



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

CALLYWITH COLLEGE
99060

Contents

Application checklist.....	3
Declaration.....	5
Section A: Applicant details.....	6
Section B: Outline of the school	6
Section C: Education vision	6
Section D: Education plan – part 1.....	13
Section D: Education plan – part 2.....	13
Section E: Evidence of need – part 1	58
Section E: Evidence of need – part 2.....	58
Section F: Capacity and capability	72
F1 (a) Pre-opening skills and experience	72
F1 (b) Skills gap in pre-opening.....	77
F3 (a) Proposed trustees.....	83
F3 (b) Skills gap for board of trustees	85
Section G: Budget planning and affordability	90
G3 Financial resilience to reductions in income	97
Section H: Premises	99
Annexes.....	100

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:	X	
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
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?	X	
4. Have you fully completed the budget plans?	X	
5. Independent schools only*: have you provided all the financial information requested for in the criteria?	n/a	
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 and a governance self-assessment form	n/a	
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?	n/a	
8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk	X	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	X	

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

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

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

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

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

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position:

[Redacted]

Print name:

[Redacted]

Date: 6th October 2015

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

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

X

Section A: Applicant details

Completed in Excel application form

Section B: Outline of the school

Completed in Excel application form

Section C: Education vision

Section C1

Introduction

Callywith College (CC) will be a 16-19 Free School providing places for 1280 students when full in September 2021 and will be ready to open in September 2017 with 150 students. We have identified Bodmin as the best location for the Free School since it is located just off the A30 main arterial route for Cornwall and so accessible by students from the North and East. Please see section H for more details of the proposed location of the College.

The sponsor of CC will be Truro and Penwith College (TPC) as part of the Callywith College Trust. TPC has an enviable record in post sixteen education and support for community regeneration. This has been especially evident in the merger with, and rebuilding, of Penwith College where, as Governors and employees of Truro College, they responded to local need by addressing skills shortages, boosting achievement and opportunity in education and training, and driving economic growth. Please see Section F for more details of the capacity and capability of the group, including those from TPC to set up and run this new 16-19 Free School.

We have chosen the opening date of September 2017 because at that stage we will be confident that we will have:

- secured the required number of entrants into the College
- attracted the highest quality staff
- established the required physical environment to deliver the vision and aims as detailed below
- put in place a fully operational high quality curriculum for all our students
- implemented secure financial procedures to ensure that the College will have a secure financial base (see Section G for more details)

Our vision

CC's vision will be to make a major contribution to the revitalisation of the local area through the delivery of a high quality post-16 educational experience and so address significant educational underperformance in the area. This will then improve the life chances of thousands of Cornish young people.

The delivery of our vision

We will deliver this vision through the pursuit of the following four interrelated aims.

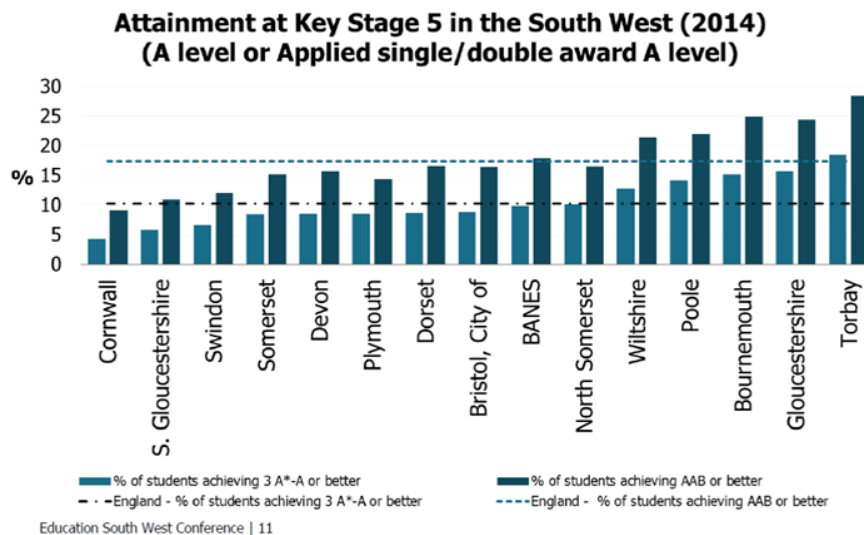
1. Address the clearly identified and very significant post-16 academic and vocational educational underperformance in the area from which the College will draw its students in line with Cornwall's Raising Aspiration and Achievement Strategy (RAAS).

In order to achieve this aim, we have set the following achievement and attainment targets:

<u>Measure</u>	<u>Target</u>
<u>A Level qualifications</u>	
Average point score per A level student	Exceed national average by at least 30 points
% gaining at least 3 A Level qualifications at grades A* to E	Exceed national average by at least 10%
% gaining at least one grade A* or A at A level	28% or higher
Average point score per examination entry	Exceed national average by at least 5 points
Value added score	Achieve a significantly positive value of at least 0.25
<u>Vocational qualifications</u>	
Average point score per vocational student	Exceed national average by at least 30 points
Average point score per vocational entry	Exceed national average by at least 5 points
% gaining Graded DDD or above in the Extended Diploma	37% or higher
Value Added score	Achieve a significantly positive value of at least 0.25
<u>English and maths</u>	
90% or more of those students who enter the College without a GCSE in English and/or maths achieve either a GCSE at grade C or above or the Functional Skills qualification in English and maths before they leave the College.	

Please see Section D2 for more details.

These aspirational yet realistic targets will address the longstanding underperformance of Cornwall's schools post-16 provision. At the [REDACTED] conference for [REDACTED] which took place on June 22nd 2015, Ofsted's Regional Director for the South West shared the following slide on school sixth form performance which very clearly illustrates the underperformance of Cornwall's school sixth forms:



Despite having implemented numerous strategies, including collaborative approaches and bespoke appointments, the provision has remained stubbornly resistant to improvement. As a result of this, Cornwall Council commissioned an independent review of post-16 provision which was published in the summer of 2014.¹ The report confirmed that individual school qualification success rates, for academic and vocational level 3 qualifications, are often well below norms found in most English colleges, and that therefore the proportion of Cornish students gaining the grades needed to progress to high tariff universities is much lower than elsewhere in the country. Analysis of A level performance data derived from the 'Advanced Level Performance System' ('ALPS') showed that, for many schools, the number of students that progress from Year 12 to Year 13 is lower than the national norm, as are value added and teaching and learning impact measures. The report also commented on the low numbers obtaining 3 A levels or their equivalent, which is the currency for progression to selective higher education institutions (HEIs), including the 'Russell Group' of universities. The report also made a clear distinction between the very high performance of TPC and the poor performance of most of the school sixth forms, particularly in the North and East of the county. This distinction is clearly evidenced in the tables immediately below:



From DfE performance data, 2012-2015 Three Year Average	A Levels		
	Average point score per student	Average point score per examination entry	% gaining three A levels
North and East Cornwall 6th Forms*	704.2	201.1	73%
England Average	769.8	212.4	80%
Truro and Penwith College	835.6	222.9	91%

*Sixth Forms included:

¹ Davis, M. and Hanan, S 'Review of Provision and Outcomes (16-19), Cornwall'. Cornwall's Raising Aspiration and Attainment Partnership Board. June 2014.

Provider	2011/12			2012/3			2013/4		
	PPS*	PPE*	VA*	PPS*	PPE*	VA*	PPS*	PPE*	VA*
Truro and Penwith College	813.8	219.3	9.8	852.6	222.6	0.33	840.3	226.9	0.37
	573.2	198.4	0.2	758.2	209.2	0.01	698.9	188.6	-0.13
	604.4	201.5	-1.8	673.7	200.1	-0.03	662.1	204.6	-0.11
	690.2	203.5	-0.6	785.5	209.7	0.19	731.4	202.7	0.14
	684.0	201.0	-2.2	741.6	204.1	-0.06	752.5	204.1	-0.01
	767.6	219.9	8.8	707.2	201.8	-0.07	715.7	208	-0.01
	674.8	201.0	-4.5	664.2	191.1	-0.13	668.9	202.2	-0.12
	771.3	202.0	1.4	741.3	194.6	0.00	741.1	197.2	0.11
	650.3	197.1	10.4	732.7	179.9	-0.27	734.2	188.5	-0.02
	515.0	194.9	-2.1	742.5	201.7	-0.05	626.1	182.4	-0.32
	730.6	205.7	0.3	821.1	215.3	0.05	739.5	205.6	-0.01

PPS Points per student
PPE Points per entry
VA Value Added

 Green indicates above the National Average
 Blue indicates below the National Average

2. Deliver a new and significantly higher quality post-16 vocational and academic offer in crucial areas of underperformance in Cornwall, including at Levels 2 and 3, and in the 'STEM' subjects of Science, Technology, Engineering and Mathematics

The proposed curriculum will provide challenging programmes of study including both A Level and vocational pathways. The academic provision of twenty nine AS/A2 courses including a broad STEM offer will ensure that students have access to a broad and progressive curriculum. All students will be encouraged to undertake programmes of study that maximise their potential and, where appropriate, include making available those subjects which will enable progression to the most selective HEIs, including the 'Russell Group' of universities. The breadth of offer will address the limited curriculum currently available to students in Bodmin and North and East Cornwall. CC will have at least 12 Extended Diplomas on offer seeking to meet the needs of local employers and the Cornish economy. Level 3 vocational provision in North and East Cornwall sixth forms is a small proportion of their work, approximately 13%,² with much duplication between schools. It is also of very poor quality with low attainment and/or value added scores. The Level 3 vocational offer of CC will be more comprehensive and offer for the first time coherent progression routes at level 3 to employment or Higher Education.

