

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are 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 and marketing
- **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. This is 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: mainstream.fsapplications2013@education.gsi.gov.uk.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template.

Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) 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 hard copy 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 a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

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 to cover 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 and marketing	<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	<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. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. 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, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence 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 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Plymouth [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other </p>
6.	<p>If Other, please provide more details:</p> <p>Plymouth College of Art is a further education college (FEC) with an equally balanced FE and HE provision. The College Corporation is sponsoring the bid with the assistance of certain external persons with relevant skill and experience in the school sector. The Financial Statements and Head of Audit's Opinion for 2009/10 and 2010/11 are provided in annex A1</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
10.	<p>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:</p> <p>N/a</p>
Details of company limited by guarantee	
11.	Company name: Plymouth School of Creative Arts
12.	<p>Company address:</p> <p>Plymouth College of Art [REDACTED] Plymouth [REDACTED]</p>

13.	Company registration number: 7953395
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The 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.</p>	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name:
	5. Name

Company directors	
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the 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.</p>	
18.	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: ██████████
	2. Name:
	3. Name:
19.	Please provide the name of the proposed chair of the governing body, if known: Yet to be appointed
Related organisations	
20.	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> </div> <div style="width: 25%;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </div> </div>
21.	<p>If Yes, please provide the following information about each organisation:</p> <p style="padding-left: 40px;">Plymouth College of Art is a College of Further and Higher Education incorporated under the 1992 FE and HE Act. It does not have a Companies House or Charity Commission number.</p> <p style="padding-left: 40px;">The College is effectively sponsoring the free school and will be linked with it through an integrated governance structure.</p>
22.	<p>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).</p> <p style="text-align: center;">None</p>

Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	n/a
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	n/a
28.	If you are an existing 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: n/a (However the link to the latest OFSTED report for Plymouth College of Art is provided for information Last OFSTED inspection December 2007 Link [REDACTED])	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: n/a	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Plymouth College of Art Further Education College registered as an exempt charity under the 1992 Further and Higher Education Act. There is no company registration number.	

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 a Free School in accordance with the requirements outlined in the 'How to Apply' guidance 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: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Plymouth School of Creative Arts
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input checked="" type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2021/22
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Plymouth
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Devon and Cornwall
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision 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.	

Section C: Education vision

C.1 Introduction

The proposed Plymouth School of Creative Arts will be a mainstream, city-centre 4–16 through school designed to establish a seamless continuum of creative learning from age 4 through to BA and Masters programs at Plymouth College of Art, and into professional fulfilment within the creative economy.

We aim to create a new model, of potentially national significance, for student aspiration, progression and achievement in art, craft, design and media practices.

Founded in 1856 (like many Art Colleges, as engines for ‘arts, manufacturing and commerce’ in the wake of the Great Exhibition of 1851¹), Plymouth College of Art (PCA) has a long history as a strong regional provider of education in arts, craft, design and media practices. As one of the very few remaining independent specialist Art Colleges, PCA offers a continuous thread of high quality creative arts practice and education – from the four-year-olds attending our *Saturday Arts Club* through to Masters students, and professional practitioners in our *ArtsMatrix* regional network – that is both unique in, and unique to, UK education today.

While our core delivery is in Further Education (A Level and BTEC, c.43%) and Higher Education (BA (Hons), FD and MA, c.57%), the College’s Saturday Arts Club attracts some 200 artists aged 4–19, and also parents, and its example over the last 7 years has been a direct inspiration for The Sorrell Foundation’s National Art & Design Saturday Club for 14–16 year olds, which now has 25 partner venues across England. PCA’s Saturday Arts Club works with gifted and talented children from all social backgrounds. The scheme is growing in response to popular demand (and a waiting list) for additional groups, and the College’s Development Trust is soon to launch a fundraising campaign for bursaries to support widening participation in Saturday Arts Club.

Plymouth College of Art works in partnership with the Local Authority’s Alternative and Complementary Education (ACE) network of pupil referral units in operating an arts-centred pilot project that brings 5 pupils excluded from mainstream schooling into the College for 2 days per week. This work is proving extremely successful in rebuilding pre-GCSE attendance and participation, for example in one very challenging case improving attendance on 2 days at PCA (average 56%) in comparison with attendance on 3 days at their ACE school (average 8%). Further interim analysis is attached as Annex C1.

We offer a twilight art workshop in partnership with *Jeremiah’s Journey*, a Plymouth charity established by ██████████ to support children with terminally-ill parents, in which parent and child make art work together. This workshop is resourced and supported by the College and by staff volunteers.

¹ *The Great Exhibition of the Works of Industry of all Nations* or *The Great Exhibition*, sometimes referred to as the *Crystal Palace Exhibition*, the first World Fair of culture and industry, designed for “Great Britain [to make] clear to the world its role as industrial leader.” [Kishlansky, Mark, Patrick Geary and Patricia O’Brien, *Civilization in the West*. 7th Edition. Vol. C. (New York: Pearson, 2008)].

Our outreach work in Plymouth schools includes support for *Firing Up*, a Crafts Council partnership designed to restore and rekindle ceramic kilns that have lain dormant in primary schools: one aspect of a strong programme of commitment to education partnership that has operated well beyond the parameters of the former *Aim Higher* scheme. As a partner venue for the British Art Show 7 (September–December 2011), the College’s Gallery welcomed 9,000 visitors in 12 weeks, including pupils from primary and secondary schools.

The College also offers a full and highly popular programme of part-time arts evening classes to a diverse student profile including young adults, amateurs, adult re-engagers and arts practitioners.

These classes are frequently used by schoolteachers for the purpose of specialist in-service and creative development.

PCA has ‘form’, thereby, in identifying new opportunities for practical innovation, and our Free School application arises directly from this creative synergy of experience, strategic direction, institutional independence and record of purposeful, mutual partnership.

We believe that our proposal has real potential to create a new model for optimal pupil and student progression throughout the full learning continuum of arts education nationally, but its motivation arises – pointedly and directly – from the conditions and needs of our city, particularly within our city-centre, with a focused ambition:

- to raise *aspiration* in Plymouth;
- to improve pupil *attendance* and 16–18 *participation*;
- to increase pupil *progression* into FE and HE;
- to address *deprivation* and *re-engagement*;
- to create new, qualitatively different provision beyond the scope and capacity of existing pockets of excellence.

If ‘*Think global; act local.*’, is more than ever the progressive business mantra, we are thinking and acting locally and internationally: through active engagement in arts and cultural educational development projects from the Royal William Yard in Plymouth to the Forbidden City in Beijing, and creating international horizons for our students, for our partners, and for our wider learning communities. Any history of Plymouth, for centuries a maritime economy, would need to include the horizon.

C.2 Rationale

There is a clear rationale, a groundswell of parental and teacher support, and a growing evidence base of research in support of our proposal for a 4–16 ‘through school’ offering a broad and balanced curriculum that places creativity, arts practice and cultural learning at the heart of the pupil learning experience, and which articulates directly with an independent Art College (and with other FE and HE progression options in the city), enabling direct progression pathways into

further and higher education from 16–18 and 19+.

Participation and engagement in arts and culture develops active modes of learning within and beyond the curriculum, as evidenced in *Imagine Nation*, the December 2011 report of the Cultural Learning Alliance, which identifies key research findings based on “*cohort studies with large sample sizes (typically 12,000) and research with control groups [in which] we can emphatically say there are instrumental outcomes which cultural learning delivers*”. Key findings indicate that:

- Learning through arts and culture improves attainment *in all subjects*.
- Participation in structured arts activities increases cognitive abilities.
- Students from low-income families who take part in arts activities at school are three times more likely to get a degree.
- The employability of students who study arts subjects is higher and they are more likely to stay in employment.
- Students who engage in the arts at school are twice as likely to volunteer and are 20% more likely to vote as young adults.

Our case shares the learning agenda for ‘21st century skills’ recommended in *Reinvesting in Arts Education – Winning America’s Future Through Creative Schools*, the May 2011 report of the President’s Committee on the Arts and Humanities, chaired by Michele Obama, i.e.:

Habits of mind [that] include problem-solving, critical and creative thinking, dealing with ambiguity and complexity, integration of multiple skill sets, and the ability to perform cross-disciplinary work.

A direct example of this (see Section D – Education Plan) might arise in the curriculum context of food, linked both to Plymouth’s deprivation and health agenda and its growing visitor economy:

Food is creativity and practical understanding: it is nutrition, health and culinary art; it is craft and economics, design and entrepreneurship. Food is history and geography, it is culture and language in performance. Food culture is fundamental to human identity. Cuisine is teamwork and business and mathematics, applying laws of chemistry and biology and physics. Food culture is profoundly social, and draws upon long centuries of diverse traditions. It is ethical and industrial, embodying enduring values of quality, service, hospitality, ecology and aesthetics. It is global knowledge, ranging north, south, east and west. It calls for versatility and taste; for project management, multi-tasking and perfect timing; and it engenders essential skills for living. We are what we eat. (See Section D1.4)

The ambition for a seamless continuum of creative learning that would *in practice* begin to address the neglected question of pupil/student progression, through the

separate *policy* domains from primary–secondary–FE–HE, is our joined-up argument for a 4–16 ‘through school’. We will provide a structured learning continuum designed to enhance participation and progression, the implicit argument for which is made emphatically in the July 2011 report of the House of Commons Education Committee, *Participation by 16-19 Year Olds in Education and Training*, which recognized that:

the seeds of increased participation at the age of 16 and 17 lie much earlier in a child’s life and will be rooted in a positive experience at and before school and in their aspirations....

A readiness to take part in education or training post-16 is rooted in a positive experience before and during school. In most schools there are children aged 12 or 13, or sometimes even younger, who show little enthusiasm for “academic” learning and who see school as an irrelevance. Some of these will become persistent absentees and will drop out altogether, showing up in due course as a statistic in figures for young people not in education, employment or training. Improving engagement in learning for these children, while a desirable aim in itself, could also lighten the task (and reduce the cost) of drawing disengaged young people back into education or training once the age of participation is increased.

Barely 68% of 16–18 year olds in Plymouth currently participate in post-compulsory education. It is the human cost, as well as the financial cost of re-engagement, that we are determined to reduce so as to ensure that the raising of the participation age (RPA) does not simply shift the cliff-edge from 16 to 18 in 2015.

Data gathered from Plymouth City Council indicate that significant issues of Primary capacity will accrue from 2013 onwards. This imminent increase in *quantitative* demand for additional places appears in the equally urgent *qualitative* light of currently poor performance within existing Plymouth provision, where pupil achievement falls below the national average for attainment at Key Stages 2, 4 and 5, with particular weaknesses in English and Maths.

One direct consequence of this failure in educational achievement can be measured in the increasing incidence of 16–18 NEET levels, which show substantial drop-out rate from 16 to 17 and also from 17 to 18. This in turn exacerbates the current problem of low participation and achievement among the most vulnerable and disadvantaged groups, fostering social and economic problems evident in indices for deprivation and unemployment in Plymouth. Self-employment is significantly lower than the regional and national average, and relatively low numbers of people are skilled to Level 4. According to Centre For Cities (2011), levels of business stocks remain generally higher in the South than in the North of the country, Plymouth ranks above only Dundee, Middlesbrough and Sunderland as the 4th lowest city by business stocks per 10,000 population, and is the only southern city in the bottom 10 city rankings. [Source: ONS 2010, Business Demography, 2008 and 2009 data. NOMIS 2010, Mid-year population estimates,]

According to the Plymouth Children and Young People's Trust (2011), one-in-four children and young people live in families that receive means tested benefits. 41 of Plymouth's Lower Layer Super Output Areas (LSOAs) are among the most deprived 20%, and 15 among the 10% most deprived, LSOAs nationally.

Pupils already migrate from the South and West of the city both across and out of Plymouth, and there is an urgent need for urban regeneration in the city centre. (Refer to section D7 for full data sets).

As technical and professional employment destinations, the growing infrastructure for Plymouth's creative industries (including performing arts, visual arts, crafts and design, music, film, interactive leisure software, print-based media, and architecture) constitutes a key growth sector – a creative and cultural driver for economic re-generation – that is critical to high level skills and graduate retention, to the visitor economy, and to the inward migration of new businesses and investment to our city.

C.3 Our Vision and Ethos

Our practical, grounded vision for a Plymouth School of Creative Arts flows naturally and directly from the vision, ethos, purpose and values of PCA, in:

*high quality education for life in contemporary arts practice, as the creative catalyst for personal, professional and cultural **transformation**.*

The proposal extends and crystallizes our work with 4–16 year-olds in the form of a mainstream city-centre 'through school', creating a seamless continuum of creative technical and academic education from primary through to postgraduate learning and practice, and into employment and entrepreneurship within the Plymouth economy. Our ethos is to place the aspirations and support needs of every student at the very heart of our enterprise.

The values of Plymouth College of Art are clearly stated:

- we believe in the centrality of the arts to individual and social value, identity, culture, community, welfare, and prosperity;
- we uphold the primary significance of learning through practice and participation for individual development, transformation and fulfilment;
- we see our College as a crucible, or laboratory, for artistic experiment, exchange, entrepreneurship and innovation, and for new thinking, in the service of our wider communities;
- we value and invite purposeful, mutual partnership;
- we celebrate social and cultural diversity, and encourage engagement with the community and cross-cultural dimensions of learning in local, regional, national and international contexts;
- we respect our environment, and have a strong commitment to sustainable practice;

- we aspire to the highest standards of educational achievement.

Our through school will be a place for making things – *making* ideas, *making* technology, *making* art – and for understanding how knowledge, values, language, identity or experience are made. It will be a place of performance, in both senses: performance as doing, performance as achievement.

The creative curriculum will develop life skills: for example in food, nutrition and culinary arts; and develop social skills (self-respect, empathy and respect for others, sharing, taking turns, communication) through social learning and play.

Our Primary School focus will be to encourage curiosity and discovery, self-confidence and individual expression, within a safe and nurturing environment. Fundamental knowledge and skills, and progressive learning, will be developed through guided activities and structured play.

Our Secondary School will develop creative learning across the whole curriculum to help pupils express their ideas and values, and to discover and fashion their unique identities in the world. True education is not just a matter of training people to pass exams. While the achievement of key qualifications will be central to our School's transformational values, we won't be led by the narrow target-driven education so common in many schools today.

Our aspiration is to support our pupils' success through the acquisition of knowledge and skills in questioning, learning, exploration and discovery – making and using new technologies. This will be taught by inspirational specialists to ensure high levels of individual achievement for every child. Seamless progression pathways from primary to secondary and on to further to higher education will be supported by the professional experience, facilities and expertise of Plymouth College of Art.

Our proposal for a Plymouth School of Creative Arts is supported by the Local Authority, and will enhance delivery of *The Vital Spark* (2009), its wider Cultural Strategy:

there is growing recognition of the need to nurture culture and creativity at every stage in education, and thus to enable young people to unlock their own talent, respond confidently to changing situations, make a positive contribution to their communities, and take a lead in the world at large.... The creative industries start with individual creativity and so, too, do children's learning experiences.

Our radical distinctive vision for Plymouth School of Creative Arts will be achieved through:

- a continuum of specialist creative arts curricula, teaching and technical expertise, facilities and enrichment that support high levels of achievement and progression in language, literacy, mathematics, science, information technology, humanities, sports and external activities;
- high expectations of, and respect for, pupils of all abilities, backgrounds

and interests, and dependable support for individual learning needs and aspirations;

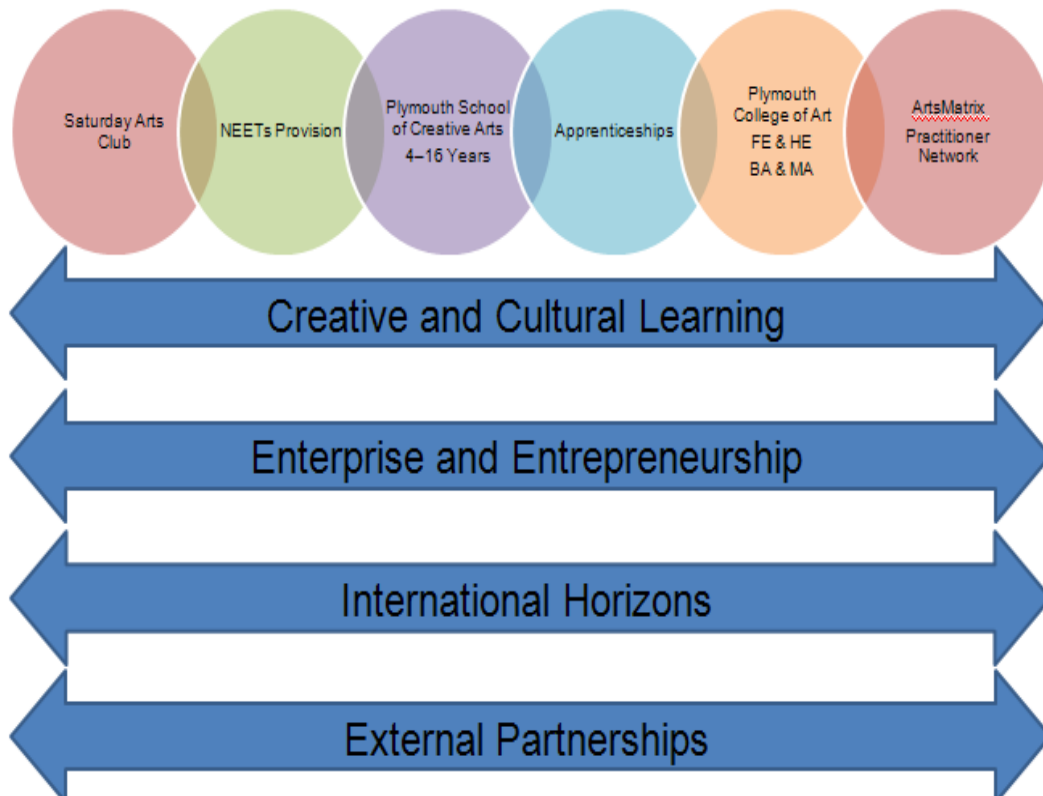
- inspirational teaching and practical learning are fundamental to the School vision – encouraging practicing artists, designers and performers as catalytic role models for learners;
- stimulating learning and teaching environments, both within and beyond School facilities, through projects, field visits and exchanges in local, regional and international partnerships;
- a strong ethos of enterprise and entrepreneurship embedded throughout the curriculum, to ensure that pupils acquire the '21st century skills', knowledge and understanding they need to make their way with confidence and resilience in employment;
- opportunities to develop confidence and experience in business.

Targets

The School aims from 'day one' to be outstanding in its provision, and to equal the achievement of Grammar Schools in the Local Authority within 5 years, i.e. within our first full cycle of operation to year 11. Plymouth School of Creative Arts will be successful when it achieves and exceeds national benchmarks, exceeding average Plymouth school performance outcomes by:

- improving the level of academic progress and attainment of pupils;
- exceeding national benchmarks;
- closing the attainment gap;
- increasing the literacy and numeracy levels of pupils who leave primary school;
- increasing pupil progress into Further and Higher Education;
- reducing pupil drop-out at age 17;
- reducing NEETS (those Not in Employment, Education or Training);
- enhancing pupils' acquisition of non-academic life skills (e.g. through arts activities, volunteering and national programs such as the Duke of Edinburgh Award);
- enhancement and additional extra-curricular activities will include enterprise, clubs, and external activities

An inclusive continuum of creative practice:



Creativity and Innovation is the future of this country. The skills and industries that operate in these sectors are rapidly becoming our primary export and it is abundantly clear from the recent Design Commission Inquiry, RESTARTING BRITAIN: DESIGN EDUCATION AND GROWTH, December 2011 that an investment in younger-age schooling is essential.

I wholeheartedly support this application for Plymouth School of Creative Arts,

██████████, ██████████; ██████████; ██████████, ██████████.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60
Year 2			60	60	60	60	60	60
Year 3				60	60	60	60	60
Year 4					60	60	60	60
Year 5						60	60	60
Year 6							60	60
Year 7			50	75	100	120	120	120
Year 8				50	75	100	120	120
Year 9					50	75	100	120
Year 10						50	75	100
Year 11							50	75
Year 12								
Year 13								
Totals		120	230	365	525	705	885	955

The plan for the build up of pupil numbers is based both on evidenced demand as shown in section E and the demographic need in Plymouth and shown in section D and supporting annexes.

There is an urgent need for primary places from 2013 therefore the Primary school will open in September 2013 with a full cohort of Year 1 pupils and Reception Pupils, a total of 120 pupils.

There is proven demand for the proposed secondary provision. However there is currently an oversupply of secondary places in Plymouth until 2019, when the “bulge” in primary demand comes through to year 7. Therefore the intake of year 7 pupils starts at 50 in 2014 and builds such that there can be an overall match of provision and capacity in the city by 2019.

The school will be operating at full capacity of 1020 pupils by 2021/22.

Section D: Education plan – part 2

Curriculum Plan for Plymouth School for the Creative Arts (PSCA)

Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resources of forms, materials sounds and colours. They need the freedom to realise how reason, thought and imagination can create continuous interweaving of things, and can move and shake the world. [REDACTED] (1920–1994)²

All children and young people deserve to have their talents acknowledged and enhanced. This project hopes to deliver an important service to vulnerable children and young people in Plymouth. [REDACTED], Kids Co.

There is a "pervasive anxiety" about the pressure on pupils at school and from the commercial world, but these concerns are often overstated and mask the fact that poverty is the single biggest threat to children's lives, the Cambridge review has found... [Education] matters to all children, but especially to those who, in our divided society, lack the massively compensating advantages of financial wealth, emotional harmony and a home life which is linguistically, intellectually, culturally and spiritually rich," [REDACTED], The Guardian, 16th October 2009

D 1.1: Overview of the Curriculum

In keeping with its vision, ethos and rationale (Section C above), PSCA will provide a broad and balanced 4–16 curriculum within an enhanced pupil learning experience designed to:

- raise pupil and parental aspiration;
- develop life skills and improve active participation;
- enable seamless progression from primary through to higher education;
- improve achievement and close the attainment gap;
- meet urgent needs and demands in Plymouth.

The curriculum model is one in which:

- the pupil is at the centre of the learning process;
- practice (making, doing, purposeful activity) leads engagement in learning;

² [REDACTED] [REDACTED]

- specialist content drives skills acquisition from Year 1 onwards;
- individual needs and aspirations are met, and obstacles to progression removed;
- social learning is fostered through peer groups.

This model has been developed in response to the growing body of national and international research and reports (see Annex I Bibliography) clearly evidencing key findings that arts-based education and cultural learning:

- improves achievement in *all* subjects;
- engages students more fully, and leads to substantially lower dropout rates,
- builds confidence, versatility and resilience in young adults;
- produces more active, engaged and committed citizens and employees.

Organisations such as Kids Co. have demonstrated the transformational value of art as life-changing re-engagement for children from the most challenging and intractable backgrounds in social deprivation, and Kids Co. has recognised the potential of PSCA to meet similar needs in Plymouth. The 2011 Plymouth Local Economic Review noted that:

Consultation with key stakeholders, regeneration agencies and community representatives suggest that there are weaknesses in Plymouth regarding the transparency and accessibility of learning and training pathways. There are a number of gaps in the pathways that take individuals from compulsory schooling through to further education, whether academic or vocational in nature, on to higher education and various forms of continuing learning and training.

The present application has been prepared in initial consultation with representatives of a number of stakeholders, some in the context of long-term developmental partnership, with whom we will continue to consult during the post-application stage of the PSCA proposal in which potential Trustees will also be identified (see Section F: Capacity and capability). Stakeholders include:

Aalto University (Finland)
 Alternative and Complementary Education service (ACE) at Plymouth
 Local Authority
 Apple (Education);
 Arts Council England;
 The Association of Colleges;
 Barbican Theatre, Plymouth;
 The Barnfield Federation (Barnfield College);
 British Council;
 Council for Higher Education in Art & Design (CHEAD);
 Crafts Council;
 The Cultural Learning Alliance;
 Dartmoor National Park;

The Duchy of Cornwall;
 5x5x5=Creativity and Bath Spa University;
 The National Trust;
 NESTA;
 North Carolina A+ Schools Program (USA)
 NOCCA (New Orleans Centre for Creative Arts, USA);
 Oklahoma A+ Schools ® (USA)
 The Open University;
 Plymouth Arts Centre;
 Plymouth City Council (the Local Authority);
 Plymouth City Museum and Art Gallery;
 Plymouth Culture Board;
 Plymouth 11–19 Strategic Partnership Group;
 Plymouth Music Zone;
 RIO (Real Ideas Organisation, a Plymouth-based social enterprise and
 Arts Council England Bridge organisation);
 Samworth Enterprise Academy, a 4–16 through school in a deprived area
 of Leicester;
 Skills Council for Creative Industries:
 The Sorrell Foundation;
 Tamar Valley AONB;
 Theatre Royal Plymouth, and TR2;
 Tor Point Community College;
 UKADIA;
 UK Design Alliance
 University of Exeter, Department of Education; and
 University College Plymouth St. Mark & St. John.

The value of arts-based learning in re-engaging pupils who, for diverse reasons, have dropped out of education is clearly understood. Less widely recognised is the research evidence that:

- arts and cultural learning enhances performance and achievement across all subjects;
- low participation at 16–18, while it may surface as attendance and behavioural problems at 12 or 13, has its causal origins in early years education.

Learning through the creative arts can deliver re-engagement in remedial terms, but has therefore significantly more potential in preventative terms. Such learning should not be viewed as an ‘optional extra’, but as a formative, core element of the educational experience of our young people.

A recent study (Newman et al, 2010) suggests that participation by young people in structured arts activities:

- improves academic attainment in secondary-aged students;
- enhances early literacy skills in pre-school and primary aged children;
- improves young people’s cognitive abilities;
- enhances transferable skills.

These findings are strengthened in more recent research, and reflect earlier studies. For example research by Harland et al (2000) evidenced the following desirable effects of arts in secondary schools:

- intrinsic effects: enjoyment (impacting attendance, behaviour, motivation);
- knowledge of the social and cultural domain;
- arts knowledge and skills;
- communication and expressive skills;
- creativity and thinking skills;
- personal and social development (including teamwork);
- extrinsic transfer effects (including learning in other subjects and in the world of work).

Again, the efficacy of arts and cultural learning in developing understanding, skills and attributes in all subject areas is apparent:

EDUCATION IN THE ARTS is more important than ever. In the global economy, creativity is essential. Today's workers need more than just skills and knowledge to be productive and innovative participants in the workforce. Just look at the inventors of the iPhone and the developers of Google: they are innovative as well as intelligent. Through their combination of knowledge and creativity, they have transformed the way we communicate, socialize, and do business. Creative experiences are part of the daily work life of engineers, business managers, and hundreds of other professionals. To succeed today and in the future, children will need to be inventive, resourceful, and imaginative. The best way to foster that creativity is through arts education.³ [REDACTED], [REDACTED]

The significant potential of the 'creative industries' as key drivers for "restarting Britain", i.e. in helping build substantive and sustainable economic recovery, is widely (that is, internationally) recognised. We therefore need all of our young people to think and act creatively, with confidence and resilience, in every area of their life, and throughout their diverse career paths, and for some to see the creative industries opportunities for professional development and fulfilment.

These issues of social and economic sustainability are thus indivisible from the education continuum in which PSCA proposes to create a new model, implicit in recommendations of the Creative Industries Council Skillset Skills Group:

At present, it is felt that much of the curriculum and teaching in schools has become too focused on what can be easily taught and examined,

³ Foreword to *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*, the President's Committee on the Arts and the Humanities (May 2011)

rather than what gives children and young people the deep skills and emotional connection to a subject on which they can build. Some subjects of close relevance to the Creative Industries, such as computer science, are not recognised as disciplines which can immerse students from an early age in the same kinds of fundamental analytical, reasoning and theoretical skills as more traditional subjects. At the same time, the emphasis on practical and craft making skills has been lost, while schools are too narrowly assessed and regulated on the basis of qualifications achieved and university places attained rather than the depth and intensity of the learning experience. Employers and industry representatives need to work closely with Government to address these issues from a policy perspective and to inform debates around curriculum and qualification frameworks, while at the same time supporting schools and teachers at the local level to help to enrich the educational experience. **Report to Creative Industries Council, Creative Industries Council Skillset Skills Group (January 2012)**

The PSCA curriculum is in these terms designed to provide a more holistic education than the typical range of primary and secondary schools that currently offer a broad range of discrete subjects, frequently delivered in disconnected subject silos of learning, which, due to constraints of scale or ethos, cannot be delivered with truly specialist resources.

This is not a narrow argument for increasingly early specialism, but on the contrary proposes innovative teaching and learning that will make links between science and art, language and performance, mathematics and design innovation, through breadth and depth of learning and teaching:

Adults told the Review, simply and clearly, that teachers need to be qualified, knowledgeable and caring. Children told the Review that teachers should be fair and empathetic. Significantly, however, they also wanted them to be experts, rating subject expertise more highly than did teachers. Children appreciate that when a teacher knows a subject inside out, lessons are more stimulating, informative and engaging. **Children, Their World, Their Education: The Cambridge Primary Review (2011)**

It is a philosophy aimed at developing '21st century skills', or habits of mind that include problem-solving, critical and creative thinking, dealing with complexity and ambiguity, and integrating multiple disciplines:

I was given a choice at school: pursue either arts or sciences. There was no happy medium on offer for a boy who enjoyed solving problems and making things with his hands. I stumbled across my flair for design engineering by mistake. Forty years on, I'm passionate about it. And I've realized what I missed out on at school.
[REDACTED], designer and entrepreneur

We need to bring art and science back together. Think back to the glory days of the Victorian era. It was a time when the same people wrote poetry and built bridges. [REDACTED], [REDACTED], [REDACTED]

As individuals Plymouth School of Creative Arts pupils will be encouraged to develop independence, self-discipline, integrity and consideration for others. During their time at the school they will be encouraged to act with increasing autonomy, to be comfortable with ambiguity, understanding that often there isn't a single right answer but multiple possible opportunities and to take responsible risks.

Plymouth College of Art has significant experience as an education provider across a wide range of qualifications from GCSE, GCE A Level, BTEC and Apprenticeships, through to undergraduate and postgraduate degrees validated by the Open University. With PCA support, PSCA is able to plan a coherent curriculum offer and manage high quality learning for pupils of all abilities.

