

Free Schools in 2013

Application form

Alternative provision Free Schools

Completing your application

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

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

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand 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 an alternative provision Free School. There is a separate downloadable form for this information. This will be available from 28 November, [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 [REDACTED]

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**

templates) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education

[Redacted]
London [Redacted]

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

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

Due Diligence Team
Department for Education

[Redacted]
London [Redacted]

Data Protection

Personal data is collected on this form in order to consider an application to set up an alternative provision Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed under the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

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2	Financial Plan 100% anticipated FTE	
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4	Fax copy of audited accounts (includes NGIP)	

Application Checklist

Checklist: Sections A-H of your application	Yes	No
1. You have established a company limited by guarantee	√	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	√	<input type="checkbox"/>
Section B: Outline of the school	√	<input type="checkbox"/>
Section C: Education vision	√	<input type="checkbox"/>
Section D: Education plan	√	<input type="checkbox"/>
Section E: Evidence of demand and marketing	√	<input type="checkbox"/>
Section F: Capacity and capability	√	<input type="checkbox"/>
Section G: Initial costs and financial viability	√	<input type="checkbox"/>
Section H: Premises	√	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	√	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	√	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand	√	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	√	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, [REDACTED] London [REDACTED] between 13 and 24 February 2012	√	<input type="checkbox"/>
Checklist: Section I of your application		
10. 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, [REDACTED] London [REDACTED], between 13 and 24 February 2012	√	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: Cleeve School [REDACTED] Bishops Cleeve [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <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 or Academy <input checked="" type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<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 or Academy <input checked="" type="checkbox"/> Other
Please state how you would describe your group:	<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 or Academy <input checked="" type="checkbox"/> Other		
6.	<p>If Other, please provide more details:</p> <p>In 2006 Chipping Campden School, Cleeve School and Tewkesbury School, then Foundation secondary schools and now Academies, formed a partnership to improve the educational opportunities for their students in two particular areas. Please see Section C for further details. They successfully bid for an applied learning centre for vocational course delivery and took over the alternative provision for excluded students from the LA. They have run this provision successfully for their students, their parents and the LA and are leading the bid for a free school that will enhance and expand the current offer.</p>		
7.	<table border="1"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td>No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	No
Has your group submitted more than one Free School application in this round?	No		
8.	If Yes, please provide more details:		
9.	<table border="1"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</td> <td>Yes</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	Yes
In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	Yes		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also		

	<p>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>Education consultants [REDACTED] ([REDACTED]), part of the [REDACTED] ([REDACTED]) have provided some additional capacity in preparing the application. [REDACTED] (appointed to the DfE PMES Framework for Academies and Free Schools in August 2011) fully understand that further support post approval would be tendered through the Framework in competition with other Framework Partners and in accordance with public procurement requirements.</p>	
Details of company limited by guarantee		
11.	Company name: CCT Learning Limited	
12.	Company address: Cleeve School [REDACTED] Bishops Cleeve [REDACTED]	
13.	Company registration number: 07962209	
14.	Does the company run any existing schools, including any Free Schools?	No
15.	If Yes, please provide details:	
Company members		
<p>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members:4	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	

	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name:
	6. Name:

Company directors

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

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: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

19. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED] (To be confirmed after approval). [REDACTED]

Related organisations

20. 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 commercial or non-commercial organisations.

No

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

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

22.	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):	
Existing Providers		
23.	Is your organisation an existing provider wishing to become a Free School?	No
24.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>	No
25.	Is your organisation an existing provider wishing to establish a separate alternative provision Free School?	No
26.	Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?	No
27.	If Yes to any of the above questions, please provide your six digit unique reference number here:	
28.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	
29.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please</p>	

	also provide details of your most recent inspection (including a link where applicable):
30.	If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:
31.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:

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

√

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

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

Signed:

Position:

██████████

Print name:

██████████

Date:

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:	CCT Learning									
2.	Proposed academic year of opening:	September 2013									
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other If Other, please specify: The majority of places will be for pupils aged 11 – 16 with up to two places for pupils aged 17 - 19									
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input checked="" type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input checked="" type="checkbox"/> Teenage mothers <input type="checkbox"/> Other (please specify below) If Other, please specify:									
5.	Proposed number of pupils when at full capacity:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Full time (FT):</td> <td style="width: 30%;">11 – 16</td> <td style="width: 40%; text-align: right;">40 FTE</td> </tr> <tr> <td></td> <td>16 – 19</td> <td style="text-align: right;">2 FTE</td> </tr> <tr> <td></td> <td style="text-align: center;">Total</td> <td style="text-align: right;">42 FTE</td> </tr> </table> <p>Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.</p>	Full time (FT):	11 – 16	40 FTE		16 – 19	2 FTE		Total	42 FTE
Full time (FT):	11 – 16	40 FTE									
	16 – 19	2 FTE									
	Total	42 FTE									
6.	Date proposed school will reach expected capacity in all year groups:	September 2014									
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed									

8.	<p>Do you intend that your proposed school has a faith ethos?</p> <p>No</p> <p><i>Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about religious character/designation/ethos.</i></p>	
9.	<p>If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):</p>	<p>Not applicable</p>
10.	<p>Postcode of the preferred site of the proposed school:</p>	<p>No preferred site has been identified although the preferred location is central Cheltenham for reasons of public transport links. See Section H for further details.</p>
11.	<p>Local authority area in which the proposed school would be situated:</p>	<p>Gloucestershire</p>
12.	<p>If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:</p>	<p>Worcestershire and Warwickshire</p>
13.	<p>This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

C1: Provide a clearly focussed, coherent vision that underpins the application with a compelling rationale for establishing the school.

Rationale

We have a proven record of success. The DfE Effective Practice Team used our experience as a Case Study in the March 2011 publication *School responsibility for alternative provision following permanent exclusion. Case studies of the work of 5 Local Authorities*. An extract from this case DfE publication is included later in this section.

Almost all of our students (133 out of 134) return to mainstream studies and often to their host school. In 2011 one student gained 10 GCSE A*-C grades and is now making progress with post 16 courses.

Gloucestershire still has a very high level of exclusions. In 2007/8 in response to a Parliamentary question, ██████████ reported that there had been 2,010 fixed term and 110 permanent exclusions from secondary schools in Gloucestershire. There has been no significant decrease in the numbers of permanent and fixed term exclusions in the last few years. The recent conversion of almost all secondary schools in Gloucestershire to Academy status suggests that the demand for high quality alternative provision is likely to grow.

The economic outlook in Gloucester is also challenging. In September the number of 16 – 18 year olds classified as not in education, employment or training (NEETs), rose to 599, an increase of 14% on the previous year. ██████████, Connexions Gloucestershire ██████████, said:

"We have seen increases in the number of young people aged 16-18 Not in Education, Employment or Training (NEET) in recent months. The economic climate is particularly challenging and has been for some time now. Some young people have lost jobs, including apprenticeships and other good jobs with training and are having to consider alternatives that may not offer the same level of longer term opportunity."

This trend is reinforced in regional statistics. The number of 16 – 24 year olds not in employment or training (NEETs) has risen in the South West Region from 42,000 (9.2%) in 2000 to 74,000 (12.9%) in 2011 (Quarter 2).

There are numerous studies that confirm a strong correlation between failure to achieve at school with other negative characteristics including anti-social behaviour, low quality housing, health issues, crime and very high cost to public finances.

CCT Learning as an alternative provision free school with more capacity can make a significant difference both to the numbers of students that can benefit from high quality provision and in driving up standards across the wider area.

The number of teenage mothers is also rising in Gloucestershire. CCT Learning will offer the opportunity to provide personal and peer support for teenage mothers as well as high quality education. We recognise that this will need to be very flexible to fit in with the increased pressures and on teenage mothers and the often unpredictable time they can commit to activities beyond their immediate task of looking after their child.

Effective anti-bullying strategies operate at the three main schools resulting in a relatively low incidence and usually at a level which does not require time at CCT Learning. Overall in Gloucestershire, bullying remains a concern and CCT Learning will offer places for young people affected by bullying with strategies intended to boost self esteem and personal confidence. There will also be provision for young people with bullying behaviour. Again appropriate strategies will be deployed to address the reasons for this behaviour and develop positive actions.

Overall, this provision is needed in this area of Gloucestershire as the numbers and range of pupils that have required this type of support is clearly evident in the four years of operation and for many years before this successful provision was established.

The following section is an Extract from a DfE document *School responsibility for alternative provision following permanent exclusion. Case studies of the work of 5 Local Authorities. DfE Effective Practice Team. March 2011.*

Context

A few years ago Gloucestershire as a Local Authority had some of the highest exclusion figures in the country. In 2006 all of the secondary schools (over 50 schools at the time) in the LA were invited to set up “behaviour partnerships” but only three headteachers came forward with a firm expression of interest. These three schools have formed the North Gloucestershire Partnership, which is both a behaviour and curriculum partnership. The three schools Tewkesbury School, Cleeve School and Chipping Camden School, all 11 – 18 have between them a population of over 4,000 students. They are located in a rural area where the greatest distance between two of the schools is 22 miles. One school is located on the edge of the County and has a catchment area that crosses the border into two neighbouring LAs (Worcestershire and Warwickshire).