A range of vocationally themed Level 2 courses will also provide progression routes to further education, training or apprenticeships. This will ensure that those students that underperform at school will be able to access the College curriculum and seek to progress to Level 3.

English and mathematics (both GCSE and Functional Skills) will also be delivered to ensure that all students achieve GCSE grade C in these subjects.

There will be a comprehensive enrichment programme which includes opportunities for students to develop their progression and employment skills, such as sporting, academic and those skills needed to inform, encourage and inspire students into medicine which will be available in the 'Medics Academy.'

All students will be offered the opportunity to undertake a period of work experience appropriate to their intended route and pathways. Work experience placements will be arranged to complement areas related to students' chosen route/pathway. As many of our courses, especially the vocational courses will be career specific, relating to specific areas of employment or industries, much of the students' learning experiences will necessarily be a combination of learning and doing through skills, focused work-related projects or work experience.

See Section D for more details.

3. Significantly improve the life chances of thousands of Cornish young people by providing ready access to outstanding education and training, and empowering them to progress into higher education and into employment

A 16-19 college in North and East Cornwall of high quality and with a breadth of curriculum offer, will increase participation, increase retention at age 17-18, and decrease the numbers of young people not in education, employment, or training ('NEET').

² Taken from DfE Level 3 download data by qualification

TPC is the only current provider with attainment and progress data which are consistently well above national rates and it continues to experience significant growth year on year. Between 2012 and 2014 the number of students at the College grew by 445. Many of the students who attend the College commute to Truro from North and East Cornwall. Many of these students spend two hours a day on a bus travelling to the College, with some of them spending up to four hours a day. It can also take significant amounts of time for some students to travel to the point where they catch the bus. Many more are put off by such a long commute. With no nearby further education college provision, many students stay on at their schools, and so have to select from a very limited post 6th form curriculum which could explain the 62% drop in sixth form numbers in North and East Cornwall between year 12 and year 13.

Poor retention from year 12 to year 13 is an even more acute problem in the North and East of Cornwall where high dropout rates at the age of 17 and the restrictive curriculum on offer could go some way to explaining the much higher proportion of 'NEETs'. In 2014, participation in education, employment, or training in North and East Cornwall stood at 90.81% and is 2.5% below the Cornwall average.

Key Stage 4 outcomes for pupils at the seven local secondary schools are poor and typically only one or two schools exceed national averages. This is particularly true for measures which are indicators for successful progression to level 3 courses. For example, in 2014 only Callington Community College attained a greater percentage of students gaining A* to C in English and mathematics than the equivalent national percentage. Furthermore, five of these seven schools have a low percentage achieving the English Baccalaureate. At Bodmin College, the planned location for the new College, only 44% of students obtained 5 A* to C against a national rate of 60.6% and a much lower proportion than the national average made the expected levels of progress in English and mathematics (15% and 12% below respectively).

4. Revitalise Bodmin and other communities in North and East Cornwall, supporting strong aspirations to enhance the skills and attainment of local people, and to develop a genuine hub for economic growth within Cornwall.

The achievement of this aim will support Cornwall and the [REDACTED] determination 'to strengthen post-16 performance, to raise the aspirations, achievements and employability of young people, and to re-skill the economy's workforce, and remove impediments to economic regeneration.'³

This [REDACTED] has identified youth unemployment as a particular problem. There is also clear evidence of the seasonal nature of youth employment and that young men are more likely to be unemployed than young women. There is a 'support void' at the age of 19+ when those who have been 'NEET' can become 'invisible' despite the existing support mechanisms.

In particular, Bodmin (an area from which we expect to draw a large number of students) community aspiration is to address recognised deprivation through education, training and the

³ 'Cornwall & Isles of Scilly. Strategic Economic Plan. Cornwall and Isles of Scilly. Local Enterprise Partnership. 2014.

development of key skills. These levels of deprivation in Bodmin are exemplified by the following education-specific data:

- In 2011, 25% of those aged 16 plus in the Bodmin area had no qualification compared to the Cornwall average of 22.4%.
- The current 11-18 provider in Bodmin (Bodmin College) has weak performance on all post-16 measures according to the DfE performance data.
- Bodmin has considerably less people with NVQ level 4 than the Cornwall average.⁴

This is accompanied by the low percentage, in North and East Cornwall of students obtaining three A levels and is reflected in the “Cold spot” around the Bodmin area as identified in HEFCE “POLAR” (Participation of Local Areas) analysis. For Cornwall as a whole, the proportion of 15 year olds who progressed into higher education by the age of 19 during the 2005/06 and 2010/11 academic years was between 29.5% and 31.9% which is in quintile 2 where quintile 5 is the highest and quintile 1 is the lowest.

The Bodmin area also experiences higher levels of overall deprivation than the average of other areas across Cornwall. There are areas in Bodmin town that appear in the most deprived quintile in England in terms of deprivation with 17.2% of people in Bodmin living in a highly deprived area. Growth and regeneration can reduce deprivation by giving people the education and training to find higher skilled and better paid jobs in an area.

In order to deliver the above vision, students at the College will experience:

1. Outstanding teaching and learning
2. High levels of attainment and achievement that match the very best nationally
3. A personal approach where every student is helped to achieve the best possible results
4. The widest range of subjects on offer locally including AS and A level courses and vocational courses
5. Specialist post 16 staff and subject expertise
6. A wide range of enrichment opportunities including sporting, academic and those experienced within the Medics' Academy (see Section D for more details of these enrichment opportunities)
7. Wide ranging work experience opportunities
8. A focus on successful progression into employment, including apprenticeships, and Universities
9. Outstanding high quality buildings and ICT facilities specifically designed for post-16 provision.

Section D provides more details of how we will deliver these experiences for all our students.

The proposer group have a wealth of experience in running an incorporated College since 1993 and have exploited the freedoms to the benefit of their student body. This will ensure that the Free School freedoms (as described in Section B) will be used to ensure a curriculum offer fit for

⁴ Cornwall Council. 'Planning Future Cornwall Growth Factors: Bodmin Community Network Area'. 2013.

purpose, best value for money, and financial management that will allow for reinvestment in facilities and resources. The group come to the Academy and Free Schools agenda with expertise of how to maximise learner resource alongside a relentless focus on high quality delivery. This approach has maintained TPC as the top performing value added college in the country and 27th out of all independent, state, school and colleges nationally. Financial and project management are outstanding and the College benchmarks as one of the most efficient in the sector. The College has a proven track record of delivery for this sort of project, particularly in respect of the merger between Turro College and Penwith College in 2008.

The management and delivery of the Penwith merger has clear synergy with the proposed new College, especially those features of the new College as outlined above associated with deprivation, rural isolation and poor provision. In 2008 Ofsted graded Penwith College 'inadequate' cataloguing very serious decline in all aspects of its working. The Truro College Corporation led the merger and literal rebuilding of Penwith College. The merger aimed to deliver the best possible experience and outcomes for learners in the area, providing outstanding tertiary education. The scale of the project stretched beyond that; it was vital to re-energise the community, stimulate engagement in training and education, and facilitate sustainable economic development. 18 months after project completion, Penwith College has the top A Level Valued Added score in the country, surpassing even the excellent Value Added of Truro College. The rebuilding and expansion of the Penwith campus has brought significant wider community benefits. The project reached maturity in 2013 and came second in the National Association of Colleges' (AOC) award for the leadership of improvement.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Year 12		150	150	530	611	663	643	663
Year 13		0	150	150	546	617	617	617
Totals		150	300	680	1157	1280	1280	1280

Section D: Education plan – part 2

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary
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AS/A2 courses/qualifications: Please see Section D1 below for more details of how each of these qualifications will be constituent parts of our curriculum.

