



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

CAPA COLLEGE

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	✓	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	✓	
Section H: Premises	✓	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	✓	
4. Have you fully completed the budget plans?	✓	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	✓	

<p>8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	✓	
<p>9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

Section I of your application		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<p>✓</p> <p>✓</p>	

Declaration

****This must be signed by a company member on behalf of the company / trust****

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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: [REDACTED]

Position: [REDACTED] (please delete as appropriate)

Print name: [REDACTED]

Date:

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

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



Section A: Applicant details

Please complete the Excel application form.

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the Excel application form.

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

Section C1

CAPA College Free School Vision

Our vision for CAPA College is to create an outstanding 16-19 Free School that becomes nationally recognised as a post-16 centre of excellence in Arts Education. Our vision is that CAPA College's completely unique; specialist provision will train, educate and inspire the next generation of Performers, Designers, Creatives, Technicians and Arts Academics.

CAPA College will be a 16-19 provider located in the heart of Leeds that specialises in the arts, providing 350 places across a two year course with students specialising in a specific arts pathway – Contemporary Dance, Drama (Stage and Screen), Performing Arts, Musical Direction, Production Arts or Creative Media Production. This unique provision will link into existing, established Arts Partners and become a flagship of excellence in the North.

Rationale

No other similar provision in the area:

CAPA College will provide specialist post-16 education and training in the arts: Contemporary Dance, Drama (Stage and Screen), Performing Arts, Musical Direction, Production Arts and Creative Media. This provision is unique to both Leeds and the Yorkshire area. No other sixth form college, school sixth form or private performing arts school offers this provision. (For full details of our curriculum and qualification offer please refer to Section D1).

Whilst there are some Yorkshire-based providers who offer one of the qualifications CAPA College will deliver, or a small strand of our intended curriculum, there are no other providers in the Leeds or even the Yorkshire region that offer the full qualification or curriculum package that CAPA College will offer, or that provide the quality of teaching or professional arts partnerships that CAPA College will offer. Therefore, CAPA College will be a much needed addition to the choice and diversity of provision in the region.

CAPA College's provision will help address the UK's geographic North/South divide in arts education provision and also the socio-economic barrier that results in many young people being unable to access high quality arts provision. Within the South of the UK, particularly in London, there are several providers of high quality post-16 arts education and training. However, there is absolutely nothing similar within the North of the UK that is not fee-paying. CAPA College would

begin to address this geographical and socio-economic disparity. CAPA College would provide talented and creative young people from all socio-economic backgrounds with access to high quality, full time and ‘free’ arts training and education.

Standards of existing providers

Like for like comparison with other establishments is difficult as nowhere in the Leeds or Yorkshire region offers our exact provision. However, it is clearly evident from both the Key Stage 5 performance tables and OFSTED feedback that similar providers are delivering outcomes, which are below national averages.

	Wakefield College	Leeds City College	National
% of KS5 students achieving 3 or more A levels at A*-E (including equivalences)	60%	70%	82.4%
% of KS5 students achieving 2 or more A levels at A*-E (including equivalences)	94%	98%	93.6%
Average point score per student (including equivalences)	541.9	602.4	733
Average point score per entry (including equivalences)	192.7	208.3	212.8
What Ofsted said:	<p>“low retention”</p> <p>“low proportion of positive destinations”</p> <p>17/5/10</p>	<p>“Too many students left the college without completing their qualification”</p> <p>“Below national rates at advanced levels”</p> <p>“Proportion of learners achieving</p>	

		<p>their grades at AS and A level is too low”</p> <p>“Too few students progress from AS to A level”</p> <p>18/5/12</p>	
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CAPA College’s Key Stage 5 targets will be to achieve above national average comparators in terms of all measures: attainment, Level 3 value added, retention and destination measures (please refer to D2 for further details of our targets) thus providing the region with a much needed, high achieving post-16 education provision, leading to outstanding Ofsted judgements. This will be achieved through our unique and innovative curriculum offer (please refer to C1), individualised pastoral and intervention support, outstanding teaching and learning, rigorously driven, developed, monitored and evaluated by an outstanding leadership and governance team with an exceptional track record within both the education and arts sector (please refer to Section D3 and F3).

Parent & student demand:

Support and demand for CAPA College has been overwhelming, demonstrating a real need for the CAPA College provision and ensuring that all places would be comfortably filled from its launch. (Refer to Section E1).

Location:

Another factor that is quite unique about CAPA College is that, whilst the Leeds area is predominantly where most of the student and parental demand is from, our proposed provision is also attracting student demand from a wide geographical area from Leeds to Doncaster, Settle to Retford. (Refer to Section E1).

We are not just serving demand from one small geographical area but a much wider community. Therefore, the location of the CAPA College is key to being best able to serve this demand. Our proposed locations in central Leeds would ensure that our provision best fulfils the geographical demands and logistical needs of our students. Leeds is where the majority of student demand is from and is also easily commutable for students from across the Yorkshire region with ease of access to good transportation links.

However, our proposed location offers much more to our vision and rationale than just logistical ease for students. Leeds is the hub of Arts and Culture in the North of England with extensive outstanding, nationally and internationally renowned arts provision within the professional sector

and the Higher Education sector, including Leeds University, Leeds Metropolitan University, Northern School of Contemporary Dance, West Yorkshire Playhouse, BBC, Northern Ballet, Yorkshire Dance, and Phoenix Dance Theatre. What is lacking is the same access to quality Arts in Education provision at post-16 level and this has been identified as a real need by our Arts Partners (See Section E2). CAPA College would address this gap in the Leeds Arts and Education sector by providing the same high-calibre education and training on offer in the Higher Education and professional sector, but at post-16 level. CAPA College will provide this and ensure that the Leeds and Yorkshire community gain the education, skills and experience to then progress and feed into the high-calibre conservatoires, universities and professional arts sector.

Our ambitions and plans for the CAPA College Free School also reflect the strategic development and aspirations of Leeds City Council and the professional arts and arts education sector of Leeds. Leeds is bidding to become European Capital of Culture in 2023 which, if successful, would really place Leeds on the international cultural map and attract millions of pounds of investment and tourism. CAPA College would be perfectly placed to contribute to the bid and our students and staff would be heavily involved and enriched by the many, many events and opportunities it would bring. As previously identified, whilst Arts in the professional and Higher Education sector of Leeds is flourishing and vibrant, there is a significant gap in terms of post-16 provision and therefore CAPA College would ensure that the young people of Leeds benefited from the opportunity and legacy of Leeds gaining the European Capital of Culture title.

The proposed location is intrinsic to our vision for developing an outstanding curriculum provision for our students, with extensive partnerships with internationally renowned arts companies. The preferred Quarry Hill location sits within the hub of the Cultural Quarter of Leeds, so staff and students would be immersed in rich arts provision. The students would be neighbours with BBC Yorkshire, Northern Ballet, West Yorkshire Playhouse, Phoenix Dance Theatre, Yorkshire Dance as well as highly regarded conservatoires and universities – Northern School of Contemporary Dance, Leeds University and Leeds Metropolitan University. The integral role of this extensive range of high profile, high-achieving Arts and Education organisations is a key feature of the CAPA College. CAPA College will work in synergy with these organisations in terms of ensuring that our provision, curriculum, facilities and resources emulate those of the Higher Education and Professional Arts sectors, thus providing our students with the necessary skills, knowledge and experiences to successfully progress on to Higher Education and professional careers in the arts. The Arts Partners will play key roles in the planning and delivery of the curriculum and enrichment activities – providing guest teachers, offering master classes, work placements and so on (please refer to curriculum section D1). Each of our six curriculum pathways will be planned and delivered in association with an appropriate Arts Partner. So, for example, the Contemporary Dance curriculum pathway strand will be partnered with Phoenix Dance Theatre and, therefore, our students will benefit not only from the outstanding resident teaching team at CAPA College but also guest teachers from Phoenix Dance Theatre company, choreographic input from Phoenix Dance Theatre's annual programme of internationally renowned choreographers, opportunity to observe rehearsals with the professional company and so on. Being in the heart of the Leeds Arts

and Cultural Quarter, the Quarry Hill site will make these partnerships work in practice as well as theory, as the Arts Partners will literally be on the doorstep of CAPA College, allowing our students easy access to be totally immersed in a wealth of world-leading best arts practices.

Proposer Group, Governance and Leadership

The proposer group will consist of Wakefield Diocesan Academies Trust (WDAT) acting as lead proposer working with Northern School of Contemporary Dance (NSCD) as a strategic partner.

The Wakefield Diocesan Academies Trust (WDAT) was established to sponsor Church of England and Community schools that were in an Ofsted category or were deemed to be underperforming. To date it has sponsored six academies. Five of these academies have had their first Ofsted inspections and all have demonstrated better than expected progress, with the remaining academy waiting to be inspected, being the only one still in an Ofsted category.

Northern School of Contemporary Dance is an internationally renowned performing arts conservatoire providing both further and higher education. The latest Ofsted report judged the provision to be outstanding across all areas.

The two organisations will work with the existing CAPA leadership team to realise the vision for the free school. CAPA is a small, specialist sixth form for Performing Arts based at Cathedral Academy, Wakefield. CAPA was first established at Cathedral Academy in 2006 as a satellite sixth form centre for Ossett Academy. This partnership was under the successful leadership of the 2 principals which included Martin Shevill, who is currently a member of the Headteacher's Advisory Board to the Regional Commissioner. His support was invaluable in the establishment of a centre of excellence in the region. Since opening, CAPA has achieved outstanding outcomes, has excellent destination measures with students progressing to the UK's top Performing Arts conservatoires and hugely successful careers in the arts, a regional and national reputation for excellence in the arts, including awards and accolades from the National Youth Dance Company, Youth Dance England and Rock Challenge UK, and received extensive praise by Ofsted in September 2014, being judged as an outstanding sixth form. CAPA's admission number is limited to 100 students but is heavily oversubscribed with nearly three times as many applicants as there are places. There are currently 98 students on roll. Students apply to and attend CAPA from across the breadth of Yorkshire, with many travelling each day from York, Bradford, Leeds, Doncaster and beyond. It is from these foundations that the proposer group has come to appreciate the growing need for something much bigger than a school sixth form, that is able to meet the very evident demand in the region, address the socio-economic gap in terms of access to the arts and, through extensive partnership working, provide new curriculum pathways and opportunities that would make CAPA College Free School into a flagship of excellence for the North of England.

The current CAPA provision at Cathedral Academy has its own distinct leadership and is delivered by CAPA specialist teachers. Whilst these staff are employed by Cathedral Academy their contract is specifically linked to leading and teaching CAPA. The existing leadership team for

CAPA has been identified as the Principal and Vice Principal for the Free School based on their exemplary track record in the leadership and delivery of specialist post-16 arts education at Cathedral Academy. (Refer to Section D3 and see the CVs in the Appendices). As all their teaching time and leadership responsibilities at Cathedral Academy are solely spent on post-16 and not Key Stage 3 and 4, their recruitment as Principal and Vice Principal of the new CAPA College Free School will not have any impact on the teaching and leadership provision for Cathedral Academy.

The role of the School Improvement Partner will be delivered through the strategic partnership with NSCD and also David Young Community Academy (DYCA). NSCD specialises in vocational professional training, is an outstanding provider and the Head of Learning & Participation has extensive links to the UK's Dance Conservatoires and major Arts Organisations. DYCA has extensive secondary and sixth form experience, was judged to be good in its latest Ofsted inspection and the [REDACTED]

WDAT, as an approved DfE sponsor, has established procedures for working with local governing bodies, school improvement partners, and other organisations to ensure regulatory and governance procedures for improving outcomes for pupils are adhered to.

The Trustees and Director of WDAT will work closely with the members of the proposed local governing body, as they do with their other sponsored academies, through a formal scheme of delegation and formal review and monitoring visits. The members of the proposed local governing body will comprise of educational and arts specialists with considerable experience of the strategic development of post-16 provision in school settings, universities and conservatoires. (Please refer to Section F3a)

This combination of the proposer group, CAPA College Free School leadership team and strategic arts partners, supported by an experienced governing body and SIP, is incredibly strong, creative, passionate, rigorous and hugely ambitious for the future of CAPA College Free School. These key stakeholders with such a wealth of wide-ranging experience and strength will enable the vision of the Free School to be realised, leading to an outstanding new provision of professional level education.

Vision and ethos

CAPA College Vision

Our vision for CAPA College is to create an outstanding 16-19 Free School that becomes a national flagship as a post-16 centre of excellence in Arts Education. Our vision is that CAPA College's completely unique, specialist provision will train, educate and inspire the next generation of Performers, Designers, Creatives, Technicians and Arts Academics.

CAPA College will be a 16-19 provider, located in the heart of Leeds, which specialises in the arts, providing 350 places across a two year course with students specialising in a specific arts pathway

– Contemporary Dance, Drama (Stage and Screen), Performing Arts, Musical Direction, Production Arts or Creative Media Production.

To achieve this vision, we have a set of key principles:

- **High expectations:** CAPA College will have the highest aspirations and standards for all its students and staff, resulting in outstanding outcomes – results, destination measures, retention and satisfaction.
- **Partnership working:** CAPA College will develop the artists and creatives of the future. By working with the professional arts sector, we will ensure that our training and education is providing our students with all the necessary skills, knowledge and experience to succeed. At the heart of the governance, curriculum and delivery will be extensive partnerships with leading internationally renowned arts organisations and Higher Education providers including Northern Ballet, Northern School of Contemporary Dance, Leeds University, West Yorkshire Playhouse, The Paperbirds Theatre Company, Opera North, BBC, Backstage Academy and LS Live, Yorkshire Dance, Leeds Metropolitan University, Phoenix Dance Theatre, who will be neighbours to our proposed Quarry Hill location.
- **Academic and vocational excellence:** CAPA College will be built on developing academic excellence along with outstanding vocational expertise, underpinned by the best in pastoral care, guidance and support leading to outstanding results and destination measures.
- **Outstanding leadership for teaching and learning:** CAPA College will be led by an outstanding team of experienced leaders with extensive experience in education and the arts. CAPA College will be governed by an experienced team of education and art experts. The CAPA College curriculum will be delivered by an outstanding team of specialist arts teachers and professionals.
- **Fresh, unique, responsive:** CAPA College will offer something new, needed and demanded by the community, enhancing the education and arts provision offered in Leeds. The provision that CAPA College will offer will be completely unique to the Leeds and Yorkshire area. No other sixth form college, school sixth form or private performing arts school offers this provision. CAPA College will be reflective and responsive so, through regular self-evaluation and consultation with all stakeholders, CAPA College will continue to develop and adapt its provision and curriculum according to the changing needs of Higher Education, the arts profession and the local community.
- **More time for learning:** CAPA College will utilise academy freedoms to implement an extended college day and unconventional school holiday times to mirror key events in the arts calendar and reflect the nature of the professional arts sector.

Ethos

CAPA College's ethos and vision are based on the principle of being '**ACE**.' Ensuring **Accessibility**, **Collaboration** and **Excellence** are at the heart of all we do.

Accessibility – providing talented, creative young people with access to high quality arts education and training that is not on offer elsewhere: providing our students with access to the professional arts sector; equipping our students with skills and knowledge to access the best Higher Education courses and successful careers in the Arts and Creative sector.

Collaboration – creating real, working, collaborative partnerships with a wealth of the UK's leading arts professionals and Higher Education institutions; collaborating with schools and the community to enhance the arts offer for younger people in the local area.

Excellence – striving for excellence in all that we do, including teaching and learning, opportunities, behaviour, outcomes, achievement, progression routes, pastoral care, support and guidance.

How will CAPA College achieve its 'ACE' ethos?

Accessibility

Students at CAPA College will access a curriculum and qualification package not on offer elsewhere in Leeds or even the Yorkshire region. The curriculum will provide students with the highest standard of specialist education and training in the arts. The curriculum will develop students with outstanding vocational expertise and academic excellence. The curriculum will stretch and challenge students in terms of developing their practical skills and application, both technically and creatively, and their academic knowledge and understanding. True vocational application is an essential part of the CAPA College curriculum with students accessing a wealth of professional arts by working in professional contexts, situations, and venues and alongside professional artists and organisations through the input of CAPA College's many Arts Partners. As a result of such a rich, challenging and professionally orientated curriculum offer, delivered by outstanding resident teachers and the input of professional artists, CAPA College students will achieve excellent results to progress to undergraduate courses and/or professional performing arts conservatoires. Students will gain the thorough academic development they need to be ready to embark on undergraduate study and will also gain the practical, intensive skills-based training and performance experience needed to successfully progress to the leading performing arts conservatoires.

CAPA College will offer 6 discrete curriculum pathways, each leading to a specific package of Level 3 qualifications worth 4 A levels (or equivalent). (A full breakdown of the curriculum is detailed in Section D1)

1. **Contemporary Dance** in partnership with Phoenix Dance Theatre, Northern School of Contemporary Dance & Northern Ballet.

Studying a curriculum comprising of: Contemporary Dance (Release), Contemporary Dance (Cunningham), Ballet, Choreography, Body Conditioning, The Healthy Dancer, Dance Theory, Jazz, Urban, Drama, Singing & Voice.

2. **Performing Arts** in partnership with The Paperbirds Theatre Company, West Yorkshire Playhouse, Opera North and Phoenix Dance Theatre.

Studying a curriculum comprising of: Ballet, Jazz, Urban, Contemporary, Choreography, Musical Theatre, Devised Theatre, Scripted Performance, Acting, Voice, Singing Repertoire, Singing Technique, Improvisation, Dance Theory, Drama Theory, Music Theory, Body Conditioning, Directing.

3. **Drama (Stage and Screen)** in partnership with West Yorkshire Playhouse, BBC and The Paperbirds Theatre Company.

Studying a curriculum comprising of: Acting for Screen, Acting for Stage, Voice, Improvisation, Devised Theatre, Drama Theory, Physical Theatre, Body Conditioning, Contemporary Dance, Jazz Dance, Choreography, Singing.

4. **Musical Direction** in partnership with Opera North and Northern Ballet.

Studying a curriculum comprising of: Music Theory, Composition, Arranging, Singing Repertoire, Singing Technique, Music Theory, Music Technology, Sound Editing.

5. **Production Arts** in partnership with Northern Ballet, Backstage Academy and LS Live.

Studying a curriculum comprising of: Lighting Design & Operations, Sound Design & Operations, Set Design & Construction, Costume Design, Make-Up, Stage Management, Event Management, Multi-media.

6. **Creative Media** in partnership with Leeds Metropolitan University and BBC Yorkshire

Studying a curriculum comprising of: Filming, Video Editing, Photography & Editing, Sound Editing, Print Based Media Design & Production.

Although training in each pathway will offer in-depth, specialist discrete training and education in the chosen art form, there will be many opportunities for collaborative cross-arts projects and assessments, thus mirroring the professional arts sector model.

