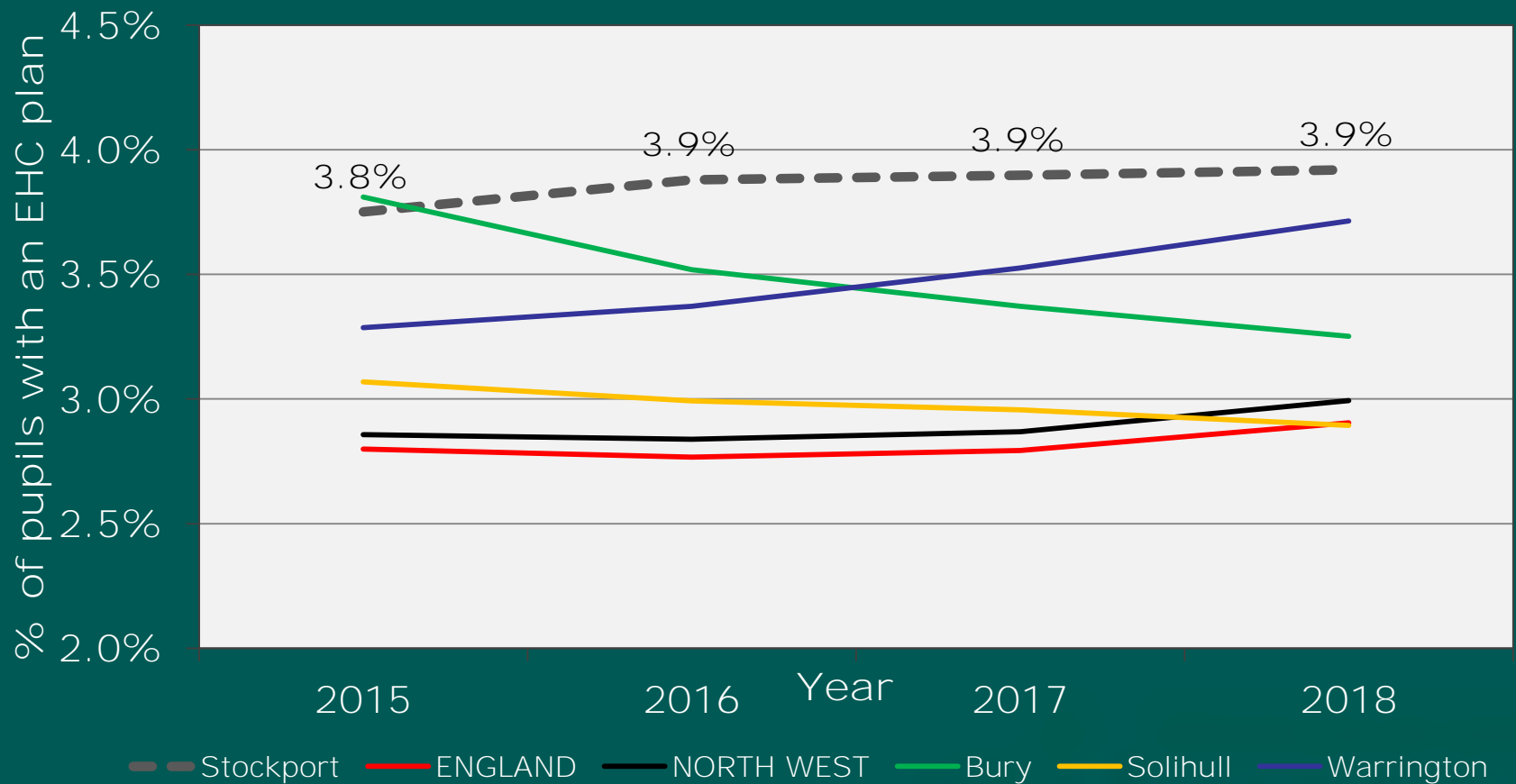
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SEND in Stockport:

- SEND Area Inspection- Sept 2018, written statement of action, progress underway
- 31% increase in special school maintained places in last 5 years, current schools over subscribed
- The greatest absolute increase has been seen in numbers of children and young people *with autistic spectrum disorder*, with numbers increasing by 125 between 2015 and 2018 (a 42% increase)