Art and Design	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Biology	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Business Studies	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Chemistry	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Computing	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Dance	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Drama and Theatre Studies	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Economics	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Electronics	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
English Language	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
English Language & Literature	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
English Literature	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
French	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Geography	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Geology	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.

Government and Politics	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Health and Social Care	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
History	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
ICT	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Law	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Mathematics	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Mathematics (Further)	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Media Studies	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Philosophy of Religion	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Physical Education	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Physics	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Psychology	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Sociology	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Spanish	AS - 4.33 A2 - 5	Voluntary dependent on individuals' programmes of study.
Level 3 Extended Diplomas: Please see Section D1 below for more details of how each of these qualifications will be constituent parts of our curriculum.		
Applied Science	15	Voluntary dependent on individuals' programmes of study.

Art and Design	15	Voluntary dependent on individuals' programmes of study.
Business	15	Voluntary dependent on individuals' programmes of study.
Childcare	15	Voluntary dependent on individuals' programmes of study.
Engineering	15	Voluntary dependent on individuals' programmes of study.
Games Development	15	Voluntary dependent on individuals' programmes of study.
Health and Social Care	15	Voluntary dependent on individuals' programmes of study.
IT	15	Voluntary dependent on individuals' programmes of study.
Media	15	Voluntary dependent on individuals' programmes of study.
Photography	15	Voluntary dependent on individuals' programmes of study.
Public Services	15	Voluntary dependent on individuals' programmes of study.
Sports: Development, Coaching & Fitness	15	Voluntary dependent on individuals' programmes of study.
Level 2 Certificates. Please see Section D1 below for more details of how each of these qualifications will be constituent parts of our curriculum.		
Art and Design	15	Voluntary dependent on individuals' programmes of study.
Engineering	15	Voluntary dependent on individuals' programmes of study.
Business	15	Voluntary dependent on individuals' programmes of study.
Health and Social Care	15	Voluntary dependent on individuals' programmes of study.
ICT	15	Voluntary dependent on individuals' programmes of study.
Sport	15	Voluntary dependent on individuals' programmes of study.
<u>Mathematics and English</u>	All students yet to achieve GCSE Grade C or above in English and/or maths will have to study an appropriate level course as part of their programme of study at our College. This will be either GCSE or Functional Skills and will be determined by previous qualifications and an initial assessment. For students who have already achieved a grade C there are opportunities available to improve to a higher grade	
GCSE English	4 hours	Voluntary dependent on individuals' programmes of study.

GCSE Maths	4 hours	Voluntary dependent on individuals' programmes of study.
Functional Skills English	1.5 hours	Voluntary dependent on individuals' programmes of study.
Functional Skills Maths	1.5 hours	Voluntary dependent on individuals' programmes of study.
Core maths (level 3)	3 hours	Voluntary dependent on individuals' programmes of study.
<u>Enrichment</u>		See below for more details of the enrichment programme.
Academic Academy	Variable dependent on individual students' interests	Voluntary and dependent in demand
Medics' Academy		
Football Development Programme		
Netball Academy		
Rugby Academy		
Other including music, STEM, enterprise, debating, computing and English		

Section D1

Rationale for our curriculum

The underlying reason and so simply stated rationale for our curriculum is that it will meet a well-recognised and clearly evidenced need for high quality post-16 academic and vocational provision in the area in which the College will be located. This need extends across many subjects: hence our intention to provide a wide range of academic and vocational courses and qualifications as listed above.

The curriculum will be based around high attainment and progress, taking into account the social deprivation of the Bodmin area, the identified needs of local employers, and the Cornwall Local Enterprise Partnership strategic economic plan. For example, we will encourage those students for whom it is appropriate to take 4 or 3 A level courses in order to help them apply successfully to a range of universities including those in the 'Russell Group'. We will also encourage students for whom this is appropriate to take a full complement of vocational courses/qualifications which will enhance their employment prospects and so help them to contribute to the local economy. There will also be opportunities for students to take a mix of academic and vocational courses/qualifications.

This curriculum plan has therefore been developed to address the serious shortfall of high quality places for post-16 education in Bodmin and North and East Cornwall. Bodmin and the surrounding area of North and East Cornwall is served by seven 11-18 schools and two 11-16. The performance of these sixth forms is poor and has remained so for many years. See Section C for a summary of the evidence for this and Section E for significantly more details of this evidence. We therefore know that our student intake will want access to this high quality provision with its characteristics as outlined above in Section C:

1. Outstanding teaching and learning
2. High levels of attainment and achievement that match the very best nationally
3. A personal approach where every student is helped to achieve the best possible results
4. The widest range of subjects on offer locally including AS and A level courses and vocational courses
5. Specialist post 16 staff and subject expertise
6. A wide range of enrichment opportunities including sporting, academic and those experienced within the Medics' Academy
7. Wide ranging work experience opportunities
8. A focus on successful progression into employment, including apprenticeships, and Universities
9. Outstanding high quality buildings and ICT facilities specifically designed for post-16 provision.

The Curriculum

Our curriculum will:

- deliver outstanding programmes of study
- meet the needs of students and employers
- provide stimulating and enterprising approaches to teaching and learning
- integrate e-learning and technology to support and enhance delivery
- promote progression to all universities, including those in the 'Russell Group', and employment

The proposed curriculum for the College will be predominantly at Level 3 with a mix of AS/A level courses and vocational courses and will provide programmes of study that will meet the needs of students in Bodmin and North and East Cornwall where attainment and progress are below national average. As the College grows to its full capacity, we anticipate that we will not be able to provide the full range of courses/qualifications. We will manage this by assessing the anticipated uptake on each of the courses/ qualifications on offer for any given year during the month of May of the previous academic year. This will enable us to have in place the required staff to teach these courses/ qualifications. We are confident that we can establish the required systems to do this, making full use of a 'bank' of highly qualified professionals to teach on these courses at relatively short notice. This will also obviously facilitate the financial planning for the College.

All courses will have the target of ensuring successful progression into Higher Education or sustainable employment. The curriculum will deliver outstanding outcomes and raise aspirations of local young people. In order to achieve this, comprehensive wrap-around support for all our students will be essential and will be provided by strong tutorial activity to develop personal, social and employability skills and a full enrichment programme, as detailed below. This will help to ensure that all our students have high aspirations, as related to their academic and vocational achievement, and in their wider life in areas such as sport and their overall wellbeing. Students' individual programmes of study and the overall curriculum will be challenging. Students will be challenged to follow individual programmes of study which will allow them to choose:

- predominantly AS/A level courses/qualifications.
- predominantly vocational courses/qualifications.
- a mix of AS/A level courses/qualifications and vocational courses/qualifications.

For example, where appropriate students will be stretched to include four or more A level courses or large vocational programmes. Truro and Penwith College, as sponsor, has a strong track record in this approach; it is the highest performing College on the ALPS value added quality and breadth indicator. Specifically, 2014 shows the subjects taken per student at A Level across all bands of entry scores are high and show no tailing off as GCSE entry scores decline, placing the College as the top nationally on this measure. Furthermore, the UCAS points per student table show our students are not disadvantaged by their subject load with their UCAS points achieved all within the top 10-15% nationally, including those at the lower end of GCSE entry scores. Please see below for examples of possible individual programmes of study.

Programmes of Study

AS/A level courses/qualifications

In our planning for our AS/A-level provision, we have taken account of the recent changes to the AS/A level qualifications. We will also continue to review this provision in the light of other potential changes to such provision.

Our AS/A level qualifications will be linear in that all of our students will sit all of their examinations for their qualifications at the end of the full course during the summer period. This will also apply to resits. Similarly, our AS courses will be 'decoupled' from A level courses. However, all students will take the AS qualifications and the equivalent A level qualification. This will be possible because all our AS and A level specifications will be co-teachable which will mean that the course content of our AS specifications will be the same as the first year of our corresponding A level. That is, the content of the AS level specification will be a subset of the content of the A Level specification, which can then be taught in the first year of the A Level course.

The academic provision of twenty nine AS/A levels, including a broad STEM offer, will ensure that students have access to a broad and progressive academic curriculum. All students will be encouraged to undertake a programme of study that maximises their potential and where appropriate will include those subjects which will enable entry to a range of universities, including

those in the 'Russell Group'. The breadth of offer will address the limited curriculum currently available to students in Bodmin and North and East Cornwall.

Vocational courses/qualifications

The provision of a total of eighteen vocational courses/qualifications at Levels 2 and 3 as listed above, will ensure that students have access to a broad and progressive vocational curriculum.

Level 3 Extended Diploma courses.

Students on these courses will follow a Level 3, two year programme leading to a BTEC Level 3 Extended Diploma which will consist of a total of 18 units equalling 180 credits. Students will complete a 90 credits Diploma qualification in year one before progressing to year 2 to complete the other 90 credits to gain the full Extended Diploma at the end of year 2.