Collaboration:

Alongside the CAPA College staff team of top, specialist arts teachers will be partnerships with a wealth of arts organisations, Higher Education arts providers and arts employers in the Yorkshire area. Partnerships established include: Northern School of Contemporary Dance, Northern Ballet Theatre, BBC Yorkshire, West Yorkshire Playhouse, Yorkshire Dance, Leeds Metropolitan University Film School and Backstage Academy. The types of opportunity these partnerships will provide include: arts organisations providing regular guest teachers and master classes, work experience placements, shared performance opportunities, students shadowing different arts practitioners, observing rehearsals, free or discounted performance tickets. (Please refer to section D1 for full details of how the Arts Partnerships will work).

CAPA College will also work with secondary schools, offering taster days, performance opportunities, training and production support. CAPA College will also provide regular weekend/evening/holiday performing arts classes open to the community, thus enabling an even wider proportion of the community to benefit from the resources and good practice of CAPA College.

There is a wealth of arts and culture opportunities in Yorkshire at Higher Education and professional level and, similarly, in many of the secondary schools but what is lacking is quality arts education and training at Post-16 level. This explains the demand for places at CAPA College (Refer to Section E). CAPA College will provide the much needed 'bridge' for young people to gain access to the intensive and high quality arts education and training they need if they want to progress to Higher Education arts training and, eventually, a career in the arts or creative sector.

Excellence:

CAPA College will be led by excellence with high expectations and aspirations for all aspects of the Free School. The DfE has already recognised that our proposer group WDAT is a successful sponsor and published a case study on how it has worked with its academies and school improvement partners to deliver improved outcomes for pupils. To date, WDAT has sponsored six academies and five of these have had their first Ofsted inspections. All have demonstrated better than expected progress, with the remaining academy waiting to be inspected. Northern School of Contemporary Dance will be the strategic partner and is renowned nationally and internationally for its excellence in Arts Education in both further and higher education. The latest Ofsted report judged the provision to be outstanding across all areas.

The governing body will be a team of education, arts and business specialists providing a wealth, breadth and depth of proven expertise and excellence in their fields. (Refer to Section F3a). The governing body will ensure that the clear vision and ethos of CAPA College is fulfilled through successful quality assurance and clarity of its strategic direction. The leadership of CAPA College will be a team of successful and experienced Senior Leaders with a proven track record of excellence, developing and leading a visionary post-16 provision including excellent student

attainment, 100% record of students progressing to first choice destinations at sought-after leading universities and conservatoires and described by Ofsted, September 2014, as *'Leadership is outstanding, ensuring that there is highly effective team work, with an unrelenting focus on ensuring students can all achieve their best.'* (Refer to Section D3). This strong leadership and governance, with a shared vision of high expectations and aspirations, will drive and permeate throughout the whole of CAPA College, ensuring excellence and success.

CAPA College will have two School Improvement Partners; Northern School of Contemporary Dance and also David Young Community Academy. Both SIPs will provide external support and monitoring for CAPA College at all levels and will be an integral part of CAPA College's Quality Assurance process.

In order to ensure 'excellence' at all levels, CAPA College will adhere to a clear Quality Assurance policy to ensure regular monitoring and evaluation and clear accountability of staff. Quality Assurance will include:

- Key Performance Indicators;
- Strategic Plans with clear milestones to measure and evaluate impact – at both whole college level and for each course pathway;
- Annual Course Pathway review including lesson observations, student and parent voice, marking scrutiny, data analysis and leadership evaluation;
- A termly programme of lesson observations, marking scrutiny, data reviews (Refer to Section D2 for full details).

The Quality Assurance programme will work alongside a rigorous Performance Management system and bespoke training package to ensure that staff are held to account but also provided with support where needed. Monitoring of Quality Assurance will involve all stakeholders including Governors, SIP, Leadership Team and Course Pathway Leaders.

CAPA College teaching and learning will be *'Outstanding.'* CAPA College will have high expectations and aspirations for all our staff and, similarly, we expect all our staff to have high expectations and aspirations for all students they teach. Emphasis will be on stretch and challenge to enable students to be the best that they can be. Teachers will all be up to date in their specialist art form, with experience of working in the professional arts sector. Teaching will also be enhanced by guest teachers and master classes provided by our many industry Arts Partners e.g. BBC, West Yorkshire Playhouse, and Northern Ballet Theatre. A bespoke programme of CPD will ensure that teachers stay motivated, inspired and up to date with teaching and learning developments and this will also include sharing best practise within the teaching team with the best teachers identified to 'coach' other members of staff. CAPA College's rigorous

Quality Assurance policy will ensure that Teaching and Learning is carefully monitored and supported at all levels to secure consistently excellent practice.

Whichever pathway students study at CAPA College, the curriculum will inspire, stretch and challenge students in key areas - practical skills, creative development and academic understanding and application. This will be achieved through an intense yet balanced curriculum that provides core practical skills development, vocational application of skills and the academic rigour that will challenge students' verbal and written eloquence.

CAPA College will provide a range of exciting performance opportunities and vocational experiences for students to apply their skills in a 'real life' context. For example, students will have the opportunity to experience performing in professional theatres, to work alongside a range of professional artists and to design for real commissions. All students will be given the opportunity of professional work placements.

CAPA College will mirror the practices and resources of the conservatoires and the professional arts sector, in order to prepare our students fully for progression into Higher Education and a career in the arts.

CAPA College will provide professional, industry standard facilities to inspire our students and staff and give them the resources they need to succeed and flourish. A suite of performing arts studios, design spaces, workshops and theatre venues will be based on the same specifications as those at the conservatoire institutions that our students progress to and where our professional Arts Partners reside.

Aspirations & Outcomes

Aspiration 1: To produce young people who achieve in the Arts and Creative subjects.

Important to establish CAPA College as a centre of excellence and fulfil our vision of ensuring excellence through high expectations and aspirations, leading to outstanding results for all our students. We will see impact through:

- Above national average results of students achieving 3+ A level (or equivalent qualifications).
- Above national average Level 3 Value Added results.
- Above national average retention rates.
- Positive student and parent voice.
- Students progressing to first choice university and/or leading conservatoires.

How will we achieve this aspiration?

- A team of specialist teaching staff – outstanding teachers with experience of professional arts.
- Providing outstanding teaching and learning.
- Rigorous Quality Assurance to monitor the quality of teaching and learning.
- Bespoke CPD programme for all staff.
- Additional master classes and guest teaching provided by our professional Arts Partners
- Extensive preparation for auditions and interviews including mock audition weeks, visits and links with conservatoires.
- A rich, balanced curriculum developed in synergy with the Higher Education sector that stretches and challenges students' technical, creative, performance and academic skills.
- Tracking and monitoring data.
- Intervention procedures in place with academic support provided where necessary.

Aspiration 2: To produce young people with the academic knowledge, creative skills, technical ability and personal and social attributes to progress to leading universities, conservatoires or arts-related employment.

Important to establish CAPA College as a centre of excellence and fulfil our vision for students to have the best arts training and education, providing them with the skills, knowledge, understanding and qualifications to be able to progress to leading arts-based undergraduate courses at Higher Education universities and conservatoires. This target will also ensure our vision that CAPA College enables young people in Yorkshire to become the next generation of artists, performers, creatives and arts academics. We will see impact through:

- 90% of students progressing to first choice universities, conservatoires or arts-based employment.
- 60% of students progressing to leading Performing Arts conservatoires (the equivalent of the Russell Group university sector).

How will we achieve this aspiration?

- Providing a rich, balanced curriculum that stretches and challenges students' technical, creative, performance and academic skills. Giving the students the skills, knowledge and understanding to achieve entry level requirements for undergraduate courses, but also the practical skills and techniques to be successful in rigorous and competitive auditions.

- Providing consistently outstanding teaching and learning from CAPA College's dedicated team of resident staff with additional master classes and guest teaching provided by our professional Arts Partners. To ensure that students are trained and educated to the highest level.
- Partnerships with Higher Education and conservatoire establishments (including visits, guest teaching and talks provided by Higher Education and conservatoire establishments, shared performance opportunities) enabling students to be fully aware of the courses and progression routes available and the skills and entry requirements needed.
- Extensive career and Higher Education guidance and support through group tutorials and one-to-one tutorials.
- Parent/carers 'progression routes' evenings and student review day appointments.
- Mock audition/interview weeks including mock audition classes, audition material performances, mock interviews. All with a panel of staff from CAPA and external HE providers. Students provided with full individual feedback.

Aspiration 3: To provide young people with access to high quality professional arts.

Important to fulfil CAPA College's vision for collaboration with the professional arts sector to enhance CAPA College's curriculum and teaching offer and to enable students to have 'real life' arts experience. Also important to achieve our vision of excellence by raising students' aspirations. We will see its impact through:

- Engagement with at least 6 professional Arts Partners.
- 100% of students to work with an Arts Partner each year.
- 100% of students provided with work placement opportunities in the professional arts sector.

How will we achieve this aspiration?

- Links already established with leading Yorkshire-based arts organisations including – Northern School of Contemporary Dance, Northern Ballet Theatre, BBC, Backstage Academy, Leeds Metropolitan University Film School.
- Provision will include: work placement opportunities (intensive over a 2 week period or long term 1 day a week for a term); 'a day in the life' shadowing a professional artist for a day; master classes led by Arts Partner organisations; shared performance opportunities; company in residence - where students work with a professional director/choreographer from one of our Arts Partners to create a commissioned performance.

Aspiration 4: To enhance the Arts Education provision of the community.

Important to fulfil CAPA College's vision for collaboration with the community by sharing resources and good practice so that a wider population can also benefit from high quality arts education provision. Also important to achieve our vision of excellence by raising younger students' aspirations and providing information about progression routes in the Arts and Creative sector. We will see its impact through:

- Work with high schools in the CAPA College locality. Engage at least 10 schools per year in arts activities.
- Engage with local young people. Engage at least 500 young people per year in arts activities and performances.

How will we achieve this aspiration?

Offer an annual programme of school and community arts events and support services including:

- CAPA College Taster Days – offering Key Stage 4 students the opportunity to experience 'a day in the life' of CAPA College with classes, workshops and course information. Enabling Key Stage 4 students to be fully aware of provision available at Post-16 level.
- Workshops and master classes provided by CAPA College staff held at CAPA College or within schools. Utilising the specialist staff at CAPA to enhance the arts provision in schools in order to raise aspirations and improve standards in the arts at secondary level.
- Inset training – CAPA College will offer an annual programme of teacher training in specialist arts areas e.g. Engaging boys in dance; cross-curricular approaches to utilising the arts.
- Invite schools to special performance and workshop packages of all CAPA College shows, enabling young people to access high quality arts provision.
- Production and Creative Media support – CAPA College Production and Creative Media students and staff to provide specialist support and equipment for schools putting on their own performing arts productions e.g. Creative Media staff/students will be able to film and edit school shows or Production staff/students could design and operate lights/sound.
- Shared performance opportunities – CAPA College will provide Arts Festival showcase opportunities for schools to platform their work and celebrate young people's achievements in the arts.
- CAPA College will also offer a programme of community arts classes in accordance with local demand, such as a Sunday morning CAPA College Theatre Arts School for young people aged 4-16 years, utilising the resources and staffing expertise of CAPA College.

Aspiration 5: To be a national flagship for Arts Education, enabling talented young people of all backgrounds from the Yorkshire region to access and excel in the arts.

Important to achieve one of CAPA College's main rationale for opening – to fulfil a need for high quality specialist post-16 arts education in Leeds to ensure that talented young people in the North of the UK, from all socio-economic backgrounds, can access quality arts education provision. We will see its impact through:

- Recognition in national arts events and awards.
- Above national average results including students on FSM, Pupil Premium and CLA and other vulnerable groups.
- Student progression to first-choice leading universities, conservatoires and arts-based employment including students on FSM, Pupil Premium and CLA and other vulnerable groups.
- Fully subscribed student numbers within two years of opening.

How would we achieve this aspiration?

- Provide students with access to outstanding teaching and learning delivered by excellent teachers and guest professional artists.
- Provide a unique, rich specialist arts curriculum with extensive vocational opportunities.
- Utilise strong collaborative partnerships with professional Arts Partners to enhance an outstanding provision.
- Provide outstanding pastoral care, guidance and support to students.
- Provide academic intervention and support.
- Offer extensive mentoring, preparation and support for post-18 progression.
- Provide financial student support through the post 16 bursary scheme.

Section D: Education plan – part 1

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

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

CAPA College - Post 16 Provision

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Year 12		175	175	175	175	175	175	175
Year 13			175	175	175	175	175	175
Totals		175	350	350	350	350	350	350

Section D: Education plan – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

This section must be completed by route 2 applicants.

Subject/other activity (e.g. enrichment)	Lessons per week	Mandatory/ Voluntary	Comments Each lesson based on 1hr 15 mins
Contemporary Dance Pathway (See further details on Page 42)			
AS Dance	Yr 1 – 6	Mandatory	Dance Theory (2), Contemporary Release (1), Contemporary Cunningham (1), Choreography (2) * Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Dance specification commencing Sept 2016 has been announced
A level Dance	Yr 2 – 6	Mandatory	Dance Theory (2), Contemporary Release (1), Contemporary Cunningham (1), Choreography (2) * Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Dance specification commencing Sept 2016 has been announced
BTEC Level 3 Extended Diploma in Performing Arts (Dance) -Equivalent to 3 A Levels	Yr 1 – 18 Yr 2 - 17	Mandatory	Contemporary Release (2), Contemporary Cunningham (1), Ballet (5), Choreography (2), Jazz (1), Urban (1), The Healthy Dancer (1), Drama (1), Singing (1), Performance Workshop (3 for Yr. 1 and 2 for

			Yr. 2
Core	Yr. 1 – 5 Yr. 2 – 5	Mandatory	Each morning students will participate in CORE which will consist of 45 minutes high intensity body conditioning to develop strength and stamina, followed by 30 minutes Ballet or Pilates or Yoga to develop core strength, alignment and flexibility.
Tutorials/Life After CAPA College Guidance and Support	Yr. 1 – 1 Yr. 2 – 2	Mandatory	
Drama (Stage and Screen) Pathway (See further details on Page 42)			
AS Drama & LAMDA examinations	Yr. 1 – 6	Mandatory	Drama Theory (2), Scripted Performance (3), Devised Performance (1) * Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Drama specification commencing Sept 2016 has been announced
A Level Drama	Yr. 2 – 6	Mandatory	Drama Theory (3), Devised Performance (3) *Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Drama specification commencing Sept 2016 has been announced
BTEC Level 3 Extended Diploma in Performing Arts (Acting) -Equivalent to 3 A Levels	Yr. 1 – 18 Yr. 2 - 17	Mandatory	Devised Performance (2 for Yr1 & 1 for Yr2), Contemporary Theatre Performance (3 per yr. group), Classical Theatre (2 per yr. group), Film & TV Acting (3 per yr. group), Audio Performance Acting (1 per yr. group), Directing (2 per yr. group), Dance & Physical

			Theatre (1 per yr. group), Singing (1 per yr. group), Performance Workshop (3 per yr. group)
Core	Yr. 1 – 5 Yr. 2 – 5	Mandatory	Each morning students will participate in CORE which will consist of 30 minutes vocal warm up followed by 30 minutes high intensity body conditioning to develop strength and stamina, followed by 15 minutes pilates/yoga based stretches to develop alignment and flexibility.
Tutorials/Life After CAPA College Guidance and Support	Yr. 1 – 1 Yr. 2 – 2	Mandatory	
Music & Musical Direction (See further details on Page 43)			
AS Music & ABRSM	Yr. 1 – 6	Mandatory	Music Theory (2), Performance (2), Composition (2) * Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Music specification commencing Sept 2016 has been announced.
A level Music	Yr. 2 – 6	Mandatory	Music Theory (2), Performance (2), Composition (2) *Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Music specification commencing Sept 2016 has been announced
BTEC Level 3 Extended Diploma in Music -Equivalent to 3 Levels	Yr. 1 – 18 Yr. 2 – 17	Mandatory	Arranging (3), Composition & Song Writing (2), Production & Staging (3), Music & Sound for the Moving Image (2), Music Technology (3), Singing & Musical Theatre (2),

			Performance Workshop (3 for Yr. 1 & 2 for Yr. 2)
Core	Yr. 1 – 5 Yr. 2 – 5	Mandatory	Each morning students will participate in CORE which will consist of skill development and practice in their chosen instruments.
Tutorials/Life After CAPA College Guidance and Support	Yr. 1 – 1 Yr. 2 – 2	Mandatory	
Performing Arts – Musical Theatre (See further details on Page 44)			
AS Dance	Yr. 1 – 6	Mandatory	Dance Theory (2 lessons), Contemporary Release (1 lesson), Contemporary Cunningham (1 lesson), Choreography (2 lessons) *Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Dance specification commencing Sept 2016 has been announced
A level Dance	Yr. 2 – 6	Mandatory	Dance Theory (2 lessons), Contemporary Release (1 lesson), Contemporary Cunningham (1 lesson), Choreography (2 lessons) *Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Dance specification commencing Sept 2016 has been announced
AS Drama & LAMDA	Yr. 1 – 6	Mandatory	Drama Theory (2), Scripted Performance (3), Devised Performance (1) *Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Drama specification commencing Sept 2016 has been announced

A Level Drama	Yr. 2 – 6	Mandatory	Drama Theory (3), Devised Performance (3) *Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Drama specification commencing Sept 2016 has been announced
BTEC Level 3 Diploma in Performing Arts (Musical Theatre) -Equivalent to 2 A Levels & ABRSM	Yr. 1 – 12 Yr. 2 – 11	Mandatory	Ballet (2), Jazz (1), Urban (1), Voice (1), Singing Technique (2), Singing Repertoire (2), Performance Workshop (3 for Yr. 1 & 2 for Yr. 2),
Core	Yr. 1 – 5 Yr. 2 – 5	Mandatory	Each morning students will participate in CORE which will consist of 30 minutes high intensity body conditioning to develop strength and stamina, followed by 30 minutes Ballet or Pilates or Yoga to develop alignment and flexibility followed by 15 minutes vocal training to develop breathing control and projection.
Tutorials/Life After CAPA College Guidance and Support	Yr. 1 – 1 Yr. 2 – 2	Mandatory	
Music Per Teachers will provide small group singing lessons to year 1 students and individual singing lessons to year 2 students.			
Production Arts Pathway (See further details on Page 44)			
AS Theatre Studies	Yr. 1 – 6	Mandatory	Theatre Studies Theory (2), Design (2), Application (2) *Please note the breakdown of lessons may alter once confirmation of the new AS and A level Drama & Theatre Studies specification

			commencing Sept 2016 has been announced
A Level Theatre Studies	Yr. 2 – 6	Mandatory	<p>Theatre Studies Theory (2), Design (2), Application (2)</p> <p>*Please note the breakdown of lessons may alter once confirmation of the new AS and Alevel Drama & Theatre Studies specification commencing Sept 2016 has been announced</p>
<p>BTEC Level 3 Extended Diploma in Production Arts</p> <p>-Equivalent to 3 A Levels</p>	<p>Yr. 1 – 18</p> <p>Yr. 2 – 17</p>	Mandatory	<p>Year 1 - Set Design & Construction (2), Lighting, Design & Operation (2), Sound (2), Costume Design & Construction (2), Make Up Design (2), Stage Management (2), Performance Workshop (6)</p> <p>Year 2 – Students select a specialist area from Technical (Lights, Sound, Construction) or Design (Costume, Make Up, Set) (9 lessons), Stage Management (2), Performance Workshop (6)</p>
Core	<p>Yr. 1 – 5</p> <p>Yr. 2 – 5</p>	Mandatory	Each morning students will undertake a programme of essential skills including H&S training and software skills.
Tutorials/Life After CAPA College Guidance and Support	<p>Yr. 1 – 1</p> <p>Yr. 2 – 2</p>	Mandatory	
Creative Media Pathway (See further details on Page 45)			
AS Media Studies	Yr. 1 – 6	Mandatory	<p>Media Studies Theory (3), Practical Development & Application (3)</p> <p>*Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Media specification commencing Sept</p>

			2017 has been announced
Alevel Media Studies	Yr. 2 – 6	Mandatory	Media Studies Theory (3), Practical Development & Application (3) *Please note the breakdown of lessons may alter once confirmation of the new AS and A Level Media specification commencing Sept 2017 has been announced
BTEC Level 3 Extended Diploma in Creative Media Production -Equivalent to 3 A Levels	Yr. 1 – 18 Yr. 2 – 17	Mandatory	Year 1 – Film Production (4), Audio Production (3), Photography (2), Print Based Media Design & Production (3), Performance Workshop (6) Year 2 – Students select a specialist area from Audio, TV & Film or Print Based Media (9 lessons), Film Production (2), Audio Production (2), Photography (2), Print Based Media Design & Production (2)
Core	Yr. 1 – 5 Yr. 2 – 5	Mandatory	Each morning students will undertake a programme of essential computing skills.
Tutorials/Life After CAPA College Guidance and Support	Yr. 1 – 1 Yr. 2 – 2	Mandatory	

Curriculum Principles

The principles behind CAPA College's curriculum will ensure that we successfully fulfil our vision, stay true to our ethos and ensure that we meet the educational needs of our students and therefore ensure success.

