



Department  
for Education

# Free school application form 2015

**Alternative Provision (AP)** (updated February  
2015)

**CATCH22 NORTHAMPTONSHIRE ACADEMY**

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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. 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 and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [alternativeprovision.fsapplications@education.gsi.gov.uk](mailto:alternativeprovision.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

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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 Excel budget 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 documents.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed delivery method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> 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 delivery method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> 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?	NA	
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	NA	
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?	✓	
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: <a href="mailto:alternativeprovision.fsapplications@education.gsi.gov.uk">alternativeprovision.fsapplications@education.gsi.gov.uk</a> ? (See guidance for dates and deadlines).	✓	
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).	✓	

*\*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**

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<p>10. Have you sent:</p> <ul style="list-style-type: none"><li>▪ a copy of Section A (tab 1 of the Excel template); and</li><li>▪ 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</li><li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li></ul> <p>by a guaranteed delivery method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	✓	
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## 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:

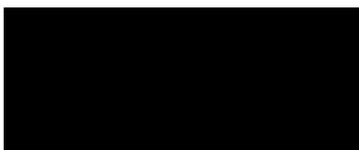
- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State; and
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

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:**



**Position:**



**Print name:**



**Date: 27.05.2015**

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

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



## **Section A: Applicant details**

Please complete the Excel application form.

**Provided within the attached Spreadsheet**

## **Section B: Outline of the school**

Please complete the Excel application form.

**Provided within the attached Spreadsheet**

## Section C: Education vision

### Overview

Catch22 Multi-Academies Trust is applying to open an Alternative Provision (AP) Free School in Northamptonshire (Catch22 Northamptonshire Academy) for up to 100 young people. The school will specialise in working with young people aged 4-16 with behavioural, emotional and social difficulties and associated risk factors, that are unable to sustain a place in mainstream education.

The school will offer full time and part time (five days a week) provision with flexible all year round admission dates.

The majority of places will be commissioned by the Local Authority (LA), split between 32 primary and 68 secondary places - however local schools will also be able to refer. There will be a clear demarcation between primary and secondary provision in the school's design and delivery.

The school will deliver an education that:

- Meets individual requirements - therefore is based on assessed needs;
- Prioritises academic attainment (GCSE's & vocational qualifications) with a specific emphasis on behaviour interventions and therapeutic support; and which,
- Focuses on multiple progression pathways – including reintegration back into mainstream as a priority up to Key Stage 3, employability, enterprise and Further Education.

In advance of this application to test demand we piloted a primary provision in September 2014 to March 2015 and this has informed the development of our offer. The LA have since asked us to provide a temporary solution through our independent school “**include**” which currently has 25 primary and 10 secondary children on roll.

### Our mission

“Catch22 provides young people aged 4 to 18 with alternative education in order for them to progress and succeed in sustained education and employment. We do this through high quality teaching and learning based on effective relationships that enable the achievement of life skills and meaningful qualifications.”

### Our Ethos

We believe all children and young people have the capacity to learn regardless of their life situation. It is our role to unlock that learning potential. We have high aspirations with a specific aim to close the attainment gap of our cohort with those of their peers. We do this by working to our ‘methodology’ to open the door to learning and to re-engage excluded and often marginalised young people.

Our methodology is based on the Catch22 ‘Theory of Change’ programme. It illustrates four elements which represent the fundamental components of interpersonal support that empowers people to change their lives and maximise their potential.

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1. **Environment** is key: In our school we aim to create the right environment for learning. Many of our young people have been unable to cope in large, mainstream schools so our schools are small and personal.
2. **Relationships** are key: Many young people attending our school will be either from single parent families, are looked after children, or have no role models in life. To compensate for this we build a school staff structure heavily focused on relationship building with high ratios of teaching and support staff to learners (1:2 at primary and 1:4 at secondary). Our structure includes non-teaching staff called Core Workers to advocate on behalf of the young person and build a strong relationship with them as well as act as role models.

Our Teachers are recruited with “character” and values in mind. We want Teachers and support staff who believe that our young people can succeed and who have high aspirations for their success academically, and in life. All of our teaching and support staff will be trained to address behaviour as well as academic learning.

3. **Trust:** We believe establishing trust is key to building relationships. Young people may feel previous schools have let them down- and given up. We, therefore will only exclude under extreme safety/safeguarding situations and then initially on a temporary short term basis. In addition we will support our learners for up to six months after they leave our provision with mentoring and advocacy.
4. **Methodology:** How we deliver (our methodology) is important to changing behaviour. Our curriculum for example is designed and structured to meet the cohort need. At primary the curriculum provides thematic learning across Maths, English, PE, Science and ICT; involving play alongside therapeutic support. At secondary there will be flexible entry levels but also study of GCSE’s, where appropriate, in the core subject areas of Maths, English, Science and ICT, PE & PHSE combining therapeutic sessions alongside academic study and providing for reintegration back into mainstream, and also into employment by providing mentoring and core working with work experience. Our school day is structured to address the often short “attention” of our students. Lessons are typically 45-minutes long. Academic learning is scheduled for the morning when attention is highest, with play/sport/vocational work in the afternoons.

The core strength of the school will be an embedded whole schools approach to behaviour management, tailor made to primary and secondary requirements which encompasses: specific time-tabled behaviour/therapeutic daily sessions; 1:1 mentoring around behaviour incidents; a structured CBA (cognitive behavioural approach) to learning; and, specific roles within the schools to coach and mentor young people.

**Note:** *this four-point model approach was developed in the context of formal therapeutic work. Catch22 has adapted the ‘Theory of Change’ programme in working with disadvantaged, socially excluded children outside of mainstream education.*

### **Cohort characteristics of our Northamptonshire School:**

In order to shape the Catch22 Northamptonshire Academy we have used our knowledge of our current cohort operating across 63 sites nationally at Key Stages 1 to 4, attending our independent schools and Academy as well as data from our September 14 Northampton pilot. As you will see the data is consistent and gives a high level of certainty in the predicted cohort.

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### Primary Cohort:

### Key Stage 1 and 2- making up 32 of our places:

#### Cohort Characteristics

##### 1 Gender & Ethnicity

Based on our national profile and pilot data 92% of places in our school will be taken by boys and 93% of white ethnicity. This has informed the curriculum.

##### 2 Age Profile: National & Pilot

Key Stage 1 & 2						
	Year 1 Age 5 to 6	Year 2 Age 6 to 7	Year 3 Age 7 to 8	Year 4 Age 8 to 9	Year 5 Age 9 to 10	Year 6 Age 10 to 11
National	4%	19%	37%	18%	18%	4%
Pilot	4%	16%	33%	17%	17%	13%

##### 3 Attendance

We are expecting our cohort to have had poor prior attendance (this will have impacted on attainment levels) many children are school phobic, have behaviour issues which mean they are excluded or have challenges at home which can make attendance problematic. Although our aim is for ALL children to attend 100% of available time - we acknowledge the significant challenge of moving attendance from extremely low levels at start of provision to a much improved position during time at our schools and once reintegrated. We do however achieve improvement which is evidenced below. This is our national data set from last year and our pilot data.

- Northampton Actual Attendance before and during pilot.

	Previous School Attendance	Actual Attendance %	Actual Attendance & Authorised Absence %
Under 25%	20%	10%	
25% to 49%	10%	10%	10%
50% to 74%	10%		10%
75% to 84%		20%	
85% to 94%	40%	30%	20%
95% and over	20%	30%	60%

At entry 60% of young people had an overall individual attendance of over 85%, by the end of March this had improved to 80% of young people with an overall individual attendance of over 85%. 80% of young people had improved attendance overall.

##### National data set

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	Previous School Attendance	Actual Attendance %	Actual Attendance & Authorised Absence %
Unknown			
25% to 49%	23%	4%	4%
50% to 74%	18%	15%	
75% to 84%	32%	11%	
85% to 94%	18%	19%	11%
95% and over	9%	52%	85%

### 4 Behaviour Ratings:

At primary, young people are already displaying extreme behaviour which can be anger, frustration inability to manage emotions or attachment and security issues. These emotional factors mean a young person is unable to learn amongst their peers.

We have developed our own behaviour assessment and scale and this has been in use in our **include** schools for over nine years. The assessment is carried out pre and post enrolment and includes behaviour at home as well as in an education setting. A high indicator would be 2 and be described as poor. A good score would be a score of 5 (i.e. good behaviour). Typical ratings in school are 2 and 3

We anticipate our cohort in Northamptonshire will continue to reflect this profile – although, as with all our provision, we strive for better ratings at exit - and provision has been developed accordingly as set out in Section D.

### Overall Ratings Percentages at Entry and Exit:

	Ratings at Entry (n=20)	Change	Ratings at Exit (n=19)
<b>1 “Poor”</b>	10%	-9%	1%
<b>2</b>	50%	-33%	17%
<b>3</b>	23%	+11%	34%
<b>4</b>	14%	23%	37%
<b>5 “Excellent”</b>	3%	+8%	11%

### 5 Attainment

In the pilot cohort all young people were assessed as working at one or two school years below their expected National Curriculum (NC) level of attainment for literacy. Only one student was assessed at working at their expected NC level for numeracy, the rest were working at one, two or even three years below their school year.

### Secondary Cohort

#### Key Stage 3 and 4

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Although we have not run a pilot for secondary in Northamptonshire we have run the interim provision for one term and have used that data to validate our national data set.

It uncovers a pattern similar to primary with no real outliers:

### 1 Gender

78% Male and 22% female; 89% were of white ethnicity.

### 2 Academic Year Group- profile

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
<b>Total</b>	3%	15%	42%	36%	2%	1%	1%

### 3 Behaviour Ratings

#### Overall Behaviour Ratings Percentages at Entry and Exit

	Ratings at Entry (n=187)	Change	Ratings at Exit (n=182)
<b>1 “Very Poor”</b>	13%	-5%	8%
<b>2 “Poor”</b>	33%	-8%	25%
<b>3 “Average”</b>	32%	+3%	35%
<b>4 “Good”</b>	19%	+7%	26%
<b>5 “Very Good”</b>	3%	+3%	6%

### 4 Key Stage 3 and 4 Actual and Authorised Attendances 2013/2014

	Actual Attendance %	Actual & Authorised Absence Attendance %
<b>Under 25%</b>	6%	2%
<b>25% to 49%</b>	11%	6%
<b>50% to 74%</b>	30%	15%
<b>75% to 84%</b>	18%	15%
<b>85% to 94%</b>	24%	20%
<b>95% and over</b>	11%	42%

#### Additional risk factors linked to both our primary and secondary cohort:

- Many of our learners, due to lack of attendance and attention to learning (i.e. passive attendance in class), come to our school with a reading age well below their actual age and this can hinder learning and progression. In addition, many display one or more of the following characteristics (see table below):
- Our FSM % based on our pilot will be around 40% for primary and 56% for secondary. This is usually a good indicator of need.

Risk Factor /additional need	Overview	Estimated primary places	Estimated Secondary

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			impacted	Places impacted
1	Learning difficulty- either as identified in a statement or Education, Health, Care Plan (EHCP): young people may have additional learning needs such as Dyslexia, Dyspraxia and Autism. Each risk factor is assessed by the Core Worker before admission.	We will accept young people with low to moderate needs and once formally assessed on admission. Severe Autism may require support from a special school working with young people on the autistic spectrum. 23% historically have a form of SEN with over 40% assessed as SEN.	60%  23% assessed as SEN	63%  48% assessed as SEN
2	BESD and mental health issues: We have outlined our own behaviour rating scale above. Young people may display schizophrenia or severe mental health issues such as attachment issues, anxiety or severe depression	We will accept Young people on admission, once assessed, with low to moderate needs. High needs will require specialist support or referral to a special school in the area such as Kings Meadow or Gateway.	100%	100%
3	Sensory/physical needs	Our access is limited to statutory disability provision. We have no specialist support in this area.	Nil	Nil
4	In care or leaving care, requires support to attend.	We provide access to Catch22 support services as part of the provision.	7%	14%
5	Teenage parent	No - Served by CE Academy.	Nil	Nil
6	Substance misuse or dependency: (32% of our cohort started their use of drugs before the age of 12)	We provide drugs and alcohol awareness, support into other agencies and, in limited circumstances, will dispense where students are being supported at Level 2	Nil	21%
7	Current offender	We will provide support through court visits and	Nil	9%

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		meetings with lawyers.		
8	Ex-offender	Ex-offenders often have a combination of additional risk factors i.e. reading ages below that of their key stage peers, high behaviour needs and homelessness.		46%
9	Speech, language and communication needs	Low to moderate. Working with I-CAN, a national charity, our teams are trained in I-CAN methodology to identify speech and language difficulties, such as an inability to structure needs and wants, an inability to shape into speech responses to anger or frustration, and speech and language skills below that of actual age.	Not yet known	Not yet known.

### Schools objectives:

Our success for the Catch22 Northamptonshire Academy will simply be defined as the level of progression each young person makes in terms of changes to their behaviour, their academic ability, their ability to engage in the community and eventually live independent lives through employment and Further Education.

We aim to have leavers who are confident, happy young people with high levels of self-esteem, a clear picture of their future and the wherewithal in terms of skills, abilities and personal characteristics to achieve that future.

### We will provide for the children and young people:

- Inspirational teaching and learning that achieves progression in line with national standards, including working toward Progress 8. This simple measure is a significant shift for many of our students who are on track to achieve single or no qualifications before they attend our school;
- A whole school integrated approach to behaviour management embedded in every aspect of school life;
- A nurturing and safe school environment built on strong relationships between young people and Teachers;
- A balanced and accessible curriculum, providing real opportunities into employment and Further Education.

### School targets (detailed in section D2)

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To change the lives of this cohort group and set them on a track of high aspirations and achievement we set high standards. If we believe young people can achieve – we believe they will start to believe they can achieve.

For example if young people don't attend, they can't learn - so we drive 100% attendance relentlessly chasing non attendance with home visits, pick up, assisting with travel.

We make clear we expect behaviour to improve - so we challenge inappropriate behaviour every time it is displayed in class, break or lunch and we expect parents to do the same and equip them with the strategies to ensure this can happen. We measure behaviour just as we measure progress - making it overt and use rewards and sanctions and restorative justice to embed good examples and learn the consequences and impact of bad behaviour.

We believe closing the attainment gap is important – so we press for progress in line with national progress - i.e. 2 sub levels per academic year and in most cases includes catch up to achieve peer related results .

Section D2 sets out what specific school targets we measure and how we use them.

**Exit ready:** outcomes represent the level reached by a young person which indicates that they are ready to leave the school, having acquired the necessary qualifications and skills to predict, with a high probability, that they will reach the long-term outcomes without further support from Catch22.

	Exit Outcome	Definition
<b>Ages 4-16</b> <b>Key stages</b> <b>1-3</b>	School ready	Displaying behaviour at a level sufficient for success in mainstream school (4 or better)
	<i>And</i>	
	Attaining in line with national standards	Attaining in line with academic year of re-entry or having achieved progress equal to a minimum of 2 sub levels.
<b>16+</b> <b>Key stage 4</b>	In Further Education or a employment	Attending Further Education or a Job. To qualify as employment: <ul style="list-style-type: none"> <li>• It has to be a paid job; and,</li> <li>• It has to include an element of training.</li> </ul> To qualify as Further Education: <ul style="list-style-type: none"> <li>• It has to be Level 2.</li> </ul>
	<i>And</i>	
	Achieved Level 2 in English and Maths	Achieved a nationally recognised Level 2 qualification in English and Maths.

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	<i>And</i>	
	Achieved a Level 2 Vocational Qualification	Achieved a nationally recognised Level 2 qualification in a vocational subject.
	<i>And</i>	
	Further Education/Employment Ready	Displaying behaviour at a level sufficient for success in further education or employment Working group to finalise definition of further education/job ready.

### Progression routes

The new AP school will ensure that at primary level, young people develop real strategies to return and remain in mainstream, typically within one academic year (96% of all primary students currently re-engage with mainstream the remainder are placed in specialist schools provision).

At Key Stage (KS) 3, young people return back to mainstream (94% of all KS3 students re-engage back in mainstream, the remainder stay with our provision into KS4 or are referred to specialist schools).

At KS4, young people remain in the AP school full time and will be supported into employment or Further Education at year 12 (86% of all students are EET after six months).

The Ofsted report for **include** primary provision, Suffolk, October 2013 notes:

*“Nearly all pupils transfer successfully to mainstream schools, most within two terms, because staff liaise closely with the schools to support smooth transition”.*

- Ofsted report: **include** Suffolk (primary), October 2013

*“Almost all make good transitions into further education or work”*

- Ofsted report: **include** Bristol (secondary), March 2013

### Teaching

Delivery of our curriculum and work in our school requires a blend of high quality teaching and therapeutic support. This requires our staff to train in our behaviour methodologies, including our Level 4 Diploma, developed in conjunction with the University of South Wales, in working with socially excluded young people and working to SPINE, our whole school approach to behaviour management.

Our team of staff, from Core Workers to Teachers to Administrators, are people with exceptional character. They have the desire to support our young people through thick and thin - through challenges and successes - whether that is attending a court hearing or making sure they have breakfast each day to help facilitate study.

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The leadership of the school will require an individual that not only has experience working with this cohort and is qualified, but also an individual with high aspiration for the cohort and a belief that all young people can succeed in life.

Our staff is blended with specific Core Workers to deal with attendance issues, 1:1 mentoring on individual issues, reviewing progress and meeting/updating parents. Every young person will have a Core Worker who they can trust as a “go to” person.

### **Rationale for a new school in Northamptonshire - confirming demand**

In conjunction with Northamptonshire County Council (NCC), we have identified a growth in the number of exclusions across the county both in primary and secondary mainstream (see data below).

There are currently no formally registered primary AP providers in Northamptonshire. As outlined above we are providing a temporary service through our independent school for primary (& secondary children) but demand is outstripping supply. The temporary provision was initially intended for 16 young people - it is now up to 25. The pilot in the area was fully subscribed in September 2014 to March 2015. We fully expect therefore to be at capacity by year 2 of school opening at primary.

CE Academy (the only secondary PRU in Northamptonshire) may have a view that they wish to provide additional places to the LA at secondary. The academy is currently 40 places over its commissioned places by the LA – our argument would be that CE is a bigger school and more places make it even bigger. A key characteristic of our provision is that it is small and provision is tailored to young people who wouldn't otherwise thrive in a bigger school environment (for example our unique Core Worker role alongside teaching and learning).

Rather than formalise our temporary provision into an independent school NCC having a strong Academy culture, including its existing PRU provision, and would prefer an AP Academy provision integrating and allowing it to fit into the wider schools system, joining up systems leadership and sharing best practice.

The LA wish to work hard at reducing primary exclusion so the 32 places is envisaged to be sufficient in the current school model along with better schools leadership to reduce primary exclusion. The 68 secondary places reflect the 40 already over roll commissioned at CE plus those places in our temporary provision (10) plus out of country or non-attenders growth in the next two years.

The LA has confirmed that CE Academy (secondary PRU) is 40 places above its commissioned number of places.