The BTEC is a specialist vocational qualification highly valued by industry and higher education. It will encourage and stimulate students' achievement through practical learning and forms of assessment based on applied knowledge and understanding of the relevant subject area. BTEC courses will provide considerable opportunities for teamwork and in-depth study based upon specialist activities. The Level 3 BTEC is broadly equivalent to 3 A level qualifications in the National Qualification Framework and is accepted for university entry via the UCAS points system.

Students will engage in learning and professional development according to the required guided learning hours (GLH) as set out in the BTEC course specifications. GLH comprise all the times when a member of staff (such as a tutor, trainer or facilitator) is present to give guidance ('contact time'). This will include lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It will also include time spent with students observing and assessing their achievements as they work towards their assignments. Each student will also have a 1 hour tutorial. As described below, all students will also have access to a comprehensive enrichment programme.

Students will also undertake a relevant English or maths qualification if they are yet to achieve GCSE grade C. Where appropriate, Core Mathematics will be offered to improve progression e.g. engineering. See below for more details of the Core Mathematics qualification and course. Where students meet the entry requirements, they will be able to add an AS to their study programme. See below for more details of how students will be able to combine academic and vocational courses in their programmes of study.

The College will have at least 12 Extended Diplomas on offer seeking to meet the needs of local employers and the Cornish economy. Level 3 vocational provision in North and East Cornwall sixth forms is a small proportion of their work, approximately 13%, with much duplication between schools. It is also of very poor quality with low attainment and/or value added. The Level 3 vocational offer of the College will be more comprehensive and offer for the first time coherent progression routes at level 3 to employment or Higher Education. As described below, to complement vocational programmes where appropriate, Core Mathematics will be offered and implemented, building on TPC's experience of the pilot programme.

Core Mathematics (level 3)

This will offer an opportunity for students not studying AS or A level mathematics to study a Level 3 mathematics course alongside their main programme of study. This course and qualification will consolidate and build on students' mathematical understanding and develop further their mathematical understanding and skills in the application of mathematics to authentic problems, thereby offering progression from GCSE mathematics. The course and qualification will provide a sound basis for the mathematical demands that students will face at university and within employment across a broad range of academic, professional and technical fields.

The course and qualification will prepare students for the varied contexts they are likely to encounter in vocational and academic study and in future employment and life, for example, financial modelling and analysis of data trends. As such, it will foster the ability to think mathematically and to apply mathematical techniques to a variety of unfamiliar situations, questions and issues with confidence. While Core Mathematics is likely to be particularly valuable for students progressing to higher education courses with a distinct mathematical or statistical element such as engineering, psychology, geography, business and management, the qualification will also be valuable for any student aiming for a career in a professional, creative or technical field.

This course and qualification will be distinct from A and AS level mathematics. The latter extend students' experience of mathematical techniques significantly, developing advanced analysis of mathematical problems and construction of related arguments and methods of proof. Thus the A and AS level mathematics course and qualification will be oriented in particular towards students wanting to progress into higher level study with a significant mathematical focus as well as being valuable for broader fields of study and work.

The objectives of the Core Mathematics course will be to:

- Deepen competence in the selection and use of mathematical methods and techniques
- Develop confidence in representing and analysing authentic situations mathematically and in applying mathematics to address related questions and issues
- Build skills in mathematical thinking, reasoning and communication

TPC has been involved in the DfE Core Maths pilot, focusing on Engineering. This has supported the students in meeting the mathematical demands of the course and qualification and will provide them with the skills necessary to progress onto Higher Education or into Employment.

Level 2 courses

A range of vocationally themed Level 2 courses will provide progression routes to further education, training or apprenticeships. These will be delivered over 8 hours per week. This will include supporting those students who have underperformed at school to access level 3 vocational courses and A level/AS courses. As noted below, typically, a student might study a level 2 course together with a GCSE in English and mathematics. These courses will be particularly important in the context of both disadvantage and attainment. The percentage of disadvantaged pupils in Bodmin is nearly 3% above the national average. Furthermore disadvantaged pupils in all seven

secondary schools have low outcomes and Bodmin, in common with all six other North East Cornwall Schools has a three year attainment average below national rates.

GCSEs/Functional skills in maths and English

All students yet to achieve GCSE Grade C or above in English and/or maths will have to study an appropriate level course as part of their programme of study at our College. This will be either GCSE or Functional Skills and will be determined by previous qualifications and an initial assessment. For students who have already achieved a grade C there will be opportunities available to improve to a higher grade. In many cases progression opportunities will be dependent on achievement of English and Maths. As noted above, we will provide the opportunity for students to construct a programme of study where the focus could be on predominantly academic subjects, predominantly vocational subjects, or a combination of academic and vocational subjects.

Some possible programmes of study could therefore be:

Student A. 4 AS and 4 A level courses/qualifications in chemistry, mathematics, mathematics (further), and physics

Student B. 1 Level 3 Extended Diploma in health and social care and 1 A level course/qualification in psychology

Student C. 1 Level 2 certificate in art and design. GCSEs in English and mathematics.

Student D. 1 level 3 Extended Diploma in Engineering and Core Maths

Students will also undertake work experience as part of their programmes of study.

Entry requirements

AS/A2 qualifications. A student will normally need to have attained a GCSE grade B or above in the subjects which they wish to pursue as an AS or A level qualification.

Level 3 Extended Diplomas. A student will normally need to have attained a GCSE grade C or above or a Level 2 qualification in a relevant subject

Core mathematics. A student will normally need a Grade C or above in mathematics at GCSE.

Level 2 certificates. A student will normally need to have attained a GCSE grade D or above in a subject relevant to that which they wish to pursue

English and mathematics. A student with a GCSE grade D on entry in either English or mathematics will have to follow a GCSE programme. For those with below a D on entry, the appropriate level qualification will be determined by their qualification on entry and an initial assessment.

For those students who wish to pursue a predominantly AS/A2 programme of study, they will also normally need to have attained at least 5 GCSEs at grade C or above including English and mathematics.

For those students who wish to pursue a programme which is focused on a level 3 Extended Diploma, they will also normally need to have attained at least 4 GCSEs at grade C or above including English and mathematics.

For those students who wish to pursue a programme which is focused on a level 2 certificate, they will also normally need to have attained at least 3 GCSEs at grade D or above including English and mathematics.

Approaches to teaching and learning

Our overall approach to teaching and learning will be driven by our vision. More specifically, we will use teaching methods which will enable our students to realise their full potential. This will be based on a disciplined, structured and 'business-like' approach to teaching underpinned by a caring environment.

As part of our approach to vocational education, there will be a particular emphasis on project-based learning during College-based and work-based time. This will enable mixed ability delivery, suitable for the personal priorities and aspirations of each student. The encouragement and development of team working and collaboration will be integral to this active project work. The incorporation of group work within each project will support the mixed ability access to learning programmes.

More specifically, as part of their project-based learning, students will be given opportunities to:

- Engage in practical work
- Work in teams
- Deliver presentations
- Lead various groups and teams
- Work independently
- Use their analytical skills
- Undertake employability qualifications, where available
- Engage in extra-curricular projects

With particular regard to the AS/A level courses and qualifications, we will adopt an approach which will enable the students undertaking these courses and qualifications to master the skills and subject matter required in order to attain at the highest levels.

Teachers will be encouraged to adopt the approaches to teaching and learning which will best meet their students' needs and will vary according to the needs of particular groups of students. However, because of the nature and demands of AS/A level courses, we will primarily adopt an approach which will mirror many of the features of 'direct instruction'. Such an approach will have an emphasis on teacher-directed activities. This direction will focus on the teaching and learning of key skills and pieces of knowledge associated with any given curriculum area which will be broken down into small units, sequenced deliberately, and taught explicitly. For example, a lesson could be broken into 3 constituent parts:

- Present new material

- Apply this new learning (student activity)
- Review the skills learned this lesson

Throughout the curriculum, we will encourage such group work, reflective learning and application of learning to 'real-life' situations. For example, project-based learning could be used to motivate students, develop their learning skills and give them the opportunity to tackle authentic, complex problems over an extended period of time. They will also develop students' literacy, oracy, and numeracy skills, and will often require them to address some wider and more complex cross-curricular issues, including those linked to the citizenship curriculum.

Such an approach will be set alongside encouraging all our students to be creative and innovative so that they can develop key 'employability skills' as defined by the CBI in their 2012 publication: 'Learning to grow: what employers need from education and skills':

'a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace - to the benefit of themselves, their employer and the wider economy' will be the yardstick against which all activities in these areas will be judged.'