This application welcomes, and has been drafted in the full prospect of, far-reaching and radical changes in response to the Wolf Report, the Cambridge Primary Review, and the forthcoming review of the secondary curriculum.

A list of research evidence for the educational case for PSCA in terms of qualitative demand is attached, as a brief bibliography of reports germane to the present proposal, is presented in Annex I.

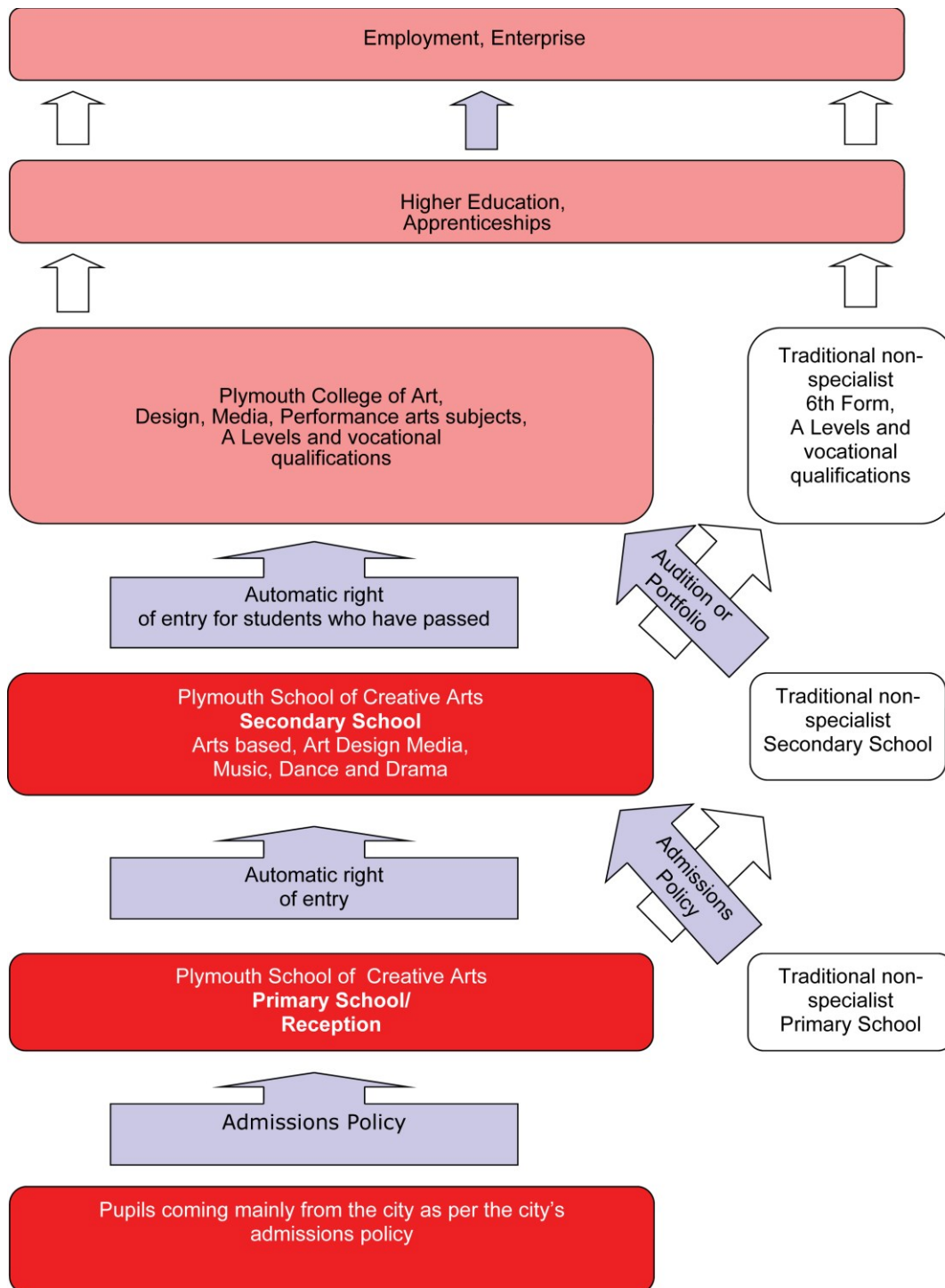
D1.2- Key Stages

PCCA will use the key stages 1 to 4 as set out below, since they represent a clear framework for planning. The school will support the normal external assessment on completing Key Stages 2 and 4

Key Stages	Corresponding years of schooling	Usual age range
1	Reception, 1 & 2	4 – 7
2	3 – 6	7 – 11
3	7 – 9	11 – 14
4	10 & 11	14 – 16

Key Stage 5 will continue to be offered at Plymouth College of Art through FE and HE progression pathways that follow seamlessly from key stage 4 delivered by the School.

PSCA will meet the DfE guidance and recommendations regarding minimum amounts of taught time per week for different key stages: from 21 hours for Key Stage 1 to 24 hours for Key Stage 4. However, as can be seen from the timetables, our intention is to provide a far broader experience than is currently prescribed, and substantially greater contact.



Whilst discrete teaching, learning and support experiences will underpin transition and progression, pupils will participate in a larger community of learners where every individual is important. They will learn to be thoughtful, articulate, empathetic, creative people and to have a clear idea about how they want to live and shape their lives beyond school, university and the workplace.

The separate silo domains of primary and secondary school entities often create significant anxieties for children and parents as they move from primary to secondary, from junior to secondary, or from secondary to further and higher education. The experience can prove highly confusing, disjointed and disruptive. PSCA will offer a unique all-through route for those pupils who identify depth of creative study as their compelling interest and career ambition (See admissions policy D5.)

For those who choose to follow any one of the diverse range of progression pathways into academic or vocational study, every phase has been designed to provide students with impartial advice and guidance and support tailored to their individual needs.

The primary provision will be rich in arts content and take an holistic approach to preparing pupils for study across the broadest of curricula and to pursue secondary education as preparation for the broadest of career aspirations i.e. medicine, science, business, design, music and performance.

The secondary provision will be a specialist school for creative industry and entrepreneurship, with approximately 40% of the teaching in art, design, the culinary arts, music, and performance, and 60% being the core competencies of literacy, numeracy, communication etc. Pupils will generally study a minimum of 4 core subjects, namely Maths, English Language and English Literature, and at GCSE, and a minimum of 4 but up to 6 optional GCSEs in Art, Drama, Science, ICT (computer sciences), Dance, Music, Design Technology, Spanish and History, making the EBacc available as a qualification option.

Art should be the fourth 'r' alongside reading, writing and arithmetic. Cultural Learning feeds every part of our being – our minds, our imagination and our values. [REDACTED]

Students who wish to pursue art, contemporary crafts, design and media post-GCSE will have the option to progress seamlessly to Plymouth College of Art, where a broader curriculum portfolio of A Level and vocational qualifications will be introduced to provide progression routes within the performing arts and related academic subjects. In the context of the current Application, the possibility of a 4–19 school was investigated, and it is possible that a 6th form will be added at some natural point in the future.

D1.3 Teaching, Learning and Assessment Strategies

'We need permission to innovate. Sometimes it even seems as if we even need permission to think'. That was the refrain we heard at the 2009-10 dissemination conferences on the CPR's final report, and we hear it still. **Cambridge Primary Review**

Teachers will facilitate learning in a way that models expert listening and problem-solving. Students will be encouraged to explore and chart their educational potentiality, making informed decisions along the way in order to realise and achieve their academic fulfilment. Teaching staff will monitor and facilitate these emerging choices, and incipient signs of disengagement will be recognised and addressed early.

Pupil-centred learning and teaching strategies will focus on:

- flexibility in time and space;
- recognition of the potential of deep interdisciplinary opportunities;
- linking pedagogy with curriculum so that children's ideas are valued and their active exploratory engagement encouraged – and thus allowing learning to be driven by interest and motivation – by children and young people's fascinations not solely by 'delivery';
- recognising the potential of the arts to integrate learning across domains within and beyond the arts, and their potential to motivate, to foster aspiration, to develop confidence and expression, to enable collaboration and collective creativity, and to 'humanise' the journey of creativity away from naive market-fixated functionalism;
- recognising the need for dispositions appropriate to an uncertain, rapidly changing and challenged world which draw on deep and mature understanding of disciplinary and interdisciplinary knowledge;
- foregrounding 'possibility thinking' within and across disciplines. This means encouraging 'what if' and also 'as if' thinking.

D1.4 -In the primary school Plan

Reception	Key stage 1
Year 1	
Year 2	
Year 3	Key stage 2
Year 4	
Year 5	
Year 6	

The arts-rich curriculum offered in the primary school will be designed to enable pupils to enjoy this unique stage of childhood, inspire learning and develop the essential knowledge, skills and understanding, which are the building blocks for secondary education and later life. Pupils will benefit from a curriculum which is challenging and creative, which fires their imagination and enthusiasm, which builds practical and theoretical skills and, above all,

instils in them a lifelong love of learning. It recognizes the interlocking ways in which children learn and develop – physically, intellectually, emotionally, socially, culturally, morally and spiritually. Our curriculum will enrich the child's perception, constantly enlarging their knowledge and understanding of the world.

We shouldn't be wondering whether children need art and music and stories and poems any more than gardeners wonder whether plants need water. The effect of deprivation is the same in both cases. The effect is less instant and dramatic in the case of children who know no culture, but just as deadly in the long run. We're not talking about economic benefit or competitive advantage or maximising employment choices: we're talking about life and death – the life of the mind and the heart, the murder of the soul. Philip Pullman

The Cambridge Primary Review found that:

as children move through the primary phase, their statutory entitlement to a broad and balanced education is increasingly but needlessly compromised by a 'standards' agenda which combines high stakes testing and the national strategies' exclusive focus on literacy and numeracy. The most conspicuous casualties are the arts, the humanities and the kinds of learning in all subjects which require time for talking, problem solving and the extended exploration of ideas.

The primary curriculum at PSCA will be based on the proposed *Elements in a New Primary Curriculum* as identified by the Cambridge Review of Primary Education, with a number of key aims delivered through a set of subject domains to provide children with a balanced and well-rounded education. The first domain of Arts and Creativity will underpin all of the primary school experience: learning through making, doing, painting, drawing, dance, drama, music; taking time to think, talk and observe; creating a well-rounded, rich, expressive and playful curriculum. Creativity will inspire engagement, enthusiasm and empowerment in the children.

Aims	Delivered Through an Arts and Creativity-rich Topic Based Curriculum	Domains
<ul style="list-style-type: none"> • Well-being • Engagement • Empowerment • Autonomy 		<ul style="list-style-type: none"> • Arts and creativity • Citizenship and ethics • Faith and belief • Language, oracy and literacy • Mathematics • Physical and emotional health • Place and time • Science and technology
<ul style="list-style-type: none"> • Encouraging respect and reciprocity • Promoting interdependence and sustainability • Empowering local, national and global citizenship • Celebrating culture and community 		
<ul style="list-style-type: none"> • Exploring, knowing, understanding and making sense • Fostering skill • Exciting the imagination • Enacting dialogue 		

In the early years the school day will be made up of a blend of teaching discrete subjects such as literacy and numeracy, and teaching cross-curricular studies through themes and topics, with enrichment activities including visits and events. This approach will draw upon the deep ludic potentiality of human imagination and invention – the tendency of Huizinga’s *homo ludens* towards inventive learning through play – that will motivate student engagement in learning and assist the retention and embedding of long term knowledge and understanding. This enriched curriculum is designed to develop the pupil’s confidence and enjoyment of learning.

Specialist Teachers and Class Sizes

The School intends to build an expert team in the teaching of literacy, numeracy, science, languages and history. There will also be experts in specialist teaching of, for example, woodwind instruments, design, dance, singing, and in instilling a love of literature. As previously cited:

Adults told the Review, simply and clearly, that teachers need to be qualified, knowledgeable and caring. Children told the Review that teachers should be fair and empathetic. Significantly, however, they also wanted them to be experts, rating subject expertise more highly than did teachers. Children appreciate that when a teacher knows a subject inside out, lessons are more stimulating, informative and engaging. **Children, Their World, Their Education: The Cambridge Primary Review (2009)**

Teachers will also be able to teach across the curriculum but their specialist knowledge and abilities will be used across the year groups to ensure the curriculum has depth as well as breadth. All teachers and visiting specialists will be required to be vetted through the Safeguarding Policy (D5).

In the primary school the 60 pupils in each year will be taught by 3 full time equivalent members of the core teaching staff, supported by assistants. One will also have the role of year leader. In reception and year one there will also be approximately 6 teaching assistants. From year 2 onwards there will be 3 classroom assistants per academic year. There will be additional assistants for any student with a statement, in response to need.

In addition to the core staff there will be a programme of visiting artists, performers, poets, musicians, writers etc. It is also intended that, in partnership with the University College Plymouth St Mark and St John, we will host bespoke arts-based PGCE placements, focusing the school as a pedagogical 'action learning project' with the aim of becoming a 'teaching school'.

Reception and Years 1, 2 ages 4–7 (Key Stage 1)

In the Reception and Year 1 and 2 of the primary school, pupils will be immersed in a broad, engaging and highly creative experience, which steadily develops skills and knowledge. Fundamental to this is the development of language and literacy, numeracy, personal, social and emotional development, knowledge and understanding of the world, physical development and obviously creative development. We believe that children learn best from practical hands on experience and our intention is that all areas of the curriculum are delivered in this way.

One example is through music, a universal language 'spoken' in many world dialects. Music teaches history of cultures the world over; it teaches celebration, communication and spiritual expression. In listening to music we practise response and emotion. We listen to the language and we look

for clues to its message. We experience meditative harmony, discord or acoustic excitement. In mastering an instrument we are taught concentration, application, resilience, care and attention to detail. We realise that we can come together as an ensemble, or stand out as a soloist. We consider human geography and the telling of stories through music. In making an instrument we learn about manipulating materials and the scientific properties of sound

Years 3-6 ages 7-11 (Key stage 2)

As the pupils progress through the primary school the curriculum broadens and deepens to reflect children's different but developing abilities. Of fundamental importance is the further development of their speaking, listening, reading and writing skills. Literacy develops best through purposeful reading and purposeful writing. Equally, functional numeracy is best developed in context, and science out of practical curiosity.

Academic and technical learning will continue to be based around themes and topics, and creativity embedded throughout the teaching day. Ofsted and QCA report that the most effective learning occurs when connections are made between subjects, rather than the subjects being taught separately. This curriculum will ensure that the children are learning through making, designing and structured play.

For example, food is creativity and practical understanding: it is nutrition, health and culinary art; it is craft and economics, design and entrepreneurship. Food is history and geography, it is culture and language in performance. It is fundamental to human identity. Cuisine is teamwork and business and mathematics, applying laws of chemistry and biology and physics. Food culture is profoundly social, and draws upon long centuries of diverse traditions. It is ethical and industrial, embodying enduring values of quality, service, hospitality, ecology and aesthetics. It is global knowledge, ranging north, south, east and west. It calls for versatility and taste,; project management, multi-tasking and perfect timing; and it engenders essential skills for living. We are what we eat

For all Primary pupils:

English: All pupils will be encouraged to speak, read and write with confidence, purpose, understanding and enjoyment. We will have daily lessons during which all aspects of language and literacy will be developed. Our aim is to ensure that children are equipped with a mastery of basic skills, which will then enable them to develop their powers of imagination, inventiveness, creative and critical thinking. These skills will be developed further through an approach based on cross-curricular study themes and topics. We will encourage all pupils to read regularly at home, which will help to reinforce the work they are doing in school.

Engaging, creative, social reading experiences that use multiple platforms, stimuli and incentives: reading challenges, reading groups,

whole city read ins, promotions, contact with authors, blogging, storytelling sessions, live readings combined with music... Research shows that engagement and book ownership reduce underachievement and offset the effects of economic deprivation.
Henley Review of Reading, The Reading Agency 2010

Maths: All pupils will participate in a daily mathematics session. The children will cover a range of mathematical disciplines including number, calculation, problem-solving, measure, shape and spatial dimensions, and data-handling. Mental calculations will form part of all daily numeracy sessions. Maths will also be taught within cross-curricular topics where appropriate.

Art and Design and Technology: Pupils will be able to make-work in a wide range of art, design and media forms in every classroom space, in order to facilitate the integration of creative responses in all teaching sessions. There will also be highly specialist spaces for clay work, for cookery, for printing and for 3D and digital making. Pupils will have access to specialist photography and film making equipment to record and develop ideas. Examples of the pupils work will be displayed throughout the school as well as in exhibitions and shows open to the public enhancing achievement and confidence.

Cookery: Making food is full of opportunities for creativity and practical scientific understanding and exploration. Throughout the primary school all pupils will discover the joy of turning fresh, raw and dry ingredients into tasty food. They will make food as a group to share, they will make food to take home, they will make food to sell to raise money for their charities, they will make food from different cultures and they will taste a variety of unusual and special foods encouraging them to take risks and be open to new food experiences.

Music: Core to the curriculum at primary will be regular group music activities, covering singing, music appreciation, composition and instrumental work across a wide range of musical genres. Music of any kind aids the development of skills in listening, performing, rhythm, language, reading, voice control, repetition and whole body control. All students will have the opportunity to learn an instrument during the primary school, starting with the recorder in year 2 and moving on to a range of wood wind, percussion and string instruments in year 3 and 4. In additions we aim to be able to offer extra-curricular instrument tuition as an additional and after school activity. There will be regular concerts and performances, which will celebrate the children's achievement and aid motivation and help to develop confidence and pride. As they progress the children will be encouraged to take the Associated Board examinations.

Performance: Drama will enhance the children's language development through role-play in the early years with more theatrical work later. It will greatly enrich their understanding of literature and history as well as enhance their personal development by exploring concepts such as

empathy and investigating causes and consequences. Similarly we will involve all students in dance, both as embodied creative practice as well as a form of physical education. Dance is acknowledged to help develop children's coordination, understanding of spatial relationships, love of music, and development and understanding of rhythm. Both drama and dance will help in the development of memory, understanding of sequencing, enhance the pupil's ability to move and express themselves in front of an audience including public speaking, which in turn helps to develop greater self-confidence. Both drama and dance are also great for encouraging group working skills and cooperation with others. The children will be encouraged to take LAMDA and RAD awards.

Modern language: From reception pupils will begin using French and Spanish, largely through social activities, through learning songs, celebrating festivals, cooking and eating food and possibly taking part in trips, exchanges and web conferencing.

Physical Education: Pupils will have a minimum of two hours of PE timetabled per week through which we will develop a range of activities including dance, games, gymnastics, athletics, swimming, and also outdoor adventure aimed at understanding their marine and moorland environments.

Children will be taught to swim during KS2 and we will aim for all pupils leaving the school to be able to swim at least 25m. All pupils will also have the opportunity to complete their National Cycling Proficiency scheme in KS2. Sports will include football; tag rugby; netball; basket ball; 'kwik cricket' and short tennis, as well as athletics.

All pupils will take part in a range of tournaments and sports festivals both within school between year groups and with other schools.

Geography: Pupils will develop their knowledge of people and places, and will start to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. They will study local areas/issues and extend these studies into the wider world and learn to use maps for locating cities, countries, mountain ranges, rivers, seas and oceans. They will use atlases, photos and the internet to explore the environment and economics of those countries which they study.

Science: The teaching of science will enable the acquisition of a systematic, scientific approach to empirical and theoretical learning, developing knowledge, skills and understanding of the world. Scientific experience will be presented to pupils in practical and engaging contexts designed to arouse the children's natural curiosity and enhance further their creative thinking.

History: History will be viewed not only as simple facts and dates but will be taught mainly through thematic and topic-based approaches that explore multiple perspectives on the past from a wide range of source materials in which the past may come vivid and 'alive'. The teaching of history will allow

the children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. Children will learn to become open-minded and enquiring thinkers who understand cause and effect. They will develop an understanding of their present, in comparative and consequential terms, in relation to the past. We will encourage first hand experiences through the handling of real artefacts (in collaboration with for example Plymouth City Museum and Gallery and with the National Trust) and, wherever possible, arrange fieldwork visits to relevant sites of historical interest in the city and region.

Personal, Social and Health Education: We will promote healthy, independent and responsible members of society. Our pupils will be given every encouragement, and inspirational example, to play positive rôles in school life and contribute to their wider communities. This will be achieved through class & school councils, fundraising events, by supporting nominated charities, and via involvement in social enterprises and community activities. Pupils will be given opportunities in specific PSHE lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. We will teach PSHE in a variety of ways: as a discrete subject, via assemblies and through other topic based approaches as well as through outdoor experiences, educational visits, community work and activities.

In the later years in the primary school certain aspects of PSHE will be delivered by bought-in specialists (approved through Safeguarding policies), co-ordinated by Heads-of-Year through form teachers. We believe that some issues such as sexual health, drugs, law, careers, and other forms of advice are better delivered by specific experts – supported by, but distanced from, the teacher–pupil relationship.

Stretch and Support: Those pupils who need extra tuition with their literacy and numeracy will be supported in small groups and individually while those who are advancing quickly will have additional tasks made available to them. All children's progress will be monitored allowing specialist input that grants every child's right to succeed and progress, including those with gifts and talents. (Gifted and Talented criteria are noted in D3).

Trips: There will be regular trips to museums and galleries, historic houses, the theatre and where possible and appropriate to London and Europe. The school will take advantage of its geographical location with regular study trips to the seaside and countryside to look at eco systems, landscape and erosion. There will also be orienteering and bush craft days on Dartmoor. From year 4 onwards there will be residential trips planned.

Extended School Day: From year 4 onwards the school will operate an extended day to enable pupils to take part in a range of activities as well as supervised study sessions. Pupils will be expected to remain in school and to take part in a range of structured taught sessions, as well as attend music, drama or sports clubs – until 5.00pm on Mondays to Thursdays. The School day will finish at 3.50pm on Fridays.

Breakfast and after school club: Will be available for all primary children. For pupils up to year 4, the after school club will largely take the form of organized games and fun creative activities and will start at 3.30. For pupils from year 4 and older, the sessions will start at 5.00pm Monday to Thursday and 3.50pm on Fridays. In both cases they are available until 6.00pm all 5 days of the week in term time.

Homework/ Extended Learning: Homework will be an increasingly important part of the overall learning experience for pupils as they progress through the primary school. The aim is to establish habits that promote learning beyond the normal school day and to provide extension and reinforcement to what has been learnt during class.

D 1.5 - The Secondary School Plan

Year 7	Key stage 3
Year 8	
Year 9	
Year 10	Key stage 4
Year 11	

In the secondary school the curriculum has been shaped to support pupils in developing highly inquisitive minds, to seek creative solutions to problems, to aspire, and think entrepreneurially. Pupils will pursue a curriculum that will provide pathway options for those committed to become musicians, artists, designers, engineers, actors, games designers, film makers etc.; and for students who aspire to work outside the creative industries. Our aim is that pupils will finish year 11 with a basket of GCSE qualifications including sufficient GCSEs to fulfil the EBacc if they so desire, and if appropriate. They will be thus enabled to progress to further study at level 3 in any field of study.

Close liaison with PCA will allow a wide range of specialist human and physical resources to be available to small numbers in the first few years.

Years 7-9 ages 11-14 (Key Stage 3)

All pupils at the beginning of Year 7 will be placed in a tutor group, where they will be supported by a Learning Tutor whose rôle is to guide each pupil through the beginning of their secondary education. All Year 7 pupils will be undertaking an induction curriculum for approximately 50% of the week. The rest of the time will be allocated to specific subjects such as Maths, English or Science.

The induction curriculum will bridge confident transition from primary to secondary by providing a curriculum with fewer changes of teacher and fewer moves around the school buildings and opportunities for pupils to progress at their own pace. This will guarantee supported transition for pupils progressing directly from our own primary school, and will aid integration with pupils coming from other schools in Plymouth and its

regional hinterland.

It is intended that the induction curriculum will, during in the first few weeks, help introduce all students to the thematic and topic-based approaches to learning, and allow the integration of 5 key competencies:

- learning;
- managing information;
- relating to people;
- citizenship; and
- managing situations.

Following this initial induction period, the first three years in the secondary school, pupils will follow a broad, balanced and challenging programme, with the teaching hours split proportionately circa 52.4% in support of traditional “academic” subjects, and circa 36% in support of creative arts, design, media and performance subjects, with circa 11.5% devoted to PE, games, PSHE and complementary studies.

It is, however, intended that much of the curriculum will be delivered through integrated projects built around themes and topics so that, without sacrificing specialist content (content drives skills), pupils will experience less disjuncture between subjects and activities as discrete fields of practice or inquiry. In Years 7, 8 and 9, pupils will continue to experience this interdisciplinary approach to studying topics such as ‘materials’, ‘the industrial revolution’, ‘networks’ or ‘consumption and globalization’.

Schools shouldn't be a dreary trudge from one test to the next.
Nick Gibb, Schools Minister December, 2011

This holistic approach will enable our pupils' thinking to range beyond narrowly-defined, subject-based viewpoints, and build understanding of a given topic from many different perspectives, including complexity and ambiguity.

Through this integrated approach, students will be expected to take part in formal lessons, dramatic and musical performances, visits, experiments, cooking, filmmaking, and in studio-based art and design work. They will develop specialist knowledge of cultural history, sustainability, economics, politics and geography. They will write essays, investigate innovation, begin to understand design principles, and practice aspects of enterprise and entrepreneurship.

During years 7 – 9 the subjects covered will include:

Mathematics: Setting in Maths will begin after Christmas in Year 7. Maths will generally be delivered as a discrete subject, however will constantly be deployed in the context of other projects and assignments.

Mathematical thinking will thus be applied during practical sessions as well

as in the maths classes, using creative practice purposefully to embed knowledge and build confidence in the subject. The aim of curriculum delivery will be to develop successful learners who are numerate, creative and enquiring and able to solve problems. Maths lessons will encourage the enjoyment of new ideas, and evidence- or rule-based approaches to justifying opinion. Maths will underpin skills needed for pupils' future financial understanding and independence, preparing individuals to live secure and responsible lives. Maths will also be deployed in pupil engagement with entrepreneurship, enterprise and citizenship.

English: English will cover both language and literature, with discrete lessons each week together with supporting activities in creative writing, poetry and poetics, reading and understanding dramatic and prose literature, critical analysis and evaluation, close-reading and report-writing.

English will be developed through performance, drama, dance, filmmaking and media production. English competences in reading, writing, comprehension, speaking and listening are essential to achievement in school, in the public domain and in the workplace. Pupils will be encouraged to work independently and collaboratively. Group discussions and drama activities will encourage pupils to develop greater confidence and ownership through purposeful literacy.

The texts the pupils will read at key stage 3 will be chosen to encourage them to engage with moral dilemmas and think about issues in new ways as well as texts that will inspire a love of reading and storytelling. Their reading will contribute to their understanding of what it means to be a responsible citizen and help pupils move beyond their present situation to experience different times, cultures, viewpoints and situations. It is intended that the study of English will help our pupils to become confident communicators, with sound and accurate verbal and written skills that will be invaluable to them throughout their lives

Modern Foreign Languages: French and Spanish will be taught with Pupils as they start being set in Years 8 or 9. The school will build links with schools in Brittany and Northern Spain both of which are directly linked by ferry to Plymouth. During their time in school pupils will build relationships with their peers in Europe, through letters, emails, online discussions and international group projects, shared across the channel. This will lead to opportunities for study visits and exchanges.

Science: General science covering biology, chemistry and physics and will be taught in years 7, 8 and 9. ICT will also be taught as a practical science/engineering subject, looking at how computers function and are programmed as opposed to the day-to-day use of computers as business and social tools. The subjects covered enable students to build sound background knowledge of material properties, of engineering principles and how the natural world works, they are able to explore issues around sustainability and global climate change. Through learning about science, pupils are again required to develop skills in thinking creatively and being

resourceful confident individuals. Similarly to art, design and technology, science is a creative activity. At Plymouth School of Creative Arts pupils will study ICT as computer science up to GCSE level.

The review of ICT in schools, published by The Royal Society, states:

The current delivery of Computing education in many UK schools is highly unsatisfactory... Mirroring the expansion of computers into all areas of modern life, the academic discipline of Computer Science has advanced and has introduced new, important ways to view and understand the world in which we live. Computer Science is also highly creative. This may be self-evident in the case of computer games, electronic art and computer-generated music, but these examples from the "creative" industries perhaps conceal the fact that writing any computer program involves creativity in the virtual universe behind the screen, and the fact that this is not widely realised or recognised reflects a need to communicate the intrinsic beauty and creativity of the discipline. Review of ICT, The Royal Society (2011)

Design Technology: Through design technology pupils will develop skills in the design cycle, in how to read and write design briefs, how to work with clients and users, how to research projects and how to present findings and proposals. Pupils will learn practical skills in cookery and textiles, in how to work with resistant and non resistant materials, i.e. working safely with wood, metal, ceramics, glass and plastic, with hand tools with machine tools and through digital processes, laser cutters, rapid prototyping, textile printing etc. Pupils will look at case studies, the high street, design for need, fashion, how to improve overall product design and realisation, how to construct, how to 'problem-solve', how to design and improve the operation and maintenance of artifacts and systems.

Through a range of assignments and briefs pupils will develop enquiring minds. They will work in groups and individually and they will work with integrity as they consider the impact of their designs on quality of life, and how their designs can make things better for other people, including ways of maintaining and improving the environment by assessing products in terms of sustainability.

Pupils will be encouraged to recognize and respect the values of different cultures and traditions, and to give due consideration to these during designing and making activities. Pupils' growing appreciation of product development processes will educate them, as consumers, to make informed ethical judgments and independent economic decisions as they develop in their understanding of their responsibilities as citizens.

