

# STOCKPORT TECHNICAL SCHOOL

Bid Document



STOCKPORT  
COLLEGE

# **Stockport Technical School Bid**

## Foreword

As Principal of Stockport College, I have pleasure in setting out the vision and plans for the new Stockport Technical School. This new school will be part of an “educational zone” for Stockport incorporating both the Stockport Technical School and the Stockport Creative & Media Studio School as two separate schools, situated close by to each other, with the opportunity for some shared facilities.

Stockport College has always been at the forefront of helping young people to get jobs. During these uncertain times we need to prepare and improve young people’s skills so that they can get the best job they can. We hear constantly that employers are not recruiting because young people do not have the level of communication skills, team working skills and a sense of a work ethic that employers are looking for. We want to give our learners” the best opportunity we can to secure their future employability.

Issues such as climate change and the rapid development of technology are a part of our everyday lives, and there is a growing need to develop young people with the right skills, to meet the needs of the economy and expectations of employers.

Our proposal is to address these issues through the creation of Stockport Technical School which will focus on preparing young people to enter sectors such as Engineering, Science and Technology. The School will ensure that employers have access to a pool of talented young people with the ambition, skills, abilities and enthusiasm for a career in the industry.

Throughout the learning experience will be the development of key employability skills through working with employers. Young people can expect to be work ready for jobs such as: a Laboratory Assistant, Motor Mechanic, Engineering Technician or as a Computer Programmer. With higher level studies careers could include: a Computer Software Engineer, a Computer Scientist, a Mechanical Engineer or a Medical Scientist.

Stockport College is already a provider of high quality education to young people from the age of 14. With Ofsted “Outstanding” and Beacon status, the College is well placed to lead the development of the Stockport Technical School. We will work closely with our partners Man Diesel and Jacobs UK Operations North to ensure that the curriculum is developed and is responsive to sector, employer and community needs. Working with employers within the Engineering, Science and Technology sectors, learners at the School will receive “real life” work experiences preparing them to progress their chosen careers.

Learners will leave the School with a range of academic and technical qualifications which will enable them to progress, this is anticipated: 60% of learners will go on to Higher Education, 30% into Apprenticeships and 10% into employment with training.

I really believe that the Stockport Technical School will have a positive impact on the lives of learners, communities and the Engineering, Science and Technology industries in Stockport and the surrounding areas, and look forward to discussing our proposals with you in the future.

[REDACTED]

[REDACTED]

**PRINCIPAL STOCKPORT COLLEGE**

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### **Appendices:**

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5	Premises - Site maps
6	Curriculum Vitae

## Section A: Applicant details and declaration

Main contact for this application			
1.	Name: [REDACTED] Vice Principal Curriculum & Quality		
2.	Address: Stockport College [REDACTED] Stockport Cheshire [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   <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  <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  <input checked="" type="checkbox"/> Other		
6.	If Other, please provide more details: College of Further and Higher Education		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
8.	If Yes, please provide more details:  We have also submitted a bid for a studio school for the creative and media industries, also to be based in Stockport.		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
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 describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		

	The College received support from the professional services firm KPMG in developing our bid. A Partner from the firm has agreed to be chair of the Governing body and a member of the trust, and it is envisaged that the KPMG education team will provide on-going support to the school.
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**Details of company limited by guarantee**

11.	Company name: Stockport Technical School	
12.	Company address: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Stockport Cheshire <div style="background-color: black; width: 80px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 20px; height: 15px;"></div>	
13.	Company registration number: 7962246	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	

**Company members**

**The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.**

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: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	

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



### Company directors

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

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] - Chair

2. Name: [REDACTED] - Director

3. Name: [REDACTED] - Director

4. Name: [REDACTED] - Director

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

[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/or commercial or non-commercial organisations.

Yes  
 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  
the role that it is envisaged they will play in relation to the Free School.

	<b>Stockport Technical School is to be sponsored by Stockport College which is a Further and Higher Education Institution</b>	
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).	
	None	
<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	

30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Stockport College is a College of Further and Higher Education which offers programmes for young people and adults from 14 upwards, with programmes ranging from Entry Level to Level 5 and beyond.</p>

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



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

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

**Signed:**

██████████

**Position: Member of company**

**Print name:** ██████████

**Date: 24/02/2012**

**Section B: Outline of the school**

1.	Proposed school name:	Stockport Technical School
2.	Proposed academic year of opening:	2013
3.	Specify the 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"/> 11-19 <input checked="" type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes	

	<input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Stockport
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the “How to Apply” guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

**”Our vision for Stockport Technical School is to provide innovative, dynamic, and empowering education and training for young people who have an interest and aptitude for engineering and technological based careers. With a focus on engineering and emerging technologies, our aim is to develop young people who are skilled, professional and enterprising - who can make a significant contribution to reinvigorating engineering and science in Stockport, Greater Manchester and the North West of England.”**

The school will:-

- Meet the needs of the economy as identified by local employers, such as Man Diesel, Jacobs and Stockport NHS, who have indicated that skills shortages in young people will inhibit future growth;
- Develop skills, motivation and aspiration in young people through the delivery of an innovative technical, academic and employer focussed curriculum; and
- Utilise the skills and experience of Stockport College in the delivery of Science, Technology, Engineering and Mathematical (STEM) related education from the age of 14 upwards in an area where there is a decline in activity in the local Stockport schools.

The CBI annual skills report 2010 identified 59% of employers, in the UK, as having difficulties in recruiting STEM-skilled employees. In addition, 22% of engineering establishments in the North West reported skill gaps in the current workforce. By developing the skills which employers demand, the School will provide a fantastic opportunity to support the high-profile STEM-related employers in the region. It will also benefit the increasing number of smaller STEM-related employers in the region, such as The Stopford Workshop, which incorporate new and exciting sectors e.g. nuclear decommissioning and nano-materials. A focus on these skills also provides young people with the foundations to enter a number of attractive career options.

The North West region is home to the UK’s largest manufacturing sector, accounting for 11% of all engineering companies. As previously stated feedback from employers suggests that they are facing real skills shortages in key areas, such as science and emerging technologies. Therefore it is essential that learners receive a relevant technical education, in such areas, to sustain the UK’s future economy. According to labour market information, sciences and manufacturing are key sectors which are particularly important to the local economy and which are in need of skills development. STEM skills have an increased focus for Northwest priority sectors such as manufacturing, biomedical, chemicals and automotive skills.

SEMTA (the Sector Skills Council for Science, Engineering, and Manufacturing Technologies) also reported skills gaps in the industries which offer opportunities to STEM-skilled individuals in the North West. Over the period 2008-2014 it was stated that there is expected to be a net requirement within the engineering industry in the North West for in the region of 6,600 people qualified at Level 2, 7,100 people at Level 3, 7,900 people at Level 4 and 2,200 people at Level 5.

Large local employers, such as Cromwell Tools and Balluff Sensors Worldwide report significant difficulties in the recruitment of appropriately skilled young people. Instead, they state that they have become over reliant on an ever -ageing workforce as young people are deterred from becoming the engineers, scientists and technologists of tomorrow.

In addition, learners who wish to access an engineering curriculum have limited opportunity to do so before the age of 16. Stockport College is the only educational institution within the Borough which offers a full range of engineering and manufacturing learning beyond the age of 16 with some opportunities also being provided for vocational learning to young people aged from 14 to 16 through a school link programme. This delivers GCSE Engineering provision with one school alone sending 56 learners. A further 19 learners from a number of schools are studying the Higher Diploma in Engineering, whilst a further 64 learners access motor vehicle provision. However, as this is part of existing secondary school curriculum offers, the opportunity for learners to have an in-depth experience are limited in scope.

This year the schools within Stockport have already reduced the vocational offer, which they make to their learners and have indicated their intention to make further reductions, in the future. This means that for learners who remain within the mainstream there will be less choice and opportunity to undertake a STEM based curriculum. In Stockport there is currently only one school which has facilities to deliver engineering. The head teacher has stated that they are supportive of the Technical School, and has agreed to become a Governor. This will also open up opportunities for the School to become involved with Stockport Technical School, to undertake programmes in partnership, and embark on joint projects in order to enrich the curriculum for their learners.

It is proposed that the School will be further enhanced by the development of a new Engineering and Technology Centre, located on the same site as the current Stockport College engineering provision. This development is intended to create an innovative learning environment focusing on engineering, emerging technologies, advanced manufacturing and the low carbon economy. In addition the centre will put in place resource management practices in education and industry which will enable good practice to be shared across all primary and secondary schools within Stockport and the surrounding areas.

The School will offer a distinctive curriculum which is complementary to that offered by Stockport College, it is different in that it focuses on emerging technologies, and is offered in a small school environment. The curriculum will combine academic, technical and employer focused education, an innovative combination that is currently missing from existing local provision.

This unique curriculum will ensure that all learners, interested in pursuing a career in technology related industry have a pathway, which is appropriate for their individual ability, needs and aspirations. This will be made possible through a number of educational pathways, which combine the development of practical, work ready skills along with a solid grounding in key subjects such as English, science and mathematics.

It will include a full range of academic and vocational subjects including GCSEs, A Levels, and vocational learning. The curriculum will address latent demand through offering engineering, manufacturing and IT, underpinned by a core entitlement covering science, English, mathematics and technology, complemented by employability and enterprise skills. The curriculum will be responsive to emerging industrial demands which are identified within the Low Carbon Industrial Strategy, the Digital Britain White Paper, and The Advanced Manufacturing Strategy.

The variety of pathways on offer, will appeal to a wider audience. For example, learners who may become disillusioned with the traditional academic route of GCSEs on offer in local schools, will be able to undertake stimulating, alternative and additional qualifications such as Motor Vehicle Technology, not on offer locally, thus re energising their interest in education and therefore reducing the NEET population of Stockport.

The Stockport Borough Council Monthly Performance Report (November 2011) showed that attitude, behaviour, motivation and attendance were the main reasons given by young people for disengaging with education and work. The programmes offered through the School will provide an alternative to the mainstream curriculum, build self esteem and confidence and will develop learners into functional members of society.

With the number of people studying STEM-based subjects at further education decreasing proportionally, those with the necessary skills to thrive in employment are scarce. The July 2011 FE STEM Data project report from the Royal Academy of Engineering showed that the number of young people undertaking science, technology, engineering, and mathematics between 2007/08 and 2009/10 had reduced significantly across Entry Level, Level 1, Level 2 and Level 3, whilst at Level 4 numbers had declined across all areas except mathematics.

Other key features include; a range of industry standard work environments with learners engaged on “live” industry briefs; an extended school day/term, to mirror “real” life, ensuring learners are work ready; highly experienced and skilled staff and



a focus on the development of wider skills such as analytical, numerical and problem solving abilities. These distinct features coupled with a culture of aspiration and high achievement will ensure that individuals leaving the school are thoroughly prepared for higher education, employment and life.

The School will deliver transformational learning including the development of transferable skills, which are central to employability, lifelong learning, personal fulfilment, and social and economic prosperity. It will embed the elements of health, citizenship, entrepreneurship and employability through close links with local employers and engineering and science stakeholders, such as The National Forum of Engineering Centres (NFEC).

Innovative teaching and learning strategies will be implemented. Key features will include development of technical skills through learning zones, high level questioning techniques, modelling and enquiry based teaching. Learners will engage in co-operative learning and assessment for learning will be a consistent theme. Learners will be able to develop and carry out independent research within the learning zones.

Work based learning will also be an important feature. Learners will be given the opportunity to apply theory to practice, producing a learning journal where they will be able to self assess their skills and knowledge and reflect on what they have learned and how to improve on their technical and/or practical skills. Work based learning opportunities will also enable the learners to develop their employability and specific technical skills as appropriate to local industry.

The School will harness partnerships with small and large employers within the region, ensuring that it has an employer led curriculum in place. MAN Diesel and Jacobs UK Operations as partners in the School, and as members of the Board of Governors and the Steering Group, will have an important role in providing the focus for the development of skills and knowledge necessary to enhance employability. Learning will be supported in the workplace and community settings as well as on the School premises. Parents and the business community will be key partners in supporting learners' learning.

The School will support learners to achieve their full potential through clear progression pathways into further and higher education, apprenticeships and employment with training thereby meeting the local and regional demands for technological based employees. The School will encourage learners to work independently through a range of industry endorsed projects and curriculum. Delivery and assessment will be creative, with every learner engaged on an appropriate pathway to meet their career aspiration.

With a distinctive focus on developing multidisciplinary skills through both academic and practical experiences, the School will improve youth employability in engineering

and emerging technologies in Stockport, Greater Manchester and the North West of England. In order to do this the School will:

- **Make sure the curriculum is fit for purpose** – offering flexibility in pathways to respond to individual learner needs whilst establishing the skills, which will benefit the learners in their future careers. Each learner will have an individual learning programme, which will increase choice and flexibility of provision, and will mean that the curriculum is more tailored to their individual needs;
- **Meet the right skills gaps** – through continuous engagement with employers ensuring that the School is the first choice for them to work with young people.
- **Develop skills employers say are lacking** – there has been evidence of lack of maths and English skills in young people. CBI found that more than two-fifths of firms are not satisfied with the basic literacy of school and college leavers, whilst one-third were reportedly unhappy with the levels of numeracy. It was reported that in 2010 only 55% of young people manage a grade C or better at GCSE in English and maths. By basing the curriculum around the English Baccalaureate, the School will have a focus on improving the standards of English and mathematics amongst its learners.