### **Further evidence for demand for our Northamptonshire School:**

#### **The need: places**

- a. The Northamptonshire population as outlined in the JSNA is predicted to rise substantially over the next 16 years by almost 100,000 people as a consequence of

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consistently increasing life expectancy, births exceeding deaths and through continued migration to the county.<sup>1</sup>

The recommendation from the JSNA December 2014 was: “*Commissioners need to be aware that the demand for services is going to increase and should develop proactive strategies around access to services*”.

- b. Northamptonshire has already seen recent significant increases in population growth and a subsequent 18.5% increase in demand for primary school provision between 2011 and 2014<sup>2</sup>. By 2019, Northamptonshire is forecast to need more than 6,000 additional final year primary school places. The resultant knock onto secondary provision has warranted the development of two new secondary schools opening. If the exclusions rate remains the same or increases then additional AP places will be required.
- c. Children account for a comparatively high proportion of the Northamptonshire population, with circa 142,000 0-15 year olds representing around 20% of the general population<sup>3</sup>.
- d. The number of children in care within the county has shown a significant increase during the past decade. In 2014, there were 817 cases of children in care, over 50% higher than the number of cases in 2005. Across the districts and boroughs the number of children in care varies; however a more significant level of demand found in the urban areas of Northampton, Corby, Kettering and Wellingborough<sup>4</sup>. Looked after children are five times more likely to have childhood mental, emotional and behavioural problems and 6.7 times more likely to have conduct disorders<sup>5</sup>.

NCC, having addressed the issue around demand for primary and secondary places, is now turning its attention to demand for Alternative Provision and special schools. This demand stems both from the mirroring of population and mainstream growth places, but also the trend in increased behaviour issues and resultant exclusions.

### **Exclusions in Northamptonshire schools are increasing:**

Numbers of fixed term exclusions in the county at primary are increasing:

- March 2013 = 542
- March 2014 = 664
- Current number (April-October 2014) = 288

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<sup>1</sup> Northamptonshire Joint Strategic Needs Assessment (JSNA) December 2014]

<sup>2</sup> Source: Schools, Pupils and Their Characteristics (SFR12/2011), DfE, and Schools, Pupils and Their Characteristics (SFR15/2014), Department for Education taken from Gov.uk

<sup>3</sup> Northamptonshire Joint Strategic Needs Assessment – Demography Profile (JSNA) December 2014], Page 12.

<sup>4</sup> Northamptonshire Joint Strategic Needs Assessment ( JSNA) December 2014], page 76

<sup>5</sup> Source: Health needs of children and young people in Northamptonshire, with emphasis on mental health - Public Health Action Support Team (PHAST). March 2014

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Numbers of fixed term exclusions in the county at secondary are also increasing:

- March 2013 = 3141
- March 2014 = 3501
- Current number (April–October 2014) = 1197

New permanent exclusions are increasing: rising to 135 in 2013/14 from an all time low in 2011/12 of 105. Year to date (up to start of summer term) for 14/15 there have been 117 permanent exclusions with on average 44 per term.

There is also an increasing trend toward new primary exclusion (this trend is being seen nationally also) with NCC having very limited primary specialist Alternative Provision. In 2013/14 there were 20 new permanent exclusions in primary. In 2014 we have had 25 referrals for excluded young people at primary.

Despite a range of initiatives in school to prevent exclusion, in 2013/14, the total number of young people that found themselves in AP rose from 138 to just over 230.

**Note:** *exclusions statistics have been provided by NCC.*

### Existing providers:

NCC already has an outstanding PRU provision CE Academy. With over 207 young people on roll, it is not the small, intimate environment provided by our school. It provides only for secondary exclusions and does not provide specialist support for those with social, emotional and behavioural difficulties. It specialises in pregnant teenage mothers still attending school. Much of its vocational work is sourced to non-DFE registered AP providers (see below).

Provision	Target Population served	Number on roll	Any current specialisms
CE Academy	Excluded from mainstream. Dual role.	207	Pregnant teenage mothers
Gateway	Secondary BESD	Circa 55	BESD registered Special School with those with needs categorised as severe
Kings Meadow	Primary BESD	Circa 30	BESD registered Special School with those with needs categorised as severe
Maplefields	BESD age 5-18	Circa 94	BESD registered Special School with those with needs categorised as severe

**Note:** *CE Academy uses 14 off-site alternative provisions including Northampton College; Tresham Institute; Aston Training; Centurion Training; Green Patch; Lunar Racing; Minett Training; Seeds of Change; Skidz; Progressability Energise Ltd; Youth*

*Works; Fire Service; Adventureways (outdoor Learning); and Maplefields. Another provision, Cromwell Workshop is on the site of one of the London Road campus.*

**Overview of other provision in the area and differences to Catch22:**

- Some of the provision is youth focused (Green Patch, Lunar Racing), or specialises in only one subject area (Lunar Racing), or provides a specific learning style such as outdoor education and equine. We can see how this supplements the CE academy provisions.
- There is no DFE registered primary provision.
- Colleges provide full-time post 14-19 provision, however in more of a mainstream setting where our cohort of young people typically can't cope.
- Although Maplefields provides behaviour support, this is for young people with high/severe needs.
- CE academy is a large school with "lighter behaviour intervention".

The provision at our Catch22 Northamptonshire Academy differs in that:

- Fundamentally it looks and feels like a school setting. It mirrors teaching structures/frameworks and disciplines and will be registered;
- It provides full time provision for primary students with moderate/high behaviour needs, providing a full range of academic study in addition to therapeutic support for behaviour management and improvement; and,
- It provides full-time study for secondary students with an "into work" element and therapeutic support to manage and improve behaviour.

## Section D: Education plan – part 1

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)	Hours per week	Mandatory/ Voluntary	Comments
Secondary	37.5 hours	Mandatory Core subject learning- 5.5 hours a day	Reduced timetables are available for those that require a supported, phased integration.
Behaviour therapeutic session	2.5 hours	Mandatory	Includes breakfast
Maths	3 hours	Mandatory	GCSE, Entry Level Certificate and Functional Skills
English	3 hours	Mandatory	GCSE, Entry Level Certificate and Functional Skills
Science	1.5 hours	Mandatory	Entry Level and GCSE
PHSE	2 hours	Mandatory	Accreditation through NCFE Personal Effectiveness, Personal Development and Interpersonal Skills awards Entry Level to Level 1
Religious studies	45 minutes	Optional	GCSE and entry level
ICT	1.5 hours	Mandatory	GCSE and entry level
Preparation for working life	1 hour	Optional	GCSE and entry level
Employability and enterprise skills	1 hour	Optional	GCSE and entry level
Geography	1.5 hours	Optional	GCSE and entry level
History	1.5 hours	Optional	GCSE and entry level
Citizenship	1 hour	Optional	GCSE and entry level
Art and design	1 hour	Optional	GCSE and entry level
PE and sports	1.5 hours	Mandatory	GCSE and entry level

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<p>Vocational:</p> <ul style="list-style-type: none"> <li>• Sports and Leisure,</li> <li>• Public services</li> <li>• Retail</li> <li>• Dance</li> <li>• Performing Arts (Entry level to Level 1)</li> <li>• Occupational Studies and Creative Crafts (Entry level to Level 2 in carpentry, interior design, jewellery design)</li> <li>• XL Princes Trust</li> <li>• Level 2 NCFE award in reflective practice</li> </ul>	All 1 hour	All optional	<p>The specific vocational subjects on offer will be assessed and agreed depending on cohort mix at the start of each academic year. This will be reviewed termly.</p> <p>Vocational subjects will be delivered by Vocational Tutors or contracted to local AP providers.</p>
<p>Primary – working to National levels 1-4 Resources backed by Hamilton Trust 7 thematic academic study routes including:</p> <ol style="list-style-type: none"> <li>1. Maths</li> <li>2. Literacy - reading writing and comprehension</li> <li>3. Science</li> <li>4. Art</li> <li>5. PE/Sports</li> <li>6. ICT</li> <li>7. Personal and Social</li> </ol>	35 hours	<p>Mandatory Mandatory</p> <p>Mandatory Mandatory Mandatory Mandatory</p>	<p>All facilitated in a nurturing context- underpinned with strong behaviour intervention and management.</p>

### Section D1:

#### Overview

In Section C we have described how we work with some of the most disengaged and challenging young people in the country. Using our “Theory of Change” programme we open the door to learning by:

- **Environment:** Keeping our school small, nurturing, supportive and accessible.
- **Trust:** Not excluding, being open and engaging in all aspects of feedback with parents/ carers and building strong relationships - Working tirelessly to communicate and address behaviour throughout the school day.
- **Relationships:** Building valued and effective relationships. The Core Worker role advocates on behalf of the young person, monitoring progression, working with parents and becoming a key role model and relationship in a young person’s life.

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- **Methodology** (curriculum and school systems approach): Constantly reflecting on how we structure and deliver the curriculum. This is a key part of our methodology, along with our schools systems and process.

Our success for the Catch22 Northamptonshire Academy is simply defined as the level of progression each young person makes in terms of:

- Changes to their behaviour; their academic ability; and, their ability to engage in the community and eventually live independent lives through employment and further education.

We aim to have leavers who are confident, happy young people with high levels of self-esteem, a clear picture of their future and the wherewithal in terms of skills, abilities and personal characteristics to achieve that future.

### Specific school targets measure and impact on curriculum:

Measure	Curriculum consideration:
Attendance – 100%- all students	<p>We expect attendance before young people join our provision to be low and sporadic (see Section C). The curriculum must respond to that challenge.</p> <p>Young people will be inspired to attend and sustain attendance- the majority of the cohort are boys at both primary (96%) and secondary (78%) and White British. Therefore driving a curriculum that focuses this cohort is a factor. (Vocational subjects at secondary Key Stages for example and Core Workers that provided male role models as well as a nurturing aspect).</p>
Progress all students : We expect 2 sub levels of progress per academic year across literacy and numeracy	<p>This requires an intensive support team- and small group sizes to start to close the gap. Teaching ratio 1:2 primary and 1:4 secondary. Group sizes no bigger than 8 and intensive 1:1 support for those that need to “make up” progress levels. These are all provided for in our school.</p>
Qualifications:	<ul style="list-style-type: none"> <li>• We target 5 GCSE’s including Maths and English for Key Stage 4 leavers (Grades A*- G).</li> <li>• Note: We will achieve at least the same levels of GCSE results as those achieved by CE academy in 2014/15. (At CE Academy, 97% of young people achieve 1+ A-G grades at GCSE and 1% 5 +A-C).</li> </ul> <p><b>Note:</b> <i>Currently 99% of students studying in our independent schools achieved at least 1 A-G grade. And 1% A-C. We are just completing our 1st academic year with our sponsored PRU so don't yet have achievement data.</i></p> <p>We offer a full GCSE suite and entry level qualifications and Level 1 &amp; 2. This enables stepped progression, results can be seen and progress demonstrated.</p> <p>Core subjects include Maths, English, Science, ICT &amp; PHSE &amp; PE. We aspire in the future to teach 8 subjects in line with</p>

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	progress 8- the curriculum will make up GCSE equivalents with vocation qualifications at a similar level.												
Behaviour:	<ul style="list-style-type: none"> <li>100% of all children and young people will be targeted to achieve a behaviour rating of good or better. When they leave.</li> <li>Again this will vary depending on the complexity of each individual's needs and history.</li> </ul> <p>A heavy mandatory PHSE curriculum will drive behaviour and personal development - along with guided non teaching time by Core Workers who encourage self reflection.</p>												
Offending:	<ul style="list-style-type: none"> <li>We target zero incidents/tolerance on offending behaviour for all young people- we use rewards and sanctions- praising even small improvements in progress. This builds confidence and self respect. Core Workers mentor young people to reflect on offending behaviour and change their strategies to cope in life.</li> </ul>												
Exclusions	<ul style="list-style-type: none"> <li>We have a zero exclusions policy in all but extreme cases of safety and aim to retain 100% of students on programme.</li> </ul> <p>The strong behaviour elements will promote managing &amp; changing behaviour- not excluding and thereby reducing hours available to study.</p>												
Reintegration: Up to Key Stage 3	<ul style="list-style-type: none"> <li>100% of all students up to Key Stage 3 will reintegrate back to a mainstream place in the same school year as their Peers.</li> </ul> <p>The curriculum must and will mirror mainstream.</p>												
Key Stage 4 progress routes	<ul style="list-style-type: none"> <li>100% of all students to be EET 6 months after leaving a Catch22 provision.</li> </ul> <p>Our Core Workers will support for up to 6 months after a young person leaves our provision.</p>												
100% of students to leave with additional awards & qualifications.	<ul style="list-style-type: none"> <li>These range from vocational awards and qualifications Level 1 &amp; 2. Current levels profile across provision:</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>Percentage of total accreditations worked towards</th> </tr> </thead> <tbody> <tr> <td>Level 2</td> <td>2%</td> </tr> <tr> <td>Level 1</td> <td>56%</td> </tr> <tr> <td>Entry 3</td> <td>36%</td> </tr> <tr> <td>Entry 2</td> <td>5%</td> </tr> <tr> <td>Entry 1</td> <td>1%</td> </tr> </tbody> </table>		Percentage of total accreditations worked towards	Level 2	2%	Level 1	56%	Entry 3	36%	Entry 2	5%	Entry 1	1%
	Percentage of total accreditations worked towards												
Level 2	2%												
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Entry 1	1%												

### How the curriculum works in practice:

It is MAT policy and a given that all learners have access to a broad and balanced curriculum that caters to their individual needs. This will take into account the National Curriculum and the 2014 SEND Code of Practice. Many AP providers only offer Maths and English core subjects with vocational skills. It is important to Catch22 to provide a wider optional GCSE offer for more able students, especially at secondary stages.

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We have a mandatory set of subjects detailed above. In reality although we offer other subject areas beyond those mandatory the profile of optional GCSE study nationally rarely includes Geography or History across our provision – preferences were (top 7):

GCSE English
GCSE Maths
GCSE Science
GCSE IT
GCSE Citizenship
GCSE Cultural Studies
GCSE RE

Geography and History attracted less than 2% of students and typically studies were at Level 1. It is however important that if a student is referred and wishes to study at GCSE Level, we collaborate with the home school to attend lessons there, supported by a mentor in class.

At the start of each academic year the curriculum will be set based on the assessed needs of the young people attending. Adjustments will be made termly buying in specific daily provision for smaller learner provision.

**Note:** *The element of “behaviour control” and management is embedded across ALL subject areas, both at primary and secondary. Teaching and support staff will be able to teach specific subject areas, but are also trained in behaviour support, enabling a whole school approach to behaviour intervention and policies.*

### A curriculum tailored to the cohort - primary specific considerations:

In Section C we outlined in detail our cohort profile:

#### Primary provision: Northampton pilot:

Age 4 -11: - 96% of which are boys.

Age profile National & pilot

	Key Stage 1		Key Stage 2			
	Year 1: Age 5 to 6	Year 2: Age 6 to 7	Year 3: Age 7 to 8	Year 4:Age 8 to 9	Year 5:Age 9 to 10	Year 6: Age 10 to 11
National	4%	19%	37%	18%	18%	4%
Pilot	4%	6%	33%	17%	17%	13%

Working with children of such a young age our primary schools are set in a nurturing context, with significant amounts of play combined with a focus on a thematic curriculum of numeracy, literacy, Science, ICT, PE and Art.

The curriculum uses circle time to explore behaviour and encourages children to openly talk about their feelings and difficulties.

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Staffing levels in primary are high: no less than a 1:2 ratio of staff to young people. On occasions, if high needs are identified then a 1:1 support worker will be provided.

Full time attendance can be difficult for very young children and part-time timetables are available for those that need a slow integration in order to build confidence and feel secure. This will be built to full attendance within a half term.

The curriculum is built around the national curriculum requirements to ensure that children are able to reintegrate back into a mainstream place as soon as they are assessed as ready and at the same Key Stage year as their peers.

It is also essential at primary, where behaviour is the main cause of referral, that academically bright students are challenged and are able to study at the pace and stage they would in mainstream and that 2 sub levels of progress are achieved each year they are with us until reintegration.

### 7 Thematic areas:

- **Linguistic:** Learners are supported to develop their communication skills and increase their command of language through the interactive use of listening, speaking, reading and writing. Lessons are provided in both written and spoken English.
- **Mathematical:** Learners are supported to make calculations, understand and appreciate relationships and patterns in number and space and to develop the capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics is developed in a variety of ways, including practical activity, exploration and discussion.
- **Scientific:** Learners are supported to increase their knowledge and understanding of nature, materials and forces whilst developing the skills associated with science as a process of enquiry, such as observing, forming hypotheses, conducting experiments and recording their findings.
- **Technological:** Learners are supported to gain skills that can include the use of information and communications technology (ICT), developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products, and evaluating processes and products.
- **Human and social:** Learners are supported to learn about people and their environment, and how human action, now and in the past, has influenced events and conditions. History and Geography make a strong contribution in this area.
- **Physical:** Learners are supported to develop physical control, co-ordination and tactical skills, as well as the ability to evaluate and improve upon their performance. Learners also acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and creative:** Learners develop skills concerned with the processes of making, composing and inventing. Art, music, dance, drama and the study of literature all make a strong contribution in these areas.

## Assessment

### At Key Stage 1 and 2:

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Baseline and ongoing assessments - we complete a behaviour risk assessments in accordance with our SPINE programme (Supporting Positive Interventions in Education), Boxalls profiling, Vernon spelling, Salford reading, Phonics letters and sounds and Teacher assessments against national curriculum and EYFS levels. The assessment along with information provided by the “home school” will inform the level of study by the attending child and establish clear goals and priorities for learning.

If an EHCP is in place recommendations and requirements from the EHCP are established including building time into the curriculum for referring other agencies such as social services or mental health. Particular aspects of the primary cohort include ensuring a strong focus on equality and diversity and understanding the community they live in.

Primary school day will start at 8.45 am and finish at 3pm.

Where a young person attracts additional learning support funding, we work with local providers to ensure an appropriate level of support is secured and provided- for example 1:1 support in class with reading by a volunteer or support worker.

Where we attract Pupil Premium we establish additional support to ensure progression in the areas for the target group are addressed such as supporting parents who struggle with Maths, numeracy and literacy so they can support at home. Enrichment days are built into the timetable and will include visits to local communities, churches, farms, and charity days for children. For many of our very young people, they may be supported by parents and carers to, build confidence and self esteem.

Behaviour and therapeutic support is built into lessons and play throughout the day in a way which enables the child to express themselves their emotions and feelings. Specific group work and individual sessions will be held for issues such as “inappropriate touching”, forming attachments or anti-social behaviour such as bullying.

### **Parental engagement:**

Parents of very young children can sometime feel helpless and themselves be vulnerable or often have challenges such as addiction, need care and support or be ill equipped to provide the support a child needs outside of school. Involving and engaging parents is a key and implicit part of what we do ensuring they are part of developing a child’s individual learning plan, communicating progress, and engaging with any other agencies involved in the “family” situation.

### **Reintegration**

Our transition plan for Key Stage 1 and 2 students is to ensure their successful return to mainstream school. Each plan is differentiated to meet individual pupil needs.