Approach Adopted

To set up the partnership the LA produced a funding formula which took into account factors such as number on roll, SEN and FSM. The funding was then devolved directly to the three schools in exchange for a zero exclusions policy (last year each school received £400k). The schools employed a Partnership Manager to run their own alternative provision centre, Burton House, located in Cheltenham. The centre has capacity for 28 students. The centre inherited

staff who were already employed by the LA and working in a PRU which presented some problems in relation to staff recruitment and employment terms and conditions. Key to the success of the model has been the fact that the centre manager was independent of all of the schools and was appointed as a member of staff at one of the schools (Cleeve) at senior leadership team level. The three schools, fully supported by their governing bodies, have worked together with the centre manager to establish protocols for the referral of pupils. Each school retains responsibility for their own pupils and their ultimate goal is that the pupils who go to Burton House will be integrated back in school as soon as possible.

Each school has developed its own approaches to early intervention and each school has its own internal student support centre. Whilst these are unique to each school they are comparable and they have not presented any issues for the agreed protocols for pupil referral. There is complete trust between the headteachers and commitment to their common goal.

The centre manager is in daily contact with all three schools and each school is given a weekly report on pupil attendance, behaviour and achievement. Senior leaders from the three schools meet monthly with the centre manager to discuss the needs of individual students. At the centre each student has a personalised plan which has been set up in consultation with teachers from the home school. Sometimes it is possible for attend one of the schools for part of the week to participate in specialist courses. All the students have a mentor and receive academic coaching and advice. There are strong links with external agencies who actively support students and their families when they move to Burton House. There are managed moves between the three schools when it is agreed that students will benefit from being in a different environment.

Links with the LA are maintained through meetings once a term but as the model has proved so successful involvement with the LA has been very "light touch".

Major successes

Since the centre opened there has only been one permanent exclusion from the schools. Over 130 students have been referred to the centre in the last 4 years. These are students who would have been permanently excluded, are on fixed term exclusions, have medical or mental health issues, are school refusers, poor attenders or who require a "short, sharp shock". Students who have attended the centre have continued their education up to GCSE in all core subjects and most of their options. In 2010 one student gained 14 GCSE grades A*-C and is now attending sixth form.

Professional development opportunities for staff have been enhanced through the strengthening of links between the schools and the centre. For example, teaching assistants have worked across the different schools and some staff have benefitted from the opportunity to teach a small group of disaffected students for a short period of time. Staff at the centre can draw on the expertise of subject specialists in the schools. Some staff have worked

together on moderation activities and this has helped to strengthen assessment practice.

The partnership offers flexible timetables to students as a wide range of courses and packages are offered across the three schools. The centre provides a wide range of applied courses and it also has its own allotment and runs a “forest School”.

Use of the schools’ Virtual Learning Environments (VLEs) has been developed so that staff and students can access and share information and resources. Parents see the continued links with school and this helps to strengthen communication and their own engagement in their child’s learning.

Obstacles to progress

The rural locality of the schools has posed a significant challenge as transport costs are high and some students have to spend several hours travelling each day to get to and from the centre. This has been compounded by issues arising from funding students who live in a different LA (the cross boundary issue).

The accommodation at Burton House is cramped and is not particularly fit for purpose. For example, there is no outdoor area for the students. Best use has been made of the resources available but the premises are far from ideal and the partnership would like to relocate as soon as the current lease expires. A larger site might also facilitate more onsite support services as access to these can be limited in a rural locality.

Lines of responsibility have been complicated by having a different employer for the staff at the centre when the centre manager is employed by the partnership. This has also made it more difficult to recruit staff when vacancies arise. The partnership is looking at ways of working with the LA on this to address some of the issues arising from staff recruitment and competency.

Next Steps

Plans for the future relate to gaining greater independence so that the partnership has more control of budget and staffing which will help to tackle staff recruitment and pupil transport issues. A purpose built learning environment would widen the curriculum offer and lead to expansion so that places could be offered to other schools. There are also plans to develop the use of the technology and to provide more professional development opportunities for staff.

DFE Effective Practice Team March 2011

----- end of extract -----

Education Vision

We believe every student can succeed when they are motivated, inspired and empowered. We will give students the opportunity to succeed through alternative pathways designed to meet their particular needs for the here and now and for their future lives as productive adults and responsible citizens.

CCT Learning aims to help develop every young person attending into responsible, understanding, discerning young adults with a clear sense of their own worth and potential. We will structure their total experience with us to nurture the social development essential for each individual to engage effectively in learning and achieve their full potential. We will remove the barriers to learning through effective base line assessments and personalised provision engaging a multi-agency approach where appropriate. We will focus on developing their sense of self worth and the skills to establish effective relationships with peers, staff and others.

CCT Learning will offer a broad and balanced curriculum (see Section D) based on inspirational teaching within a safe and structured environment. Students will learn by doing wherever possible with an emphasis on returning to the academic and or vocational studies in their home school. We intend that all young people will leave CCT Learning with the skills and motivation to become fully independent, contributing members to their home school and their wider community.

We do not give up on our students and our model works (see DfE Case Study above). We propose to develop our vision further through the establishment of an Alternative Provision Free School catering for students aged 11 – 16. The current site of Burton House in Cheltenham, is small which limits the range of facilities available and the number of students able to benefit. Cheltenham had good public transport links and we would prefer a larger site within the Cheltenham area.

We understand that there may be many reasons why students are referred and understand that it is essential to enable young people to engage and achieve through learning, whilst undertaking a process of personal change in a safe, structured and successful learning environment. The form of that learning environment and the processes required to meet each individual student needs will vary but our approach to high quality teaching, learning and personal development is consistent – start from where the student is and plan for there they need to be.

Our vision has, for the last five years, been the driving force behind an enterprise that has sought to:

- Achieve a range of good qualifications and enable students to continue to the next phase of learning
- Return to mainstream and be successful
- Give students security and safety in a nurturing environment where they can enjoy learning and have support for social and emotional change.

- Improve attendance to match individual school attendance targets
- Offer a personalised learning programme
- Offer a range of placement types
- Celebrate our students successes with staff and family
- Create alternative curriculum to reengage learners
- Prepare students for meeting their responsibilities as young adults now and for everyday adult life

The distinctive vision and ethos of this partnership has given students who would have been excluded permanently from the three schools, an opportunity to achieve academic success and personal change. Our future education plan builds on this and will offer:

- 21st Century learning opportunities in purpose built accommodation
- Increased personalisation
- Extending our unique offer to other secondary schools and primary schools
- Develop an outreach service to support students returning to mainstream
- Become a centre of excellence for behaviour management and nurturing

Our **Ethos** will be built on key foundations. These are

High expectations

Young people attending CCT Learning are likely to have low expectations of their selves, reinforced by negative experiences at school or in their personal lives. We will inspire and raise these expectations, and channel this into high achievement

Respect

We will develop encourage and earn mutual respect by modelling positive behaviours and providing strategies for managing conflict and other triggers. Good behaviour and high achievement starts with mutual respect. Students will be treated like young adults and will be expected to behave appropriately, focussed on learning and practising the behaviours required for employment and as responsible adults. Mutual respect will lead to trust and drive improvements in behaviour and achievement

Personalised Learning

Young people are unique. Experience shows that disaffection and challenging behaviour can arise when teaching is less than inspirational and fails to engage for whatever reason. Learning has to be considered against the level of challenge offered and the preferred styles of the learner. Every student will have a personalised learning programme and they will be fully involved in shaping that programme to maximise motivation, ownership and chances of success. Young people at CCT will have a range of issues to deal with. We will use inspirational teaching is inspirational and enjoyable activities as a way of managing those issues.

Something New

“If you do what you always do you will get what you always got.” Young people attending CCT Learning have not coped well with “normal schooling” and more of the same is unlikely to help. We will plan their learning and care from a small scale, more personalised. Students will be supported to succeed possibly in very small steps to start with and also to recognise that failure can also be a helpful source of learning particularly with regard to learning how to respond, to recover situations, and analyse why things happened the way they did and what to do differently next time. We believe in learning by doing, and supporting the students in developing skills in how to learn for themselves. Projects need to be real with skills and behaviours set in context to show why they are important.

Simple and clear accountability

CCT Learning will be a small organisation where all the staff and students can get to know each other quickly and start to build positive relationships through both formal activities such as lessons and informal activities such as breaks, mealtimes, educational visits and social events. CCT Learning will promote the feeling of a positive family environment, supported with high parental (or other) and community involvement.

Preparation for Independent Living

Some of the students likely to attend CCT learning will already be learning to live independently and possibly in appropriate ways. We will focus many of our activities on preparation for life by making learning and care relevant. It is also important to ensure that students understand why activities may be planned in a certain way to maximise the chances of reinforcing and adopting positive behaviours and strategies. Our school will be preparation for life. Financial education, work skills and work experience will be core aspects of teaching. Progression to further learning and into employment will be a key principle of the school.

Personal Development

CCT Learning will help young people get back on track or engage for possibly the first time. We will drive educational improvement as the key to later quality of life and try to foster a love of learning. As a cornerstone we will develop young people’s life skills and better understanding of the world in which they live. Challenging a young person’s misconceptions of their immediate society is as important as basic skills achievement.

Further details of how the vision, ethos and distinctive features are set out in the remaining Sections of this application and particularly Section D.

Aspirations for pupil and whole school achievement

The outcomes identified below are ambitious and appropriate. There is substantial evidence published by the government, research bodies and other interested bodies that demonstrate strong links between “failure” at school and the long term impact of personal lives and the financial cost to LAs, government and others of unemployment, anti-social behaviour, crime and

other negative aspects that are visible in almost any part of the country.