More particularly, these skills are defined by the CBI as:

- A positive attitude. Readiness to take part, openness to new ideas and activities, a desire to achieve
- Self-management. Readiness to accept responsibility, time management, readiness to improve own performance
- Team working. Respecting others, co-operating, negotiating/persuading, contributing to discussions
- Business and customer awareness. Basic understanding of the key drivers for business success and the needs to provide customer satisfaction
- Problem solving. Analysing facts and circumstances and applying creative thinking to develop appropriate solutions
- Communication and literacy. Application of literacy, ability to produce clear, structured written work, and oral literacy, including listening and questioning
- Application of numeracy. Manipulation of numbers, general mathematical awareness and its application in practical contexts
- Application of information technology. Basic IT skills, including familiarity with word processing, spreadsheets, file management and the use of internet search engines.

More generally, we will adopt a personalised learning approach which will ensure that individual students are able to follow a programme of study that best suits their strengths, interests and needs. Students' choices of course and qualifications will be made taking account of their academic and vocational aptitudes, individual student preferences, and future career aspirations. As noted above, there will be a wide range of courses and qualifications with an emphasis on project work and work placements. The flexible qualification offer will enable an uneven learning profile of students to be accommodated. A personalised learning approach will enable progression in academic and vocational subject areas in a timely manner for individual students.

The College environment will reflect a modern, forward looking and innovative workplace resulting in high standards and a context where responsibility and mature conduct from all students will be expected and will become the norm. There will also be employer engagement in designing and delivering the curriculum. When they leave CC, students will have a broad based education with an excellent knowledge and understanding of their particular subjects, an appreciation of how to behave and succeed in the world of work, and the confidence to realise their potential in life.

In order to succeed in the workplace, students will develop key vocational and generic employability skills. The development of these skills will mean that, when they leave CC, students will be fully equipped for employment across a wide range of fields. Overall, they will develop flexibility, willingness and ability to learn and to adapt in the future, making them the employees and students of choice for employers, universities and other places of learning. We will also want to break down the barriers which currently exist between academic and vocational learning. This will help to accelerate the process whereby practical skills are as highly valued as academic skills. Our students will achieve outstanding results using varied approaches to learning. Specifically, they will solve problems in ways which will make use of their intellectual and their practical skills, so leading to solutions which can be implemented efficiently and effectively.

Our industry and business partners will have a particular role in the development of our courses. This will include the delivery of some sessions by colleagues from industry and business. This will build on the extensive and productive links which TPC already have with various employers. For example,

[REDACTED] This has helped TPC to identify and include in the course those crucial skills which have been identified by employers as essential for progression in the industry

Students will thereby gain experience of both practical and theoretical approaches to learning. Our industry and business partners will therefore be fully involved in the College including providing opportunities for students to visit their facilities and see theory in action. 'Employer forums' will be set up which will provide opportunities for industry and business representatives to provide their views with regard to key aspects of CC's provision, so becoming a crucial part of our self-evaluation process.

There will also be established a detailed employer engagement plan which will include such details as criteria for partnering, ideal number of partners, outcomes and benefits as reflected in proposed SMART objectives. Our industry and business partners will be key stakeholders in all aspects of CC. These partners and sponsors will provide support in many ways, including:

- Providing opportunities for students to visit their facilities and see theory in action.
- Providing work experience and summer school placements for CC's students.
- Providing staff to act as industry mentors and delivering teaching sessions at the College.
- Working in conjunction with College staff on curriculum planning for a block of work which will be delivered via a project aligned to the company. This might also entail providing staff to teach the students away from the College, and where necessary, providing the physical resources to facilitate the delivery.
- Facilitating educational visits as appropriate and tailored to suit the particular courses being studied.

- Sponsoring awards to be given at an annual presentation evening to recognise the success of individual students.

All students will undertake a work placement where they will have opportunities to develop and apply these skills. Therefore, the particular approach to teaching and learning adopted at any one time will be determined by the needs of the students and what they are learning at that time. For example, for a project there could be an introductory 'lecture' or 'exposition' to a larger group of students (such as a year group), the purpose of which would be to set out the key facts/issues. This session would then be followed up by students working in smaller groups on an authentic project developing the skills as set out by the CBI above, and based on the introductory 'lecture' or 'exposition'.

Our pastoral system will be a key feature of the caring environment within the College. It will be based on a philosophy of 'developing care, understanding and mutual respect'. We will implement a joint approach from the staff at the College, pupils, and parents/carers. This approach will be based upon a recognition of the dignity and self-esteem of each individual.

To summarise our approach to teaching and learning, a 'day in the life of' a student at CC might include:

- A variety of task-based/project-based tasks where subjects are taught through projects with some more formal classroom elements where, for example, some more discrete skills and/or knowledge and understanding need to be acquired. These challenges will involve students using a wide range of personal, interpersonal and academic skills.
- Learning as part of groups of various sizes such as where two classes are taught together to make a larger group of students where there could be some knowledge and understanding delivered in a lecture type format and this larger group then be split into two smaller groups for some linked work. In such an arrangement, a team of staff with an appropriate mix of skills and backgrounds will work with these flexible groups.
- Undertaking tasks in relatively large blocks of time (such as a whole morning or afternoon session) compared with the more 'traditional' organisation where the day is divided into shorter time periods such as one hour lessons
- Having a tutorial with a Personal Tutor which will include feedback on progress towards individual targets including those associated with the development of leadership skills taking advantage of the variety of enrichment opportunities on offer.
- Having a meeting with a representative from one of our industry or business partners to discuss how a work experience opportunity, including how the opportunity fits with the student's programme of study and her/his career/future education aspirations.
- Meeting with a colleague from the Careers Service to access support and advice with regard to future education and/or employment opportunities after leaving the College.
- Undertaking some personal study and/or group based learning in one of the Study Centres.

Use of ICT

ICT will be ubiquitous, embedded, intuitive and reliable. It will give access to wide-ranging information and resources that are secure, appropriate, productive and useful. There will therefore be an ICT-rich learning environment.

All staff, students, parents/carers and other stakeholders will be totally competent to exploit fully the potential benefits of ICT. As part of the induction programme for all students and staff, there will be a course/programme of learning which will ensure that all users can use fully the ICT resources in order to maximise their own learning and professional development.

Therefore, the infrastructure, equipment, and user-interfaces:

- Will be robust, resilient, and inspire confidence in their ability to deliver on time and work every time
- Will be supported by technicians of appropriate calibre and experience
- Will conform to accepted industry standards giving full integration where possible and reliable interoperability of systems and devices
- Will be as future-aware as possible, so that ICT enabled emerging technologies can be seamlessly integrated where required
- Will be appropriately secure and filtered for use by all users in order to meet all the safeguarding requirements

The network accessed by students and staff will be organised according to the principle of adopting the best technology to maximise learning outcomes and enable students and staff to access learning resources at any time from any place. This will include the ability for students to upload their work to an e-portfolio and network areas designated by staff. Staff, leaders, Governors/Trustees, and parents/carers will be able to access the information they require at any time from any place, utilising any appropriate device and in the best format. This will be especially important for parents/carers if their children cannot attend school for any significant period of time.

Students of all abilities will be supported by the use of ICT in a balanced way to take increasing control of their learning in and out of CC. Students being in control of their own learning will help to meet their individual learning needs, including those students who, for whatever reason(s), have not been able to progress alongside their contemporaries. Each student will be able to use their own personal device to enable their learning.

Students will become increasingly autonomous users of ICT, enabling them to take an active role in their own learning. Students will develop the skills to understand the most appropriate use of ICT and have the ability to use it effectively when needed.

ICT facilities will be provided throughout CC to support, enhance or extend learning, and develop the independent use of ICT in support of personalised learning. Resources will be available to students electronically, including resources for distance learning, an e-portfolio, and a personal learning network. These resources will be available to students when working away from the College, including when they are at home.

Where it is appropriate for students to engage in collaborative work with anybody external to CC, this will be facilitated where possible, for example, through the use of video conferencing. Similarly, where 'remote experts' can be engaged to broaden the curriculum, we will strive to offer students this virtual experience. This will include the delivery of teaching and learning through the appropriate technology.

Students will have access to high quality digital learning resources whenever and wherever they are needed and have links to their fellow students and teachers, including while studying out of school. This will include the use of these digital learning resources during students' self-directed learning time.

CC will provide access to a learning platform including a Virtual Learning Environment (VLE). Communication between students and parents/carers, and teachers will be facilitated by use of the VLE, e-mail and shared areas. CC's network will manage its own security and protocols allowing users to access external networks and resources safely and securely. This will also ensure that external sources accessing the network will be securely screened prior to being allowed access.

We will encourage parental/carer involvement, and will provide on-line access to students' work, educational resources, and other appropriate information to encourage parents/carers' active engagement with their children's progress.