Regular and structured assessment involving the young person, parents/carers and other professionals is key to this process to ensure that the young person is ready to return to a mainstream. Key stages within this process are:

- Assessment - against baseline and progress targets across all measures;

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- School placement agreement and initial timelines - working with home schools and the LA to secure a place back in school at an appropriate term time;
- Pupil agreement - understanding that the child is ready and feel confident to return;
- Parent/carer agreement - understanding the parent believes reintegration is achievable and how they can support the process;
- Weekly review - to assess progress and address any specific challenges or issues;
- Phased Transition Timetable - at a pace to suit each child.

Planning for transition begins the term before transition with short visits to the new school with a Mentor, this helps the young person to gain confidence, get to know the school environment and build resilience in lessons.

Transition speed is led by the young person and the transfer school.

The transition plan ensures full-time provision and aims to increase attendance at the new educational setting to full-time. During the transition phase consistent and effective monitoring ensures that the mentor offers appropriate support, which is gradually reduced based on engagement and the young person gaining confidence within the new setting. A range of strategies, including the mentor working with other children within the classroom, or withdrawing from the classroom for short periods, enhances this process. Regular review meetings to assess progress, renegotiate timescales and timetable are integral to a successful transition. All the above is done in conjunction with the home school teaching staff and support staff.

Follow up meetings with school, referrer, and parent/carer will take place at least once a month to feedback on progress of transition when the transfer has taken place.

What does Ofsted say on Key Stage 1 and 2 Transition?

*'Nearly all pupils transfer successfully to mainstream schools, most within two terms, because staff liaise closely with the schools to support smooth transition'.*

- Ofsted Report – **include** Suffolk, October 2013

### **Criteria for reintegration**

1. The child we have an assessed behaviour rating of 4 or 5 on our behaviour scale.
2. They will be making the agreed sub levels of progression in academic subjects and will be able to reintegrate at the same level as their peers.

### **Secondary Cohort specific:**

The profile of our secondary cohort can be more complex as early intervention at primary has been unsuccessful due to lack of attendance and attention to learning (i.e. passive attendance in class). Pupils come to our school with a reading age well below their actual age and this can hinder learning and progression.

**Gender: 78% Male and 22% female; 89% were of white ethnicity**

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### Academic Year Group- profile:

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Total	3%	15%	42%	36%	2%	1%	1%

- The age group for secondary provision is 11-16 and defined as those excluded from mainstream provision or unable to maintain their mainstream place. However the majority of Northamptonshire places will be at years 10 & 11 (78%) - this is a key factor in the curriculum offer – for example we have little time to catch up gaps in expected levels to achieve GCSE- so offering alternatives like functional English and Maths is key to ensuring young people leave with a qualification they can use for employers.

For secondary the school day will start at 8.45am with mandatory behaviour and therapeutic studies, followed by five hours of core subjects (plus 30 minutes lunch and two 15 minute breaks). Break time is kept short as this suits our learner behaviour profile.

The school day will end formally at 3.15pm having had a formal reflection/behaviour session with a Core Worker.

In line with academy freedoms the day will be extended three times a week to allow students who wish to, to study further **optional** vocational studies. We are registered centres with, AQA, Pearson Edexcel, NCFE, OCN and ASDAN awarding bodies for the provision and vocational subjects will meet the “Wolf requirements”.

All students will complete 5.5 hours minimum teaching and learning time a day. This focus will be challenging for young people that have been non attenders.

The delivery is in small groups with a staff to learner ratio of 1:4. Group sizes of 8 are typical supported by one Teacher and one Support Worker.

### **The curriculum we have developed for this cohort includes:**

#### **National Curriculum – see table above for the curriculum offer:**

It is important to us that we do not limit the aspirations of those that can and want to achieve. Where evidence of prior learning exists we will provide learning at the next appropriate level to ensure continuity.

#### **Functional Skills in English**

The curriculum will support effective teaching of functional skills in English, particularly to disengaged learners through the implementation of the following strategies such as:

- English embedded into all subject areas including a clear evidence framework to inform effective practice and to develop and improve functional English;
- Discrete functional English learning sessions leading to improved qualification levels at Entry, Level 1 and Level 2;

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- For learners who are functioning below entry level, we will implement and deliver a highly structured reading scheme.

### **Functional Skills in Maths**

Functional Maths is at the core of the curriculum framework and will support mathematical thinking and develop transferable skills. There are clear links to using Maths in everyday situations and the world of work. In addition to discrete lessons, functional Maths will be embedded into other aspects of the curriculum in contexts which are meaningful to boys.

We will offer functional Maths from Entry Level to GCSE and with a clear focus on:

- Applying Maths in context;
- Problem solving;
- Functional elements.

Qualifications are unit based enabling the young person to accumulate accreditation, supporting progress in a way that is timely and can accompany them on transfer or release.

### **PE**

We believe it is essential that we provide PE both for health and the links between good health and good mental health but also as the cohort of boys they find this attractive, but also as a behaviour release, and also as a popular progression route for many of young people.

### **Vocational learning: (Key Stage 3 onwards)**

We have already outlined the fact that our cohort is unlikely to be achieving at the same academic levels as their mainstream peers. Therefore, to compete in the jobs market it is essential that we offer a strong additional vocational suite of qualifications to ensure young people are work-ready.

In line with the Wolf reforms (Professor Alison Wolfe March 2011) and the announced reforms to GCSE and A-Levels (in scope from September 2016 and 2015 respectively), we will have reviewed our offer to ensure that at secondary level we provide the opportunity to participate in a range of vocational programmes which will lead to progression into a variety of jobs or further training.

Current Vocational subjects include from the following offer at Level 1 & 2:

- Sports and Leisure,
- Public services
- Retail
- Dance
- Performing Arts (Entry level to Level 1)
- Occupational Studies and Creative Crafts (Entry Level to Level 2 in carpentry, interior design, jewellery design)
- XL Princes Trust

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- Level 2 NCFE award in reflective practice

All vocational programmes will be risk assessed using our risk assessment process embedded in our wider Health and Safety Policy.

Each academic year the Head Teacher will advise the Curriculum Manager of areas of key emphasis and/or changes so the vocational curriculum adapted to reflect local community need after discussion with the LA's and schools.

To ensure young people make informed choices about future progression, impartial advice and guidance (IAG) will be an integral part of the curriculum framework. Young people will have the opportunity to research and discuss career opportunities which will be linked to the local economic profiles. The local job market will be researched as part of the process - for example, the types of sectors available and the number of apprenticeship training courses or employment opportunities available in the area.

### **PHSE**

Personal and Social Development Provision will be delivered to help young people develop fully as individuals and as members of families and social groups. Managing and improving self will be the core to this offer and will aim to improve the social, emotional and behavioural health of each young person. Alongside this, we will develop the life skills of the young person by teaching them to live independently and providing them with the opportunity to develop good parenting skills.

In addition, each day will be started with a behavioural/therapeutic session where the day's behaviour goals and aspirations are set. These sessions are supported by the Core Worker and reviewed at the end of each day.

This area of "work" on the curriculum is key to achieving our wider schools aim of positively effecting young people so they are able to cope within their communities and to live independent lives.

### **English as a second or other language (ESOL) Provision:**

For young people for whom English is a second or other language we will provide the opportunity to have learning support on a one to one or small group basis.

### **Behaviour**

For all students, behaviour management is embedded into the management of the day. Opportunities are taken to address "negative behaviours", reflect on behaviour incidents and provide one to one emotional support for those that require it (see staff section).

Staff and young people remain together during lunch and breaks where "learning moments" are utilised to underpin behaviour and end of days reviews allow reflection on behaviour during the days and the consequences of that behaviour.

Rewards and sanctions are used where appropriate to address behaviour.

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Restorative justice techniques are used (i.e. removing graffiti from school walls- or apologising to a community member for throwing a stone or swearing).

There is a strong focus on behaviour progress alongside academic progress.

### **Referrals and admissions for secondary:**

Although we are planning a pre-agreed annual referral process for a September 2016 start, we are able to admit a new young person at any point in the academic year. The referral process involves assessment and planning to enable us to engage and develop a programme and Individual Education Plan to meet the specific needs of the young person and to deliver a broad and balanced curriculum. This may require additional specific support from the “Host school” if specific subject areas are not on curriculum.

Following a request for a placement for a permanently excluded child from the LA, we will liaise with the key referrer (the LA) and referring school to discuss the placement and support requirements of the individual young person. We set a clear timetable of data gathering, from schools, parents and agencies. Communication is a priority.

The referral process includes a home visit where parents/carers and at secondary stages the young person signs a contract to ensure expectations and responsibilities are clear. We work closely with families throughout the process to ensure engagement and support sustainable progress. An introductory visit to the school is arranged, and an integration timetable is agreed.

An induction period will follow where a young person can try out the provision and familiarise themselves with the school, the curriculum, the approach and the support available from staff.

The young person will be supported by a Core Worker throughout the induction process to ensure issues/challenges are dealt with quickly and effectively.

At this point a clear learning pathway will be established for the young person.

All young people will work to an Individual Educational Plan (IEP). Each stage involves confirming each young person’s aims and objectives, both short and longer term. The IEP is written in language which is meaningful to the young person and outlines the agreed roles in achieving the aims and objectives for the project staff, young person, and others, including parents and carers and other professionals. Any planning also takes into account the planned progression route for the young person and the anticipated. In the academic profile we concentrate on developing numeracy and literacy skills as the essential foundation for all academic progress. With the social/personal targets we aim to identify the key criteria for successful reintegration into mainstream provision or progression on to a positive destination, including changes to behaviour or additional support needs.

### **Key Stage 3 and 4 Assessment:**

In addition to baseline and ongoing assessments, we complete behaviour risk assessments, WRAT4 and WRIT assessments, BKSB tests, and Teacher assessments against national curriculum and GCSE levels. These can be supplemented with

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additional assessments where appropriate e.g. dyslexia screening. Baseline information is generated, against which work with the young person is built and future development can be measured.

If young people arrive at school with an EHCP, we will connect and engage with relevant supporting multi-agencies and parents to ensure continuity of services and consistency of support to ensure all delivery is provided meets the learners plan.

Where we identify specialist needs through assessment which we are unable to support (e.g. severe mental health challenges), we will engage with appropriate services to ensure needs are addressed commissioned and planned into delivery.

We use outcomes from the learner assessment processes (Formative/Summative) to help us ensure that the curriculum offer is appropriate for learners and to ensure ongoing development. We gather evidence which enables us to support changes to the type, level and volume of provision offered including:

- Level of ability (Outcomes should enable identification of the most appropriate curriculum level);
- Needs and wants of the learner;
- Preferred learning style - visual/audio/Kinaesthetic (VAK assessment);
- Interests and aspirations;
- Personal circumstances and history;
- Life skills;
- Self-management level (including anger management);
- Risk assessment – involving other support agencies if appropriate;
- Readiness to change.

### **Parental engagement:**

Involving and engaging parents is a key and implicit part of what we do ensuring they are part of a young persons individual learning plan, communicating progress, and engaging with any other agencies involved in the “family” situation.

### **Enrichment**

The cohort will may in the past have had very little opportunity to experience trips or enrichment as a consequence of often being excluded due to behaviour or risk assessed as volatile and not suitable. Therefore, it is especially appropriate and essential that we provide enrichment activities to reward good progress and behaviour, to provide insights into wider communities, and to enable young people to come out of their comfort zones.

Examples of such activities have included a two night stay at the seaside for a cohort of 8 KS4 young people studying at our from Hackney school in in London in 2013 who had never been outside London and had never seen the sea other than in movies or pictures. Young people on this programme were overwhelmed, many in tears, and understood what they had lost out in due to poor behaviour in the past.

Another example is a trip to Sky Media to understand the media vocational programme another London cohort were studying, bringing to life the opportunities for employment.

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At secondary, young people will be offered the opportunity to attend an annual visit linked to the curriculum year group which will involve an overnight stay to widen experiences and help support the theme of independence and managing self.

- Young people at year 11 will be offered the opportunity to participate in Catch22's NCS programme in Northampton.
- Where a young person attracts additional learning support funding, we will work with local providers to ensure an appropriate level of support is secured and provided - for example, one to one support in class with reading.
- Where we attract Pupil Premium, we will establish additional support to ensure progression in the areas for the target group are addressed.

### **Key Stage 3 and 4 progression routes:**

Our transition strategy for Key Stage 3 students is to return to mainstream school and follows a similar route to KS1 and KS2.

Our transition strategy for Key Stage 4 comprises more suitable progression to an alternative education provision, such as Catch22 Study Programmes/apprenticeship schemes or another local education/training provider for full time education which meets the needs of the individual student. This will be founded on baseline assessment and a range of complex needs assessments that will be used to develop the individual package that lead the student to a positive destination at post 16 at college/training/work.

Any support for transition back in mainstream begins at the start of intervention with full communication and information sharing regarding the student between ourselves and the referring school/agency. Meetings and regular reviews are held to develop a joint working practice that will enable a more successful and needs-led intervention with a return to mainstream school or more appropriate provision.

*'Almost all make good transitions into further education or work.'*

- Ofsted Report – **include** Bristol, March 2013

*'Students' progress in work-related learning and vocational skills is also good and facilitates a smooth transition to college and/or employment.'*

- Ofsted Report – **include** Norfolk, December 2010

### **Supporting Positive Progression and Re-integration**

School staff work closely with the young people, parents/carers and the receiving school, college or employer to create a transition plan, usually within the last term of their involvement.

The plan will start with an assessment of progress against the exit criteria, including an assessment of behaviour on the behaviour rating scale (a rating of 4 or 5) and an assessment that the required academic progress has been achieved.

Acknowledging both have been achieved, the Core Worker will facilitate:

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- Supported exploratory/introductory visits to schools/colleges/employers;
- Supported interviews and interview preparation if entering work;
- Visits from the receiving schools/colleges to our school to build relationships prior to transfer for those at Key Stage 3;
- Mentor support for sessions as agreed to support transfer in line with transition plan both at Key Stage 3 and 4. The level of support will depend on the level of progress the individual has made and the skills they have developed during their period at the school;
- Integration timetables gradually increasing the ratio of time spent at new provision and reducing the input of mentors;
- Sharing best practise with the receiving school or college on successfully removing barriers to learning and engagement for that individual;

Only when all parties are content that a young person is in “good shape” to move on will a transition start, and this will include a period of dual support by Catch22 until the young person is able to cope on their own terms.

96% of young people on the Key Stage 3-4 projects went on to positive destinations involving a return to mainstream education or moving on to Further Education, training or employment

### **General curriculum points:**

#### **Teaching**

Section D3 outlines our structure for the school, but it is worth being clear in section D1 that to enable the breadth of curriculum to be delivered at secondary the school will host a multi-disciplinary team a blend of Teachers, Tutors and Core Workers.

Teachers will be recruited as much on character and resilience as they will on their teaching ability. Being able to teach across a small group of young people at multiple levels on an individualised programme provides challenges for some teaching staff.

In addition, ALL staff will be trained to manage behaviour throughout the day and not just in classrooms, thereby supporting the strong behaviour led culture and ethos of the school.

Teaching staff will work side by side with Core Workers who will provide “wrap around support” for each young person.

Vocational Tutors (even if they are part time) will also be expected to train in our behaviour management strategies and approach.

Our proposed staffing arrangements and approach are outline further in Section D3.

#### **Assuring the Quality of the Curriculum Framework**

The Catch22 education Quality Assurance Strategy supports an improvement culture which is central to improving outcomes for learners. Our quality assurance processes follow the best practice and principals of the Ofsted inspection framework and inspires us to be an outstanding education provider

## **Catch22 Northamptonshire Academy Application – Final**

Our quality assurance cycle (outlined below) forms a simple plan: implement, monitor, evaluate, change and plan. The processes underpinning the strategy aims to support the Catch22 mission by assuring and developing a learning culture for the school where all learners, staff, volunteers and visitors are safe and feel safe regardless of any personal characteristic, including gender, disability, race, age, sexual orientation, transgender and religion or belief.

The underpinning QA processes that feed the QA cycle are:

- Observation teaching and learning assessments – completed, documented and reviewed in line with the OFSTED framework;
- Learner records and progression assessments - Completed and reviewed monthly by a senior team and bi-monthly by the Catch22 MAT;
- Learners feedback collation and review - completed monthly and reviewed
- The school's development plan will be reviewed and updated on a termly basis, with changes made where appropriate;
- Annual skills audit in-line with the curriculum design;
- Supervision records audit;
- Health and safety records – a review of incident reports and near misses.

### **The learner voice - process**

Using learner involvement strategies is a core element within the curriculum framework and happens at both primary and secondary level. Using a survey, we ask learners a range of questions (smiley faces for younger children) and gather their views on induction, the quality/range of programmes on offer, the timetable and their personalised learning plan. Giving young people a voice builds their confidence and self-esteem and encourages them to express their own opinions whilst listening to others.

Our learner voice surveys enable us to develop and define provision on an ongoing basis. The outcomes of learner voice surveys are published and are used to inform our self assessment process as part of our QA procedure. We value learner feedback and report back to learners on how we have used their comments and opinions. Where it is not possible to act on their suggestions, we explain the reasons why.

### **Promoting equality**

We will work to develop a learning culture where all learners, staff, volunteers and visitors are safe and feel safe regardless of any personal characteristic including gender, disability, race, age, sexual orientation, transgender and religion or belief.

We use robust data collection to inform teaching and learning strategies to narrow the gap in achievement between those young people from marginalised groups, such as BME groups and those where English is a second language (though the majority of this provision will be White British ethnicity). The profile of the cohort also means that the radicalisation agenda is less prevalent – our challenge is more to ensure our cohort can become a strong citizen in their local community.

We will ensure that all learning materials are inclusive and do not discriminate and the promotion of equality and diversity within the curriculum is assessed as part of our

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quality assurance framework. We ensure Teachers and front line staff self-assess their practice through the use of Teacher/Support Worker toolkits which ensure that learning promotes equality and diversity.

We will work to ensure that young people with English as a second language are treated equitably and that where required, all resources needed are translated as appropriate.

### **Partnership working**

Collaboration and partnership working is at the very core of Catch22's approach to the development and delivery of alternative educational provision. Catch22 **include** is already on the NCC preferred providers 'select list', and so there is a vast degree of experience in the development of effective working relationships with key partners and providers in the local community.

Systems Leadership: our approach for a new free school will further extend our commitment to collaboration in the Northamptonshire area. Specifically, we will:

1. Work with the LA to support links between the school and 'cluster schools' throughout Northamptonshire to establish a 'joint' approach in tackling exclusion and establishing a healthy and proactive system for student success within mainstream. This will feed into raising standards and standardisation of good practice in pedagogy throughout the county.
2. Create links with primary school cluster's to establish best practice and protocol for referral and successful reintegration of students back into the mainstream setting.

Our approach to partnership working will require a strong Head Teacher who can ensure that cluster schools work to aid what is best for the student. This may generally mean a fresh start for some students and will be made successful by creating 'manage move' agreements between primary clusters.