For example, in 2011 58.4% of pupils in England achieved 5+ A*-C grades at GCSE including English and mathematics. A substantial majority of the 41.6% comprise young people that have not attended school for whatever reason, have become disaffected and not engaged with learning, are in public care (Looked After Children) or have developed inappropriate behaviours including crime. CCT Learning will build on the success of the very successful Education Improvement Partnership at Burton House to ensure that as many students as possible are supported through their particular challenges and enabled to continue learning from high quality education either at CCT Learning, on return to their host schools or in other appropriate environments e.g. Launchpad (See Section D).

For some students goals for achievement will be lower but still ambitious in terms of their starting points. We are committed to every student gaining at least one qualification to boost self respect and as a platform for the next stage. For these students BTEC Level 1 qualifications in Numeracy or career specific qualifications such as Food Hygiene Certificate would be significant progress for self esteem, employability or preparation for further study. We will set goals for each student on the basis of assessment of where they are starting from and monitoring progress regularly.

Our aspirations for whole school achievement are

- Every student will succeed - supported to complete their education either at CCT Learning, prepared for return to mainstream education or more appropriate provision e.g. work based learning
- CCT Learning will be financially sustainable and provide high quality education and care for its students within the annual budget constraints
- The provision will be assessed by Ofsted as outstanding
- Overall attendance will exceed 90%
- Schools in the partnership will not permanently exclude (currently Tewkesbury School, Cleeve School and Chipping Camden School but may increase over time)

Our aspirations for individual students are :

- All students will attend regularly, on time and behave in appropriate ways for the activities, See Section D for strategies to support behaviour and attendance. All students will either leave CCT Learning with English and Maths qualifications at the levels predicted by the sending mainstream school or on schedule to achieve them at their host school
- % of students achieving 5+ A*-C grades at GCSE including English and mathematics will be above the average for Gloucestershire and England compared to pupils with similar characteristics.

- More able students will achieve an English Baccalaureate or equivalent.
- All students will have a clear plan for the next phase of learning and advice and guidance to enable achievement of personal goals. . See Section D
- All students will have a vocational offer in KS3 at BTEC Level 1 and KS4 BTEC Level 2. The nature of provision is will be negotiated but is likely to reflect the local economy e.g. land and food based sectors, equestrian / livestock management, engineering and manufacturing. All courses will be nationally recognised. . See Section D
- All students will continue option choices if they join CCT Learning in Year 10 or 11
- All students will have a programme of learning to enhance their safety and help them to be good citizens. See Section D
- All students will have a regular review with their parents (at least termly) . See Section D
- All students will be reviewed monthly by senior pastoral staff from the sending schools. . See Section D

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
KS 1								
KS 2								
KS 3	7	20	20	20	20	20	20	20
KS 4	20	20	20	20	20	20	20	20
16-19: commissioner referred								
16-19: pupil application			2	2	2	2	2	2
Totals	27	40	42	42	42	42	42	42

Experience over 5 years of operation confirms that the distribution of pupils between KS3 and KS4 is not consistent and can vary both from year to year and within years. For clarity the total number of 40 places aged 11 – 16 is given as 20 in KS3 and 20 in KS4. In practice there may be a slightly higher number in KS3 and a slightly lower number in KS4. In some years the balance may be different.

We need to maintain some flexibility within Key Stage numbers at the centre to accommodate students at whatever stage they need to be with us. In some years we have had more Year 9 students than Year 10 and they have stayed with us in to Key Stage 4.

Section D: Education plan – part 2

Please refer to page 16 of the 'How to Apply' guidance for what else should be included in this section.

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

CCT Learning sees the curriculum as the essential delivery mechanism for our vision and ethos supported by inspirational teaching and at the heart of a learning organisation with core values. We recognise that there are different pathways for students depending on when they start, what their starting points are and the aspirations for the future. For most of our students the emphasis will be on enabling them to follow a similar academic or technical / vocational curriculum pathway that can be completed at CCT, or by reengagement with their host schools, with other providers such as Launchpad (Cheltenham College) or a combination of approaches.

For some students a Foundation Curriculum based on BTEC Level 1 accreditation, functional mathematics and career specific options such as Basic Food Hygiene Certificate will be appropriate.

For many students the curriculum will not be seen as a fixed constraint which for example, would be wholly inappropriate for the unpredictable demands on teenage mothers. The curriculum should be seen as a broad framework where students can progress in ways personalised to their own needs. They will start at different points, progress at different rates and leave at different times with a range of outcomes from their time with CCT Learning.

Over the last 5 years we have established a successful model that is based on effective practice and currently meets the educational needs of our students. It works. As a learning organisation we are committed to driving continuous improvement and we propose to expand our curriculum offer to meet the needs of a wider range for students particularly those from schools further afield or joining from Educated Other Than at School (Home Educated) backgrounds. Innovations will include further development of E-learning to open more opportunities for more students to access and take more control over their own learning, progress and achievement.

We will continue to develop the proposed curriculum in the pre-opening stage, as the sum of all the educational experiences and as the bedrock for achieving our vision and ethos.

The CCT Learning curriculum for the **large majority** of students will be broad and balanced with a clear focus on the core subjects of English, mathematics and science and access to a range of other academic and vocational options. This will be differentiated according to student abilities and be focussed on Foundation Level (BTEC Level 1) or more challenging BTEC Level 2 or GCSE

or equivalent. The curriculum will enable students to return to their home schools at appropriate points to continue their studies with higher levels of motivation and the skills required to make further progress. For some students the curriculum will be less broad and will focus heavily on functional English, mathematics and ICT matched to the age, ability and overall needs of individual students. This will be at Entry Level 1- 3, Level 1 and Level 2.

For all students the curriculum will promote the spiritual, moral, cultural, mental and physical development of students through a programme of activities focussed on personal and social development. The most significant challenge in making progress with students likely to attend CCT Learning is addressing the personal issues that can present strong barriers to learning. The entire curriculum will be delivered in ways intended to prepare students to grasp the opportunities and meet their responsibilities now, and as preparation for further/higher education, employment and for everyday life as adults

The curriculum plan we have developed has been very successful and students have thrived and achieved. Below is a table of what we currently offer with additions (shown as highlighted) that we intend to offer as a Free School.

Curriculum: Subjects for Examination Year 9 – Year 11				
Subject	GCSE	BTEC	Other	Venue
English	Y			CCT
Maths	Y			CCT
Science	Y			CCT
Biology	Y			CCT
Art	Y			CCT
ICT			Y	CCT
Business and Enterprise		Y		CCT
Cooking Skills		Y		CCT
Engineering			Y	Launchpad*
Young Chefs		Y		Launchpad
Construction L1		Y		Launchpad
Construction L2		Y		Launchpad
Environmental Land based ScienceL2			Y	Launchpad
Hair and Beauty L1		Y		Launchpad
Hair and Beauty L2		Y		Launchpad
Health and Social CareL2		Y		Launchpad
Media and FilmL2	Y			Launchpad
Public Services		Y		Launchpad

L2				
Adult Literacy & Numeracy			Y	CCT
ASDAN CoPE			Y	CCT
Project L1 and L2			Y	CCT
Chinese	Y			CCT
Learning Java			Y	CCT
PE		Y		CCT

*Launchpad is the name of our applied learning centre that we built in 2009, with support from the LSC, to broaden the curriculum offer for the three schools. Currently there are 206 14-16 year olds studying there on one day a week.

In addition the centre will have a tailored programme of PSICHE that will focus on promoting a more healthy lifestyle, minimising risky behaviour and preparation for a working life. We will continue to use our programme of guest speakers from the police, school nurses and drug and alcohol teams. We will also continue to teach emergency First Aid to all our students.

All students do sport and leisure activities. All year groups will be able to go the leisure centre once a week and take part in some of the activities that we do now such as Yoga , mountain biking, climbing, canoeing, dry-slope skiing, walking and swimming.

We find that a clear achievement focus works extremely well with students who have emotional, social and behavioural difficulties. The opportunity to go into the 6th form of their mainstream school, college encourages them to learn and achieve. This will be extended to include support for students wishing to pursue vocational routes through FE and work based learning with employers. This would be particularly appropriate for students wanting to enter land based and food sector employment sectors.

The whole curriculum experience, in formal lessons, breaks, lunch and extracurricular activities will be based on small groups creating a more family oriented learning environment with time to develop effective relationships. The student staffing ratio required is reflected in the staffing structure set out in Section F and the Financial Plans.

A distinctive aspect of our approach to learning and the curriculum is the regular offer of educational visits to enhance and inspire learning. An educational visit is any planned off-site activity undertaken by any Students and accompanied by member(s) of the school teaching and support staff. Safely managed educational visits with a clear purpose are an important part of a broad and balanced curriculum. They are an opportunity to extend students' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment. This reinforces our vision and ethos to build a family type relationship where there are a range of contacts between staff and

students inside and outside classrooms.

Our clear and detailed Visits policy and process is in place, developed in reference to DfE guidance and best practice elsewhere. This will be updated to reflect changes in governance and ensure appropriate safeguarding and other measures are in place e.g. Risk Assessments, full Health & Safety. This will also ensure that the educational value and purpose of each visit is maximised.

Using the flexible timetable and modular qualification process we have described above, we are in an excellent position to provide full-time education, part-time education for the full year, and other part-time educational experiences for shorter stays. Every student who attends CCT Learning has a Personal Learning Plan agreed, discussed and updated with their mentor. CCT Learning will resolve current concerns about meeting the needs of part time students by helping them to plan time spent elsewhere and make more effective progress towards the achievement of their individual goals. Many students who initially arrive with us on a part-time basis are very disaffected. Our approach is successful in engaging and motivating them so that they increase and extend the time they spend with us or our partner organisations learning.