Accessibility, Collaboration and Excellence are at the heart of CAPA College's vision and ethos and, therefore, at the heart of our curriculum. Our key principles set out in the Vision section of this application (please refer to Section C1) are intrinsically linked to the key principles behind our

Curriculum strategy. This joined up approach is imperative to ensure success for our students and ensure that our aspirational vision for CAPA College becomes a reality.

Our key curriculum principles are:

- **To provide a unique, specialised and intensive arts curriculum:**

Our curriculum offers six discrete curriculum pathways. The curriculum pathways offered are completely unique to the Leeds and Yorkshire region. Each curriculum pathway will offer the highest quality education and training to our students and will be in collaboration with professional Arts Partners. Our curriculum will ensure that our students access the intensive vocational and academic education and training to excel in the arts, gain outstanding results, progress to the best universities and conservatoires and are fully prepared for successful careers in the arts and creative sectors.

- **To have the highest aspirations and expectations in planning and delivery of the curriculum:**

Our curriculum is planned and will be delivered to ensure that all students are stretched and challenged, leading to outstanding outcomes and enabling all students to excel and progress. This will result in CAPA College providing the Leeds area with an above average post-16 provider of the arts, which is much needed (please refer to Section C1). All six curriculum pathways are designed to challenge the students academically, creatively and technically. This is enhanced by many curriculum factors including; the opportunities for vocational learning such as work placements, the input of professional arts partners offering a wealth of opportunity to work alongside and observe professional artists and extended school days and unconventional school holidays. The curriculum has been designed to work in synergy with the UK's leading conservatoires and universities, mirroring the provision, facilities and resources they offer so that our students are prepared to successfully gain post-18 places and progress.

- **To enrich and enhance the curriculum through collaborative partnership working:**

We want to ensure that our curriculum develops the artists and creatives of the future so, by working with the professional arts sector, we will ensure that our training and education is providing our students with all the necessary skills, knowledge and experience to succeed. At the heart of the curriculum will be extensive partnerships with leading internationally renowned arts organisations and Higher Education providers, including Northern Ballet, Northern School of Contemporary Dance, Leeds University, West Yorkshire Playhouse, The Paperbirds Theatre Company, Opera North, BBC, Backstage Academy and LS Live, Yorkshire Dance, Leeds Metropolitan University, Phoenix Dance Theatre, many of whom will be neighbours to our proposed Quarry Hill location. This will be in the form of utilising regular teachers/choreographers/designers to deliver aspects of our curriculum, the

provision of master classes and lectures, work placements, student observations of rehearsals and so on.

- **To develop academic and vocational excellence:**

The CAPA College curriculum will be built on developing academic excellence along with outstanding vocational expertise, underpinned by the best in pastoral care, guidance and support leading to outstanding results and destination measures. Each of the six curriculum pathways offers a combination of vocational (BTEC/LAMDA/Trinity) and academic (A level) qualifications. This combination of vocational and academic curricula will not only lead to outstanding Level 3 results but, again, works in synergy with the curriculum of the best conservatoires and universities ensuring that our students have the training and education to progress and succeed post-18. Each curriculum pathway will provide the students with intensive and rigorous practical training and education of technical and creative skills that are then applied in vocational and work based contexts. This will ensure that students are expert practitioners in their chosen art form(s) and have the skills to be successful in the rigorous audition processes of the very competitive conservatoires and best universities. The curriculum will also ensure that students have the rigour of academic study, developing students' knowledge, understanding, critical thinking and analytical skills along with the verbal and literacy skills to be able to effectively, articulately and confidently communicate this knowledge and understanding. This will ensure that students are fully equipped to gain entry to and be successful on undergraduate courses.

- **To provide a curriculum that is fresh, unique, responsive:**

CAPA College's curriculum will offer something new, needed and demanded by the community, enhancing the education and arts provision offered in Leeds. This principle will remain, once CAPA College opens, by being continually reflective and responsive in the development of the curriculum. So, through regular self-evaluation and consultation with all stakeholders, CAPA College will continue to develop and adapt its provision and curriculum according to the changing needs of Higher Education, the arts profession and the local community.

- **To utilise academy freedoms to allow more curriculum time for learning:**

CAPA College will utilise academy freedoms to implement an extended college day and unconventional school holiday times to mirror key events in the arts calendar and reflect the nature of the professional arts sector. The CAPA College day will run from 8.30-5.00pm each day for students, mirroring the conservatoire and university courses our students will progress to. The nature of the arts and creative subjects means that students need extended 'studio' time - both teacher directed time and independent time. Assessment for the CAPA Curriculum will often be through performance work and, therefore, evening/weekend/holiday rehearsals and performances will take place. The curriculum will

also be built around the professional arts calendar so that may mean holidays for CAPA College are calendared to reflect this, rather than following the conventional school holidays.

Expected pupil intake

CAPA College will offer 350 16-19 places across the two year course. There will be six curriculum pathways and student numbers for each pathway will be as follows:

	Year 1	Year 2
Dance – Contemporary	25 students	25 students
Drama(Stage and Screen)	25 students	25 students
Music - Musical Direction	25 students	25 students
Performing Arts – Musical Theatre	50 students	50 students
Production Arts	25 students	25 students
Creative Media	25 students	25 students

Being a very specialist post-16 provider means that students applying to CAPA College will have a keen interest and aptitude for the arts-based curriculum pathway they are applying for.

Our admission policy is based on students achieving 5 A*-C grades at GCSE or equivalent. Students must achieve at least a grade D or above in English and Maths. Those students who achieve grade D in English and/or Maths will have access to continue lessons and be re-entered for GCSE examinations. This extended provision will be coordinated through the secondary school SIP. The main part of the application process will be a practical audition/assessment and interview. This will assess and determine applicants' potential and aptitude for the course. Applicants will undertake a full day of practical workshops in front of a panel of specialist teachers and representatives from the professional Arts Partners. Applicants will be assessed on their ability, potential and aptitude in the curriculum pathway art form(s) they have applied for. Not all young people pre-16 have access to arts education within their secondary education or have had the parent/carers support or financial background to access private arts tuition. The practical audition/assessment is essential to enable access for all young people with a gift and passion for a career in the arts to be able to apply to and gain a place at CAPA College, regardless of background and previous experience.

Available post-16 data on the breakdown of student intake and needs is very limited and it is therefore difficult to accurately estimate the breakdown of our expected student cohort. However, the following information is provided by Cathedral Academy in Wakefield that offers a small post-

16 performing arts provision and we would envisage that CAPA College would attract a similar breakdown of student intake.

	No of P16 students	% of students eligible for FSM at the end of Y11	% of CLA	% of students whose first language is other than English	% of students with special needs
Predicted 2016 Intake	175	8.5 (15)	2.8 (5)	1.4 (3)	1.4 (3)
Predicted 2017 Intake	175	8.5 (15)	2.8 (5)	1.4 (3)	1.4 (3)
2014-15 based on Cathedral Academy Data	71	8.5 (6)	2.8 (2)	1.4 (1)	1.4 (1)
2013-14 based on Cathedral Academy Data	55	7.3 (4)	0	0	1.8 (1)

Our data tracking at CAPA College will ensure that all students are monitored in terms of their progress as well as different groups of students, particularly vulnerable groups (please refer to Section D2). This will ensure that all students get the necessary intervention and additional support required. There will be a staff role for a Student Support Intervention Mentor (please refer to Section D3) to monitor and implement individualised intervention.

CAPA College will offer the post-16 bursary scheme to students who are Looked After or from low-income backgrounds. This will enable potentially vulnerable students to access financial support to aid with their studies, including help with any transport costs or specialist equipment.

Type of curriculum

CAPA College will offer six curriculum pathways. Each curriculum pathway will follow a combination of BTEC and A level courses, leading to students achieving 4 A level equivalents. This is one of our key curriculum principles of providing a combination of Academic and Vocational qualifications at Post-16 to ensure that our students are best equipped to successfully progress to either conservatoire training or undergraduate study.

In addition, we will also offer LAMDA and ABRSM music, singing and drama examinations to further stretch and challenge our students. These examinations are held in high regard by post-18 arts providers and also offer UCAS points, therefore further aiding our students to achieve and progress to the best possible conservatoires and universities.

Students who do not possess grade C or above in GCSE Maths and/or English will also follow a level 2 English and/or Maths curriculum leading to entry for GCSE examination.

In addition to these key elements of the curriculum, students will also access the following: intervention (as required), tutorial programme, work placements, 'Life after CAPA' support and guidance, CORE and a calendared programme of alternative curriculum time.

Curriculum Model and Content of the Curriculum

CAPA College will offer six curriculum pathways that students will apply for.

1. Contemporary Dance
2. Drama (Stage and Screen)
3. Music and Musical Direction
4. Performing Arts – Musical Theatre
5. Production Arts
6. Creative Media

Each pathway leads to students achieving a set package of A level and BTEC qualifications. This is a unique model for post-16 provision in the area and thus offers the young people in the Leeds and Yorkshire region a new choice. Each curriculum pathway offers a specialised, balanced curriculum, which will provide students with both breadth and depth of study. In order to achieve our vision of excellence in terms of achievement and progression, each curriculum pathway has been developed to mirror provision at the UK's leading conservatoires and universities, providing our students with skills, knowledge and experience to progress. We have also consulted with leading arts employers to ensure that our curriculum provides our students with real employability skills.

Key features of all the CAPA College Curriculum Pathway models:

- Each lesson will be 75 minutes to reflect the lesson time length of the conservatoires and university sectors. The curriculum model is based on 30 lessons per week. CAPA College will utilise academy freedoms to allow for the longer days needed to ensure that the students can have such an intensive curriculum. Details of how the curriculum model will be adapted if student numbers aren't at full capacity are provided on Page 58 and in Section G3 (Page 100 onwards)
- Although students are following a set qualification package, the lessons are broken down more discretely to allow greater depth of study and training, resulting in our vision for excellence. E.g. The A level Music qualification is broken into discrete lessons – Theory, Composition, Performance.

- All curriculum pathways provide '*Performance Workshop*' lessons on the curriculum model. This will be calendared throughout the year to offer 1) collaborative cross-discipline projects e.g. Students from different curriculum pathways collaborating together on a range of performance-based projects 2) collaborative projects working with our professional arts partners 3) work placement time. The Performance Workshop lessons enable us to help fulfil our vision and ethos about working collaboratively, working vocationally and ensuring that our students access working with high quality professional arts partners
- All curriculum pathways provide '*CORE*.' This is delivered slightly differently according to the different curriculum pathways, and takes place period 1 each morning focusing on developing the key skills that students need for their curriculum pathway to ensure they are 'Readiness to Learn.'
- All curriculum pathways provide '*Tutorials*' and '*Life after CAPA: guidance and support*.' Tutorials are a calendared programme of group, small group and individual sessions that focus on life skills and personal, social development and wellbeing. '*Life after CAPA guidance and support*' is really in-depth support, guidance and preparation to help students be ready for and successful in progression post-18. This is delivered slightly differently according to the needs of the different curriculum pathways. This is an essential component to aid our vision of enabling all our students to have high aspirations and to excel in achieving places at the leading post-18 providers which, inevitably, are very competitive to gain places at.
- All curriculum pathways will have an annual programme of calendared events when the normal curriculum timetable will be 'suspended' for a set period of time and an alternative intensive curriculum is applied. These events include:

1) Performances – the nature of the curriculum means that performing is a key feature of learning and also assessment, whether on-stage or in a production or creative media role. Students will experience a range of performance opportunities each year – both at CAPA College and also regionally and nationally. It is essential that students learn about a wide range of performance styles and adapt to different venues and audiences. Students will experience working in professional venues with professional artists and companies, gaining real experience and understanding of the professional performance sector. Performances in regional and national events will also raise the profile of CAPA College as a national flagship. Examples of the types of event we would want CAPA College students to experience include:

- **Contemporary Dance Pathway** - U.Dance regional and national performances (these nationally renowned performances take place at the UK's leading theatre venues each year);

- **Drama (Stage and Screen) Pathways** - National Theatre Connections Festival (held at major regional and national theatres each year);
- **Music and Musical Direction Pathway** – Music for Youth Schools Prom that takes place at the Royal Albert Hall each year;
- **Performing Arts-Musical Theatre and Production Arts Pathways** - Move It (the UK's leading Performing Arts exhibition held at London Olympia each year);
- **Creative Media Pathway** - Aesthetica Film Festival held in York each year.

2) Master classes and lectures – We will calendar a programme of specialist master classes and lectures from our Arts Partner organisations and other leading artists, designers and creatives. This will offer our students the opportunity to learn from a wide range of the UK's leading arts practitioners. This will not only broaden and deepen learning but also aid our vision for ensuring high aspirations so that our students can find out about different arts-based career pathways and be inspired to succeed for themselves. Examples of the type of Masterclasses and lectures we would want CAPA College students to experience include:

- **Contemporary Dance pathway** – Arts Partners Phoenix Dance to lead Masterclasses on the creative process of different choreographers with opportunity for CAPA College students to meet Phoenix Dance Theatre's resident and guest choreographers to observe the rehearsal process and provide question and answer sessions;
- **Drama (Stage and Screen) Pathway** – Arts Partners West Yorkshire Playhouse to provide Masterclasses on directing techniques led by resident and/or guest directors with opportunity for CAPA College students to observe directors and their casts in the rehearsal process and be part of question and answer sessions;
- **Music and Musical Direction Pathway** – Arts Partners Opera North to provide Masterclasses on the specifics of Musical Direction for the Opera genre including the opportunity to observe Musical Directors in rehearsals and be part of question and answer sessions;
- **Performing Arts – Musical Theatre Pathway** – Arts Partners West Yorkshire Playhouse to lead audition technique masterclasses with the opportunity to learn from casting agents and professional directors;

- **Production Arts Pathway** – Arts Partners Northern Ballet to provide Masterclasses on ‘Page to Stage’ exploring how the Production elements of set and costume design transform from an initial idea, to design, to construction;
 - **Creative Media Pathway** – Arts Partners Leeds Metropolitan Film School to provide Masterclasses focusing on the many job roles with the Film Industry.
- 3) Creative Intensives** – An annual programme of Creative Intensives will enable students to experience working in a professional arts or creative company. Students will have the opportunity to work with a professional artist/creative from their chosen discipline and work intensively over a week period to create an original commission. The Creative Intensives will provide outstanding vocational learning and will all be assessed for BTEC, thus having a positive impact on raising attainment. The experience will provide students with great insight into professional practice, the opportunity to access first hand, high quality professional arts and raise aspirations. Examples of the types of Creative Intensive we would want CAPA College students to experience include:
- **Contemporary Dance Pathway** – Commissioning final year students from Arts Partner Northern School of Contemporary Dance to spend a week intensively creating an original 15 minute contemporary choreography that could then be performed at U.Dance (West Yorkshire Playhouse). The week would be spent at NSCD providing CAPA College students with the opportunity to experience life in the HE sector as well as experiencing an insight into what it is like to work as a professional dance company and gain extensive choreographic and performance experience.
 - **Drama (Stage and Screen) and Creative Media Pathways** – CAPA students from both Drama (Stage and Screen) and the Creative Media pathways would work collaboratively with Leeds Metropolitan University Film School to create an original short film to be submitted to the Aesthetica Film Festival in York. Students would work out on location and gain practical insight into the many roles of film making.
 - **Music and Musical Direction, Performing Arts – Musical Theatre and Production Arts Pathways** – Working with a director, musical director, choreographer and designer from Opera North students would be involved in staging a Musical in week from page to stage, experiencing working with professional artists and the process of taking concept to stage.
- 4) Observations and ‘Day in the Life shadowing’** - Our Arts Partners will provide opportunities for CAPA College students to observe rehearsals and/or shadow different arts

roles to experience 'A Day in the Life'. With our preferred Quarry Hill location, CAPA College would be next-door neighbours to a wealth of arts organisations. This would mean that CAPA College students could easily spend time in the neighbouring venues, watching professional artists and companies at work. This will provide unique opportunities to see some of the world's most renowned creatives at work. Examples include:

- **Contemporary Dance pathway** - Many international choreographers spend residencies at Phoenix Dance Theatre. Students on the Contemporary Dance pathway would be able to spend time observing the creative and rehearsal process. Whereas most A level Dance students have to study professional choreographers on DVD or from resources packs, our students will learn about them first hand through observation.
- **Drama (Stage and Screen) pathway** – Students will be able to spend 'a day in the life' shadowing artists from Leeds based theatre company The Paperbirds. They get the opportunity to see behind the scenes – including education work, directing, arts administration as well as performing.
- **Music and Musical Direction pathway**– Northern Ballet has its own orchestra that accompanies the many national and international touring ballets created and performed by Northern Ballet. CAPA Music and Musical Direction students would be able to observe rehearsals to learn about the relationships between Musical Director and Choreographer and the specifics of being a Musical Director for a ballet company.
- **Performing Arts – Musical Theatre pathway** – Every year, the West Yorkshire Playhouse hosts a hugely successful Christmas Musical. CAPA students would be able to observe the cast in rehearsal in the theatre space, gaining insight into the expectations and requirements of working as a professional musical theatre performer.
- **Production Arts pathway** – Production Arts students will be able to spend 'a day in the life' of a technician at the Stanley and Audrey Burton Theatre (at Northern Ballet). Students will experience the varied role from design planning meetings, to theatre maintenance to rehearsals and performance.
- **Creative Media Pathway** – Creative Media students will be able to spend 'a day in the life' of the film or sound crew on location with the BBC. An opportunity to gain insight into the expectations and requirements of the role.