The Head Teacher will drive the school to achieve this through actively supporting and shaping the way in which education is delivered throughout Northamptonshire, and by working closely with the LA to ensure that the school is fully integrated within the schooling network for both Primary and Secondary.

The school will provide senior representatives to attend NCC Schools' forum with a view that schools would share curriculum expertise, resources and best practice. This reciprocated training model would be used to train staff throughout the network of schools in Northamptonshire. With a view to further improving the quality of education throughout the county we will:

- Share our 'Theory of Change' methodology; seek value for money through collaboration wherever possible; and, broker the relationship between parents and schools where previously relations have broken down or have been strained.

The new Catch22 Northamptonshire Academy will be an outstanding school seen locally and nationally as a leading practitioner in:

## Catch22 Northamptonshire Academy Application – Final

- Assessment of student need and identifying best practice; and
- Therapeutic and innovative approaches in invoking positive changes in young people.

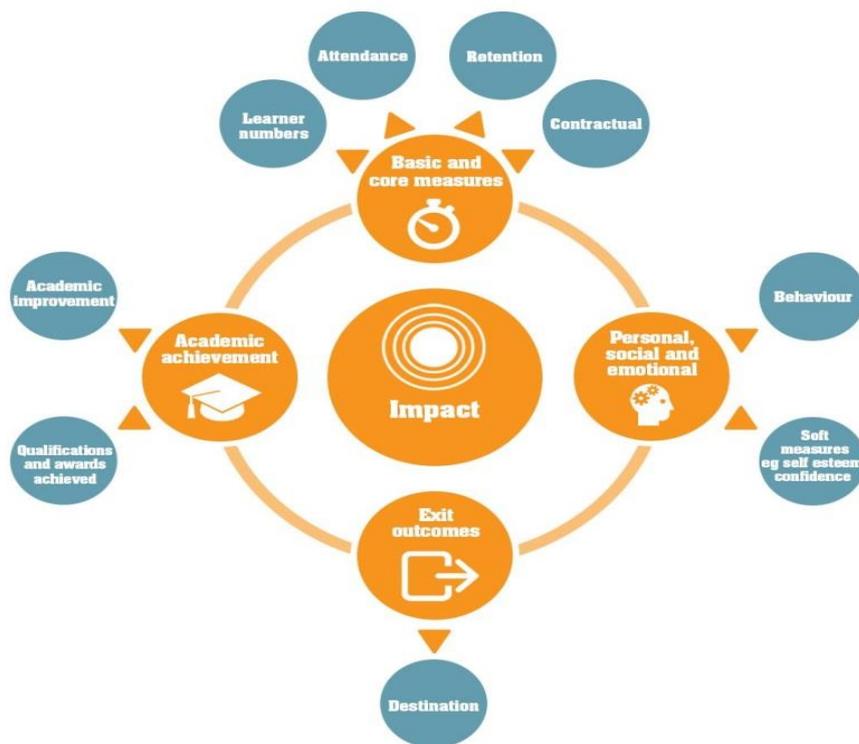
### Innovation

At Catch22 we are keen to explore and pilot where appropriate new models of evidenced learning such as those provided by the Sutton Trust /EEF Tool Kit, or the Innovation Trust learning from AP in the United States - particularly those innovations around the quality of teaching and learning in an AP setting.

During transformation (see plans) we will pilot key developments, such as the use of I-CAN Talk about Talk to address speech and language challenges, and the use of Cognitive Behaviour Therapy (CBT) in the way our lessons are delivered.

### Section D2

Our school approach to impact assessment and outcomes is illustrated by the diagram below. This is used for all Catch22 Education provision and combines a standard approach to data gathering and analysis which enables benchmarking of progress and impact across all Catch22 schools and the comparison of progress and impact across teams or individuals, as well as time series comparison of impact.



More detail on the information collected and measures used is given in the table below. Targets are discussed later in this section.

Metric	Definition
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## Catch22 Northamptonshire Academy Application – Final

Learner numbers	The total number of learners worked with in a given time period (= total number in learning on last day in period + total number of leavers in period), counted as the learners we will measure the impact of our work on.
Attendance	All schools use DfE attendance codes. Reported monthly in schools: <ul style="list-style-type: none"> <li>• Present %</li> <li>• Authorised absence %</li> <li>• Unauthorised absence %</li> </ul>
Retention	A figure representing the percentage of learners on programme on the first day of the reporting who did not withdraw or leave the programme prior to their intended end date or achievement of exit outcomes (including being mainstream school ready). Our target in schools is 100% retention owing to our no exclusions policy.
Exclusions	Total number of young people excluded (temporarily) in the reporting period. Note: This metric has recently been added to monthly core measures reporting.
Contractual measures	Any additional contractual impact measurement we agree with commissioners, which will vary according to the commissioner.
Academic improvement/ Qualifications and Awards achieved	Academic improvement is measured in line with national standards of National Curriculum sub level progress and accredited qualifications. We aim for all learners to achieve numeracy and literacy in line with their academic level of re-entry to mainstream education or having achieved progress equal to a minimum of 2 sub levels per Academic Year, or having achieved a nationally recognised Level 2 qualification in English, Maths and vocational subject.
Behaviour and soft skills	Behaviour and soft skills are measured on entry, exit and at six weekly intervals using a combination of our own internal behaviour rating scale and the Boxall profile. We aim for all learners to exhibit behaviour and soft skills sufficient for success in mainstream education, Further Education or employment.
Destination	We aim to collect destination data for every young person we work with. To be considered a positive destination, learners must re-integrate and succeed in mainstream education for a minimum of six months, or be attending further education (at minimum Level 2), Apprenticeship (at Level 2) or a job.

### Assess, Plan and Review (APR) processes

Across its Education provision, Catch22 has comprehensive Assess, Plan, Review (APR) processes that it will implement in the Catch22 Northamptonshire Academy

Process: The APR first incorporates referral and assessment information from learners, their parents/carers if possible, and all relevant partners. We gather baseline information against which future development can be measured, including initial and diagnostic assessments and interviews. The initial assessments will be wide ranging and include National Curriculum level assessments and our internally developed

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behavioural and motivation risk assessments. Each learner will have a nominated Core Worker to co-ordinate the initial APR process and the subsequent education pathway.

Attendance, engagement and progress will be continuously monitored and formally reviewed at one to one meetings which will take place weekly (or more frequently when required). These one to one sessions are recorded in the learner's records and are used with other ongoing assessments (including academic levels, test scores, behaviour incident forms) to inform the Individual Education Plan review.

In school full reviews for all personalised learning and skills plans are undertaken termly. The system will produce a report against the targets produced for learners, parents and teaching staff as well as feeding into wider schools assessment of impact by the Head Teacher.

For learners with a statement of SEN, Catch22 will undertake and record all statutory requirements. The whole APR process is supported by an electronic data management system. We have invested in Capita SIMS for this purpose to ensure information is transferable with the existing schools systems in Northamptonshire.

Ongoing review/tracking is completed by teaching staff. Learner attendance, authorised absence, punctuality and status figures created from twice daily registers input directly into the system.

### **Monitoring Reports**

In line with school and procedures, appropriate individuals within the school will be invited to review Individual Education Plans with the Core Worker and young person on a minimum of a six weekly basis. The review focus will be on the young person's successes, as well as addressing goals that have not been achieved, and in setting new targets for the subsequent half term. In the case of a Statement Review, all those involved in the plan will be involved in the process and invited to the review.

The review process involves:

- Reviewing progress against the IEP, carried out with the young person, other and parents/guardians where they wish to and attend;
- Considering future developments, agree with the young person how the Individual Education Plan will evolve over the next six weeks;
- Recording progress in a way which is suitable for sharing with the young person;
- Updating the assessment and revisiting any of the assessments at appropriate stages so that it continues to reflect the current situation;
- Creating the next IEP: a new IEP is created with short term SMART (specific, measurable, achievable, relevant and timed) targets to support progression. At this point the learning package may be altered to reflect the new targets.

An "end of term" report will be produced for each learner highlighting current attendance, attainment and progress. These reports are sent to parents/guardians and reviewed parents evening and parent one to one meetings on a termly basis.

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Home schools will receive a termly progress report for all students engaged in school with a summary to the LA of overall school progress. This review will be led by the Head Teacher and a member of the MAT board.

Should a young person be reintegrating, home schools will receive a full report showing annualised progress showing progress on academic progression and behaviour which will be discussed at a reintegration meetings with student, Teachers and parents.

Performance of the overall schools network is reviewed by the MAT on a bi-monthly, basis with Head Teachers presenting an overview of school performance as well as a summary of young people attendance/progression and any exclusion for the month.

As we have a “no exclusion” policy, exclusions are reviewed by the MAT board and challenged for appropriateness.

The board also review the financial viability of the school by looking at monthly revenue and costs and forecasted surplus or loss requiring appropriate action to be taken by the Head Teacher.

### Specific Catch22 Northamptonshire Academy targets

We have set the following targets for the school:

Measure	Considerations:
Attendance – 100%- all students	Although we aspire to compel all children and young people to attend 100 %- this is not always possible due to family circumstances, individual demands and requirements and specific events. We do everything within our power to ensure attendance including- arranging pick up, phoning home once absence is noted- visiting home, mentor helping arrange bus passes, following up with support services. We achieve significant improvement in attendance as evidenced above.
Progress all students: 2 sub levels of progress per academic year across literacy and numeracy and specific subject areas.	This is the target – again due to the previous history (detailed above) and the need to close the gap at a quicker pace - due to time lost at school- our staffing model is heavy to ensure that learning is intense for each child especially at primary level.
Qualifications: Secondary:	<ul style="list-style-type: none"> <li>We target 5 GCSE’s including maths and English for key stage 4 leavers (Grades A*-G). Considering previous academic attainment levels, attendance and behaviour issues the grades we are more likely to be Grade C and below</li> <li>Note: We will achieve at least the same levels of GCSE results as those achieved by CE academy in 2014/15. (At CE Academy, 97% of young people achieve 1+ A-G grades at GCSE and 1% 5 +A-C).</li> </ul> <p><b>Note:</b> Currently 99% of students studying – in our independent schools achieved at least 1 A-G grade. And 1% A-C. We are just</p>

## Catch22 Northamptonshire Academy Application – Final

	<i>completing our 1st academic year with our sponsored PRU so don't yet have achievement data.</i>												
Behaviour:	<ul style="list-style-type: none"> <li>100% of All children and young people will be targeted to achieve a behaviour rating of good or better ..</li> <li>Again this will vary depending on the complexity of each individual's needs and history.</li> </ul>												
Offending:	<ul style="list-style-type: none"> <li>We target zero incidents/ tolerance on offending behaviour for all young people</li> </ul>												
Exclusions	<ul style="list-style-type: none"> <li>We have a zero exclusions policy in all but extreme cases of safety and aim to retain 100% of students on program.</li> </ul>												
Reintegration: Up to Key Stage 3	<ul style="list-style-type: none"> <li>100% of all students- up to Key Stage 3 will reintegrate back to a mainstream place in the same school year as their Peers. We currently are achieving around 94% nationally the remainder being referred to even more specialist provision.</li> </ul>												
Key Stage 4 progress routes	<ul style="list-style-type: none"> <li>100% of all students to be EET 6 months after leaving a Catch22 provision.</li> </ul>												
100% of students to Leave with additional awards & qualifications.	<ul style="list-style-type: none"> <li>These range from vocational awards and qualifications Level 1 &amp; 2. Current levels profile across provision: <table border="1" data-bbox="491 831 1179 1144"> <thead> <tr> <th></th> <th>Percentage of total accreditations worked towards</th> </tr> </thead> <tbody> <tr> <td>Level 2</td> <td>2%</td> </tr> <tr> <td>Level 1</td> <td>56%</td> </tr> <tr> <td>Entry 3</td> <td>36%</td> </tr> <tr> <td>Entry 2</td> <td>5%</td> </tr> <tr> <td>Entry 1</td> <td>1%</td> </tr> </tbody> </table> </li> </ul>		Percentage of total accreditations worked towards	Level 2	2%	Level 1	56%	Entry 3	36%	Entry 2	5%	Entry 1	1%
	Percentage of total accreditations worked towards												
Level 2	2%												
Level 1	56%												
Entry 3	36%												
Entry 2	5%												
Entry 1	1%												

### High level exit outcomes.

Localised day to day measures are shown in the table above. However the key focus for exit outcomes of the provision is outlined in the table below.

The exit outcome represents the level reached by a young person that indicates that they are ready to leave the school, having acquired the necessary qualifications and skills to predict with a high probability that they will reach the long-term outcomes without further support from Catch22.

	Exit Outcome	Definition
Key stages 1-3 Aged 4 to 16	School ready	Displaying behaviour at a level sufficient for success in mainstream school
	And Attaining in line with national standards	Attaining in line with academic year of re-entry or having achieved progress equal to a minimum of 2 sublevels (or progress 8 targets once implemented)
Key stage 4 16+	In Further Education or a Job	Attending Further Education or a Job. To qualify as employment:

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		<ul style="list-style-type: none"> <li>• It has to be a paid job and</li> <li>• It has to include an element of training</li> </ul> <p>To qualify as Further Education it has to be Level 2</p>
	And	
	Achieved Level 2 in English and Maths	Achieved a nationally recognised Level 2 qualification in English and Maths
	And	
	Achieved a Level 2 Vocational Qualification	Achieved a nationally recognised Level 2 qualification in a vocational subject
	And	
	Further Education/Job Ready	<p>Displaying behaviour at a level sufficient for success in Further Education or employment</p> <p>Working group to finalise definition of Further Education/job ready</p>

Data by learner by school is collated in SIMS to enable the Head Teacher and MAT board to establish the long term effectiveness of the programme.

### Quality of teaching and learning:

The school will have a scheduled and drop in process for observation teaching and learning. This is done via independent audits with specific resources recruited into the MAT.

Observation teaching and learning is also carried out on a peer to peer basis following a prescribed policy from the MAT.

Following an assessed lesson, the feedback will be provided to staff and then kept on the systems to be used for continuing professional development ongoing staff training plans.

Current rating across our teaching base are: 75% lessons assessed good, 8% assessed outstanding 14% assessed as requires improvement and the remainder unsatisfactory.

A lesson or Teacher rated as unsatisfactory or as requiring improvement will be provided with mentoring support from an outstanding Teacher or Deputy Head. We are also part of PIXL where Teachers can visit outstanding schools and see best practice in the classroom.

Each academic year, the Head Teacher will agree with the MAT a school development plan encompassing the ongoing development areas of both staff and pupils and the future needs of the cohort. The school development plan will be shared with middle leaders and staff to engage staff buy-in to schools improvement. The plan will be shared at the MAT board and at local governing body meetings.

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The board will challenge performance and encourage aspiration in achieving the highest results.

The Catch22 Education Management Information Administrator at the school will use the collated information to create monthly reports which compare baseline data with current outcomes. The reports will on attendance, behaviour and achievement. The Head Teachers will monitor individual progress and ensure implementation of action plans.

Finally, exit information will be recorded through the Exit Personal Data Form completed when the learner leaves the school.

### **Section D3**

#### **School structure and roles**

##### **Delivery Model**

Primary and secondary will be run as two separate provisions supported by specific Deputy Head Teachers with cross-sharing of best practice at leadership level of teaching and learning.

It is essential to separate provisions to meet safeguarding and health and safety needs, but also to ensure there is no “cross contamination” of secondary high needs pupils into primary.

As outlined in section C and again in D1, our cohort of young people will have a diverse range of needs and any teaching will be underpinned by a strong behaviour management ethos and whole schools approach.

Blended roles of teaching and the Core Worker allow for strong relationships to be built and trust developed which supports attendance, learning and progression.

##### **Structure:**

**Note:** *ALL Teaching and support staff will be trained in our whole schools approach to behaviour management. Teaching staff will also be trained in our unique “Level 4” qualification developed in conjunction with the University of South Wales addressing social and emotional and behavioural difficulties in young people.*

**Leadership:** The school will be led by a qualified Head Teacher with strong leadership and management experience, having demonstrated a track record working with vulnerable young people with high behaviour needs and managing staff. The head Teacher will be qualified to MA level (desirable) and will have the national professional qualification for Headship.

**2 x Deputy Heads:** With a strong emphasis on curriculum and behaviour management, the Deputy Heads will focus on the quality of teaching and learning. They will be the constant communication link with parents or persons with parental responsibility. They will be qualified to BA honours or MA level.

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**Teachers/Tutors:** Will have QTS status and will plan, deliver and manage specific subject area learning programmes including English and Maths. For secondary provision we will engage specific and dedicated Maths, English, Science/ICT, PHSE/SMSC etc. Whilst there is a strong emphasis on specialist subject Teachers, there will also be emphasis recruiting Teachers able to provide support on subjects beyond their specialism to provide greater support across the timetabled national curriculum subjects. For primary provision, we will recruit primary specialists but look for specific curriculum leads in key subject areas, in particular numeracy and literacy.

**Vocational Tutors:** Will be timetabled appropriately to deliver vocational studies. All will have a minimum teaching or training qualification such as City and Guilds PTTLs or QTTLs. Tutors may be bought in on a day rate basis but be subject to the safeguarding recruitment.

**Core Workers (mentors):** will deliver mentoring and PHSE, personal health, social education, work experience and individual support. Core Workers will be qualified as a youth worker or hold an appropriate mentoring qualification. They will be trained to support lessons and 1:1 learning support.

**A SENCO:** With the appropriate experience will be on site working with the cohort across both primary and secondary in year 1. A further SENCO will be recruited in year two as provision reaches 100% capacity.

Shared Administration staff will provide support for data gathering and analysis through SIMS and exam registration and management. Central support will be provided by Catch22 for the school in respect of Human Resources and Finance, including budget control, management accounting, banking and expenses, recruitment, estate management and employment contracts.

**Specialist Support:** Education Psychologists/Counsellors will be commissioned on a case by case basis with local agencies.

The school will also be able to access wider services provided by Catch22, including:

- Dedicated leaving care services,
- Edge of care services,
- Family support services,
- Mentors working within the youth justice systems,
- Support for drugs and alcohol awareness, and
- A wide range of employment opportunities, including study programmes and apprenticeship programmes.

A key part of our ethos and methodology is building relationships through small group sizes so staffing (combined Teachers/Core Workers/LSA) enables 1:2 delivery ratios at Key Stage 1-2 and 1:4 ratios at Key Stage 3-4 in order to provide small group and individual sessions for the children.

### **Recruitment:**

Following rigorous Safer Recruitment procedures and subject to enhanced DBS checks, all staff complete Educare/NSPCC Child Protection in Education Training (five

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hours CPD at Level 2), repeated at three year intervals. In addition, annual Safeguarding refresher training is provided as part of our CPD programme through training days, with briefing and updates via team meetings throughout the year.

The designated Safeguarding Lead in each school, who is required to attend the relevant Local Authority safeguarding training, will act as the link with the Local Authority Safeguarding team for the reporting of any Safeguarding issues. The Safeguarding Leads report back through the Head, who reports to the Director of Education of Catch22, who in turn reports into the MAT and Catch22's Safeguarding Board. All recruiting and line managers are required to complete online Safer Recruitment training. All staff, including temporary staff and volunteers, are required to follow the Safeguarding Policy.