The School will increase the opportunities for young people to study STEM related subjects and curriculum, which in turn will lead to opportunities for employability and higher earnings, and will provide progression opportunities to advance to further education, higher education and employment.

The School presents a significant opportunity to re-brand and reposition engineering provision across Stockport, Greater Manchester, and the North West of England. It will also present the opportunity to develop a joined-up strategy for the development of:

- 11-19 provision, with full progression routes, working in true partnership with key stakeholders, and linking into the strategies developed by Stockport Borough Council in order to engage the NEET group;
- Core Skills in English and mathematics, and the transferable skills sought by employers; and
- Vocationally related skills for learners from the age of 14, with a focus towards a contextualised occupational curriculum in engineering and the emerging technologies sector.

Stockport is home to a highly skilled population with over a third (34%) of working age residents qualified to degree level or equivalent. Although the average Key Stage 2 and GCSE results in Stockport are also strong, with an A\*-C pass rate of 62%, five schools in the Borough perform with a pass rate ranging from 27% to 53% and 9% of the total population have no qualifications. A high quality alternative

curriculum offer based around STEM will benefit the learners of Stockport, and will support the improvement in achievement rates across the Borough.

The School will:

- Increase young people's choice and chances through STEM;
- Have a positive effect on young people in Stockport and the surrounding areas through the development of a strategic plan for the delivery of engineering and emerging technologies education and training;
- Serve to develop skills in entrepreneurship within an engineering context;
- Develop skills and in knowledge in emerging technologies.
- Ensure that all learners engage in vocationally relevant, meaningful work experience from the age of 16;
- Provide a curriculum which combines key academic learning with engineering, advanced manufacturing, and business enterprise skills;
- Deliver the English Baccalaureate at Key Stage 4;
- Combine academic and skills based learning from the age of 16 to enhance progression to Higher Education and employment; and
- Ensure that the needs of disadvantaged learners and potential learners are addressed to improve their life chances and to enhance social mobility.

Ultimately learners will be supported to exceed expectations and to maximise their life chances. The School will provide inspiration, capture aspiration, and will consistently encourage ambition, whilst ensuring that learners are supported appropriately in achieving and surpassing their aims.

The School will provide a range of inspirational mentors from industry, who will assist learners with their projects, advise on career development and provide mentees with the opportunity to think differently through exposure to different environments. Mentors will also be used to encourage under-represented groups to apply to the school. This will help to address the challenge of disproportionate gender representation. For example, women achieve currently only 8% of engineering qualifications.

Employers, such as Balluff Sensors Worldwide have agreed to provide work experience for learners at the school. This will have a number of key benefits, e.g. opportunities to develop the skills employers expect, increased confidence, practice at making employment applications and attending interviews, help with future decision making about careers, and opportunities for networking and future paid employment.

Employers including Man Diesel have also agreed to provide apprenticeships, which will allow learners to earn while they learn. This route will also benefit the employer

by ensuring that their future workforce has the practical skills and qualifications needed now and in the future.

Stockport Technical School will develop partnerships to ensure that the School is a resource for the whole community. This will enable the local community to access the School for such activities as: homework clubs; industrial projects and realistic work environments.

The School will address areas of educational underperformance and lack of learning opportunities, through the provision of quality learning programmes which combine core academic subjects with technical learning, linked to progression and real employment opportunities, in a learning environment which fosters and supports aspiration and entrepreneurial attitudes and behaviours.

The School will deliver a curriculum which is contextualised to provide both an academic and an engineering focus, with key industry partners being involved in curriculum design, delivery, and in providing employment experience to ensure that the learning programmes effectively address the needs of key employment sectors.

A comprehensive career progression map will enable all learners to choose appropriate routes to higher qualifications, apprenticeships and employment.

Stockport has persistently high levels of youth unemployment, despite its strong position in the overall labour market. In 2010/11 5.8% of 16-18 year olds, in the borough, were not in education, employment or training (NEET), one of the highest proportions in Greater Manchester.

The proposed Strategic Aims for Stockport Technical School are to:

1. Pursue excellence in everything we do.
2. Provide high quality curriculum opportunities which combine key academic learning with vocational skills development to develop transferable skills.
3. Develop skills in entrepreneurship.
4. Develop and provide an inclusive and supportive culture that is safe, effective, friendly and stimulating.
5. Provide a high quality, inspiring and sustainable learning environment, making the most effective use of the School and College estate.
6. Develop and enhance effective external partnerships.
7. Attract, develop and retain a highly qualified, skilled and professional workforce that will work together to be outstanding in all that we do.
8. Ensure the financial health and solvency of Stockport Technical School, enabling investment in the vision through effective utilisation of resources and the sharing of support services.
9. Provide a curriculum that is both responsive to local industry needs and proactive in providing opportunities that stimulate and build local capacity and progression.

The quantifiable strategic aims for the School are:

- 1) We will ensure that 100% of all 14-16 learners will have work related experience;
- 2) We will ensure that 100% of all 16-19 learners will have work experience;
- 3) We will ensure that 100% of all of all learners will be mentored by industry experts to help improve the CV's and employability prospects;
- 4) We will ensure that all learners will be involved in "live briefs" from industry;
- 5) We will ensure that all learners will take part in enrichment activities as part of their individual learning plan;
- 6) 10% of learners will be included within a Gifted and Talented programme; and
- 7) We will aim for success rates to be 10% above the Stockport average by the time the School reaches full capacity.

The outcome for the Stockport economy will be a:

- 8) Reduction in the number of 14-16 year old learners who are at risk of becoming NEET by 10% in Stockport;
- 9) Reduction in the level of 16-18 year old NEETS by 10% in Stockport;
- 10) 30% of learners from the School will go on to an apprenticeship;
- 11) 60% of learners from the School will go onto Higher Education; and
- 12) 10% of learners from the School will go into employment with further training.

These quantifiable strategic aims will be key features of the measures of success which learners and teachers will all be expected to contribute towards.

These aims are both ambitious and appropriate as it is our intention that the School will attract a broad range of learners from the most talented group who wish to enter STEM as a career, through to those learners who were at risk of becoming NEET, and therefore not contributing to society. These learners may take a more technical route through an apprenticeship programme, or a direct route to work.

### **Corporate values**

The Stockport Technical School will adopt a range of core values by which the organisation will be managed and operated. In delivering its vision the Corporate Values which the School will be guided by are:-

- We respect all individuals and promote diversity and equality of opportunity; We lead to excellence by example;
- We work together to be outstanding; We act with integrity;
- We will put the learners and learning at the heart of everything we do;
- We will set and exceed high standards; and
- We will provide outstanding customer service.

These Corporate Values will be enshrined under ten key headings of:

Excellence	Relentless pursuit of excellence in everything we do to ensure that every learner who passes through the School can realise their full potential
Integrity	Striving to ensure decency, fairness and honesty at all times in order that the positive relationships between learners and staff reinforce a culture of excellent behaviour
Commitment	Having a commitment to learning and to being the best we can
Respect	Demonstrating exemplary behaviour and respect towards people and property
Effectiveness	Investing in the Vision through efficient use of resources and ensuring financial solvency and through the success for our learners
Enterprise	Forward looking, entrepreneurial and innovative in our approach to all School activities, promoting positive attitudes and values
Responsiveness	Responding flexibly to the needs of the internal and external environment
Standards	Setting high standards and exceeding them in all we do
Togetherness	Working together to support each other in exceeding our expectations and being outstanding in all that we do
Customer Service	Providing an environment that is safe, healthy, friendly and welcoming, whilst exceeding the expectations of learners, stakeholders and communities

Realisation of these corporate values, would represent a step change improvement in the delivery of the teaching of technical education for young people within Stockport and the surrounding areas.

The School has an ambition to create an infrastructure of provision that is distinctive and meets the needs of individual customers, whether they are learners, parents and carers, employers or other key partners and stakeholders.

Overall the School aims to ensure that learners who wish to follow a career in STEM are given the opportunity to make the best of their individual life chances, through the development of higher level skills and increased social mobility.

In the light of this overwhelming evidence of need, Stockport College is proposing a Technical School aged 14-19 located adjacent to the College.



## Section D: Education plan

### D1: Curriculum plan

The table below summarises the School's projected learner numbers. Section E of this document evidences the demand for the School, these projections are both conservative and achievable. It is anticipated that learner numbers will grow from 120 in 2013 to 320 by 2017 as the School reaches its full operating capacity. The table below shows how these numbers will be built up over this planning period.

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Year 10</b>	50	60	90	90	90
<b>Year 11</b>		50	60	90	90
<b>Year 12</b>	70	70	70	70	70
<b>Year 13</b>		70	70	70	70
<b>Totals</b>	<b>120</b>	<b>250</b>	<b>290</b>	<b>320</b>	<b>320</b>

The projections assume exceptional retention rates. This is consistent with the current Stockport College approach where excellent retention is a key strategic aim. It is anticipated that learners completing courses at both key stages 4 and 5 before benefitting from the numerous progression routes available following attendance at the School.

#### **The proposed curriculum model for 14-19 learners**

The development of the curriculum model for the School will be cognisant with the report by Alison Wolf on vocational education and the review of the National Curriculum. In particular some of the recommendations of the Expert Panel for the National Curriculum Review will be reflected upon.

The curriculum is designed to be inclusive, offering exciting opportunities for all learners to demonstrate that a career in engineering is not an exclusively white male option. For example, a broad curriculum has been developed to offer encouragement to all learners including those from under represented groups. Currently, girls make up under half (42.4%) of A level learners in STEM subjects, women make up approximately a third (33.5%) of all higher education learners in these disciplines and only 14% of engineering undergraduates. Of those women who acquire any engineering sector discipline at degree level, only 27% pursue a Science, Engineering and Technology (SET) career compared to 54% of male SET graduates. The UK is facing a shortage of engineers and scientists and according to the Confederation of British Industry (CBI), the number of UK learners graduating in SET subjects needs to increase by 97,000 by 2014 in order to keep up with demand.

This being the case, in order to highlight the opportunities available in engineering the design of the curriculum will offer flexibility and multiple routes through education

to support learners to meet their individual needs as they set out for a career in their chosen field.

## **Overview of Curriculum Design**

The principles which underpin the approach to curriculum design are:

- The importance of a strong essential skills core curriculum;
- A high quality curriculum with a good range of academic and vocational learning pathways which are aligned to the Vision of the School;
- The centrality of technology as a focus for the context and approach to the curriculum and the high importance placed upon the preparation of learners for the world of work;
- A curriculum which is clearly planned with appropriate links between subject areas and learning, set in wider contexts, to provide integrated learning experiences for learners;
- Focus upon the individual learner with the setting of challenging targets, tracking learners and consulting with and reporting to parents; and
- A corporate approach to planning of teaching and learning i.e. Curriculum Maps, Tutor Guides, Learner Guides.

Subject areas will be grouped under broad faculties with flexible learning spaces providing a mixture of directed learning areas, specialist teaching areas and facilitated learning areas (resource-based, library type areas). Each Area of Learning will have its own “look and feel” and a centre of attraction which includes a facility for displays, possible open plan learning areas, and clustered where appropriate to include staff work rooms.

## **Key Stage Four**

The majority of learners will follow a curriculum that facilitates the delivery of the English Baccalaureate group of GCSEs. In this instance it includes English, Mathematics, Geography, a Modern Foreign Language and either single Sciences or a double or triple award science. A minority of learners will follow a curriculum that will not enable the achievement of the English Baccalaureate. This group will not follow Geography or a Modern Foreign Language but will devote additional time to English and Mathematics to enable them to achieve 5 at least GCSEs. Learners in Key Stage 4 will spend a minimum 60% of their time following the core subjects.

All learners will have the opportunity to undertake some vocationally related study around the core themes of technology. This will facilitate progression at 16 to either a technology focussed offer in the School, vocational study in the College itself or appropriate apprenticeships.

Four pathways will be included at KS4. There will be:

- 1) A pathway offering the English Baccalaureate

- 2) A pathway offering the core GCSEs of English, mathematics and science plus a choice of extra GCSEs such as Double Award Engineering, Product Design, Design Technology, Systems and Control and Computer Science.
- 3) A vocational pathway offering GCSEs of English and Mathematics plus a vocational focus such as green technologies, engineering, motor vehicle engineering, BTEC Science and BTEC Computer Science.
- 4) An apprenticeship pathway offering GCSE Mathematics and English (or Functional Skills as appropriate), a relevant vocational option plus substantial work experience.