Cookery: The centre of Plymouth, the main catchment area for the secondary school at Plymouth School of the Creative Arts, is an area of substantial social deprivation and poverty – highly impacted in terms of diet and nutrition, and for two or more generations having lost the knowledge and skills required to prepare healthy food from raw ingredients. Cookery is

an essential life skill and one that all our pupils should have confidence in. However more than this, the preparation, presentation and sharing of food is an everyday act of human creation and is a fundamental bond in our families and communities lives. Food is creativity and practical understanding: it is nutrition, health and culinary art; it is craft and economics, design and entrepreneurship. Food is history and geography. It is culture and language in performance. It is fundamental to human identity. Cuisine is teamwork and business and mathematics, applying laws of chemistry and biology and physics. Food culture is profoundly social, and draws upon long centuries of diverse traditions. It is ethical and industrial, embodying enduring values of quality, service, hospitality, ecology and aesthetics. It is global knowledge, ranging north, south, east and west. It calls for versatility and taste, project management, multi-tasking and perfect timing; and it engenders essential skills for living. We are what we eat.

Information, communication and digital literacy: In addition to the teaching of ICT as a science, the school will develop more general digital literacy i.e. how to use a wide range of computer applications. These will be embedded in the curriculum with different subject teachers taking responsibility for the delivery of different skills and topics. As has been detailed elsewhere we intend to work with Apple to become a “Lighthouse School” with every pupil having an iPad. These will be used as teaching and learning tools throughout the pupils time at the school: for homework, in class research, for recording findings, documenting work and presenting ideas. Pupils as ‘digital natives’ will develop technological skills through immersion in this technology-rich environment. Skills will be taught in word processing, spread-sheets, presentation tools, research approaches, as well as sound and music production, film editing, photographic processing, 3D modelling and publication compositing. For the school’s ICT strategy see D3.2.

Music: We will build a flourishing music department with individual music tuition practice rooms and rehearsal studios. Core to the curriculum at both primary and secondary will be individual and regular group music activities. Music forms part of an individual’s identity, and positive interaction with music and the development of individual performing skills can massively increase confidence and self-esteem. Music is multi-faceted, and lessons will explore traditions from all over the world, with pupils experiencing many different types of music through a combination of listening, composing and performing. Singing, percussion and exposure to a variety of traditional instruments, keyboards and computer applications, all used to develop musical ability.

Pupils will be encouraged to develop their independence and use their creativity in practical music making. They will communicate and express themselves by creating, developing and extending their musical ideas. In addition to specialist music teachers, a team of peripatetic instrument teachers will visit the school to deliver individual musical instrument and voice lessons. We aim to be able to offer extra-curricular instrument tuition during the day and as an after school activity, encouraging as many

students as possible to learn to play at least one instrument. Many will be encouraged to take the Associated Board examinations. Plymouth School of the Creative Arts will actively encourage and support the formation and performance of bands, choirs, quartets and solo performers.

History: History will be delivered largely through topics, through trying to contextualise plays, poems, artifacts, through using evidence from and communicating about the past. Through historical study, pupils will ask and answer important questions, they will evaluate evidence, detect bias, identify and analyse different interpretations of the past, and learn how to substantiate any arguments and judgments they make. Pupils will be encouraged to debate opposing views, putting ideas, philosophies prevailing ideas on trial. Pupils will learn about significant ideas and events that have shaped their world. They will find out about the history of Britain, Europe and the world, enabling them to build up stronger pictures of other cultures and a greater empathy with people from different cultural backgrounds. The study of history also encourages an understanding and empathy with ethnicity and cultural diversity.

Geography: In common with history, geography helps pupils to develop a sound knowledge of the big ideas and events that have shaped the planet, society and the local and global economy, helping to make sense of the world around them. The variety of enquiry-based approaches used in human and physical geography builds pupils' capacity and confidence, enabling them to research and work effectively, alone and with others. Through Geography students will acquire and develop skills in field-working, which will be of value throughout their working lives.

Performance includes Drama and Dance: Pupils will experience a wide range of opportunities for performance, enabling them to develop performativity and to use and develop their skills and talents in live work. Pupils will learn skills in dance through general classes, supporting body conditioning, which will help to build core strength, flexibility and cardiovascular fitness these classes will also build basic skills in, classical ballet, jazz, tap, and urban street dance and hip hop. Pupils will also develop and choreograph and learn dance in relation to musical theatre and contemporary dance. In the acting sessions pupils will learn core acting skills including, improvisation, devised drama, theatre movement, voice work and script work using classical and contemporary texts, working on the same texts that they are studying in English and therefore bring the texts more to life.

There will be regular opportunities for pupils to audition and be selected to take part in 'in class' productions and productions for public performance. However, as they progress, not all pupils will necessarily find that their interests lie in performing, but rather in the broader theatre arts such as, directing, producing, costume lighting, sound- and set design, scenic painting etc. these skills will be fostered so that productions can include every class member.

Pupils will have the opportunity to take LAMDA and RAD exams in both their primary and secondary education.

Physical Education and Games: Pupils will be expected to take part in a wide range of PE and games, during the school day, as extra curricula activity, through tournaments, festivals and inter school matches and through schemes such as duke of Edinburgh awards. PE helps pupils to build an appreciation of personal endurance and of the direct, sometimes immediate though often long-term, rewards of continued physical and mental effort. Pupils will work in a variety of contexts, on their own, in groups and in teams; pupils will learn to work both independently and collaboratively.

Involvement in physical activity, for its own sake and as part of a healthy lifestyle, will develop understanding of the impact of lifestyle choices on personal wellbeing and on that of family, friends and community. It relates directly to environmental issues and to sustainability, and will make Plymouth a better place in which to live and work.

Complementary and PSHE: Complementary studies and PSHE will be compulsory for all secondary pupils, alongside their other subjects.

PSHE will include relevant approved external providers and agencies to teach issues such as sexual health, drugs, law, careers, and other forms of advice, which is often better delivered by specific experts, supported by but distanced from the teacher–pupil relationship.

Personal wellbeing will create successful learners by helping pupils identify their abilities, skills and strengths and therefore increasing their confidence and self-esteem. PSHE helps pupils to use information to weigh up options and make informed choices.

Pupils will gain confidence by knowing where to look for advice and guidance on matters related to health and relationships, and by providing advice and guidance to others. Pupils will develop and use their social skills to build and maintain healthy and positive relationships, enabling confidence in developing friendship and relationships and resisting negative peer influence.

Complementary activities delivered through projects involving enterprise, entrepreneurship and employability as key aims, will help pupils learn about and experience ideas that will help them to develop enterprising attitudes, self-motivation, teamworking skills, financial capability and an appreciation of fundamental economic principles. They will be able to evaluate economic alternatives in their personal and working lives, i.e. they will learn basic personal finance skills, what APR means, the difference between different types of mortgage, what are the real costs of mobile phone packages etc.

The combination of enterprise and financial capability enables pupils to develop a 'can-do' approach to all aspects of their lives and provides the

skills needed to analyse and evaluate alternative pathways through life. Work-related activities such as business simulations and enterprise activities will encourage understanding of the way the economy works in local, national and global contexts. Pupils will investigate questions relating to their rôles as consumers, producers and citizens. They will develop awareness of social and moral dilemmas that arise from the use of money, leading pupils to question their own activities as well as those of others.

Study Skills: There are opportunities to look again at research skills, essay writing, report writing, presentation skills and advanced internet search methods. Pupils will be encouraged to support each other through sharing their practice and experience as well as being shown new and alternative approaches.

Aspiration-raising: each year a number of trips will be planned to raise aspirations including, visits to Higher Education institutions, manufacturers, design companies, theatres, film sets etc. There will be presentations from a wide range of outside speakers

Stretch and Support: The school will take a 'zero-tolerance' approach to poor literacy and numeracy. Those pupils who need reinforcement of foundation skills in English and/or Maths in Year 7, or who will benefit from further support in Years 8 and 9, will have one or two periods per week set aside for additional support. At the same time, other pupils in Years 7, 8 and 9 will take enrichment courses and attend lectures in subjects such as Philosophy, Art History and Enterprise.

Extended School Day:

The school will operate an extended day to enable pupils to take part in a range of activities as well as supervised study sessions. Pupils will be expected to remain in school to take part in music, drama and sports, there will be a quiet study space set aside to support students with their homework, and there will be access to studios so that pupils can complete work. The school day will run until 5.00pm on Mondays to Thursdays. The School day will finish at 3.50pm on Fridays.

There will also be a wide range of after-school clubs which will start at 5.00 pm including: homework club, cookery, art clubs, young inventors, orchestra, band practice, group singing/choir, French, Spanish, kayaking, dance, environment club, junior games jam, young entrepreneurs etc. Students will also be encouraged to take part in activities such as the Duke of Edinburgh Award, volunteering and social enterprise, to further raise confidence, aspiration, personal agency and citizenship.

Homework/Extended Learning: Homework will be an important part of the overall learning experience for pupils of PSCA. The aim is to establish habits that promote learning beyond the duration of the normal school day, and to provide extension, reinforcement and practice of learning achieved in class. Within the secondary school we will recognise that some pupils may choose to benefit from the school being open beyond the formal school day

and therefore may choose to complete their extended learning at school. In response to this the Library, Study and Classroom Areas will be open beyond the formal school day, until 6.00pm in order to help provide facilities for further research and study.

Years 10-11 ages 14-16 (Key Stage 4)

During years 10–11, core academic subjects will be delivered discretely to facilitate successful GCSE outcomes, but creative subjects will continue to extend, in practice and in context, the learning taking place across all subjects. For example, the chosen texts in the GCSE English Literature syllabus will be used to inform the subjects covered in art and the plays performed in drama. All students will undertake four core academic GCSEs and will then select a minimum of 4 and a maximum of 6 optional subjects:

Core Academic Subjects	Optional subjects
All students undertake these awards	Students undertake a minimum of 4 and a maximum of 6 awards
English Language	Spanish
English Literature	Art
Maths	ICT (Computer Science)
Science	Design Technology
	Drama
	Music
	Dance

The curriculum will also feature a range of vocational qualifications for those pupils for whom they present more appropriate progression pathways than would a wide range of GCSEs. These will include areas such as culinary art, creative arts and functional skills. Anticipated changes in the range of vocational qualifications will be reviewed by the Head Teacher.

Studentship

Expectations of sound studentship are key to individual success at Plymouth School of Creative Arts. Independent learning and attributes of self-respect, personal motivation, understanding, curiosity, engagement and empathy will build individual confidence, openness and resilience in learners. The creative capacity for independent thinking, problem-solving, critical self-

reflection, humour, informed risk-taking and for dealing with complexity and ambiguity, will draw inspiration from the love of learning in practice. These attributes are embedded and reinforced through the curriculum. (Note Section D6 Behaviour Policy)

Setting and Achieving Individual Learning Targets

The progress of each individual child will be carefully monitored, recorded and discussed at every stage through his or her school career, and there will be regular recognition of both achievement and effort.

Individual and regular feedback is central to a creative arts learning model enabling the reflective individual to consider their strengths and areas for further development. This model of formative assessment feedback rather than continuous external testing will be a central focus of raising aspiration and achievements.

Each form will have a tutor, responsible for overseeing the academic, pastoral and extra-curricular progress of the children in their care. Parents will receive a comprehensive report and an opportunity to discuss their child's progress in a parents evening at the end of each term. In addition, parents will have the opportunity to discuss their child's progress informally with the Head teacher and members of staff at any time. In addition we will offer an online facility where parents can access information regarding attendance data and ongoing academic achievement as well as a programme of tutorial reports and interim reviews. Supporting our students' personal growth will be one of the keys to their success.

D2 Provide a coherent and feasible school timetable and calendar.

D2.1 Calendar.

At Plymouth School of Creative Arts, both primary and secondary elements of the school will share the same term dates. The school year will run in line with other schools in the Plymouth area, i.e. the Autumn term will start in the first week in September and run for 16 weeks to Christmas with a half term approximately halfway through. Similarly, Spring term will start in the first week in January and run for 13 weeks to Easter (depending on where Easter falls each year), with half term at the mid- point. Summer term will start straight after Easter and run approximately 14 weeks until the end of the third week in July, with a half term over the Whitsun week.

These dates are approximate and naturally depend on the weekday on which Christmas falls and the timing of Easter each year, but the year will usually constitute 39 weeks of contact teaching per year with three one week half terms and one week of cross school CPD and training. Both Christmas and Easter will generally be two-week breaks. The example set out below is the term dates for academic year 2013- 2014

Term one: 2 September 2013 to 25 October 2013
Holiday: 28 October 2013 to 1 November 2013

Term two: 4 November 2013 to 20 December 2013
Holiday: 23 December 2013 to 3 January 2014

Term three: 6 January 2014 to 14 February 2014
Holiday: 17 to 18 February 2014

Term four: 19 February 2014 to 4 April 2014
Holiday: 7 April 2014 to 21 April 2014

Term five: 22 April 2014 to 23 May 2014
Holiday: 26 to 30 May 2014

Term six: 2 June 2014 to 24 July 2014
Holiday: 25 July 2014 to 29 August 2014

D2.2 Timetable

As outlined in D1 “The Curriculum Plan” we intend to have an extended school day from year 4 of the primary school and all the way through until the end of year 11. Pupils in the primary school will start classes at 9.00 and the school day finishes at 5.00. In reception and up to year 4 the day starts at 9.00 and finishes at 3.50. In the Secondary school pupils will start class at 8.45am and finish at 5pm.

The timetables set out below are examples of typical weeks. We intend to run the vast majority of “creative subjects” over 2 and 3 hour sessions and

the “academic subjects” in 1 to 2 hour periods. However it is intended there will be at least one enrichment week per term where, for instance, pupils might be taught and supervised to write, cast, rehearse, design and make costumes and sets, design tickets and posters, handle the box office, all resulting in a public theatre performance on the Friday evening. Another enrichment week might see all the pupils in one year group working with a local company to understand how their business works, to look at their product range, marketing materials, logistics etc. They would spend a week working in teams and, at the end of the week, the teams would present ideas to the company board, on new products, alternative business models, new website designs, alternative marketing strategies, new recipes, etc. We believe this type of immersive experience greatly benefits pupil confidence, self motivation, aspirations and sense of achievement.

**Primary School day
Reception and Year 1**

7.30- 9.00	Breakfast Club
08.35-08.45	Staff briefing Monday & Wednesday
08.45-9.00	Pupils arrive, class rooms open, possible interaction between parents and teachers.
09.00-9.30	Morning registration and class assembly/group time, covering topics from PSHE citizenship and ethics. Each Monday whole school assembly and celebration.
09.30-10.20	Lessons 1 Literacy or Numeracy
10.20-10.30	Break for Reception & KSI classes
10.30-11.20	Lessons 2 Literacy or Numeracy and choosing
11.20 – 11.50	Daily physical exercise
11.50	Reception class lunch
12.50	Afternoon registration
12.50-14.30	Lessons 3 Choosing and or Topic based teaching covering all the subjects
14.30-14.50	Break for Reception & KSI classes
14.50-15.50	Music, group music making, singing and rhythm
15.20 -15.50	Story sharing whole group and supported reading
15.50	School Ends children are collected or transfer to the After School Club
15.50- 18.00	After School Club

A typical week's timetable for a primary pupil in the reception year and year 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Register					
Assembly / group time and Lesson 1	Whole school Assembly	Class assembly	Class assembly	Class assembly	Class assembly
	Literacy	Numeracy	Literacy	Numeracy	Literacy
Break					
Lesson 2	Choosing / Numeracy	Choosing / Literacy	Daily physical exercise 1 hour	Choosing / Literacy	Choosing / Numeracy
PE	Daily physical exercise	Daily physical exercise		Daily physical exercise	Daily physical exercise
Lunch					
Lesson 3	Choosing / Topic based learning	Choosing / Topic based learning	Choosing / Topic based learning	Choosing / Topic based learning	Choosing / Topic based learning
Break					
Lesson 4	Music and singing	Music and singing	Music and singing	Music and singing	Music and singing
	Story sharing	Story sharing	Story sharing	Story sharing	Story sharing
Home time					

In the primary school and particularly in Reception and Year 1 the timetable above gives a sense of weighting of activities however the pupils will spend more time absorbed in a range of structured play. The table below more adequately describes what the teacher will be delivering during the week, rather than what each pupil will be doing in each minute of the day.

Subject	Subject hours per week	Total hours per year
Literacy including language and oracy	6	234
Numeracy, mathematics	4.5	175.5
Place and time, geography and history	2	78
Arts and creativity, Design Technology science and cookery	4.5	175.5
Citizenship and ethics, Faith and belief	2	78
PSHE, PE and Games	3	117
Drama and dance	2	78
Music	2.5	97.5
Total	26.5	1033.5 hours per year

**Primary School day
Year 2 and 3**

7.30- 9.00	Breakfast Club
08.35-08.45	Staff briefing Monday & Wednesday
08.45-9.00	Pupils arrive, class rooms open, possible interaction between parents and teachers.
09.00-9.30	Morning registration and class assembly/group time, covering topics from PSHE citizenship and ethics. Each Monday whole school assembly and celebration.
09.30-10.20	Lessons 1 Literacy, Numeracy or topic based learning
10.20-10.30	Break for Reception & KSI classes
10.30-11.30	Lessons 2 Literacy, Numeracy, cookery, PE or topic based learning
11.30 – 12.00	Daily physical exercise
12.00	Reception class lunch
13.00	Afternoon registration
13.00-14.30	Lessons 3 Topic based teaching covering all the subjects
14.30-14.50	Break for Reception & KSI classes
14.50-15.50	Music, group music making, singing and rhythm or topic based learning
15.20 -15.50	Story sharing whole group and supported reading
15.50	School Ends pupils are collected or transfer to the After School Club
15.50- 18.00	After School Club

A typical weeks timetable for a primary pupil in year 2 and 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Register					
Assembly / group time and Lesson 1	Whole school Assembly Literacy	Class assembly Numeracy	Class assembly Literacy	Class assembly Topic based learning	Class assembly Literacy
Break					
Lesson 2	Topic based learning	Literacy	Cookery	Daily physical exercise 1 hour	Numeracy
PE	Daily physical exercise	Daily physical exercise			Daily physical exercise
Lunch					
Lesson 3	Topic based learning	Topic based learning	Topic based learning	Topic based learning	Topic based learning
Break					
Lesson 4	Music	Topic based learning	Music	Music	Topic based learning
	Story sharing	Story sharing	Story sharing	Story sharing	Story sharing
Home time					

The timetable above gives a sense of weighting of activities, however the pupils will spend more time on numeracy and literacy embedded into the topic based sessions than they did in Reception and Year 1.

The table below more adequately describes what the teacher will be delivering during the week, rather than what each pupil will be doing each minute of the day.

Subject	Subject hours per week	Total hours per year
Literacy including language and oracy	6	234
Numeracy, mathematics	5	195
Place and time, geography and history	3	117
Arts and creativity, Design Technology science and cookery	4	156
Citizenship and ethics, Faith and belief	2	78
PSHE, PE and Games	2.5	97.5
Drama and dance	2	78
Music	2	78
Total	26.5	1033.5 hours per year

Years 4, 5 and 6

7.30- 9.00	Breakfast Club
08.35-08.45	Staff briefing Monday & Wednesday
08.30-9.00	Pupils arrive
09.00-9.30	Morning registration and class or whole school assembly
09.30-10.40	Lessons 1
10.40-11.00	Break for KS2 classes
11.00-12.15	Lessons 2
12.15	Key stage two lunch
13.15	Afternoon registration
13.15-14.30	Lessons 3
14.30-14.50	Break for KS2 classes
14.50-16.00	Lessons 4
16.00- 16.15	Break
16.15- 17.00	Extended day activities
17.00- 18.00	After School Club

A typical weeks timetable for a primary pupil in years 4, 5 and 6

	Monday	Tuesday	Wednesday	Thursday	Friday
Register					
Assembly / group time and Lesson 1	Whole school Assembly Literacy	Class assembly Numeracy	Class assembly Topic based learning	Class assembly Topic based learning	Class assembly Literacy
Break					
Lesson 2	Topic based learning	PE and games	Science	Art	Cookery
Lunch					
Lesson 3	Music	Place and Time	Topic based learning	Topic based learning	Topic based learning
Break					
Lesson 4	Story sharing	Story sharing	Story sharing	Story sharing	Topic based learning
Break					
Extended day activities/	Homework hour	Clubs	PE and Games	Clubs	

As many of the subjects are delivered both separately and in an integrated way, the table below more adequately describes what the teacher will be delivering during the week, rather than what each pupil will be doing with each minute of the day.

Subject	Subject hours per week	Total hours per year
Literacy including language and oracy	5	195
Numeracy, mathematics	5	195
Place and time, geography and history	3	117
Arts and creativity, Design Technology science and cookery	4	156
Citizenship and ethics, Faith and belief	2.5	97.5
PSHE, PE and Games	2	78
Drama and dance	2	78
Music	2	78
Clubs and supported homework	4	156
Total	29.5	1150.5 hours per year

Secondary School

7.30-9.00	Breakfast Club
08.30-08.50	Gates open & close
08.35-08.45	Staff briefing Monday & Wednesday
08.45-09.15	Tutor registration/assembly
09.15-10.15	Period 1
10.15-11.15	Period 2
11.15-11.30	Break
11.30-12.30	Period 3
12.30-13.15	Period 4
13.15-14.15	Lunch
14.15-15.00	Period 5
15.00-15.45	Period 6
15.45-16.00	Break
16.00-17.00	Extended day activities
17.00	School Ends pupils are collected or transfer to the After School Club
15.50- 18.00	After School Club

A typical weeks timetable for a pupil in years 7, 8 and 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor registration /assembly					
Period 1	Maths	Science	History	PSHE and Complementary studies	MFL French or Spanish
Period 2		English	MFL French or Spanish	History	Music
Break					
Period 3	Geography	ICT (computer science)	Science	English	Maths
Period 4	ICT (computer science)				Geography
Lunch					
Period 5	Performance, Drama and Dance	Art	Cookery	Sport	Design Technology
Period 6					
Break					
Extended day period 7			Music		

Subject	Subject hours per week	Total hours per year
English	3	117
Mathematics	3	117
Science	2	78
ICT	2	78
History	2	78
Geography	2	78
PE and Games	2.5	97.5
Modern Foreign language	2	78
PSHE and complementary studies	1	39
Cookery	1.5	58.5
Art	2.5	97.5
Design Technology	2.5	97.5
Performance	2.5	97.5
Music	2	78
Core academic delivery		624 52.4%
Creative Arts Delivery		429 36%
PE and PSHE and complementary studies		136.5 11.5%
Total		1189.5 hrs pa

A typical week timetable for a pupil in years 10 and 11 who is studying for 10 GCSEs

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor registration/assembly					
Period 1	English Language	PSHE and Complementary studies	Maths	Dance	Spanish
Period 2		Science		English Language	Design Technology
Break					
Period 3	Maths	Science	Spanish	English Literature	
Period 4	English Literature				
Lunch					
Period 5	Art	Drama	Sport	Music	Dance
Period 6					
Break					
Extended day activities/period 7					

Subject	Subject hours per week	Total hours per year
English Language	3	117
English Literature	3	117
Mathematics	3	117
Science	3	117
Spanish	3	117
PE and Games	2.5	97.5
PSHE and complementary studies	1	39
Art	2.5	97.5
Design Technology	2.5	97.5
Drama	2.5	97.5
Dance	2.5	97.5
Music	2.5	97.5
Core academic delivery		585 48.4%
Creative Arts Delivery		488 40.3%
Extra curricular non qualification		136 11.2%
Total		1209 hrs pa

D2.2 Pupil organisation

Tutor Groups

This section describes how pupils will be organised, in academic and pastoral terms, and in year groups, tutor groups and other class structures, to support delivery of the education vision of Plymouth School of Creative Arts.

Academic Organisation

Class size

In the Primary school the teacher to pupil ratio will be 1:20, and classroom assistants 1:10, in reception and year 1. The classroom assistant ratio will be 1:20 from year 2 onwards. Generally, pupils will be taught in classes of 20. The staff resource in the secondary school will enable most classes to operate at a maximum of 25 pupils per year class. In both primary and secondary, group size within a class will be reduced to take account of:

- pupils who face challenges which make smaller group sizes necessary;
- creative arts activities where closer levels of supervision are required in order to ensure the safety of pupils;
- classes such as PE, Games and Drama, where teaching will occasionally be delivered in larger groups in which, however, the staff student ratio will remain constant.

Allocating pupils to classes in Primary

The children will be allocated to each of the three forms by age group in reception and year 1. Other factors may be used in later years, but they will not be streamed at this stage. The School will also take opportunities to place gifted or talented children, or those who are showing less rapid progression, together in ability groups for specialist teaching in areas such as music, maths, dance, English and crafts, to provide additional support and challenge.

Allocating pupils to classes in Secondary

The Secondary Department will have 2 initial forms entry, which eventually will grow to 5 and will be filled by the 60 pupils from the Primary Department and 60 from other Primary Schools. In year 7, the 5 forms will be filled wherever possible by equal numbers from the Plymouth School of Creative Arts primary school and other primaries to facilitate full integration.

In subsequent years pupils will be grouped according to their ability in particular subjects as indicated in D1. Pupils may therefore be in higher or lower sets and with different peers in each subject from year 8 onwards.

Pastoral Organisation

The proposed pastoral organisation of the school will support the extracurricular and other areas such as health, social and moral education, behaviour management and emotional support. The organisation will have elements of organising pupils within and across year groups.

Tutor groups

In the primary school there will be 3 tutor groups a year, each supported by a dedicated member of staff. The tutor will be a constant touchstone for the pupil, the teacher they always meet every morning, the teacher who takes their register, who releases them at the end of the day and asks them to reflect on what they have enjoyed and learnt that day. The tutor's responsibilities include awareness of the needs, achievements, and additional support that each individual pupil requires, and to work with the rest of the teaching team and with the school to ensure that these are in place. In the primary school, the tutor is also the first point of contact for parents and guardians of children.

The secondary school will operate a 'vertical tutoring' system which will create a friendly and supportive 'family' atmosphere. Vertical tutoring is designed to foster a greater sense of whole-school membership and provide daily insights into progression through Years 7 – 11. It creates the opportunity for peer-mentoring, gives older pupils a feeling of responsibility for the younger pupils in their group, encourages older pupils to develop leadership skills, and has been shown to minimise incidents of bullying. Tutors will have time with their group each morning to register pupils, deal with pupil administration matters, set targets with their tutees and monitor their progress, reinforce studentship (see below) and engage pupils in other meaningful activities.

Houses

When the secondary school is full, the vertical tutor system will be organised into five Houses, each House will have six tutor groups, within each tutor group there will be students from years 7 – 11. Each tutor group will have a tutor who stays with the tutor group year on year, each House will have a Head of House who oversees the tutor groups within the House. A member of the Management Team will be linked to each of the Houses.

The five Houses are named after rivers that flow into Plymouth Sound: Lynher, Plym, Tamar, Tavy and Walkham, the physical geography that made Plymouth a significant maritime settlement.

The House System will give pupils a balance between the curriculum and the social aspects of school life. The system will provide a sense of competition and fun through a range of school based activities.

The House System will run from September to July, with points being awarded for achievement in a number of events. The running totals will be kept on a scoreboard in a prominent public space in the school and on the front page of the Virtual Learning Environment (VLE).

Throughout the year, activities and events of many kinds will be planned.

Exhibitions, dance and drama performances, public debating, quizzes, fashion shows, House enterprises, charity fundraising, will all be included. There will also be sports and other competitions, culminating in July with a sports day and summer art shows.

Each House will have two House Captains, elected in October for the following year by all members of the House. Candidates are drawn from those Year 10 pupils who are interested in taking on responsibility. Within each House every Tutor Group will elect two tutor group Captains (one boy and one girl) in the autumn term. These pupils liaise with the House Captains and help to select, organise and run teams.

Pupils will be kept up to date with the progress of their House through House Assemblies (run by the House Captains) twice a term.

Pupils' Council

This will be a vibrant body made up of representatives of all years who meet once a month during term time, to be consulted with and to make decisions, which help the school to run smoothly. All House Captains will be members of the council, as will the Head Boy and Head Girl.

The Head Boy and Head Girl will chair the Council, with a member of the school management team and other interested teachers in attendance.

A new council will be appointed at the start of each academic year after consulting teaching staff, especially heads of year. Council membership will demonstrate that the individual is a responsible and reliable pupil who understands collective accountability and is willing to take responsibility for the decisions made. The aim will be to have a highly effective and responsive Council, who will not be afraid to voice their hopes and opinions on the school as it develops.

They will be consulted whenever major decisions are taken by the school, like a new uniform or the development of school policies such as behaviour. The school council will be a vital element of the school's management structure.

D3 Set out your approach to supporting disabled pupils and pupils with special educational needs, who may or may not have a statement of special education

The School will implement a strategy for ensuring that the needs of pupils with differing abilities are met. The strategy will be based on the awareness of and meeting the needs of individual pupils including supporting those who need it and stretching the most able eg pupils who:

- are gifted and talented,
- have SEN and disabilities,
- are from a deprived background,
- are learning English as an additional language, and
- have social, emotional and behavioural difficulties.

The main curriculum will be adapted so that it meets all pupils' needs inclusively and maximises their progress and achievement. This will be based on assessment of the needs of individual pupils and groups of pupils. This will include:

- A comprehensive assessment system which identifies the learning needs of all pupils;
- Systematic use of the intelligence from assessment to inform lesson planning, schemes of work, class seating plans, and teaching and learning styles;
- Using formative assessment or assessment for learning so that all pupils know what they need to do to progress;
- For specific groups of pupils (eg those eligible for Free School Meals) making use of evidence-based strategies that have been proved to improve learning and progress; and
- Clear staff and governor accountability for the progress and achievement of groups of pupils.

D3.1 Special Education Needs (SEN)

Plymouth College of Art currently works proactively and successfully to support all of its students which includes working with schools and Local Authorities to identify all young people applying for courses with SEN/LDD including those identified as School Action, School Action Plus or having a Statement of Special Educational Needs. We then provide support for these students both in the classroom and as part of a support area called the Study Zone. College Success Rate data for students with a variety of backgrounds and particular learning needs indicates that they achieve at the same level as other students. In the context of the school our approach would include initially ensuring the school is suitable for the child through working with the Local Authority and the child's parents.

It is recognised that some children may not have been previously identified as having a support need or assessed as Early years Action, Early years Action Plus, School Action, School Action Plus or indeed have a Statement of SEN. We would therefore ensure that we have the appropriate staff in post (SENco) and work with the relevant external specialist expertise, Local

Authorities, and parents/carers to support their children in any relevant identification and assessment process.