### **Terms and conditions:**

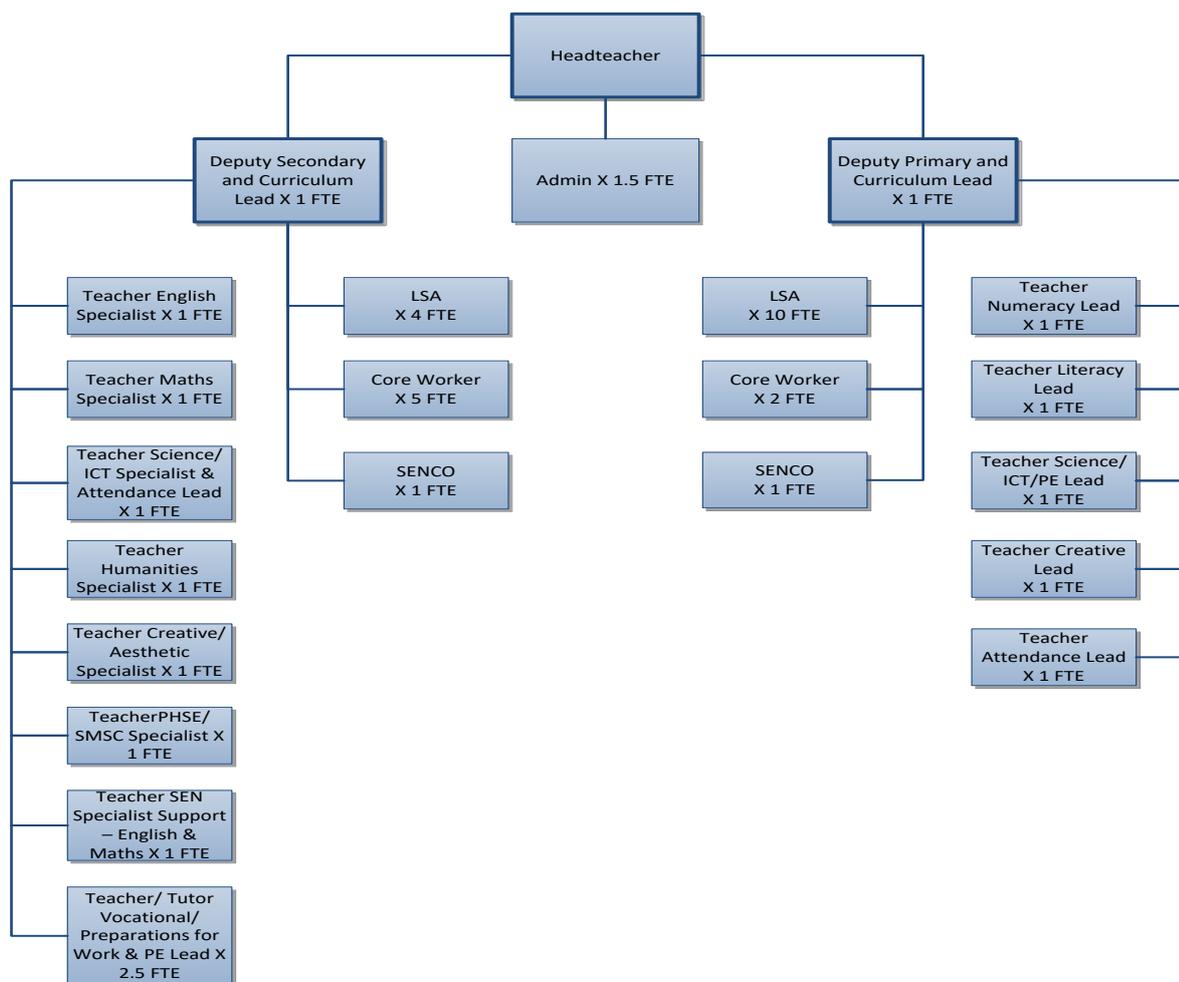
Staff will be recruited on full-time/ part time and term time only contracts to enable a flexible curriculum.

Vocational Tutors will be recruited from external partners appropriately vetted and contracted- again to allow flexibility of delivery. Core Workers will have a caseload of 1:15 young people.

### **2017/18 structure for a 100 place school at full capacity:**

- **32 primary places**
- **68 secondary places**

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### Overview of delivery:

The curriculum provides for 5.5 hours of teaching a day with group sizes of 8 student's maximum in both primary and secondary. Support provided as 1:2 in primary 1:4 in secondary classrooms.

### Primary

Has a staffing of 17 term time FTE (excluding deputy and SENCO) with 5 FTE specialist Teachers (this can also work as part time hours). With 32 young people in provision and group sizes of 8 the staffing ratio allows for sickness cover and commitments such as visiting referring schools, meeting parents and school visits and enrichment activities. It also allows for teaching across Key Stage 1 and 2 to be tailored.

LSA support is sufficient to support the required 1:2 ratio of workers to young people.

Core Workers are then able to follow up on absence – agency referrals, family work and young people mentoring 1:1 work.

### Secondary

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At secondary a staffing level of 18.5 term time FTE (excluding deputy and SENCO) with teaching staff of 9.5 provide for the group size of 1:8 i.e. (9 learning groups) - with cover for sickness.

LSA support meets the cover required to support a 1:4 ratio of support to learner numbers.

Core Workers are available for 1:1 mentoring, schools visits, meeting parents, following up on attendance and arranging additional support through YOTs / schools or referring groups.

Timetables will be agreed in advance of each term based on student and curriculum need.

It is important to say that inevitably some group sizes will be less than the 8 due to illness, etc. we have however deliberately estimated our staffing at the highest level for the basis of costing. The importance of the ratio of staffing is a factor in our success rates and having the opposite challenge of few staff would dilute results and potentially put young people at risk.

Having at secondary, 68 potentially high behaviour need young people on one site with fewer staff than we recommend here could result in safeguarding and safety issues- due to the inability to respond to incidents, challenges or flash points.

This is reflected in the relatively high price per place compared to mainstream.

Lunch time is spent together staff and young people- eating together is a key part of the relationship building role. Break cover is provided by Core Workers and LSAs on a rota basis ensuring all staff have sufficient time to prepare for lessons. An additional sum has been provided for in budget for agency cover for the inevitable sickness – absence and unanticipated events.

Training and development will be provided through 5 inset days per annum - which will be communicated at the beginning of the academic year.

To support our model training will be primarily behaviour led, incorporating our SPINE methodology and CBA (cognitive behavioural approach) as well as updates on policy and practice.

The additional staffing also allows for staff development through best practice sharing – site visits in and out of county.

A dedicated SENCO role is essential to the provision- with over 40% of young people potentially with statements of additional need the coordination and monitoring and management of these services will be a key role. This role will also be key in liaising with referring schools and the LA.

Our staffing model has been tested by cross checking with our own **include** independent high behaviour provisions (primary & secondary) and also our Ashwood Academy Secondary PRU.

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Should our school be approved our temporary provision will close. We already have 5 staff on provision that may want to apply for roles in the new school especially at Core Worker level and support by part time teaching staff.

We believe our staffing meets the vision of our school- and provides the appropriate levels of teaching and support work to provide for a safe schools.

### Section D4

#### Our cohort and needs - Characteristics:

We have described our cohort clearly in sections C and D1.

All our young people will be excluded from mainstream education or unable to sustain a place in mainstream.

Many will also display high behavioural demands and many will display one of more of the risk factors indicated in the table below.

	<b>Risk Factor additional</b>	<b>Additional needs- admissions criteria</b>
1	Learning difficulty either as identified in a statement or EHCP: young people may have additional learning needs such as Dyslexia, Dyspraxia, and Autism. Each risk factor is assessed by the Core Worker before admission.	We will accept on admission once assessed low to moderate needs. Severe Autism may require support from a special school working with young people on the autistic spectrum. 62% of our learners national have additional learning needs. 23% historically have a form SEN with over 40% assessed as SEN.
2	BESD and mental health issues: We have outlined our own behaviour rating scale above. Young people may display schizophrenia or severe mental health issues such as attachment issues, anxiety, or severe depression	We will accept on admission once assessed low to moderate needs. High needs will require specialist support or referral to a special school.
3	Sensory/physical needs	Our access is limited to statutory disability provision. We have no specialist support in this area.
4	In care: require support to attend.	15 of our current student population are in care. We provide access to support services as part of the provision.
5	Teenage parent	No. Served by CE Academy.
6	Substance misuse or dependency: (32% of our cohort started their use of drugs before the age of 12)	Yes. Currently, 21 % of our students nationally fall into this category. We provide drugs and alcohol awareness, support into other agencies and, in limited circumstances, will dispense where students are being supported at level 2
7	Current offender	9% of our national 2014/15 cohort were current offenders and we provide support through court

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		visits and meetings with lawyers.
8	Ex-offender	Yes. 46% of our national 2014/15 cohort were ex-offenders. Ex offenders often have a combination of additional risk factors, i.e. reading ages below that of their key stage peers, high behaviour needs and homelessness

We are able to demonstrate a track record in ensuring our service is accessible to key vulnerable groups, including those:

- Classified as Children in Care;
- With SEND;
- Engaged with the youth offending system or returning from secure accommodation;
- With challenging behaviour needs;
- Who are permanently excluded;
- With mental health issues;
- With low self-esteem, confidence and poor emotional health and well-being;
- Who are long-term disengaged and with poor attendance
- Who are vulnerable/disengaged with the education system (e.g. due to family homelessness, domestic violence, traveller families, disrupted education, etc.);
- Who would benefit from a functional curriculum, including academic, vocational and work experience opportunities;
- Who are at risk of becoming NEET;
- Living in poverty/deprivation and accessing free school meals;
- In specific equalities communities.

### Primary overview:

The school will work with very young vulnerable children at risk or excluded from primary education displaying significant issues with behaviour, including anger management, attachment issues, managing change, issues with confidence and self esteem, ability to build relationships as well as in some cases a lack of progress in literacy and numeracy.

We will not be able to work with young people with significant physical disability, young people requiring extensive support with speech and language or those with serious mental health challenges.

### Secondary

At secondary level, vulnerable young people will typically not be on a pathway to complete GCSEs, be excluded from their mainstream place, and be displaying high behavioural emotional and social needs, including issues with self esteem, anger, confidence, and an inability to maintain relationships.

We will not be able to work with young people with significant physical disability, young people requiring extensive support with speech and language or those with serious mental health challenges. 46% of young people currently attending our AP's are in the judicial systems

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### **The cohort characteristics drive a need for:**

1. Flexible teaching, as outlined in curriculum section D1.
2. One to one support with advocacy behaviour management - the role of the core worker.
3. Support for additional learning difficulties (catch up reading, for example) -SENCO to coordinate and source additional support requirements, including where necessary referral to CAHMS and social services.
4. Support at home with parents and carers to continue behaviour support strategies.
5. Particular attention to safeguarding and being aware of vulnerability.
6. Support in working with agencies and the wider family group, including engaging with YOT workers and social services, and where appropriate with CAHMS.

### **Assessment**

The school will use holistic, multi-disciplinary assessments, carried out by the Teachers and support staff. Our systematic process of gathering a range of information relating to a young person helps identify their strengths and needs in order to decide on appropriate further action. We understand that assessment is key to safe and effective practice.

At Key Stage 1 and 2 baseline and ongoing assessments, we complete a behaviour risk assessments in accordance with our SPINE programme (Supporting Positive Interventions in Education), Boxall profiling, Vernon spelling, Salford reading, Phonics letters and sounds and Teacher assessments against national curriculum and EYFS levels.

At Key Stage 3 and 4 baseline and ongoing assessments, we complete behaviour risk assessments, WRAT4 and WRIT assessments, BKSB tests, and Teacher assessments against national curriculum and GCSE levels. These can be supplemented with additional assessments where appropriate, e.g. dyslexia screening. Baseline information is generated against which work with the young person is built and future development can be measured. If young people arrive at school with an EHCP, we will connect and engage with relevant supporting multi-agencies and parents to ensure continuity of services and consistency of support to ensure all delivery provided meets the learners plan.

Where we identify through assessment specialist needs that we cannot support (e.g. severe mental health challenges), we will engage with appropriate services to ensure needs are addressed, commissioned and planned into delivery.

### **Risks**

A primary risk in relation to working with young people on a daily basis is unexplained absence. Our rigorous procedures ensure that we adopt a first day response to establish why a young person has not attended, to ensure the learner's safety and wellbeing is checked in line with local protocols for children who Go Missing from Home, Education or Care; and provide daily monitoring of absence thereafter. By regular review of the young person's progress, including tutorials, contact with parents/carers and other agencies and the monitoring of absence patterns, staff are able to identify causes that affect attendance, engagement and behaviour and employ

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a range of actions to support improvements. This is especially important given our experience in supporting those young people who may be a target of grooming or those involved in relationships with inappropriate adults.

Our students form strong and supportive relationships with our staff that monitor and evaluate individual progress, including personal development targets. These opportunities ensure young people experience security and stability, are cared for during their time at our schools, and are able to translate this into their feelings and behaviours outside of school. This is also where discussion around unsafe behaviours can take place. All young people are made aware that we operate clear guidelines around confidentiality, and that there is some information they may choose to share with us that we cannot keep confidential for their own safety, or the safety of others.

The model around theory of change and strong relationships, coupled with structure of the school and the school day mean that young people are able to raise concerns, address common issues, and work together to learn to take more responsibility for their environment and their safety, both emotional and physical.

Personal, social and health education forms a key element of delivery, ensuring that young people can become safer and healthier. Similarly, our PHSE curriculum provides opportunities for young people to understand how they can be supported and be safe within the wider community, and what resources are available to them. Key to this process is a programme of engagement in the community and an opportunity to gain knowledge and understanding of the agencies that can help them to stay safe. Our flexible delivery ensures that we can tackle issues as they occur, and gain access to the relevant support agencies to keep young people safe. Our work ensures effective links are promoted with Social Services, Youth Offending Teams, Drug Agencies, Sexual Health Agencies, Community Police Officers, etc. Our effective, embedded safeguarding procedures ensure children and young people stay safe, reduce risk behaviours and build resilience. Our work as lead professionals in relation to CAF ensures we follow appropriate data sharing protocols in respect of safeguarding young people.

### **Partnerships and innovation:**

Our cohort requires a high degree of specialised support from both within the school team and outside. Catch22 have developed close relationships with specialist partners such as I-CAN who can provide advice, guidance and training in speech and language support. We have also recently brought into the Catch22 Group [REDACTED], a [REDACTED], in the youth sector who is continuing to develop a peer to peer young person mental health programme recently approved by NICE, and also continuously developing and improving our own CBA approach to behaviour management.

## Section E: Evidence of need – part 1

	Year 1				Year 2			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	7	5		71%	7	7		100%
<b>Key Stage 2</b>	25	19		76%	25	25		100%
<b>Key Stage 3</b>	34	24		71%	34	34		100%
<b>Key Stage 4</b>	34	24		71%	34	34		100%
<b>16-19: commissioner referred</b>	-	-			-	-		-
<b>16:19: student applications</b>	-	-			-	-		-
<b>Totals</b>	100	72		72%	100	100		100%

## **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.

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

### **Section E1**

The new Catch22 Nottinghamshire Academy has been commissioned in discussion with Northamptonshire County Council and all but a few of the 100 places will be commissioned directly from them. We have a letter of support attached confirming the number of places for years 1 .2 & 3 of operation.

We have discussed & agreed the top up amount in this document and discussed year 3 funding arrangements. See attached letter of support.

The schools listed in the table below are home schools of existing referred young people in Northamptonshire and have been in dialogue with us about our pilot provision.

- Eastfield Academy
- Greenfields School
- Kingsthorpe Grove
- Kettering Buccleuch Academy
- Whitehills Primary School
- Blackthorn Primary
- Hopping Hill Primary
- Havlock Infant School

In addition in our current temporary provision both Olympic Primary, Wellingborough & Hopping Hill, school Dunston are both referring as well as the LA directly

In addition via the LA we are meeting Primary and secondary Head Teacher forums and briefing out the provision through the LA news letter.

Further to evidence demand we reiterate we piloted our provision in the country during September 14- March15. All places were secured and provided for and since that time the replacement temporary provision has been commissioned so our work can continue in the area whilst this application progresses.

The following data on demand has been put together in conversation with the NCC.

### **Evidence for demand for our Northamptonshire School**

#### **The need: places**

- a. The Northamptonshire population as outlined in the Joint Strategic Needs Assessment (JSNA) is predicted to rise substantially over the next 16 years by

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almost 100,000 people – as life expectancy increases consistently and births exceed deaths and also fuelled by migration to the county.<sup>6</sup>

The recommendation from the JSNA December 2014 was: “Commissioners need to be aware that the demand for services is going to increase and should develop proactive strategies around access to services”.

- b. Northamptonshire has already seen recent significant increases in population growth and a subsequent 30% increase in demand for primary school provision. The resultant knock on to secondary provision has warranted the development of two new secondary schools.
- c. Children account for a comparatively high proportion of the Northamptonshire population, with circa 142,000 0-15 year olds representing around 20% of the general population.
- d. Special Educational Needs (SEN) within schools in Northamptonshire is calculated at 8,135 places. This represents around 6.5% of those within the 5-19 age bracket. The occurrence across localities shows notable variance, with higher proportions in schools in Wellingborough, Corby, and Northampton<sup>7</sup>

	Aged 5-19	SEN Support	% of 5-19
Northamptonshire	125,724	8,135	6.5%
Corby	11,164	811	7.3%
Daventry	14,274	767	5.4%
East Northamptonshire	16,397	1,011	6.2%
Kettering	16,742	970	5.8%
Northampton	37,995	2,677	7.0%
South Northamptonshire	15,686	763	4.9%
Wellingborough	13,466	1,136	8.4%

The Local Authority, having addressed the issue around demand for primary and secondary places, is now turning its attention to demand for AP provision and special schools. This demand stems both from the mirroring of population, and mainstream growth places, but also the trend in increased behaviour issues and resultant exclusions - see below.

### Exclusions in Northamptonshire schools are increasing:

Numbers of fixed term exclusions in the county at primary are increasing:

- March 2013 = 542
- March 2014 = 664

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<sup>6</sup> Northamptonshire Joint Strategic Needs Assessment ( JSNA) December 2014]

<sup>7</sup> Northamptonshire Joint Strategic Needs Assessment ( JSNA) December 2014], page 74

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- Current number (April-October 2014) = 288 (exclusions usually rise steeply between October & January)

Numbers of fixed term exclusions in the county at secondary are also increasing:

- March 2013 = 3141
- March 2014 = 3501
- Current number (April–October 2014) = 1197(exclusions usually rise steeply between October and January)

New permanent exclusions in secondary provision are increasing: rising to 135 in 2013/14 from an all time low of 105 in 2011/12.

There is also an increasing trend toward new primary exclusion (this trend is being seen nationally also) with NCC having very limited primary specialist AP provision. In 2013/14, there were 20 new permanent fixed term exclusions in primary. In 2014 we have had 25 referrals for excluded young people at primary.