To provide further context we have outlined the key components of each pathway in the table below:

*Note – core subjects to be studied by all learners are shown in bold.*

GCSEs	BTEC Diploma/Certificate	Specialist Diploma	Apprenticeship Pathway
Computer Science	Diploma in Applied Science	Principal Learning in Manufacturing and Product Design	Functional <b>English/Mathematics</b> and ICT or GCSE Mathematics/English/ICT
Electronics	Diploma in Engineering – to include Environmental Awareness, Computer Aided Design, PC Maintenance, Systems Control and future energy systems e.g. Bio Mass Technology	Principal Learning in ICT	Work Experience
Engineering			Vocational Option – Engineering or Motor Vehicle
<b>English Language</b>			
French			
German			
Geography			
History			
<b>Mathematics</b>	Diploma in Software Developers		
Physical Education	Diploma in Motor Vehicle Maintenance		
<b>Separate Sciences or Core and Double Award Science</b>			

GCSEs	BTEC Diploma/Certificate	Specialist Diploma	Apprenticeship Pathway
Systems and Control Electronics			
Design Technology			

### Key Stage Five (post 16)

The School will provide learners with the opportunity to progress to Higher Education programmes (either full time or part time) including those relevant to the STEM theme. Progression to Higher Education will be available in a wide range of disciplines. This might include engineering, science, entrepreneurship or other degree routes.

The core of the curriculum offer will be built around “A” Levels in relevant subjects, contextualised to develop skills and knowledge relating to the engineering and manufacturing sectors, whilst creating a rounded curriculum experience which develops the skills vital to a wide range of employment opportunities for the learners.

Three pathways will be offered at KS5. There will be:

- 1) A traditional pathway offering A levels, which include Biology, Chemistry, Physics, Engineering, Computer Science, Product Design and Mathematics. Additional options for technical qualifications will be available e.g. Performing Engineering Operations.
- 2) A vocational pathway.
- 3) An apprenticeship pathway.

To provide further context we have outlined the key components of each pathway in the table below:

Academic Qualifications	Technical/Vocationally Related Qualifications	Apprenticeship Qualifications
A Level Biology	Diploma in Engineering	Engineering
A Level Chemistry	Diploma in Motor Vehicle/ Cycle	Motor Vehicle
A Level Computing	Diploma in ICT	Laboratory Technician
A Level Engineering	Diploma in Science -	IT users

Academic Qualifications	Technical/Vocationally Related Qualifications	Apprenticeship Qualifications
A Level Mathematics A Level Physics A Level Product Design A Level Computing	pathways in Medical and Forensic Science Award in Understanding the Fundamental Principles and requirements of Environmental Technology Systems Award in the Installation of Solar Thermal Hot Water Systems Award in the Installation of Small Scale Solar Photovoltaic Award in the Installation of Heat Pump Systems Award in the Installation of Water Harvesting and Recycling Systems	Environmental Conservation

The schools framework will reflect the national qualifications framework, offering qualifications in engineering, green technologies, sustainability and ICT (with linked apprenticeship routes), underpinned by a core entitlement covering mathematics, English, science and technology, supplemented by employability, work experience, industry specific project work and enterprise.

All pathways will have a number of common themes. There will be:

- Project work linked to the school's Eco Science Park;
- Enterprise;
- Employability;
- Interpersonal and communication skills;
- Work Experience provided by industrial partners;
- Enrichment; and
- Industrial links to ensure curriculum is led by employers.

## **Overview of ICT**

The role of ICT in the School is seen as pivotal in supporting outstanding learning and teaching, particularly to support a focus on STEM. Our vision for ICT in the School is that it should serve the following purposes:

- Support excellent teaching;
- Reinforce and extend learners' learning;
- Build technological literacy around key subject areas;
- Support rapid and effective assessment of learners;
- Help to develop a personalised learning experience;
- Assist with special needs provision;
- Enable learners to monitor and evaluate their own performance including progress toward individual learning plans, attendance, punctuality, and assessment through the use of dash board technology;
- Enable effective monitoring of each individual learner's progress towards targets and the tracking of assessments, using dashboard technology;
- Facilitate effective communication with parents/guardians; and
- Facilitate gathering of learner satisfaction feedback to inform quality improvement.

The School will provide full wireless networking access for learners and staff to support the effective use of ICT in all aspects of the School.

### **Implementation of the ICT Policy**

During the implementation phase, the School will further develop its policy on the use of ICT and develop appropriate infrastructure and technological solutions to enable the policy to be delivered. The School will have a range of options in terms of procurement and partnership arrangements; therefore it is seen as important that these are assessed professionally during the next phase of development. Wherever possible, in order to provide best value for money and the sharing of best practice, the systems and expertise within Stockport College will be shared and utilised within Stockport Technical School.

### **D2: School timetable and calendar**

The School will be open from 8.15am to 4.45pm Monday to Friday with a rationale of allowing learners to experience more realistic working hours. Operating in these hours would also allow an early finish (3.30pm) for learners on Fridays.

The academic year will be based on 40 weeks per year with an academic year running between 2<sup>nd</sup> September 2013 and 7<sup>th</sup> August 2014. This allows the year to be broken down and managed into 5 learning blocks of 8 weeks, which will help the administration and management of vocational activity in particular.

To provide an illustration of how the timetable will operate and the variety in teaching learners will receive we have provided an example timetable in Appendix 1 which demonstrates the core elements; the optional elements; and the flexible components of the timetable which include tutorial activity. These elements will help to ensure that learners' individual needs are met. The timetable shows how the school day is broken down into seven teaching periods as well as registration.

In addition to the normal working day starting at 8.15, there is also an optional breakfast club between 7.45 and 8.15 which gives learners the chance to eat and interact over a coffee, whilst also providing them with additional time to receive support on their homework if needed.

Homework will be set as a key part of the school day and will have a clear and strong approach, where every learner is expected to do at least one hour of homework each evening. Support and extra resources are provided to help any learner who falls behind. For example, they will receive extra support in the flexible session at the end of each day, as well as during the breakfast club and registration.

In order to provide extra clarity over what a typical week would look like for the learner we have included two case studies showing how learners' weeks may vary depending on the pathway they have chosen:

***Case study 1: Key stage 4 learner undertaking Pathway 1 (English Baccalaureate)***

- *Each day will begin at 8.15 am with registration and homework check. (The learner will start at 7.45 if they choose to attend the breakfast club)*
- *The learner will undertake core GCSE topics of Mathematics (4 hrs per week); English (4 hours per week); Science (6 hrs per week).*
- *A further 10 hrs of study will be around GCSEs including humanities where the learner can select from subjects such as Geography; History; plus a Modern Foreign Language.*
- *The learner will undertake 1 hr of Religious Education and 2 hrs of Physical Education each week.*
- *The learner will undertake 4 hrs per week of extra curricular activity. This could be around the Duke of Edinburgh awards; language clubs; STEM clubs; or extra GCSEs – this activity is flexible and tailored to the individual learner.*
- *There will also be 2 hrs per week of work related study which will benefit from the excellent employer demand for involvement in the School. This experience will be topical and varied. For example, a recent group of learners at the lead partner Stockport College worked with the NHS (a major employer in the Stockport area) to conduct research into MRSA and the causes behind it. GCSE & A Level Biology Learners study 'drugs resistance' as a topic, within the syllabus. This research is particularly topical and of interest to the NHS in the development of treatments of infections such as MRSA.*

- *Data could be shared with the learners, lectures given from hospital staff and visits to the hospital so learners can see what hospitals do to minimise the spread of infection. The learners could then take this further, into Chemistry and look at what cleaning fluids the hospitals use and analyse them to see which ones are most effective at killing germs.*

### **Case study 2: Key stage 4 learner undertaking Pathway 3 (Vocational)**

- *Each day will begin at 8.15 am with registration and homework check. (The learner will start at 7.45 if they choose to attend the breakfast club)*
- *The learner will undertake core GCSE topics of Maths (4 hrs per week); English (4 hours per week); Science (6 hrs per week).*
- *10 hrs of study per week are selected from the vocational qualifications such as the Diploma in Engineering and related topics such as energy and CAD*
- *The learner will undertake 1 hr of Religious Education and 2 hrs of Physical Education each week.*
- *The learner will undertake 4 hrs per week of extra curricular activity. This activity is flexible and tailored to the individual learner meaning learners could receive extra support on core GCSEs if needed.*
- *There will also be 2 hrs per week of work related study which will benefit from the excellent employer demand for involvement in the School. This experience will be topical and varied for learners. For example, a recent group of learners at the College worked with on a biomass project with a team of consulting engineers to explore the possibilities of reducing carbon emissions within older buildings to create long term savings. As part of this activity a consumption and usage profile of each building was identified and solution options were identified and evaluated to determine economic viability.*

## **Organising learners**

### ***Tutorials***

The School will operate vertical Progression Coaching (tutorial) groups. These groups will be facilitated by a Progression Coach. This role is essential in ensuring that learners understand their targets, are clear about the expectations of the School and have the appropriate support to manage issues and achieve success. Because the curriculum has been designed to offer flexibility around individual needs it is also important to ensure learners have a sense of support and belonging. Appropriately trained staff in the School will take on the role of a Progression Coach for a small group of learners. All learners will have a one-to-one session with their Progression Coach every three weeks. The example timetable in Appendix 1 shows how this session has been included as part of the final session of the teaching day. Learners with the greatest support needs will be provided with appropriate and, where necessary, intensive support, to enable them to overcome any barriers to learning and to achieve. The Progression Coach provides a significant amount of pastoral



support and can help identify issues such as bullying, learning support needs, or learners not being challenged enough. In these instances the Progression Coach will help to put action plans in place to remedy issues.

The Progression Coaching (tutorial) groups will have a small number of learners taken from each year group. The mixed age group is intended to support mentoring opportunities for one another and can make it much easier for the ethos of the School to be demonstrated to learners. Furthermore, it provides opportunities for older learners and high achieving learners to be able to demonstrate valuable peer support skills which will be attractive to potential employers. This approach is aimed at having a positive influence on reducing bullying and creating an equal status organisation.

In addition to what might be perceived as “normal” tutorial activities the Progression Coaches will coach individual learners throughout their time at the School. This will ensure that every learner is set individual stretching targets, and is consistently supported to achieve and where possible exceed these targets. Progression Coaches will also have a clear responsibility to support learners in developing the vital attitudes and behaviours, identified by employers as key to employment opportunity and progression.

### ***Classes***

Class sizes for teaching are based around two cohorts of 25 learners for core curriculum areas. For learners at key stages 4 and 5 the learners will be organised into cohorts, based on age.

The optional elements will be delivered in smaller groups, up to a maximum of 25 learners per class. These sessions will be led by a course tutor and will be organised vertically across year groups.

### ***Additional activity***

This activity will primarily be in the final session of the day. The School is committed to supporting individual ability and aspirations so will provide opportunities for learners to organise aspects of the additional activity, such as subject related clubs. This is a key opportunity for gifted and talented young people to demonstrate wider skills which will be attractive to employers. Whilst the School will offer the support to learners to develop the organisational skills where appropriate, all sessions will be supervised by a member of teaching staff.

### **D3: Strategy for meeting the needs of pupils with differing abilities**

The School’s vision is to develop a high achievement culture with motivated and skilled learners, irrespective of their start in life. This vision applies equally to

learners who are the most gifted and able to those with any kind of special educational need.

The School has a policy for gifted and talented learners. This identifies “gifted” learners as those who have abilities in one or more subjects, in the statutory curriculum, other than art and design, music and PE; “talented” learners are those who have abilities in science, engineering, modern foreign language and product design. The term “gifted and talented” should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school. It will also be recognised that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Gifted and talented learners are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (such as end of key stage levels);
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny);
- Progression coach nomination; Peer or self-nomination; Parental nomination; and
- Predicted test/ examination results.

This information will be collated by the gifted and talented co-ordinator and the assessment co-ordinator (roles which will be undertaken by nominated members of the teaching staff) and will be made available to all staff. The gifted and talented register will be regularly reviewed and updated.

In order to allow “gifted and talented” learners to achieve their full potential the School will implement a number of approaches, both in class, and out of class.

Organisational and in-class approaches include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups, there will be pupils who have gifts and talents in all groups;
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally. Opportunities for this activity can be facilitated through relationships, developed in the vertical tutorial groups which feature learners of different ages;
- Mentoring support from industry partners and additional provision for pupils of exceptional ability;
- The provision of enrichment/extension activities and tasks;

- Differentiation within subject areas;  
and
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of class activities are recognised as providing important opportunities for learners who have potential in gifted and talented areas. It is vital that learners are given opportunities to practice and extend their skills through:

- Enrichment days;
- Out of class clubs;
- Science and sporting activities; and
- Extra curricular activities in partnership with the Studio School in areas such as Music and Performing Arts.

These activities will be coordinated by a nominated member of teaching staff. However, the School will also provide opportunities for gifted and able learners to demonstrate wider skills through the organisation of out of class activities. With the support of teaching staff, learners will be encouraged to take a lead role in organising school clubs.

The curriculum range offered through the School will allow gifted and talented learners to achieve the English Baccalaureate, whilst developing technical skills and undertaking enhancement activities will present challenge to them. The tutorial group structure will also mean these learners have opportunities to develop personable and mentoring skills, which would be valuable to future employers.