The provision of education will be inclusive and mainstream and give the child the opportunity, where possible, to take an active part in all activities provided. To enable this, there would be provision of specialist support in the classroom through learning support assistants with the use of Individual Education Plans to help children move forward at a pace and level that is right for them. This would also allow differentiation of teaching and learning styles and the appropriate provision of specialist equipment where needed. Where differentiation is unable to address need, which is sometimes the case, it would be expected that further access to support needs would be met through a specialist unit (similar to the current College Study Zone) where pupils would gain that additional support. Finally progression would be enabled through transition planning by working again with external agencies such as Careers South West and the child supported through specialist impartial careers advice and guidance.

Special Educational Needs Code of Practice

The College has is committed to the principles and practices outlined in the Special Educational Needs Code of Practice. The School provision would have due regard by the following:

- Ensuring that children's needs are assessed and identified as early as possible in their school journey through proactive and multi-disciplinary work with Local Authorities, external experts and agencies, parents/carers and by putting the child at the centre of the process by including them in the decision making process where possible
- Ensuring appropriate planning is in place that addresses children in both primary and secondary where identified as having additional support needs (whether or not a statement is in place, School Action, Early Years Action, School Action Plus, Early Years Action Plus)
- Individual Education Plans meet the needs of the curriculum as well as the child and are inclusive
- By having appropriate policies and practices in place that address both the Code of Practice legislation and regulations, are monitored and consulted on with parents
- By ensuring Child Protection Policies are inclusive and that relevant Designated Persons are appropriately trained and skilled to support those with SEN/LDD in a safeguarding context
- Provision of full access for pupils to the whole curriculum with support in place where needed
- Regular monitoring and review of the child progress to ensure that their needs are being met

- Ensuring the culture of the school, management, governance and staff and pupils regard the needs of all pupils
- Ensure that appropriate recording systems are in place and are relevant
- Multi-disciplinary approach including Local Authority (eg Careers South West, Children's Social Care), voluntary bodies, health and psychological services, CAMHS etc
- Ensuring the school provides the necessary support in a young person's transition planning in year 6, 9 and then again in year 11. If the young person progresses internally this will continue throughout their school and college life

D3.2 Use of ICT and other agencies resources

ICT will support the education vision of promoting creativity through the subject matter, structure of the curriculum and its delivery. The role of ICT to support all learners will be strengthened through the delivery of ICT in both an embedded and discrete manner. It will therefore permeate throughout all sessions and be seamlessly integrated into all classroom environments as both a standard expectation of setup (i.e. smart board, Computers, Tablets, etc) but also in the form of specific requirements within each subject, making each subject engaging in its use of specialist technology where appropriate.

The focus of provision at both primary and secondary will be on ensuring a minimum standard of ICT is achieved by all students, that it supports varied learning needs, and equally there is encouragement of those students who easily develop their ICT skills and are gifted within this area to continue to build upon their skills and knowledge throughout their education.

The infrastructure of the school will reflect the connective nature of the technology and allow for easy use of mobile devices, mobile technologies and new technologies as they develop. The learning environment will also allow for the use of technology in a variety of situations for example formal use, group use, individual use, social learning, information learning, reflective learning, etc. We will aim to ensure that pupils have access to the assistive technologies that they require to maximise their use of the learning environment and school infrastructure.

For those pupils who do not have access to ICT at home a programme of development will be arranged and parents engaged with, possibly also offering opportunities for sessions / workshops to these parents, to ensure that children are supported appropriately in their use of ICT at home and outside of the school. The college has started discussions with Apple to arrange favourable leasing terms for FE and HE students and it is planned to look at "Lighthouse Status" with Apple, putting an Ipad in every child's hands as has been done with schools such as Longfield Academy in Kent or the Essa Academy in Bolton. We will look to work with organizations such as AbilityNet to ensure the innovative development of ICT.

In terms of staff, ICT champions will be identified and all staff will be required to engage with ICT use no matter what their subject basis with training programmes and a research culture around the issues of new technologies and the use of ICT which will need to be continually investigated. An encouragement of a culture of continual development, experimentation and innovation will be encouraged particularly in relation to Open Educational Resources (OER), the Virtual Learning Environment (VLE) and links with industry and employers where ever possible.

There is also a need to ensure that the most appropriate tools are used for each activity undertaken and this will encourage a diversity of use of technological solutions and a good grounding for development at Key Stage 3 and 4.

ICT will be used for five principal purposes in the school.

- i) To support learning in all subjects through accessing online material, interactive teaching and student exploration.
- ii) Pupil communication.
- iii) Specialist usage required for the arts curriculum.
- iv) Teaching ICT as a subject.
- v) School management including pupil data and information on assessment, achievement, attendance and behaviour.

The School curriculum and business ICT will be supported by Plymouth College of Art which has extensive technical and educational experience. For example, Plymouth College of Art has an online system that allows staff and students to access data and information on attendance, assessment, achievement and monitors at risk students through the use of collaborative datasets such as learning support results, online tutorial monitoring and assessment grades.

D3.3 Collaboration with local agencies

The College has a good network of agencies and groups that it already works with effectively to support students in post-compulsory learning such as Careers South West, Education Business Partnership, local listening services for young people and specialist agencies that support children with a range of issues. We are also registered with the Bullying Alliance and have links with the Local Authority for Safeguarding and Child Protection, children and young people with SEN.

The School will build on this work through identifying new partners that it needs to work with which will inform teaching, citizenship, access to expertise, encourage participation in learning and provide ongoing support both for the school, the staff and the pupils.

These can include voluntary and community groups and charities as well as more formal organisations and agencies such as those that provide additional expertise for children with SEN, social, emotional and behavioural difficulties, those from deprived backgrounds and those in or have been in care.

D3.4 Children with English as their Second or Additional Language

The School will adopt a number of strategies to ensure that any barriers to learning and achievement, such as English as an additional/second language, can be overcome. It is important to identify with the culture and recognise any differences when working with children and their parents. Studies have shown that being bilingual will mean the child is more likely to learn well and succeed at school. Knowing little English does not mean a lack of ability to learn. Recent DfE statistics (January 2011) show that in Plymouth Primary Schools 4.5% of pupils are known or believed to have a first language other than English, compared to a national figure of 16.8%. In Plymouth Secondary Schools, the figure is 3.7% compared to 12.3% nationally. Based on our planned primary intake for 13/14 this would mean approximately 5 pupils would require support, and secondary intake in 14/15 would mean 2 students require support.

To help provide this support, we believe that engagement with parents is critical for a number of reasons. It can help better understand any previous language or educational experiences. We will encourage parents to interact with their child outside of school in the English language, for example by talking about activities they have undertaken that day at school. We will look to regularly involve parents through parent and child art clubs and parents evenings at the end of each term. We will look to integrate children as quickly as possible into the school environment and ensure that children with English as a second language are supported by out-of-hours sessions and that teaching assistants are aware of the requirements of these children. We will utilise excellent existing online resources such as Oxford University Press Headway Online or British Council Learn English resources to ensure a broad support approach.

D3.5 The approach to supporting disabled pupils and pupils with special educational needs, who may or may not have a statement of special educational needs

Plymouth School of Creative Arts is committed to fair access for all children to an inclusive, creative and imaginative environment that removes barriers and enables pupils to learn, achieve and progress from Primary to Secondary and onwards.

The school will participate with the local Fair Access Protocol arrangements considering the range of categories identified and also consent to be named in a Statement for children where this is appropriate.

The school will employ a Special Educational Needs Coordinator (SENCo) who will have Qualified Teacher Status (QTS) who will be responsible for managing the school based provision, liaising with parents, carers, external agencies, professionals and the Local Authority. They will also act as the advisor to the school leadership team as well as providing professional guidance on staff matters relating to SEN. Approximately 20% of Plymouth pupils within Primary and Secondary are identified as having Special

Educational Needs (January 2011 DfE statistics)..

A comprehensive assessment system will provide identification of the learning needs of all pupils at the earliest possible stage achieved through the work of the SENco, school teachers and learning support assistants working with pre-school organisations, Local Authority, parents & carers, other organisations and the child themselves. A graduated approach to identification will be applied, beginning with differentiation strategies aimed at including all students through to Early Years/School Action, Early Years/School Action Plus and referral for a statutory assessment applications to the Local Authority. The school will be responsible along with parents/carers and external agencies for the collation of all the evidence.

The curriculum will be differentiated to enable access for most pupils to a creative and imaginative curriculum. For pupils who are identified as making insufficient progress, the graduated approach to support will be applied and this may result in the development of an Individual Education Plan (IEP). In addition access to external agencies such as social care, health and the Local Authority will allow for additional support where necessary. Differentiation will be addressed through lesson plans, schemes of work, class seating plans, teaching and learning styles and formative assessment will be used. A creative curriculum will be unique in allowing pupils to express themselves in different ways, it will allow them to work more effectively in groups, it will be inclusive and fosters an environment which allows difference in team working, problem solving, skills development and aspirational choice without barriers.

Where necessary reasonable adjustments will be made which will include the provision of specialist equipment.

It is recognised that there may be pupils who are particularly gifted and talented in the arts who chose to go to the school to develop this further however we also recognise that gifted and talented pupils may express themselves in other ways both academically as well as behaviourally, socially and emotionally. It is also recognised that they may have a SEN which can affect their achievement. Delivery would be addressed again through differentiation, enrichment activities outside the mainstream provision along with acceleration where appropriate.

The school will identify those who are gifted and talented through a robust method of identification for pupils and a register which includes work with parents/carers. This will include assessment of work, by information from parents, and by using indicators such as those outlined in the document 'Gifted and Talented: Getting Started'. CPD for staff will take place to ensure a transparent and consistent approach to identification is maintained across all years. It is acknowledged that pupils who are identified as gifted and talented may (not always) have difficulties socially, emotionally or behaviourally.

Gifted and talented pupils in art and design show distinctive skills in making, recording and manipulating in visual/tactile form; they can interpret, appraise

and problem solve. They take risks to help develop understanding. [REDACTED] (A legacy for creative education 2007) began developing the tests of creative thinking potential at Minnesota University. They were originally called The Minnesota Tests of Creative Thinking. When he left Minnesota for the University of Georgia, he changed their title to “The Torrance Tests of Creativity.” Their arrival on the educational scene had a profound effect on programs for gifted children. It would actually be fair to say that use of the Torrance Tests could revolutionize education, especially for the vast variety of special interest and “problem” children.

The Torrance Tests made possible the identification of creative potential in children. It was a dramatic breakthrough for gifted programs which became Programs for Gifted and Creatively Talented, with persuasive tests to provide the identification of those puzzling students who were especially talented but who had been “undiscovered” and often misunderstood in school and at home.

Children with social, emotional and behavioural difficulties will be supported in their needs through again an inclusive and motivating creative environment and curriculum, ensuring inspiring teachers are recruited, having good relationships with parents and outside agencies who may be involved in the care of the child, work with the local healthcare teams, having appropriate support in the school including school counsellor, where necessary ensuring CAFs are in place and being actively involved in these.

Where children are in or have been in care, relationships with social care and parents/carers will be vitally important. This will be fostered whilst also ensuring the child is supported with any social, emotional or behavioural difficulties. If there are special educational needs, the adjustments mentioned previously will also be addressed.

A Personal Education Plan will be adopted to ensure they achieve. Similarly work with those from deprived backgrounds will be supported in a creative environment, with a differentiated curriculum, trained staff and good links with external agencies and specialists such as educational social workers and psychologists, CAMHS etc, parents/carers and the child themselves to ensure that they are given every opportunity to succeed, achieve and thrive.

D4. TELL US HOW YOUR DEFINITIONS AND MEASURES OF SUCCESS WILL DELIVER YOUR ASPIRATIONS FOR PUPIL ACHIEVEMENT.

Introduction

Our radical distinctive vision is to create a new and **outstanding** school for our new century, with opportunities for all pupils from 4 to 16 years old to broaden their aspirations through creative and innovative teaching practices through an integrated cross disciplinary curriculum.

As a new school we will initially follow the current DFE SATs test and teacher assessment outcomes in developing appropriate progression and attainment targets. The proposer, being a further Education College, does not currently have access to software such as RAISEonline but has a vast experience of performance management using 'kitemark' software such as ProAchieve to support the application of a rigorous staff discipline to successful outcomes for its students. As our free school moves forward and grows more in confidence we will, through an action research project, generate a more innovative in house approach to developing, delivering and tracking genuine pupil learning progress, attainment and the development of attributes needed to develop outstanding scholars with a strong enterprise outlook on their future careers. Positive progression outcomes will help reduce the city's current inadequate NEETs performance (only 67.8% of 16-18 year olds are in education of training). The table below indicates our thoughts on the range of attributes that will form part of our measures for capturing innovative learning progress and attainment to support both academic and employability outcomes.

Strategy for pupil achievement

The opportunity to develop a reception year to year 11 through school will provide an excellent platform to build in all processes required to monitor, report and act on each individual pupil's academic progress, attainment and scholarly attributes for all pupils notwithstanding their social, economic and protected characteristics background.

The new school will continually seek to improve its delivery performance to pupils and will monitor its performance against the best schools across all facets of the learning journey in both primary and secondary department. An overview of the strategy and its link with relevant measures, the impact on pupil achievement and the systems that will be deployed are listed below:

Measure	Aspiration for Pupil Achievement	Systems deployed
Outstanding Head Teacher		
<p>The free school will ensure that it recruits a Head Teacher who has the right combination of experience, skills and attributes to relentlessly drive forwards staff with the highest standards and pupils scholarly discipline to put the students outstanding progression first within the context of the schools vision.</p>	<p>High levels (above Benchmark) of pupil termly progression and yearly attainment across core subjects.</p> <p>High standard of pupil behaviour.</p> <p>High levels of pupil social engagement, creative interaction and entrepreneurial understanding.</p> <p>A fun ethos which is presented in a stimulating, challenging and innovative learning environment.</p>	<p>Clearly defined job description aligned to objectives against the school vision, ethos to be outstanding through creative and innovative practice.</p> <p>Transparent, rigorous recruitment involving stakeholders.</p> <p>Significant level of regular performance appraisal using KPIs by governing body.</p>

Outstanding Teaching and Learning.

<p>High level of staff expertise (TQS/track record) and on-going development and dedication to school vision providing consistently strong evidence of outstanding teaching delivery.</p>	<p>High level above benchmark 'Cohort level' pupil termly progression.</p> <p>Yearly pupil cohort attainment moving towards and beyond annual targets.</p> <p>High levels of pupil 'attributes' providing pupils with individual capacity to maximise learning and ultimately employability.</p> <p>Pupils enjoy, are stimulated by and feel safe in there learning sessions and the overall school environment.</p>	<p>Clear Job Descriptions and staff objectives.</p> <p>Termly internal 3 stage reciprocal peer observation of teaching, learning and attainment. Annual externally sourced OTLA.</p> <p>All staff have an annual Performance appraisal (with 6 month reviews) which focuses on Key Performance indicators including OTLA grades.</p> <p>Termly good practice staff development sessions based on AFI from OTLA and other feedback processes.</p>
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Strong and effective Pupil tracking processes

<p>Clear school entry criteria used to recruit and initially assess each pupil.</p>	<p>Every pupil's attributes on entry are recorded on an Individual Learning Plan (ILP) and their potential projected attainment performance and relevant additional support arrangements shared.</p> <p>From this point onwards each pupils ILP can be observed 24/7 online from College and from home via parents. This will reference academic performance, personal attributes development any pastoral support issues being addressed and their impact to help pupils and parents understand individual progression.</p>	<p>Clearly defined admissions process.</p> <p>Initial assessment and qualifications on entry system linked to an online Individual Learning Plan.</p> <p>As performance data develops in the school added value based on pupils starting points and historical data will be developed to help support students development and motivation.</p>
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Rigorous Key Performance Indicators		
<p>Pupil termly progression targets</p> <p>KS1 - reading, writing, speaking/listening, maths and science</p> <p>KS2- English and Maths</p> <p>KS3 – English, Maths and Science</p> <p>KS4 – English Maths progress.</p>	<p>Pupils provided with appropriate tutorials to support their focus on personal progression through an online Individual Learning Plan</p> <p>Parents provided with annual report on progress.</p> <p>Earlier intervention involving pupils and parents where performance is slipping.</p>	<p>ILP shows range of tutorials undertaken and associated SMART outcomes to monitor progress.</p> <p>Interventions processes used to ensure corrective action is discussed with pupil and parents and where relevant other stakeholder.</p>
<p>Key stage and qualification attainment targets:</p> <p>GCSE</p> <p>GCSE equivalent</p> <p>Closing the attainment gap</p> <p>Progression rates</p>	<p>Pupils and parents provided with annual report on attainment (where relevant).</p> <p>Equality in attainment for all pupils.</p> <p>Reduction of 16-18 NEETS for all student groups</p> <p>Progression of year 11 into higher education of employment</p>	<p>An output (Parents Report) from the online ILP generated to present progress and where relevant attainment and the development of attributes.</p> <p>Using entry criteria, subject and cohort data the on-going progression and attainment of different student groups will be monitored to create improvement targets to narrow any gaps in attainment across the groups.</p>
<p>Pupil attributes targets:</p> <p>Attendance</p> <p>Behaviour</p> <p>Creativity</p> <p>Cultural awareness</p> <p>Discipline</p> <p>Enterprise</p> <p>Social integration</p>	<p>Pupils and parents provided with annual report on progress to attributes which underpin scholarly activity.</p>	<p>A key process will</p>

		<p>be to monitor the destinations of leaving students in the final years of both at primary and secondary cycles.</p> <p>As free school confidence builds we will be developing a range of measures around the individual student's entrepreneurial attributes as a measure of their employability. These attributes will provide our leaving pupils with the practical skills to engage effectively with further, higher or employment opportunities.</p>
OTLA grade targets	Pupils find learning stimulating, challenging and exciting and fun.	<p>Grades, Strength and Areas For Improvement (AFI) will be recorded and used to generate feedback to staff and Human Resources to support Performance appraisal, staff individual and generic development and annual evaluation.</p>

Attendance targets	<p>Inadequate attendance dealt with immediately.</p> <p>Pupils and parents provided with annual report on attendance.</p>	<p>System in place to record any absences and deal with immediately via support and or disciplinary process.</p> <p>Records used to underpin reports to parents and annual evaluation.</p>
Behaviour targets	<p>Inadequate behaviour dealt with immediately.</p> <p>Pupils and parents provided with annual report on behaviour.</p>	<p>System in place to record any complaints, incidents lapses in discipline against studentship charter and deal with immediately via support and or disciplinary process.</p> <p>Records used to underpin reports to parents and annual evaluation.</p>
Creativity Targets	Pupil and their parents will be provided with a trend based score on the development of their own creativity.	The School will develop a system that underpins the impact of the teaching and learning strategies employed on the individual's character development and scholarly commitment.
Cultural Awareness Targets	Pupil and their parents will be provided with a trend based score on the development of their own cultural awareness.	
Discipline	Pupil and their parents will be provided with a trend based score on the development of their own discipline to studies.	
Enterprise	Pupil and their parents will be provided with a trend based score on the development of their own entrepreneurial skills.	

Social Integration	Pupil and their parents will be provided with a trend based score on the development of their own efforts to social integrate with peers and others.	
Pupil and other stakeholder surveys targets.	<p>Good practice delivery feedback celebrated with pupils and parents.</p> <p>Inadequate practice subject to appropriate corrective action and improvement feedback to students and parents.</p>	<p>Range of targets against regular survey questions (based on the OFSTED Evaluation Schedule) analysed and acted upon to celebrate good practice and improve delivery wherever possible. Outcomes used to share with pupils and stakeholders regarding impact of the comments made and in annual evaluations.</p>
Rigorous subject evaluation		
Overall subject performance against targets	High levels of overall academic performance maintained for all subjects and year groups.	<p>KPI feedback for each cohort will be merged into an overall review of each subject focusing on the strengths and AFIs. These will be used to appraise staff performance, improve overall subject performance and contribute to the school overall evaluation.</p>

Rigorous annual school evaluation		
Overall school KPIs performance compared to other regional schools and regional and national benchmarks.	<p>Excellent School performance celebrated with pupils and parents. Raise school profile and close any gaps in attainment.</p> <p>Required Improvement actions communicated to pupils and parents.</p> <p>Successful OFSTED outcomes.</p>	This system allows each subject's self-evaluation to feed into the schools overall Primary and Secondary evaluation to support overall improvements, staff development, celebrate success, and maintain readiness for any OFSTED intervention.

Accountability

All staff within the free school will be expected to perform to the best of their ability and focus fully on the school's vision, ethos and Key Performance Indicators.

The Performance Appraisal system deployed will focus staff bi-annually on their key accountabilities and Key Performance Indicators (KPIs). Many of these KPIs focus directly on the level of pupil progression, attainment and attributes developed and the results of the observation of teaching, learning and attainment. Ultimately the process continually measures staff performance and commitment. Any member of staff not meeting these criteria will be put on performance management which would see them improve in 6 months through intensive development or leave the school's employment.

The teaching team's commitment to staff development sessions, extracurricular activity, performance meetings, performance improvement (pupils and own) and performance appraisals will be part of their key accountabilities.

The provision and maintenance of outstanding staff

We will initially recruit a highly driven, experienced Head Teacher with unique creative and innovative attributes who is absolutely focused on the free school vision for Plymouth School of Creative Arts. In the first year, before opening the free school, this role will be a pivotal Project Management vehicle for fully planning and implementing the vision and aspirations detailed in this application with the support of all the existing sponsor organisation, Plymouth College of Art management, key staff and

associated support resources.

Although a decision on the free school's location is clearly made by the DFE the chosen site's learning environment will be central to the creative and innovative learning experiences for pupils as laid out in our Educational Vision. Therefore one of the main tasks for the new Head Teacher, before opening, will be to lead and drive forward the environmental layout and associated resources.

Through the Head Teacher post we will recruit and select outstanding teachers across a range of integrated cross disciplinary curriculum from traditional core subjects, to the creative arts and from enterprise who will be fully inducted into the school's innovative and creative ethos and expected to perform consistently to high standards (Minimum of grade 2 good observation, grade 1 for all cohort or year leaders).

All our management systems will be focused on the pupils learning journey and will be based upon appropriate online resources to reduce, wherever possible, paperwork to a minimum and maintain sustainability. This will centre on admissions, initial assessment, staff development, teaching and learning, tutorial support, Key Performance indicators, monitoring and reporting, evaluation and review functions to ensure we develop a learning organisation that continually monitors the delivery of our performance and set actions to improve approaches where ever realistically possible.

All teachers will be subject to a rigorous probation which will be linked to an early intervention of the annual observation of teaching, learning and attainment system to monitor and improve teaching practice early on and thereon at least annually. Probation will not be signed off if a grade of 3 or less is recorded after two planned observations. The annual observations will be peer based and cover reciprocal arrangements to promote cross subject good practice development. Once up to full capacity each teacher will be required to undertake an observation termly, one in their own subject/age group, one in another age group and one in another subject. Annually external consultants will be engaged to provide independent corroboration of grades samples across subjects and age ranges of student cohorts.

The observation of teaching, learning and attainment will be underpinned by a strong annual (with 6 monthly reviews) Performance Appraisal system linked to Key Performance Indicators covering pupils' academic progress and attainment and pupil attributes: attendance, pupil discipline, behaviour, creativity, cultural awareness, enterprise and social integration. This will ensure that the appropriate improvements are implemented. Failure to improve will have significant consequences on staff future deployment.

These staff will be regularly updated with developments both within the school, as a result of pupil, parents and other stakeholder feedback, observations of teaching and learning, performance appraisal and self-evaluation and from external partnerships to ensure the consistency and

efficiency of our approach and enhancement of improvement.

The Development of effective online Management information systems to improve standards

All pupils and their parents will have full 24/7 access to a confidential online individual learning plan, from school or at home, that captures each pupil's learning journey from enrolment, through each termly progressions stage to key stage attainment and where appropriate qualification and employability outcomes. Being an through school the individual pupil's full careers progression will be tracked from the pupil start point to their point of leaving providing a measure of added value. The individual learning plan will also link to formative and summative assessment information, tutorials, progress, key attributes and attainment.

On entry a pupil's full details and any additional learning needs and support required will be assessed and recorded to initiate their individual learning plan. This will be maintained with reports on attendance, behaviour, progress and attainment and reflected on with pupils and parents at regular intervals to ensure motivation and good studentship is adopted to maximise learning opportunities and therefore attainment.

From reception to year 11 pupils attributes such as creativity, social integration and cultural awareness will be assessed as well as reading, writing, speaking and listening, maths, science and associated subjects to ensure the creativity and imagination is being developed with each pupil which aligns with the schools ethos of learning through practice, participation, transformation, development and fulfilment.

As briefly mentioned above, the school also intends to provide a process which tracks pupils skills development against a range of predetermined attributes that will underpin their scholarly activity and together with their academic attainment will help prepare pupils for and maximise their opportunities within higher education and employment. This together with access to unbiased information advice and guidance regarding careers progression and appropriate visiting practitioners will help focus pupils choices and career paths.

Monitoring, evaluating, reviewing and improving delivery

The school will create a system which requires each teaching team to formally set annual key performance targets (initially with reference to DFE local, regional and national benchmark averages) and then conduct termly performance meetings with their line management. The system will take outputs from the school online Management Information Systems (MIS) and track individual and cohort progress and attainment against targets. Ultimately teams will annually review the set targets with an objective to maintain performance above national and regional averages with an ambition of maintaining the school in the 90th percentile of attainment at all stages approaching the best (Grammar School) results. As the free school

matures and grows in confidence we will seek to develop a tracking system that focuses on genuine pupil progress not just based on an out-dated SAT system but based on knowledge obtained by individuals and the potential impact on their employability.

Pupils, parents, governors and other stake-holders perceptions of the school's performance delivery will be periodically gathered and analysed using planned termly focus groups, regular end of year surveys together with a review of compliments and complaints. Where relevant the appropriate corrective action will be undertaken and widely published so that pupils, parents and other stakeholders will be fully aware of the school commitment to acting on realistic and sustainable enhancement of delivery.

Annually each cohort teacher and their associated teaching and support team will be required to undertake a review of their delivery to support the school's overall self-evaluation which will centre on pupil progress and attainment against the backdrop of the OFSTED's Evaluation Schedule.

The self-evaluation will be required to link to all the KPIs for the cohort and make judgements on the effectiveness of the provision to meet high standards nationally. The teaching team will be fully accountable for identifying strengths and areas for improvement together with a detailed action plan for improvement.

Improvements required in action plans will be reviewed by a regular termly meeting of the whole teaching team throughout the academic year. In this way all staff take full responsibility for improvements and will be held to account during their Performance Appraisal.

Finally in September every year each cohort self-evaluation will be reviewed by line management and judgements challenged with the team. Once validated the cohort self-evaluation outcome will be used to support the schools overall Self-Evaluation and school's overall annual Quality Improvement Plan.

Outcomes of the self-evaluation will be used during Performance Appraisals and may lead to staff performance measures being applied if targets are not met effectively. The same would be appropriate following cohort self – evaluations where team members may be subject to performance measures being applied. This quality-focused disciplined approach will ensure that high standards are met.

Overview of targets

The proposed Plymouth School of Creative Arts will be operating in a catchment area of significant deprivation (especially PL1 –PL4) and therefore potential pupils will be from a range of social economic backgrounds. However we are confident that our creative and innovative approach will deliver outstanding results as older cohorts of these demographic groups currently passing through the proposers own Further Education institution make excellent levels of attainment as good as or

better than the best grammar schools in the area. Our focus will be on academic achievement but also on the development of the attributes that break down traditional barriers to learning and help turn bright academics into enterprising young adults. Therefore we are confidently setting high targets that are generally going to be approaching the best primary school and outstanding grammar school data after 5 years of operation. As we develop our targets we will focus on differences between learner groups. For example as it states in section E of the submission, we know boys locally, regionally and nationally attainment is lower than girls. We will therefore set differentiated targets to address this imbalance with additional strategies to support the stimulation of learning and achievement of boys through visiting motivational role models.

Academic Targets for Primary education 4-11 years

Key Stage 1 – 2011 - National data

Current DFE National Curriculum Assessments at Key stage 1 in England indicate the following:

% achieving Level 2 or above				
Reading	Writing	Speaking and listening	Maths	Science
85%	81%	87%	90%	89%

The school intends to use the national data as a base line on which to develop its own progression targets which for KS1 will commence in 2014-2015. The targets are based upon existing trends which are slowly improving according to DFE national, regional and local data. We are providing aspirational projections for an entirely new school so are assuming that this measure will continue at a rate of 1% over the current average identified in the table above therefore providing a realistic starting point bearing in mind we will be starting with the advantage of a small cohort of pupils and a well inducted and focused staff group. Targets would be set as follows:

Key Stage 1 Targets

Plymouth School of Creative Arts (with a 2013 opening KS 1 will initiate in 2014)	% achieving Level 2 or above				
	Reading	Writing	Speaking and listening	Maths	Science
2015	86%	82%	88%	90%	89%
2016	87%	83%	89%	90%	90%
2017	88%	84%	90%	90%	90%

Key stage 2 – National data

At the time of application the government announced that Key Stage 2 tests results will be replaced by a new measure in 2014. Until the details of the new approach are released we propose to reference national league tables to develop our success measures for pupil progress and attainment.

School Name	% achieving Level 4 or above in both English and maths				% making expected progress in	
	2011	2010	2009	2008	English	Maths
England - all schools	74%	73%	72%	73%	84%	83%
England - state funded schools only	74%	73%	72%	NA	84%	83%
Local Authority - Plymouth	69%	71%	70%	73%	82%	79%
St Andrews CofE Primary School	88%	89%	74%	81%	88%	92%

Although the local authority progress and attainment figures remain, with a downward trend, below the national average, some local primary schools, especially one close to the city centre where we will be operating our free school (see table above), do very well and we would aspire to move towards these levels. Assuming a 1% rise in achieving level 4 we present the following projected targets for our 1st year 6 (2018):

Key Stage 2 Targets

Plymouth School of Creative Arts	% achieving Level 4 or above in both English and maths in	% making expected progress in	
		English	Maths
2018	80%	90%	90%
2019	81%	91%	91%

Primary School attendance targets

The school will use the current national averages to calculate a more aspirational target for pupil absence. These will be adjusted year on year to create a target which manages pupils and cohorts to provide a better than average performance which is as good as the best of local schools. Data will be shared with pupils and parents and improvement actions taken to

make an impact on any persistent offenders. The sponsor for the free school has good experience dealing with absence with its own FE and HE students. It is appreciated that compulsory education and the associated age groups have their differences but we are confident that many of the tried and tested approaches will be applied to great effect.