Qualifications

The qualifications listed above reflect the basic needs of students over the last 5 years. Additional qualifications such as Chinese and Understanding Java have been added to match the growing demand from students for access to these areas. The range also reflects information from employers and the skills shortages reported through the respective skills councils such as LANTRA (land based and food sectors). Gloucestershire, Worcestershire and Warwickshire are largely rural and in this area, a major part of the local economy is land and food based. An essential part of our vision and ethos is to enable student to recognise the value of these activities to their current and future lives. By engaging them in things they know are important we can enhance the chances of success in addressing their specific issues and improving their futures.

Co-ordination with other providers

Regular meetings will be held with the schools and other commissioners and the range of providers to ensure that arrangements for students whether full time or part time are planned in detail, fully resourced, monitored and evaluated. Effective supervision and monitoring can result in rapid responses to positive and negative issues arising and resulting in changes by the provider, the student or CCT Learning. Students will already have lost substantial time in their statutory education and rapid interventions are need to ensure no further opportunities are missed. Information on these arrangements including input from students will inform future planning and drive continuous improvements for individual students and future cohorts.

Where students show a demand for additional provision the existing network of providers such as the FE College and employers can respond quickly.

This process will contribute to regular reporting of performance to the Governors and an annual report that will be published directly to commissioners, providers and on the CCT Learning website.

D2: Provide a coherent and feasible school timetable and calendar

Our approach is promote student awareness of the need to acquire behaviours that are likely to help them in securing further education and training or gaining and retaining employment. This requires students learning to take responsibility for their own time keeping, attendance and behaviour and recognising that CCT Learning, like being in employment is a type of contract in which they put the work in and get the rewards. In parallel, taking responsibility means appreciating that should they not fulfil their side of the contract there will be consequences such as sanctions at CCT Learning and in employment disciplinary action, loss of pay and even loss of employment..

Many of the students come from circumstances where such discipline may be lacking. The operation of the school year, week and day should recognise that for some students taking responsibilities for their own attendance and punctuality is not easy and has to be learned – and people make mistakes that they should learn from – an important part of our vision and ethos.

CCT Learning will deliver the curriculum during a formal school year based on 40 weeks teaching based on three terms of approximately 13 weeks each. We will adopt the same term times as other secondary schools in Gloucestershire as far as possible (Academies may set different dates rather than dates previously coordinated with the LA). We will work with students and providers to explore ways in which additional time might be used. For example, some out of hours time could be used to gain additional experience, qualifications or paid employment in related areas. Students may wish to be supported through specific qualifications such as Food Hygiene Certificates required for work in food outlets. CCT Learning will make every effort to organise time around the students rather than the traditional approach of fitting students into the timetable.

All FT students will receive a minimum of 25 hours teaching per week although the length of each individual day may vary particularly if there are educational visits or work related placements involved. Placements on a dairy farm requiring milking at 6.00am and 6.00pm do not fit into a conventional school day.

Similarly some students spend over an hour each way getting to us by public transport. We need to take account of individual circumstances whilst making it clear that students are expected to undertake a minimum of 25 hours per week. Time keeping and attendance will be targets for all students with rewards and sanctions and performance will be monitored and discussed with each student, providers and parents as appropriate. A clear success measure will be for a student who initially struggles to get out of bed to go to school begins to attend more regularly.

It is not possible to describe a typical timetable as programmes will vary for different groups, individual students and some days will be blocked out for extended activities such as educational visits and work placements. The following example is intended to provide a flavour of our approach.

A Typical Day for our students

School day starts at 8.30 when students start to arrive. They can have breakfast and there is the opportunity to socialise with other students and staff and enjoy breakfast or other school meals. There are three lessons in the morning with a break at 11.00 for tea/juice/biscuits. Students remain in their lessons unless they need to have a comfort break. The tea is made by the TA on duty and students assist if they wish to be on the rota. Cooking skills (Jamie Oliver BTEC Award) goes on most mornings and the students in that lesson prepare and cook the lunch. Morning lessons are one hour long and all students have at least one of their Maths, English and Science lessons in a morning slot. Students do not have to stay for lunch but it is free and reflects the fact that we are a healthy school. Paying for meals was abandoned when we realised that parents would not give students money for lunches when they were not entitled to claim free school meals. This meant that students were going hungry and were further disadvantaged.

Afternoon lessons are three quarters of an hour long and the afternoon curriculum has more practical activities including PE, Yoga, allotment and Forest School. The day ends at 3.15 unless students are staying on for extra learning. Sometime in each week there is an assembly. Students will also have mentoring once a week. Part of the personalisation of the curriculum is the opportunity for students in KS4 to study a vocational option at the partnership Learning Centre "Launchpad". The offer consists of Catering, Hair and Beauty, Construction, Engineering, Public Services, Environmental Land Based Science and Expressive Arts. Students also take part in activities such as riding for the disabled and work experience.

Curriculum and Organisation of Learning	KS3	KS4
School day	Mon 9.30-3.15 Tuesday 10.30-3.15 Wednesday 9.30-3.15 Thursday 9.30-2.30 Friday 9.30-3.15	Mon 9.30-3.15 Tuesday 10.30-3.15 Wednesday 9.30-3.15 Thursday 9.30-2.30 Friday 9.30-3.15
Terms	Will follow the terms of the three partner schools. INSET days to match	Will follow the terms of the three partner schools. INSET days to match
Short term placements(3-4 weeks	Will have the same school days the rest of the students	Will have the same school days the rest of the students
Medium Terms (6-8 months)	Will have the same school days the rest of	Will have the same school days the rest of

	the students	the students
Long term(Up to 2 years or up to the end of statutory school age.	Will have the same school days the rest of the students	Will have the same school days the rest of the students

Curriculum Organisation

Our approach to organising the curriculum and students is based on the following aims

- To ensure that students continue their education and achieve target scores for the end of the key stage
- Provide additional support for behaviour, emotional and social issues that have resulted in exclusion
- To build self-esteem and encourage high aspirations
- Ensure return to school is smooth and planned with students teachers and parents
- To encourage independent learning
- To ensure that where students remain to the end of Year 11 that they have achieved the necessary outcomes to secure a place in either college or sixth form.

Key Stage 3

Short-term placements

Where the placement is less than a month the centre will continue the courses followed by the school so that students can return with very little missing work. Currently the centre can use the VLE at the schools and all staff have email contact with their opposite number in their respective departments. Additional to this will be intensive mentoring, assessment of the student using an emotional well-being inventory and a plan for return made with the school, the student and their parent(s). Students will follow a core curriculum of Maths , English and Science and ICT, PSCHE, PE plus the curriculum followed at the sending school. For very short placements the school will send work for the student. The object of the short –term placement is to remind students that poor behaviour in school may ultimately result in them not being in mainstream school. This “short, sharp shock” approach has worked very well. They will join an age and ability appropriate group of 3-5 students.

The short term student will arrive with work from the school at the normal starting time for all students. They will be in a separate area for short term students staying a week or less, usually in an appropriate ability group. Their day will have breaks and they will be monitored, as the other students are, with a report sent to the sending school at the end of their stay. They will have one session of mentoring per week if they stay for more than a week.

Medium term placements/ Full –time or Part-time

A longer placement length may be necessary for some students where the relationship with the mainstream school has broken down to such an extent that the school needs to see a real change in behaviour before they can contemplate the students return. They may also see a medium term placement as the precursor to a managed move to another school.

Where students have a planned stay for between 6 and 8 months and the intention is to return to school:

students will follow the core curriculum of Maths , English and Science plus Geography, History, ASDAN, ICT, Art, PE, Cooking Skills or Food Technology. They will follow a PSICHE course tailored to the group. They will be offered time in the Forest school and have a mentor. When the student is ready to return to school there will be a focussed programme of work with the student to create a personalised plan of action for the student, the parents and any other agencies involved in their care and support.

The timetable, as it does currently, will cater for students who are part-time by ensuring that the core is delivered on the days they are in the centre. If they are attending vocational courses at our Launchpad Centre they will continue to do so unless a risk assessment shows otherwise.

Long term placements

These placements will be for students who cannot return to mainstream school. They will be largely students who are in KS4 and will do their GCSEs at the centre. There will also be students who are too unwell to return to school but who wish to continue to study. The centre will provide an appropriate personalised curriculum offer for these students in consultation with parents and health practitioners.

All students will have the opportunity to study a range of GCSE subjects as well as the core offer of English Maths Science ICT. The offer will include any vocational qualifications they are studying at the Launchpad Centre owned by the company directors and Gloucestershire College. Here students can study Level 1 and 2 courses that have a clear pathway to further education and training. They include Catering, Construction, Engineering, Hair and Beauty and Motor Vehicle. The schools also offer Environmental Land-based Science and Creative Arts and Digital Media. Students have one full day a week in the centre. Work done at the centre under controlled conditions will be moderated by staff in the mainstream school working with centre staff.

Over the past four years we have had at least one student a year who is on the Gifted and Talented register at their sending school.

A typical week for one of our students who had a great musical gift consisted of the core curriculum (Mathematics, English ,Science) plus Art and additional Art lessons(as this was another area where she showed incredible ability) two early finishes to enable her to attend music lessons at her home school, and a day doing a Music Performance BTEC as part of our alternative curriculum offer. She achieved 14 A*-C grades plus 2 x Grade 8 music qualifications. She went on to Cleeve 6th Form and has been accepted at the Welsh

Conservatoire of Music.