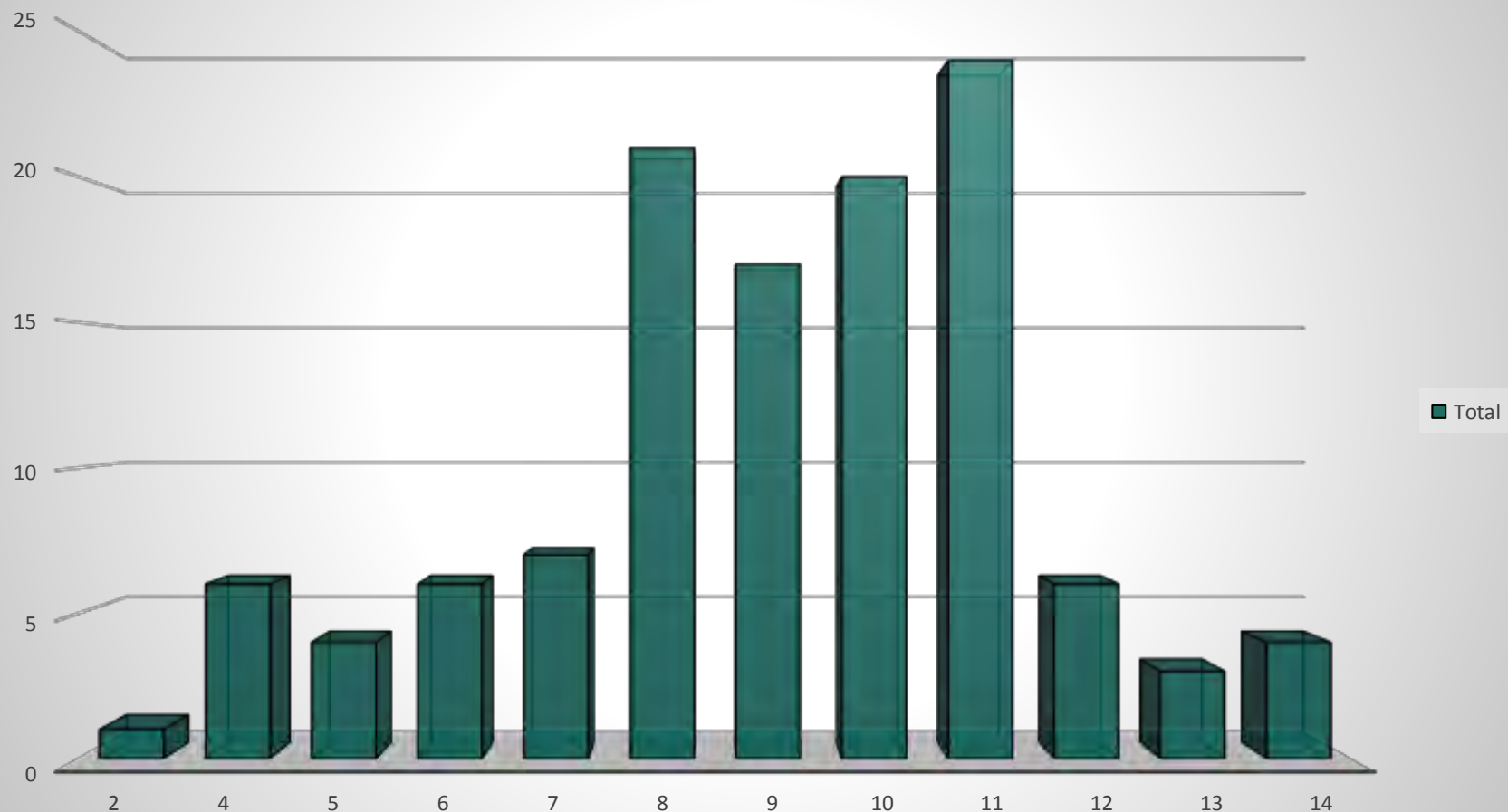
Young People with an EHCP in Stockport



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Number of children

Placements in Independent Specialist Provision by School Year



School Year ▼



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Strategic Vision:

*Through a strategic and co-ordinated approach, to promote outstanding educational, employment and health and well-being outcomes for all of **Stockport's children and young people who have** special educational needs and/or disabilities, so that all maximise their potential and make a successful transition to adult life*



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Our New School

- Specialising in Autism and severe/complex learning disability
- Young people 11-18 years old
- 133 places including sixth form
- Aspirational and outcomes focussed
- Positive behaviour support model
- Preparing for adulthood
- Team around the family
- Linking into whole system