5) Work placements – Over their two years of study, every student at CAPA College will have the opportunity to complete a work placement with a professional arts organisation.

tion. This will be a bespoke model according to what is most appropriate for each curriculum pathway and also the individual needs and career aspirations of individual students, so will either take place over a calendared one week period each year or for half a day for a set number of weeks. Work placements will be offered by all of our arts partners (as detailed on....) as well as other professional arts organisations across the region and nationally.

Curriculum model and key features of each CAPA College Curriculum Pathway

Key features of the CAPA College Contemporary Dance curriculum pathway:

- The Contemporary Dance Pathway curriculum reflects the Higher Education sector, mirroring the curriculum models of some of the UK's leading conservatoires and universities, ensuring excellence for our students and providing students with the skills, intensive training and education to succeed at Level 3 and progress. The curriculum will be delivered by CAPA College with input from the professional Arts Partners – Phoenix Dance Theatre, Northern School of Contemporary Dance and Northern Ballet. For example the timetabled ballet classes will be planned and delivered by teachers from the Northern Ballet Academy and contemporary classes by professional dancers from Phoenix Dance. The teaching led by the Arts Partners will be under the direction of the Contemporary Dance pathway leader and will be monitored through CAPA College's rigorous Quality Assurance policy.
- The balance of curriculum time ensures that students gain specialist, in-depth learning in the key elements of Contemporary, Ballet, Choreography and Dance Theory, whilst still gaining skills, experience and appreciation of complementary subjects. The curriculum ensures depth and breadth of knowledge and also that students have versatility as well as specialism.
- CORE – Will consist of 45 minutes of high intensity body conditioning to develop stamina, strength and flexibility followed by 30 minutes of yoga, ballet or Pilates to develop core strength and alignment. CORE will ensure that students are 'ready to learn' for the rest of the day, both physically and mentally, as well as providing the necessary intense physical training essential for all dancers who are serious about a career in the profession.

Key features of the CAPA College Drama (Stage and Screen) curriculum pathway:

- The Drama (Stage and Screen) Pathway offers a unique Drama curriculum that trains and educates students in Drama for both theatre and screen contexts. The curriculum reflects the Higher Education sector, mirroring the curriculum models of some of the UK's leading conservatoires and universities, ensuring excellence for our students and providing students with the skills, intensive training and education to succeed at Level 3 and progress. The curriculum will be delivered by CAPA College and the professional Arts Partners – The Paperbirds, West Yorkshire Playhouse and BBC. For example, the directors from The Paperbirds will deliver 50% of the timetabled devised lessons. The teaching led by the Arts

Partners will be under the direction of the Drama (Stage and Screen) pathway leader and will be monitored through CAPA College's rigorous Quality Assurance policy.

- The balance of curriculum time ensures that students gain unique specialist, in-depth learning and experience in a range of drama contexts – contemporary theatre, classical theatre, screen and audio, underpinned by theoretical study whilst still gaining skills, experience and appreciation of complementary subjects. The curriculum ensures depth and breadth of knowledge and also ensures that students have versatility as well as specialism.
- CORE – Will consist of high intensity body conditioning to develop stamina, strength and flexibility, followed by vocal training to develop breathing and projection. CORE will ensure that students are 'ready to learn' for the rest of the day, physically, vocally and mentally as well as providing the necessary intense physical and vocal training essential for all performers who are serious about a career in the profession.
- Alongside BTEC and A level qualifications, students will also be entered for LAMDA examinations.

Key features of the CAPA College Music and Musical Direction curriculum pathway:

- This curriculum pathway offers a very unique Music provision that focuses not only on developing the performance, composition and appreciation skills but also very much on developing skills in Musical Direction with an emphasis on arrangement, accompanying and music production management. The curriculum reflects the Higher Education sector, mirroring the curriculum models of some of the UK's leading conservatoires and universities ensuring excellence for our students and providing students with the skills, intensive training and education to succeed at Level 3 and progress. The curriculum will be delivered by CAPA College and the input of our professional Arts Partners Opera North, Northern Ballet. For example two of the composition lessons each week will be delivered by guest teacher from Northern Ballet orchestra. The teaching led by the Arts Partners will be under the direction of the Music and Musical Direction pathway leader and will be monitored through CAPA College's rigorous Quality Assurance policy.
- CORE – Will consist of skill development and practice in students' chosen instrument(s). CORE will ensure that students are 'ready to learn' for the rest of the day, as well as providing the necessary intense and focused training and practice essential for all musicians who are serious about a career in the music profession.
- Students will also be entered for ABRSM music examinations in their chosen instruments.

Key features of the CAPA College Performing Arts – Musical Theatre curriculum pathway:

- This curriculum pathway provides a balance of performing arts subjects – dance, drama and singing, for students wanting to focus on a broader performing arts timetable. The cur-

riculum reflects the Higher Education sector, mirroring the curriculum models of some of the UK's leading conservatoires and universities ensuring excellence for our students and providing students with the skills, intensive training and education to succeed at Level 3 and progress. The curriculum will be delivered by CAPA College and the input of several of our professional Arts Partners – The Paperbirds, West Yorkshire Playhouse, Opera North, Phoenix Dance Theatre. For example, one of the Singing Technique classes per week will be delivered by teachers from Opera North. The teaching led by the Arts Partners will be under the direction of the Performing Arts – Musical Theatre pathway leader and will be monitored through CAPA College's rigorous Quality Assurance policy.

- CORE – Will consist of high intensity body conditioning to develop stamina, strength and flexibility followed by yoga or Pilates to develop core strength and alignment, followed by vocal training to develop breathing and projection. CORE will ensure that students are 'ready to learn' for the rest of the day, both physically, vocally and mentally as well as providing the necessary intense physical training essential for all performers who are serious about a career in the profession.
- Alongside BTEC and A level qualifications, students will also be entered for ABRSM Singing exams

Key features of the CAPA College Production Arts curriculum pathway:

- The Production Arts Pathway curriculum reflects the Higher Education sector, mirroring the curriculum models of some of the UK's leading conservatoires and universities ensuring excellence for our students and providing students with the skills, intensive training and education to succeed at Level 3 and progress. The curriculum will be delivered by CAPA College with input from the professional Arts Partners – Backstage Academy, LS Live, West Yorkshire Playhouse and Northern Ballet. For example, the lighting, design and operations lessons will be delivered by staff from Northern Ballet. The teaching led by the Arts Partners will be under the direction of the Production Arts pathway leader and will be monitored through CAPA College's rigorous Quality Assurance policy.
- The balance of curriculum time ensures that, in Year 1 of the course, students gain a broad specialist, in-depth learning of all the different key elements of Production Arts, including the technical skill, design skills and stage and event management. In Year 2, students then specialise further, focusing on either technical or design elements. This will be underpinned by regular work placements with our arts partners, working alongside the professional design and technical teams. The balanced curriculum ensures that student still gain skills, experience and appreciation of complementary subjects thus ensuring depth and breadth of knowledge and also ensuring that students have versatility as well as specialism.
- CORE – Will consist of a programme of essential skills needed for the Production Arts sector including Health and Safety training, drawing skills and a range of software package skills. CORE will ensure that students are 'ready to learn' for the rest of the day and have

the essential basic skills needed to successfully undertake serious study and eventually a career in the Production Arts sector.

Key features of the CAPA College Creative Media curriculum pathway:

- The Creative Media Curriculum Pathway reflects the Higher Education sector, mirroring the curriculum models of some of the UK's leading conservatoires and universities ensuring excellence for our students and providing students with the skills, intensive training and education to succeed at Level 3 and progress. The curriculum will be delivered by CAPA College with input from the professional Arts Partners – BBC and Leeds Metropolitan University. For example, 50% of the Film Production lessons will be delivered by staff from Leeds Metropolitan University Film School. The teaching led by the Arts Partners will be under the direction of the Drama (Stage and Screen) pathway leader and will be monitored through CAPA College's rigorous Quality Assurance policy.
- The balance of curriculum time ensures that, in Year 1 of the course, students gain a broad specialist, in-depth learning of all the different key elements of Creative Media, including Audio, TV & Film and Print based Media. In Year 2, students then specialise further, focusing on one of these elements. This will be underpinned by regular work placements with our Arts Partners. The balanced curriculum ensures that student still gain skills, experience and appreciation of complementary subjects, thus ensuring depth and breadth of knowledge and also ensuring that students have versatility as well as specialism.
- CORE – Will consist of a programme of essential computer training needed for Creative Media, including a range of Media software packages. CORE will ensure that students are 'ready to learn' for the rest of the day and have the essential basic skills needed to successfully undertake serious study and eventually a career in the Creative Media sector.

GCSE English and Maths provision

Those students who do not have a grade C in Maths and/or English will be provided with additional lessons, which will be bought in as required. This time will come out of the BTEC subject time and, given the additional work load, may mean that students achieve a lower weighted BTEC qualification e.g. BTEC Level 3 Diploma (worth 2 A levels) rather than the BTEC Level 3 Extended Diploma (worth 3 A levels).

Qualifications

As stated in the Curriculum Model and Curriculum Content section of this application, each curriculum pathway will offer a set package of qualifications. As detailed in both our vision and curriculum principles, each pathway will ensure that students receive a balance of both Academic and Vocational qualifications in order to best enable our students to be fully equipped to achieve and progress in the Arts sector. Each pathway ensures that our students will achieve the equivalent of 4 A levels, again fulfilling our principle of having high aspirations and expectations.

1. Contemporary Dance Curriculum Pathway

A level Dance

BTEC Level 3 Extended Diploma in Performing Arts (Dance) (equivalent of 3 A levels)

2. Drama (Stage and Screen) Curriculum Pathway

A level Drama and Theatre Studies

BTEC Level 3 Extended Diploma in Performing Arts (Acting) (equivalent of 3 A levels)

LAMDA Acting graded examinations – Grades 6, 7 & 8

3. Performing Arts – Musical Theatre Curriculum Pathway

A level Dance

A level Drama and Theatre Studies

BTEC Level 3 Diploma in Performing Arts (equivalent of 2 A levels)

ABRSM Singing graded examinations – Grades 6, 7 & 8

LAMDA Acting graded examinations – Grades 6, 7 & 8

4. Music and Musical Direction Curriculum Pathway

A level Music

BTEC Level 3 Extended Diploma in Music (equivalent of 3 A levels)

ABRSM Music/Singing graded examinations

5. Production Arts Curriculum Pathway

A level Drama and Theatre Studies

BTEC Level 3 Extended Diploma in Production Arts (equivalent of 3 A levels)

6. Creative Media Curriculum Pathway

A level Media Studies

BTEC Level 3 Extended Diploma in Creative Media Production (equivalent of 3 A levels)

Students who achieve grade D for English and/or Maths may still be accepted for CAPA College (if they successfully pass the audition/practical assessment criteria of our admissions policy). These students will be entered for Level 2 English and/or Maths qualifications:

GCSE English

GCSE Maths

Enrichment Activities

CAPA College will offer a wealth of enrichment activities, however these are inextricably connected to our core curriculum as we consider these to be an essential, intrinsic part of our curriculum model and content. Therefore, the full detail of all our Enrichment Activities has been included within the curriculum pathways.

The importance and value of 'Enrichment Activities' mean that they are a compulsory part of each curriculum pathway for our students and the majority of the activities will be assessed for BTEC. Please refer to page 35 onwards for details of our Enrichment Activities

Assessing and meeting the needs of all students

Assessing students' needs:

The admission process for CAPA College will be via application, audition/practical assessment and interview. This will be overseen by CAPA College staff with input from specialist staff from our Arts Partners. On each audition panel, for each course pathway, there will be a specialist member of staff from the appropriate Arts Partner. This will ensure that students have the potential and aptitude to achieve and succeed on their chosen curriculum pathway at CAPA College. The qualification entry requirements of 5 A*-C GCSE or equivalent will also mean that students have the academic ability to access the curriculum – although may require some intervention.

On entry to CAPA College, students will enrol providing copies of all qualifications gained in secondary school. Prior to enrolment, CAPA College will contact the secondary schools of all students to obtain a confidential written reference for each student that will provide information on any needs - academic, attendance, behaviour, SEN, FSM, LA, EAL and any intervention or strategies undertaken.

All students will be regularly tracked and monitored throughout their time at CAPA College, using ALPS and the DFE's Level 3 Ready Reckoner to target set and monitor progress.

The role and/or responsibilities of staff and approaches to meeting different needs:

The Principal will be appointed as the nominated SENCO and will have responsibility for ensuring that any Special Educational Needs are supported and resourced accordingly. This will include providing necessary support in lessons, liaising with any necessary external agencies, ensuring

that funding is applied for, implementing any specialist staff training and ensuring that exam arrangements are in place and working with parents and staff to ensure that all parties are working together to fully meet the students individual needs. The Student Support Pastoral Officer will develop a strong relationship with students and liaise effectively with parents to ensure that the school meets the needs of the student.

The Assistant Vice Principal will have leadership responsibility for Data. The Intervention Mentor, Pastoral Mentor, Data Manager, Exams Officer, Curriculum Pathway Course Leaders, as well as Senior Leadership, will be provided with a full set of data and information on each student. Necessary information will also be passed to teachers to inform planning and approaches of delivery.

Data and progress meetings: Senior Leadership, Curriculum Pathway Course Leaders and the Intervention Mentor will meet half-termly after each data collection to monitor student progress and implement any necessary intervention strategies and support. In addition, as part of the Quality Assurance calendar, Data and Progress will be a key feature of the annual review that is undertaken for each Course Pathway.

All teachers – responsible for assessment, tracking and monitoring the students in each class. Responsible for planning and delivering lessons to stretch, challenge and support ALL students.

Curriculum Pathway Course Leaders – responsible for tracking and monitoring all students, including vulnerable groups and students with additional needs on the Curriculum Pathway they lead. Responsible for monitoring the Teaching and Learning of their Curriculum Pathway to ensure that lessons are accessible and challenging for all students. Responsible for implementing intervention strategies within their teaching team and through liaising with the Intervention Mentor.

Intervention Mentor – Responsible for delivering a programme of intervention support and strategies for students. Responsible for liaising with the AVP and Exams Officer to ensure that any special arrangements are in place. Responsible for liaising with Curriculum Pathway Course Leaders to implement intervention strategies.

Senior Management – Monitor all students' progress. Monitor Teaching and Learning to ensure that ALL students are accessing the curriculum and are stretched and challenged. The AVP will be responsible for compiling and managing data, preparing reports for staff, students and parents.

Pastoral Support meetings: The Principal will have leadership responsibility for Pastoral care and support. Senior Leadership, Curriculum Pathway Course Leaders and Pastoral Mentor will meet half termly to monitor student welfare, safeguarding, behaviour and attendance and implement any necessary support or intervention.

All teachers: Responsible for implementing the behaviour system, completing attendance registers, passing on any concerns regarding attendance, behaviour, welfare, safeguarding.

Curriculum Pathway Course Leaders: Responsible for monitoring and implementing behaviour systems, passing on any safeguarding and welfare concerns.

Pastoral Support Officer: Responsible for safeguarding, medical and welfare, dealing with external agencies, monitoring attendance and behaviour concerns.

Admin/Attendance Officer: Responsible for accurate attendance records.

Senior Leaders: Responsible for monitoring attendance, behaviour, safeguarding and welfare. The Principal of CAPA College will be the designated lead teacher for Safeguarding.

Student Transition

Transition from secondary education to CAPA College

There will be a range of strategies in place to assist transition to post-16 education and to ensure that students fully understand and are prepared for the intensive training and education at CAPA College.

Even prior to application for CAPA College, there will be a range of strategies to provide prospective students and parents with detailed information and the opportunity to experience the CAPA College provision. This will ensure that students are clear on the nature and expectations of the courses and inspire students with a real passion for the arts and desire to pursue further education and a career in the arts and creative sector. Strategies include:

- Taster Days, where students in Key Stage 4 can spend a day at CAPA College participating in workshops, meeting staff and students, touring facilities and generally experiencing 'a day in the life' of CAPA College.
- Monthly tours, where prospective students and parents can tour facilities and meet staff and students.
- Open days, where prospective students and parents can tour facilities, watch classes and performances, meet staff and students.
- Website, prospectus and marketing materials offering detailed information about CAPA College and the different curriculum pathways.

The audition/practical assessment day, again, will allow prospective students to find out information about CAPA College and the different curriculum pathways with opportunities to speak to staff and students and tour facilities.

Successful applicants will then embark on a series of transition events to ensure that they are fully prepared for starting full time post-16 education, are fully aware of the nature and expectations of

the curriculum pathway and feel confident having met staff, current students and their peers. Strategies include:

- Invitations to performances and events by current students to provide an overview of the quality and styles of performances. Inspiring the new cohort and raising their aspirations and expectations.
- Induction day in July where students will spend a day receiving full course information, timetable, calendar, taster classes and so on. This will lead into an Induction Evening where parents will also be provided with the opportunity to meet course leaders, staff and be provided with full information about the course, expectations and provide a calendar of regular parent events.
- Enrolment week in September provides a full week where Year 1 students are at CAPA College without the full Year 2 cohort of students so that they can build their confidence, undertake taster classes, ice-breaker activities and become more familiar with the facilities, staff and peers. A small group of Year 2 mentors will also be invited in to act as 'buddies' for the Year 1 students. These Year 2 mentors will be friendly faces available for mentoring and to act as role models throughout the year.

Transition from CAPA College to Post-18 education or employment

Providing quality guidance and support to CAPA College students for post-18 options is a key principle of the CAPA College provision and helps to fulfil our vision for ensuring outstanding progression routes for all students. Strategies include:

- Each curriculum pathway has time on the timetable for tutorials and 'Life after CAPA: guidance and support' – one lesson per week in Year 1, two lessons per week in Year 2. This will provide time to help students to understand the many different post-18 options, research different courses and providers, develop audition material, help with successful application and interview techniques and so on.
- Parent 'Life after CAPA' events – presentation and parent evenings to help parents understand the options available for their children post-18, funding options and so on.
- Work with the HE sector – throughout the CAPA College courses, students will experience working with a range of renowned conservatoires and universities through our Arts Partners – Northern School of Contemporary Dance, Leeds Metropolitan University, Leeds University and Backstage Academy. This will include staff and students from these prestigious HE institutions working at CAPA College Free School as part of curriculum delivery and through Masterclasses, Creative Intensives and so on. CAPA College Free School students will also be able to spend time within the HE institutions through work placements, 'a day in the life shadowing' and so on. Therefore, students will be familiar with and fully aware of the post-18 course options offered by these institutions and the type and quality of teaching. There will also be annual visits to conventions and exhibitions of both the university sector

through the UCAS Compose event, and the conservatoire sector through the Move It event at London Olympia. This allows students to be fully aware of the many HE options available and what suits their individual needs best.