The leadership and management areas of the ICT system will include access to a Management Information System (MIS) as well as virtual curriculum materials. All staff will need to create, manipulate and interpret data effectively in order to improve the quality of leadership and management at its various levels within the organisation. Effective use of ICT will also improve general administrative communications and data transfer within the College. For example, it will promote effective management in information gathering, analysis, decision-making and communication between all stakeholders. For this to happen, it will be important that all roles and personnel are identified in order to ensure that the right people have access to appropriate information.

Staff will need to create teaching and learning resources associated with their courses, and for these to be available online for students' use, whether in support of taught courses, independent learning or remote learning. Staff supporting students' learning will additionally need to use digital resources confidently and appropriately.

ICT will also be key to communication between CC and its partners. ICT systems will enable links to be maintained with students and staff when working outside the College, including when students are on work placements. These links will help support personal mentoring of students, and business and career guidance from a number of CC's partners.

Since access to the ICT network will be available from anywhere at any time, due regard will be paid to data protection, inclusion, and safeguarding issues at all times. Consideration will also be given to copyright issues, where CC provides distance learning materials, and licence agreements where third party on-line resources and software are made available inside and outside the College. We will exploit ICT to facilitate equality and diversity wherever possible throughout the

College, especially for those students with SEND. The appropriate equipment will be provided such as screen readers and talkers, magnifiers and ICT desks that cater for additional access with induction loops also being included in all appropriate areas.

We will also exploit the latest technologies to provide a more environmentally friendly College. Taking advantage of these technologies, we believe that we can reduce its energy consumption and waste, thereby reducing its operational expenditure.

The implementation of document management systems will help make the College paper-light. Remote device management will also be used by the College to reduce energy waste and reduce operational costs by, for example, being able to remotely turn off projectors and devices that have been left on.

The ICT infrastructure will therefore be planned with these key principles and features in mind so that it will be:

- Flexible. There will be extensive use of laptops and other mobile devices in all areas of the building.
- Remote capable. There will be the facility for the use of the VLE, remote telephony services, mobile data, and connections to parents/carers and employers.
- Industry Standard. With strong employer engagement, the requirement to have ICT facilities that at least replicate, if not exceed, current workplace tools is highly important.
- Sustainable. A solid basis of infrastructure using knowledge of new and emerging technologies, will allow the implementation of future initiatives in a much more cost effective manner.
- Stable. All users will need to have confidence in the stability of the infrastructure.

College Calendar, Day and Timetable

The College year will be 36 weeks long, from enrolment in August through to the academic year ending in July.

The College day for full-time students will usually last from 9.15am to 4.15pm. Students will have more private study time than is the case with most students in most schools. Full-time students can normally expect a minimum of 17 hours per week of classroom-based learning. All courses, however, will require a commitment of at least 15 additional hours of private study, both at College and at home. Some students will finish earlier than 4.15pm on some days. Lessons will typically last 80/90 minutes. However, there will be flexibility built into this to allow for project-based learning as described above. For example, two 90 minutes lessons could be combined into a longer period of time to enable this project-based learning to take place. Timetabling will allow access to the enrichment programme within the College day alongside lessons and after the end of the 'normal' College day.

Lesson times on Monday, Tuesday and Friday will be:

Lesson 1 - 9.15 am - 10.35 am

Lesson 2 - 10.50 am - 12.20 pm

Lesson 3 - 12.25 pm - 1.10 pm

Lesson 4 - 1.10 pm - 1.55 pm

Lesson 5 - 1.55 pm - 2.40 pm

Lesson 6 - 2.45 pm - 4.15 pm

Lesson times on Wednesday will be:

Lesson 1 - 9.15 am - 10.35 am

Lesson 2 - 10.50 am - 12.20 pm

Lesson 3 - 12.25 pm - 1.05 pm

Lesson 4 - 1.10 pm - 1.50 pm

Lesson 5 - 1.55 pm - 3.25 pm

Lesson 6 - 3.35 pm - 4.15 pm

Lesson times on Thursday will be:

Lesson 1 - 9.15 am - 10.35 am

Lesson 2 - 10.50 am - 12.20 pm

Lesson 3 - A2 Tutor - 12.25 pm - 1.10 pm

(Lunch is generally taken during Lesson 3 or 4)

Lesson 4 - AS Tutor - 1.10 pm - 1.55 pm

Lesson 5 - AS Tutor - 1.55 pm - 2.40 pm

Lesson 6 - 2.45 pm - 4.15 pm

In order to make full use of Academy freedoms, we will have a significant degree of flexibility with regard to the length of the day and year, such as teaching classes in the evenings and outside the 'normal' academic year.

Assessing and meeting the needs of all students

Tutorial support

All students will be assigned a personal tutor who will usually be one of their teachers. Personal tutors will have the following responsibilities:

- Supporting learning
- Tackling absenteeism
- Developing student confidence
- Reviewing progress and Individual Learning Plans
- Developing learning skills
- Writing references for higher education

Tutor groups will each have between 15 and 20 students. A programme of tutorial sessions will be

provided centrally to ensure all students address issues associated with, for example, equality, diversity and inclusion, e-safety, propaganda, radicalisation and extremism, drug and alcohol awareness, and healthy eating and exercise. All tutors will also support students with progression into higher education and into employment. For A2 and AS students, the tutorial sessions will be timetabled as indicated above. For vocational courses, tutorials will take place at an appropriate time in the week.

Student Support

Student Services provision at the College will take account of local deprivation with a staff team demonstrating understanding, empathy, and identifying solutions to overcome barriers to learning. Student Services will provide advice, guidance and support including:

- Careers support
- Counselling
- Mental health support
- Support with personal issues
- Support with health issues
- Financial support

Learning Support and Learning Services and Centres: how they will support students with SEND

The College will meet the needs of all students within a culture of inclusion and high aspiration. Students with specific learning difficulties such as dyslexia, dyspraxia, dyscalculia, dysgraphia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and slow processing disorder will be welcomed and offered support to reach their full learning potential. The College will recognise that students with specific learning difficulties (SpLD) often have a combination of the above alongside difficulties with processing information and problems with short term memory. All of these can cause anxiety, especially during pressurised times of study and exams. The College will provide outstanding teaching and learning with an outcome focus, making all the necessary adjustments to break down barriers to learning for individual students.

All students with SpLD will be:

- Invited to meet staff in Learning Services as shown in the staffing structure as 0.8 fte Learning Services staff, where they will be offered 1:1 study tuition. Study tutors will be trained to support students to develop strategies to reduce the impact that their conditions have on their learning. Study tutors will liaise with students' teachers to ensure that best practice is consistent across their programmes of study.
- Assessed for entitlement to exams access arrangements.
- Offered dyslexia screening to highlight areas of weakness. If the screening results suggest dyslexic tendencies, those wishing to go into higher education will be advised to obtain a dyslexia diagnosis through the Cornwall Dyslexia Association.
- Offered loans of assistive technology such as Dictaphones and voice activated software. All College computers will have accessible software.

The Learning Centres (part of the Learning Services) will be a learning resource provided for all

students. These multi-purpose, open access environments will enable students to study at a pace and style appropriate to their needs. Each Learning Centre will be equipped with computers and printers and staffed by friendly learning (including e-learning) assistants who can help students with general queries, finding/accessing appropriate resources, and IT support. These will be interactive, comfortable working environments. The Learning Centres will hold relevant collections of books, journals, DVDs and CDs as well as electronic access to books, online journals and databases via the College Intranet Virtual Learning Environment (Moodle).

As noted above, the College will invest in a robust IT infrastructure to ensure courses have well-resourced and interactive online learning to support more traditional classroom based learning. TPC was one of the pioneers of Moodle in the sector supported by a substantial European Social fund bid and has developed extensive experience in delivering and developing online resources. This expertise will be exploited at CC and all courses on offer will link to a well populated virtual learning site. This will ensure ICT is embedded within the curriculum and used to deliver discrete or complementary teaching, learning and assessment.

ICT resources will be carefully planned in order to meet students' needs and to overcome access problems to ICT equipment of the sort so commonly found within areas of high deprivation such as Bodmin. Opening hours of ICT resources will go beyond the standard College day to facilitate private study for students with no PC or internet access.

Careers Guidance

TPC has received the Investor in Careers Award in recognition of the comprehensive service which it provides. In CC we will offer impartial, supportive, timely and informal careers guidance to all students. Students will have an entitlement to careers education and guidance from Personal Tutors and Course Teachers, Programme Team Leaders and Careers Advisers from Careers South West. We will also conduct individual interviews with students, work in close partnership with Careers South West, careers advisers and offer workshops to tutor groups. Students will have the opportunity to discuss their personal progression routes and receive support in making decisions appropriate to their needs. Students will find a range of careers literature and software available in the Student Services area and resources areas around the College. College careers staff will be well-qualified, receive regular training and participate in many initiatives in this fast changing field.