Despite a range of initiatives in school to prevent exclusion in 2013/14 the total number of young people that found themselves in AP rose from 138 to just over 230.

**Note:** *exclusions statistics have been provided by NCC.*

### 3- Existing providers:

NCC already has an outstanding PRU provision CE Academy, with over 207 young people on roll. It provides only for secondary exclusions and it does not provide specialist support for those with behavioural, emotional and behavioural difficulties. It specialises in teenage pregnant mothers still attending school. Much of its vocational work is sourced to non -DFE registered AP providers – See table below\*)

Provision	Target Population served	Number on role	Any current specialisms
CE Academy	Excluded- from mainstream Dual roll	207	Teenage pregnant mothers
Gateway	Secondary-BESD	Circa 55	BESD- registered special school with those with needs categorised as severe
Kings Meadow	Primary BESD	Circa 30	BESD- registered special school with those with needs categorised as severe

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Maplefields	BESD age 5 – 18	Circa 94	BESD- registered special school with those with needs categorised as severe
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Note: \*CE Academy uses 14 off-site alternative provisions: including Northampton College; Tresham Institute; Aston Training; Centurion Training; Green Patch; Lunar Racing; Minett Training; Seeds of Change; Skidz; Progressability Energise Ltd; Youth Works; Fire Service; Adventureways (Outdoor Learning); and Maplefields. Another provision, Cromwell Workshop is on the site of one of the London Road campus.

Some of this provision is youth focused (Green Patch, Lunar Racing), or specialises in only one subject area (Lunar Racing), or provides a specific learning style such as outdoor education and equine. We can see how this supplements the CE academy provisions – Colleges provide full time post 14-19 provision again however, in more of a mainstream setting where our cohort of young people typically can't cope.

Although Mayfield provides behaviour support, this is for pupils with high/severe needs.

The provision at our Catch22 Northamptonshire Academy differs in that fundamentally it looks and feels like a school setting. Its small and meets our requirements and ethos. It mirrors teaching structures/frameworks and disciplines. However, it also provides full time provision for primary students with moderate/high behaviour needs, providing a full range of academic study in addition to a therapeutic approach to behaviour management and improvement. It also provides full time study for secondary students with an "into work" element and therapeutic support to manage and improve behaviour.

### Section E2

The demand is driven by the LA after understanding the young person's requirements and needs - not student selection. Young people referred to us are usually school phobic and non- attenders, so a move to our school is usually one of the last remaining resorts.

Nonetheless, our model has been developed over 9 years of operation with over 1,000 young people per annum studying with us. We currently retain on program over 90% of all young people who join our schools with the remainder subject to managed or family moves.

Our schools are fully registered and Ofsted inspected.

### School registrations:

- include Bristol - OFSTED rated Good (KS3 and KS4);
- include Norfolk - OFSTED rated Good- (KS3 and KS4);
- include Suffolk - OFSTED rated Good (KS1 and KS2);
- include Buckinghamshire - OFSTED rated Good (KS4);
- include Oxfordshire - OFSTED rated Good (KS3 and KS4)

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- include Salisbury – DfE Registered in February 2015 (KS3 and KS4)
- PPP London rated satisfactory (Old inspection regime)

We ensure both students and parents voices are heard in the shaping of our delivery.

We want young people attending our school in Northamptonshire to play a leading role in their school and in their personal development. We typically have a student council at secondary that represents the views of students, or a social group to create some fun, or agree a way of listening and talking that involves everyone and their learning. Examples of our commitment include:

- Young people from our schools took part in the Children’s inquiry into school exclusions. The report looked at other ways of supporting young people in schools rather than excluding them, looking into students’ rights and how some students were excluded permanently. These students then presented the report at the House of Commons:
- We recruited a group of 24 young people aged 15-21 to be at the heart of the organisation’s future planning and development. The group worked with a futurologist (someone who looks at trends in technology such as social media and predicts what might happen in the future) to help create something called the foresights ‘Big Picture’ which captured what the needs of young people are likely to be in 2025.

[http://www.childrenscommissioner.gov.uk/content/publications/content\\_561](http://www.childrenscommissioner.gov.uk/content/publications/content_561)

We also:

- Discuss the outcomes of the assessments with the learner – tests can be scary, so we will share them using simple language and explain why we do them;
- Talk to young people about how we can best help them – young people might want support to identify what they need, especially if they have been out of education for some time;
- Draw up a personal Action Plan - we will do this together with young people, enabling their voice to be heard while at the same time supporting and challenging them to raise their aspirations and ambitions;
- Ask young people about the design of our services – we get their views on things such as induction, our teachers, and the subjects.

We actively promote ‘learner voice’ – finding ways both socially and in school for young people to say what they want about the school and what they feel they need from it. Giving students a voice builds confidence, self-esteem and encourages them to express their own opinions whilst listening to others.

In working with disenfranchised young people lacking confidence in the education system, partnerships with parents, carers and professionals is key to creating good relationships and communication and to creating a sense of team in tackling the problems to minimise disengagement. This is achieved by:

- Initial consultation and treating the parent/carer as the ‘expert’ on their child throughout their school career. Parents/carers will be empowered by the strong

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communication with the school in the form of regular phone calls, termly home visits and increased involvement expected by the school from the parent/carer to attend open days/evenings, reviews, EHCP reviews, and other meetings;

- Parental guidance and support will be given by offering in and out of school support by providing a dedicated Pastoral lead and in providing a 'Parent forum' to offer peer support;
- In troubleshooting the day to day issues the young person may face.

IEPs are reviewed and updated every half term with new targets set challenging the students to progress. These are informed by ongoing Teacher assessment and observation, mock exams where applicable, and portfolio evidence. Every term, a report is sent home and the Teacher evaluates progress through the use of tracking sheets in order to adapt the learning package or support to help learners reach their targets and fulfil their potential.

Parent open evenings will be held termly for one to one discussion on specific issues, with daily contact where necessary so immediate issues can be referred. Progress on the learning plan is discussed with parents and changes proposed. We want young people attending our school in Northamptonshire to play a leading role in their school and personal development. We won't just decide how that happens - we will talk to parents and to pupils to get their views too.

### **Service design:**

Catch22 was the first organisation to adopt the Hear by Right standards, ensuring that participation is firmly embedded at the centre of all activities. We will ensure the active participation of the young person at every stage of the programme. Catch22 will ensure young people, parents and partner agencies can indicate how they view and wish to shape the service, using a range of methods to relay this information including:

- Peer researchers;
- Exit questionnaires;
- Self esteem indicators; and,
- Parental impact questionnaires.

Engagement of parents continues through the schools governing body who have clear terms of reference, including curriculum, admissions policies, service design and service provision. On a governing body of nine, two parent governor places will be allocated. These will be elected places and representative of school population..

In addition, at primary we work hard to ensure a parent is confident that their child is safe. High staffing levels at a ratio of 1:2 and a highly structured nurturing environment again raises parental confidence – over 99% of young people in our primary remain on program until reintegrated with mainstream.

All of the above means that although young people mostly have little choice in attending our schools and are usually referred by the LA or home school, we take the approach that we want to be a school young people would chose to go to and that parents would support that choice if they did have an option to do so.

### **Section E3**

#### **Referrals process:**

The Catch22 Northamptonshire Academy will receive referral requests directly from the LA following a multi- agency referral panel meeting where the needs of the young person are outlined and agreed.

If the young person has been excluded from school, then we would be subject to the six days rule and endeavour to make an admission decision well within the six days time limit.

During that time we will make our appropriate assessments (see below) and meet with parents and commissioners, both at home and in school, to ensure the place at the Catch22 Northamptonshire Academy is” appropriate” and that we are confident we can make the necessary impact.

Although we are planning an annual referral process for a September start- (for continuity for those students staying with us from years 10-11, for example )- we are able to admit a new young person at any point in the academic year.

The referral process involves assessment and planning to enable us to engage and develop a programme and Individual Education Plan (IEP) which will meet the specific needs of the young person and deliver a broad and balanced curriculum in line with our framework for Key Stage 1 to 4 . This may require additional specific support from the “Host school” if specific subject areas are not on curriculum.

Following a request for a placement for a permanently excluded child from the Local Authority, we will liaise with the key referrer (LA) and referring school to discuss the placement and support requirements of the individual young person. We set a clear timetable of data gathering from schools, parents and agencies. Communication is a priority.

The referral process includes a home visit where parents/carers, and at secondary stages the young person, sign a contract ensuring expectations and responsibilities are clear. We work closely with families throughout the process to ensure engagement and to support sustainable progress. An introductory visit to the school is arranged, and an integration timetable is agreed.

#### **Assessment includes:**

The school will use holistic, multi-disciplinary assessments, carried out by the Teachers and support staff. Our systematic process of gathering a range of information relating to a young person helps identify their strengths and needs in order to decide on appropriate further action. We understand that assessment is key to safe and effective practice.

At Key Stage 1 and 2 we use baseline and ongoing assessments in addition to completing a behaviour risk assessments in accordance with our SPINE programme (Supporting Positive Interventions in Education), Boxalls profiling, Vernon spelling,

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Salford reading, Phonics letters and sounds and teacher assessments against national curriculum and EYFS levels are completed

At Key Stage 3 and 4 we use a range of baseline and ongoing assessments, including behaviour risk assessments, WRAT4 and WRIT assessments, BKSBS tests, and teacher assessments against national curriculum and GCSE levels. These can be supplemented with additional assessments where appropriate (e.g. dyslexia screening). Baseline information is generated against which work with the young person is built and future development can be measured.

If young people arrive at school with an Education and Health Care Plan (EHCP), we will connect and engage with relevant supporting multi-agencies and parents to ensure continuity of services and consistency of support to ensure all our delivery will meet the learner's plan and their individual needs

Where we identify through assessment specialist needs that we are unable to support (for example, severe mental health challenges), we will engage with appropriate services to ensure needs are addressed, commissioned and planned into delivery.

Pupil induction begins with an initial meeting involving the current host school (or agency), and Head Teacher, positioned as a 'getting to know you' meeting, with an aim to capture and understand the young person's history, including, education, agency involvement, individual needs, offending, etc. We want to understand what the young person is interested in and any areas of identified or presenting need; if they have an EHCP and how any learning difficulties and disabilities could impact on their learning. This information will facilitate an initial risk assessment and curriculum needs.

On day one, at Secondary the young person will be shown around the school facilities by the Head Teacher. Over the first two weeks, the young person will also be supported through assessment and development of the IEP by a mentor to ensure they settle into the environment and timetabling. At the end of their first week, their support teacher will review progress and address any ongoing issues that have surfaced in school during the week.

We provide clear direction as to meal times, use of mobile phones, dress code and other day to day policies that will guide a young person through their time at the school.

Ongoing support will be provided at the appropriate level based on the social skills of the young person and their ability to integrate.

### **KS1 and 2**

Our transition plan for key stage 1 and 2 students is to return to mainstream school. Each plan is differentiated to meet individual pupil needs. Regular and structured assessment involving the young person, parents/carers and other professionals is key to this process to ensure that the young person is ready to return to a mainstream. Key Stages within this process are:

- Assessment;
- School placement agreement and initial timelines;

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- Pupil agreement;
- Parent/carer agreement;
- Weekly review;
- Phased Transition Timetable.

Planning for transition begins the term before transition, with short visits to the new school with a mentor. This helps the young person to gain confidence, get to know the school environment and build resilience in lessons. Transition speed is led by the young person and the transfer school.

The transition plan ensures full-time provision and aims to increase attendance at the new educational setting to full-time. During the transition phase, consistent and effective monitoring ensures that the mentor offers appropriate support, which is gradually reduced based on engagement and the young person gaining confidence within the new setting. A range of strategies, including the mentor working with other children within the classroom, or withdrawing from the classroom for short periods, enhances this process. Regular review meetings to assess progress, renegotiate timescales and timetable are integral to a successful transition.

Follow up meetings with school, referrer, and parent/carer will take place at least once a month to feedback on transition progress when the transfer has taken place.

### What does Ofsted say on Key Stage 1 and 2 Transition?

*‘Nearly all pupils transfer successfully to mainstream schools, most within two terms, because staff liaise closely with the schools to support smooth transition.’*

(Ofsted Report – **include** Suffolk, October 2013)

### Key Stage 3 and 4

Our transition strategy for Key Stage 3 students is to return to mainstream school and follows a similar route to KS1 and KS2. Our transition strategy for Key Stage 4 comprise more suitable progression to an alternative education provision, such as Catch22 Study Programmes/apprenticeship schemes, or another local education/training provider for full time education to meet the needs of the individual student. This will be founded on baseline assessment and a range of complex needs assessments used to develop the individual package that leads the student to a positive destination post 16 at college/training/work.

Any support for transition back in mainstream begins at the start of intervention with full communication and information sharing regarding the student between ourselves and the referring school/agency. Meetings and regular reviews are held to develop a joint working practice that will enable a more successful and needs led intervention for a return to mainstream school or more appropriate provision.

### What does Ofsted say on Transition?

*‘Almost all make good transitions into further education or work.’*

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(Ofsted Report – **include** Bristol, March 2013)

*‘Students’ progress in work-related learning and vocational skills is also good and facilitates a smooth transition to college and/or employment.’*

(Ofsted Report – **include** Norfolk, December 2010)

### Supporting Positive Progression and Re-integration

Project staff work closely with the young people, parents/carers and the receiving school, college or employer to create a transition plan, usually within the last term of their involvement. Our **include** schools, part of the Catch22 Group, were awarded the Matrix Standard in June 2014 for IAG and Personal and Social Development work with young people. Actions to support positive progression and re-integration include:

- The provision of IAG;
- Supported exploratory/introductory visits to schools/colleges/employers;
- Supported interviews and interview preparation;
- Visits from the receiving schools/colleges to our school to build relationships prior to transfer;
- Mentor support for sessions as agreed to support transfer in line with transition plan;
- Integration timetables gradually increasing the ratio of time spent at new provision and reducing input of mentors;
- Sharing best practise with the receiving school or college on successfully removing barriers to learning and engagement;
- Supporting young people to achieve appropriate and relevant qualifications to meet progression targets;

96% of young people on the Key Stage 1- 4 projects went on to positive destinations involving returning to mainstream education or moving on to further education, training or employment.

*‘Nearly all pupils transfer successfully to mainstream schools, most within two terms, because staff liaise closely with the schools to support smooth transition’.*

## Section F: Capacity and capability

### F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director 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.

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The members of the project group are set out below, and reflect the [REDACTED]. Their skills sets, and access to resource within the Catch22 Group, is based on Catch22 Group's experience of setting up from scratch new independent schools, as well as the conversion of the Catch22 Group's first Academy. As such, the project group contains skills and experience in leadership, establishing new schools, transforming school performance, curriculum and organisational development, as well as delivering support services, premises specification and delivery, HR and communications. We will also need to buy in project design and management resource, as well as legal advice. As set out below, we are also restructuring and expanding our resource to enable adequate focus on implementation whilst also driving improvement in our existing schools.

The project group will be led by [REDACTED] who will chair the project group implementation board. We will appoint a project manager, probably on an interim basis, to develop a detailed pre-opening project plan with clear allocation of roles and who will ensure, working with those involved in detailed day to day implementation, that work is progressed and co-ordinated. This individual is likely to be full time at early stages of the project, but is likely to become nearer to 40-60% capacity at later stages, though this will be flexible. We would expect early recruitment of the head teacher who will then join the project group, and lead on aspects such as staff recruitment, finalising the curriculum offer, as well as inputting to other aspects such as detailed budgeting.

All the staff detailed [REDACTED], so we have the capacity to prioritise their time accordingly to support the implementation project. The time needed from individuals will vary during the set up phase, so the times indicated are only estimated averages over the set up phase. The core project group is likely to be [REDACTED] [REDACTED] the project manager, the Head Teacher once appointed. Other members are likely to attend project group implementation meetings when required as well as addressing specific areas of work during the implementation phase.

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Alongside the Catch22 Northamptonshire Academy, we will be opening the Catch22 Norfolk Academy, which has already been approved by the DfE, to a similar timescale. We also need to continue to focus on maintaining and improving our existing Ashwood Academy and our independent Alternative Provision schools.

We will meet this challenge through dedicating specific resource to individual projects as well as strengthening our management infrastructure and expertise. This by:

- Resourcing specific, separate project teams to implement the set up of each the new Academies. These will be led by separate project managers, working with the head teacher and senior staff in each school. They will draw on external legal support and central Catch22 Group expertise in areas such as property, HR, finance, ICT, and draw on our educational expertise contained within our independent school and our [REDACTED] (see below);
- Creating a new post, the Director of Impact and Development, with a specific element of their remit to oversee the effective and value for money establishment of the new schools, to which the implementation project manager will report. This individual will report to the overall implementation project group chaired by the Group Director of Education
- Recruiting to a new post (already underway) – the Principal Director of Schools - who will oversee our schools delivery. This individual, working with another newly created post, the Director of People and Quality, will drive delivery and quality improvement of existing provision. This will ensure that resource involved in establishing new schools is separate from that focussed on improving existing provision. The Principle Director of Schools will report to the Group Director of Education.