- Our vision is to ensure that our curriculum, teaching, facilities and resources are in synergy with the best conservatoires and professional arts organisations and, therefore, our students are fully equipped and experienced to successfully gain places and progress to the UK's leading post-18 centres of excellence. This will fulfil our vision of having the highest aspirations for our students and developing excellence.
- Mock audition and interview week – Each year, we will hold a mock audition and interview week where students undergo an intensive mock audition schedule tailor-made to our six different curriculum pathways. There will be an audition panel made up of resident CAPA College teachers and our Arts Partners who will offer feedback to the students on their audition and interview techniques.

Section D2. Measuring pupil performance effectively and setting challenging targets

Measuring performance and setting targets

Key Performance Indicators

CAPA College's Key Performance Indicators (KPI's) will ensure that we will be able to define and measure progress towards achieving our vision.

CAPA College's KPI's will include:

- Academic Achievement
- Attendance
- Quality of Teaching and Learning
- Retention
- Destination Measures
- Behaviour
- Pastoral care and student well-being
- Student and parent satisfaction
- Staff morale, development and retention
- Community engagement
- Partnerships

Setting ambitious and realistic targets

The KPI's will be agreed and monitored by the Leadership Team and the Governing Body, in consultation with CAPA College's SIP. Each KPI will then have its own target that will, again, be agreed and monitored by the Leadership Team and Governors and shared with relevant staff that hold responsibility and accountability for that particular area. This will then feed into Performance Management measures and the CAPA College Strategic Plan.

The targets that we set will be ambitious in order for us to be able to fulfil our vision of providing a high achieving, specialist provision leading to excellence (please refer to section C). Our targets are also realistic, taking into account the track record of proposed leadership and staffing (section D3) along with the curriculum model (section D1) and methods of monitoring and tracking. The targets are based on the post-16 outcomes achieved by the proposed leadership and core staff currently and consistently over the past seven years.

Some examples of the KPI targets are listed below:

Academic Achievement Targets:

- Percentage of students achieving at least 3/2/1 substantial vocational qualifications:

At least 10+% above national average

- A level results:
Above national average in each individual subject area
- Average point score per A level entry:
Above national average
- Value Added measures:
Above national average
- No attainment gap between disadvantaged students and all others

Retention Target:

- Above national average retention rates

Destination Measures:

- Above national average destination measures
85% of students progressing to first choice universities, conservatoires or arts-based employment. (Latest released national averages are from 2010/11 - 48%)
45% of students progressing to the leading Performing Arts conservatoires - the equivalent of the Russell Group. (Latest released national averages are from 2010/11 - 8%)

Attendance Targets:

- Above national average attendance

Teaching and Learning Targets:

CAPA College will follow a rigorous quality assurance system to monitor Teaching and Learning, underpinned with bespoke CPD and support for teaching staff. (Please refer to page 53 for full details of how we will monitor and improve the quality of teaching).

Target will be that 75% of lesson observations are outstanding, 100% good or better

Behaviour Targets:

CAPA College will follow a 'Cause for Concern' system whereby teachers will issue 'Cause for Concern' notices for students who fail to meet deadlines, poor punctuality, lack of effort and so on.

There will then be an 8 stage Cause for Concern continuum, whereby the number of Cause for Concerns a student accrues will determine a set action that increases in seriousness e.g. Phone call home, meeting with parent, student and course leader.

STAGE 1: Subject teacher completes behavior referral (Cause for Concern) = logged & discussed in next tutorial	STAGE 2: 3 x C4C = Student Review Meeting with tutor	STAGE 3: Further C4C = Parental contact	STAGE 4: Further C4C = Parent/student meeting with tutor
STAGE 5: Further C4C = Parent/student meeting with Vice Principal	STAGE 6: Further C4C = Parent/student meeting with Principal	STAGE 7: Further C4C = Final written warning	STAGE 8: Further C4C = Student may be asked to leave

Targets will be set as follows:

- Maximum of 10% of students reach Stage 4 of the Cause for Concern continuum
- Maximum of 2% of students reach Stage 8 of the Cause for Concern continuum

The Principal will have leadership responsibility for behaviour along with pastoral care and support. The Course pathway leaders will have operational responsibility for monitoring and tracking the system with support from the Pastoral mentor.

Assessment, data tracking and monitoring

Academic targets will be generated at the start of the course using the DFE Ready Reckoner and ALPS. This will provide subject specific targets for both the end of Year 1 and Year 2 of post-16 study that are based on the students' Key Stage 4 outcomes. The Ready Reckoner and ALPS will provide targets for each subject, however teachers, guided by Course Pathway Leaders, may set higher aspirational targets for individual students. This approach will help enable us to deliver CAPA College's vision for driving excellence through high expectations.

Both formative and summative assessment will lead to a half-termly data collection reporting on Current, Predicted and Aspirational grades as well as a 1-5 grade based on Attitude to Learning and meeting deadlines.

Teachers will be responsible for keeping an assessment mark book for their students. Each Curriculum Pathway will have a course tracker that will be monitored by the Course Pathway Leader.

Subject teachers will input data for the half-termly data collection into a Management Information System (E.g. SIMS or SERCO). The accuracy of the data collection will be monitored by the Course Pathway Leaders who will have a wealth of experience in post-16 assessment. This will be overseen by the Leadership Team in particular the AVP who will have leadership responsibility for Data and Assessment.

Data Management will be managed under the remit of the Assistant Vice Principal. This role will encompass the areas of assessment/data/achievement and timetabling.

The data will be provided in differing formats for the following users: Course Pathway Leaders, Leadership Team, Intervention Mentor, Teachers and Student/Parents. Data will be presented to clearly show student progress over time and can be easily analysed to enable leaders and teachers to see whether groups of students or individual students are 'on track' or not to meet their targets. This data will form an essential part of Data and Progress meetings (please refer to section D1) to ensure that any students not on track to meet their targets receive intervention and support. The data will also be presented on an individual basis to students and parents in a termly report that will also include information on attendance and punctuality.

There will be scheduled Internal and External standardisation to ensure accuracy of assessment. This will be overseen by the Course Pathway Leaders who will have a proven track record within the specialist subject area and have a wealth of experience in the post-16 qualifications CAPA College will deliver. The following external provision will also be undertaken: Course Pathway Leaders and Teachers attending annual A level standardisation courses; Course Pathway Leaders completing BTEC External Verification training; standardisation visits to other providers.

CAPA College will have a nominated member of staff (reporting to the AVP) who is the centre BTEC Quality Nominee who will follow and oversee the strict procedures and protocols of BTEC, including both the Internal Verification and External Verification systems. The BTEC Quality Nominee will quality assure the assessment procedures of all the different Curriculum Pathways (please refer to Section D1) as well as providing support and training for teaching staff

Managing assessment and tracking will be the responsibility of the AVP. Course Pathway Leaders and the Intervention Mentor will also have responsibility for monitoring and analysing assessment and data. Teaching staff will be responsible for assessment, reporting and ensuring that data informs planning.

Whole school monitoring and evaluation systems

CAPA College will implement an annual Strategic Plan that clearly sets out how the KPI's and targets will be achieved with clearly defined milestones and an emphasis on impact. The Strategic Plan, along with KPI's and targets, will be formed in consultation with the Leadership Team, Governors and SIPs. The Strategic Plan will be regularly monitored, reviewed and evaluated in the following ways:

- Half-termly Course Leader Pathway meetings with Course Pathway Leaders and Leadership Team link. Each Curriculum Pathway will have its own Action Plan and targets that feed into the CAPA College Strategic Plan. Course Pathway Leaders will be expected to provide evidence and data analysis for the curriculum pathway for which they are accountable.
- Half-termly Data and Progress Meetings (please refer to section D1) will provide valuable data tracking and intervention information to then be able to use to review and evaluate the Strategic Plan, KPI's and targets.
- Half-termly Leadership meeting to analyse and review the full cohort of students and check on the progress of specific groups, curriculum pathways etc.
- Half-termly Pastoral Support Meetings (please refer to section D1) will provide valuable information regarding attendance, retention, destination measures, student well being, behaviour and so on. A weekly bulletin will also keep an up to date list of attendance figures, retention, and destination measures (as students get accepted to universities and conservatoires throughout the year).
- Full Governing Body meetings will be held termly as well as sub committee meetings (Curriculum, Finance, Behaviour etc.). The Strategic Plan, KPI's and targets will be set in consultation with the Governors and then reviewed and evaluated at the Governing Body meetings. Under the Scheme of Delegation from WDAT they will also attend a number of these meetings and review reports prepared for all meetings.
- The Strategic Plan, KPI's and targets will also be set in consultation with the SIP and a termly meeting with the SIP and Leadership Team will then review and evaluate progress.
- All staff Performance Management targets will link to the KPI's, targets and Strategic Plan to ensure that there is a cohesive approach to driving progression with collective accountability.
- Performance Management targets will be set annually and follow the cycle of review. All staff will be held accountable against the targets and evidence will be required to demonstrate progress and impact. At the mid year review, if a teacher is not on track to meet their targets, a support plan will be implemented. If at the year end review, sufficient improvements haven't been made then consideration will be given to moving the individual through to the capability procedure and a pay increment will be withheld. An appraisal review panel consisting of the Principal, SIP and Chair of Governing Body will meet annually to consider all pay recommendations from reviewers.

Monitoring and improving the quality of teaching

Overall responsibility for monitoring and improving the quality of teaching will be with the Vice Principal who has a proven track record of being an outstanding teacher themselves and also of

leading, monitoring and improving outstanding teaching in the arts at both post-16 and secondary level (please refer to Section D3).

The Ofsted Framework and Teacher Standards will be the basis for all judgements in monitoring teaching. All teaching staff will receive on-going training to ensure that they are fully aware of national expectations, key improvement areas for CAPA College and any on-going changes, developments and shifts in Teaching and Learning.

Leadership Team and Course Pathway Leaders will lead the majority of monitoring and improving the quality of teaching at CAPA College with the support of the SIP. Teachers who demonstrate outstanding practice may then also be utilised to deliver training to share best practice and/or as a coach for teachers on a Support Plan (see below for further details).

Leadership Team and Course Pathway Leaders will undertake joint lesson observations with the SIP and Ofsted-trained consultants to ensure that judgements and feedback are standardised and consistent.

There will be a cohesive approach to Performance Management, Quality Assurance and Training with all three aspects linked together in CAPA College's approach to ensure the highest quality of Teaching and improvements to Teaching. An annual quality assurance calendar will be published each year and shared with all staff with a programme of events to monitor and improve the quality of teaching. This will include:

Lesson observations cycle – termly lesson observations with two observations by a line manager, one observation by a member of Leadership Team. Lesson observations will include observations of freelance staff provided by our Arts Partners. Any staff member who receives a judgement of less than 'Good' will be placed on a support plan with training, coaching and additional monitoring. See the Lesson Observation Process Map below.

Lesson Observation Process Map

Lesson observation carried out by SLT/Pathway Leader (this includes all PM lesson obs including 20 min. Feedback recorded within 5 working days. Verbal feedback given by observer ideally within 48 hours, but certainly within 5 working days.			
	Strengths and areas for development identified	Further Focus	Formal T and L Support Plan
Stage 1	Lesson feedback by SLT /PWay Leader: should focus on the quality of teaching, marking and achievement data to judge whether teaching and learning is effective over time and whether further support is needed to ensure this.		
Stage 2	Teacher to be next observed as detailed on the QA programme.	<ul style="list-style-type: none"> Teacher will be offered focused support through CPD and coaching programme and receive developmental feedback from learning walks conducted by PWay Ldr/SLT. Teacher to be observed again with same class as joint observation to evaluate impact of support after agreed timescale. 	<ul style="list-style-type: none"> If, following the joint observation, further support is still recommended by observers then a Formal Teaching and Learning Support Plan, with timescales, is to be agreed by teacher/SLT link. Teacher will be informed that if insufficient progress is made at the end of the monitoring period, the Principal may deem it appropriate to refer the matter to the Capability Procedure. The teacher will be offered intensive support and supported to attend relevant additional CPD opportunities. This will include additional observations where developmental feedback can be given and progress monitored. The effectiveness of the Formal T and L Support Plan should be discussed by teacher/SLT link and, if concerns remain the Principal will decide whether they should be addressed via the Capability Procedure.
Stage 3	<p>Strengths identified: Teacher will be asked to become a coach/share good practice on the CPD programme at a faculty and whole school level.</p> <p>Areas for development identified: Teacher should seek relevant CPD opportunities for identified areas, this should be monitored and progress reviewed by SLT link manager.</p>	If, following the joint observation, further focus on area for development is no longer felt to be needed, progress should be monitored and teacher should follow whole school CPD programme as before.	

Marking cycle – termly marking scrutiny with two led by a line manager, one by a member of leadership team. Any staff member who receives a judgement of less than ‘Good’ will be placed on a support plan with training, coaching and additional monitoring.

Curriculum Pathway Inspection – each half term one of the Curriculum Pathways will have a two-day inspection led by the Leadership Team with input from SIP and Governor representation. This will ensure that each year all Curriculum Pathways are inspected. The Curriculum Pathway Inspection will include lesson observations, marking scrutiny, student voice, meetings about data and tracking, curriculum, leadership. Following the inspection, the Course Pathway Leader will receive judgements for each of the four Ofsted areas, and feedback including strengths and areas of improvement. These will then form an essential part of the Curriculum Pathway Action Plan and the identified areas of improvement will be a particular focus for quality assurance.

An annual bespoke CPD programme will offer a range of training options for staff to opt for according to their own identified areas of development. The training programme will be designed according to the feedback of the previous terms Quality Assurance so that any common themes to be addressed will be acted upon through the training provided. Bespoke CPD training will be available for all staff including freelance staff from the Arts Partners. Training will be provided internally by Leadership Team, Course Pathway Leaders or Outstanding teachers, SIP and also by professional Arts Partners or external consultants.

Monitoring information will be recorded on software, such as Paragon, that enables each staff member to be able to view their own feedback and judgements as well as upload their own evidence. It also enables Performance Management targets to be uploaded and cross-referenced to the evidence from any quality assurance activities. This system then allows the Leadership Team to have an overview of all Teaching across CAPA College, thus allowing successful monitoring and analysis.

Liaising with and reporting to parent/carers

Parents/carers will receive three reports a year and be invited to two Student Review Day appointments.

Each report will include the following information: Target Grade (generated from the DFE Ready Reckoner) and Aspirational Target Grade, Current Grade, Predicted Grade, ‘Attitude to Learning’ Grade, Attendance percentage and Punctuality percentage. The information provided will be cumulative so that parent/carers are able to see their child’s progress over time.

Student Review Day will be a 15 minute appointment with Course Pathway Leader, student and parent/carer. The Course Pathway Leader will talk through the Student’s report but also provide feedback, strengths and areas of improvement from all teachers. Student Review Day is also an opportunity to discuss student well-being, student/parent voice, provide information and guidance about post-18 options.

On the first day of the second year, there will be an additional Student Review Day appointment to review first year achievements at CAPA College and set clear targets for the year ahead.

In addition to reports and Student Review Days there is a range of other events to which parents will be invited, including:

Taster days, tours, open days, auditions – even prior to a student starting at CAPA College there are numerous events that parents can attend so that they are fully aware of the provision CAPA College offers and have the opportunity to meet staff and students to ask any questions they might have.

Induction Evening – Once a student has gained a place at CAPA College, there will then be an Induction Day for the students and an Induction Evening for parents/carers to gain a full overview of course details and expectations.

‘Life after CAPA’ Progression Evening – Towards the end of the first year, parents will be invited to a presentation that provides full information about post-18 options, including the different types of universities and conservatoires, UCAS, funding, audition process and so on.

Performances – The nature of the curriculum and assessment at CAPA College means that there will be many, many performance opportunities that parent/carers will be invited to, enabling them to see their child’s progress in person.

Section D3 - Staffing structure

CURRICULUM REQUIREMENT IN TERMS OF NO OF HOURS

	DANCE		DRAMA		MUSIC		PROD		C MEDIA		Combined Prod & C Media	
PATHWAYS	YR1	YR2	YR1	YR2	YR1	YR2	YR1	YR2	YR1	YR2	YR1	YR2
DANCE 1 Group	28	28	1	1	1	1						
DRAMA 1 Group	1	1	28	28	1	1						
MUSIC 1 Group					30	30						
P ARTS 2 Groups	30	28	16	18	14	14						
PRODN 1 Group							30	30				
C MEDIA 1 Group									30	30		
Combined Prod & C Media 1 Group											30	30
TOTAL	59	57	45	47	46	46	30	30	30	30		
BASED ON 1.25 HR LESSON	74	72	56	59	57.5	57.5	37.5	37.5	37.5	37.5		
<i>The above model assumes the free school to be at full capacity and all lessons based on 1 hr 15 mins</i>												
30% VIABILITY MODEL	44	43	37	38	39	39					30	30
For the viability exercise, 1 group would run in the Performing Arts pathway and the Production and Creative Media Pathway would be combined – this would reduce student numbers by 50. Lessons would also be reduced to a length of 1 hour.												

The Performing Arts pathway comprising of 2 groups of students is incorporated into the staffing requirements of Dance, Drama and Music.