In addition to this, the School will operate a system of professional mentors. There are a number of employers who have expressed an interest in working as part of the Technical School particularly in the engineering curriculum area, Appendix 3 sets out an Employer Support Matrix. These employers would act as mentors to the learners allowing them to build working relationships with employers during the course of their study with opportunities for project work and vocational experience.

As far as possible, learners with special educational needs will be supported through the normal provision of the School, which includes a strong teaching model and early intervention (particularly through Progression Coaches), embedding additional support and individual attention for learners who are having difficulty reaching their targets, whether through a physical disability, language barriers, or other special educational needs. Support will be put in place as soon as it is identified that there is a need. The School is committed to ensuring flexibility in its approach, providing the resources and appropriate ICT equipment to help learners achieve their goals. This might be around resources such as around on-line learning resources, electronic whiteboards, and hand-held devices. All teachers will be trained and prepared to teach learners with special needs.

The School will aim to be fully inclusive in its sporting, cultural, social, recreational, and community activities.

It is recognised that there will be learners who have needs requiring additional or special provision of various kinds, in class or in other school-related activities. The School will be a fully inclusive organisation and for these learners the School will have regard to, and will be in full compliance of, the SEN Code of Practice (2001) and any guidance issued by the Secretary of State relating to the sections 316 and 316A of the Education Act 1996, including the new rights and duties introduced by the SEN and Disability Act (SENDA) 2001 and Regulations. It will also have regard to the guidance set out in DfES Circular 6/94 and any subsequent guidance.

As recommended by BB94, BB98 and BB99 (Building Framework for School Projects) multi-purpose areas will be created to support the access and inclusion of learners with SEN and disabilities. These will have good quality acoustics, lighting, ramps and steps. These areas will provide:

- SEN resourcebase for learning, behaviour, therapy support and case conferences;
- Appropriate ICT equipment and programmes;
- Access arrangements for Key Stage tests and public examinations;
- Office space for staff, administration and records; and
- Storage space for educational and mobility equipment.

Consideration of these factors is a key development for the School and will be used as a challenge to the approach being designed. This will ensure the School remains an exciting proposition with opportunities for all types of learners.

#### **D4: Measures of success for pupil achievement**

The vision outlines how the School will support young people to develop the skills they need for a career in STEM in a high achievement culture. It should also ensure employers want to engage in it to meet their business objectives through working with appropriately skilled young people. Because of this, it is essential to be able to demonstrate success.

The School will use National Curriculum levels and sub-levels and GCSE grades to track learner progress. This approach will be put in place because it will ensure there is consistency with external standards being applied to the learners. Additionally, it will provide comparability with other UK schools. Assuming the outcomes are favourable, this could then help to provide powerful marketing material to support the

projected growth in demand over subsequent years. Furthermore, this will support teacher familiarity and the use of available teaching and testing materials.

All learners will be set progression targets across all areas of study. Learners will have clear expectations of their anticipated achievements based on their starting point at the time of joining the School. These targets will be monitored closely by their Progression Coach. Learners not making the expected levels of progress will be supported through a programme of mentoring and support, to enable them to get back on track. Importantly, the approach to learner monitoring means any necessary support action can be implemented swiftly.

The targets which learners are set will support the achievement of the strategic objectives outlined in the vision for the School.

The aim is for success rates to be 10% above the Stockport average, by the time the School reaches full capacity.

The progression targets set a specific attainment level for each learner in each curriculum area. These targets will be defined by their baseline assessments and are designed to ensure that:

- Each learner will have a stretching, yet achievable, target based on their prior attainment. Targets will be reassessed with each learner in light of their individual progress;
- Each learner will achieve at least a grade C at GCSE or equivalent;
- Each learner who takes the traditional academic pathway at KS5 will achieve at least a grade C at A Level or equivalent; and
- Each learner will have a significant amount of work experience to support their progression.

Targets will be set for each learner based on their individual levels of attainment – in some cases, for example in setting targets with learners who suffer from learning difficulties, lower targets may be set, but appropriate support will be provided to maximise each such learner's progress.

In addition, learners will be set targets around attendance, and excellent behaviour.

The importance of teaching and learning is recognised and will take place in a high achieving School environment. All teachers at the School will be monitored to ensure they are providing:

- A creative approach to learning, using innovative approaches and effective learning strategies;

- An effective learning culture with excellent standards of teaching, utilising ICT
- and technological equipment as learning tools;
- Regular homework to learners, which is marked with feedback to support their continuous improvement; and
- Regular assessments of learning of their own classes, and those of colleagues to ensure a collaborative environment to support all teaching to be of an excellent standard.

In addition teachers will have their performance monitored against the achievement of the quantifiable strategic aims for the School. To support the achievement of these measures teachers will be expected to:

- Maintain excellent attendance of classes (95% at key stage 4 and 90% at key stage 5);
- Maintain excellent retention levels (100% at key stage 4 and 85% at key stage 5);
- Support extra curricular activity as required;
- Receive excellent feedback in learner surveys; and
- Undertake progression coach roles to work with learners.

Monitoring and tracking of success will be done using the learner record system; learner perception of course, employer's perception of courses; monitoring of achievement data; and destination statistics.

Teachers will undertake observations and performance appraisals with the criteria defined above used as key performance indicators. These appraisals would also incorporate feedback from learner perception surveys.

The measures of success will be closely monitored to ensure the School can build and maintain a reputation for being an excellent opportunity for learners to develop the high quality skills and qualifications employers seek for a successful career in STEM.

#### **D5: Admissions policy**

Stockport Technical School has developed an admissions policy which has been written in accordance with the Statutory Code of Practice on Admissions. Key features of the policy are outlined below. Pupils shall be admitted to the School in line with the admissions details outlined in the admissions policy document. Any changes to the admissions policy will require approval from the Secretary of State.

Stockport Technical School has an ethos of promoting diversity and creating a multi cultural and multi faith environment for young people aged 14 upwards with a range of abilities and from all backgrounds.

The School will be non-selective and will encourage applications from the families of boys and girls who want a good, vibrant and innovative education in the heart of Stockport.

### **Arrangements for admission to pre 16 provision**

The School will comply with all relevant provisions of the statutory codes of practice (the School Admissions Code of Practice and the School Admissions Code of Practice, including the upcoming February 2012 updates) as they apply at any given time to maintained schools and with the law on admissions. Reference in the codes to admission authorities shall be deemed to be references to the governing body of the School. In particular, the School will take part in the Stockport Metropolitan Borough Council's Admissions Forum and have regard to its advice; and will participate in the co-ordinated admission arrangements operated by Stockport Metropolitan Borough Council (in accordance with the School Admissions Policy and Procedures; September 2011 Update) and the associated timetable.

Notwithstanding these arrangements, the Secretary of State, having consulted with the School, may direct the School to admit a named pupil on application from any Local Authority.

The admission arrangements for the year 2013/14 and, subject to any changes approved by the Secretary of State, for subsequent years will be as outlined below:

- The School has an admission number of 120 for Year 1 (2013). The School will admit 50 year 10 and 70 year 12 learners, if sufficient applications are received. It is expected that admissions into future years will increase in line with the projections detailed in section D1. The projected admission numbers are reflective of a high quality establishment where demand will increase as the reputation of the School builds. However, projections do not increase to a point where learners cannot receive the individual support and flexibility to meet their needs; and
- The School may set a higher admission number than the projections given for subsequent years. However, before setting an admission number higher than the agreed projections, the School will consult with key stakeholders including the Local Authority; any other admission authorities for relevant secondary pupils; schools located in the relevant area for consultation set by the Local Authority; and any other governing body located within the relevant area for consultation.

## **Process of application**

Applications for places at the School will be made in accordance with the Stockport Metropolitan Borough Council's co-ordinated admission arrangements using the common application form. The School will use the following timetable for applications each year (exact dates within the months may vary from year to year):

- a) September - The School will publish in its prospectus, information about the arrangements for admission, including oversubscription criteria, for the following September (e.g. in September 2012 for admission in September 2013). This will include details of open evenings and other opportunities for prospective learners and their parents to discuss the School;
- b) September (after 2013) - The School will provide open day opportunities for parents to visit the site;
- c) October – the application form (common application form) to be completed and returned to the home Local Authority to administer;
- d) November – Local Authority sends applicants' details to the School;
- e) December – January – Applicants are considered by the School; a list of applicants ranked in accordance with the School's oversubscription criteria is sent to the Local Authority;
- f) February – Local Authority applies agreed scheme for own schools, informing other Local Authorities of offers to be made to their residents; and
- g) 1<sup>st</sup> March – offers are made to parents.

## **Consideration of applicants**

### **Procedures where the School is oversubscribed**

Where the number of applications for admission is greater than the published admission numbers, applications will be considered based upon an agreed criterion. These will be assessed as providing an open, fair and transparent prioritisation method and which has been consulted upon under the local authority's timescale and procedures. The following criteria will be applied, in order of priority:

- 1) Children who are \*looked after by a Local Authority.
- 2) Children considered as having \*highly exceptional medical/social reasons.
- 3) Children with a sibling at the School at the time the younger child starts prioritised according to \*\*distance between their permanent home address and the School.
- 4) Other children prioritised by \*\*distance between their permanent home address and the School.
- 5) Other children.



- 6) Learners will then be offered places on the basis of the proximity of their home (permanent residence). Distance will be measured using Stockport Metropolitan Borough Council's GIS mapping system.
- 7) Applications received after the closing date ordered by the criteria (1-6) above.

*Note: \* please consult the SMBC School Admissions Policy for detailed definitions.*

*\*\* the distance which determines how far the pupil has to travel to the School is determined by the straight-line distance between the front door of the home of the pupil's permanent address and the main front door of the School.*

The initial catchment area of the School will be Stockport and the surrounding areas, together with nine other neighbouring local authority areas which make up the Greater Manchester partnership area.

### **Operation of waiting lists**

The School will operate a waiting list where in any one year it receives more applications than there are places. This will be maintained by the School, shall be kept in accordance with the SMBC School Admissions Policy, and will be open to any parent or guardian to request his or her child's name to be placed on the waiting list following an unsuccessful appeal or unsuccessful application.

A child's position on the waiting list will be determined and allocated solely by the above over subscription criteria.

### **Arrangements for appeals panels**

Parents will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the School.

The Appeal Panel will be independent of the School and the arrangements for appeals will be in line with the Code of Practice on School Admission Appeals, published by the Department for Education. The determination of the appeal panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The School will prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process.

### **Arrangements for admission to post 16 provision**

The School will publish specific criteria in relation to minimum entrance requirements for the range of courses available based upon KS3 results, GCSE grades or other measures of prior attainment. There will be a right of appeal to an Independent Appeals Panel for unsuccessful applicants.

## **Annual procedures for determining admission arrangements**

### **Consultation**

The School will consult each year on its proposed admission arrangements.

The School will consult by 1 March:

- a) SMBC.
- b) The Admission Forum for SMBC.
- c) Any other admissions authorities for primary and secondary schools, located within the relevant area for consultation set by the Local Authority.
- d) Affected admission authorities in neighbouring Local Authority areas.
- e) Local community groups and organisations.

### **Determination and publication of admission arrangements**

Following consultation, the School will consider comments made by those consulted. The School will then determine its admission arrangements by 15 April of the relevant year and notify those consulted of what has been determined.

### **Publication of admission arrangements**

The School will publish its admission arrangements each year, once these have been determined, by:

- a) Copies being sent to primary and secondary schools in the county.
- b) Copies being sent to the offices of the Local Authority.
- c) Copies being made available without charge on request from the School.
- d) Copies being sent to public libraries in the area of the Local Authority, for the purposes of being made available at such libraries for reference by parents and other persons.

The published arrangements will set out:

- a) The name and address of the School and contact details.
- b) A summary of the admissions policy, including oversubscription criteria.
- c) A statement of any religious affiliation.
- d) Numbers of places and applications for those places in the previous year.

e) Arrangements for hearing appeals.

### **Representations about admission arrangements**

Where any of those bodies who were consulted, or who should have been consulted, make representations to the School about its admission arrangements, the School will consider such representations before determining the admission arrangements. Where the School has determined its admission arrangements and notified all those bodies that it has consulted and any of those bodies object to the School's admission arrangements, they can make representations to the Secretary of State. The Secretary of State will consider the representation and in so doing will consult the School. Where it is judged appropriate, the Secretary of State may direct the School to amend its admission arrangements.

Those consulted have the right to ask the School to increase its proposed Published Admissions Number for any year. Where such a request is made, but agreement cannot be reached locally, they may ask the Secretary of State to direct the School to increase its proposed Published Admissions Number. The Secretary of State will consult the School and will then determine the Published Admission Number.

In addition to the provisions set out above, the Secretary of State may direct changes to the School's proposed admission arrangements and, in addition to the provisions above, the Secretary of State may direct changes to the proposed Published Admissions Number.

### **Proposed changes to admission arrangements by the School after arrangements have been published**

Once the admission arrangements have been determined for a particular year and published, the School will propose changes only if there is a major change of circumstances. In such cases, the School must notify those consulted as set out above, of the proposed variation and must then apply to the Secretary of State setting out:

- a) The proposed changes.
- b) Reasons for wishing to make such changes.
- c) Any comments or objections from those entitled to object.