Organisation

Pupils will be organised to provide maximum stability for the students while allowing the school the greatest flexibility of approach. The demand for places in each Key Stage will vary from year to year, and we would not reject referrals to any one Key Stage if we had capacity overall. Our students will be vertically grouped by Key Stage for pastoral purposes, creating 'family units' of 8-10 students, which will enable a buddy system to operate effectively and for the older students to act as role models to the younger ones and to new arrivals.

Each tutor group will be led by one tutor as a form tutor. In addition, each student will have a mentor who will negotiate their learning plan with them and support their holistic learning, emotional and social development. Our aim is to ensure that every student has a genuine chance to form a nurturing relationship with an adult.

For teaching and learning, students will be organised in Year groups although with very small numbers expected in Year 7 and 8 these students may be together although every attempt will be made to place them in a group where there is challenge. Academically, learning will be fully personalised, operating on a 'stage not age' basis, and with each student's timetable individually negotiated to take into account their personal needs, aptitudes and interests.

Students in Years 9, 10 and 11 will be placed in one of two or three groups for each year depending on the numbers in that year group. This will be planned on ability and current levels of attainment. We anticipate that our students will be mainly Level 2 learners who will be going on to sixth form or college. With the raising of the school leaving age we may have some students who are at Level 1 at the age of 16 and may wish to access Level 2 courses with us post - 16 in combination with a college course. The figure in the grid of 2 students is based on previous requests for a place with us post-16.

We will continue to work with our current ratio of 1 tutor to 6 young people. We remain flexible as to how we organise individual learning activities, but maintain this ratio to ensure that real progress and raised outcomes are achieved.

There will be distinctive programmes of study which relate to the various Key Stages, with an increased emphasis on vocational specialisms and work experience for KS4 and KS5 learners, however grouping of pupils will be determined by their individual needs. Students will find it perfectly natural to be working with younger students for their English, but with older students for Creative Industries, for example. Progress will be based purely on the rate at which they achieve their personal goals rather than the concept of 'moving up a year' regardless of whether those goals have been met. For pastoral activities such as registration, PSHE and citizenship, students will be based on age related groups of around 10 students. Each group is likely have

students from more than one academic year e.g. Y7 and Y8 together. Each group will have a form tutor who will be responsible for the personal development and academic progress of every student in the group.

The timetables have to be flexible. For example we have five students in Year 10 who are with us 4 days a week and are at school or college on a Wednesday. We have three Year 10s who are not and have to have a separate curriculum on that day. Every year we customise the timetable to meet the needs of the students we have and frequently have to adjust that timetable throughout the year.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

The curriculum will be organised to enable students or groups with different levels of ability and interest to pursue specific learning routes with many opportunities for activities with peers following other routes e.g. mixed ability, buddying and peer mentoring (see D1, D2). All students will have Personal Plans supervised by staff with input from home schools and external agencies as appropriate. For pupils requiring additional support the CCT Learning will work within the SEN Code of Practice and establish support and interventions for literacy – reading, handwriting and spelling, communication and social interaction, emotional literacy and behaviour support. The learning environment intends to operate as a family based unit which will support vulnerable students. Tailored support will be provided for students who have a disability or other impairment to ensure maximum inclusion for each student.

Pupils with Special Educational Needs and Disabilities

CCT Learning will comply fully with Special Education Needs legislation and guidance including the Code of Practice.

Prior to starting at CCT learning a full assessment will be out to identify the nature of need and / or disability. This can be gained from existing information from the commissioning body, Statement of SEN or other source. Whenever possible arrangements will be put in place prior to starting at CCT. In practice there may be some compromise in making immediate provision whilst waiting for some adjustments to be made to the physical environment or any time required to procure specialist equipment. The basic approach is

- Gather information
- Assess need
- Implement actions
- Monitor impact, progress and achievement
- Plan and implement next steps including any interventions

A senior member of the teaching staff is fully trained and qualified as the

SENCO and as a member of the Senior Leadership team, operates as SENCO and teacher with whole school responsibilities including coordinating multi-agency working.

We will manage SEN provision in liaison with other schools and providers, the LA and other external services including Educational Psychologists and Adolescent Mental Health specialist to support students presenting Emotional and Behavioural difficulties.

Children with Special Educational Needs are and will continue to be supported by the school in the following ways:

- The wholly individual and personalised approach will guarantee an appropriate and relevant curriculum which takes into consideration any particular learning needs that a student may have.
- The school will appoint a qualified member of staff as Special Educational Needs Co-ordinator (SENCO) who will ensure that all guidelines and statutory requirements are followed.
- Additional resources, for example laptops/tablets will be provided for those diagnosed with literacy, language or communication based difficulties and we will draw upon the most effective teaching and learning approaches to enable them to successfully communicate their ideas and learning.
- Regular and targeted training sessions with staff which relate to specific needs that students present with are provided. Staff training is covered in more detail in Section 6.

Gifted and Talented students.

Schools will inform us about students who are on their register and the reason they are on it. Centre staff will plan a curriculum that gives appropriate challenge and accommodate specialist staff who may come in to work with these students e.g. music teachers. In the past students have had additional lessons in particular subjects and they have access to the schools VLE Gifted and Talented area. . Over the past four years we have had at least one student a year who is on the Gifted and Talented register at their sending school.

A typical week for one of our students who had a great musical gift consisted of the core curriculum (Mathematics, English, Science) plus Art and additional Art lessons(as this was another area where she showed incredible ability) two early finishes to enable her to attend music lessons at her home school, and a day doing a Music Performance BTEC as part of our alternative curriculum offer. She achieved 14 A*-C grades plus 2 x Grade 8 music qualifications. She went on to Cleeve 6th Form and has been accepted at the Welsh Conservatoire of Music.

Special Learning needs

Most students in the centre will have special needs and be on the register at their sending schools at school action plus. Some students will have specific difficulties. At referral there will be a detailed plan drawn up and reviews planned with school SENCOs. In the centre the work will be tailored to the students and any access arrangements made to ensure the student can achieve. This we do currently and students with statements of special education needs have done well, one gaining 14 GCSEs A*-C.

Intensive work with students requiring extreme levels of support (SED and LLDD) will be provided by home schools and external agencies using their specialist knowledge, and working within a weekly tracking cycle there will be regular reviews of interaction, impact and need. Progress of all targeted individuals and groups e.g. gender, English as additional language (EAL), gifted and talented, Free School Meals (FSM), will all be monitored on a 4 weekly cycle. Intervention support using staff and agency support will be targeted accordingly with a 4 weekly review process which measures the impact of the intervention.

The curriculum must make effective provision for both sexes through innovative recruitment and delivery. This is particularly important in raising aspirations for young male and female students attending CCT Learning.

Students with BESD

Most students will have social, emotional and behavioural difficulties. The centre will have a clear set of boundaries and high expectations of behaviour from the students. Alongside this will be sanctions and rewards set out in a clear framework. The current monitoring of student behaviour with its 10 point targets for good behaviour for learning will continue. This, coupled to a reward system that gives students access to 'golden time', vouchers for high street stores, end of term treats and positive texts home to parents, gives value to good behaviour. It is also the way in which students can return to mainstream school by having their weekly behaviour scores sent to the Pastoral Deputy each week. School will continue to set targets for return to mainstream.

The centre will work closely, as it does now, with other agencies supporting students and their families.

Special Needs Code of Practice

CCT Learning is committed to the SEN code of practice and will arrange support and interventions for literacy (reading, handwriting and spelling), communication and social interaction, emotional literacy and behaviour support. Tailored support will be provided to students who have a physical impairment with a view to establishing the greatest degree of inclusion possible for each student. Intensive work with students requiring higher levels of support will be provided. Additional support for any students whose first language is not English will be provided through the advice and support of EAL specialist in the field. As a family based organisation we will support

vulnerable students.

The three schools will meet with CCT Learning, on a monthly cycle with the purpose of evaluating ALL student progress and attainment.

D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement

CCT Learning is focused on achieving outcomes in terms of student qualifications, personal development and progress. To ensure student progress and achievement is monitored, tracked and regularly assessed, we use a number of systems.

Before we can consider success measures or plan for specific outcomes for individual students we have to assess what they are able to do in a range of relevant areas using information provided by the commissioner, the student, parents, other agencies (e.g. Health). We will run additional assessments through initial discussions, observations and recognised techniques such as Becks Inventory.

Our aspirations for whole school and pupil achievement are set out in more detail at the end of Section C. We believe our aspirations are ambitious but achievable based on 5 years of experience of working in a highly effective provision with students of the type likely to attend CCT Learning. Our approach to assessment will refine the aspirations and translate them into measurable targets and goals for each student. These targets and goals will be included in their Personal Plans and supported by a range of strategies appropriate to the student. For example, some students with the same goals may require very different strategies and types of support to achieve them.

Success Measures

CCT Learning will set broad, aspirational targets for all students at the centre as set out in Section C.

For individual students there will be stretching targets set using the following data:

- Scores received on entry from the school(KS2,KS3, CATs, Yellis)
- Targets for each subject received on entry from the school
- Assessment of each student using APP

Academic progress will be monitored through planned assessment in lessons end of unit tests, GCSE and other public examinations.

In addition there will be targets set for

- Attendance
- Punctuality

- Improvement in behaviour
- Community service within CCT Learning or in their local community

Monitoring Reviewing and Reporting

Measure	Monitoring	Reviewing	Reporting
Academic progress in all subjects	Monitored by subject staff	Reviewed with all staff at bi-monthly staff meeting.	Reported to parents and sending school once a term with an individual report and targets for improvement
Behaviour targets	Lesson by lesson with a score /20,	All students have an IEP reviewed with their mentor fortnightly. Reviewed in weekly reports to sending school.	Weekly behaviour scores reported to sending school. Monthly report on all aspects of student progress to Senior Pastoral staff Weekly behaviour report to parents.