YEAR 1 TEACHING STAFF		Principal (5 hours Dance)		Assistant Vice Principal – Data/Assessment/Achievement & Reporting	
		Vice Principal - Pathway Leader Performing Arts (10 hours Dance)			
Pathway Dance	Pathway Music	Pathway Prodn	Pathway Creat Media	Pathway Drama	
Pathway Leader & Teacher of Dance (18 hours)	Pathway Leader & Teacher of Music (18 hours)	Pathway Leader & Teacher of Production (18 hrs)	Pathway Leader & Teacher of Creat Media (18 hours)	Pathway Leader & Teacher of Drama (18 hours)	
Arts Partner – Choreographer (22 hours)	Teacher of Music (22 hours)	Arts Partner Production (20 hours / 0.8 FTE)	Arts Partner Creat Media (20 hours / 0.8 FTE)	Teacher of Drama (14 hours / 0.5 FTE)	
Arts Partner Choreographer (19 hours / 0.8 FTE)	Arts Partner Music Tutor (18 hours / 0.75 FTE)			Arts Partner Theatre Director (24 hours)	

YEAR 1

LESSONS BASED ON 1 HOUR 15 MINS. STAFFING REQUIREMENTS PER PATHWAY :

DANCE – 74 HRS MUSIC – 57.5 HRS PRODN – 37.5 HRS CREAT MED – 37.5 HRS DRAMA - 56 HRS

Performing Arts Pathway incorporated into the above requirement

MUSIC PERI TEACHERS WILL BE EMPLOYED VIA THE ARTS PARTNERS FOR 2 DAYS

YEAR 2 TEACHING STAFF		Principal		Assistant Vice Principal – Data/Assess/Achievemnt & Reporting	
		Vice Principal - Pathway Leader Performing Arts			
Pathway Dance	Pathway Music	Pathway Prodn	Pathway Creat Media	Pathway Drama	
Teacher of Dance (22 hours)	Teacher of Music (22 hours)	Teacher of Production (22 hours)	Teacher of Creat Media (22 hours)	Teacher of Drama (22 hours)	
P/T Teacher of Dance (14 hours / 0.5 FTE)	Teacher of Music (14 hours / 0.5 FTE)	Arts Partner Production(16 hours / 0.5 FTE)	Arts Partner Creat Media (16 hours / 0.5 FTE)	P/T Teacher of Drama (13 hours / 0.5 FTE)	
Arts Partner – Choreographer (25 hrs)	Arts Partner Music Tutor (22 hours)			Arts Partner Theatre Director (24 hours)	
Arts Partner – Choreographer (11 hrs / 0.4 FTE)					

YEAR 2 - LESSONS BASED ON 1 HOUR 15 MINS. STAFFING REQUIREMENTS PER PATHWAY :

DANCE – 72 HRS MUSIC – 57.5 HRS PRODN – 37.5 HRS CREAT MED – 37.5 HRS DRAMA - 59 HRS

Performing Arts Pathway incorporated into the above requirement

MUSIC PERI TEACHERS WILL BE EMPLOYED VIA THE ARTS PARTNERS FOR 2 DAYS

ARTS PARTNERS

PATHWAY	ARTS PARTNER
DANCE	Northern School of Contemporary Dance Northern Ballet Phoenix Dance Theatre
MUSIC	Leeds College of Music Opera North
DRAMA	Paperbirds West Yorkshire Playhouse
PRODUCTION	Backstage Academy Northern Ballet West Yorkshire Playhouse
CREATIVE MEDIA	BBC Backstage Academy Leeds Met University Film School

YEAR 1 ASSOCIATE STAFF				
Educational Support	Administrative Support	Premises Support	Catering Provision	Service Level Agreements
Student Support Pastoral (18 hrs – 45.2 wks TT)	Admin/Attend/ Admission (18 hrs – 44.6 wk)	Premises Officer FT	Chef Manager (35 hrs – 44.6 wks)	Human Resources Finance & Payroll Health & Safety ICT Governor Clerking School Improvement
Student Support Intervention (18 hrs – 45.2 wks TT)	Finance/Data Officer (0.5 FTE)	Cleaner (15hrs - 48 wks)	Kitchen Hand (25 hrs – 44.6 wks)	
Prod/C Media Technician (37 hrs – 45.2 wks TT)	Receptionist/ Admin (37 hrs – 44.6 wks)	Cleaner (15hrs - 48 wks)	Kitchen Hand (15 hrs – 44.6 wks)	
CAPA Graduates (4) Dance x 2, Drama & Prod/Creat Media	Marketing Officer (28 hrs – 43.5 wks)			

YEAR 2 ASSOCIATE STAFF – Adding to the above structure			
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Educational Support	Administrative Support	Premises Support	Catering Provision
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Student Support/ Pastoral inc to 35 hrs – 45.2 wks	Finance/Data Officer becomes FT	Premises Support (0.5 FTE)	Assistant Cook (30 hrs – 44.6 wks)
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Student Support/ Intervention inc 35 hrs – 45.2 wks	Arts Outreach Officer (18 hrs–45.2 wks TT)	Cleaner (15hrs - 48 wks)	
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Resources Technician - 37 hrs FT annualised contract	Data & Exams Officer (0.8 FTE)		
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The Prod/C Media Technician in Yr 1 becomes FT			
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The staffing structure demonstrates how the teaching capacity grows in Year 2 of the model when the school has reached full capacity. The staffing needs are based upon the delivery of the 6 curriculum pathways and comprise of groups of 25 students with each lesson lasting 1 hour 15 mins. Delivery of the curriculum will be using qualified teachers enhanced with teaching from freelance professional artists/specialist teachers from our Arts Partners organisations. The flexibility of this staffing structure enables the school to reach full capacity whilst delivering value for money and strengthening our links with Arts Partners.

The associate staff team will be employed on term time basis with additional days where appropriate. The SBM support will be sourced via a Service Level Agreement with the strategic partner. In Year 1 of the model the student support role for pastoral and intervention will be a shared role. These roles will be separated in year 2 to ensure all student needs are fully met. This strategy will also apply to the Marketing and Arts Outreach positions where they will either be appointed on a part time basis or, if appropriate, a shared role. In Year 2, a Data/Exams Officer will be appointed on an annualised contract basis – this role will be developed to support the AVP as the number of students increases.

The Free School will also offer places for 4 CAPA Graduates who will, over a one year placement, develop their skills in specific specialisms whilst providing support to students and teachers.

Staff roles, experience and expertise

Senior Leadership Team:

The Senior Leadership Team will consist of a Principal, a Vice Principal and an Assistant Vice Principal.

The proposed Principal and Vice Principal have a proven track record for excellence in Post-16. They hold the leadership responsibility for Cathedral Academy's current Sixth Form provision. Their success in these roles led to high praise from OFSTED.

"The sixth form is outstanding. As a result of excellent leadership and teaching, students achieve extremely well over time". 24-25 September 2014

"The academy's sixth form performing arts provision is highly motivational. Teaching in the sixth form is inspirational and as a result students make exceptional progress and attain highly. Overall, the sixth form is outstanding. The leadership of the sixth form performing arts provision is outstanding.." 12th July 2013

As well as outstanding Ofsted judgements, this team has led the following successes: 100% success rate of students progressing to first choice universities and top flight conservatoires (equivalent of the Russell Group); excellent Post-16 outcomes; national awards and recognition including selection for Move It (the UK's leading Performing Arts convention held at London Olympia), the National Youth Dance Festival (seven years running held at the Royal Festival Hall) and televised events such as Sky1's Got to Dance (semi-finalists); oversubscription with at least four times as many applicants as Cathedral Academy Sixth-Form has places for, and with applications from across the Yorkshire region and beyond.

Responsibilities:

Principal

The Principal will be accountable to WDAT and be responsible for the Strategic Direction and development of CAPA College and will have key focus areas including: SENCO, Quality Assurance, Pastoral (behaviour, attendance, safeguarding and well being, student/parent voice), and Progression.

Vice Principal

The Vice Principal will report to the Principal and be responsible for the Artistic Direction and development of CAPA College and will have key focus areas including: Curriculum, Teaching and Learning, Arts Partnerships, Student Recruitment and Course Pathway Leader for Performing Arts.

Assistant Vice Principal

The Assistant Vice-Principal will report to the Principal and be responsible for Data, Assessment, Achievement and Reporting, Intervention, Exams and managing all Service Level Agreements.

The SBM role will be provided by the strategic partner in the form of a Service Level Agreement.

Middle Managers, Teaching Staff and Artists:

Each Curriculum Pathway will have a Course Pathway Leader with clear operational responsibility and accountability for their pathway in terms of achievement, curriculum, behaviour, recruitment, monitoring teaching and learning and so on. Each of these middle manager roles will also have an additional 'whole school' responsibility, such as BTEC Quality Nominee or Spaces and Resources.

Given the highly specialist nature of the CAPA College curriculum and the unique professional arts partnership that CAPA College will have with some of the UK's

leading professional arts organisations, the breakdown of staffing delivering the curriculum is a mixture of both qualified teachers and specialist artists, designers and creatives from our Arts Partners.

Student Support Team – Intervention Mentor and Pastoral Support Mentor:

In the first year, this will be just one full-time role developing into two separate roles in Year 2 as numbers increase. The Intervention Mentor will be responsible for delivering and implementing a programme of intervention support and strategies for students. The Pastoral Support Mentor will be responsible for welfare, medical and safeguarding concerns, supporting students with high level needs, dealing with external agencies and monitoring attendance and behaviour concerns.

Student Support Team – Technicians and CAPA Graduates:

In the first year, there will be a Production/Creative Media Technician with responsibilities to ensure the resources are adequate to meet the needs of the provision. They will have experience in a professional arts capacity and support within lessons, assessments and performances. A resources technician will join the team in year 2.

The CAPA Graduate scheme is designed to offer extended placements to ex students to provide an opportunity to develop their skills and experience within specialist areas before University. They will spend one year on placement and provide support to the teaching staff. They will also support students in a mentoring capacity and act as role models for the Free School. The Free School will offer 4 placements each year and a bursary of approx [REDACTED] will be paid to each student. In Year 1 and 2, the CAPA graduates will be selected from the existing CAPA provision.

Arts Outreach Co-ordinator and Marketing Officers:

In the first year, there will be just one part time role of Marketing Officer developing into two separate roles in Year 2 as numbers increase. The Arts Outreach Co-ordinator will liaise with schools and the community to offer a range of Arts Outreach work both in schools and held at CAPA College, including Taster Days, Inset training, special workshops and performances, community classes (please refer to section C). The Marketing Officer will be responsible for overseeing the vast marketing need of a post-16 provider, including student recruitment, print based media production and distribution, exhibitions, publicity and promotion.

Additional Associate Staff

In the first year, there will be the following staff :-

Admin/Attendance/Admissions Officer – PT on a term time basis

Finance/Data Officer – PT on a full year contract

Receptionist/Administrator – FT on a term time basis

Premises Officer – FT on a full year contract

Cleaners x 2 – PT for 48 weeks

Chef – FT on a term time basis

Kitchen hands x 2 - 25hrs & 15 hrs on a term time basis

Additional staff will be recruited in the second year as follows :-

Data/Exams Officer – annualised contract to support AVP

Premises Support – PT to support lettings and weekend openings

Assistant Cook – 30 hrs on a term time basis

Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you.

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

	2016 ¹				2017			
	A	B	C	D	A	B	C	D
Year 12	175	217		124%	175	145		83%
Year 13					175	217		124%
Totals	175	217			350			

1066 young people and parents responded to the questionnaire (see page 76)

supporting CAPA College's Free School application. These responses came from across the UK demonstrating the unique appeal of CAPA College. Responses from across Yorkshire make up the highest percentage of respondents as shown below :-

Breakdown - Yorkshire 73% Rest of England 27 %

CAPA College provides a unique and much demanded provision with the only similar provision being found in London such as Urdang Academy, Arts Educational School and BRIT School with the majority being fee paying provision. Therefore, the wide spread of support from across England shows the need and demand for affordable and accessible high quality arts education provision. Some of the respondents from outside of Yorkshire commented that, the opportunity to access such high quality training and

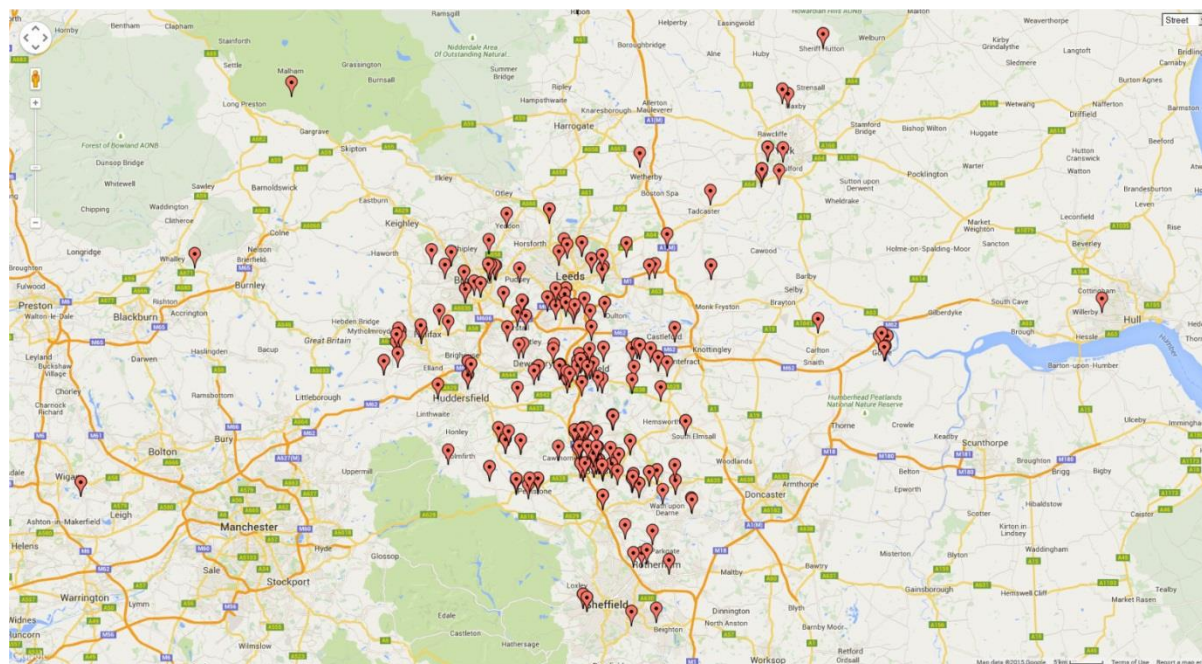
education without paying private fees would be highly desirable even if it meant looking for Leeds based accommodation.

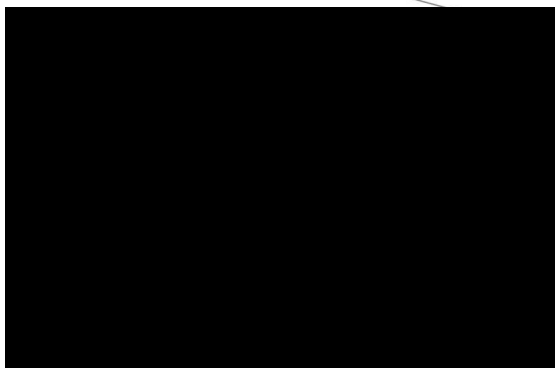
Whilst there are some Yorkshire-based providers who offer one of the qualifications CAPA College will deliver, or a small strand of our intended curriculum, there are no other providers in the Leeds or even the Yorkshire region that offer the full qualification or curriculum package that CAPA College will offer, or that provide the quality of teaching or professional arts partnerships that CAPA College will offer. Therefore, CAPA College will be a much needed addition to the choice and diversity of provision in the region.

Like for like comparison with other establishments is difficult as nowhere in the Leeds or Yorkshire region offers our exact provision. However, it is clearly evident from both the Key Stage 5 performance tables and OFSTED feedback that similar providers are delivering outcomes, which are below national averages (see page 11).

The geographical spread of interest reflects the current situation at Cathedral Academy of Performing Arts with students travelling to attend each day from the length and breadth of Yorkshire, therefore demonstrating the demand from across Yorkshire for this provision. This also demonstrates the lack of similar provision in terms of curriculum choice and quality and the distance students are willing to commute in order to be able to access this provision.

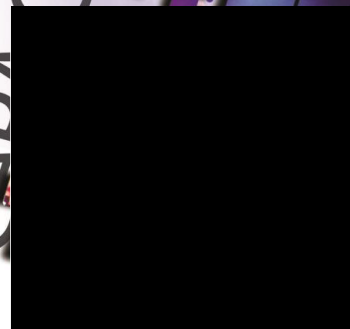
We are very confident that, if approved, CAPA College would attract many, many more applicants with the marketing of the new school and the media interest it would generate plus the support of all our Arts Partners and local schools.





ADDITIONAL INFORMATION

We welcome your comments.
Please complete the questionnaire on line at
<https://adobeformscentral.com/?f=zUvSRIBHuU79r-zA1ToEOA#>
www.capacollege.co.uk



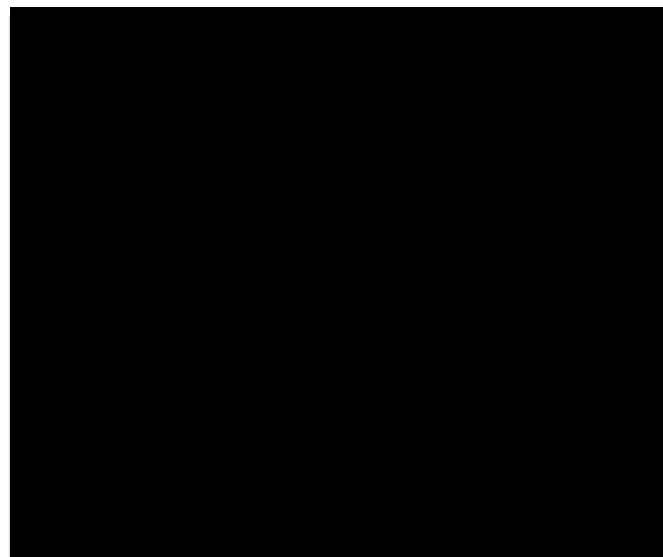
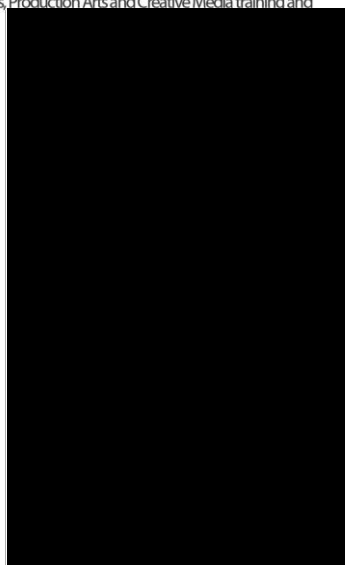
INTRODUCTION

Welcome to this consultation booklet providing information about the proposal to open a 16-19 Free School.

Wakefield Diocesan Academies Trust (WDAT) is currently in the process of submitting a 16-19 Free School Application to the DfE for CAPA College. If our bid is successful, the Free School will provide a centre of excellence for post-16 Contemporary Dance, Drama (Stage and Screen), Music and Musical Direction, Performing Arts, Production Arts and Creative Media training and education.

CAPA College will have its own separate purpose-built accommodation with specialist, industry standard facilities and resources. The college will open in September 2015 and will accommodate 350 students over the 2 year groups.

This consultation will enable local stakeholders to ask questions and gain a much broader overview of our proposal, raising issues of interest about the development of the new Free School in West Yorkshire. The website will be updated on a regular basis, keeping you informed of the progress of the bid and, if successful, details of exact location and progress made during the pre-opening phase.



All ideas and comments that are gathered during this consultation process will form part of a report which will be considered by WDAT and Government Ministers in the Department for Education. They will take your views into account when making decisions about the proposed Free School and whether to enter into a funding agreement which will enable the school to open.