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Our Young Person

Help me to
Communicate

Help me to
self regulate

Look at my
strengths and
build on them



Help me to
self care

Prepare me
for adult life

My needs



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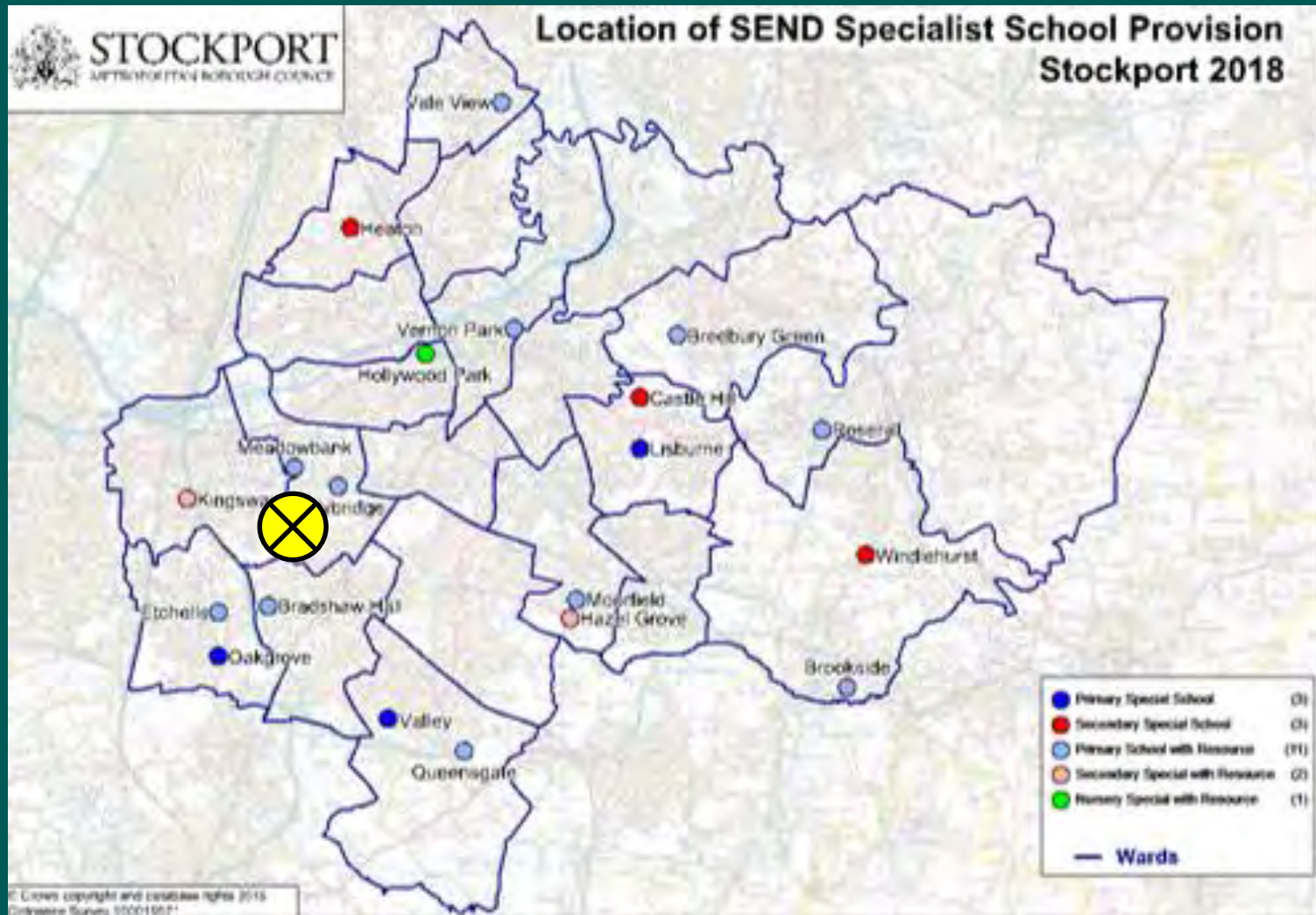
Funding and Offer

- Per pupil base funding - £10,000
- Top-up Funding – Current Range £1,673 (MLD) - £15,234 (SEMH)
- Projected top-up funding – c.£7,000
(dependent on individual needs, subject to wider LA SEN Funding Review)
- Overall LA position on DSG high needs block is a deficit and subject to Review (incl. local HN formula funding)
- Current LA maintained special places:

Narrative	Sept 15	Sept 16	Sept 17	Sept 18	Sept 19
Special Places	517	540	571	589	628



Proposed Site



Orrishmere Primary School, Worcester Road,
Cheadle Hulme, Cheadle SK8 5NW



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Proposed Site

- Existing site area 1.5821 hectares
- School footprint 990m²
- Nursery Footprint 127m²
- Extensive playing fields with mature trees.
- Habitat and hard play areas.
- Site access from Worcester Road
- Surrounding areas mainly residential.