Pupil assessment and tracking

The Personal Plans will provide a framework for evaluating progress and achievement. Information will be drawn from observations of behaviours, student work and their observations, formal assessments e.g., tests, reports from other providers and work placements, and data from attendance and punctuality.

In addition we will use E-learning approaches in some areas which will provide immediate feedback to students and management information on student performance.

This information will be regularly used to profile each student's performance and supported with reviews with the student weekly and parent / carer at least termly. This approach ensures that students and parents receive good quality information on how well they are doing, can contribute to the process and develop a sense of control over their progress, achievement and futures.

The key elements of pupil tracking are as follows

Personal Learning Plans

These are agreed with each student upon entry to benchmark where each student is in terms of basic skills performance, and builds on that in the lessons which follow. Small groups ensure close and individual attention, working with students at similar levels so that no student is left behind, nor disengaged through lack of challenge. PLPs are referred to in tutorials daily. Their form tutor will know what each of their targets is and can use this knowledge to provide challenge in classes.

Mentors

Each student has a mentor who is their continuous contact. The Mentor regularly reviews the Personal Learning Plan with the young person, as well as the Running Records, to create a continuing dialogue of care and support to facilitate achievement and outcomes. He or she also analyses the students' Management Information Systems (MIS) reports on both 'hard' and 'soft' outcomes and discusses issues, progress, achievements and targets with the student. Mentors are coordinated, guided and supported by a Lead Mentor who oversees the mentoring approach and ensures that all systems are followed.

Running Records

at the end of each day, each teacher completes a Running Record of the lessons they have facilitated. This is essentially a narrative of the attitudes to learning displayed by individuals in the class. They can be used to track trends in progress and engagement shown by individual learners. Where other staff may have been involved information may be added that day or as soon as possible. The running records process will be monitored by the Principal.

Assessment:

Effective assessment of each student's learning, progress and achievement will ensuring:

- Assessment is based on national standards set by the Awarding Bodies.
- Each student is informed of the assessment requirements and processes for the course during the induction period
- An assessment plan is given to each student at the beginning of the course and thereafter as appropriate
- Assessments are appropriate for the student and at the right level.
- Assessment materials are fair and unambiguous.
- All students have a variety of assessment opportunities on a regular basis
- Completed student work is marked / graded promptly and constructive written feedback within two weeks or as agreed with the students.
- Student progress is monitored, documented and held centrally
- Students are informed regularly of their progress and action points agreed
- Students are given the opportunity to accredit prior learning where

appropriate.

Moderation

Assessment decisions are checked to ensure that they meet the approved assessment criteria. This process is critical in ensuring that the tasks and projects set for our students are appropriately pitched and that any task will be able to meet awarding body requirements so that work can be easily accredited.

Student Tracking System

This is an information management system that is tailored for our approach particularly in working with pupils with behavioural problems. The system is developed in-house and designed to be used by tutors and support staff in an active way throughout the delivery of the school curriculum. This system is continually being developed and updated to capture a wider range of features to allow more detailed and sophisticated tracking of progress and outcomes against attendance and attitude to learning shown by our students.

D5: Describe how your approach to behaviour management, pupil well being and attendance will improve pupil outcomes

Our approach to behaviour management, pupil well being and attendance is simple. We will provide inspirational teaching and involve the students as much as possible in their learning. We will make the experience something that the students want to engage with because they enjoy it and recognise the benefits both in the short term and the longer term/

We will provide a framework of rewards and sanctions to help them understand that they are responsible for the choices they make and the actions they take. The consequences can result in rewards or sanctions and also some activities are worth doing for their own value – because it is enjoyable of for a sense of achievement.

It is important for students to appreciate that every day is a new day and a chance for a new start. It is alright to make mistakes and we need to help students learn how to learn from mistakes and failure and turn them into positive outcomes so that the results are better next time.

Many students have a keen sense of justice and fairness. They need to understand the approach, the rules and the consequences and see that the approach is applied fairly with equality and where appropriate with compassion.

The following details demonstrate how our vision and ethos is supported in practice.

Behaviour Management

CCT Learning will promote good attendance and behaviour through rewarding positive behaviour, mentoring and coaching and clear boundaries.

This will be done through:

- Rewards for good and exceptional work in lessons.(Stickers in the behaviour log will be cashed in for vouchers, scores in lessons lead to the student of the week award, weekly scores texted home to parents)
- Rewards for working well in teams (High scores contribute to team prizes e.g. days mountain biking)
- Praise and catching students “being good”
- Text to parents at the end of the week with scores achieved on the behaviour log (see below)
- Listening to students and meeting their needs for support
- Meeting with parents and carers to discuss progress and issues of concern.


Sanctions

Currently students follow the sanctions set out below. These are very effective and would be used in the new school. They are posted in every room and have been arrived at by consultation with students and staff over the last year. When students get a yellow card a yellow stripe is placed in the behaviour log for that lesson. Students come down to reception or work for 10 minutes in a small office with a member of the duty staff. All yellow and red cards are monitored.

Behaviour Steps



Step	Consequence
1	You will be given a warning about your behaviour.
2	You will be given a final warning.

<p>3</p>	<p>Yellow Card</p> <p>You will be sent out of the lesson for 10 minutes.</p> <p>This will be marked on your progress folder with a yellow stripe.</p> <p>When you return to the lesson you will be given a reminder of the behaviour expected of you.</p>	
<p>4</p>	<p>Red Card</p> <p>A red card will be issued if you reach step 3 again in the same lesson.</p> <p>This will result in you being sent out for the rest of the lesson.</p> <p>Work will be sent down for you to do</p>	
<p>Red card = 15 minute after school detention</p>		
<p>If you get 3 red cards, a copy of these will be sent to your parents/carers, with a letter from the Head of Centre</p>		
<p>Some behaviours will result in instant red cards, without going through the steps</p>		
<p>Refusing to go to lessons</p>		
		

Step	Consequence	Time
1	You will be given the opportunity to explain your refusal.	10 minutes
2	You then have five minutes to get to the lesson.	
3	<p>Yellow Card</p> <p>If you still refuse you will be given a yellow card and another 5 minutes to get to the lesson.</p> <p>This will be marked on your progress folder with a yellow stripe.</p>	
4	<p>Red Card</p> <p>If you continue to refuse you will be given a red card and you will not be allowed to go to the lesson.</p> <p>Work will be sent down for you to do</p>	
<p>Red card = 15 minute after school detention</p>		
<p>If you get 3 red cards, a copy of these will be sent to your parents/carers, with a letter from the Head of Centre</p>		
<h1>Instant Red Cards</h1>		

Verbal abuse towards member of staff

Swearing at staff

Threatening/aggressive behaviour towards staff

Bullying

Attendance

Good attendance is essential if students are going to achieve following exclusion. Most of them will have reached this point following a series of short exclusions or very poor behaviour that has meant that they have lacked focus in lessons. Students who have been ill will also have missed a lot of learning and will need added support to be in school as much as possible.

To support good attendance we will:

- Set clear and high targets for attendance
- Follow up absence every day with a text message or phone call to parents
- Follow up repeated absence with the Behaviour enforcement officer
- Meet parents where there is a problems and set up a Behaviour Improvement Plan
- Reward good attendance through behaviour and attendance log
- Use the anti-bullying policy to ensure that any issues between students are dealt with quickly and fairly.
- Ensure students feel safe to attend and address any issues that might present barriers to attendance.

In the past we had students who have not attended at all at their mainstream school. Their mental health issues have sometimes been so severe that they can barely leave eth house. We have been able to get them into the centre and help them succeed. Two students who we supported in this way have gone on to gain good GCSEs with us and attend College post 16.

CCT Learning will establish effective procedures for managing student and staff attendance and behaviour. Students and staff will work to a performance management model which develops appropriate objective/target setting procedures for student and staff performance, focussed on outcomes. Excellent attendance is essential for high quality performance and positive approach which would include tailored support to students and return to work interviews for staff would develop a successful, positive and achievement focussed ethos.

D6: Demonstrate your understanding of the local community and its needs, and you plans for sharing facilities with other schools and the wider community

The 3 schools and the North Gloucestershire Partnership have operated within the local community of Cheltenham and a radius of about 15 miles for many years acquiring substantial knowledge of existing provision and needs. Our proposal is based on successful practice and analysis of achievement across the area, referral patterns from the three schools and elsewhere including neighbouring LAs, demographic and other factors. It is strongly evident that CCT Learning with high quality provision will meet many of the needs of the local community in terms of educational opportunities and enabling access to FE, HE and employment. It is anticipated that many of the students will come from the local community, as an alternative route to educational and personal success for a growing number of disaffected and disengaged young people.

CCT Learning will work in partnership with Gloucestershire County Council, local schools, specialist agencies, employers and community groups to identify ways in which the facilities and capacity can drive up performance and enhance the overall range and quality of provision across the area. Good community relations will be achieved through regular engagement with the local community e.g. community programmes, events, newsletters, website, and direct engagement. For example, many people in the local area can offer expertise through their experience through working in the local area that would enhance both the set curriculum and development of students understanding of the community in which they live and the key skills required to create a better future for themselves, their families and the wider community.