When you have read this booklet, please take a few minutes to complete the enclosed questionnaire. If you prefer, you can download the consultation booklet and complete the questionnaire online at www.capacollege.co.uk. The consultation period will run from week commencing 3rd February until 14th February 2014. Questionnaires will be accepted up until Friday 11th April 2014.

WHAT IS A FREE SCHOOL?

Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community. A Local Authority Maintained or Academy Secondary School can set up a Free School of any age range and type.

The right school can transform a child's life and help them achieve things they may never have imagined. Through the Free Schools programme, it is now much easier for talented and committed teachers, charities, parents and education experts to open schools to address real demand within an area.

Free Schools have the same status as academies – they are directly funded by central government and have the freedom to decide on the broad and balanced curriculum they offer. 16-19 Free Schools receive the same per-pupil funding as for Local Authority maintained 16-19 provision, the UK average for which is £4000 per pupil. Post 16 funding is administered by the Education Funding Agency (EFA) up to and including the year that a pupil turns 19. More information on Free Schools can be found at <http://www.education.gov.uk/freeschools>.

HOW WILL IT WORK?

WDAT, is the proposer group behind CAPA College and consists of a core team of educational and arts specialists working at leadership level, dedicated to CAPA College becoming a national centre of excellence in the Arts.

Once open, the school will be led by the Principals of CAPA College in its own purpose built facilities. All young people from across the region will benefit from high quality arts education and training.

Working closely with parents, the local community and Arts partners will be a high priority for the new school. The school will be built upon effective partnerships between the school, students, families and the community from the point of admission through to higher education and work-based learning.

CAPA COLLEGE FREE SCHOOL

WHY IS THERE A NEED FOR A FREE SCHOOL?

CAPA College would provide young people with access to the highest quality of post-16 arts education, and enable CAPA College to be a flagship of national excellence.

There is currently no other similar provision in the area.

CAPA College will provide specialist post -16 education and training in Contemporary Dance, Drama (Stage and Screen), Music and Musical Direction, Performing Arts, Production Arts and Creative Media. This provision is unique to the Yorkshire area. No other sixth form college, school sixth form or private performing arts school offers this provision. Whilst there are some Yorkshire based providers who offer one of the qualifications, or a small strand of the proposed curriculum, there are no other providers in the Yorkshire region that offer the full qualification or curriculum package that CAPA College will offer. No other local performing arts providers offer the quality of teaching or professional partnerships that CAPA College will provide.

CAPA COLLEGE

IS THERE SUFFICIENT EVIDENCE OF STUDENT DEMAND?

Stand-alone 16-19 Free Schools and Free Schools with a 16-19 element must gather demand directly from the young people they are looking to admit. Free School applicants must ask young people of relevant ages living within reasonable distance of the school whether they would select the proposed Free School as a first choice. This is part of our consultation process.

The geographical location of prospective applicants is extensive from across West, South and North Yorkshire. As a Free School, CAPA College would accommodate the huge demand for places and supports the need to establish a specialist post-16 arts provision in the Yorkshire region.

WHAT WILL BE THE ADMISSION CRITERIA FOR CAPA COLLEGE?

Unlike other mainstream free schools, stand-alone 16-19 Free Schools do not need to abide by the School Admissions Code and the School Admissions Appeals Code. Their admissions policy must be fair and transparent and comply with the 2010 Equality Act. This means they can select students based on academic merit or other criteria. CAPA College admissions criteria will be based on GCSE entry requirements, an audition and/or interview.

WHAT IS THE VISION FOR CAPA COLLEGE?

CAPA College will be a 16-19 provider that specialises in the Arts. CAPA College will provide 350 places across a two year course with students specialising in a specific Arts pathway - Contemporary Dance, Drama (Stage and Screen), Music and Musical Direction, Performing Arts, Production Arts or Creative Media Production. CAPA College will be a national flagship as a centre of excellence in the Arts offering unique specialist provision that will train and educate the next generation of Performers, Designers, Creatives and Arts academics.

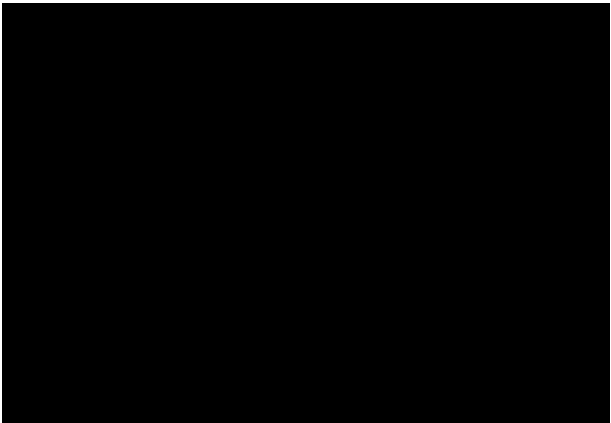
CAPA College's ethos is 'ACE' - Accessibility, Collaboration and Excellence are at the heart of all we do.

Accessibility - providing talented, creative young people with access to high quality Arts Education and training that is not on offer elsewhere.

Collaboration - creating real working collaborative partnerships with a wealth of Arts professionals and Higher Education institutions; collaborating with schools and the community to enhance the Arts offer for younger people in the local area.

Excellence - striving for excellence in all that we do, including teaching, opportunities, behaviour, outcomes, achievement, progression routes.

Further information on CAPA College is available by visiting
www.capacollege.co.uk



ADDITIONAL INFORMATION

We welcome your comments.

If you prefer, you can download the consultation booklet and questionnaire online at www.capacollege.co.uk



Are you ?
A student (aged 11-16) – indicate current year group
A parent, carer or guardian ☐ Other ☐

You / Your child's DOB
Day _____ Month _____ Year _____
Male ☐ Female ☐

Postcode _____
Your postcode will help us to analyse interest in the school

Do you support the proposal to open CAPA College?
Yes ☐ No ☐ Don't know ☐

I would select CAPA College as my first choice post-16 college
Yes ☐ No ☐

Preferred Curriculum Pathway – please select

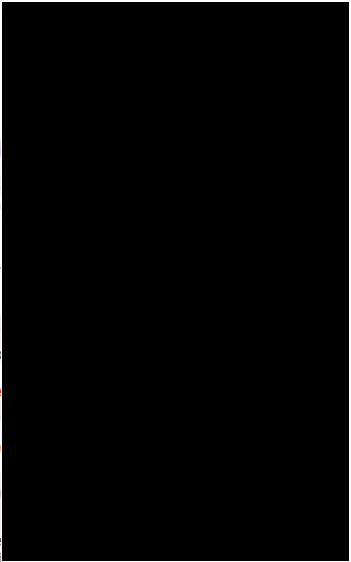
Contemporary Dance ☐ Drama (Stage and Screen) ☐
Performing Arts ☐ Production Arts ☐ Creative Industries ☐

Would you like to be updated on our progress? If so, please provide your name and email address
Yes ☐ No ☐

Name _____

Email Address _____

We really value your views on this proposal.
Selecting the proposed CAPA College as your first choice post-16 college is valuable information that will help us to develop our proposals. It is not binding and it does not mean that you will be guaranteed a place.



Section E: Evidence of need – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

WDAT undertook a thorough consultation process with all stakeholders including staff, parents, students and local community including other secondary schools within the area. Consultation booklets were issued to all parties explaining the premise of free schools and setting out the vision and provision for CAPA College. An online questionnaire was also set up to gain evidence of demand. The consultation documentation (section E1) was made available electronically.

Stakeholders were also invited to a number of consultation events and where members of the core team presented the proposal for CAPA College and questions were taken and responses supplied.

CAPA College had a presence at a number of high profile professional events such as “Move It” and “Skills Yorkshire”, where our potential student population were in attendance.

The demographics of our evidence of demand is far reaching and not limited to one local geographic area. We have also demonstrated that our proposed provision is unique and would complement and support our professional Arts Partnerships, so it was necessary for the consultation process to be extended beyond our regional area, hence the national events that were attended.

A meeting was held with Councillor [REDACTED] from Leeds City Council who was incredibly positive and supportive about our Free School proposal and the positive impact it would have for the young people and communities of Leeds and how it would be a real enhancement to the arts and education sector.

In addition to the consultation with local stakeholders, meetings were held with Arts Partners in support of the bid. These include: -

West Yorkshire Playhouse

Leeds University

Leeds Metropolitan University

Northern Ballet

Northern School of Contemporary Dance

Phoenix Dance

Letters of support were obtained from the above organisations and comments below are examples from both Arts Partners and parents demonstrate their commitment to the bid :-

Parent of a Year 9 student

What a brilliant idea ! The new CAPA Free School sounds perfect for my son who is interested in pursuing a career in performing arts. It would be brilliant to have such a high quality provision within our area.

Parent of a Year 10 student

My daughter aspires for a career in the Arts. Its fantastic that she will be able to receive such excellent training and education, here in Yorkshire, without having to travel to London.

Northern Ballet Arts Partner, [REDACTED]

There are several ways that we could work together and in particular towards providing support for our students. In the event that you are located close to us, there may be possibilities in terms of shared studio space as Northern Ballet is already working at close to capacity in our building. We would also be interested in providing access for your students to the creative process for creating narrative ballet and can also offer opportunity for career development providing practical engagement with our Technical Departments and Dance Artists.

Leeds University Arts Partner, [REDACTED]

As a senior academic I am well placed to appreciate the need for the proposed provision and the value of it to the community and region. There is extensive arts provision within the Higher Education sector in Leeds and the Yorkshire area, offering both academic study and vocational training for students aged 18 and above. There is a corresponding demand for arts education opportunities amongst post 16 students but the city and region are poorly served at this level. CAPA College Free School will offer a high quality arts curriculum to bridge the existing gap and provide a through route for young people into Higher Education.

There is already clear evidence of demand for provision of this nature and there will be no shortage of applicants for places at CAPA College. The quality of teaching and provision will be such that there is a strong potential for CAPA College to become a national flagship for post 16 arts education.

There will be many opportunities for CAPA College and the University of Leeds to work together to enrich student learning on both sides.

Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against

the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, trustee and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Avail Time (hours per week)
██████████ ██████████	Y	Wakefield	Trustee	██ ████████████████████	TBC
██████████ ██████████ ██████████	Y	Barnsley	Trustee	████████████████████ As a ██████████, now ██████████ of a much larger ██████████, I have led on the conversion of schools to become sponsored academies where required. Together with fellow Trustees of the Academies Trust I have identified and confirmed strategies for bringing about rapid improvement.	TBC
██████████	Y	Wakefield	Trustee	██ ████████████████████ In addition, between 2008 and 2010 I was ██████████ ██████████ for the implementation of Trinity Academy,	TBC

				Halifax, and have remained as a [REDACTED] For 12 years to December 2005 I was [REDACTED] Wakefield LA, and among other consultancy roles in 2007 was acting [REDACTED] and served as an [REDACTED]	
[REDACTED]	Y	Wakefield	[REDACTED]	[REDACTED] [REDACTED] Working at [REDACTED] of Education level in two local authorities for approximately 15 years. I have helped a number of schools, from different starting positions and serving very different communities, become either convertor or sponsor academies. I am currently the [REDACTED] [REDACTED] helping deliver rapid improvements in outcomes for pupils and quality of teaching. This is done with each of our six academies rather than to each one – different solutions being used to solve different problems	TBC
[REDACTED] [REDACTED]	Y	Leeds	[REDACTED]	Currently [REDACTED] [REDACTED] 6 years' experience at a senior leadership level at [REDACTED]. [REDACTED] throughout that time, but also held a wide range of whole school [REDACTED] [REDACTED] [REDACTED].	2 days per week until officially appointed

				<p>With CAPA- experience of establishing and sharing a vision, raising achievement and aspirations beyond national standards, improving teaching and learning, working with parents, governors and other stakeholders, developing a local and national profile. Overall [REDACTED] for the achievement and welfare of 80 CAPA students and CAPA's team of full time and freelance staff. [REDACTED] for CAPA standards, ethos, Quality Assurance, curriculum, behaviour, pastoral care and support. Experience of Ofsted inspections, school self-evaluation and strategic planning.</p> <p>[REDACTED]</p> <p>[REDACTED], establishing and leading a nationally renowned and award-winning youth dance company. Experience of arts management and funding. Links with professional and community arts sector.</p> <p>An active member of the [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED].</p> <p>Provided [REDACTED] to a range of education and arts organisations including [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
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				In order to release [REDACTED] to work on the Free School, it would be essential to employ a specialist freelance practitioner for 2 days per week for the current provision at Cathedral Academy. The pre-opening grant would support this rationale and would ensure that there is no impact upon Cathedral Academy.	
[REDACTED]	Y	Leeds	[REDACTED]	<p>Current [REDACTED] with [REDACTED] for the achievement and welfare of 80 CAPA students and CAPA's team of full time and freelance staff, curriculum development, partnerships – arts and community, regional and national profile, vocational learning opportunities, marketing and student recruitment. Experience of establishing and sharing a vision, raising achievement and aspirations beyond national standards, improving teaching and learning, working with professional arts and community partners and other stakeholders, developing a local and national profile.</p> <p>[REDACTED] and was made [REDACTED] [REDACTED], a thriving community arts provision, offering extensive adult and youth classes at evenings and weekends. Experience of arts and community funding,</p>	2 days per week until officially appointed

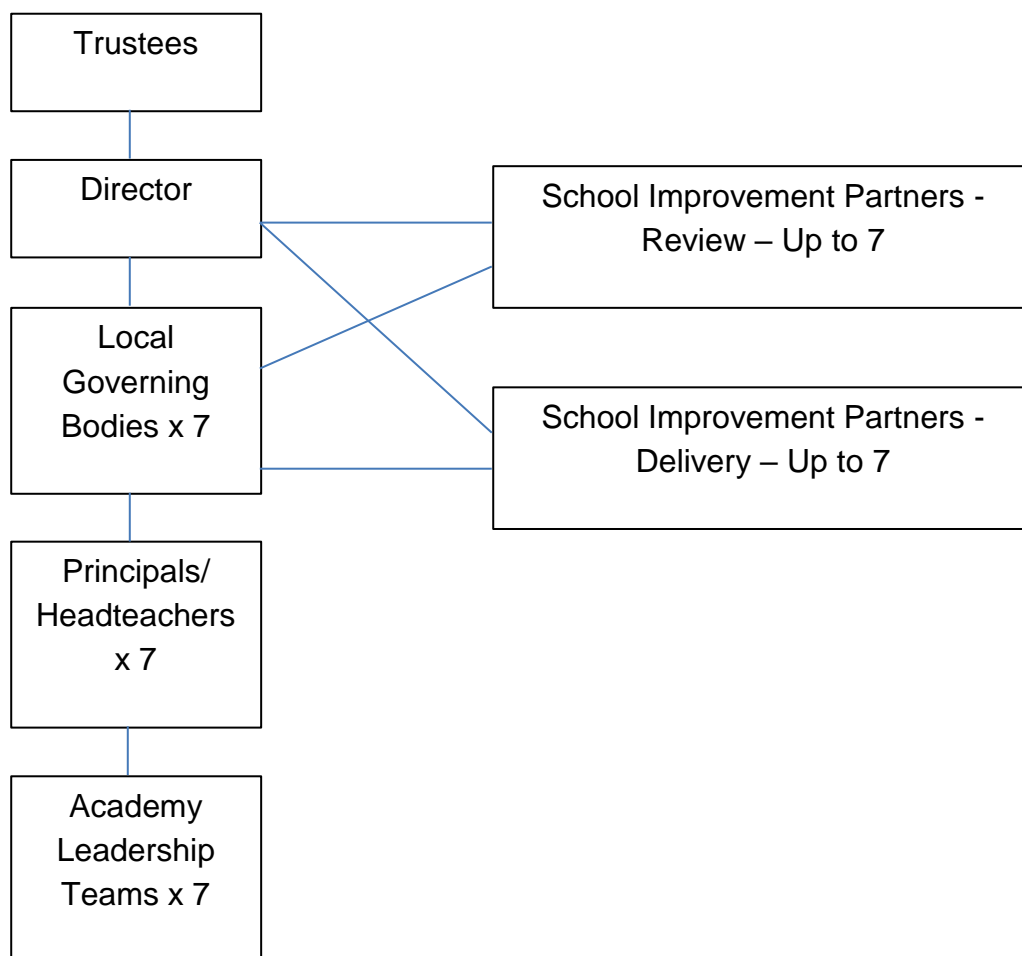
				<p>marketing and strategic development.</p> <p>1998- present. [REDACTED]</p> <p>[REDACTED] establishing and leading a nationally renowned and award-winning professional and youth dance company. Experience of arts management. Links with professional, community and education arts sector.</p> <p>[REDACTED] had a successful professional career as a [REDACTED] and choreographer for [REDACTED].</p> <p>In order to release [REDACTED] to work on the Free School, it would be essential to employ a specialist freelance practitioner for 2 days per week for the current provision at Cathedral Academy. The pre-opening grant would support this rationale and would ensure that there is no impact upon Cathedral Academy.</p>	
Northern School of Contemporary Dance	Y	Leeds	Strategic Partner/SIP	<p>NSCD has experience in project managing capital development and establishing new educational provisions within the Leeds area. An individual will support the Principal and VP in the setting up of the free school. The pre-opening grant would support this rationale financially.</p>	1 day per week

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Project Management	Work with [REDACTED] to ensure the project is managed and delivered on time and in budget.
SBM Support	It is envisaged that a highly organised and skilled SBM will be required to support the Free School in the pre-opening stage. There is a potential to source this support from either the strategic partner, NSCD or the SIP (DYCA). In addition, the [REDACTED] [REDACTED] at Cathedral Academy who is only employed 80% FTE has confirmed her availability to support during her non working day at Cathedral.
Publicity & Marketing	Recruit freelance specialist to design a launch plan for the opening of the free school to ensure full student recruitment.
Legal Support	Work with Wrigley's solicitors to ensure the legalities of the project are managed accordingly.
Training for SENCO & Safeguarding	Principal to attend SENCO & Safeguarding (designated lead) training prior to opening.
NPQH	Principal to undertake this course of study
NPQSL	Vice Principal to undertake this course of study

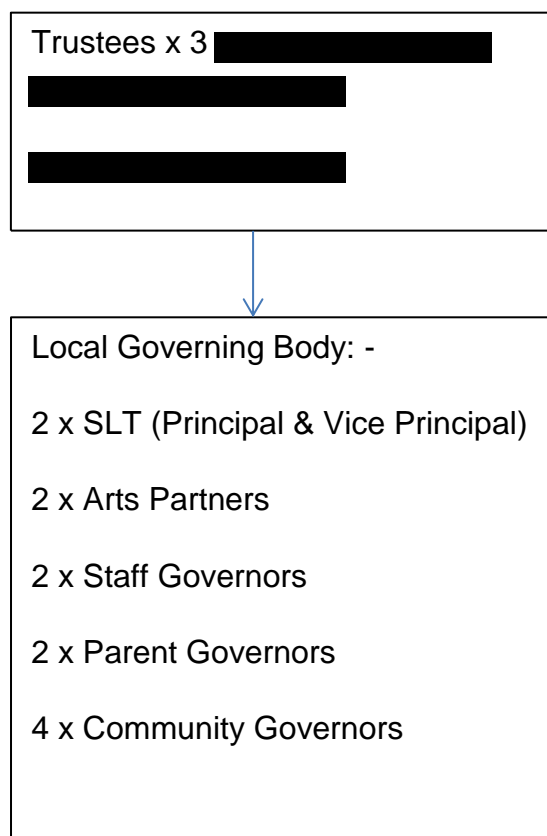
Section F2 WDAT STRUCTURE INCORPORATING CAPA



LOCAL GOVERNANCE STRUCTURE OF CAPA COLLEGE

The proposed governance structure is based upon the approved structures currently operated by WDAT as a Multi Academy Trust.