### **The need to secure Secretary of State's approval for changes to admission arrangements**

The Secretary of State will consider applications from the School to change its admission arrangements only when the School has notified and consulted the proposed changes as outlined above.

Where the School has consulted on proposed changes, the School must secure the agreement of the Secretary of State before any such changes can be implemented. The School must seek the Secretary of State's approval in writing, setting out the reasons for the proposed changes and providing any comments or objections from other admission authorities/other persons.

The Secretary of State can approve, modify or reject proposals from the School to change its admission arrangements.

Records of applications and admissions shall be kept by the School, for a minimum period of ten years and shall be open for inspection by the Secretary of State.

Those consulted have the right to ask the School to increase its proposed Published Admissions Number for any year. Where such a request is made, but agreement cannot be reached locally, they may ask the Secretary of State to direct the School to increase its proposed Published Admissions Number. The Secretary of State will consult the School and will then determine the Published Admission Number.

In addition to the provisions set out above, the Secretary of State may direct changes to the School's proposed admission arrangements and, in addition to the provisions above, the Secretary of State may direct changes to the proposed Published Admissions Number.

## **D6: Managing behaviour, pupil wellbeing and attendance**

### **Behaviour**

A behaviour policy has been developed for the School. The purpose of this policy is to promote positive behaviour as a way of supporting learner progress towards reaching their potential. The policy for behaviour for learning involves staff, learners, parents and governors. If learners are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere. In cases where support for the learner is unsuccessful, this might involve applying appropriate sanctions to protect the interests of all learners, staff and other users of the school.

The School will set and maintain standards for behaviour which will be based on the values of the School and will be consistent with the vision for the organisation. These will be articulated clearly through a learner behaviour policy which builds on the existing behaviour policy of the lead partner Stockport College. It will be monitored through the Progression Coaching tutorial groups. Key aspects of this might include:

- "Respect for all" where integrity will be non-negotiable;
- Clear expectations of behaviour with a framework to manage and support these expectations;

- Development of the self-esteem and self-confidence of learners which will be built into the curriculum in order to support aspirational behaviour;
- Excellent attendance will be a clear expectation. Attendance will be closely monitored with targets set and clear communications with parents/guardians; and
- Establishing a reward system to encourage hard work, support good behaviour and celebrate success.

The standards for behaviour outlined above, will be reinforced with the use of progression coaches which provides a safe, personal and supportive environment in which any issues (for example, bullying) can be raised and addressed should they arise.

The policy on behaviour is underpinned by the School Charter and Learner Agreement. It will be applied in conjunction with the following policies and legislation:

- Learner Behaviour & Disciplinary Procedure;
- Risk Management in Learner Recruitment Policy;
- Equality and Diversity Policy;
- Tutorial Policy;
- Dignity at College Policy;
- Drugs Policy;
- Health and Safety Policy;
- Safeguarding Children and Vulnerable Adults Policy;
- Learner attendance and Punctuality Policy; and
- Equality Act 2010.

### ***Roles and Responsibilities***

- *The Principal* has responsibility for conducting appeals against exclusion from the School.
- *The Trust* is responsible for the approval of this policy and for ensuring that this procedure is fairly implemented. They must also ensure that learner disciplinarys and appeals are conducted in line with the outlined Procedures.

- *The Behaviour Management Group* is responsible for developing School strategy, raising concerns about learner behaviour and disseminating good practice across college.
- *All staff* at the School staff are responsible for keeping up to date with college policy and procedure, relating to learner behaviour and implementing relevant aspect of the policy. Staff should communicate concerns to senior members of staff or the Behaviour Management Group.
- *All learners* are responsible for adhering to the Disciplinary and any related policies or agreements. They should also report any breaches of behaviour to an appropriate member of staff.

### ***Location and Access to the policy***

The behaviour policy document will be held on the School intranet and if relevant on the School website. The document will be made available on request to external parties as required and may be converted to other formats if appropriate (Braille, Large Print, and other Languages etc). The table in Appendix 4 sets out the procedure for non compliance of the Behavioural Policy.

### **Attendance**

The School will maintain an accurate attendance register. This will be monitored constantly to ensure any issues around attendance can be identified and the learner can be spoken to, and supported, where appropriate. The progression coaches will have a key role in supporting learners to respond to any issues around attendance.

The School will also operate an Attendance Policy which will be clearly articulated to learners. This policy details key responsibilities for all stakeholders, including those of the learner; the tutor; and the progression coach as outlined below:

Learners:

- Must attend the School and be aware of their attendance statistics;
- Must attend lessons and arrive punctually;
- Must report any absence and provide signed notes for any absence and medical certificates as required;
- Will be offered pastoral support where attendance is an issue; and
- Will be presented with certificates and awards to recognise excellent attendance.

#### Parents:

- Will provide the School with up to date contact information;
- Will notify the School of any absence of their child; and
- Must ensure that their child attends school, arriving on time and properly equipped

#### Tutors:

- Will encourage good attendance and punctuality;
- Will complete electronic registers;
- Will ensure any relevant learning activity which means the learner is not in the class is accurately recorded;
- Will hold learning conversations with learners whose attendance and punctuality is becoming a concern; and
- Must raise concerns around attendance and punctuality to the progression coach to ensure appropriate support can be put in place for the learner.

#### Progression coaches:

- Will support learners with attendance issues;
- Will be aware of the attendance for all learners within their tutorial group; and
- Monitor punctuality and attendance, liaising with parents where appropriate.

The School will also develop a learner engagement strategy, which will recognise the role of learners in a partnership for learning with teachers, parents/guardians and others in the wider community. This will provide a “learner voice” to input into the strategic management and operation of the School. Mechanisms to seek and respond to feedback from learners could include a representative learner body and both formal and informal learner feedback mechanisms such as learner surveys, bulletin boards, and electronic “suggestion boxes”.

This approach around clearly defining behaviour and attendance expectations, whilst providing feedback routes will help to ensure support to learners is provided in an effective manner where needed and all learners are fully aware of their obligations and commitments to the School. These policies operate in addition to the progression coach tutorials to ensure the School offers a comprehensive approach to pastoral support and pupil well-being.

## **D7: Understanding local community needs and working in partnership with schools and the wider community**

The School will be an outward facing organisation which places great emphasis on working closely with local schools and employers. The School will work with Stockport College as the Lead Partner, which will allow it to benefit from the relationships developed by the College with training providers, other colleges, universities and private training providers.

In addition to this, community groups such as the Cheshire and Wirral Partnership NHS Foundation Trust and Stockport Youth Offending team will have the opportunity to be involved and informed about the School development. These opportunities include parents' evenings, where plans for the School are outlined with presentations and discussion groups to allow community members to feed into the development of the School, ensuring it meets the needs of the community and parents are aware of the opportunities for all learners. **Parents' evenings have taken place throughout the development of this proposal, ensuring this submission meets community needs.** These events have been very successful in building support for the School with the community which will provide the learners. It is also planned that the parents evenings and community discussion sessions will continue throughout the development of the School, until its opening in 2013.

In addition, the main contact for this application has had consultation with the Local Authority. A meeting took place on the 19<sup>th</sup> December 2011 with the Service Director: Education, and the Head of Service: 14-19. They were presented with the plans for the School and shown both the visioning statements and the curriculum plans. They asserted that the school/s would provide more choice in the Borough to benefit the learners of Stockport. The Service Director: Education has been also been offered a position on the Governing Body of the School.

## **D8: Religious character – meeting the needs of all children**

The School will not be selective based on religion. This will follow the same policy as the lead partner Stockport College where learners from any faith (or no faith) will be accepted and supported to achieve their goals.

Learners will be able to study RE and PHSE as part of the curriculum which has been developed. This will allow young people to develop an understanding of different religions and cultures and support the collaborative working environment which is being created at the School.



## **Section E: Evidence of demand and marketing**

### **E1: Evidence from parents that the School would be selected as first choice for their child**

To evidence parental demand for the School, a number of marketing initiatives were used to capture support from parents and employers, these included:

- Parents – emails and letters including a questionnaire;
- Parents – information event and parents evening;
- Employers – letters requesting consideration and support;
- Local Community – post 16 options event;
- A website – The Stockport Technical School website was set out to provide further information; and
- Information on social networking sites.

#### **Parents and Guardians**

Letters and emails including a questionnaire were sent out to 5,813 parents or guardians of a child aged 14 – 19. (Appendix 2 contains a copy of the letter and questionnaire).

Parents were asked whether they have a child or know of any young person who would be interested in attending the School. The following explanation was provided of the School: *“A Technical School: This would be a small school either on or close to the Stockport College site offering, key aspects of the National Curriculum alongside vocational qualifications in engineering, green technologies, sustainability and ICT. Throughout the learning experience will be the development of key employability skills through working with employers. Young people can expect to be work ready for jobs such as: a Laboratory Assistant, Motor Mechanic, Engineering Technician or as a Computer programmer. With higher level studies careers could include, a Computer Software Engineer, a Computer Scientist, a Mechanical Engineer or a Medical Scientist.”*

All parents and employers, who showed an interest in the School, were invited to Stockport College to find out more about the School and how it would run. Guests also participated in a focus group to discuss their views on the bid with staff from the relevant curriculum areas.

A total of 20 parent guests and 5 employers attended the event.

The following tables collate the responses from parents and guardians to evidence the demand for the School:

- Column A - the proposed number of places for each year group;
- Column B – the number of children of the relevant ages whose parents have indicated that they will choose the School as their first choice;

Column C – this is left blank for the purposes of evaluation; and  
 Column D – the demand expressed as a percentage of places available.

Table 2 provides a breakdown of responses by postcode area.

**Table 1: Evidence of demand**

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Year 10</b>	50	27		54%	60	3		5%
<b>Year 11</b>					50	24		48%
<b>Year 12</b>	70	48		69%	70	0		0%
<b>Year 13</b>					70	48		69%
<b>Totals</b>	120			60%	250	75		30%

**Table 2: Breakdown of responses by postcode area**

Date of birth/age	Joining School in 2013/14	Joining School in 2014/15	Postcode
14	Yes		M18
16	Yes		SK14
14	Yes		SK15
15	Yes		SK17
15	Yes		SK3
14	Yes		SK5
12	Yes		SK5
15	Yes		SK6
17	Yes		SK6
14	Yes		SK7
18	Yes		SK5
15	Yes		SK7
15	Yes		SK17
13	Yes		WA15
15	Yes		M34
14	Yes		SK1
13	Yes		SK1
14	Yes		SK1
13	Yes		SK14
15	Yes		SK15
15	Yes		SK17

17	Yes		SK17
16	Yes		SK17
14	Yes		SK2
11		Yes	SK2
15	Yes		SK2
16	Yes		SK2
14	Yes		SK23
14	Yes		SK23
11		Yes	SK3
13	Yes		SK3
15	Yes		SK3
11		Yes	SK4
13	Yes		SK4
15	Yes		SK4
13	Yes		SK5
13	Yes		SK5
14	Yes		SK5
14	Yes		SK6
14	Yes		SK6
12	Yes		SK6
16	Yes		SK6
14	Yes		SK6
14	Yes		SK6
14	Yes		SK7
14	Yes		SK7
15	Yes		SK7
16	Yes		SK7
14	Yes		SK9
15	Yes		WA15
15	Yes		WA15
12	Yes		SK8
13	Yes		M20
14	Yes		
14	Yes		
16	Yes		M34
13	Yes		SK12
15	Yes		SK10
13	Yes		SK7
15	Yes		SK8

12	Yes		M20
14	Yes		SK8
14	Yes		WA6
12	Yes		SK6
13	Yes		SK7
15	Yes		SK2
13	Yes		SK3
13	Yes		M18
13	Yes		SK6
13	Yes		SK10
13	Yes		SK5
13	Yes		SK5
13	Yes		CW8
13	Yes		SK3
13	Yes		SK6
15	Yes		M18
15	Yes		SK3
15	Yes		SK7
15	Yes		SK3
15	Yes		SK6
15	Yes		SK10
15	Yes		SK5
15	Yes		SK5
15	Yes		SK3
11	Yes		SK8
12	Yes		SK8
15	Yes		SK6

The map below plots the postcodes against the catchment area for the School, this clearly shows that the parents wishing to send their child to the School live within a reasonable travel to learn distance.



## **Employers**

Letters were sent out to 90 local employers within the STEM industries asking for their views on the creation of the School. The letter explained how the School will support the development of technical education in areas such as engineering, emerging technologies and sustainable motor vehicle engineering within the community.