Year commencing 2013	Plymouth School of Creative Arts	England National average
Overall absence	4.0%	5.14%
Unauthorised absence	2.5%	0.69%
Persistent absence 15%+	4%	5.2%
Persistent absence 20%+	0.0%	1.9%

Academic Targets for Secondary education years 11-19

Key stage 3 Targets

Based upon interim results of sample KS3 curriculum assessments in England 2010/11 (DFE National statistics) we aspire to meet or exceed the national averages of pupils at KS3 which commences operationally in this proposed free school during 2016. Therefore the following targets are projections.

Plymouth School of Creative Arts	% achieving Level 5 or above		
	English	Maths	Science
2016	85%	83%	84%
2017	86%	84%	85%
2018	87%	85%	86%

At the time of the application the government announced KS 4 outcomes via their website. The local authority figures are generally in alignment to that of most UK schools with the exception of expected Maths progress. 5 + A*-C GCSE show a significant improvement trend over the past 4 years at national, regional and local authority levels.

Key stage 4 - National Data

	England - all schools	England - state funded schools only	Local Authority - Plymouth	Devonport High School for Boys
% of pupils making expected progress				
English	N/A	71.8	71.8	90
Maths	N/A	64.8	59.8	94
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				
2011	58.9	58.2	56.8	99
2010	53.5	55.2	54.2	96
2009	49.8	50.7	49.1	98
2008	47.6	48.2	46.3	95
% achieving all English Baccalaureate subjects				
	17.6	15.4	17.2	66
% achieving grades A*-C in English and maths GCSEs				
	59.5	58.7	57.3	99

Key stage 4 targets

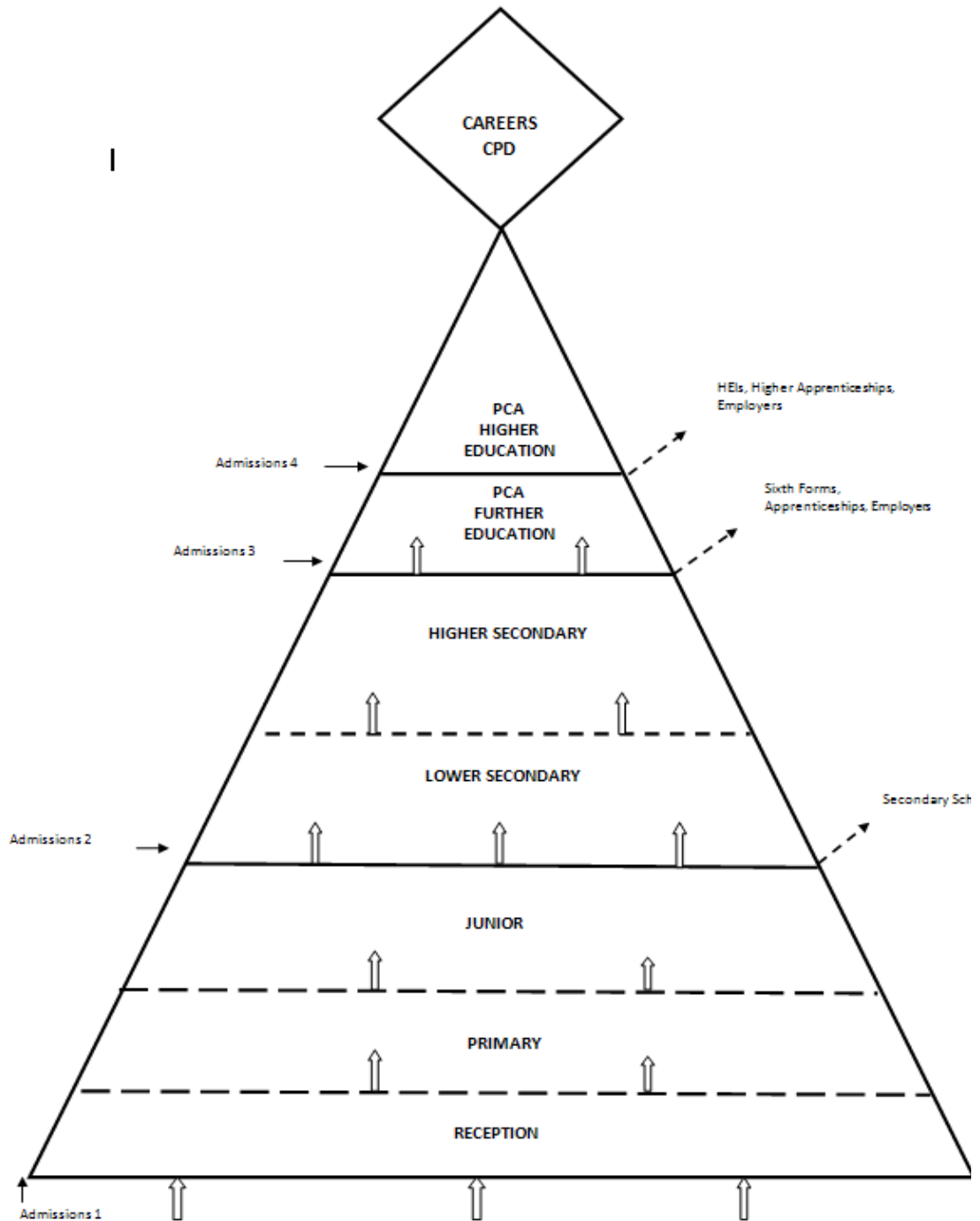
Some schools in the local authority (recognised as grammar schools) have some exceptional outcomes and the Plymouth School of Creative Arts would aspire, in time, to meet this level of progress and achievement in 5 years, our first full cycle of operation at year 11. KS 4 outcomes will not start to materialise at Plymouth School of Creative Arts until 2018 but based on trends to date and the proposing Colleges own knowledge of its delivery of the equivalent qualifications we have projected the following aspirational targets.

Plymouth School of Creative Arts	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	% achieving all English Baccalaureate subjects
	English	Maths		
2018	73%	70%	65%	20%
2019	75%	73%	67%	30%
2020	80%	78%	75%	40%
2021	87%	85%	84%	50%
2022	90%	92%	95%	60%

Secondary School attendance targets

The school will use the current national averages to calculate a more aspirational target for pupil absence. These will be adjusted year on year to create a target which manages pupils and cohorts to provide a better than average performance which is as good as the best of local schools. Data will be shared with pupils and parents and improvement actions taken to make an impact on any persistent offenders.

Year commencing 2014	Plymouth School of Creative Arts	England National target
Overall absence	4.0%	N/A
Unauthorised absence	0.4%	N/A
Persistent absence 15%+	4%	5%
Persistent absence 20%+	0.0%	N/A



D5: Describe your admissions Policy, Confirming commitment to fair and transparent admissions practices.

1. Introduction
2. The Admission arrangements of Plymouth School of Creative Arts fully comply with the School Admissions Code and Admissions Law. This is based the Government revision of this code for the allocation of places for children starting school from 2013.

3. Free Schools are required to participate in co-ordinated admissions processes in their area. This means Free Schools must abide by the deadlines within the local co-ordinated scheme for admissions. Parents will submit applications to Plymouth (LA) who will offer places - once the Free School has informed the LA who has priority for admission.
4. It is recognised that not all Free School applications will move to the implementation stage in time to allow them to be included in co-ordination for the LA's initial admissions round. Consequently - as a transitional measure - the Secretary of State for Education has agreed that, only for the first year they open, Free Schools may be outside the co-ordinated process if it is necessary. The support for this school from Plymouth LA has indicated that they will manage the admissions process. LAs are required to co-ordinate admissions for Free Schools and Academies as soon as they are established - by the signing and sealing of the Funding Agreement.
5. The vision of PSCA as a 4-16 through school requires internal progression, primary to junior to secondary, and entry points for other pupils wishing to join the school. With this in mind two admissions policies have been included, although it is envisaged that there would not be a requirement for further application from progressing pupils.
6. The admissions criteria also highlight a 10% allocation of places to pupils have an aptitude for the creative arts in any combination of art, design, music, drama, dance, creative writing or even cookery. This is not about specialisation of pupils at 4 or 11, but to ensure that there are opportunities for pupils with a passion to be involved in these activities.
7. Criteria for PAN over-subscription follow the Admissions code, but are also designed to provide high quality opportunities in an area of the city that requires regeneration and has a disadvantaged demographic.
8. The above diagram notes the distinct phases of the all through mainstream school and the opportunities for on-going progression agreements presented through the close liaison with Plymouth College of Art and Design. This in effect provides a continuum of learning from 4-25 for pupils wishing to experience a creative arts core of learning and delivery based on the innovative teaching of creativity. The school has some selection by aptitude.
9. As noted in D1, the school will have an initial intake of 120 reception/primary pupils in 2013, followed by the introduction of the secondary phase with 50 pupils in 2014. The subsequent growth in numbers will support the increased need for primary places in

Plymouth and to provide innovative learning experiences for secondary pupils through the raising of the participation age and the need to improve achievement and progression.

10. Admissions Policies have been developed to match the stages of learning, and phased to link with the curriculum. They are designed to provide a ladder of progression and to flow internally and externally to provide maximum choice;
11. Admissions 1: Entry to the Primary School phase
12. Admissions 2: Entry to the Secondary School phase
13. In recognition that the primary School will have to be part of the local authority's co-ordinated admissions and adhere to the Local Authority (Plymouth City Council) School Admission Code and Fair Access protocol, the following will form the central basis for application.

5.1 Admission Policy for the Primary Phase

The School will participate in the primary school admission arrangement co-ordinated by the Local Authority – Plymouth City Council

Published Admission Number (PAN)

Pupils for the Admission Year 2013 into the school will have two main points of entry: Reception will admit 60, primary 60 pupils.

- Parents have the opportunity to apply for up to three primary schools and rank them in priority order;
- If the school is undersubscribed, any parent who applies must be offered a place.
- Places will be given as priority to children with SEN statements naming the school
- 10% of places will be available for gifted and talented artists, musicians, and or performers
- All parents must make an application for their child to be admitted to a maintained primary or infant school, using a Common Application Form from Plymouth City Council.

How Applications will be processed

- The School Trust is the Admissions Authority for Plymouth School of Creative Arts. The Local Authority will process all applications to the Free School for 2013 entry.
- Applications are to be submitted to the LA in mid January.
- Parents will be notified on the National Offer Day, determined by the LA in 2013 and from 2014, 16th April.
- All parents are required to make a response to the allocation within 2 weeks of the date of allocation.
- Planned organisation of the Reception intake is subject to Key Stage

One legislation.

- Points of entry to school - all children who are allocated a place at the primary school have the option to be admitted in the September following their fourth birthday.

Over-subscription Criteria

In the event of the School being oversubscribed the admission criteria set out in the Plymouth City Council document "The next step parents' guide" will apply.

The following criteria will be used in the case of oversubscription, in the rank order stated below.

- Priority will be given, (in accordance with the School Admissions Code), to children in care.
- Siblings of existing or applying students in both primary and secondary schools will be given priority. This includes step siblings, foster siblings and adopted siblings.
- 10 % of places in the first year will be available to staff of PSCA or PCA.(in-line with regulations)
- We want to ensure that the school serves local families and for that reason places will be allocated on the basis of proximity (PL1 postcode), an area of growing demographics and less wealthy families.
- 10% or more of remaining places will be allocated on a lottery basis, with a majority being allocated to those who live within a three-mile radius of the site, and a smaller number to those within a five-mile radius.
- Aptitude for art, and or music, and / or performance.
- The specialist vision and ethos of the school is based upon the core values of the creative arts and around 10% of places each year will be set aside for children with a particular aptitude in this area. Children applying under these criteria can come from any geographical location, and will not be expected to have had specialist training. A love of the subject will be essential and a practical test will be required to identify aptitude not accomplishment. Gifted and talented children may have access to appropriate additional lessons or activities.

Appeals

Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The determination of the Appeal Panel will be binding on all parties.

The School will prepare guidance for parents about how the appeals

process will work and provide parents with a named contact who can answer any enquiries

In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the reserve list. The order of the reserve list will be determined in accordance with the order determined by the over-subscription criteria.

5.2 Admission to Secondary Phase

Published Admission Number (PAN)

Year 7 entry of 50 pupils has been set for the Admission Year 2014 into the secondary school. This is designed to increase to 120 per year in line with demographic trends.

- As a “through school” all pupils who attended the Primary Phase of Plymouth School of the Creative Arts will automatically have the right to progress to the Secondary Phase, at year 7 aged 11.
- 10% of places will be available for gifted and talented artists, musicians, and or performers.
- Places will be given as priority to children with SEN statements naming the school
- The Plymouth LA common application form (CAF) invites the parent to express up to three preferences - in rank order of preference and a place shall be offered at the highest ranking, nominated school for which the child is eligible for a place.
- The governing body of PSCA will require parents who wish to nominate, or have nominated, their school on the common application form, to provide such supplementary information as is required for the governing body to apply its over-subscription criteria to the application.
- If the school is undersubscribed, any parent who applies must be offered a place.

How Applications will be processed

- The School Trust is the Admissions Authority for Plymouth School of Creative Arts. The Local Authority will process all initial applications to the Secondary School for 2014 entry.
- Applications will be submitted by end of October.
- Parents will be notified on National Offer Day, 1st March.
- All parents are required to make a response to the allocation within 2 weeks of the date of allocation.

Over-subscription Criteria

In the event of the School being oversubscribed the admission criteria set out in the Plymouth City Council document “The next step parents’ guide” will apply.

The following criteria will be used in the case of oversubscription, in the order stated below.

- Priority will be given, (in accordance with the School Admissions Code), to children in care.
- Siblings of existing or applying students in both primary and secondary schools will be given priority. This includes step siblings, foster siblings and adopted siblings.
- 10 % of places in the first year will be available to staff of PSCA or PCA.(in-line with regulations)
- We want to ensure that the school serves local families and for that reason places will be allocated on the basis of proximity (PL1 postcode), an area of growing demographics and less wealthy families.
- 10% or more of remaining places will be allocated on a lottery basis, with a majority being allocated to those who live within a three-mile radius of the site, and a smaller number to those within a five-mile radius.

Aptitude for art, and or music, and /or performance .

The specialist vision and ethos of the school is based upon the core values of the creative arts and around 10% of places each year will be set aside for children with a particular aptitude in this area. Children applying under these criteria can come from any geographical location, and will not be expected to have had specialist training. A love of the subject will be essential and a practical test will be required to identify aptitude not accomplishment. Gifted and talented children may have access to appropriate additional lessons or activities.

Tie Break

Where there is a choice between two or more children in the same category as each other then the nearer to the School the child lives then the higher the priority. In the event of a tie then the selection will be made by drawing lots.

Appeals

Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The determination of the Appeal Panel will be binding on all parties.

The School will prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries

In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the reserve list. The order of the reserve list will be determined in accordance with the order determined by the over-subscription criteria.

D6 The approach to behaviour management, pupil wellbeing and attendance

Plymouth College of Art has developed excellent models of studentship, safeguarding and respect for all learners. This embedded best practice will form the basis for policies in the primary and secondary school using expertise in reward for positive behaviour and management strategies to address areas of unsatisfactory performance.

The link between school attendance, effective teaching and learning, standards and pupil safety and wellbeing cannot be over-estimated and whilst the learning experience must be enjoyable these policies underpin an ethos of fairness for all and high standards of achievement.

The College has developed processes to provide students with a voice in their learning experience. In consultation with the head, staff, pupils and parents will have involvement in the Policy for the promotion of good behaviour and keep it under review. We will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

The head teacher will be responsible for the implementation and day-to-day management of the policy. Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

From day one pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

PSCA will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school but they will be encouraged to work in partnership in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

6.1 Behaviour Policy

The over-arching principles are based on our belief that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Governors and the school seek to create a caring and rewarding learning environment. From the outset of attending the school the studios and classrooms will be created as a happy, stimulating and successful place and this will feed into the whole ethos of the behaviour policy. The learning experience and environment created in the school will

be one of where pupils are motivated, value themselves and each other, and are valued by peers, adults and their community;

6.1a Principles

All pupils will be expected to show respect and courtesy towards teachers and other staff and towards each other by encouraging and acknowledging good behaviour and discipline.

The school will provide a safe environment free from disruption, violence, bullying and any form of harassment. It will:

- Promote self- esteem by encouraging pupils to value and respect themselves and others
- Ensure equality and fairness of treatment for all;
- Encourage consistency of response to both positive and negative behaviour; and
- Promote early intervention.

Parents will be expected to encourage their children to show respect and support the school's authority to discipline its pupils.

The governing body and head teacher will deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.

6.1b Procedures

- The head teacher in consultation with staff and pupils will develop the detailed procedures from this policy. (noted under 6.1c-f)
- The procedures will make clear to pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents.
- The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school community equally..

The following procedures underpin specific areas of the policy;

6.1c Attendance and Timekeeping

Section 7 of the Education Act 1996 states that 'the parent of every child of compulsory school age shall cause him / her to receive efficient full time education suitable:-

- (a) to age, ability and aptitude; and
- (b) to any special educational needs he/ she may have either by regular attendance at school or otherwise'.

The strategy is based on the law and the principle that a successful school is one in which the child plays an integral part in making it so. We will establish an environment which enables and encourages all members of the community to reach out for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly and are at school, on time, every day the school is open unless the reason for the absence is unavoidable. It is the responsibility of the parent to make

sure that their child attends regularly. The policy set out below demonstrates how this will be achieved.

Attendance Policy

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend.

All school staff will be committed to working with parents and pupils as the best way to ensure as high a level of attendance as possible and that every child's welfare and life opportunities are promoted.

Pupils will be expected to attend daily and on a regular basis without prior agreement or extenuating circumstance. Any pupils not attending school without notification or reason will be carefully monitored by the leadership team, and discussion with home will be requested.

The minimum level of attendance for the school is 90% attendance and we will keep parents updated regularly about progress to this level and how a child's attendance compares. Our target is to achieve better than this however because we know that good attendance is the key to successful schooling.

The Importance of Regular Attendance

a) Learning

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is the legal responsibility of a parent or carer and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

b) Safeguarding

A child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and within the context of this school, promoting the welfare and life opportunities for a child encompasses attendance, behaviour management, health and safety, access to the curriculum and anti-bullying. Failing to attend this school on a regular basis will be considered as a safeguarding matter.

c) Promoting Regular Attendance

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff. To help us all to focus on this the School we will:

- Give details on attendance in our regular Home – School Bulletin;
- Report at least half-termly on how a child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments;
- Celebrate good attendance by displaying individual and class

achievements;

- Reward good or improving attendance through class competitions, certificates and outings/events.
- Run promotional events when parents, pupils and staff can work together on raising attendance levels across the school.

Understanding types of absence:

Every half-day absence from school must be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences

These are mornings or afternoons away from school for a good reason such as illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences

These are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to sanctions and/or legal proceedings. Unauthorised absences include:

- parents/carers keeping children off school unnecessarily ;
- truancy before or during the school day ;
- absences which have never been properly explained ;
- children who arrive at school too late to get a mark;
- shopping, looking after other children or birthdays;
- day trips and holidays in term time which have not been agreed.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse

Persistent Absenteeism

A pupil becomes a 'persistent absentee' (PA) when they miss 20% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and therefore life chances. We need parent's fullest support and co-operation to tackle this.

The School will monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and the parent or carer will be informed of this immediately. PA pupils will be tracked and monitored carefully through the School's pastoral system and will be combined with academic mentoring where absence affects attainment. All PA pupils and their parents will be subject to an Action Plan. The Action Plan may include:

allocation of additional support through a Mentor ;

individual incentive programmes; or participation in group activities around raising attendance.

All PA cases will also automatically made known to the school's designated Attendance Officer.

Lateness:

Poor punctuality is not acceptable. If a child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage absence.

Holidays In Term Time

Taking holidays in term time will affect a child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

There is no automatic entitlement in law to time off in school time to go on holiday.

All applications for leave must be made in advance and at the discretion of the school a maximum of 10 days in any academic year may be authorised. In making a decision the school will consider the circumstances of each application individually, including any previous pattern of leave in term time. Full details of our policy and procedures are available from the school, but it is important that you understand the circumstances when leave in term time will not be agreed by us. These are shown below.

When a pupil is just starting the school. This is very important as your child needs to settle into their new environment as quickly as possible.

Immediately before and during assessment periods or any other public examinations.

When a pupil's attendance record already includes any level of unauthorised absence.

Where a pupil's attendance rate is already below (90%) or will fall to or below that level as a result of taking holiday leave.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a Penalty Notice.

6.1d Anti-Bullying

Statutory duty of schools

The head teacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and guardians.

PSCA Anti- Bullying Policy and Procedures

The aim is to prevent or deter bullying or harassment from starting and to deal with it if it does occur and to minimise the opportunity for recurrence. Wherever possible and appropriate, every effort should be made to resolve a situation on an informal basis. The procedure will also encourage pupils to report incidents of bullying.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the school. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing.

A pupil who believes that they have been subject to harassment should, in the first instance, state that the behaviour is unwelcome, unwanted, unacceptable and/or offensive and ask the individual(s) concerned to stop.

Scope

This policy and procedure provides the guidance and the process to follow in the instance of a harassment or bullying situation experienced by a pupil. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Racist /racial	taunts, graffiti, gestures
Homophobic	Because of, or focussing on the issue of sexuality
Verbal name	calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional joke is played on someone. Children do sometimes fall out or say things because they are upset.

The above list is intended to give a clear impression of the types of behaviour that the school considers to be unacceptable, however, it only contains examples and is not exhaustive.

Responsibilities

It is the duty of every member of the school to take responsibility for their behaviour and modify it if necessary, as harassment or bullying is not acceptable under any circumstances. In the event of a failure to do so, disciplinary action may be a consequence. All members of the school

community must take appropriate action to ensure that harassment and bullying does not occur in their environment.

In some cases, until it has been brought to their attention, the bully/harasser(s) may be unaware, or claim to be unaware, that their behaviour is perceived as inappropriate or offensive. It may occasionally happen that words or actions have been genuinely misconstrued.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the teacher.
- The teacher will interview all concerned and will record the incident
- The head teacher will be kept informed and if it persists he/she will advise the appropriate subject teachers
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation will all parties concerned

Pupils who have been bullied will be supported by offering a prompt opportunity to discuss the experience with a member of staff. The main focus will be reassuring the pupil and parents and offering continuous support, thus restoring self-esteem and confidence.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

1) Involvement of pupils / students

The School will:

- Regularly canvas children and young people's views on the extent and nature of bullying;
- Ensure pupils know how to express worries and anxieties about bullying;
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve pupils in anti-bullying campaigns in schools;
- Publicise the details of helplines and websites;
- Offer support to pupils who have been bullied; and
- Work with pupils who have been bullying in order to address the problems they have.

2) Liaison with parents and carers

The school will:

- Ensure that parents / carers know whom to contact if they are worried about bullying;
- Ensure parents know about our complaints procedure and how to use

- it effectively;
- Ensure parents / carers know where to access independent advice about bullying; and
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Procedures

Action which cannot be resolved on an informal basis, which is serious, or which continues following a request to stop, will be subject to investigation. A formal investigation will also be conducted where a complaint or observation is made by a person or persons other than the individual being bullied or harassed.

6.1e Safeguarding Children Policy

The Governors and head teacher have a duty to give this policy to all employees and other adults in regular contact with children, young people, and vulnerable adults in Plymouth School of Creative Arts.

Purpose, Scope and Status

All staff share an objective to help keep children, young people and vulnerable adults safe.

Section 175 of the Education Act 2002 requires local education authorities and the governing bodies to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This policy has been written to comply with all current legislation that refers to Safeguarding.

As a School under section 175 of the Education Act 2002 the statutory responsibilities for Safeguarding and child protection only apply in relation to pupils who are children that are under 18 years of age.

Position Statement

Plymouth School of Creative Arts believes that it is unacceptable for anyone to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all pupils.

The School is committed to:

- Providing a safe learning environment for all;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action;
- Raising the awareness of all academic, technical and support staff of their safeguarding responsibilities and following the processes and procedures for identifying and reporting possible cases of concern; and
- Ensuring that PSCA adheres to the safe recruitment of staff.

In pursuit of these aims, the Trust will approve and annually review policies and procedures. The head teacher and all staff working with children will receive training adequate to familiarise them with Safeguarding issues and the associated responsibilities

The School recognises the following as definitions of abuse.

Significant Harm

There are no actual criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, the presence of degree of threat, coercion, sadism and bizarre or unusual elements. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage physical and psychological development.

Physical Harm

Physical abuse causes harm to a person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a failure to prevent injury occurring. It can also occur when a parent or carer fabricates the symptoms of or deliberately causes ill health to a child whom they are looking after.

Neglect

Neglect is the persistent or severe failure to meet a young person's basic physical and/or psychological needs, likely to result in serious impairment of health or development. It may involve a failure to provide adequate food clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, basic emotional needs.

Sexual Abuse

Sexual abuse involves a young person being allowed, forced or coerced into participating in or watching sexual activity. It is not necessary for the young person to be aware that the activity is sexual and the apparent consent of the child is irrelevant.

Emotional Harm

Emotional Harm occurs where there is persistent emotional ill treatment or rejection such as to cause severe and adverse effects on the young person's behaviour and emotional development, resulting in low self-worth. It may involve conveying to young people that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional harm is present in all forms of abuse.

Financial Abuse

This is when a child, young person or vulnerable adult is exploited for financial gain. Often valuables go missing in the home or there may be a change in the financial circumstances of the adult which cannot be explained.

Domestic Violence and Bullying

Domestic Violence and Bullying are recognised as additional types of abuse as they can cause immense emotional harm. However, they are not currently included in the official definitions of abuse.

Designated Staff with Responsibility for Safeguarding

The head teacher has the overall responsibility for Safeguarding children and young people. The School will have a key team of Designated Persons that form the Safeguarding Working Group.

The Designated Persons will be responsible for:

- Ensuring they assess the information disclosed promptly and take appropriate action
- The promotion of positive Safeguarding procedures and practice within the School.
- Ensuring that staff receive training in Safeguarding in-line with the Policy Statement including volunteers and co-ordinate the training.
- Keeping staff informed of good practice and new legislation and guidance
- Liaising with primary and secondary schools which send pupils to PSCA to ensure that appropriate arrangements are made.
- Knowing how to contact and establish links with the Local Authority and Local Safeguarding Children's Boards and the relevant people within the children's, adult services or Police.
- Ensuring safe recruitment practices are in operation.
- Monitoring and maintaining confidential records of any Safeguarding/ Child Protection concerns, referrals, or complaints (even where that concern does not lead to a referral) and feedback to the School on the quality of their Safeguarding work.
- Providing advice and support to other staff on issues relating to Safeguarding.
- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with LSCB.
- Reviewing the school's Safeguarding policies and procedures
- Ensuring the Safeguarding is promoted to all pupils and staff through inductions and education.

Allegations Against Staff

All staff should take care not to place themselves in a vulnerable position with students of any age. It is always advisable for work with individual students to be conducted in view of other adults.

Safeguarding Procedure: Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

All those whose work brings them into contact with young people and their families should be aware of the procedures they must follow.

If staff are concerned that a child, young person or vulnerable adult has been mistreated, either physically, emotionally, sexually, financially or by neglect, or if a child, young person or tells a member of staff about possible abuse, all staff must listen carefully and stay calm and follow the guidelines

in the staff handbook.

6.1e Positive Characteristics and Reward

A school ethos of encouragement will be central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and will be clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour. The following will be included in any reward scheme.

Praise

Prizes

Privilege time

Attendance & punctuality awards

Excellence / Achievement a celebration assemblies

6.1f Discipline

Behaviour that is not acceptable will be clearly identified to staff and pupils through the Code of Conduct (6.1g), agreed annually by staff, pupils and parents. All pupils will be expected to remember that the school's reputation is affected by the way they conduct themselves inside and out of school.

Sanctions are needed to respond to inappropriate behaviour and PSCA will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. Their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures will make a clear distinction between the sanctions applied for minor and major offences.

In the first instance, classroom teachers have a responsibility to deal with indiscipline in their lessons and will have at their disposal a number of appropriate strategies. Sanctions should always be reasonable and proportionate and may include being made to perform useful school tasks. Whatever course of action is taken, a note should always be made.

Breaches of the Code of Conduct

The following list highlights some, although not all breaches of the Code of Conduct.

- Committing any act of violence, or threatening to do so.
- Committing any unlawful act such as stealing.
- Insolence to, or defiance of, members of staff or verbal abuse.
- Fighting, bullying, or behaving dangerously on school premises
- Smoking or gambling
- Bad behaviour whilst travelling to or from school
- Unsanitary behaviour, e.g. spitting
- Persistently not conforming to health and safety protocols

All staff will have a key role in the maintenance of good order within the school and in looking after the school environment. On no account must any pupil be removed, unsupervised, from a lesson.

The School will operate a traffic light system to agree sanctions depending upon the nature of the issue.

The following disciplinary steps can be taken:

- demerits/detention
- internal exclusion
- loss of privileges
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

6.1g Code of Conduct.

The following would form the basis of the Code, but will require input from teachers, pupils and parents prior to the school opening;

Pupils will;

- do whatever it takes to make sure that they arrive at school by 8.45am
- bring the equipment needed and are prepared for learning
- conduct themselves in an orderly manner and move sensibly about the school
- speak politely to everyone
- show respect for their own learning and that of others and being silent when requested
- always complete homework on time and to an excellent standard
- make sure that they catch up with my learning if they have been absent from school or have fallen behind for other reasons
- help a teammate if they are finding the learning difficult
- will do whatever it takes to help create a safe school and local community which respects the rights of others by:
 - listening to members of staff and following instructions politely and calmly
 - walking in single file, not running or shouting, and maintaining silence in corridors
 - going straight to lessons and holding doors open for others when the corridors are busy
 - show high standards of personal presentation and hygiene, including the wearing of the school uniform.
 - help to keep the school clean and tidy so that it's a welcoming place that we can be proud of.
 - never damaging school property, defacing the building, dropping litter or spitting
 - never insult, undermining or swearing at anyone

6. 1h The Pastoral Care System

We recognise that that pupils learn and achieve well if they are secure, confident, happy and free from bullying in school. The proposed pastoral organisation of the school supports the extracurricular and other areas such as health, social and moral education, behaviour management and emotional support. The organisation will have elements of organising pupils within and across year groups.