As is normal practice in WDAT, a scheme of delegated authority will be compiled for CAPA College establishing the composition of the LGB, the responsibilities relating to educational performance, financial obligations and proposed terms of reference for committees.



F3 (a) Proposed trustees

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town /city)	Role on board of trustees	Role(s) in pre- opening	Summary of relevant expertise	Avail Time (hours per week)
[REDACTED] [REDACTED]	Leeds	[REDACTED]	Establishing free school	See Section F1a	2 days per wk. until appointed
[REDACTED] [REDACTED]	Leeds	[REDACTED]	Establishing free school	See Section F1a	2 days per wk. until appointed
[REDACTED] [REDACTED]	Leeds	Arts Partner	Establishing links in delivering curriculum model	[REDACTED] and Cultural Industries at the University of Leeds. A [REDACTED] in the performing arts for 12 years. Previously, [REDACTED].	TBC

				Taught extensively in dance, theatre and performance at undergraduate and postgraduate levels. Experience of strategy, HR and financial management in an educational context.	
■■■■■	Leeds	Community Governor	N/A	Experienced in the Arts and Community sector on both a strategic and operational level. Worked with a range of stakeholders to invest in the Arts and young people and to provide quality arts experiences and opportunities. Connections with Arts organisations across Yorkshire but also on a national level with Youth Dance England. Experience of funding, advocacy, networking and event management. Passionate about working with young people and enabling them to be the best that they can be.	TBC
■■■■■ ■■■■■	Leeds	Arts Partner	Establishing links in delivering curriculum model	Experienced in developing and implementing quality Dance education and training to young people. ■■■■■ part of the national Centre for Advanced Training with links to the UK's leading Dance Conservatoires. Experience of curriculum development and quality assurance. Links with major Arts Organisations. Links with Yorkshire Secondary Schools. Experienced in delivering Arts based training.	TBC
Recruitment of 2 x Staff Governors, 2 x Parent Governors and 3 x Community Governors.					

F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Staff Governance	Recruit 2 members of the appointed staff to fulfil these roles. They will be members of the curriculum sub committee and finance/personnel sub committee
Parental Governance	Recruit 2 members from the Year 1 student cohort. They will be members of the curriculum sub committee and have a pastoral or teaching and learning focus.
Community Governance	Recruit from outside the free school preferably individuals with the following areas of expertise :- Finance, Legal, HR, H & S, Understanding of Post 16 provision, interest in the Arts. Plan to advertise on the appropriate website and the Free School Website and ask Arts Partners for suitable contacts and write to local businesses.

Section F4

The existing leadership team for CAPA have been identified as the [REDACTED] [REDACTED] for the Free School based on their exemplary track record in the visionary and successful [REDACTED] and delivery of specialist post-16 arts education at Cathedral Academy. They have established strategies that ensure that students achieve their fullest potential, which is evidenced by the Ofsted comments from the last inspection at Cathedral Academy.

“Leadership in the sixth form is outstanding, ensuring that there is highly effective team work, with an unrelenting focus on ensuring students can all achieve their best. As a result of excellent leadership and teaching, students achieve extremely well over time. They love learning and are exceptionally well prepared for their next stage in work or education. The sixth form is outstanding.” 24-25 September 2014

“The academy’s sixth form performing arts provision is highly motivational. Teaching in the sixth form is inspirational and as a result students make exceptional progress and attain highly. Overall, the sixth form is outstanding. The leadership of the sixth form performing arts provision is outstanding..” 12th July 2013

The [REDACTED] is accountable to WDAT and has responsibility for the strategic development and direction of the Free School. The vision will be realised by the strategies they embed to ensure the recruitment of students and delivery of a high quality provision leading to outstanding outcomes.

They will work with the SIP to ensure that the quality of the provision is monitored and managed effectively. This will be extended to include the QA of all staffing including the Arts Partners through the monitoring of rigorous systems.

The [REDACTED] will ensure that the Free School is operated within the remit set by the DfE and will meet its financial obligations required by EFA.

The identified postholder has a passion for the arts and an exemplary track record within this sector. She has [REDACTED] creation and development of the existing CAPA provision and demonstrated outstanding achievements and recognition within the arts and education sector. As a [REDACTED], she leads by example and has high expectations of her team.

The [REDACTED] will provide creative strategic support to the [REDACTED] and is the [REDACTED]. He has experience of establishing and sharing a vision, raising achievement and aspirations, improving teaching and learning and

working with professional arts and community partners to develop a local and national profile.

The proposer group fully supports the appointment of [REDACTED]
[REDACTED] of CAPA College Free School.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

WDAT are an approved academy sponsor and so this section is not required to be completed.

F6 (existing providers and any new applicants seeking to open more than one free school)

WDAT are an approved academy sponsor and so this section is not required to be completed.

F6 (existing providers and any new applicants seeking to open more than one free school)

The [REDACTED], who will also be the [REDACTED] – the [REDACTED]. [REDACTED] is a [REDACTED] and has been a senior finance and education officer/consultant at a number of local authorities and schools/academies and has been an external auditor of public sector bodies.

WDAT has already established a combination of internal and external capacity to support its six academies and has the option to increase capacity from the majority of its external suppliers if this is needed. Some of the existing capacity has been developed within each academy as they all have a Business Manager appointed – this has helped with the development and adoption of common procedures and policies across WDAT and allowed many of the transactional finance and payroll/HR functions to be delivered at the academy level rather than through a large central service.

Efficiencies and economies of scale have been delivered on a wide range of services to date including employers' and liability insurance; sickness absence insurance; training of governors and staff; financial systems and support; clerking of local governing body meetings; school improvement strategies; appraisal and capability procedures; responsible officer reviews; common policies and premises development. Further developments are being progressed in IT Support; Reprographics; and Recruitment and Retention. Much of this is being done by WDAT, working with two of the Business Managers or Headteachers on each development.

WDAT has now completed annual accounts for the last three years and no adverse audit opinions have been issued. WDAT is involved in the setting and monitoring of each academy's budget through the appropriate Resources Committee. This has enabled any potential differences to be resolved early in the budget cycle and as a consequence each academy, and WDAT overall, has set and adhered to agreed balanced budgets. This has also enabled joint plans for spending any sponsor grants to be developed with any unspent grant to be allocated to the appropriate academy – the most recent being a joint recruitment exercise.

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

CAPA College will manage and runs its own services with an overview from WDAT – please see the relevant Staffing Section.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
	£0.00	£0.00

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1

Key Benchmarking Data from the Academies Benchmarking Report 2014 (Bishop Fleming Chartered Accountants) has been considered and the following headline statements prepared: -

Staff Costs as a % of total costs

Average for Secondaries = 71.7% Was previously 73.9% with the reduction being attributable to the increased ACMF funding.

Highest proportion = 82.1% (2013)

Majority Spend between 65 and 80%

CAPA = 81% Year 1 (Total Staff Costs ) decreasing to 74% in Year 2

Super Annuation Costs

TPS = 16.4%

LGPS – use WDATs – average of 13.5%

BUDGET SUMMARY

The delivery of the vision and associated curriculum model has resulted in the proposed budget plan. Staffing is structured around the minimum number of staff required to deliver the provision and salary levels reflect a mix of experience and consideration to value for money whilst not compromising on quality. Benchmarking data has been considered and, whilst it is accepted that staffing costs are above the ratio expected by DfE, it is also essential to consider the specialist nature of the proposed provision plus the increased costs of pension contributions and National Insurance. The vision cannot be realised unless the proposed staffing levels are adopted and, given that the budget plan is financially viable, it is envisaged that the costs can be managed appropriately.

The budget plan shows an in year surplus in Year 1 of [REDACTED]. It must be acknowledged that the income total includes 3rd party income of [REDACTED] which is not guaranteed but highly achievable.

Year 2 shows an in year surplus of [REDACTED]. If you deduct the 3rd party income then this could suggest a deficit of [REDACTED]. However, the deficit position does not take into account the accumulated surplus from year 1 and whilst 3rd party income isn't guaranteed it is a reliable source in terms of catering income. If the DfE felt this position was precarious then the management would reconsider the purchase of vehicles in Year 2 which are currently costed at [REDACTED] and reduced expenditure on ICT (currently at [REDACTED]). This would result in a surplus position being secured at the end of Year 2 without compromising on the curriculum provision.

INCOME

STUDENT FUNDING

The basic level funding from student places provides the foundations of the budget plan. The Free School expects to fill all places for year 1 in September 2015 and be full to capacity the following year. This is reflected in the budget plan and shows these numbers to be maintained moving forward.

Post-16 funding also takes into consideration deprivation factors for eligible students. This has not yet been factored into the income figures, as this is unknown until specific student details are known. It is anticipated that this level of income would be offset by potential retention claw backs.

All of the courses available at the Free School will be classed as full time under the criteria for post-16 provision and associated number of hours of teaching.

The Free School would receive a project development grant of [REDACTED] which is not included in the excel spreadsheet. Included is the post-opening funding for pupil resources, included alongside a leadership grant in year 1 of [REDACTED] and [REDACTED] in Year 2 ([REDACTED] – 80% Yr 1 and 20% Yr 2). This will directly cover the cost of the Principal's salary based on the scale L27. Given the nature of the Free School's specialism, it is critical that the leadership personnel have a proven track record of educational excellence in this field and the associated salary levels recognise this.

INCOME GENERATION STREAMS

There are a number of income generate on streams that the Free School is confident could be secured. The use of the specialist accommodation will be a source of additional income from the partners. The proposed accommodation would also incorporate a small theatre space, which will generate income from shows which will be an integral part of the curriculum for all 6 pathways. The associated cost of additional resources has been accounted for under learning resources.

EXPENDITURE

STAFFING PLANS

The financial plans for the Free School support the delivery of the 6 curriculum pathways and will enable the strategic vision to be realised.

In year 1 of the model, the curriculum will require a total of 263 hours of teaching per week across the 6 curriculum pathways which will be delivered through contractual and arts partner staff. The length of the lessons are based on 1hr 15 minutes and the budget plan represents the staff costs of this decision.

Moving into Year 2 of the model, it is anticipated, due to the same entry number of students, that the curriculum requirement will in effect double.

The proposed staffing structure is based upon members of the SLT delivering a set amount of lessons per week: -

Principal - 5 Hrs. per week

Vice Principal - 10 Hrs. per week

In addition to this, the Free School will employ a further 7 specialist teachers in Year 1 in the areas of Music, Drama, Dance, Production and Creative Media. All teacher contracts will be in line with the agreed national pay scales and the Free School will implement a performance management system to ensure that standards are high and the Teacher Standards criteria are met at all times.

The model also requires delivery through the Arts Partners using freelance choreographers, theatre directors, music tutors and production instructors to support the teaching team. They will be paid the equivalent of [REDACTED]) and will ensure best value for money. The Free School will also work with the Arts Partners within the area to share teaching resources where feasible and discussions have already taken place with partners regarding the use of staff across the specialist areas.

Educational support staff will also be required in the form of technicians and student support workers, both pastoral and intervention. The aim is to recruit high quality personnel to deliver these services and it is envisaged that the role for student support will start with one member of staff in year 1, working across both areas but increase in year 2 to ensure that high quality support is provided to the students. This demonstrates best value for money whilst ensuring that the students are supported adequately.

The positions of Marketing Officer and Arts Outreach partners are key to the strategic vision of strengthening the links with Arts Partners and ensuring that the Free School is proactively marketed to reach the breadth of students across the Yorkshire area. The vision recognises the gap in the market at Post-16 and serves to fill this with an outstanding provision. This must be supported by positive marketing and building a brand with a national profile – these roles are vital to achieve success. The budget allows for the post of Marketing Officer to be in position on a part time basis during Year 1 with the Arts Outreach Officer joining the team in Year 2. The arts outreach work will be delivered by a member of the teaching team via an agreed TLR in year 1 to ensure that key links are in place.

Admin and finance staff are also costed into the model but it is envisaged that service level agreements will be procured for finance, payroll and human resources.

Support staff (where appropriate) would be employed on a term-time only basis, plus an additional 5 days where necessary to allow for CPD events and planning days. Support staff pay scales are in accordance with the NJC local government pay scales.

A number of services would be bought in from the strategic partner or WDAT. The services would be via a Service Level Agreement, offering good value for money but also the opportunity for the Free School to reconsider options on an annual basis.

In terms of resources, CAPA College will invest in the ICT infrastructure (hardware & software) and will allocate increased budget accordingly to allow for depreciation. The school will ideally invest in transport in Year 2 and look to purchase a minibus and van – both essential to enable the students to perform at different venues nationally.

Section G2

The budget plan demonstrates the financial viability of CAPA College. The evidence of demand supports the fact that the Free School will be at full capacity in Year 2. There is a minimal contingency allowance plus a small in year surplus from Year 1 and the plan demonstrates a continued balanced budget year on year.

The Free School could operate without the reliance on 3rd party income but it must be recognised that the nature of the Free School provides opportunities to develop income generation streams from lettings, shows and catering.

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

The table demonstrates the strategies that would be deployed should student numbers drop by 30% (approx 50 students). Whilst the focus is on ensuring the budget plans remain viable, consideration has been given to ensure that the actions below do not result in the quality of the provision being compromised. The main area of expenditure is on staff costs and so this is the area that would have to be significantly reviewed but, because the original budget plan is based upon a longer than usual lesson period, this would provide a solution to reducing costs overall.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
SLT	The AVP role would NOT be introduced until the point of near full capacity or Year 3. The Principal & Vice Principal will have accountability for Data and QA and bursaries would be awarded to the Pathway Leaders for two years to ensure all focus areas under the remit of the AVP are covered. The SIP would also be asked to support in the area of data management and the Principal + Vice Principal would ensure the remaining management responsibilities are covered ie SLA Management and Assessment.	2016/17 2017/18	<div style="background-color: black; width: 50px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 50px; height: 15px; margin-bottom: 5px;"></div> [See summary table below for staff savings]

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Teaching Costs & Curriculum Review	The curriculum model would be revised with the Production and Creative Media Pathways combining to accommodate 1 group of 25 students and the Performing Arts Pathway would only run for one group of 25 students. The reduction of 50 students represents a 30% reduction on the full cohort	2016/17 2017/18	<div></div> <div></div> <div></div> <div></div> [See summary table below for staff savings]
Review of lesson duration	Reduce length of lessons from 1 hr 15 mins to 1 hr and staff accordingly. This will have an immediate impact on staff costs and allow staff to be effectively deployed across the pathways. Overall, we are confident that this could be achieved without compromising on the quality of the provision. There will be a requirement for students to increase their levels of independent learning and take responsibility for leading their own individual warm ups before lessons – The CAPA graduates will take responsibility for ensuring this is taking place. Master classes will be held to provide students with the skills to develop as independent learners & where approp classes can be combined into one of the larger teaching areas.	2016/17 2017/18	Inc in the above Teaching cost savings

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Staff Salaries	<p>A review of associate staff would also be undertaken and the following changes made :-</p> <p>Merge of student support/intervention role until the school reaches full capacity</p> <p>Reduction of a technician role until the school reaches full capacity</p> <p>Merge of Arts Outreach & Marketing role until the school reaches full capacity</p> <p>Decrease by 1 CAPA Graduate until the school reaches full capacity</p> <p>Kitchen Hands @15hrs and no Asst Cook in Yr 2 until the school reaches full capacity</p> <p>No additional premises support in Yr 2 until the school reaches full capacity</p> <p><i>NB The Exams Officer role would exist in Year 1 due to the removal of the AVP role</i></p>	2016/17 2017/18	<p>██████████</p> <p>██████████</p> <p>[See summary table below for staff savings]</p>
Educational Resources	Decrease resource budget allocations by 30% in Year 1 and 10 % in Yr 2 as represented by decrease in student numbers ie, exam costs, learning resources and ICT resources.	2016/17 2017/18	<p>██████████</p> <p>██████████</p>
Other costs	Reduce contingency allowance, catering expenditure and reduce cost of transport by 50% in Year 2	2016/17 2017/18	<p>██████████</p> <p>██████████</p>
Other staff costs	Review of budget allocations inc recruitment costs and training & development	2016/17 2017/18	<p>██████████</p> <p>██████████</p>
Premises costs	Review of budget allocations and where	2016/17	██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	approp decrease costs by 10% due to decrease in student numbers ie, energy & maintenance	2017/18	████████
Other Income	If all other income was cut by 30% there would still be potential income streams of up to █████ from Year 1 onwards		
TOTAL			██████ ██████ ██████ ██████
<p>The results of the above strategy would ensure an in year surplus in Year 1 of █████ and an in year surplus of █████ in Year 2. We recognise that this is based upon the Free School receiving 3rd party income which is not guaranteed. If it was necessary to review the model without the reliance on 3rd party income then the alternative strategy would be to reduce the pathway curriculum provision from the enhanced 30 hours to the traditional 25 hour model - this would result in the additional saving below</p>			
Teaching Costs	Pathway curriculum provision reduced from enhanced 30 hrs to traditional 25hrs model resulting in 20% saving of teaching costs. The area of curriculum reduction would be in Core requiring students to increase their levels of independent learning and take responsibility for leading their own individual core programme . The CAPA graduates will take responsibility for ensuring this is taking place. Master classes will be held to provide students with the skills to develop as independent learners and where appropriate class	2016/17 2017/18	████████ ████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes				Year(s) savings would apply	Savings in each year against original budget (£k)
	can be combined into one of the larger teaching areas.					
	FULL CAPACITY		70% VIABILITY		SAVINGS	
	YEAR 1	YEAR 2	YEAR 1	YEAR 2	YEAR 1	YEAR 2
SLT COSTS	████████	████████	████████	████████	████████	████████
TEACHING COSTS	████████	████████	████████	████████	████████	████████
PUPIL SUPPORT	████████	████████	████████	████████	████████	████████
ADMIN	████████	████████	████████	████████	████████	████████
PREMISES	████████	████████	████████	████████	█	████████
CATERING	████████	████████	████████	████████	████████	████████
TOTALS	████████	████████	████████	████████	████████	████████

Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

Please complete the Excel application form.

Annexes

In this section you should only provide CVs of key individuals. The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.

This section will need to be completed by both route 1 and 2 applicants.



Department
for Education

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