Looked after young people

We recognise that the lives of children looked after (CLA) are often characterised by instability, especially that:

- they spend too much time out of education
- they do not have sufficient help with their education if they fall behind
- primary carers are often not expected or equipped to provide sufficient support and encouragement for learning and development
- they have unmet emotional, mental and physical health needs

For students looked after by a Local Authority the College will work closely with the relevant Safeguarding Board and services to ensure smooth transition onto college courses for CLA. Once

on programme the College's Safeguarding Assistant will act as the central point for ongoing communications regarding students' progress with the Council's safeguarding team, social workers and carers. The work will be supported and informed through the programme tutors and learning mentors who prioritise the close monitoring of attendance, academic progress and general wellbeing of CLA. Supporting this will be automated reports on attendance and progress. This will ensure CLA receive timely intervention and support if needed, in addition to keeping relevant County staff updated.

We will put in place for all looked after young people a Personal Education Plan (PEP) which will:

- be a comprehensive and enduring record of the student's experience, progress and achievement
- be linked to information in other education plans, including any EHCP
- identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- set long term plans and educational targets and aspirations e.g. in relation to examinations, further and higher education, work experience and career plans and aspirations
- document identified actions for specific individuals intended to support the achievement of agreed targets
- highlight access to one-to-one tuition and how this will make/has made a difference to achievement levels.

Free School Meals

We recognise that where a student is in receipt of a free school meal (FSM) that this may indicate that there is an added risk of that student underperforming. However, we do also recognise that for many students in receipt of a FSM, they will perform as well or indeed better than their peers. Given these provisos, we think that it is important that we flag students in receipt of FSM within the College Individual Learning plans and the College's management information systems. This will help to generate monthly progress reports to ensure that learning mentors and tutors can make swift interventions and provide support where necessary. These students will be supported to access the opportunities afforded within the enrichment programme, which will assist in the development of personal skills such as confidence building and access to inspirational and aspirational events. The percentage of disadvantaged pupils in North and East Cornwall is typically around the national average with Bodmin, the proposed location of the College, being significantly higher at nearly 3% above the national average. Furthermore, disadvantaged pupils in all seven secondary schools in North and East Cornwall have low outcomes and Bodmin, in common with all six other North East Cornwall Schools has three year attainment averages below national rates.

Safeguarding

The College will be committed to safeguarding and promoting the welfare of young people and vulnerable adults and will expect all staff and volunteers to share this commitment. The College will have a child protection and safeguarding policy and appropriate procedures in place. All staff,

including volunteers and Governors/Trustees, will ensure that they are aware of the procedures. Sometimes, the College may need to share information and work in partnership with other agencies, when there are concerns about a young person's or vulnerable adult's welfare. The College will ensure that concerns about young people and vulnerable adults are discussed with his/her parents/carers first (as appropriate), unless there is reason to believe that such a move would be contrary to young person's or vulnerable adult's welfare. We will be especially vigilant with regard to the development and embedding of British values. As part of the programme of tutorial sessions, we will ensure that all students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

There will be a particular emphasis on ensuring that all our students develop values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

We will focus on, and will be able to demonstrate fully how our work with students is effective in, embedding fundamental British values. Actively promoting will also mean challenging students, staff or parents/carers expressing opinions contrary to fundamental British values.

We will take on board fully the responsibilities as set out in 'The Prevent duty. Departmental advice for schools and childcare providers.' (DfE June 2015). We will provide training to all staff so they are able to identify young people who may be vulnerable to radicalisation, and know what to do when they are identified. We will see the protection of our students from the risk of radicalisation as part of our wider safeguarding duties.

As described above, we will build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We will not stop students debating controversial issues. Indeed, we will provide a safe space in which young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. More particularly, we will focus on four key areas in our efforts: risk assessment, working in partnership, staff training and IT policies and will provide professional development for all our staff in these areas.

We will also ensure that students are encouraged to respect other people and that no student is discriminated against contrary to the Equality Act 2010. We will actively promote the fundamental British values as noted above, and will encourage all students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

We will draw up the relevant policies and implement them effectively, and will have effective risk assessments in place to safeguard and promote students' welfare. These policies will take full account of all legislation and guidelines in place, including at the time of the opening of the College.

Students requiring literacy recovery/intervention (including English as an additional language)

Specialist English and maths teams together with a Learning Services team will focus support on improving English and mathematics skills with a diagnostic assessment to better identify initial levels. Dedicated staff will be available to support students with a range of study skills including English and maths. Teaching will be personalised using initial BKSB diagnostic assessment to target set and to support progress monitoring.

As described elsewhere, all students who have not achieved on entry into the College at least a grade C in English and maths will be required to undertake a GCSE in English and maths. All those students who have not achieved at least a grade D English and maths will be required to undertake a Functional Skills course/qualification in English and/or maths. Such courses may also be appropriate for those students for whom English is an additional language.

With specific regard to those students who have English as an additional language, we will build on our expertise and experience from the specialised classes which TPC has provided for some time to support adults and young people who have English as an additional language. TPC provides such classes for all levels from beginners to advanced. Our classes have a communicative approach while also focusing on improving reading, writing, speaking and listening.

Therefore, our approach to supporting students with EAL will help these students to achieve their full potential including helping these students to address gaps in their knowledge of how academic language works in English. This will be relevant to those students who are recent arrivals into the UK and those students who have been in the UK for longer periods. This support will be provided by staff from the Learning Services team which will be part of the Students Services provision. More particularly, students will be able to access small group and/or one to one support from the staff within the Learning Services team as and when individual students need it. For example, a student might need some support with a particular aspect of a course where there are particular challenges for a student with EAL in the subject-specific language used. This could take place before or after a lesson or series of lessons where there is a need for a good knowledge and understanding of some subject-specific language.

As part of an inclusive approach to teaching and learning, we will also provide professional development to staff to enable them to help individual students with EAL in their lessons and to liaise effectively with those staff from the Learning Services who may be providing extra support for individual students.

Student Behaviour

All students will be expected to comply with the student code of conduct as follows:

- Attend lessons and other programmed events regularly and punctually
- Inform their Teacher or Personal Tutor as soon as practicable if for any reason they are unable to attend a lesson or other programmed event
- Use College facilities and behave generally in a way which respects the needs and aspirations of others to learn, teach and live within the community of the College
- Familiarise themselves with the College's Health and Safety and other regulations, and comply with these and act at all times with due regard for their own safety and that of others
- Respect the property of the College, and of its staff, students and visitors
- Support staff and other students in the maintenance of a clean and tidy environment throughout the College
- Follow the reasonable instructions of members of the College staff.

The most able (gifted and talented)

We will adopt a flexible approach to meeting the needs of the most able/gifted and talented students to ensure that they progress at an appropriate rate. This will take place via extending work in terms of pace and challenge and breadth and depth.

Students will be identified for intervention using the following methods:

- Any valid and relevant information available prior to joining our College
- Teacher formative assessment
- Standard tests in various subjects and teacher summative assessment

Our approach to supporting students who are the most able/gifted and talented will form part of our ethos of enabling every young person to reach his or her full potential. We will ensure that individual students' strengths as well as areas for development are identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any students' emerging strengths are not missed.

The identification of the most able/gifted and talented students will make use of recognised student characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

The Students Services Co-ordinator will maintain a register of the most able/gifted and talented students. We will apply expertise developed around the needs of the most able/gifted and talented students through engagement with the National Association for Gifted Children.

In particular, for the most able/gifted and talented students, we will foster higher level skills through independent and vocational learning, including when undertaking work placements. This will include such higher level skills as synthesis (finding and organising) and evaluation. We will also nurture academic and vocational strengths such as mathematical or linguistic ability alongside

performance talent in art or sport through provision which incorporates enrichment and extension activities, and the opportunity for students to use their strengths for the benefit of others, for example as learning mentors as part of personal development.

Our most able students will also find many opportunities for their further development and enrichment in our enrichment programme as detailed in this application. For example, the Medics' Academy will help students to develop the skills and knowledge needed to make a strong application to a Medical School.

We will also provide support to those students who are considering applying to Oxford or Cambridge Universities. In particular, following the AS exam results, dedicated support will be provided to those students with the desire and high grades required to apply to Oxford and Cambridge Universities. Support will vary according to individual needs. However it will typically include: personalised UCAS advice; interview preparation; entrance exam support; and mock interviews. In addition, we will contact our past students who are now studying at these Universities to seek their support and encouragement for our current students in their applications through informal sessions in school and via online communication.