Pastoral care will be delivered through a tutor. In the Primary Department the form teacher will act as the tutor.

In Year 7 each incoming new student will be “buddied” with a pupil who came up from Year 6.

Section D7 – Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

In summary the City of Plymouth benefits from an extraordinary waterside setting that competes with other waterside cities throughout the UK and Europe. These competing Cities have used their setting and their architecture to establish their credibility on a world stage – Genoa the European City of Culture 2004 – Liverpool the European City of Culture 2008 – it is for Plymouth to build upon the MBM vision to establish itself rightly within the same firmament. **Plymouth Vision, Mackay 2003**

Plymouth has a very distinctive character shaped by its superb location and a number of underlying needs and issues within the community. It is a growing city of some quarter of a million inhabitants, with an incredible history of maritime discovery, and vibrant marine industries. The city has a high proportion of young people due to the educational offer available with over three times the proportion of 20-24 year olds compared to the rest of the South West and an over representation of 25-29 year olds. Birth rates have increased since 2006 which means the number of 0-4 year olds in the city has climbed steadily particularly within the South East, South West and North West of the city. (See Annex D7.1)

Plymouth is somewhat remote in its far South West peninsular location and, as a consequence, its economic and social infrastructure remains dominated by the impact of its history and post-war expansion, in particular its dependence on the public sector. The development of creativity, innovation and culture has been identified by Plymouth City Council as key to transforming Plymouth into ‘one of Europe’s finest, most vibrant waterfront cities’. Plymouth’s ambitious creative vision has been demonstrated through the recent hosting of the British Art Show 7, with venues and partners across the city.

The vision for PSCA and that noted in the Mackay Report have a number of similarities in helping to raise the aspirations of the city and the community:

The process of developing a vision involves capturing the essence of the city and using it to inform and shape the future.

It is about discovering what works for Plymouth, and what is holding it back

It is an opportunity to challenge perceptions and raise ambitions

It invites citizens to engage and demand

It elicits new routes to delivery and achievement

It provides a direction and driver for future change

The quality of life and natural environment that the City offers provides the opportunity for new waves of population migration increasing substantially its urban population over the next twenty years. The

pressure for space and the cost of living is such in the South East that estimates of 100,000 additional population over the next 20 years do not seem to be unreasonable.

Creating a City with a population of 300 – 350,000 is an aspiration of our vision. **Plymouth Vision, Mackay 2003**

The City has identified a number of priority sectors that can help to achieve these ambitions. This mirrors the national drive to boost growth and re-balance the economy through sectors such as the Creative Industries. The Creative Industries Council Skillset Skills Group report to the Creative Industries Council (January 2012), highlighted the importance of the creative sector, identifying a number of key actions:

2 Inspiring the next generation of creative talent and equipping them with the right skills and information

2.1 The current ICT syllabus should be reformed with computer programming and other creative subjects properly embedded in the classroom. Computer science, arts, design and/or a creative subject (music, film, media and photography) should be included in the National Curriculum as compulsory subjects, and also as options within the English Baccalaureate. There must also be an opportunity to recognise practical creative subjects alongside the more traditional academic subjects.

2.2 Embed the principle of Fusion in education and skills. Education providers collaborating with the Creative Industries need to combine arts, design, technology and business, reflecting how the Creative Industries are being transformed by the fusion of these disciplines, generating opportunities for new businesses, products and services.

These would contribute to a number of factors supporting a growth agenda by:

- Creative sectors of such economic importance as video games and post production require a clear 'talent pipeline' with roots in the compulsory education system, and which ensure that, at a young age, those with an interest are able to nurture their talents and develop the skills such that they can contribute to these high-growth industries.
- By ensuring that children and young people are encouraged to experience and study Creative Industries relevant courses, an enduring interest and passion for a subject can be encouraged, with practical skills learnt that can be applied directly in the business environment.
- It is the fusion of creative invention and technological innovation which is so distinctive of the UK's Creative and Digital Industries, and which

underpins its competitive advantage – particularly with regards to the digital media industries of emerging economies.

Creative Industries Council Skillset Skills Group report to the Creative Industries Council (January 2012)

It is with these bold ambitions in mind that we have undertaken wide ranging research and analysis of our community; - in the city centre, in the wider city, in the county, the region and across the UK. (See Section E for full details)

Economic Activity

Despite some obvious strengths Plymouth currently has a relatively fragile economy and must improve its economic performance in order to raise incomes and tackle issues of economic inactivity and social exclusion.

In contrast to other parts of the South West region, net rates of new firm formation in Plymouth have remained sluggish, despite a relatively large increase in the size of the overall business base in recent years. In particular, the number of businesses operating per head of population is much lower in Plymouth than the position regionally and nationally. This suggests that the City's economy is less entrepreneurial overall and has a tendency to rely on relatively large employers to supply the majority of employment opportunities.

Plymouth Local Economic Strategy 2006 – 2021 & Beyond

According to the ONS, 73% of 16-64 year-old Plymouthians were economically active in the year to June 2011. This is below the national average (76.2%) and south west average (78.3). In addition, the Centre for Cities (2011) highlights that Plymouth will lose a higher percentage of jobs in the public sector than any other city in England, 3,300 jobs or 3.13% of all jobs⁴. (See Annex D7.2)

Plymouth Local Economic Review 2011 (LES) highlighted 6 priority growth sectors, including the Creative industries. This Report also highlights barriers in developing the business potential and aspirations of the City. At 30%, the percentage of economically active individuals of working age with NVQ4+ qualifications in Plymouth is below average for the SW at 35% and UK at 36% in 2010. Progression into Higher Education is a particular problem for young people in the more disadvantaged neighbourhoods of the City. The Review found once individuals have left a learning activity of some kind, it can often be difficult to find an access point in order to go back into learning due to poor transparency of learning pathways. (See Annex D7.3)

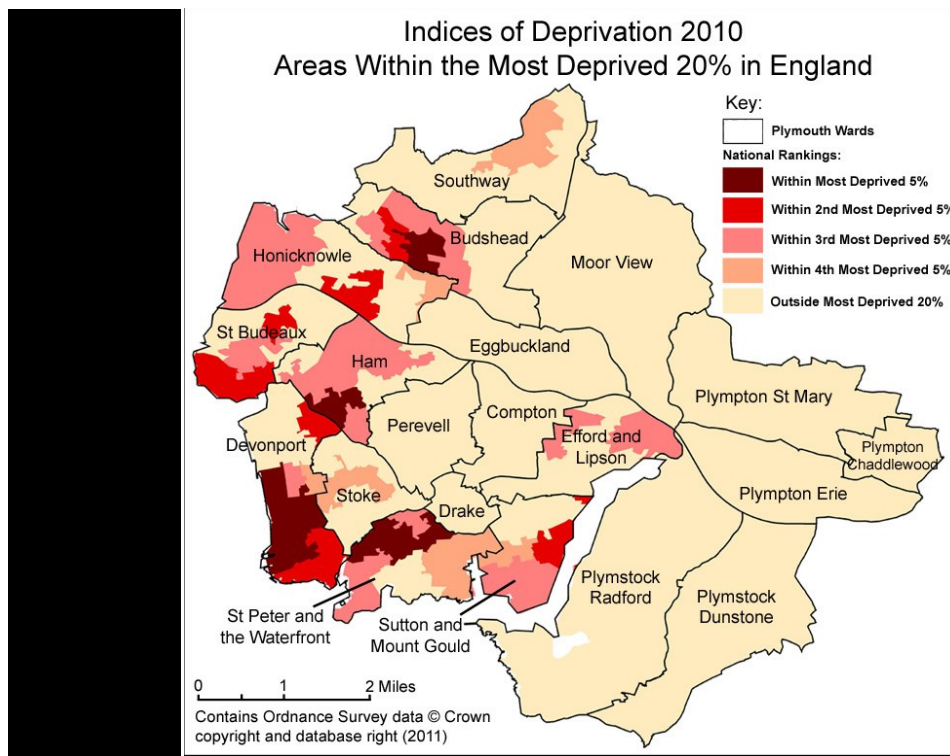
⁴ Source: ONS 2010, Civil Service Employment, NOMIS 2010, Annual Business Inquiry, LGA 2010, Quarterly Public Sector Employment Survey, Scottish Government 2010, Public Sector Employment, HM Treasury 2010, Comprehensive Spending Review, London: HM Treasury, own calculations.

Disengaged young people are a priority. In the Neighbourhood Renewal area and Devonport NDC wards and other areas across Plymouth, a particular concern has been raised around the increasing number of young people becoming disengaged from the mainstream economy. The 'NEET' group are young people who have not made a successful transition from compulsory to post-compulsory education or work. As a result, this group is extremely vulnerable to life-long problems of low skills, unemployment and low income. This is a priority group in terms of tackling worklessness in the area and ensuring that rates of economic engagement can be increased. A key aim of this strategy should be to create a more joined-up support system to address the needs of this group. This should include tie-in to the compulsory education system to help increase rates of engagement from a point before completion of compulsory education, which may also assist in raising school achievement rates.

Plymouth Local Economic Strategy 2006 – 2021 & Beyond

Deprivation

There is great inequality in Plymouth with 41 of Plymouth's wards among the most deprived 20%, and 15 among the most deprived 10%, nationally: these areas are home to 66,000 Plymouth people (SWO 2011). The most deprived areas are in Devonport, St Peter and the Waterfront to the South West and North West of the city. One area in the St Peter and the Waterfront ward is in the most deprived 1% of England.



Pupil migration

Parents currently travel across, or out of, the City for primary schools. This relates directly to both need and demand for additional provision. In some instances, particularly primary, parents are travelling out of need because insufficient places are available in their locality. However, in other instances particularly secondary provision parents will travel for what they believe to be the right type of education that fits their ethos and the needs of their child. The diagrams below show patterns of migration across the City, typically from the most deprived wards in the West of the City towards the less deprived wards in the East of the City.



Source: Plymouth City Council Pupil Place Planning Report

School Capacity

As noted above Plymouth is a growing city. Capacity in Primary Schools is forecast to be exceeded from 2015 and existing primary schools are already being asked to increase places where possible. The City Council have already written Plymouth School of Creative Arts into their capacity plan in order to meet these needs. Capacity in Secondary Schools is forecast to be exceeded in 2024 with a shortage of places evident by 2018 in year 7. (See Annex D7.4)

Schools Profile

In total there are 79 Primary Schools and 26 Secondary Schools in Plymouth. Several of the secondary schools have identified specialisms with three specialist art providers in Plymouth. However the depth of the specialisms in these schools is far less than that planned for PSCA.



Attainment

The proportion of Plymouth pupils achieving Level 4 or above at Key Stage 2 in both English and Maths is 69% in 2011. This is down two percentage points on 2010 and 5 points behind the national average. At 21% of the of the KS2 2011 cohort, the proportion of children defined as 'disadvantaged' in the city (i.e. were entitled to free school meals and / or were looked after by the local authority) is two points above the national average. There is a large attainment gap between disadvantaged and other pupils in Plymouth – especially in English and Maths where 55% of disadvantaged pupils achieve level 4 or above compared to 73% of other pupils.

There is also a gap in achievement between boys and girls. In Plymouth, girls outperform boys in English, Reading and Writing. The gap in writing is particularly large with 74% of girls achieving level 4 or above compared to 56% of boys. The only subject where a gap does not exist is in Mathematics: 79% of both boys and girls achieve level 4 or above.

Plymouth schools also underperform at Key Stage 4, with a smaller proportion of the population achieving the equivalent of 5 GCSEs at grades A*-C (56.8% in Plymouth vs 58.9% in all England schools). The attainment gaps between disadvantaged and other pupils has widened by KS4, with 28.6% of disadvantaged pupils achieving 5+ A*-C GCSEs including English and Maths compared to 61.5% of other pupils.

Plymouth Key Stage 5 students attain lower point scores than the average of all English schools (687.7 vs 744.9 in 2010). The average score per examination entry in Plymouth UA is 206.5 compared to 214.4 across all English schools. (Source: DfE 2011). (See Annex D7.5)

Progression

With over two thirds of disadvantaged young people finishing KS4 without the benchmark of 5 GCSEs A*-C including English and Maths is likely to have a significant impact on progression. Within Plymouth the proportion of young people identified as not in learning shows a sharp increase between the ages of 16 – 17 and 17-18 reaching 25% of the cohort by 18. The proposed increase in the participation age in 2013 to 17 years of age and a further increase in 2015 to 18 years of age is likely to have a substantial implications for the provision available to re-engage these young people.

Learning Status of 16-18 year olds in Plymouth

Source: Careers South West. Plymouth December Residency.

	16	17	18
In learning	1763	2603	2183
Not in learning	152	354	741
Not EET / NEET / NK / IL	1	2	7
Not Known	18	39	84
TOTAL	1934	2998	3015
Percentage not in learning (%)	8	12	25

Issues faced by Plymouth Community	Link to Strategy/ document	Solution offered by Plymouth School of Creative Arts	Measure of Success
In order to reach its full potential Plymouth is in need of an extensive regeneration programme within the heart of the city.	Mackay Report	The school will be located at the gateway to the Mackay regeneration programme.	City centre location that supports city wide regeneration plans.

<p>Birth rates are increasing particularly within the South East, South West and North West of the city. This will create capacity issues within primary schools from 2015.</p>	<p>ONS data</p>	<p>The school will offer an intake for reception and year one pupils from 2013. The location of the school will ensure places are available to the areas of highest need within the South East and South West.</p>	<p>60 pupil intake for reception and year one in 2013.</p>
<p>Economic inactivity is higher than the national average</p>	<p>ONS annual Population Survey</p>	<p>The curriculum places a high emphasis on enterprise and employability to equip pupils with life skills. The extended school day and extracurricular activities will enable families to return to work.</p>	<p>The school will contribute to the regeneration programme and students will have clear routes to higher education and employment.</p>
<p>Plymouth has areas of significant deprivation leading to issues of child poverty around health and educational attainment.</p>	<p>South West Observatory Children and Young Peoples Trust</p>	<p>The curriculum will also provide pupils with life skills to enable them to contribute to an improved community.</p>	<p>The school will draw from a catchment within the deprived neighbourhoods and will actively seek to meet their needs.</p>
<p>There is a migration of pupils from the South and West of the city both across and out of Plymouth.</p>	<p>Plymouth City Council Pupil Place Planning Report</p>	<p>The location of the school within the City Centre will alleviate the need for migration and cater for areas that are currently forced to travel or have</p>	<p>Responses from the consultation have a high representation within these localities.</p>

		limited capacity within their locality.	
Pupils will travel beyond their local school for the right education, meaning that parents do not want to be confined to catchment areas.	School Travel Health Check	The ethos and vision of the school represent a vision shared by parents within the area. The admissions policy allows for selection outside of the catchment area.	Responses to the consultation show evidence of demand as well as need.
Attainment at KS2 for disadvantaged children is below the national average and that of other pupils in Plymouth.	Department for Education	The online ILP will track progress and allow for early interventions where necessary. Additional support will be available through a specialist unit. Parents will be involved in their child's education to stimulate engagement at home.	No achievement gap between pupils.
There is a gender imbalance in attainment with boys underperforming against girls in English, Reading and Writing.	Department for Education	Teaching and learning strategies will focus on raising the attainment for boys through, for example reading, storytelling, drama and film.	No achievement gap between pupils.
The attainment at KS2 for Maths and English has	Department for Education	Maths and English will form a part of the daily	80% of pupils will achieve at KS2 including Maths

fallen.		curriculum. Connections will be made across all subject areas to embed these core skills and learning. Reading will be encouraged at home and parents will be involved with their child's education. Mental arithmetic skills will be central to achievement in maths.	and English compared to 69% currently.
Attainment at KS4 and 5 remains below the national average.	Department for Education	The secondary curriculum will build on the foundations at primary school to make connections between subjects.	65% will achieve in 2018 rising to 95% in 2022.
The number of young people classified as NEET increases between the ages of 16 – 18.	Careers South West	The curriculum will challenge, stretch and engage young people as a preventative measure.	Progression to PCA creates a single continuum of arts education for pupils
The growth in Plymouth's business stock remains low and is a reflection of low aspirations.	Plymouth Local Economic Review 2011	Parent engagement and the use of peer mentoring will increase aspirations. Pupils will be monitored for entrepreneurial skills and this will form part of the report to parents.	Progression of students to graduate start up businesses

<p>The creative industry is a priority sector for Plymouth and needs to be seen as a core strategy for personal and economical development.</p>	<p>Report to Creative Industries Council 2012</p>	<p>The role of ICT within the curriculum is fully recognised. The link between science, art, design and technology has been reinstated. Clear progression routes into higher education and the sector will be available.</p>	<p>The creative sector is recognised as a powerful engagement and regeneration tool.</p>
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D7.2 Describe any plans you have for working with other schools, educational establishments or the wider community.

In order to achieve the vision for the school and meet the needs of the community on which this vision is based, collaboration with other organisations will be essential. Throughout our consultation process we have worked closely with a number of stakeholders to ensure that the school addresses need, provides added value and enhances (in qualitative and quantitative terms) rather than duplicates existing provision.

The consultation process has encountered some instances of protectionism on the part of a small number of institutions with vested self-interest in the *status quo*, regardless of the needs of the Plymouth community. Such

attitudes have long hampered impartial advice and guidance in 16–18 provision within the city.

Plymouth College of Art has, however, led a working group of Plymouth's *11–19 Strategic Partnership* – a multi-stakeholder working group including officers of the Local Authority and representatives of the Plymouth Learning Trust, National Apprenticeship Service, Careers South West, the Devon and Cornwall Training Provider Network and others – to review and refocus the city's approach to the raising of the participation age (RPA) as a causal question for the complete continuum of learning. The recommendations of this group are attached as Annex E5.

Plymouth College of Art has for many years supported pupils from across the city, initially through the Saturday Arts Club and its direct involvement of parents, but also through the delivery of the Creative and Media Diploma, GCSE and Level 2 Introductory Diploma supporting improved results for a wide range of schools.

Project-driven initiatives related to festivals or the British Art Show 7, for example, present live opportunities for wider community engagement, often through partnership delivery.

The maps above identify the location and specialism of schools within Plymouth. Whilst the specialist provision of art is small within the city, we are aware that pockets of specialism exist and dialogue has been invited with all of the schools and colleges to ensure that we can maximise the provision of high quality arts education for the city in keeping with our ethos and values.

Plymouth School of Creative Arts will work with cultural and social enterprise organisations within the city in the same way, and within the vision, ethos, purpose and values it shares with Plymouth College of Art.

We will work with organisations and practitioners in visual arts, crafts, design, media, theatre, dance and music to provide the highest quality curriculum content and extracurricular provision through purposeful mutual partnership.

The map below locates key delivery partners in the Plymouth cultural landscape, and new partnership opportunities will be created by the emergence of PSCA as a radical new paradigm in arts education. Any history of Plymouth would need, however, to include the horizon, and we are confident that international partnerships will accrue to the school in the way that they have to Plymouth College of Art.

Our agenda for inclusion will thus be founded on principles deriving from the Universal Declaration of Human Rights adopted by the United Nations in 1948, based on the principles of equality and solidarity among all peoples and of the equal value of all human beings without any distinction of nationality, race, sex, language or religion.

Plymouth College of Art has a strong emphasis on inclusion, equality and

diversity and the Free School will work with groups across the area and beyond to instil the responsibilities of the Equality Act. An example of this will be links with the Chinese community through art, cookery and links with schools in China.



Letters and expressions of support have already been received from a number of organisations including:

- Aalto University (Finland)
- Alternative and Complementary Education service (ACE) at Plymouth Local Authority)
- Apple (Education);
- Arts Council England;
- The Association of Colleges;
- Barbican Theatre, Plymouth;
- The Barnfield Federation (Barnfield College),
- British Council;
- Council for Higher Education in Art & Design (CHEAD);

- Crafts Council;
- The Cultural Learning Alliance;
- Dartmoor National Park;
- The Duchy of Cornwall;
- 5x5x5=Creativity and Bath Spa University;
- The National Trust;
- NESTA
- North Carolina A+ Schools Program (USA)
- NOCCA (New Orleans Centre for Creative Arts, USA);
- Oklahoma A+ Schools[®] (USA)
- The Open University;
- Plymouth Arts Centre;
- Plymouth City Council (the Local Authority);
- Plymouth City Museum and Art Gallery;
- Plymouth Culture Board;
- Plymouth 11–19 Strategic Partnership Group;
- Plymouth Music Zone;
- RIO (Real Ideas Organisation, a Plymouth-based social enterprise and Arts Council England Bridge organisation);
- Samworth Enterprise Academy, a 4–16 through school in a deprived area of Leicester;
- Tamar Valley AONB;
- Theatre Royal Plymouth, and TR2;
- Tor Point Community College;
- UKADIA;
- University of Exeter, Department of Education;
- University College Plymouth St. Mark & St. John.

Partnership discussions are also addressing the issue of outreach work. An example of this would our dialogue with RIO regarding social enterprise qualifications, though all our key partners recognise the importance of reaching out to diverse communities within and beyond the city limits. Plymouth College of Art already works within these partnerships through an extensive outreach programme to raise aspiration, and organisations such as Plymouth Arts Centre have strong records in social engagement through arts education.

D7.3 Set out how you will promote good community relations

Good community relations will be promoted through direct engagement in live arts and cultural projects involving pupils, parents and families, diverse community groups and institutions that will in turn promote cultural learning. Events such as sports tournaments, exhibitions, performances, and the calendar of commemorative and celebratory occasions (e.g. Holocaust Memorial Day, Chinese New Year, Divali) will bring the community into the school, and take the school into the community.

These events will be focused and purposeful, targeting continuous improvement through the monitoring and evaluation of information from key stakeholder networks as well as national data. This kind of intelligence will inform community relations strategy and decision-making.

The provision of shared services with Plymouth College of Art will make available an experienced marketing team for the school. The existing team consists of:

- Brand Development Manager
- Events Officer
- PR and Communications Officer
- Designer
- Web Developer
- Market Intelligence Officer

The processes for gathering and evaluating information within the college will be applied to the school. Market intelligence will be gathered on an ongoing basis, but within the planning cycle specifically from September to December in order to make recommendations and develop plans for the following academic year.

Intelligence regarding community needs will comprise secondary data concerning industry standards, sector growth, schools performance data and policy changes, all of which will inform and influence strategic planning to ensure that the school continues to provide the highest quality education and prepares our pupils for the world of work and employer communities, including the Chamber of Commerce, will also be addressed.

Primary research will also be sought from key stakeholders. This will include focus groups to consider the needs of the community ranging from parents to businesses and cultural organisations. The focus groups will address questions around communication, namely if the communication channels are effective and if new systems need to be developed, as well as how the school can better meet the needs identified.

The events team will work closely with the Education and Community Partnerships team within the College to ensure the school has an effective outreach programme. This will range from attending public events to regular meetings with schools, nurseries and partner organisations to impart information and evaluate performance.

All intelligence gathered from these groups and events will be feedback to the management team and governing body via the Brand Development Manager. This feedback will take the form of a report with firm recommendations for improvements across the school.

Section E: Evidence of demand and marketing – 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 number of children of the relevant ages whose parents have indicated that they will choose the proposed school as 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 independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as 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 $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1	60	31		52	60	20		33
Year 2	60	33		55	60	31		52
Year 3								
Year 4								
Year 5								
Year 6								
Year 7					50	48		96
Year 8								
Year 9								
Year 10								

Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of Demand and Marketing – Part 2

E1: Evidence of Demand

In only five weeks, since the launch of our campaign for a free school in central Plymouth, we have gathered hard evidence of substantial parental demand at both Primary and Secondary level, together with wide-ranging expressions of support for the innovative qualities of our proposal. Within a further 4–6 weeks we expect to be able to demonstrate excess parental demand for PSCA in its first two years. This evidence of parental demand is a fundamental endorsement of both the city centre location and the educational philosophy proposed by PCA.

PCA marketing capacity has ensured an on-going campaign of awareness of the school in the media, online, through published leaflets and active petitioning of the community. Our approach been targeted at those within the city centre locality, and as such has succeeded in securing active interest from parents living in deprived neighbourhoods not well served by existing school provision. We have also attracted keen interest from parents living outside of Plymouth, a response that completely reverses of the current migration patterns for travel to school.

Microsite – www.plymouthschoolofcreativearts.co.uk

We established a microsite to hold all of the information relating to our application. The site also has an online form allowing individuals to register their support and make further enquiries. As of Wednesday 22nd February, the website has received 1418 hits. At its peak the website received 137 hits in one day, and visits to the website mirror media and marketing activities. (Please see Annex Section E 1.1 for full website report).

Mail Drop

We delivered 17,000 leaflets to homes within Plymouth, providing details of the vision and ethos of our proposed application, on the 16th January 2012. In order to determine the targeted mail drop a list of addresses was compiled based on the following criteria:

- homes based within the catchment area of PL1 – PL5;
- homes based within areas with a high population of 0-4 year olds;
- homes with lifestyle types which favour the arts (taken from ACORN data already held by Plymouth College of Art);
- homes with lifestyle types likely to have children (ACORN data).

Our target group thus included areas of high deprivation.

The leaflet sought to determine the demand from parents with children who would actually be in a position to attend the school. The following information was sought:

- Full Name
- Address
- Postcode
- Email
- Are you are Parent?
- Do you agree with the vision and ethos of PSCA and Why?
- If you are a parent, in what year will your child(ren) join us and how old will they be?
- For your child(ren) would PSCA be your first or second choice?

The information within the leaflet set out the vision and ethos of the school with an overview of the curriculum. It also outlined key information relating to consultation dates, submission dates and the fact that this is part of a consultation process.

(Please see Annex Section E 1.2 for a copy of the leaflet).

Public Consultation

Two public consultation events have been held, on Thursday 26th and Monday 30th January 2012 respectively, the purpose of which – it was made clear by the Principal – was for the College to listen to the needs of parents, and to invite prospective parents and interested members of the wider community to access information and ask questions. The events were attended by 19 and 16 people respectively and were overwhelmingly positive. Key questions from the community centred on the curriculum, location and the process for application.

Personal Letters

The Principal of Plymouth College of Art has written personally to key stakeholders within the city including:

- Head Teachers of Primary and Secondary schools
- Council officers
- Council Members
- MPs
- College Principals
- University Principals
- Nurseries
- Staff and Students of Plymouth College of Art
- Parents associated with Plymouth College of Art

Oliver Colvile MP asked a question to the House of Commons on Monday 16th January seeking support for our application. In response to his question [REDACTED] agreed to discuss the proposal with us.

[REDACTED] ([REDACTED]) ([REDACTED]): Plymouth's

excellent college of art is looking at trying to develop and create a free school aimed specifically at bolstering the arts economy and on improving participation in the arts. Would my hon. Friend be willing to meet me and fellow representatives from the college of art to discuss how it can ensure that aspiration becomes reality?

██████████: Any meeting with my hon. Friend always adds to my grasp of these matters; of course I will happily meet him. It is clear from his question that he shares our view that having a richer mix of school types will allow the development of precisely the kind of expertise he describes.

(Please see Annex Section E 1.3 for copies of letters)

Stakeholder Meetings

Led by the Principal of Plymouth College of Art a wide range of stakeholder meetings were arranged. In particular this focused on the Local Authority, for both education, urban planning, placemaking and economic regeneration. Full support has been given as noted in Annex D7.6 Letters of support.

Press Conference

A press conference was held on Tuesday 24th January to announce the College's intention to make an application to create a free school. Both local and regional newspapers, radio and television contacts attended and we have been featured in a number of articles and interviews since:

- "Art college planning to open its own free school" Plymouth Herald, 19 January (online)
- "Details of College's proposal" Plymouth Herald, 19 Jan
- "Art College launches plans for free school" Western Morning News, 20 Jan (online)
- "Opinion: Free school for arts in the West is an inspired idea" WMN, 21 Jan (online)
- Plymouth aims to be 2017 city of culture, Plymouth Herald, 25 Jan
- "Plymouth eyes UK City of Culture bid" BBC Devon, 25 Jan (BBC website)
- "Plans for new arts education model unveiled" Plymouth Herald, 25 Jan
- "New arts school will avoid 'tick box' learning" 28 Jan (579.15)
- "Plan is not a critique of other city schools" 3 Feb

BBC Spotlight, 24 January – ██████████ was interviewed about the College's proposal for a free school; the interview was part of a wider feature about the Marine Academy's free school.

ITV Westcountry, 25 January – They are planning a feature on the goal for Plymouth to become the culture capital in 2017. This includes an interview with the College Principal to explore his thoughts on why Plymouth should

be granted this status and interviews with the public in the city centre.

Petition

We have been gathering signatures by way of a petition from all those interested in supporting the application. The petition has been held at Plymouth College of Art reception and we also had a stand in the local shopping centre on Saturday 4th January 2012.

Other organisations who support our application have also been holding petitions within their venues including:

- TR2 (Theatre Royal)
- Plymouth Museum and Art Gallery
- National Marine Aquarium
- Post Office (via member of staff)
- Noah's Ark nursery
- Pixieland Nursery
- Loop Looks Fancy Dress
- Saltram House – National Trust
- Plymouth City Library

Social Media

We have developed Facebook and Twitter pages so that those wishing to support our vision and application can circulate the message to friends and family. We have emailed these links to key figures nationally to gather increased support. We have 88 twitter followers, with an additional reach of 21,532 via re-tweets and 190 facebook 'likes' since the facility was launched on 30th January 2012.