Appendix 3 contains letters of support from the following employers:

- EAL (Emta Awards Limited)
- Stopford Workshop Limited
- NFEC (National Forum of Engineering Centres)
- Jacobs UK Operations North
- New Engineering Foundation
- Balluff Worldwide Sensors

Cromwell Tools  
John Crane  
Man Diesel and Turbo  
Royal Academy of Engineering  
Stockport NHS Trust

Below are some quotes from the letters of support:

[Redacted]

[Redacted], [Redacted]

[Redacted]

[Redacted]

[Redacted], [Redacted]

[Redacted]

[Redacted], [Redacted]

[REDACTED]

In addition to letters of support, videos from key employers talking about their support for the School are available to view on the School website, which is accessible on the attached link:

[REDACTED]

### **Schools**

As part of the consultation on establishing the School, letters have gone to 14 schools. The letter set out the rationale for the School and informed recipients that the partners had written to parents and guardians of potential learners of the School. The letter also invited schools to contact the partners, should they wish to access further information on the proposed School.

Below is feedback from neighbouring schools:

[REDACTED]

### **Community**

A Post 16 Options Event was held which attracted over 1,000 people with a large majority of these being parents with children in Year 10. The event has the following feedback: *“the feedback from the event was “excellent” - all saying how “useful” they found the event. A large number of parents showed a great interest in the school, saying they were definitely interested and keen to find out more.”*

The partners have created a website for the Stockport Technical School: [REDACTED]. This contains an introduction to the School by the [REDACTED] and video clips from key partners such as Jacobs UK Operations North; Balluff; Man Diesel, and the local MP Ann Coffey.

### **E2: Stockport Technical School – reaching out to the wider community**

Stockport is located in the North West of England and is part of the Greater Manchester conurbation

Stockport is the third most polarised borough in the country. There are pockets of extreme deprivation with some neighbourhoods falling within the 5% most deprived areas of England. There are also areas of relative affluence and the table below demonstrates that overall levels of adult economic activity and employment are higher than national levels.

### Adult employment and unemployment June 2010 – June 2011

	Stockport (number)	Stockport %	North West	Great Britain
<b>Economically active</b>	144,400	79%	75%	76%
<b>In employment</b>	134,100	73%	68%	70%
<b>Employees</b>	119,200	65%	60%	61%
<b>Self employed</b>	14,400	7%	8%	9%
<b>Unemployed</b>	9,400	7%	8%	8%

Source: ONS Annual Population Survey



There are pockets of extreme deprivation, with Brinnington identified as having the second highest level of male unemployment and third highest level of female unemployment of any priority one area within Greater Manchester.

Over 5% of Stockport's working-age population still lack basic skills – particularly residing in the most challenging neighbourhoods – and high employment rates in Stockport may serve to mask the increasing problem of youth unemployment in the borough, as well as significant pockets of worklessness in particular deprived neighbourhoods.

Consideration of wider demographic information specific to young people shows that there has been a slight decline in the percentage of 16-18 year olds within Stockport participating in learning. Overall 81.2% of young people were participating in learning in November 2011, a small decline on the 82.9% participating in November 2010. In total 520 young people were not engaged in education, employment or training.

38% of Stockport high schools currently fall below the national average of achievement for five A\* to C GCSEs or equivalent including English and Mathematics GCSEs.

### **STEM based employment**

STEM skills are crucial to the UK's future prosperity. They are recognised as a key to economic growth because they are the foundation level qualification required to equip the region's key sectors with the highly skilled staff they require.

Within Stockport and the wider North West region, businesses are experiencing recruitment difficulties of skilled staff and there is a shortfall in the numbers choosing to study STEM subjects in the region to meet this demand.

The key messages on the priority STEM skill requirements within the region include:

- More technician-level training provision required to meet replacement demand, which is producing year-on-year requirements for new entrants;
- Skills to adapt to technological change, including the introduction of low carbon and resource efficient technologies, means requiring increasing skills at Level 3 and 4;
- Skills to support manufacturing companies in adopting new technologies and moving towards more efficient, low carbon processes.
- ICT skills, essential to all job roles in order to deploy new technologies.

STEM skills have increased focus for the regional sectors of nuclear, advanced manufacturing (including aerospace), biomedical, digital and creative, chemicals and automotive with skills requirements at Levels 2, 3 and 4+. They are also central to

the transition of Greater Manchester to a low carbon economy, realising the vision of a world leading green city by 2020.

The School will be of key strategic importance to many of the major manufacturing companies in the region who are increasingly exploiting new materials, technologies and processes and who now require new skills and competencies to take forward more research and development and to re-engineer and implement new manufacturing processes.

### **Travel to Learn**

As the School will be located within the local vicinity of Stockport College – the Lead Partner for this application, the current recruitment pattern of Stockport College has been provided as a guide on the possible catchment area for the School.



## **Arrangements for reaching out to the wider community**

The School will have an ethos of promoting diversity and creating a multi cultural and multi faith environment for young people aged 14 upwards with a range of abilities and from all backgrounds. The School will be a non-selective school and encourage applications from the families of boys and girls who want a good, vibrant and innovative education in the heart of Stockport. The School uniform for Years 10 and 11 will support the School ethos; ensuring learners of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; and nurture cohesion and promote good relations between different groups of learners.

From Year 12 onwards learners will wear suitable business attire.

Section D5 sets out Stockport Technical School's Admissions Policy. Learners will be admitted to the School in line with the admissions details outlined in the admissions policy. Any changes to the admissions policy will require approval from the Secretary of State. Stockport College have spoken to Stockport Metropolitan Borough Council and confirmed that they will be using the services of the Council for admissions, consultations and appeals. An admissions forum exists within the council which is in line with the School Admissions Code 2010.

## **Marketing**

The Stockport Technical School's marketing and communications strategy will derive directly from the vision and strategic goals. It is centred upon the need to ensure the delivery of high quality education to the target audience in line with local and changing national demands. The core principles which underpin the development of the strategy will remain consistent, if the details of the deliverables and evolve over time:

- The Marketing Strategic and Development Plan is contextualised by the School's overall strategic ambition; and
- The strategy is one of maximising the benefits of relationships between the Schools and prospective learners, existing learners, parents, employers, the Town and Region, local communities and with the school's staff.

The biggest marketing advocates for the School will be parents of prospective learners and the local communities who make full use of the facilities for community events.

The strategic marketing goals for the Stockport Technical School are set out below:

#### Strategic goals

- Inform and consult employers and parents to establish demand for the Stockport Technical School;
- Increase public, parental and learner understanding of the options available to them in the secondary school offer; and
- Understand the School's value to our communities.

The strategic objectives are in line with government priorities and will focus activity and resource prioritisation over the next year.

Over the next year, the key objectives for 14 – 16 year olds will be:

To develop a cohesive plan to attract 14 – 16 year olds into applications in a smooth process engaging at all points of consumer behaviour. This will include texting services, social media and engaging with the School at key points of consumer behaviour, utilising parents' data and Council careers events. This activity will be brought in line with the main stream marketing promotion for 14 – 16 year olds.

Based on market research and working with curriculum areas the School will develop cohesive recruitment and promotional plans.

Analysis of market opportunities will be through:

- Needs Analysis – information regarding demographics, lifestyle, employment status, ethnicity and skills levels. Local intelligence will be gathered from staff

and learners of Stockport College, as well as local area research from community groups, schools, and employers to develop a full understanding of local needs;

- Sector Skills Council, SEMTA information identifying skills and employment opportunities;
- Labour Market Intelligence – enabling the School to adapt the curriculum offer to meet employers needs;
- Competitor analysis – looking at the provision provided by other providers the
- School will assess the curriculum provision and services;
- School links – to understand needs and motivations of learners in the Stockport area;
- Learner profiling through the applications process;
- Curriculum offer – continual review of curriculum prior to offer of each new course; and
- Learner/teacher surveys and focus groups – feedback to assess effectiveness and suitability of the marketing messages and materials.

The product portfolio will be clearly segmented to meet the needs of a variety of stakeholders. Key audiences addressed include:

- Potential learners and their parents or guardians;
- Local employers and those involved regionally in the STEM sectors;
- Potential learners for post 14 provision;
- NEETs; and
- Universities.

## **Communications**

The Stockport Technical School's Marketing team is tasked with ensuring clear and consistent key messages are communicated, to all staff, learners, potential learners, employers and stakeholders.

Communication objectives include:

- Ensuring an effective launch which develops brand awareness and reputation;
- Curriculum development and marketing campaigns built on robust market intelligence;
- Delivering marketing materials, delivered through appropriate marketing channels which achieve the recruitment targets of the School; and

- Ensuring regular and consistent information is communicated to both internal and external stakeholders.

### **Promotional Campaigns**

In addition to the initial promotional activities (described earlier in Section E1) the campaign will cover all appropriate media channels and may include:

- Letters sent out to parents and guardians within the Stockport area;
- School launch advertised in local media;
- Open days and careers events held at Stockport College, Stockport Metropolitan Borough Council and schools within the Stockport area;
- Outdoor advertising within the Greater Manchester area e.g. buses, train stations etc;
- Digital media, the Stockport Technical School's website prior to the opening of the School, text campaigns and social networking sites;
- Networking and speaking opportunities at local educational events;
- Public Relations activities; and
- School information in the current Stockport College prospectus and on the College's website.

These campaigns will be evaluated and adapted both prior to the opening of the School and on an on-going basis to ensure that messages are clear and consistent and to measure effectiveness.

### **Section F: Capacity and capability**

## **F1: Providing appropriate and sufficient educational expertise to deliver the vision**

Stockport College is the lead partner of Stockport Technical School. The origins of Stockport College date back to 1887, when as part of a meeting to discuss the Queen's impending Jubilee, the idea of building a "technical school" was first mooted. In 1903 some 1,845 students were enrolled, plus 1,400 for the evening technical classes. In the early 1930's electrical and typographical laboratories were opened. Engineering, philosophical and debating societies were formed, along with sports and recreation clubs. By 1948 enrolments for day and evening classes reached 5,000. In 2006, Stockport College of Further and Higher Education, merged with North Area College, from the north of the borough of Stockport, to become Stockport College. STEM provision has long featured as a central part of the College's further and higher education provision.

The College was graded as "Outstanding" by Ofsted, in its most recent inspection and awarded "Beacon" status in 2008. The recent IQER Developmental Engagement activity of higher education at the College has been highly successful, with eight aspects of good practice highlighted.

The College draws learners in not only from the home local authority, but also has significant numbers of learners from Manchester i.e.25% of total intake, as well as from other neighbouring authorities. The learner mix is equally diverse: the College is on the 27th centile in terms of comparative learner deprivation i.e. nearly three-quarters of FE colleges have learners from wealthier socio-economic backgrounds. 17% of learners are from BME family backgrounds, whilst the gender mix is closely balanced.

The Man Diesel and Jacobs UK Operations North will partner Stockport College in establishing and overseeing The Stockport Technical School, once approved by the DfE.

They are joined by the following employers who have made a commitment to supporting the School once approved.

<b>Employer</b>	<b>Overview</b>
Stopford Workshop Ltd	Stopford Workshop has significant experience in repairing and developing a wide range of laboratory equipment and control instrumentation. They will bring experience of working directly with the science and engineering industries, and will support the School through the provision of work experience opportunities, mentoring, provision of apprenticeships and support to the curriculum development.

Employer	Overview
Jacobs UK Operations North	<p>Jacobs Engineering Group Inc. is one of the world's largest and most diverse providers of professional technical services. With annual revenues of nearly \$11 billion, they offer full-spectrum support to industrial, commercial, and government clients across multiple markets. Services include scientific and specialty consulting as well as all aspects of engineering and construction, and operations and maintenance. Jacobs will act as a key partner to the Stockport Technical School, will provide a member of the Board of the Trust and the Governing Body, will support the School with mentors, work experience opportunities, industrial updating for staff, and will support the development of the curriculum</p>
MAN Diesel Ltd	<p>MAN Diesel &amp; Turbo is the world market leader for large diesel engines for use in ships and power stations, and is one of the three leading suppliers of turbo machines. The company employs some 12,500 persons, and is represented in more than 150 countries. MAN Diesel will support the School through membership of the Trust and the Governing Body, and through providing work experience opportunities, mentors, and through supporting the development of the curriculum.</p>
Balluff UK	<p>Balluff UK has been one of the world's leading sensor suppliers for more than 40 years.</p> <p>Balluff provides a complete line of sensors, transducers, ID systems and accessories. Their sensor lines include inductive, photoelectric, capacitive, magnetic field and remote technologies as well as other more specialised sensor products to fit virtually any production application.</p> <p>Balluff will support the School with mentors, work experience opportunities, run mock interviews and will support the development of the curriculum.</p>
Cromwell Tools	<p>Cromwell is the largest, British owned, industrial distributor and has 1,588 employees. The company is unique in having: 56 Distribution Centres Worldwide - 4 specialist companies and an export division operating in 37 countries and 5 continents - a team of "time-served" sales engineers in each region - global product research - product analysis</p>



Employer	Overview
	<p>unit - a team studying production methods worldwide; unique daily inter-company delivery system enabling rapid access to products, services and information. The Company intends to extend its national coverage of the UK to 55 locations by the year 2010.</p> <p>Cromwell will support curriculum development, offer industrial visits to students and prizes for high performing students.</p>
Stockport NHS	<p>Stockport NHS Foundation Trust's main hospital is Stepping Hill, which treats over 400,000 patients per year. The Trust also runs community health services for a further 250,000 people across 17 sites in Tameside and Glossop. They employ over 5,500 staff.</p> <p>The trust has agreed to support the school by the provision of lectures, work experience and helping to inform the curriculum.</p>

All partner organisations have established relationships and share a joint vision for The Stockport Technical School. The partners, as Governors on the School Board, and members of the Steering Group, will work together to develop strategies, to broker links to employers and to influence curriculum development.