Orrishmere Primary School, Worcester Road,
Cheadle Hulme, Cheadle SK8 5NW



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Special school competitions

New
Schools
Network

Agenda

- Introductions
- About New Schools Network
- Special free schools: the basics
- The special free school application process
- How New Schools Network can help you
- Questions

About New Schools Network

- Independent charity, founded in 2009
- Supports free school applicants and open/approved free schools
- Advocates for free school policy
- Worked with around 70% open/approved free schools
- Free services

Free schools: the basics

What are they?

Who sets them up?

How are the
funded?

Freedoms

Special and AP free schools: the basics

- There are 34 open special free schools in England
 - There are 54 that have been approved to open
 - Only 19 have been inspected by Ofsted: 17 of which are Good or Outstanding
-
- There are 42 open AP free schools in England
 - There are 11 that have been approved to open
 - Only 32 have been inspected by Ofsted: 26 of which are Good or Outstanding

Special free school application process

**New
Schools
Network**

Special and AP application process

Bid

The LA

- Determines key features
- Prepares evidence of need
- Identifies potential site
- Submits a bid to the DfE

The DfE:

- Approves LAs bid documents
- Publishes specification and application criteria

Application

- Prepare an application with free support from NSN
- Submit application to the DfE and LA
- Attend an interview with the LA and DfE
- Approval from the DfE

Pre-opening phase

- Enrol on to NSN Delivery Programme
- Recruit staff, develop policies and curriculum, recruit pupils
- Support and funding from DfE
- Sign funding agreement

Open phase

- Continue relationship with NSN
- Build up to capacity
- Ofsted inspection with three years

Application timeline

Develop the
vision for your
free school

01

Build a team to
help develop your
application

02

Enrol on NSN's
Development
Programme

03

Submit your
application

06

Develop detailed
education and
financial plans

05

Start engaging with
stakeholders in your
community

04

Lessons learnt

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Network

Developing a vision

A clear vision will act as the basis for all other activities related to your free school:



Vision

The diagram illustrates a foundational concept. On the left, a large dark blue rectangle contains the word 'Vision' in white. To its right, three horizontal bars of different colors (dark blue, light blue, and red) are stacked vertically, each containing a text label. This visual arrangement suggests that 'Vision' is the core principle upon which the other three activities are built.

Building a team

Application development

Engaging the community

Presenting your vision

The DfE states that all applicants must:

- explain your own vision for the proposed school, and how it will deliver the local authority's specification;
- explain how that vision comes across in your curriculum approach and approaches to meeting pupils' special educational needs; and
- ensure that your vision is evidence-based and consistent with the rest of your application – your overall application should clearly show the plan for implementing your vision.

The vision

Developing a clear vision involves thinking about these key elements:



Stockport
specification

School ethos and
key features

Outcomes

Importance of a strong team

Applying for, setting up and opening a free school is an extremely demanding process. It's essential that you have a strong, committed team with a wide range of skills working on the project.

Some of the challenges your team will face include:

Engaging with stakeholders
and commissioners

Building a financial plan for
the school

Designing a curriculum

Managing the project as a
whole

Importance of a strong team

You must have the following:

- Education expertise relevant to the type of school you want to set up
- Finance expertise
- Governance expertise

You should have the following:

- Project management expertise
- Marketing/communications expertise

Necessary for pre-opening:

- HR expertise
- ICT expertise
- Buildings and sites
- Legal expertise
- Business/start up experience



How New Schools Network can help you

**New
Schools
Network**

How NSN can help you

Development Programme

A combination of the following:

- A named personal NSN Adviser
- A personalised support plan
- Written feedback on draft applications
- Specialist meetings
- Networking with other free schools
- Help marketing your school

Support for all groups

- An hour long 1-1 meeting with one of our Advisers
- Advice from the team via phone and email
- A wide range of resources on our website.

NSN Development Programme

Feedback we have had from groups who have been on the programme has been overwhelmingly positive, and approval rates for groups on the programme shows its success.

100% of those who have received this additional support in the past said it was helpful

You are 50% more likely to be invited to interview.

11 of the 14 successful free schools from the local authority-led special free school round wave 1 received NSN support.

“The Development Programme was excellent and offered appropriate support, challenges and rigour.”

“We couldn’t have done it without you! Thank you so much for keeping us on track and motivated.”

Enrolling onto the DP

- Book a 1-1 meeting with an adviser through our website.
- Submit an enrolment form through our website

Contact NSN

Email: info@newschoolsnetwork.org
Phone: 020 7952 8558
Website: newschoolsnetwork.org

Questions?

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Next Steps

- Site tour
- Any further questions or discussion points, please email: schools.organisation@stockport.gov.uk
- Use your contacts at LA, NSN and DfE
- Applications by 30th September 2019
- Review (LA and DfE) Winter 2019
- Outcome Spring 2020



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Q&A



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