The Response

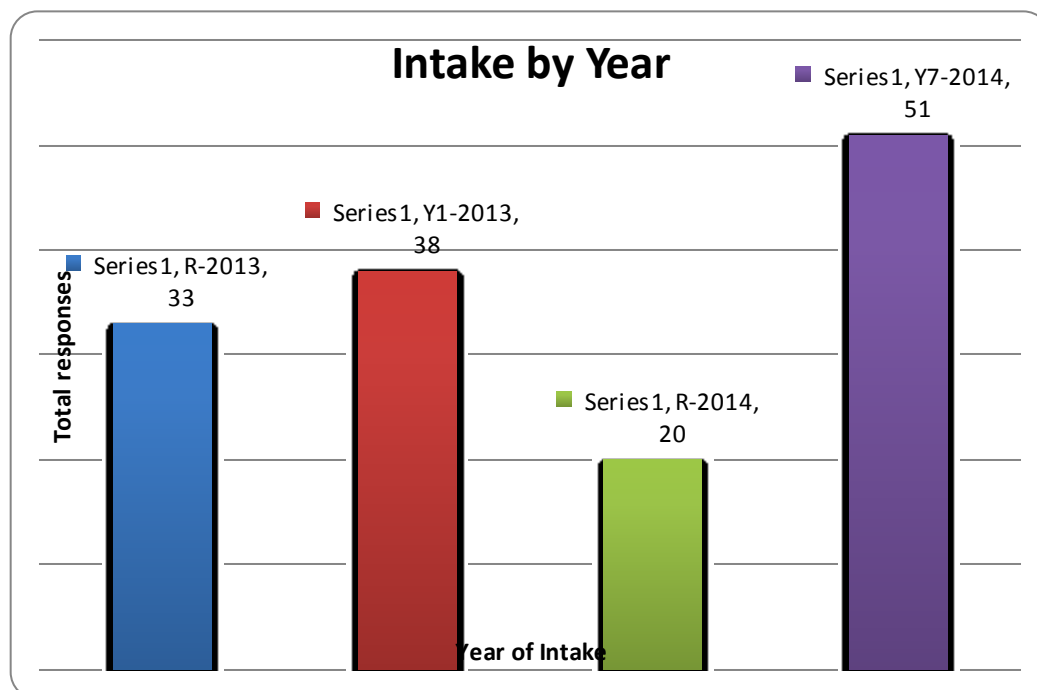
Within this consultation process a total of 399 people have confirmed their support for the application. In total 268 responses were received online, 43 via leaflets and 88 via the petitions.

The responses come from a wide geographical area showing extensive support. The map below shows locations of all respondents



The total number of those who will be attending the school in the first two years of opening can be seen in the graph below.

R-2013	Y1-2013	R-2014	Y7-2014
33	38	20	51



The tables and maps below show actual responses of those eligible to attend the school in the first two years mapped against their location.

Reception 2013



Age on Entry	Year of Entry	Postcode	First or second choice?
4	R-2013	PL4 [REDACTED]	First Choice
4	R-2013	PL2 [REDACTED]	First Choice
4	R-2013	PL1 [REDACTED]	First Choice
4	R-2013	PL2 [REDACTED]	First Choice
4	R-2013	PL4 [REDACTED]	First Choice
4	R-2013	PL2 [REDACTED]	First Choice
4	R-2013	PL1 [REDACTED]	First Choice
4	R-2013	EX6 [REDACTED]	First Choice
4	R-2013	PL4 [REDACTED]	First Choice
4	R-2013	PL2 [REDACTED]	First Choice
4	R-2013	PL5 [REDACTED]	First Choice
4	R-2013	PL7 [REDACTED]	First Choice
4	R-2013	PL1 [REDACTED]	First Choice
4	R-2013	PL4 [REDACTED]	First Choice
4	R-2013	PL5 [REDACTED]	First Choice
4	R-2013	PL4 [REDACTED]	First Choice
4	R-2013	PL3 [REDACTED]	First Choice
4	R-2013	PL1 [REDACTED]	First Choice
4	R-2013	PL1 [REDACTED]	First Choice
4	R-2013	PL15 [REDACTED]	First Choice
4	R-2013	PL4 [REDACTED]	First Choice
4	R-2013	PL1 [REDACTED]	First Choice
4	R-2013	PL2 [REDACTED]	First Choice
4	R-2013	PL1 [REDACTED]	Second Choice

4	R-2013	PL1	████████	Second Choice
4	R-2013	PL1	████████	
4	R-2013	PL7	████████	
4	R-2013	PL1	████████	
4	R-2013	PL1	████████	
4	R-2013	PL8	████████	
4	R-2013	PL5	████████	
4	R-2013	PL9	████████	
4	R-2013	PL3	████████	

Reception 2014

██████████

Age on Entry	Year of Entry	Postcode	First or second choice?
4	R-2014	PL5 ██████████	First Choice
4	R-2014	PL1 ██████████	First Choice
4	R-2014	PL18 ██████████	First Choice
4	R-2014	PL3 ██████████	First Choice
4	R-2014	PL6 ██████████	First Choice
4	R-2014	PL1 ██████████	First Choice
4	R-2014	PL1 ██████████	First Choice
4	R-2014	PL1 ██████████	First Choice
4	R-2014	PL7 ██████████	First Choice
4	R-2014	PL3 ██████████	First Choice
4	R-2014	PL1 ██████████	First Choice
4	R-2014	PL2 ██████████	First Choice
4	R-2014	PL6 ██████████	
4	R-2014	PL7 ██████████	
4	R-2014	PL3 ██████████	
4	R-2014	PL9 ██████████	
4	R-2014	PL9 ██████████	
4	R-2014	PL9 ██████████	
4	R-2014	PL9 ██████████	

4	R-2014	PL6	
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Year 1 2013

Age on Entry	Year of Entry	Postcode	First or second choice?
5	Yr1-2013	PL2	First Choice
5	Yr1-2013	PL4	First Choice
5	Yr1-2013	PL3	First Choice
5	Yr1-2013	PL3	First Choice
5	Yr1-2013	PL3	First Choice
5	Yr1-2013	PL1	First Choice
5	Yr1-2013	PL5	First Choice
5	Yr1-2013	PL20	First Choice
5	Yr1-2013	PL10	First Choice
5	Yr1-2013	PL19	First Choice
5	Yr1-2013	PL19	First Choice
5	Yr1-2013	PL4	First Choice
5	Yr1-2013	PL3	First Choice
5	Yr1-2013	PL4	First Choice
5	Yr1-2013	PL3	First Choice
5	Yr1-2013	PL4	First Choice
5	Yr1-2013	TQ7	First Choice
5	Yr1-2013	PL4	First Choice
5	Yr1-2013	PL7	First Choice

5	Yr1-2013	PL2	████████	First Choice
5	Yr1-2013	PL1	████████	Second Choice
5	Yr1-2013	PL14	████████	Second Choice
5	Yr1-2013	PL21	████████	Second Choice
5	Yr1-2013	PL3	████████	Second Choice
5	Yr1-2013	PL3	████████	second choice
5	Yr1-2013	PL4	████████	
5	Yr1-2013	PL19	████████	
5	Yr1-2013	PL5	████████	
5	Yr1-2013	PL1	████████	
5	Yr1-2013	PL8	████████	
5	Yr1-2013	PL9	████████	
5	Yr1-2013	PL9	████████	
5	Yr1-2013	PL1	████████	
5	Yr1-2013	PL9	████████	
5	Yr1-2013	PL8	████████	
5	Yr1-2013	PL4	████████	
5	Yr1-2013	PL2	████████	
5	Yr1-2013	PL4	████████	

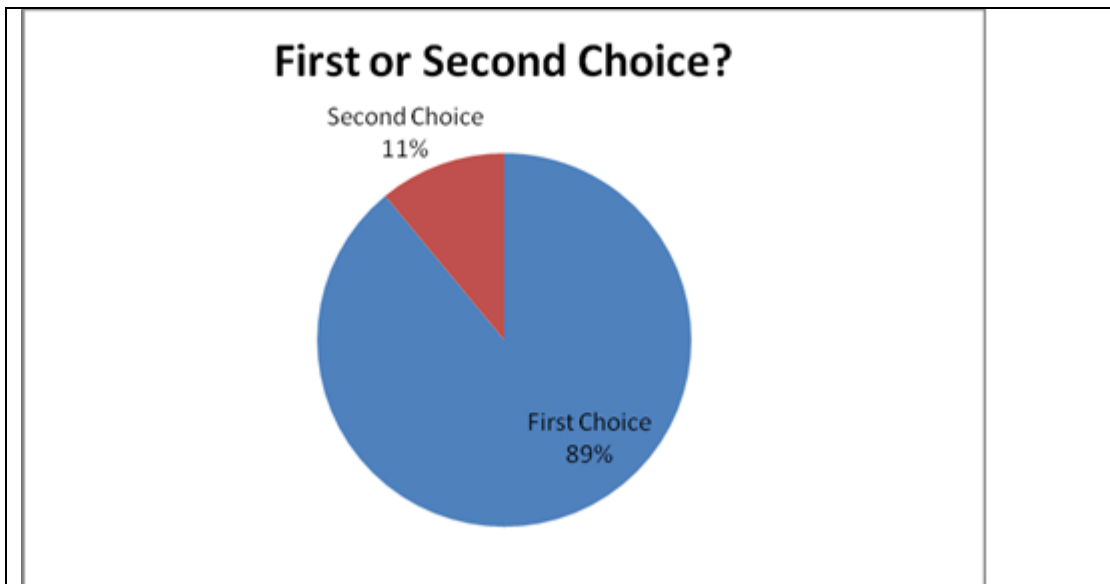
Year 7 2014

██████████

Age on Entry	Year of Entry	Postcode	First or second choice?
11	Y7-2014	PL1 ██████████	First Choice
11	Y7-2014	PL4 ██████████	First Choice
11	Y7-2014	PL4 ██████████	First Choice
11	Y7-2014	PL5 ██████████	First Choice
11	Y7-2014	PL3 ██████████	First Choice
11	Y7-2014	PL4 ██████████	First Choice
11	Y7-2014	PL5 ██████████	First Choice
11	Y7-2014	PL3 ██████████	First Choice
11	Y7-2014	PL5 ██████████	First Choice
11	Y7-2014	PL3 ██████████	First Choice
11	Y7-2014	PL3 ██████████	First Choice
11	Y7-2014	PL2 ██████████	First Choice
11	Y7-2014	PL2 ██████████	First Choice

11	Y7-2014	PL17	[REDACTED]	First Choice
11	Y7-2014	PL1	[REDACTED]	First Choice
11	Y7-2014	PL4	[REDACTED]	First Choice
11	Y7-2014	PL20	[REDACTED]	First Choice
11	Y7-2014	PL5	[REDACTED]	First Choice
11	Y7-2014	PL4	[REDACTED]	First Choice
11	Y7-2014	PL8	[REDACTED]	First Choice
11	Y7-2014	PL3	[REDACTED]	First Choice
11	Y7-2014	PL4	[REDACTED]	First Choice
11	Y7-2014	PL2	[REDACTED]	First Choice
11	Y7-2014	PL5	[REDACTED]	First Choice
11	Y7-2014	PL2	[REDACTED]	First Choice
11	Y7-2014	PL9	[REDACTED]	First Choice
11	Y7-2014	PL1	[REDACTED]	Second Choice
11	Y7-2014	PL1	[REDACTED]	Second Choice
11	Y7-2014	PL5	[REDACTED]	Second Choice
11	Y7-2014	PL4	[REDACTED]	
11	Y7-2014	PL9	[REDACTED]	
11	Y7-2014	PL20	[REDACTED]	
11	Y7-2014	PL5	[REDACTED]	
11	Y7-2014	PL12	[REDACTED]	
11	Y7-2014	PL2	[REDACTED]	
11	Y7-2014	PL6	[REDACTED]	
11	Y7-2014	PL4	[REDACTED]	
11	Y7-2014	PL5	[REDACTED]	
11	Y7-2014	PL6	[REDACTED]	
11	Y7-2014	PL3	[REDACTED]	
11	Y7-2014	PL6	[REDACTED]	
11	Y7-2014	PL6	[REDACTED]	
11	Y7-2014	PL2	[REDACTED]	
11	Y7-2014	PL3	[REDACTED]	
11	Y7-2014	PL6	[REDACTED]	
11	Y7-2014	PL9	[REDACTED]	
11	Y7-2014	PL9	[REDACTED]	
11	Y7-2014	PL7	[REDACTED]	
11	Y7-2014	PL1	[REDACTED]	
11	Y7-2014	PL19	[REDACTED]	
11	Y7-2014	PL18	[REDACTED]	

From the total responses 91 stated whether the school would be their first or second choice. The figures show that overwhelmingly, 89%, view the school as their first choice.



E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

Marketing Strategy

Following the submission of the application a marketing strategy has been developed to ensure that the momentum for support is not lost and that we can deliver the numbers necessary to make the free school viable.

Our marketing experience, triangulated with direct engagement and existing market intelligence data, ensures that we understand our community and how best to reach them. We will employ a number of methods including direct marketing, social media and awareness events to promote the vision of the school and gather support. The current demography of Plymouth provides a range of opportunities for consultation over the new model school, which will be important to ensure that all voices are heard and that we continue to meet the needs of the community.

We have developed positive and supportive relationships with print, radio and television media to ensure that articles and information are available as updates to the community on a regular basis.

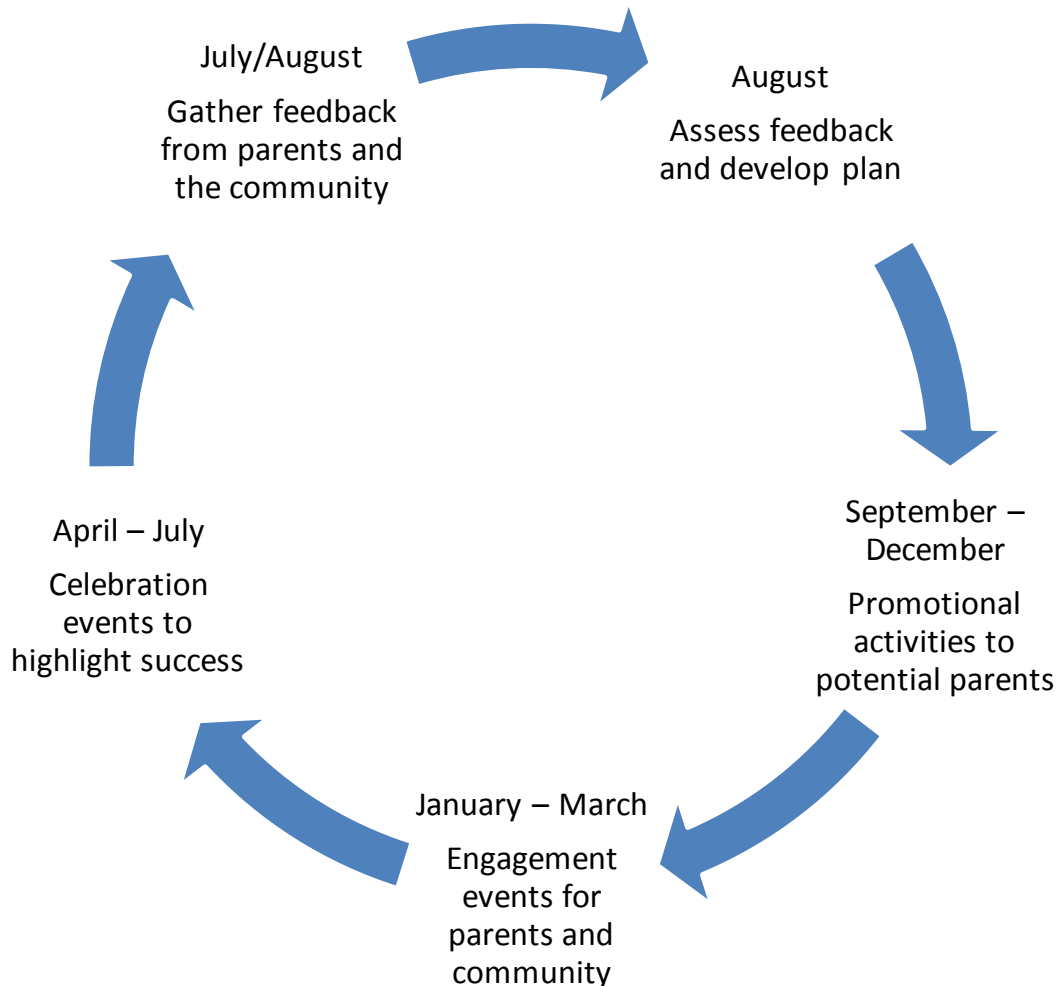
The existing outreach strategy of Plymouth College of Art delivered by our Education and Community Partnerships team will also continue to generate interest. PCA has a robust OFFA Agreement in place, focused on widening participation. This works through links to community groups, Saturday Arts Club members, and local schools.

Our efforts will also focus on gathering support at a national level. The debate regarding arts education has gained attention in a number of national fora, and we will continue to promote the wider debate, and to canvas key stakeholders for support. The College will convene a national symposium on the Future of Art Education in September 2012.

Marketing Activity	Purpose	Current Position	Planned Position (by September 2012)
Social Media	Raise awareness and gather support	Facebook 190, 90 people talking and reached 1202 please Twitter 88 followers and 119 tweets	Target of 1000 facebook followers Target of 500 twitter followers
Website	Gather support	1418 total visits (av. 236 per week)	Target of 8500 visits
Press Coverage (Local)	Raise awareness	9 articles	1 article per week
Press Coverage (National)	Raise Awareness	Database contacts include national press	Article in Times Ed, AOC coference
Radio Avdertising	Raise awareness	Two interviews held	Interviews with local radio and campaign
Events	Address questions from the community	Two public consultation events	4 additional consultations with question panels and surgeries
Petitions	Gather support	Attendance at National Trust, Drake Circus	Attendance at shopping centre and cultural venues,
Direct Mail	Gather support	17,000 mail out to catchment area, letters to parents and stakeholders	Update mailing to be circulated
Outreach Programme	Raising awareness and gathering support	Visits to nurseries and play facilities	Attendance at school/community events, master class opportunities for parents and children, local fairs and exhibitions

The consultation process has highlighted key issues that parents and other stakeholders would like to see the school addressing. Therefore, the themes of the marketing effort will focus on these issues including creativity and arts subjects within the curriculum, primary school capacity and performance, teaching-to-the-test, regeneration plans, and low aspiration in Plymouth.

A robust marketing strategy will continue to support the PSCA project up to and beyond its opening. We will develop an annual marketing programme that includes an iterative cycle of consultation, feedback, dissemination and celebration.



In order to ensure that the school serves as an optimal resource for its communities we will work with the Lettings team at Plymouth College of Art to manage a lettings programme. This programme will have a number of elements:

- School-run programmes – the School's extended day will ensure that the pupils have access to resources into the evening. This will help close

the attainment gap, improve pupil engagement, and support more flexible arrangements for working families.

- School-run events – as outlined in the marketing plan the school will run a number of events for the open community access. These will range from regular activities such as Saturday Arts Club to events such as performances, exhibitions, film screenings, cultural and religious festivals, and events within the commemorative calendar.
- Agency-run events – the school will make specialist spaces available for hire by external groups. The lettings process and contracts used by Plymouth College of Art will be applied to ensure that all groups can safely enjoy the facilities. In some instances the school may charge for facilities to corporate bodies, but will work closely with cultural partners and voluntary groups to make its space available free of charge (as PCA does currently, for example with Jeremiah's Journey, a Plymouth charity founded by ██████████, that works with children with terminally-ill parents).

Section F: Capacity and capability

F1 Access to Appropriate and Sufficient educational expertise to deliver the vision and

F3 Other Relevant Expertise to Manage the Opening and Operation of the School

The Corporation of Plymouth College of Art has approved the set up of a Corporation committee to oversee the implementation process. This committee is empowered to second any persons which it feels necessary to fill any gaps in skill, experience and availability.

The Corporation approved a budget of [REDACTED] up to 31st July 2012 to support the introduction of the school. Further investments of [REDACTED] for 2012/13 and 2013/14 will be included in Plymouth College of Art 5 Year Financial Plan for approval by the College's Corporation in July 2012.

The resources, people and skills needed from the submission of the application to opening of the school are set out in the skills and resource analysis below. The plans to address the currently identified gaps are described below.

In summary Plymouth College of Art is in a position to provide all the necessary skill, resource and expertise to set up and run the school with the exception of:

- Primary and secondary curriculum specialists which will be procured to develop the curriculum;
- The Head Designate, who will be recruited; and
- Additional governors who will also be recruited.

The tasks listed below will be undertaken after the application has been submitted in order to deliver the new school and address any gaps.

- i) Obtain further evidence of demand through further active consultation, marketing and campaigning.
These activities will be managed by [REDACTED], [REDACTED]. The Plymouth College of Art will use its funds, existing external contracts and staff resources to carry these processes.
- ii) Develop and refine the education plan and model in light of the consultations.
Plymouth College academic directors and curriculum staff will refine the offer. These College staff members have expertise in the further and higher education sector. We have therefore recognised the need to obtain specific expertise in the primary and secondary curriculum. Educational consultants will be retained by the College to fill this gap.
- iii) Development of the property options in order to support the procurement of a site after application approval in order to facilitate a September 2013 opening.

The College has appointed architects and cost consultants in order to deliver its own property strategy which is independent of the school. Advice will be obtained from these consultants to develop the premises requirements which will need to be met by the preferred or other sites (see Section H). No approaches, negotiations or contracts will be entered into in respect of the school site.

- iv) Further development of the detailed implementation plans
The application recognises that specific skills and resources are required for the different phases of establishing the school, the creation of the full school and its operation once fully established.

There will be overlaps in these phases since the primary department is planned to start one year earlier than the secondary. These phases will be managed by the Director of Strategic Projects from Plymouth College of Art and be separately resourced under the overall control of the School Head.

A detailed project plan will be developed and the resource requirements confirmed.

- v) Recruitment of a Head designate and putting in place fallback arrangements. No appointments can be made until after approval of the application.

The processes for recruiting the head teacher designate are set out in F5 below. These will be carried out using the processes and resources of Plymouth College of Art. If the Head can be appointed earlier than two terms before opening then the post will be funded by Plymouth College of Art.

Alternative arrangements will also be considered based on the scenarios that:

- the recruitment does not produce an acceptable candidate; and
- the implementation plans in iv) above identify that a set up specialist is required in the first instance.

- vi) Full definition of the federation governance model, to be introduced after approval.

The federation model will be refined using the College's solicitors. The College Corporation will approve the final model.

- vii) Establishing a Shared Services Framework

As stated above the benefits will come from the close co-operation between the school and the college. The financial projections in Section G uses shared services to reduce support costs and allow resources to be focussed on teaching.

Arrangements will be put in place to establish a clear framework for the provision of shared services by the director of strategic projects.

- viii) Recruitment of governors and other advisers required for the school.
The governance model and requirements provide for the recruitment of a number of governors with skills and experience relevant for the school.
These skills include:
- Academic;
 - Financial;
 - Legal;
 - Pastoral; and
 - Property

The processes and resources used by the College will be applied to the school in order to engage appropriately skilled governors.

Skills and Resources Analysis

The College has a Corporation Board which has established a working group of its own members, external appointees and members of the College's executive management team to deliver the school. The member's skills and experience are matched in the table below to the following skills requirements.

- School Governance	SG
- Primary or secondary curriculum	SC
- School Business Management	BM
- Education strategy	ES
- Education planning and delivery	EP
- Senior Management	SM
- Finance	F
- Marketing	M
- IT strategy and delivery	IT
- Human Resources	HR
- Estates and Facilities	EF

A summary of the skills and experience of the team is provided below.



Approaches have already been made to the following people and organisations to address the skill gap. Details of “The Coalition for education in the 21st Century” which specialises in creativity and the arts in education are shown in annex F3.

Summary of Skills and experience of Governors, Directors

“Pen pictures” of the key participants are shown below. CVs are presented in Annex F2.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

F2 Financial expertise to set up and manage the School Budget

The College has appointed [REDACTED], its current [REDACTED] as

██████████ with the remit to manage the implementation of the free school as his first priority.

The College has appointed a ██████████ ██████████ who will ultimately be responsible for the financial management of the College and the Free School.

The day to day finances of the College will be run by the College's financial controller. The Financial Controller is a qualified accountant (FCCA) with 5 years experience in post. The College's Finance Department will be strengthened in due course to ensure that it has the capacity to act as a provider of shared service for the College and School.

The Free School's finances overall will be the responsibility of the federation ██████████, who we anticipate will be ██████████ whose CV is shown above. The day to day financial management of the school will be the responsibility of the school's Business Manager. This post will be filled by a qualified accountant.

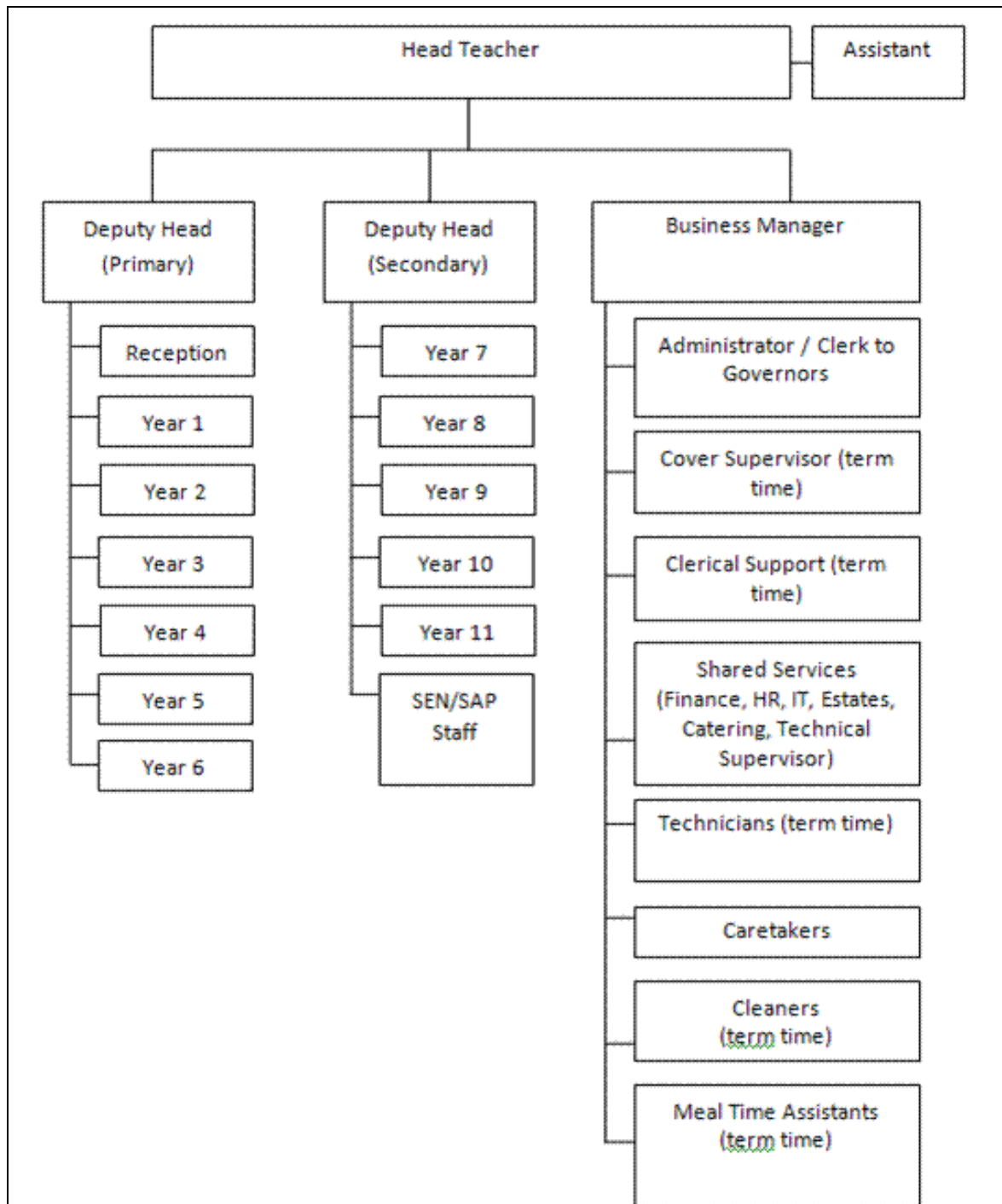
F3 Other Relevant Expertise to Manage the Opening and Operation of the School

See F1 above.

F4.1 Final Staffing Structure

This section describes the final staffing structure and links this to the delivery model for the education plan in section. This structure is used to provide the staffing costs for the financial projections in section G.

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F4.2 Phased Build up of Staff

The approach to building the staffing structure is to:

- i) tightly link the delivery staff resource to pupil numbers so as to maintain target class sizes; and
- ii) Phase as far as possible support staffing infrastructure to conform to pupil numbers.

The resource model makes extensive use of shared services with Plymouth College of Art which will be linked heavily to pupil and staff numbers. This

eliminates fixed staff costs for many support areas and transfers a reduced amount to a variable non-pay cost.

In the year leading up to opening in September 2013 the Head will be in place. The Head will ensure that the following staff are recruited ready for the first term.

- Deputy Head (Primary).
- Teachers for Reception and Year 1
- Class room assistants
- Meal time assistants
- Janitors and cleaners

The administration support staff for the first year will be shared with Plymouth College of Art from its existing administrative and finance staff. The Business Manager and other support staff will be recruited in subsequent years as workloads require and finances allow.

The deputy head (primary) will initially be 0.5 fte in teaching, thereby reducing the teacher requirement.

The preparatory work for the opening of the secondary school will take place during 2013/14 led by the Head Teacher supported by project resource from Plymouth College managed by the PCA Director of Strategic projects.

The following table shows the pupil numbers and staff resources for each year of the build up phase.

Year	Pupil Numbers			Staff Numbers (ftes)				Surplus £k
	Pri mar y	Sec- ondary	Total	Teac hers	Educ- ational Support	Admin Suppor t	Lead er- Ship	
13/14	120		120	18		4.7	2	-
14/15	180	50	230	26		5.7	4	-
15/16	240	125	365	39	1.7	6.3	4	1
16/17	300	225	525	53.4	3	7.8	4	19
17/18	360	345	705	68.3	4.2	8.7	4	15
18/19	420	465	885	83.3	5.1	10.4	4	37
19/20	420	535	955	88.4	5.9	10.4	4	5
20/21	420	580	1,000	90.5	5.9	10.4	4	18
21/22	420	600	1,020	92.4	5.9	10.4	4	17

Delivery staff comprises all teachers and classroom support
 Teaching Support comprises technical staff in studios and workshops, librarian
 Admin support are all business and clerical staff
 Leadership comprises the SMT

This build up profile has the following financial profile as shown in detail in the financial template in Section G.