Name	Member core applicant group (Y/N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours/ week)
[REDACTED] [REDACTED]	Y	Hollington	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] is in a strong position to [REDACTED] the establishment of the new school in Northamptonshire. She has [REDACTED] [REDACTED] for the last two years and in that time successfully secured DfE Sponsorship status and worked with the DfE to	17 hours [REDACTED] [REDACTED] [REDACTED] [REDACTED]



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Name	Member core applicant group (Y/N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours/ week)
				<p>██████████ in schools and the ██████████ ██████████ at ██████████.</p> <p>He has been a ██████████ of an inner-city primary school, chairing its finance and estates committee to successfully bring it into surplus and through a major buildings expansion.</p> <p>██████████</p>	
<p>██████████ ██████████</p>	<p>Y</p>	<p>London</p>	<p>██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████</p>	<p>██████████ is an experienced ██████████ of long standing who has established and delivered strong improvement to PRUs. This will be key to recruiting staff, establishing the school and supporting it in its early stages.</p> <p>She has ██████████ several schools and alternative provision including ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ through 3 Ofsted inspections in 2003, 2008 and 2011 judged as “good with outstanding features” with her leadership and management applauded as “inspirational” ██████████ ██████████ ██████████ ██████████</p> <p>██████████ was instrumental in the recruitment and training of high quality staff across Barnet. As ██████████ on PRUs and</p>	<p>3 hours ██████████ ██████████</p>

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Name	Member core applicant group (Y/N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours/ week)
				young people with offending and challenging behaviour, ██████ has delivered, advised and fed back on a number of educational innovations and interventions.	
█████ █████	Y	Slough	█████ █████ █████ █████ █████ █████ █████	█████ has worked at the ██████ an independent AP school for over 12 years and currently ██████ ██████ including HR, Finance, IT, Facilities and Business Development. This provides shared services support to both AP The Ashwood Academy and to the six Include Alternative Provision schools. He has ██████ of key strategic projects including the ██████ ██████ ██████ ██████ which involved developing new services, generating new business, doubling the number of staff employed.	8 hours █████ █████ █████
█████ █████	Y	London	█████ █████ █████ █████ █████	█████ has specialised in ██████ within ██████ This has included leading on the design and delivery of data collection frameworks, setting up impact measurement mechanisms, implementing MI	8 hours █████ █████

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Name	Member core applicant group (Y/N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours/ week)
			<p>██████████ ██████████</p>	<p>systems, and leading on the production of performance and impact reports for internal and external audiences. Prior to ██████████ worked for another charity, also in a ██████████, which specialises in ██████████ for young people at risk of exclusion from school.</p>	
██████████	Y	Port Talbot	<p>██████████ ██████████ ██████████ ██████████</p>	<p>██████████, Catch22's network of independent schools delivering AP to primary and secondary age children. She has a ██████████ ██████████ and extensive experience of working with students who are at risk of exclusion, including those who are NEET and/or have SEBD issues. ██████████ has worked in the AP sector for 20 years, with 13 years experience in ██████████ ██████████ At ██████████, she has had significant emphasis on operations and quality delivery and has lead the team through five Good inspections , developed the business and supported ██████████ through acquisition. She is a ██████████ ██████████ which oversees ██████████ ██████████ across the Catch22 Group.</p>	<p>██████████ ██████████ ██████████ ██████████ ██████████ ██████████</p>

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Name	Member core applicant group (Y/N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours/ week)
<p>██████████ ██████████ ██████████</p>	<p>Y</p>	<p>London</p>	<p>██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████</p>	<p>██████████ ██████████. ██████████ has worked in the ██████████ sector since 2006 first at the ██████████ ██████████, and at ██████████ to champion the use of accessible social media for campaigning and fundraising. With extensive experience of planning, monitoring and evaluating B2C and B2B marketing campaigns and digital projects, ██████████ ██████████ which includes digital, design, PR and events coordinators. ██████████ ██████████ to re-launch with an event and a new brand, as well as a prospectus, redesigned website, and marketing plan to engage local schools and stakeholders.</p>	<p>8 hours ██████████ ██████████</p>
<p>██████████ ██████████ ██████████</p>	<p>Y</p>	<p>London</p>	<p>██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████</p>	<p>██████████ ██████████ She will bring her own and the wider C22 HR resource expertise to recruitment and setting terms and conditions.</p>	<p>8 hours ██████████ ██████████</p>



### F1 (b) Skills gap in pre-opening

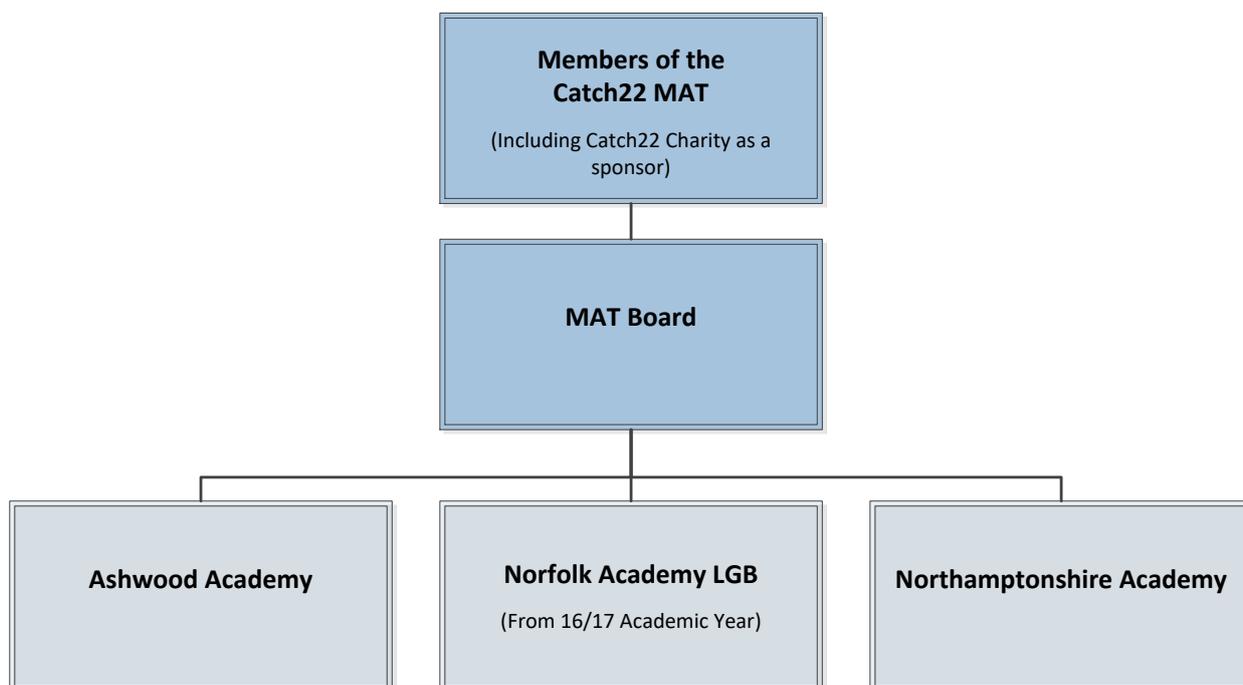
Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Dedicated project management resource. This is skill that exists in a number of team members, but where extra, dedicated, resource will be required pre-opening to plan and manage the implementation of the project to open the new school.	We will recruit an experienced project manager to fill this role.

## F2 – Governance structure, roles and responsibilities that will ensure accountability and effective decision making in the academy trust and drive improvement in the new Catch22 Northamptonshire Academy

### Governance Structure

The chart below illustrates the governance structure:



**Figure (above):** Catch22 as sponsor of the MAT and the context of the Catch22 Group

Catch 22 Charity Limited will be the sponsor of the new Northamptonshire Academy, operating through the Catch22 Multi Academies Trust Limited (MAT). Catch22 Charity exercises control of the MAT through virtue of being a Member and being able to appoint other Members and Trustees.

The Catch22 Charity, the MAT, and other charities and companies controlled by Catch22 Charity, are known collectively as the “Catch22 Group”. Their collective resources and expertise, in particular those of include Limited (“include”) and The Pupil Parent Partnership Limited (“PPP”) both of which operate independent alternative provision schools, are available to support the MAT and the new Academy proposed for Northamptonshire.

Within Catch22 Charity itself, there are four operational Directorates. One of these, the Education Directorate, is led by the Group Director of Education. It oversees the operation the MAT as well as post-16 education delivery programmes, such as the DfE funded Study Programme. It also oversees the operation of eight independent schools operated by include and PPP.

## **Members of the MAT**

Currently, in addition to Catch22 Charity, other Members of the MAT are the [REDACTED] and the [REDACTED]. In addition, in line with the Articles, the [REDACTED], is also an [REDACTED] of the MAT. [REDACTED] is also a [REDACTED]. In accordance with the MAT's Articles, Catch22 Charity may appoint and remove additional Members as it sees fit. Catch22 Charity also exercises control by virtue of the MAT's Articles that say no resolution of its Members can be passed without the consent of Catch22 Charity.

## **Trustees**

The Trustees of the MAT are appointed to oversee the operations and strategic direction of the charity. As such, the objective is that they have significant experience of senior operational, strategic and educational leadership, combined with knowledge of young people in difficult situations more broadly. The Trustees are intended to combine those with executive responsibility for the MAT as well as those who are unpaid non-executives providing independent scrutiny of its operations and strategy.

In line with the Articles approved by the DfE, the Trustees of the MAT are appointed by Catch22 Charity, with [REDACTED] also an ex-officio Trustee. As [REDACTED], she also has executive responsibility for the wider Catch22 delivery of education services. Other Trustees are [REDACTED]. In line with the Articles, the plan is for there to be two parent members of each Local Governing Body, so there are no parent Trustees of the MAT.

In addition, the Trustees' meetings are attended by the Catch22 Head of Governance and Performance, the Head of Shared Services (bringing finance and HR expertise) and an external education adviser.

### *Local Governing Body*

Following the model that is working successfully at The Ashwood Academy, the school's local governing body (LGB) will be recruited locally. This will take place during the pre-opening phase.

Subject to further discussion with local stakeholders, based on our existing Ashwood model, reflecting the MAT's DfE approved Articles, and reflecting skills relevant to the Accountability and decision-making model, we plan to structure the LGB as having nine local members, likely to be:

- Three members from the local community, likely to include local schools and colleges. One of these will be the chair and will attend the MAT Board. We will canvas potential candidates on advice from through the Schools Forum, HCC, and from the contacts our existing teams in Northampton have.
- Two parent or parent representative governors. Via the Schools Forum and our existing AP provision we will attempt to recruit interim parent representatives

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governors to help inform set up, but then seek to appoint parents during the first term of operation.

- Two staff representatives
- The head teacher who will attend the MAT Board
- A MAT Trustee.

Key skills and expertise we will be seeking, to be balanced across members of the LGB are:

- Organisational leadership
- Performance management
- Educational delivery in AP and mainstream including reintegration of pupils into mainstream
- Safeguarding
- Human resource management including staff development
- Knowledge of the local labour market

### **MAT Board and split of responsibilities**

The responsibilities of the MAT Board and the Local Governing Body are reflected in a formal document that sets out their respective roles and responsibilities. It also sets out delegations to the MAT Chief Executive and Accounting Officer and the head teacher. The head teacher is line managed by the MAT Chief Executive who is ultimately responsible to the MAT Board for the performance of the school.

In summary, the MAT Board is responsible for:

- Business planning, including for pupil performance and budgets;
- Appointment of the head teacher;
- Staff conditions and performance management policy;
- School organisation issues;
- Premises.

The Local Governing Body, whilst engaged and consulted on a range of issues, is responsible for:

- The curriculum, standards and school improvement;
- Operation of policies;
- Community and parental engagement.

The Head Teacher is responsible for

- Day to day running of the Academy and implementation of plans and budgets.

As set out above, the MAT Board is expected to focus on strategic financial management, so that skill set is less relevant to the LGB, with its emphasis on educational delivery.

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The MAT Board is governed by the Articles of Association approved by the Department for Education in 2014. It meets about every six weeks, usually two weeks after meetings of the LGB, to enable issues from the LGB to be fed into the MAT Board.

### **How the model works in practice**

Prime accountability to the MAT Board for the performance of the MAT and the schools within in lies with the Chief Executive of the MAT who is also the Group Director of Education for Catch22 Charity.. Under current arrangements, the head teacher of the school reports, and is accountable, to the Chief Executive for the performance of the school. It is the head teacher of the school whose name will appear on Ofsted reports. Whilst the head teacher and the Chief Executive receive advice and support from the LGB, and the LGB is accountable to the Chief Executive for fulfilment of its remit, it is the head teacher, who is accountable for the school's performance to the Chief Executive

In support of this approach, and in line with current practice for our existing Academy, the MAT Board will receive at each meeting:

- A Head Teacher's report for each school at each meeting covering Leadership and Development; Pupil Attendance and Behaviour; Student Academic Progress; Staff Wellbeing; Quality of Teaching and Learning; Pupil Welfare, health and safety and safeguarding. This underpinned by detailed statistical reporting, for instance of progress against sub-levels by pupils in each year group;
- A finance report and forecast that looks both at the MAT as a whole as well as the specific school and corporate elements.

In addition the MAT Board will discuss other papers from time to time looking at particular aspects of performance and operations. For instance the Board has recently looked at papers analysing student destinations, mock Ofsted report, improvement plan, staff terms and conditions. As the number of Academies that form the MAT increase, this overview of performance will continue and strengthen.

The head teacher's formal reporting relationship with the Chief Executive of the MAT means that they hold formal monthly review meetings which include a review of finances.

### **Developing the governance model**

At present, with one small Academy operational, and as part of developing its expertise in overseeing Academies, the MAT Board deals with the MAT and Academy performance in considerable detail. As the number of Academies increases, including the launch of the recently approved new Academy at King's Lynn in Norfolk during the 2016/17 academic year, changes to the way the MAT Board operates will be made.

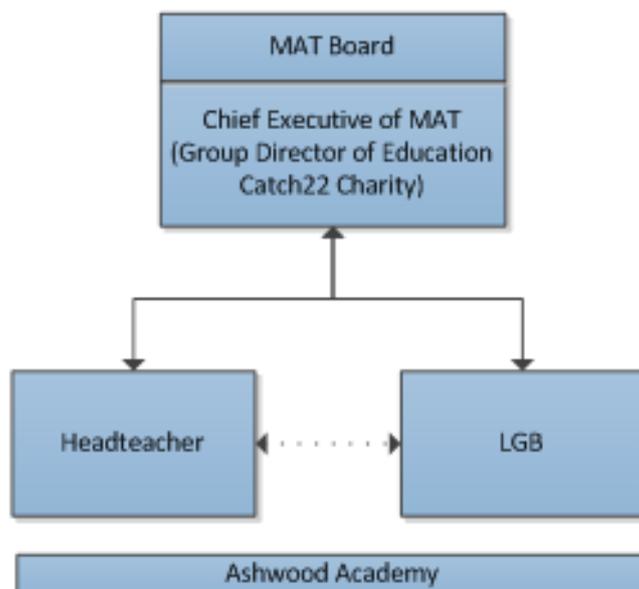
They will include changes designed to enable the MAT Board to step back from such detailed insight in each individual school as happens at present, focussing more on setting strategic targets and monitoring at a high level unless specific detailed intervention appears necessary. They will also enable the MAT Board to focus on the wider strategy of the schools as a whole. Changes are likely to include:

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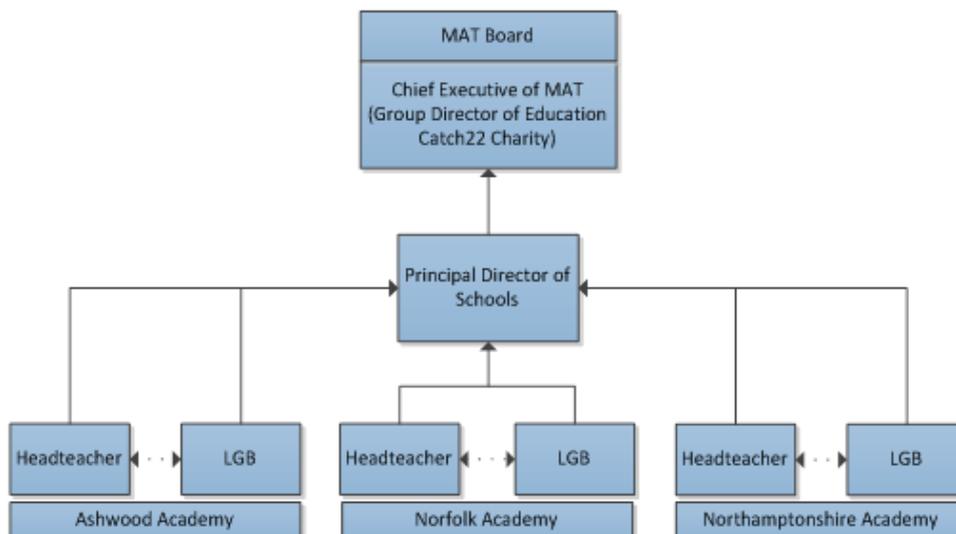
- Developing the management infrastructure. We are recruiting a Principal Director of Schools, a role reporting to the Group Director of Education, being appointed to focus specifically on leading the schools element of the wider Catch22 Education service and who would be accountable to the MAT Board. This role will replace head teachers attending the MAT Board. Head Teachers will report to this individual. This change is illustrated in the diagrams below
- The presentation and content of information provided. We expect it to reflect practice that occurs with the other family of seven independent alternative provision schools that Catch22 Charity operates, where similar information on pupil progress and financial performance is summarised and compared school by school as well as in aggregate;
- Separate sub committees being established – in particular for Risk and Audit, and for Learner Impact and Performance

### Illustration of planned changes to accountability structure

#### Current Accountability



### Planned Future Accountability



### Dealing with conflicts of interest

Actual and potential conflicts of interest are dealt with at number of levels.

The operation of the MAT is overseen by the Catch22 Charity Board of Trustees. These are all independent and unpaid individuals with a strong business, public and social business backgrounds: <http://www.catch-22.org.uk/who-we-are/people/trustees/>

Details of the [REDACTED], background are included in Section I of this application.

At MAT level, potential conflicts of interest are also understood and scrutinised by independent and unpaid Trustees of the MAT who are not in executive roles in either the MAT or Catch22 Charity. The MAT Board and the LGB review and amend a statement of interests at each meeting. The interests of the Members and Directors are published on the MAT website.

The MAT is subject to independent external audit on regularity, and to internal audit review by Catch22 Charity. Currently, with only one small Academy, the existing Board constitutes itself as the audit committee when necessary. We will establish a separate and more visibly independent audit committee when the number of Academies increases.

A potential conflict of interest arises as a result of services provided by Catch22 Charity, which controls the MAT, and by another company it controls, the Pupil Parent Partnership Limited (PPP). These are in the form of back office service costs and the costs of senior Catch22 Charity staff. These services are permitted by Article 6.2 of the DfE approved Articles of Association which allow a Member of the MAT who is not also a Trustee to be paid reasonable and proper remuneration for any goods or services supplied to the MAT.

### 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	Available time (hours/week)
<p><b>Local Governing Body</b></p> <p>As set out in Section F2, following the model that is working successfully at The Ashwood Academy, the schools’ local governing body (LGB) will be recruited locally. This will take place during the pre-opening phase, although we have sought expressions of interest during our initial consultations with local stakeholders.</p>					
<p><b>Catch22 Multi Academies Trust Limited (“MAT”)</b></p> <p>The MAT Board is set out below. Given the split of accountabilities set in Section F2, the skills and experience sought for this this level are:</p> <ul style="list-style-type: none"> <li>• leadership</li> <li>• performance management</li> <li>• finance</li> <li>• legal</li> <li>• programme management</li> <li>• human resource management</li> <li>• AP education</li> </ul>					



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Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours/week)
				<p>affects young people as well as wider issues involving disadvantaged young people. She is a [REDACTED] [REDACTED] [REDACTED] She is [REDACTED] [REDACTED] [REDACTED]</p>	
[REDACTED]	London	MAT Trustee and Member	[REDACTED] [REDACTED]	<p>[REDACTED] and brings extensive leadership experience in the delivery of public services, as well as experience of working with disadvantaged children, to the Board. He is a [REDACTED] [REDACTED] [REDACTED] which operates a number of independent AP schools. He has spent his career within the [REDACTED] [REDACTED] in a variety of roles. He is an advocate for the [REDACTED] playing a key role in the delivery of public services.</p>	15 [REDACTED] [REDACTED]
[REDACTED] [REDACTED]	Hollington	MAT Trustee and Member	[REDACTED] See section F1	See Section F1	17 [REDACTED] [REDACTED]

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Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours/week)
<b>Normal attendees at Catch22 MAT Board who are not Trustees</b>					
██████████ ██████████	London	██████████ ██████████ ██████████	██████████ ██████████ See Section F1	See Section F1	17 ██████████ ██████████
██████████	Newcastle	██████████ ██████████	██████████ ██████████	<p>██████████ and leadership experience and over ██████████ experience in a variety of educational settings, including special, mainstream, sixth form, middle and further education.</p> <p>██████████ has extensive experience in ██████████ and development experience of ██████████ ██████████, as well as of training and supporting teachers and trainers in curriculum solutions.</p> <p>██████████.</p>	8 unremunerated adviser
██████████ ██████████	Slough	██████████ ██████████	██████████ ██████████ See Section F1	See Section F1	17 ██████████ ██████████

### F3 (b) Skills gap for board of trustees

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

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Skills required for the LGB are set out in Section F2	As set out in Section F2, following the model that is working successfully at The Ashwood Academy, the schools' local governing body (LGB) will be recruited locally. This will take place during the pre-opening phase, although we have sought expressions of interest during our initial consultations with local stakeholders.