CCT Learning will work with local schools to improve educational provision through activities such as:

- Staff CPD including concerns and potential responses
- Joint coaching or mentoring
- Holding joint conferences to share best practice and innovation,

particularly in the area of children with emotional and behavioural difficulties

- Promoting action research
- Disseminating best practice

We will encourage family learning and social events as we recognise that some of the issues facing students stem from negative experiences of parent's own schooling. We need to address this positively by enabling students and parents to learn together and help each other within a supportive non-threatening environment. A key strategy to engage parents in their child's learning is to re-engage the parents as learners themselves. We will promote opportunities for family learning in areas including:

- Literacy
- Numeracy
- ICT skills and internet access
- Domestic finance
- Parenting skills
- Health and wellbeing
- Self esteem and readiness for work
- Vocational course in line with our own specialisms
- DIY skills

We want parents to feel welcome and free to come into school subject to safeguarding arrangements. We can help promote the school in the wider community as a useful resource.

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3	20	20		100	20	20		100
Key Stage 4	20	20		100	20	20		100
16-19: commissioner referred								
16-19: pupil application					2	2		100
Totals	40	40		100	42	42		100

Section E: Evidence of demand and marketing – part 2

Please refer to page 20 of the 'How to Apply' guidance for what should be included in this section.

E1: Clearly state your referral process (for children of compulsory school age and, if appropriate, 16-19 year olds), setting out how you will effectively manage referrals and engagement with your commissioners throughout the academic year. Clearly state your other admissions arrangements, if any, for 16-19 year olds. Describe how both processes will ensure that your alternative provision Free School is accessed by your target group of pupils.

Our referral process has proved highly effective over the last 5 years and is described below. The only proposed change is to allow 2 places for post 16 students. It is anticipated that the students will be referred by their commissioner if they have attended CCT learning in Year 11 and that the per pupil rate would be met by the commissioner. The referral process would be as described below.

If the student has self referred – the process will be through application apply directly to CCT Learning for a place which will be considered on the basis of a detailed assessment of need, our capacity to meet that need. whether a place is available and confirmation of how the per pupil rate will be funded. In the event of oversubscription allocation will be made simply on proximity of home address to CCT Learning.

Referral Process

Our current referral process is managed through the partnership group that meets monthly. There is a referral form that all three schools use that contains all the relevant information about a student and what is required from the placement by the school. The referral form is attached as an Annex . The schools have different behaviour policies and so students will come into the centre with different experiences of management of their behaviour. Parents are invited to the centre before students start and receive an outline of the courses that their son/daughter will be following and the procedures that we operate in the centre.

The referral form is used to place students in an appropriate group for their ability and we use it with the student to set up the initial behaviour plan. CCT learning would continue with this referral process and extend it to other schools sending students to us.

All students are discussed at the monthly meeting with the partners and their readiness for reintegration, where this is applicable, is described and planned

for. Where students are returning there is a back to school plan made with the student. The Partnership manager also writes a weekly report that all schools receives that contains the last weeks behaviour percentage, any notable incidents or achievements and their attendance.

High in year turnover is managed by creating spare capacity in the timetable at the start of the year and having space to put short –term students separate from the longer stay students. On the timetable there are groups where there are no students and these get filled up as new students arrive. The “dummy” group can be allocated to whatever age group we have additional students from. However, most of our students admissions are planned as are those leaving us to go back to school.

SEN students

The centre will make every effort to ensure that all students aged 11 – 19 who have a statement of special educational need get the provision they need to make progress. Please see Section D3.

E2: Provide evidence of demand from commissioners that they would make referrals to your alternative provision Free School for pupils of compulsory school age and, if appropriate, students aged 16-19 and would pay the per pupil rates you intend to charge.

Stag e	2007-8			2008-9			2009-10			2010-11		
	Clee ve	Chippi ng Camp den	Tewkes bury	Clee ve	Chippi ng Camp den	Tewkes bury	Clee ve	Chippi ng Camp den	Tewkes bury	Clee ve	Chippi ng Camp den	Tewkes bury
KS 4	15	3	11	8	8	15	13	1	18	12	6	13
KS 3	6	1	13	9	5	12	2	1	8	9	4	8
Tot al	21	4	24	17	13	27	15	2	26	21	10	21

The table above shows the number of referrals from the three schools. There is one additional referral from another school to KS4 and we have had other requests but no capacity at the time.

The building is full when we have 25 full-time students. Based on the numbers on roll at the three schools the percentages of students predicted over the next five years are as follows:

Numbers on roll	2012-13	2013-4	2014-5	2015-6	2016-7
Cleeve 1240	21	21	21	21	21
Chipping Campden 1128	7	7	7	7	7
Tewkesbury 1312	24	24	24	24	24
Other	5	5	5	5	5

The three schools have expressed their full support to the proposal in terms of continuing to commission places and to meet the costs as set out in the financial plans.

The letters of support are attached as Annex 1

E3: For schools providing alternative provision for 16-19 year olds, provide evidence of demand from students of the relevant age that they would apply to your alternative provision Free School in each of your first two years of operation.

Many students attending NGIP over the last 4 years have stated that they would like to attend post 16 provision if it were available.

E4: Demonstrate how you intend to engage with the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Strong applications from existing providers will normally include evidence of demand to support an expansion in pupil numbers.

CCT Learning will serve the area around Cheltenham for a radius of about 12 miles. This takes in North Gloucestershire and parts of Warwickshire and Worcestershire. NGIP has taken consistent numbers of students from these areas through referrals from commissions including 3 LAs and a variety of schools. We expect this trend to continue.

We will continue to engage commissioners in regular meetings and circulation of information. Our website will provide full information including news and events. We will target specific areas with publicity to ensure that CCT Learning has a positive profile in the wider community and is widely known as a potential resource for existing and new commissioners.

The 3 schools and the North Gloucestershire Partnership have operated within the local community of Cheltenham and a radius of about 15 miles for many years acquiring substantial knowledge of existing provision and needs. Our proposal is based on successful practice and analysis of achievement across the area, referral patterns from the three schools and elsewhere including neighbouring LAs, demographic and other factors. It is strongly

evident that CCT Learning with high quality provision will meet many of the needs of the local community in terms of educational opportunities and enabling access to FE, HE and employment. It is anticipated that many of the students will come from the local community, as an alternative route to educational and personal success for a growing number of disaffected and disengaged young people.

CCT Learning will work in partnership with Gloucestershire County Council, local schools, specialist agencies, employers and community groups to identify ways in which the facilities and capacity can drive up performance and enhance the overall range and quality of provision across the area. Good community relations will be achieved through regular engagement with the local community e.g. community programmes, events, newsletters, website, and direct engagement. For example, many people in the local area can offer expertise through their experience through working in the local area that would enhance both the set curriculum and development of students understanding of the community in which they live and the key skills required to create a better future for themselves, their families and the wider community.

Section F: Capacity and capability

Please refer to page 26 of the 'How to Apply' guidance for what should be included in this section.

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

There is sufficient education expertise already available to deliver the vision.

The North Gloucester Improvement Partnership (NGIP) was set up as a pilot by Chipping Camden School, Cleeve School and Tewkesbury School following an invitation to all secondary schools from the LA. The success of the pilot was acknowledged by the DfE and used as a case study by the DfE Effective Practice Team in 2011 (see Section C). All three schools are high performing with above average pupil attainment and outstanding or good rating ratings in their most recent Ofsted inspection reports.

The management board consists of the three headteachers and representation from the LA and meets on a regular basis to review performance.

The NGIP is managed by [REDACTED]. [REDACTED] is employed by Cleeve School and her salary is funded on behalf of the NGIP to manage the provision.

The staff of NGIP are highly experienced and very successful. See Section C and D for outcomes.

The partnership has demonstrated clearly over the last 4 years that it has the skills and expertise to run a school. [REDACTED] has been in post for the last 4 years and the results have demonstrated the capacity to lead and manage alongside the Heads of the three schools who have provided and will continue to provide expertise as and when required. She has extensive experience in schools and managing other services. Please see the CV below.

The partnership has a business manager who has worked in 3 large secondaries and is part of the partnership finance group. He has worked with the centre manager every year on a zero based budget for the centre. We have never gone over budget. He produces quarterly spreadsheets for the centre and meets with the centre manager each half term to discuss finance issues.

F2: Show how you will access appropriate and sufficient financial expertise to manage your alternative provision Free School budget.

[REDACTED] has over 7 years of experience with complex education budgets.

With additional previous experience in the private sector as a management accountant he is well placed to manage the finances of CCT Learning.

He works closely with [REDACTED] in the management of the NGIP and was instrumental in setting up the financial procedures on which the provision operates. The financial management is clear and effective and has ensured that NGIP had provide high quality provision within the budget and without affecting the quality of service available.

[REDACTED] a finance team at Chipping Camden which has a range of financial streams arising from the large rural campus with a range of commercial units related to land and food based operations. He has substantial experience and expertise in establish schools with Financial Management Standards, LA finances and school finance for both mainstream and alternative provision.

[REDACTED] will oversee the financial management and health of CCT Learning with support from the Chipping Camden finance team.

Additional financial services such as independent audit will be procured in the normal way following legislation and best practice.

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

The existing provision is highly effective and supported by three high performing and stable secondary schools. This support provides a wide range of expertise capable of meeting the specialist teaching needs in academic subjects and some technical and vocation courses. Additional technical and vocational needs will be met through the partnership arrangements built over recent years with Cheltenham College and other providers.

All of the relevant expertise to manage the opening of the school is already available from the three schools and their partners.

Additional expertise in developing E-learning will be sourced through experienced education advisers with successful records in this area.