Year	Total Pupil numbers	Total Income	Expenditure				Surplus after start up grant
			£k	Staff £k	Non pay £k	Shared services £k	
2013/14	120	█	█	█	█	█	█
2014/15	205	█	█	█	█	█	█
2015/16	365	█	█	█	█	█	█
2016/17	525	█	█	█	█	█	█
2017/18	705	█	█	█	█	█	█
2018/19	885	█	█	█	█	█	█
2019/20	955	█	█	█	█	█	█
2020/21	1,000	█	█	█	█	█	█
2021/22	1,020	█	█	█	█	█	█

F4.3 Structure of the Senior Management Team

The senior management team (SMT) will comprise:

- The Head Teacher;
- Deputy Head (Primary);
- Deputy Head (Secondary); and
- School Business Manager

Role and Responsibilities

The roles and responsibilities are summarised below. Prospective Job Descriptions have been included in annex F1.

Head Teacher

The role of the Head Teacher is to provide professional leadership for the school which secures its success and improvement, ensuring high quality education and employability for all its pupils and outstanding standards of learning and achievement.

The education vision and ethos of the school will require a person who is talented, skilled and experienced in school strategy, management and delivery but also has a strong and proven love of, and active vision for, creativity and the arts. The head will also have the challenge of creating a new and pioneering school and therefore should have experience of developing a new institution and not just running an existing school.

The role of the Deputy Head is to provide inspiring and purposeful leadership for the staff and pupils in their departments and to support the Head. As with the Head, the post holders will have to have proven experience and affinity to creativity in teaching. The post holder will be responsible for the creation, development and manage the delivery of their areas of the curriculum.

The role of the School Business Manager is to manage the resources of the school robustly in order that school can continue to deliver the education vision and plan. The Business Manager should be a qualified accountant with the knowledge of education processes and systems

F5 Recruitment of Head Teacher Designate

Plymouth College of Art will use its recruitment processes and resources to recruit a Head Teacher Designate with the target of being able to offer the position immediately after approval of the application. The indicative timescale is:

Finalise the job description	30th March 2012
Advertisement period	30th April 2012
Interview period	30th June 2012
Appointment and notice period	30th September 2012 if 3 months or 31st December 2012 if 6 months

If necessary the College will fund the Head Teacher Designate for the time up to the point when the Free School funding comes into effect.

The early task of the principal designate will be recruit school staff. The College will work with the Head Teacher Designate before the appointment is taken up to facilitate a speedy process. The HR resources of the College will be at the Head Teacher Designate's disposal.

F6 Respective roles of company members, governing body and

principal

A company limited by Guarantee (Plymouth School of Creative Arts) has been registered. The subscribers to the Company are:

[REDACTED] [REDACTED]
College of Art
[REDACTED] [REDACTED].

The following people will be directors of the company.

[REDACTED] [REDACTED]
College of Art
[REDACTED] [REDACTED]

The members and directors are appropriately skilled to discharge their duties and are willing to do this without payment.

Plymouth School of Creative Arts will be part of the Plymouth College of Art family and will use the full resources available to the College for the delivery of the Free School. The proposed governance structure is described below.

Rights of the members under the Articles of Association

A member has certain rights in its capacity as such and certain rights which are exercisable through the member appointed governors.

The articles will make it clear that the Plymouth School of Creative Arts will be a non profit making charitable company and that any surplus it makes cannot be distributed among its members (other than those which are charities with similar objects). Any surplus made will be retained for educational purposes of the school.

Plymouth College of Art is acting as the lead sponsor of the school the College either itself or through a subsidiary would wish to act as lead “sponsor” of the Free School and therefore has majority voting rights at both member and governing body level.

The other members of the Free School include, under the DFE standard template, one person appointed by the Secretary of State (if s/he chooses to do so), the chairman of the governing body of the school and any person co-opted by the other members.

Governors

The governing body of Plymouth School of Creative Arts is in charge of the management of the Free School and has the right to exercise all the powers which the Articles of Association bestows upon the Free School, i.e. to provide

education facilities to the students of the Free School, to invest the Free School's funds, to employ or dismiss staff, to offer scholarships, to enter into contracts on behalf of the Free School and in general to do all such lawful things as are necessary for or incidental to the achievements of the objects. The governors are required to exercise their powers and functions with a view to fulfilling a largely strategic role in the running of the academy school. The governor structure prescribed in the model DFE Articles is shown in the diagram 1.3 above. Plymouth College of Art has the right to appoint a majority of the governors.

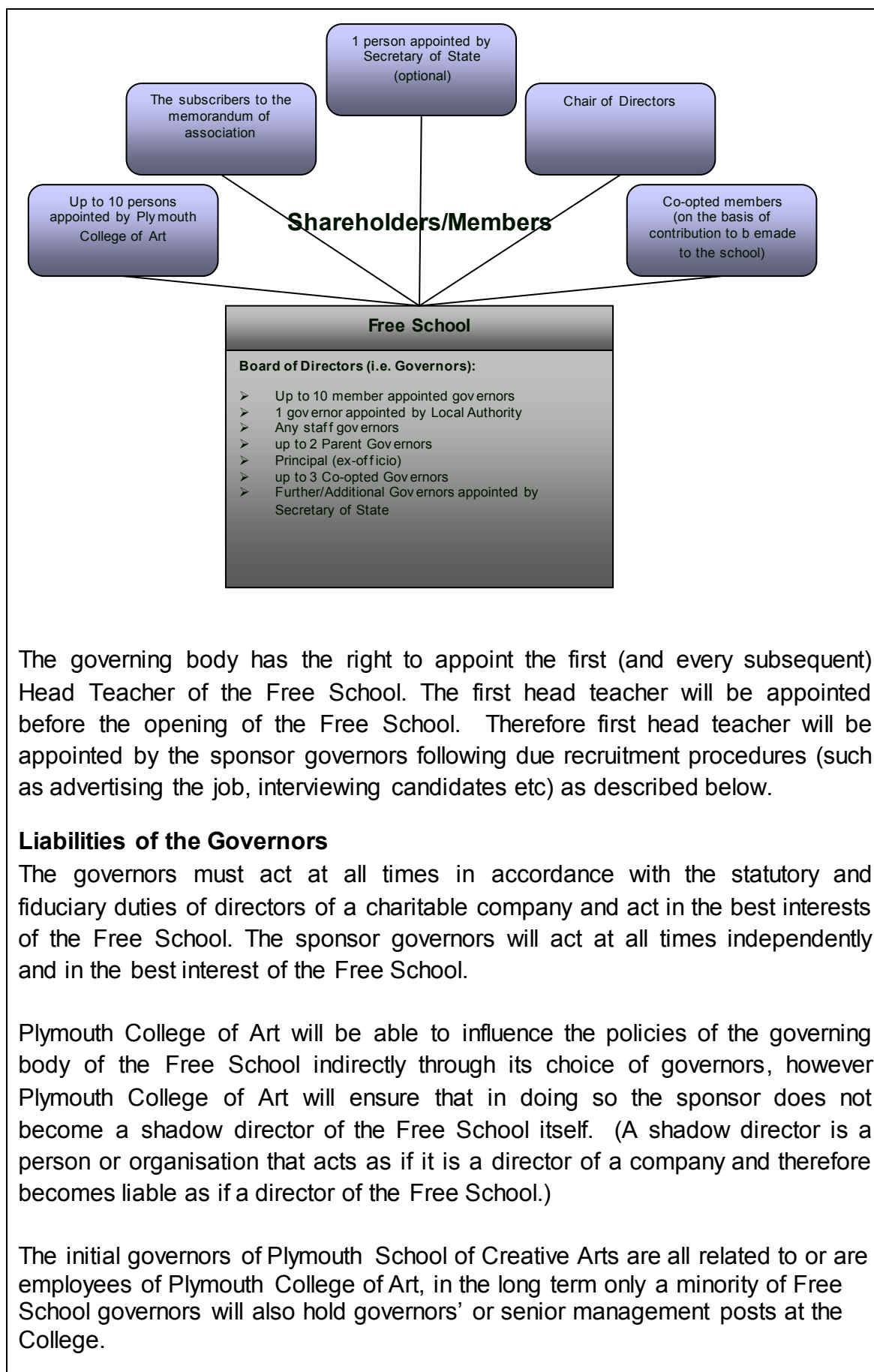
The governing body has the right to appoint the first (and every subsequent) head teacher of the Free School. The first head teacher will be appointed before the opening of the Free School. Therefore first head teacher will be appointed by the sponsor governors following due recruitment procedures (such as advertising the job, interviewing candidates etc) as described below.

Liabilities of the Governors

The governors must act at all times in accordance with the statutory and fiduciary duties of directors of a charitable company and act in the best interests of the Free School. The sponsor governors will act at all times independently and in the best interest of the Free School.

Plymouth College of Art will be able to influence the policies of the governing body of the Free School indirectly through its choice of governors, however Plymouth College of Art will ensure that in doing so the sponsor does not become a shadow director of the Free School itself. (A shadow director is a person or organisation that acts as if it is a director of a company and therefore becomes liable as if a director of the Free School.)

The initial governors of Plymouth School of Creative Arts are all related to or are employees of Plymouth College of Art, in the long term only a minority of Free School governors will also hold governors' or senior management posts at the College.



The governing body has the right to appoint the first (and every subsequent) Head Teacher of the Free School. The first head teacher will be appointed before the opening of the Free School. Therefore first head teacher will be appointed by the sponsor governors following due recruitment procedures (such as advertising the job, interviewing candidates etc) as described below.

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The initial governors of Plymouth School of Creative Arts are all related to or are employees of Plymouth College of Art, in the long term only a minority of Free School governors will also hold governors' or senior management posts at the College.

Possible Future Group Structure

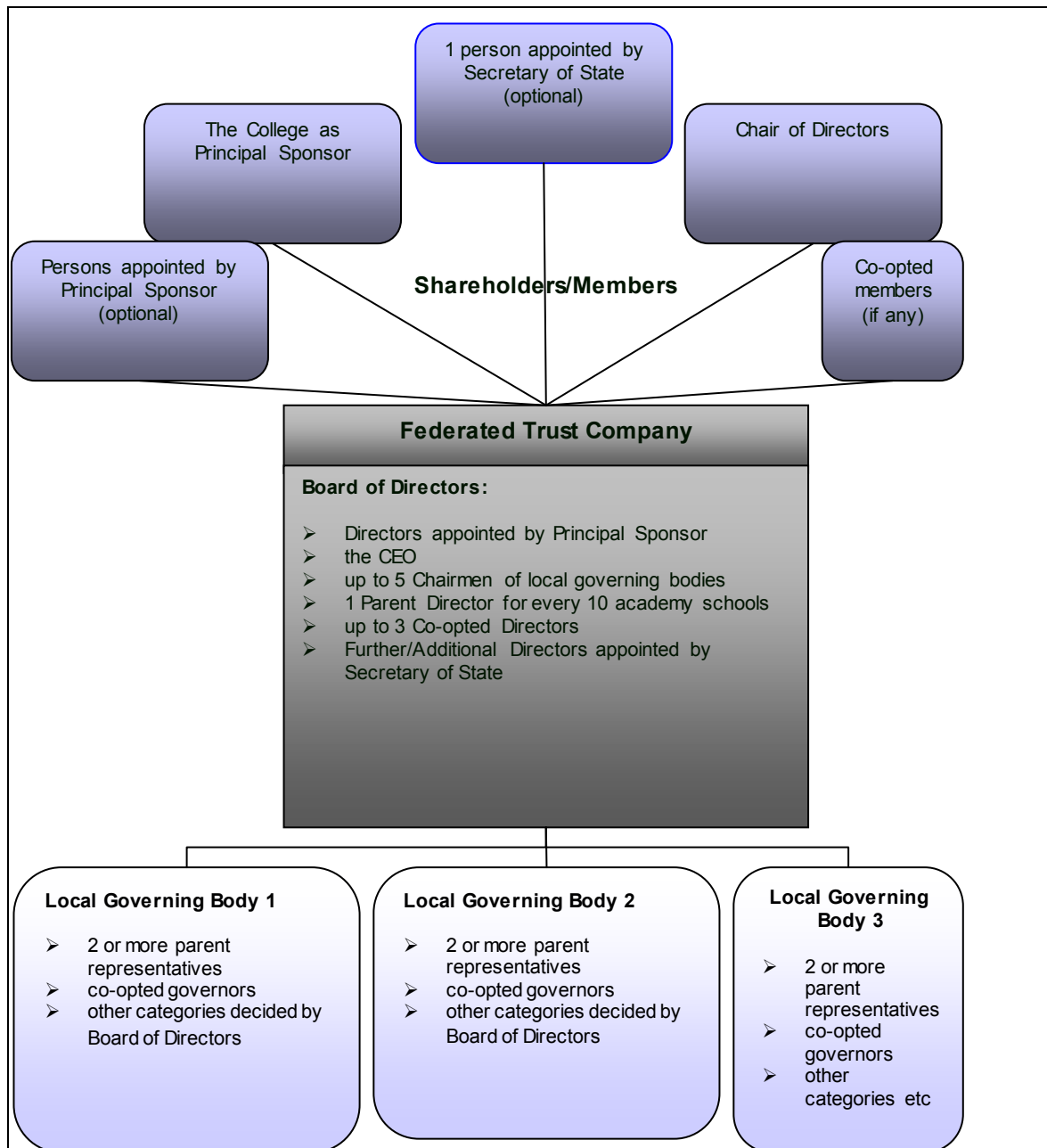
The College and school will establish a federated group structure or by converting Plymouth College of Art and Plymouth School of Creative Arts into a federated group. This federation could be established such that a federated academy trust (company) sits at the top of the group to govern and manage the operations of the group, own the land for each school and employ the employees of each school. Each member of the federation will retain its own brand, has its own budget, reports separately and be governed by a local governing body with delegated powers from the federated academy trust, whom it reports to. The federated academy trust will enter into a master funding agreement with the Secretary of State and there are supplemental funding agreements for each school within the group.

The federation will:-

- Provide a mechanism for pooling resources, staff, curriculum expertise;
- Delivering economies of scale through shared services arrangements; and
- Deliver greater value for money.

The traditional federated trust company structure shown in diagram below is common where a college wishes to sponsor a number of academies. Where Free Schools are also part of a federation, they may need to be operated through a separate federated trust company as the governance arrangements for Free Schools.

Generally, group corporate structures in the academy sector are relatively easy to establish and modify and structures should be led by projected activities (and the related risks). There is no one model which fits it all. However the possible group structure set out below will be considered as the governance option which can deliver the benefit set out above.



Section G: Initial costs and financial viability

Two financial plans have been prepared and are appended on the templates:

- G1 for the school which will be at full capacity; and
- G2 for 90% capacity.

G1 Financial Projections for Full School

This template shows the income and expenditure projections on the basis that the school is full, ie it has the number of pupils in all years as set out in the number plan. The income exceeds expenditure as required for all years.

1. Key assumptions

1.1 Grant Income

The income projection uses:

- the numbers for primary and secondary years 7 to 11 as set out in section D1;
- Free school meal percentages taken from Plymouth City Council data; and
- An assumed zero number for other income components such as proportion of service family children.

The activities associated with breakfast and after school clubs (non-core activities after 5pm) will be self funded through parental contribution. Therefore they have been excluded from both income and expenditure lines.

1.2 Other Income

The school has the potential for two significant income streams which arise from its association with Plymouth College of Art.

- i) Rental of school space surplus to its requirements during the pupil number build up process; and
- ii) Income arising from the school acting as the lead delivery agent for the College's Higher Education OFFA outreach activities.

1.2.1 Space rental

If the space were available for a fixed time period then Plymouth College of Art would be prepared to rent appropriate space from the school as an arm's length transaction. Due to the uncertainties associated with the premises proposal this income has not been included in the financial forecasts.

1.2.2 OFFA Outreach

As a provider of Higher Education, Plymouth College of Art is required to prepare an OFFA agreement which is designed to raise aspirations to go to university in under-represented groups (the OFFA agreement and budgetary framework for 2012/3 onwards is shown in annex G3). The College is committed to addressing these issues from as early an age as possible, which is fully in accord with the vision and ethos of the school. The school would therefore be asked to be the lead provider of outreach activities. The College would expect to pay a market rate for these activities which fully met the school's direct costs and contributions to overheads.

The OFFA agreement will be revised each year and it is anticipated that OFFA funding from the College could increase significantly over that shown in the agreement. Since there is uncertainty over the amount (but not the intent as stated above) the potential amount has not been included in the financial projections.

2 School organisation and staffing

a) Leadership

The structure is designed to enable strong leadership to be exercised through clear lines of responsibility. To achieve this, the school will be organised under the overall control of the Head with the Primary and Secondary components managed by Deputy Principals. The school's Business Manager will be responsible for all central curriculum, technical support, catering and administrative services.

b) Curriculum delivery model

The resource model used as the basis of the projection is derived directly from the vision and education plan. The detailed model is as shown in F4.1 "Final Staffing Structure" above which provides the details of the overall school staffing structure, the staff resources devoted to delivery and the non pay costs necessary to support the school.

c) Staff costs

All staff members are assumed to belong to the Teachers Pensions Scheme at 14.1% employer contribution rate. While it is likely that support staff members would be members of the Local Government Pension Scheme this has been ignored for projection purposes.

The NIC rates have been computed for the specific salaries of each post.

3 Non Staffing Costs

a) ICT equipment and support

The close linkage between Plymouth College of Art and the school will allow the college's IT equipment to be passed in good working order to the school at negligible cost to the school and no loss to the college and to be subsequently supported by the college. Therefore ICT acquisition costs will be minimal.

The ICT networks and associated software licenses and support will be shared and support by Plymouth College of Art's IT Department. This is reflected in the shared services costs

b) Shared Services

Central services will be shared with Plymouth College of Art and the portion of the costs borne by the school has been calculated on various bases related to usage. The shared services and bases for cost allocation are set out in table below.

Shared Service	Basis of Cost Allocation
Administrative and management support	
Finance	Accounting transaction volumes
Procurement	Number of contracts or value share of joint supply
Payroll	Number of payslips
Human Resources	
Management, administration and training	Staff numbers
ICT	
Support staff	Number of supported units
Infrastructure and networks	Number of supported units
Photocopiers	Estimated volumes
Telecommunications	Estimated volumes
Website development and support	Time devoted to free school compared to College
Estates and Facilities	
Estates management	Building areas and projected activity
Catering	Student numbers (although the contract in place is zero net cost)
Management information and data returns	Number of returns
Professional Services	
Licenses	Number of licenses or volume share of common licenses
Legal	Number of legal entities
Internal and external audit	Estimated audit effort and cost
Marketing	Estimated marketing activity devoted solely to the school

c) School Estate

The model assumes that the school estate will be operated by caretakers and cleaners, but that the overall management of the estate will be under the control of Plymouth College of Art Head of Estates and Facilities. This is reflected in the shared service arrangements.

4. Inflation and funding changes

No inflation has been included in the projections nor any increases in income related to inflation.

5. Minimising the need for start up funding

The need to minimise the cost of running the school has been built into the financial projection. This will be achieved through the phasing of build up staff filling the staffing structure during the build up period. The principles underlying the phasing are as follows.

- There will always be teaching staff for the delivery model.
- The senior management structure will undertake both teaching and management initially wherever possible and the teaching element reduced to match affordability.

Administrative staff will be minimised and maximum use made of existing administrative staff from the Plymouth College of Art during the build up phase.

G2 Financial Projections at 90% of Planned Pupil Intake

6. Risk and Risk Management

6.1 General Approach

The financial plans take into account an approach to the management of risk which identifies and assesses the likelihood and impact of key risks and sets in place risk management actions to control and mitigate them. This approach includes a residual risk which must be handled through:

- A strategic reserve sufficient to meet likely unexpected demands (A strategic reserve will be built up through small annual surpluses as shown in the plan);
- a contingency amount set aside in the annual revenue budget designated to meet unplanned expenditure demands in year and to replenish the strategic reserve over time if there have been calls on that reserve; and
- in year flexibility from existing budgets to address issues in year.

The Free School will be a member of the Plymouth College of Art family. The College has a strong track record of financial management which has resulted in a long history of robust finances. The Plymouth College of Art financial statements and Head of Internal Audit's opinion for the last 2 years are presented in annex G3 to support this.

6.2 Key Down Side Risks

The key risks identified which could affect the plan are set out below with commentary on the manner in which they will be controlled and mitigated

There is a risk that	Effect	Risk control / mitigation	Risk Rating and Comment
The planned build up of primary pupils numbers will be less than planned	This will reduce primary income and curriculum viability	Maintain close liaison with Plymouth City Council to ensure that the School fits their requirements.	Low There is a growing under-provision of primary spaces in Plymouth. The school meets that demographic need.
The planned build up of secondary pupils numbers will be less than planned due to high levels of competition from existing schools in a market which currently has excess capacity	This will reduce secondary income and curriculum viability	The PAN for 2014 has been reduced to 50 to reflect the competition, with a steady build up each subsequent year. If enrolment is lower adjustments will be made to class size and to school overheads. If the number of secondary classes had to be reduced by 1 it would be possible to substitute with an additional primary class for which there is demand. Since the school is part of the College family, Plymouth College of Art will actively support the marketing efforts required to build the secondary department.	High However the over provision is projected to be out of the system by 2019.
The implementation and growth of the school will impose a heavy strain on management	This could either reduce the quality of the provision that has been implemented	The Head will be supported by a project based resource provided by the College. The Head will be supported by the College's Director of	Medium

capacity to deliver.	or delay the growth of the school	Strategic Projects who will assemble the necessary project resource.	
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A financial projection has been prepared on the assumption that only 90% of the planned number of pupils will be on roll for all years in both primary and secondary departments as required by the application. Although the risk clearly lies in the Secondary Department the 90% is probably a reasonable approximation to the risk profile. The expenditure projections have been reduced such that the school income always exceeds expenditure. The details of the reductions made are shown in annex G2.

Assumptions

All income is reduced by 10% through reduced pupil intake on a permanent basis.

All the non pay costs, including shared service costs are broadly fixed, with small reductions possible through expenses which are directly related to pupil numbers. Significant savings have been made through small changes in class size. The group sizes have been modified to reduce the direct delivery costs. The effects of these measures which are in the second financial plan are summarised in the table below. (Figures rounded)

2022/23	Full plan £k	10% pupil number reduction £k	Reduction / Saving £k
Income			
Expenditure			
Pay costs			
Leadership			
Teaching Staff			
Education support			
Admin/Support			
Other payroll costs			
Total pay costs			
Non Pay Costs			
Non Pay Expenditure			
Shared Services			

Contingency					
Total non-pay costs					
Operating Surplus					

Section H: Premises

Research undertaken in preparation for this document has focussed on the needs of communities within the city centre, wider Plymouth area and Devon and Cornwall.

In analysing demographic trends, communities, travel, and re-generation our research has indicated that a city centre location, particularly the south west of the centre will benefit parents, pupils and the long term plans for Plymouth.

The 2003 Plymouth Vision document by Mackay demonstrates much of this thinking, and more recent urban planning is based around this plan for regeneration linking the city to the waterfront and developing areas of housing and employment.

“The quality of life and natural environment that the City offers provides the opportunity for new waves of population migration increasing substantially its urban population over the next twenty years. The pressure for space and the cost of living is such in the South East that estimates of 100,000 additional population over the next 20 years do not seem to be unreasonable.

Creating a City with a population of 300,000 – 350,000 is an aspiration of our vision.”

“The centre of the city is the magnet for bus and coach services that serve both outlying suburbs of the city and towns throughout Devon and Cornwall. This service reinforces the importance of the city as a centre for health, education, retailing and leisure.

The improvement and regeneration of the city centre has to be the magnet for this movement and growth of population will assist in the positioning of Plymouth in the wider context of the regional city within Europe.

From analysis of the market in Plymouth we consider that Millbay provides the ‘lifestyle’ opportunities that could help foster office for creative businesses...”

The search for an appropriate site which would be available within the free school start up timeframe was carried out in accordance with the free school application guidelines. The search focussed on a wide range of public buildings. However no public buildings were found. However Partnership for Schools may be able to obtain a site from the public domain. It is however important to stress the need for the estate to provide a flexible, contemporary space suitable for a variety of creative arts uses including performance spaces, and the currently available public buildings were neither city centre, or providing a large enough flexible space to support and innovative learning environment.

The search was therefore extended into the private sector where buildings are available.

At Derry's Cross, recent developments have reinforced the function of this area as a culture and leisure focus with theatre, sports facilities and planned development leading to a new Marina at Millbay (see attached map). This would support all aspects of the Vision, geographically, culturally and with a high profile project for the city.

The search for an appropriate site which would be available within the free school start up timeframe was carried out in accordance with the free school application guidelines.

1. Search Criteria

The search criterion was to identify building or buildings with approximately 10,000m² to accommodate the free school from property assets in the public sector. The property options were evaluated against the following criteria.

- i) Must be located in the central area of Plymouth in order to meet local need and to be close to Plymouth College of Art.
- ii) It must be available for entry of Reception and Year 1 for September 2013 or potentially September 2014.
- iii) The site must allow for subsequent growth to meet projected pupil numbers.
- iv) The option should preferably be on a single site, but if this were not possible then nearby primary and secondary sites would be considered.
- v) Interim sites would not be considered.
- vi) Must be value for money.

In order to meet the timescales of September 2013 or 2014 a new build was discounted. Therefore the search considered only existing buildings.

2. Search process

A search for vacant government buildings was undertaken. The College consulted with:

- Plymouth City Council for school property, council owned Offices, Residential care facilities, Training Centres & Depots and other council owned commercial properties;
- Devon and Cornwall Police to determine whether any police owned sites were available and specifically whether the police station next to Plymouth College of Art would be available;
- NHS in respect of [REDACTED]; and
- Territorial Army.

None of the above had premises which met the search criteria.

The search was then extended into the commercial sector that identified the following sites.

- [REDACTED]
- [REDACTED]
- [REDACTED]

- [REDACTED]
- [REDACTED]

Consideration was also given to development projects which had a S106 agreement for the provision of schools. This included [REDACTED] being undertaken by Muse Developments in partnership with English Cities Fund. There is significant uncertainty over the timing of this for which reason it was excluded.

3. Conclusion

3.1 No public buildings which met the search criteria were found to be available. However Partnership for Schools may be able to obtain a site from the public domain.

a. The search identified [REDACTED] as a feasible and appropriate site option which did meet the search criteria but is not a publicly owned building. This has been identified as the Premises Option. The details and rationale are described below. The option identified is available on a leasehold basis. However the financial projections in Section G of the application are based on the acquisition of the freehold of the building which is owned by a pension company.

4. Premises Option

The free school will be accommodated in the vacant site [REDACTED]. The details of the site are listed below.

i) Address

[REDACTED]
Plymouth
[REDACTED]

ii) Current use

The sections of the building which have been identified as appropriate for the school are currently unoccupied.

iii) Current Freeholder

Teeside Pension Fund
c/o Aberdeen Property Investors UK Ltd,
London

Currently leased to "The Co-operative Estates" on three co-terminous 25 year leases commencing 24th June 1997.

iv) Description and size of the building

The building is [REDACTED] arranged on lower ground, ground and two upper floors together with accommodation on the third floor which was set out as offices. The fourth floor is used for services. There is a flat roof and other opportunities for external play areas.

	M ²
Lower Floor	554
Ground Floor	1,618
Mezzanine	226
First Floor	2,779
Second Floor	3,960
Third Floor	3,425
Four Floor	<u>343</u>
Total	12,905

v) Pupil Numbers

Primary	420
Secondary	<u>600</u>
Total	1,020

vi) Suitability of the site

The College's architects Feilden Clegg Bradley has produced a set of sketch drawings which indicate how the building could be configured. The proposed site supports the delivery of the education vision and plan in the following ways.

a) Single site for the whole school

The education vision and plan implies great benefits would be achievable by placing the whole school on a single site. These benefits include the ability to economically provide the specialist workshops, studio facilities and specialist provision required by the curriculum. The layout of the building is open plan and is ideal for the free school's delivery model as described in the Education Vision and Plan. The layout also enables appropriate separation of the various age groups particularly those in the early years.

b) Size

The option is capable of housing the student numbers and the delivery model for school when full. The space requirements have been determined by taking into account:

- space efficiencies available from sharing facilities;
- the school's delivery model; and
- use of existing external facilities in Plymouth such as the Theatre Royal (as a potential partner).

The space required is therefore less than the space guidance as set out in Building Bulletins 98 and 99 for Secondary and Primary Schools respectively.

c) Location

- i) The school will sit at the centre of the area of educational demand.
- ii) It is also very close to facilities such as the Theatre Royal which will be used by the school pupils as part of their creative arts curriculum.
- iii) The building is located in the centre of Plymouth with good pedestrian access and by car and public transport.
- iv) It is sited in a central Plymouth retail area currently badly affected by shop closures. The school will act as a strong element in the regeneration of the area.

d) Implementation considerations

██████████ is currently available and elements of the building could be fitted out to accommodate the Key Stage 1 provision in the required timescale. The site has the capacity to allow the phased refurbishment to meet subsequent primary and secondary demand.

e) Links with Plymouth College of Art

i) Full school operation

The school's curriculum vision, ethos and plan are fully aligned with those of Plymouth College of Art. There will therefore be a total consistency in the curriculum, delivery model and facilities between the two organisations. The school will have workshops and studios which are appropriate to the delivery stage of the education continuum.

ii) Site development phase

Up to the point when the school is operating at full capacity there will be space available which could be used jointly with Plymouth College of Art and the school to create the close curriculum ties with the College. The school would be paid by Plymouth College of Art for facilities used by the College at the full economic rate. (The potential rental income stream has not been included in the financial projections in Section G of the application).

vii) Capital Investment

There are no external funds available to support the acquisition of the site. However Plymouth College of Art has funds available to support the acquisition process.

Annexes

See Annex Documents

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