## **F4 – A credible plan for recruiting a high quality principal during pre-opening**

### **Summary**

Recruiting a high quality Head Teacher for the new school is fundamental to its success. The individual will need to be able lead, develop and manage high performance education delivery in the school, as well as provide system leadership working in partnership with the NCC, local mainstream and AP schools, local employers, colleges. She or he will also need to have strong business and financial management skills to maximise the resources, and benefits from them, of the school. Above all, the individual will need to be highly outcome focussed ensuring that the school enables its young people achieve the best outcomes possible.

In this context, demonstrable competence in a school start up will also be helpful, although there is significant start up experience in the Catch22 Group that will be available to support the head teacher if necessary.

### **Role and skills - Role specification**

#### *Organisational relationships:*

- Reports to the MAT Chief Executive who, in turn, reports to the MAT Board;
- Provides line management to deputy heads within the school;
- Works closely with the NCC as commissioner to ensure that the school provides the appropriate places for young people;
- Works with local schools to support young people both into the provision, if it is appropriate, and back into mainstream.

### **Main duties**

#### *Operational delivery:*

- Actively review staff work loads current and future, and take action to ensure targets are met;
- Plan, recruit and manage resources to ensure school and learner standards are achieved at the same time managing cost;
- Deliver the MAT plan to agreed key performance indicators, objectives and goals;
- Set and agree team and individual objectives in line with the MAT performance framework;
- Review team and reports' objectives monthly and instigate corrective action and supportive behaviours, where necessary;
- Monitor the quality of delivery and proactively look for ways to improve delivery quality, in alignment with the MAT education pedagogy;
- Actively promote a culture of cross team working to ensure MAT and wider C22 Charity Education interests are actively promoted and best practice shared;
- Ensure the appropriate competencies and skills of the staff. Ensure learning and development plans at team and individual level are adhered to;

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- To ensure that the business processes in place are fit for purpose and facilitate effective and efficient performance that meets commissioner and learner requirements;
- To ensure that the school has appropriate internal policies and procedures and that these are adhered to;
- To ensure that the diverse needs and aspirations of all learners in the school are considered in planning and delivery and that appropriate responses are put in place.

### *Staff engagement:*

- To champion the MAT and Education Vision and Values;
- To recruit, coach, develop, motivate and manage the post holder's direct reports in accordance with the MAT competencies and staffing policies and to ensure MAT Employment Policies are adhered to;
- To ensure that there are effective systems for internal communication, including two way feedback and that employees understand where they fit in to the school, the MAT and the Catch22 Group.

### *Education pedagogy:*

- To understand and keep up to date with developments in Education pedagogy- new learning /teaching methods, best practice research and development;
- To work with others develop an aspirational, inclusive and effective curriculum;
- To engage learners and practitioners in Education development.

## Person specification – qualifications/experience/skills

Qualifications/Experience	
<i>Essential</i>	<i>Desirable</i>
<p>A relevant qualification in education <b>or</b> equivalent significant operational experience in a relevant specialist Education area.</p> <ul style="list-style-type: none"> <li>• At least 5 years experience of managing teams for improved performance.</li> <li>• Leader &amp; champion of change for improvement- driven standards of delivery – can demonstrate impact on people and performance</li> <li>• A track record of developing and using relevant management information/quality systems to ensure high levels of operational performance.</li> <li>• Experience of managing diverse budget lines and achieving value for money/maximising contract opportunities.</li> <li>• Experience of using performance and change management tools</li> <li>• Experience of working in partnership with commissioners and funders to deliver high quality services.</li> <li>• A track record of innovation in response to organisational</li> </ul>	<ul style="list-style-type: none"> <li>• A professional qualification in a relevant field of study e.g. NPQH</li> <li>• A management qualification at Diploma in Management Studies (DMS) level or above</li> <li>• A track record of involving service users in the design and delivery of services.</li> </ul>

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and external change	
<b>Knowledge</b>	
<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> <li>• Knowledge of the Education sector including schools quality frameworks and OFSTED</li> <li>• Understanding of the delivery and contractual requirements of Foundation learning, Vocational learning and Alternative Provision.</li> <li>• An understanding of employment and health and safety matters necessary to the effective and safe delivery of services.</li> <li>• An understanding of the risks entailed in service delivery to vulnerable/troubled people and risk</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of models of evidence and practitioner methodologies related to education</li> <li>• Knowledge of theories around leading teams</li> </ul>
<b>Skills/Abilities</b>	
<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> <li>• A passion for achieving positive outcomes for young people.</li> <li>• A personal commitment to professional development</li> <li>• Ability to show:             <ul style="list-style-type: none"> <li>○ Leadership</li> <li>○ Team work</li> <li>○ Organisational commitment</li> <li>○ Customer focus &amp; influence</li> <li>○ Good at decision making</li> <li>○ Sound financial awareness</li> <li>○ Independence</li> <li>○ Information seeking and sharing</li> <li>○ Interpersonal awareness</li> <li>○ Logical thinking</li> <li>○ Relationship management</li> <li>○ Results orientated</li> <li>○ Self belief</li> <li>○ Self control</li> <li>○ Self development</li> <li>○ Situational sensitivity</li> <li>○ Strategic approach</li> <li>○ Thoroughness</li> </ul> </li> </ul>	<p>Skilled in:</p> <ul style="list-style-type: none"> <li>• Conceptual thinking</li> <li>• Embracing change</li> <li>• Information sharing</li> <li>• Using initiative</li> <li>• People development</li> <li>• Problem solving</li> <li>• Teamwork</li> </ul>
<b>Valuing Diversity</b>	

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<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> <li>• A track record of integrating, diversity and cultural issues into service planning, design and delivery.</li> <li>• Shows enthusiasm for diversity related issues and opportunities – promotes related values and opportunities to others.</li> </ul>	Developed and implemented innovative services to meet minority needs
<b>Other</b>	
<ul style="list-style-type: none"> <li>• Able to work flexibly to meet the needs of the school including some evening and weekend working.</li> <li>• Assessed as suitable for working with a young person following a CRB and “List 99”/ check.</li> </ul>	

## Recruitment

### *Timeline*

We do not currently have someone in this role. Ideally we will have a Head Teacher in place two terms before the new school opens, i.e. from January 2016, assuming a September 2016 start, or April/May assuming a January 2017 start. However, the achievability of these dates will depend on the timing of approval by the Secretary of State and we may have to compromise on the start date of the Head Teacher, with the initial role on start up being filled through an experienced education manager being brought in temporarily. Combined with the wider experience in the Catch22 Group of setting up new school and education provision, we do not anticipate this being an issue.

To ensure that we get the best possible person, we will recruit openly for this post through a process that starts as soon as approval to set up the school is given by the Secretary of State.

### **Our recruitment plan key milestones**

Secretary of State approval to set up the school given at Time 0 (“T”)

1. Detailed Job description confirmed by MAT board – Time 0 + 1 week (T+1 week)
2. On board search support by known HR Agency – T + 1 week
3. Confidential approaches to be made to known candidates – T+1 week
4. HR team to secure names/ referrals through contacts and advertisement - T+1 month
5. Long list interviews T+2 months
6. Short list interviews by T+2 months
7. References taken by T+2 months
8. Board interviews by T+ 3 months
9. Appointment confirmed and offer made T+3 months
10. Notice period- 2 months to 4 months (maintained schools depending on grade and term)
11. These give with potential start dates of about T+ 5 to 7 months

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### *Salary*

We will need to consider market conditions at the time of recruitment but we are currently budgeting [REDACTED]

### *Attracting high quality candidates*

We have a lot of positive dimensions to attract excellent candidates:

- An opportunity to build a new school from scratch;
- Significant ability to trail blaze and innovate both in the school and working with other schools in the MAT and wider Catch22 Group;
- Working within Catch22, a national organisation, which provides:
  - Support for setting up and establishing the new school;
  - An innovative environment for AP;
  - Wider career opportunities across schools, other provision, and senior management.

## **F5 – Educational track record**

**Not required as existing Sponsor**

## **F6 – Capacity to expand (existing providers and any new applicants seeking to open more than one free school)**

**Not required as an existing sponsor**

## Section G: Budget planning and affordability

### G1 - Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure

The financial model submitted has as its basis the delivery model set out in Section D3. It is, therefore, led by our assessment of the needs of our target group of learners, moderated by affordability in discussion with HCC as commissioner.

Key assumptions are:

- The nominal roll of 100 pupils on which DfE funding is based, is matched by the FTE of pupils. This is our experience with the existing Catch22 Academy which may mean that in practice there are a further 5-10% of pupils on roll at any one time. This is since small numbers of part-time pupils may exist at any time – for instance as they are reintegrated back into mainstream school. Staff ratios are set at the FTE level;
- The top up fee has been calculated in line with the level currently agreed with the commissioner, which is at separate rates for each of primary and secondary pupils. These reflect the varying costs of provision which are higher at primary as a result of the higher staffing ratios;
- The school is at 72% of capacity of 100 pupils from opening in September 2016, split 24 primary and 48 secondary pupils. This is confirmed by the commissioner;
- The initial lower number of pupils has been reflected in reduced teacher and learner support staff numbers in the first year;
- It is at 100% FTE capacity on role. from September 2017, being 32 primary and 68 secondary pupils;
- To achieve the target learner facing staff : pupil ratios (1:4 for secondary and 1:2 for primary), we have assumed typical class sizes of eight pupils for primary and secondary pupils, with one teacher/tutor for each such class, with the balance of the ratio achieved through Learning Support Assistants (LSAs) and Core Workers (CWs). Core Workers are allocated on a basis of 1 CW:15 pupils;
- Some 30% of pupils are eligible for Pupil Premium. This is a conservative estimate in line with the Commissioner's expectations. Whilst we typically have a small proportion of looked-after children, we have not assumed any in our budget;
- Staff costs reflect a significant number of "term-time only" staff. We have based staff salaries on our experience of what is achievable in our existing independent and Academy schools, and by reference to the TES salary checker for teaching staff. We have included an average cost for most staff categories to allow a mix of more and less expensive/experienced staff in practice. In appointing staff, we will need to appoint at a level that balances both the experience often needed in dealing with the young people in our schools as well as allowing for some progression;
- We have assumed that back office services, such as HR, Finance, and payroll, as well as strategic procurement, marketing and analytical support, are provided by the existing Catch-22 back office at about 5% of income. This is the level currently used for the Ashwood Academy, and has been assessed as appropriate

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by its external auditors. Nevertheless, this level, and its competitiveness, will need to be tested by an assessment of actual costs, and benchmarking to ensure value for money. We have also assumed that some specific senior management time, from staff employed by Catch22, will re-charged to the school. This will include supervisory and coaching support to senior managers as well as visits to and observation of the school;

- Income and costs are expressed in current terms throughout the given period: inflation has not been provided for in the model for either income or spend;
- We would expect the costs of brought-in services and goods, including our shared services, to fall over the period, as we expand our provision and improve the efficiency of our procurement and services. A review is currently in progress to improve the efficiency of our shared services;
- A contingency of about 3% in the first and 2% in the second years, dropping back to 1% thereafter, to allow for the greater learning curve, risk and uncertainty in the initial years of the school. Utilisation of the Leadership Grant is addressed in Section G2. A slightly higher margin is also allowed for in the first two years to enable the build up of limited reserves to provide for contingency and investment in future.

### Additional comparative data

**Table G1.1: teacher salaries:**

TES Salary checker – head teacher		
Spine Point	Salary	Notes
L6 - L18	██████████	
L8 - L21	██████████	
L11 - L24	██████████	██████████
L14 - L27	██████████	
L18 - L31	██████████	
L21 - L35	██████████	
L24 - L39	██████████	
L28 - L43	██████████	

TES Salary checker – qualified teacher		
Spine Point	Salary	Notes
M1-M6	██████████	
M1-6 + TLR2	██████████	██████████

**Table G1.2: High level comparison of cost distribution**

Cost Category	Mainstream Schools*		C22 Northants Academy	Comments on budgeted
	Primary	Secondary	Budgeted	
Teaching Staff	58%	52%	50%	High level of support staff reflects focus on behavioural / individual support
Support Staff	13%	11%	25%	
Admin Staff	8%	5%	3%	Lower level reflects shared services support from Catch22
Other Staff	1%	2%	1%	In line
Non-staff	20%	30%	21%	In line, also reflecting high staff focus
TOTAL	100%	100%	100%	
* Source: New Schools Network, 'Completing your budget plan' reflecting typical cost distribution based on DfE benchmarking.				

## **G2 – The school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity**

Viability is demonstrated by financial plan which shows a net margin of between 1% and 3% over the first three years of operation.

In the first year, we will achieve viability by not recruiting the full complement of staff, some other volume related lower costs, and with support of the Leadership Grant. Also key is the expected high level (72% of maximum) capacity expected and planned for first year.

In the second year, our expectation is that the school will be operating at full capacity, so although income should be maximised, there will still be some costs (such as training) that are higher than the steady state position.

The Leadership Grant is needed specifically for some costs that will be incurred in the early stages of the school's operation, as well as inefficiencies of scale. Costs in the early stages include:

- Higher levels (in year 1 above steady state) of staff training as staff are inducted into the Catch22 approach and skills (for instance in therapeutic behaviour support) are developed at an intensity that is likely to be higher than during a more normal recruitment cycle;

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- Higher levels (█████ in year 1) of relatively expensive supply teachers, both to backfill some staff training and to cope with any levels of short term staffing need if recruitment targets are not fully on timetable;
- Higher recruitment costs (█████)
- Higher education adviser costs (█████)
- Additional SIMS set up and configuration costs (█████)
- Higher contingency (█████ of turnover in the first year to reflect risk that subsequently declines as budgets/actuals become better understood and small reserves have been accumulated.
- Higher input from C22 senior staff (█████) as the school becomes established
- Two full-time deputy heads (█████ for one) at opening that would not be justified if the school ran at a permanent 72 FTE pupils

### G3 – The school will be financially resilient 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 made. 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.*

This is approached on the basis that income is [REDACTED] rather than [REDACTED], demanding a saving of cost of [REDACTED] as compared to budget to maintain the same margin. The years the savings would apply will depend on the exact circumstance in which they are demanded. For instance, if the school does never reach planned pupil capacity, the savings will be applied from before its opening, with staff not being recruited and other costs not being incurred. If savings are required after the school has reached full capacity, they will be applied as reductions occur.

#### Overview explanation

Most costs (approximately 85%), and in particular pupil facing Teacher/LSA/Core Worker costs are directly variable according to pupil numbers and will be flexed accordingly.

In particular:

#### *Staff numbers:*

- Teaching and teaching support staff represent about 75% of costs. Whilst maintaining our target staff: learner ratios of 1:2 for primary and 1:4 for secondary, we will flex our staffing numbers to either avoid recruitment or reduce numbers (through natural wastage or redundancy) by about 10 FTE staff. To mitigate risk at set up and in the initial period of operation we will develop a clear timetable for recruitment and a parallel one for monitoring planned joiners in the period leading up to the school opening so that final decisions about recruitment will be taken as late as possible. If necessary, we will look at options for some initial fixed term and zero hours contracts.
- SENCOs represent 4% of total costs. At 70% capacity we will operate with one, rather than two, SENCOs (as is the plan for the first year of operation already). This may require one or more other staff to take on a part-time SENCO role, at a small extra cost.
- Senior Management teaching staff includes two full-time deputy heads. We would look to reduce the number of deputies by one FTE.
- Other staff costs (5% of total costs) are also directly variable according to staff numbers.

#### *Bought in-services*

- Shared service costs provided by Catch22 are budgeted as being in proportion (5%) to income and we will reflect this approach if income is lower than expected to reduce costs

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- A range of other services representing around 10 % of costs vary according to learners and to staff – catering, ICT support, administrative supplies, learning resources, exam fees.

### G3 Financial resilience to reductions in income

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result. Please add additional lines as required. The boxes will expand as you enter text.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top changes	Year(s) savings would apply	Savings in each year against original budget (■)
Primary Teachers	Assume pupil numbers reduce proportionately from 32 to 22 Reduce Teachers by 2 FTE to 3 = ■ Possible impact on vision/plan since Teacher: pupil ratio reduced from 1:6.4 to 1:7.3 although within target ratios	See overview explanation	■
Secondary Teachers	Pupil numbers reduce from 68 to 48. Reduce Teachers from 9.5 FTE by 2 FTE ■; No impact on vision/plan.		■
LSAs	Pupil numbers reduce from 100 to 70. LSAs reduce in proportion from 14 to 10. Saving ■. No impact on vision/plan.		■
Core Workers	Reduction to maintain 1:15 ratio from 7 FTE in term time to 5 FTE in term time. = ■. No impact on vision/plan.		■
SENCO	SENCO. Reduce from 2 to ■. Some responsibilities shared amongst other staff if necessary with no or minor cost impact. This might impact on delivery of the vision/plan, since it would reduce the level of expertise and cover in this area.		■
Deputy Head	Reduce by 1 FTE ■ Some responsibilities shared amongst other staff if necessary with no or minor cost impact. This might impact on delivery of vision/plan, since having dedicated deputy heads for each of primary and secondary will bring greater focus and resource to managing staff, and resilience in the event of staff sickness.		■

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Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top changes	Year(s) savings would apply	Savings in each year against original budget (■)
Other staff costs	Proportionate reductions in steady state costs of ■ (small fixed element for senior management/admin staff). 27% x ■. No impact on vision/plan.		■
Educational Resources	Slightly above proportionate reductions in steady state costs of ■. Some impact on vision/plan with fewer resources.		■
Premises costs	Savings on energy (some classrooms mothballed); water; cleaning; maintenance. 30% ■. No impact on vision/plan.		■
Other costs	Above proportionate reductions in most of these (, catering, shared services, “depreciation”, ICT services, minibus hire) ■ = ■. Some impact on vision/plan – eg fewer trips, longer equipment replacement cycles, less equipment.		■
Reduction in surplus	Reduction in the forecast surplus and contingency		■
<b>TOTAL</b>			■

## **Section H: Premises**

**We are working with Northamptonshire County Council to identify a preferred location and then potential sites. Given the support provided across Northamptonshire, the density of expected need in Northampton itself, and the need for good transport links across the county, we expect the school to be located in Northampton, ideally fairly centrally.**

**Section H spreadsheet attached as requested.**