Letters of support from the Partners along with an Employer Support Matrix are located in Appendix 3.

In addition we have gathered support from a number of key stakeholders including:

- NFEC
- EAL (EMTA awards Ltd.)
- New Engineering Foundation
- The Royal Academy of Engineering

Copies of letters of support are attached as Appendix 3.

If the initial submission is successful the partners anticipate receiving an endorsement from the Sector Skills Councils SEMTA (the Sector Skills Council for

Science, Engineering, and Manufacturing Technologies), Stockport Local Enterprise Partnership, and the local Member of Parliament Anne Coffey amongst others.

## **F2: Financial expertise to manage the School budget**

The role of Company Secretary for Stockport Technical School will be undertaken by [REDACTED]. [REDACTED] is [REDACTED].

In addition, the Chair of the Trust, [REDACTED], is a [REDACTED].

Where any additional skills gaps are identified, these will either be filled through the current infrastructure support provided by Stockport College, through other partners on the Steering Group, or through hiring in expertise or through the development of a volunteering or internship programme.

## **F3: Accessing expertise for the opening and operation of the School**

A Project Steering Group has been identified to oversee the pre-opening phase of Stockport Technical School through to the successful opening and through the first academic year of operation, ensuring that any issues identified after the first day of operation are dealt with by appropriately experienced individuals.

The aim is to keep the Project Steering Group to a small number and to bring individuals on an ad-hoc basis when areas of expertise are required, for example project management (both academic and buildings), estates, human resources (HR), legal and ICT.

Stockport College have all these areas of expertise available within their own staffing structure. These individuals have been involved in the development of the proposal for Stockport Technical School so are best placed to join the Project Steering Group when required and have capacity to dedicate the time required to the project.

The core members of the Project Steering Group will be:

Four Directors of the Trust – who will ensure that all decisions are communicated and agreed by the new Governing Body and appropriate resources, are engaged in the pre-opening stages of Stockport Technical School. Within this team there are individuals with appropriate financial expertise to oversee this area.

The Principal Designate – will have overall responsibility for the development of the model of delivery for Stockport Technical School and recruitment of the academic and non-academic members of staff.

A representative from the Department of Education, who will be allocated on the successful completion of this application.

If it is felt to be appropriate, the Project Steering Group will identify a representative from the Local Authority to provide advice and guidance to the group.

The Project Steering Group will carry out the following activities in the pre-opening stage of Stockport Technical School, they will:

- Agree the project scope and resource requirements within the deadlines, format and frequency of meetings and updates to ensure the project meets all deadlines;
- Develop and oversee delivery of strategies for the smooth running of the School;
- Ensure that finances are allocated appropriately;
- Agree the curriculum model and any future requirements to develop this delivery;
- Oversee the estates development for any new build project associated with the
- School;
- Design the School staffing structure and recruit the academic and non-academic staff for opening; and
- Ensure all project deadlines are met and any issues are dealt with in a timely manner.

#### **F4: Staffing structure**

##### **Year one**

The Staffing Structure at year one has the full management and support structure in place in order to set up new procedures and processes.

The Principal will translate the school's vision into operational reality.

The Curriculum Managers KS4 and KS5 will deliver curriculum models that deliver the pathways as identified in Section D.

The Employer Liaison Officer role will develop and maintain relationships with employers under the strategic leadership of the Principal. This may include finding out what skills employers need, co-ordinating learner placements with employers and liaising with employers over vocational options within the timetable.

The Business Manager role will operate the School's financial and administrative processes under the strategic direction of the Principal.

The Teaching Assistant role will support particular learners and provide teaching assistance to teachers

The Technician role will prepare technical and workshop materials and equipment.

Teachers will be employed for 37.5 hours per week with 24 hours contact time with learners. The remainder of the teacher's time will include lesson planning, assessment feedback and other related duties.

It is proposed that all teachers within the school are qualified teachers

The teaching staffing level is based upon the curriculum delivery model and specimen timetable provided and this requires a total of 6 FTE teachers. This is broken down as follows:

KS4 2.75 FTE based on 2 cohorts of 25 learners (50 learners in total)

KS5 3.6 FTE based on 11 group options (70 learners in total)

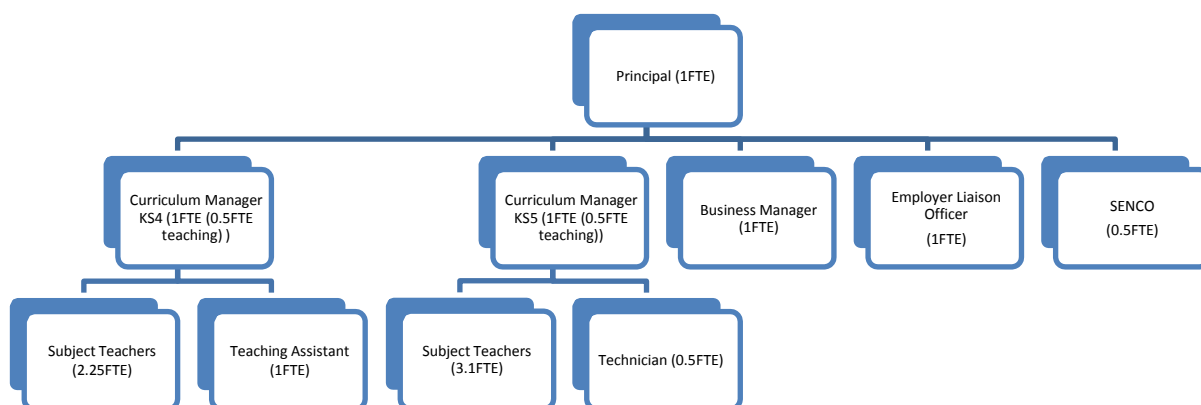
SENCO Coordinator 0.5 FTE

Total 6.85 FTE teachers

Less 2 x 0.5FTE KS4 &KS5 1 FTE

Total Teachers 5.85 FTE (rounded to 6 FTE)

The proposed structure for year one will be as follows:



**At full capacity**

KS4 11.2 FTE based on 8 cohorts of 22/23 learners (180 learners in total)

KS5 6.2 FTE based on 19 group options (140 learners in total)

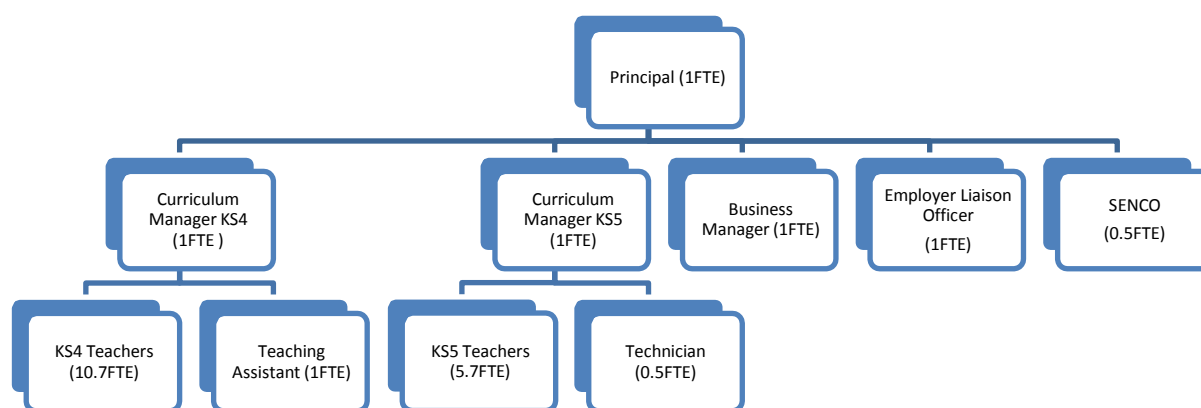
SENCO Coordinator 0.5 FTE

Total 17.9 FTE teachers

Less 2 x 0.5FTE KS4 &KS5 1 FTE

Total Teachers 16.9 FTE (rounded to 17 FTE)

The proposed structure will be as follows:



The structure will be flexible as the School grows with the Trust ensuring that all appointments to the permanent staff offer a benefit to learners and value for money for the school.

The Principal will have full accountability for the strategic and financial operation of Stockport Technical School. The Principal Designate will be a member of the Governing Body and the Steering Group tasked with setting up Stockport Technical School. The Principal, supported by the Company Secretary, will have responsibility for the finances for the first year of operations this responsibility will move to the Business Manager after the first year, as learner numbers grow.

The Business Manager will report directly to the Principal and will provide day to day administrative duties, taking over the monitoring of finances after the first year of operation.

Also reporting directly to the Principal will be two Curriculum Managers. Each Curriculum Manager will have responsibility for overseeing specific groups of learners i.e. 14-16 year olds and 16-19 year olds. Teaching staff will report to the Curriculum Managers, allowing for flexibility regarding staffing levels in the future.

The School will also have an Employer Liaison Manager, who will co-ordinate work experience, and will provide support to learners and a Special Educational Needs Co-ordinator who will have responsibility for ensuring that the School meets the needs of learners with additional needs.

Stockport Technical School will have a shared service model with Stockport College to provide all “back office” functions and technical support to the School, for example, HR, Finance, Payroll, IT, technical support, and facilities support. As both Stockport College and Stockport Technical School will be co-located on adjacent sites, this will ensure that any issues can be dealt with in an efficient and prompt manner.

All posts in Stockport Technical School will have clear job descriptions and person specifications ensuring that all candidates will fully understand their areas of accountability and roles within the structure.

All post will be advertised in the local, regional and national press ensuring that the posts are filled through a transparent and fair recruitment process.

School staff may have the opportunity to teach on some college based accommodation.

#### **F5: Plans for recruiting a principal designate, other staff and governors**

Stockport Technical School has a clearly defined vision, values culture and ethos which can be communicated easily as the Directors identify a suitable individual to recruit into the post of Principal Designate.

The Principal Designate will be required to be able to translate the School's vision into operational reality ensuring that the values and culture are aligned and communicated to the learners, staff and parents.

The Principal Designate will have a strong educational background, having Qualified Teacher status and holding a Head Teacher Qualification.

To ensure the recruitment of the strongest possible candidate for the post of Principal Designate, through a fair and transparent process, advertisements will be placed in the national press. Particular focus will be placed upon the skills and experience required to ensure an outstanding educational experience for learners. Relevant experience of school development and of STEM industries would be advantageous.

The Trust and newly formed Governing Body of Stockport Technical School will focus on the National Standards for Head Teachers framework when considering the knowledge, professional qualities and actions of the Principal Designate. The competencies of the individual for example, integrity, analytical thinking and impact will also be considered when recruiting for this post. All recruitment criteria will be closely linked to The School's vision and values.

The timing of the recruitment of the Principal Designate will be timed to correspond with any notice periods that need to be considered, for example a Head Teacher must give a notice period of one term where other staff would need to give at least a half terms notice. The recruitment will also be timed to ensure that the appointment of the Principal Designate will enable the post holder to have the opportunity to develop the operational plan for the School, shape the curriculum and appoint key staff for the 2013/14 academic year.

The Principal Designate will sit on the Governing Body of the School and the Project Steering Group. The Principal Designate will be accountable to the Governing Body for all strategic, financial and curriculum decisions made by Stockport Technical School.

#### **F6: Roles of company members, governing body and principal designate**

The Trust will exist as a Limited Company with (exempt) charitable status. The Trust will be responsible for notifying Companies House with changes of circumstances, for example changes to Directors. The Trust will also be responsible for submitting annual accounts to Companies House.

Initially the Directors of the School will be the Stockport College Principal, the Chair of the Board of Governors and two College Governors.

The Trust will be responsible for appointing auditors for the School.

The Trust will be responsible for submitting audited financial statements to Companies House on an annual basis.

#### **Oversight – process and documentation**

The School will adopt the financial regulations of the College. The financial regulations were last approved by the College's Board in July 2011. The financial regulations cover all aspects of Corporate Governance and Financial Management and Control.

- The School will undertake the following tasks to ensure good financial management: Compile a 3-5 year financial plan forecasting income, expenditure and reserves;

- Carry out annual budget compilation and management - The control of income and expenditure within an agreed budget will be the responsibility of a designated principal budget holder, who will ensure that day-to-day monitoring is undertaken effectively. Initially this role will be undertaken by the Principal, supported by the Company Secretary of the Trust but will transfer to the Business Manager. Any anticipated significant departures (10% or £1k (whichever is the lower) from agreed individual budgetary targets will be reported to the Company Secretary and, if necessary, corrective action taken;
- The School will prepare management accounts to be considered by the Board on a monthly basis. The management accounts will show performance for the month, year to date results against budget and forecast outturn for the full year; and
- The School will liaise with the College to arrange an annual audit of the financial statements and to set the School's audit plan for the year. Both internal and external reports will be considered by the School's audit committee and the Board of the Trust.