F4: Show how your staffing structure will deliver the planned curriculum.

The staffing model for the NGIP is very effective and offers value for money through their substantial experience as a team built up over the last 4 years.

The proposed staffing model for CCT Learning is set out below:

Role	FTE	Pay and Conditions	Additional Roles
Principal	1.0	STPC Leadership Scale	Teaching Geography and History
Vice Principal Teacher of English	0.8	STPC Leadership Scale	Drama
Teacher of Science	0.6	STPC Main Scale	TBC
Teacher of Maths	1.0	Unqualified Teacher	TBC
Teacher of PSCHE	0.8	STPC Main Scale	TBC
Teacher of Art	0.8	STPC Main Scale	TBC
Teacher of ICT	0.6	Unqualified Teacher	Business and Enterprise BTEC
Teaching Support	0.857	Green Book	Sport and Leisure Leader/Forest School Leader
Teaching Support	0.857	Green Book	Rewards and Sanctions/ ALAN and ASDAN
Teaching Support	0.857	Green Book	Sport and Leisure/ASDAN
Teaching Support	0.4	Green Book	French/Allotment
Admin/Secretary	0.7	Green Book	Attendance

For 2013

The proposed staffing model will meet requirements. We anticipate that with larger premises we will be able to have groups of up to six students as opposed to the current four. We currently have 7 groups. With an additional 2 students in each group we can have 36 students at any one time. Currently the head of centre (0.6) teaches 0.4 and the proposed model will be full time with a teaching role of 0.6.

For 2014 and subsequent years

We will need additional part-time staff as we expand the curriculum to include a modern foreign language taught to all students. There will be senior leadership group that will consist of the Senior TA (to be appointed in September 2013) and one of the teaching staff with a TLR for Curriculum Development. This post will be ring-fenced to current teaching staff on Teachers Pay and Conditions or Unqualified Teacher scale. The senior TA will line manage the other TAs and be responsible for the TA timetable, lunch and break rota, liaison with teaching staff and managing the reward and sanctions policy. The Senior TA will also manage and develop the ASDAN programme.

F5: Provide realistic plans for recruiting a high quality

principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.



F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

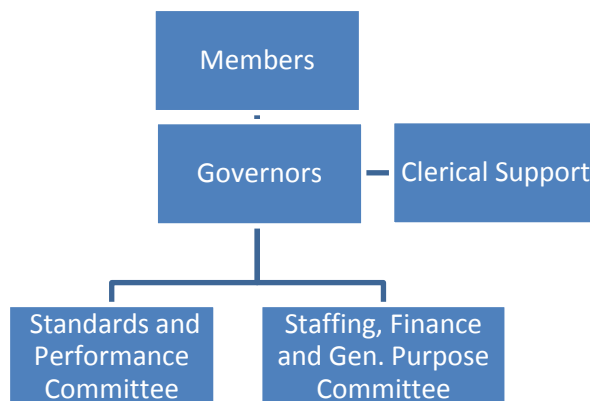
CCT Learning will be a state funded free school for alternative provision independent of the Local Authority - a Company Limited by Guarantee, with 3 company members with the rights and powers under company law. This includes powers to change the constitution, appoint and remove directors (governors), receive annual accounts, attend and vote at company meetings. It is anticipated that members will also be governors but with a minority on the governing body. The directors, also known as governors, will be responsible for the management and strategic direction of the school. In addition to their legal duties and responsibilities they will have duties under charity law as charity trustees.

Company members and the Academy Trust (Board of Governors) will be directly accountable to the Secretary of State through the Funding Agreement. Members have duties and powers under company law as set out above. This includes the appointment of Directors / Governors. The Principal Designate will be accountable to the Governors for all aspects of school performance.

Effective Governance will be achieved efficiently through regular contact between Chair and Principal. The majority of business will be conducted through two main committees with a small number of governors on each and chaired by a company member.

Standards and Performance Committee will consider the standards and progress of all pupils as well as the performance management outcomes for all staff.

The Staffing, Finance and General Purposes Committee will consider all financial matters, staff related issues including appointments, pay, discipline and grievance, premises and any other issues. Both committees will have



delegated decision making for specific areas with other matters referred to full governing body meetings. The terms of reference for each committee and delegations will be agreed at the start of the pre-opening period and reviewed annually.

Avoidance of Conflicts

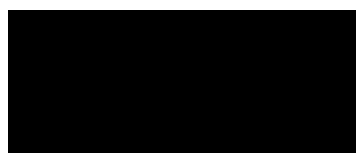
It is proposed to that would receive nominations for governors would be made to the governors who would act as a nominations committee and make recommendations to the company members. Potential conflicts of interest should be declared as part of this process and before any recommendations or appointments are made. It is proposed that there would be a majority of governors that are not company members.

Governors should also declare any interests prior to discussion of specific items and where there is a conflict of interest they should withdraw for the meeting or part of where discussion and / or decision making could be deemed to be a concern.

Capacity and Capability to set up a Free School

Company Members:

The Company members are



All are experienced members of the Senior Management Team of their schools which have been judged by Ofsted as outstanding or good with outstanding features.

The company members will be fully involved in the leadership and direction of CCT Learning and will work with a wider team to provide the capacity to meet the timescales between application and opening in September 2012.

The governing body will in total be composed of up to 14 governors as follows:

Trustees including the chair	4
Parents	2
Principal – ex officio	1
Teacher representatives	1
Partner representatives	2
Co-opted	2
Local Authority governor	1
Nominee by DfE	1

Additional governors will be approached and appointed following approval of this application.

Section G: Initial costs and financial viability

Please refer to page 30 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found at [here](#). Please use this section for the narrative.



Section H: Premises

Please refer to page 35 of the 'How to Apply' guidance for what should be included in this section.

Existing Accommodation

The DfE Effective Practice Team published a Case Study in the March 2011 publication

School responsibility for alternative provision following permanent exclusion. Case studies of the work of 5 Local Authorities.

Further details are included in the extract from this publication set out in Section C. The provision is housed in a relatively small building in the centre of Cheltenham at

North Gloucestershire Improvement Partnership

████████████████████ Cheltenham

Gloucestershire

████████████████

The accommodation was criticised by the DfE and described as a limiting factor on a very successful provision for secondary age students. The location of the building is good for public transport links but has a series of small rooms with no large spaces for larger group activities and access for wheelchair users is difficult on the ground floor. Upper floors are inaccessible for wheelchair users.

Search for sites

We have been looking for new premises for over 2 years as our current building is dilapidated and the lease expires in January 2013.

The LA has started the search for premises as well as our independent enquiries.

The building we have found is a vacant detached office on the edge of a business park close to the bus routes that bring students to our centre. We have viewed it twice. The details are as follows:

Site 1 ██████████, Cheltenham ██████████

- Students from our partnership schools and other schools in the area can access it easily by bus. This is very important given that students come from some sites over 20 miles away.
- The building is larger than our current premises and has the space to allow us to create rooms we do not have currently i.e. staff room, store rooms, dedicated meetings room for parent meetings and other agency

workers (our students currently have involvement with Children's Social Services, YOS, Connexions, CAMHS, Youth Crime Prevention, EWO, Diversion from Care and Drug and Alcohol Misuse Service), large kitchen and eating area, quiet room, library space, assembly area, shower and washing machine space.

- The building we have found is a vacant detached office on the edge of a business park close to the bus routes that bring students to our centre. We have viewed it twice. The details are as follows:
- Aviva Investors own the freehold
- Detached building on the edge of a Business Park. It is 315 sq metres over 2 floors. We are anticipating 40 students full and part time. The building is empty and available on a lease.
- It has all utilities connected, a car park and additional parking, the capacity to create a large teaching kitchen and the potential to change use to D1 or D2.

Site 2 former Milsom Street Primary School

This is a Victorian building formerly Milsom Street Primary School. It is located very close to our present accommodation. At the moment it is occupied by the Health Service but the LA is investigating whether it could be vacated by them and converted for our use. There is no definite plan as yet.

More recently Gleeds, appointed to provide Technical Advice to free schools approved to open in September 2012, have been approached to help with a high level search for potential sites and to initiate a full option appraisal based on criteria which would include

- Location close to public transport links
- Sufficient space to deliver the curriculum with additional space for administration, pupil welfare, catering and other key spaces recommended by DfE for this type of provision
- Sufficient external space for students to use for outdoor classroom and as a social space
- Access for service and emergency vehicles

Capital

CCT does not have any resources to commit to acquiring a site and would be seeking the support of PfS and the DfE. No discussion has taken place with regard to purchase or lease of any of the above premises.

Section I: Due diligence and other checks

The forms all members of the company and appointed directors have been submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education

██ London ██████████

Annex 1 Letters of support and confirmation of funding

Letter from Chipping Camden School confirming support for the application and funding as set in the financial plans

AF/ec/Burton House

[REDACTED] N Glos Partnership
[REDACTED] Cheltenham
Glos [REDACTED]

23rd February 2012

Dear [REDACTED]

I, the undersigned, am totally committed to the proposal for the alternative provision free school.

The school will continue to commission places at CCT Learning Ltd and will meet the costs as set out in the financial plans.

Yours sincerely

[REDACTED]

[REDACTED]

Letter from Tewkesbury School confirming support for the application and funding as set in the financial plans

[REDACTED]

Letter from Cleeve School confirming support for the application and funding as set in the financial plans



Annex 2 Financial Plan 100% anticipated FTE

Annex 3 Financial Plan Sensitivity 80% anticipated FTE

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