### **Oversight – roles of the leadership team**

The Principal will be accountable to the Governing Body for effective financial management of the School. Responsibility for managing the budget on an operational level will be delegated to the School Business Manager.

The Business Manager will draw on the financial expertise of the College's finance function to ensure that transactions relating to the School are processed effectively. The Business Manager will also ensure that month end and year end procedures are adhered to, for example timely preparation of the School's management and statutory accounts.

### **F7: Governance**

As set out in The Articles of Association for the Academy Trust, the Governing Body is attached to the Trust with the Directors of the Trust sitting on the Governing Body. The role of the Governing Body prior to opening will be to provide guidance and expertise on specific issues relating to the establishment of the School. After opening the Governing Body will be responsible for the strategic direction of the School, and will monitor and evaluate performance and set strategies and policies.

All Governors will be expected to demonstrate a high level of involvement and engagement with the School through regular attendance and active engagement in meetings and events, and through the relevant use of ICT.

It is envisaged that the Governing Body of the School would comprise of 15 members who would be appointed by the Trust. Stockport College as lead partner



would appoint 9 Governors. The full Governing Body would be made up of the following members:

- Four Directors of the Trust (Company Limited by Guarantee)
- Five other trustees appointed by the Lead Partner, for example the Stopford Workshops Ltd and to include 2 College Governors.

There would be six partner appointed Governors, these would be:

- The Principal Designate;
- Local Authority Governor;
- One Support Staff Governor;
- One Teaching Staff Governor; and
- Two Parent Governors.

██████████ will become Chair of The Governing Body.

The Trust and Partners will seek to recruit Governors with a wide range of business expertise who will bring networks and connections at local, regional and national level to benefit the school's specialist technical curriculum. In addition the Trust will ensure that there is local and voluntary third sector representation on the Governing Body.

Recruitment of Governors will be carried out through local connections, press and through the School Governors One Stop Shop. Training for the Governors will utilise the expertise already within Stockport College and will extend this training to all School staff, linked to targets for training and development.

## **Section G: Initial costs and financial viability**

### **G1: Ensuring financial viability and good value for money**



#### **Section H: Premises**

The Lead Partner in this application, Stockport College, has identified a number of options within its existing estates portfolio which could be used for the development of the School.

Stockport College currently operates on the Town Centre Campus in Stockport. The site is used for the delivery of further and higher education and training, and are therefore zoned for educational use within the Local Development Plan.

Stockport College is proposing to use some of its existing estate, currently either underutilised or vacant, which has refurbishment potential as the proposed premises for the School.

The options which the partners have therefore identified are:

**Option 1** – [REDACTED]. This building is the [REDACTED] St Thomas' Hospital built in 1841 and is located to the [REDACTED] with the front entrance on [REDACTED] in Shaw Heath. The building was purchased by Stockport College in 2004 for the purpose of refurbishment and educational use as part of a total campus development. The [REDACTED] was classified as category D (*inoperable, or at serious risk of major failure or breakdown*) in the College's "Estates Strategy 2011 – 2015". The site consists of four buildings with a total GIA of 2,804m<sup>2</sup>. The College has already invested £3m purchasing the property, £3.5m to stabilise the site and make good the externals on three of the St Thomas' buildings and £3m on fees. It is estimated that the capital requirement to fit out and landscape the St Thomas' estate would be approximately £4m. Should Stockport College successfully bid for both the Stockport Technical School and the Stockport Creative & Media Studio School, then economies of scale would enable delivery of both premises for £5.5m.

**Option 2** – [REDACTED] (the old engineering block). [REDACTED] is located within the main Stockport College, Town Centre Campus. This building was previously used as a motor vehicle workshop, it is currently used as the sixth form centre. The [REDACTED] was built in 1970 and is a three storey, concrete and brick building. The building has a GIA totalling 7,072m<sup>2</sup> which includes the building and tower. The College invested £35k in 2011 to refurbish the motor vehicle workshop and convert it into the new sixth form common room. It is estimated that the capital requirement to re-configure the building and provide new services would be approximately £3m.

## **Evaluation of the Options**

In order to develop the preferred option for the future development of the estate of the School, a number of evaluation criteria have been used. In using these criteria it

is our view that a preferred option will be generated which is robust and will be capable of support through the relevant funding bodies.

The criteria for the evaluation of the two options are set out below.

Ability to deliver future curriculum requirements	Will the option enable the School to meet the curriculum plans set out in its strategy?
Affordability	Can the School afford to undertake the option? This covers the capital cost of the project (and the repayment of the capital, or sources of finance e.g. grants), forecast operating and maintenance costs, and forecast future income.
Ability to meet the School's objectives	Will the option meet the objectives set out by the School.
Flexibility of the space	Is the space flexible? Can spaces be put to multiple uses (e.g. is there IT connectivity). Can the use of space be varied at minimum cost and with the least disruption?
Rationalisation of the use of space	Is the space that is available able to be used most effectively? Is the total space kept to a practical minimum? Is the net: gross space ratio maximised?
Level of risk to the School	Does the financial aspect of the project expose the School to risk?
Practical deliverability of the option	Does the option involve capital works that will disturb the operation of the School? Will the option impact on the finances of the School? Is the timescale suitable?
Ability to phase the development on the site(s)	Does the option allow for the development to be phased on the site? This covers both the design and phasing of the option and the amount of space available on the site to phase the development.

Accessibility to the site(s) by cars, buses and pedestrians (psychologically as well as physically) Does the option include good accessibility to the site by all modes of transport? Does the design of the campus and the buildings encourage people to access the site.

Provision of sufficient car parking Is there sufficient car parking on the site(s) to accommodate the forecast number of learners?

Each of the two options has been evaluated against a common set of criteria. Each of the criteria has been given a score between 4 and 0, where:

- 4 Option meets criteria very well.
- 3 Option meets criteria well.
- 2 Option meets criteria, but with some weaknesses.
- 1 Option meets criteria, but with major weaknesses.
- 0 Option does not meet criteria at all.

The raw scores have been entered into the table below. A weighting has then be applied to these raw scores dependent on the significance of the criteria to derive a weighted score. This weighted score has been used as the basis for identifying the preferred option.

Ref	Criteria	Import	Weight	Option 1 (Raw)	Option 1 (weighted)	Option 2 (Raw)	Option 2 (weighted)
1	Ability to deliver future curriculum requirements	High	6	4	24	4	24
2	Affordability	High	6	3	18	3	18
3	Ability to meet the School's objectives	High	6	4	24	4	24
4	Flexibility of the space	Med	4	4	16	3	12
5	Rationalisation of the use of space	Med	4	4	16	4	16
6	Level of risk to the School	Med	4	3	12	3	12
7	Practical deliverability of the option	Med	4	3	12	3	12
8	Ability to phase the development	High	6	4	24	3	18
9	Accessibility to the	Low	3	4	12	4	12

Ref	Criteria	Import	Weight	Option 1 (Raw)	Option 1 (weighted)	Option 2 (Raw)	Option 2 (weighted)
	site by cars, buses and pedestrians (psychologically as well as physically)						
	<b>TOTAL SCORE</b>				<b>158</b>		<b>148</b>

### The Preferred Option

The options evaluation shows that the Preferred Option for the development of the School is **Option 1** – the School to operate on the [REDACTED] site.

A key feature of the preferred option was around the size of site where Option 1 has a space which is conducive to designing a high quality learning environment for the identified number of learners. A further key feature of the preferred option is the ability to phase the development. The four buildings can be developed over time to provide flexibility for the School to grow as its reputation builds, ensuring the site can continue to provide a high quality educational space meeting the demand from potential learners.

### Rationale for choosing the site

One of the strengths of the site is that it is wholly owned by the Lead Partner Stockport College and available for refurbishment works to start immediately. St Thomas' would provide scope to refurbish the current buildings into a state of the art, accessible and a flexible learning environment. It would also provide for the specific requirements of the School in that it will provide a self contained site with secure boundaries and separate entrance complying with safeguarding requirements (see Appendix 5 for premises site map showing the boundary and separate entrance). The proposed refurbishment of site would ensure that there are no health and safety implications and that there would be sufficient natural light and ventilation. Sustainable development and management of the buildings would be ensured. The building will accommodate the initial intake of 120 learners with the flexibility to expand within the existing site as learner numbers increase.

The use of this site also means that the learners within the School will have access to the extended specialist facilities within Stockport College, whilst the sharing of professional services such as Facilities Management, IT and HR will provide access to a wealth of knowledge and skills and provide ongoing financial efficiencies.

The site is on a number of existing bus routes on the A6 and within five minutes walk of Stockport Railway station. There are no parking issues on the site, thereby

facilitating pick-up and drop-off for parents who would wish to make their own arrangements. Site plans are set out in Appendix 5.

## **Details of the Preferred Site**

### **Location**

The full postal address of the site is:

██████████  
██████████  
██████████

Stockport  
Cheshire

██████████

### **Current use of the proposed site**

██████████ is currently vacant, and investment has been made by Stockport College to stabilise three of the four buildings.

### **Current Freeholder**

██████████ site is currently part of the Stockport College estate. The College owns the freehold on the buildings.

### **Site details**

██████████ building was classified as category D (*inoperable, or at serious risk of major failure or breakdown*) in the College's "Estates Strategy 2011 – 2015". The site consists of four buildings with a total GIA of 2,804m<sup>2</sup>. Three buildings – Blocks G, H and I have been restored and have the following GIA breakdown:

- Block G 440m<sup>2</sup> over two storeys
- Block H – 1,932m<sup>2</sup> over five storeys
- Block I – 432m<sup>2</sup> over three storeys

The College has already invested £3m on the purchase of the site, £3.5m to stabilise the site and make good the externals plus £3m on fees on the ██████████. It is estimated that the capital requirement to fit out and landscape the ██████████ would be approximately £4m.

## **Capital Investment**

The College has already invested £3m on the purchase of the site, £3.5m to stabilise the site and make good the externals plus £3m on fees on the [REDACTED] building. It is estimated that the capital requirement to fit out and landscape the [REDACTED] estate would be approximately [REDACTED]

## **Costing Breakdown**

[REDACTED]

## **Value for money (VFM)**

Although the capital costs for the [REDACTED] are higher than those for the [REDACTED], given the level of investment already in the [REDACTED] building, the level of value for money achieved is higher through continuing with the site. To choose to invest in a different site would mean a loss of [REDACTED]. The [REDACTED] provides accommodation for two schools, thus providing double the value.

## **Shared Services arrangements**

The adjacency of the site to the main Stockport College campus will afford opportunities to utilise multi-million pound equipment including specialist motor vehicle, motor cycle, CAD/CAM and general engineering workshops all housed within a [REDACTED] new build scheme (completed November 2010). The comprehensive equipment contained within these facilities was procured from new in 2010. These facilities are currently managed on a central timetable that would lend itself to the incorporation of school sessions without compromising the principles of safeguarding.

The many communal and social areas within the Stockport College campus could be available to the school including two refectories, a restaurant, a 14-16 social area and a well equipped library. The main College campus could also provide access to



a fleet of 5 Mini buses to enable enrichment, whilst parking for staff and parents could be catered for within existing facilities.

### **Flexibility**

Implementation of wireless access technologies will provide flexible internal and external space throughout the site.

This Option would provide the School with the facilities to deliver its future curriculum requirements, it would provide an affordable option as once the initial building works are carried out it will fully meet the School's objectives including any future plans for expansion.

This Option would also represent a low level of risk to the School, and would provide the organisation with an option which is both practical and deliverable within the timescale for opening.

### **Community Use**

The positioning of the School's specialist facilities would enable separate access for community use in the evenings and weekends with ample car parking. This would be achieved by adapting the model currently used by Stockport College, who have a Commercial department that professionally manages all bookings from first enquiry through to aftercare. The School would offer discounted hire rates to charitable organisations and the local community, and could bring in a revenue stream to support the School's core purpose if desired.

### **Contingency Plan**

Should the new facilities be incomplete at the outset, the School sessions could be incorporated into the Stockport College timetable using existing facilities. Some communal facilities would need to be provided on a temporary basis such as reception, offices and toilets. This would be achieved through the hire of portable buildings on the existing College land.

### **Conclusion**

Stockport College is committed to providing an estate for the School which provides an innovative and safe learning environment for learners within the Stockport area. The vision for the estate is to provide outstanding facilities in a secure, enabling environment that meets the needs of learners in a cost-effective manner and demonstrates value for money.

Throughout the pre and post opening period the Steering Group will work closely to establish commonality of priorities for the development of the estate to ensure that it fully meets the needs of the curriculum. The aim is to ensure that there are state of

the art, fit for purpose premises which fully meet the needs of the School. Stockport College will ensure that further development of estates plans and priorities will be in line with the curriculum planning cycle for 2013/14 and beyond.

**Section I:** Due diligence and other checks

Hard copies of the Section A form and signed hard copies of the Due Diligence form for each Director of the company have been sent to the Due Diligence Team at the Department for Education.