Research has highlighted that students who attended the Sutton Trust summer schools were more likely to engage in the higher education application process and were more likely to be successful in their applications to leading universities than their counterparts matched by academic achievements and socio-economic status. We will therefore encourage our students to attend these summer schools which take place at the majority of the Russell Group universities. Each university will offer different experiences at these events according to their specialities and facilities. There are also similar opportunities including the 'UNIQ' scheme through the University of Oxford.

The role of the Students Services Co-ordinator

Our Students Services Co-ordinator will advise and provide information about a wide range of issues related to students' support needs (personal and educational), health and welfare. This person will take on the more common role of the SENCo in schools for pupils aged 4-16. She/he will coordinate the work of the Student Services staff and Learning Services staff.

To help students with all of their access and support requirements, the Students Services Co-ordinator could be approached before students begin their studies or at any time during their programme. For example, our Students Services Co-ordinator will be able to provide specific guidance on the Disabled Student's Allowance (DSA) and a wide range of other specialist support services and opportunities for those students who may have a disability, have mental health difficulties, have long term conditions or have specific learning difficulties including those listed above. We will have direct links with local National Network of Assessment Centres and can arrange appointments with these agencies when students notify us that they have been awarded a DSA.

Our Students Services Co-ordinator will be happy to offer support to students if they are experiencing health-related difficulties, personal problems, or personal distress or accommodation problems. Our Students Services Co-ordinator will also provide specialist guidance to more mature students.

In addition to the Students Services Co-ordinator offering students direct support, he/she can refer students (as appropriate) to other members of staff who can help students with, for example, study skills development. We will also facilitate, where needed, access to educational psychologists, notetakers and other educational professionals such as ADHD coaches and student counsellors with specific expertise in particular areas such as financial advice and counselling.

All the services and advice facilitated by the Students Services Co-ordinator and Students Services and Learning Services staff will be provided within a formal confidentiality framework. When required and with students' agreements, the team can work with individual students to propose reasonable adjustments to be made to how students are taught, how they learn and how they are assessed, to ensure that students achieve well and make the most of their time at CC.

Students will be allocated a Personal Tutor who will be their first point of contact for any non-curriculum-specific pastoral advice and will work with students to monitor their progress. Therefore, the Students Services Co-ordinator will have a pivotal role in ensuring that all students will have the greatest opportunity to access the learning and professional development experiences offered by the College and so be able to develop their skills, expertise and knowledge. To do this, the Students Services Co-ordinator will work closely with the Personal Tutors.

Students with an Education and Health Care Plan (EHCP)

As set out in the Children and Families Act 2014, we will completely fulfil our duties: to cooperate with a Local Authority on arrangements for young people with SEND; to admit young people with SEND if their EHCP names our College; and to use our best endeavours to secure the special educational provision which the young person needs. This will include all the situations when a young person with an EHCP continues into post-16 education, their EHCP will stay in place assuming it is still needed. We will work closely with our colleagues in schools to ensure that the relevant information about young people with EHCPs is transferred to us effectively and efficiently.

We will take full account of changes to an EHCP arising from its review leading into the young person moving into our College. We will do this by working closely with the school before and after the review takes place before 31 March in the calendar year of the transfer.

We will work closely with Careers Services to support young people with an EHCP. This will include working with these Services to help these students to make successful transitions to post-school education, training or work, including: details of local and national voluntary organisations; information about other Colleges and the qualifications they offer; information about study programmes, including apprenticeships or supported internships; and information about applying to university and finding out what support students may be/ are entitled to.

Throughout, we will encourage young people with EHCPs to make decisions, and develop skills and qualifications that will enable them to achieve their aspirations and move into adulthood with confidence. This will include making sure that they have a significant say in the support they receive as part of their EHC plan, and to help them achieve their aspirations such as going to university or progressing into sustainable employment. We will take full account of what young people have to say and give weight to their views, opinions and aspirations. For example, we will help them to access any mediation services, if they think that they need some external support in

working with us to make appropriate decisions about their current and future programmes of study and education and employment opportunities.

Transition arrangements

When students enter the College, we will have in place effective strategies to support them, including an initial review in September to ensure that students are enrolled on the most appropriate programme. This will include students undertaking a BKSB initial assessment to assess their literacy and numeracy skills. The outcomes of these assessments will be used alongside GCSE results to ensure the appropriate level is being followed. The diagnostic tools will also be used to identify literacy and numeracy targets for students.

Most crucially, all our approaches to learning and assessment will be linked to our ongoing assessment processes, especially the initial assessments during induction. During these initial assessments all students will undertake a 'skills for life' profile to assess each student's functional literacy and numeracy levels. This will build on information already gathered via the Confidential Additional Learning Support Referral Form/Medical Form to be completed at interview in addition to information which may have been received from the schools, Careers South West, the County Audiology and Visual Impairment Services, and any other partner providers who hold relevant information about individual students' needs. Highly sensitive or confidential information will be available to the appropriate staff who teach the student in question via the College's MIS system. Individual Support Plans will be developed in readiness for students in response to their initial profile which might include classroom support and 1-1 support in study centres.

There will be in place effective strategies to support students when they leave our College. As described more fully elsewhere in this document, we will offer impartial, supportive, timely and informal careers guidance to all students.

See also the details included about transition which refer specifically to those students with EHCPs.

Our enrichment programme

TPC has extensive experience of running a very comprehensive enrichment programme within TPC. They will therefore bring to CC this experience and will reproduce many of the successful programmes already in place in TPC.

Academies

All students wanting to join an Academy will firstly be registered on a full-time programme of study. This might be a vocational course such as a Level 3 Extended Diploma or an A Level programme. The flexibility of the Academy programme will enable students to access these opportunities as much as possible without interfering with their other studies.

The programme will encompass skills associated with sporting and academic activities, especially as these will help students' progression and employment. Examples of these enrichment activities will be:

- The Medics' Academy will aim to inform, encourage and inspire students into medicine related careers. This will be run in partnership with Peninsula Medical School students as part of the Widening Access to Medical School (WAMS) initiative. This wholly student led organisation aims to inform, encourage and inspire students into medicine. The Medics' Academy will prepare students for a future application to a degree in medicine.
- The Academic Academy, with presentations by nationally renowned academics and experts, will aim to increase students' intellectual curiosity and confidence. It will consist of a thirty week programme of lectures and seminars designed to stretch, challenge and provide support to students in ways that will support applications to the most competitive universities, including Cambridge and Oxford Universities. There will also be specialist support for applications to these Universities. Students will also be encouraged to compete in national competitions, building on the success that TPC has already experienced in Olympiads, UK/World skills events, and Oxford and Cambridge Debating competitions. For example, in 2014 two Truro and Penwith College students reached the Oxford Union finals of the largest debating competition in the world, known as 'Oxford Schools' beating many notable selective institutions en route. This competition, offers students the chance to develop their skills and confidence in public speaking, thoughtful argumentation and analytical problem solving.
- The STEM Academy will be an enrichment programme that will allow all STEM students the opportunity to extend their enjoyment of STEM subjects beyond the classroom. In doing so, students will not only improve their subject knowledge but develop interpersonal and employability skills that facilitate their progression onto HE, apprenticeships or employment. During the 1st year of study at college students will attend a lecture series of broad based STEM topics ranging from Astrophysics to Zoology and evolution. Students will then select a subject specific tutorial which allows them to engage with their chosen disciplines to add depth of knowledge/understanding and to work towards entering national and international competitions which include; Biology, Chemistry and Physics Olympiads, Raspberry Pi programming, Green Power Car design and Senior Maths Challenges. Additionally, students will be supported through applications for Sutton Trust Summer Schools, Nuffield Research placements, Gold Crest Awards and submissions to the regional Big Bang Fair. The first year of the Academy programme will culminate in a STEM careers speed-networking event at which students will meet with a diverse range of STEM employers to discuss careers and plan for progression to STEM employment. During their second year at college, STEM Academy students will attend dedicated sessions, run by experienced STEM mentors, to support completion of their Biology, Chemistry and physics Olympiads; STEP, AEA and BMAT exams; and discuss wider reading and research to aid progression to the most competitive Universities.
- Netball Academy. Players have the opportunity of netball related activities including work on skills, tactics, and fitness, match play, and match analysis. All students have the opportunity to develop their own personal performance. Students will also be encouraged to be involved in coaching and umpiring opportunities.

- Rugby Academy. The Rugby Academy will cater for a range of abilities. Players will have up to eight hours per week of rugby related activities, which will include theory sessions, coaching, video analysis, fitness sessions, skills work and weight training.
- There will also be a Football Development Programme for female and male footballers where players will have up to six hours a week of football related activities, which will include theory sessions, coaching, fitness sessions, skills work and post-match analysis, in addition to competitive matches.

The sporting Academies, with an initial focus on Football, Netball and Rugby as noted above, will encourage sporting participation at all levels including elite skill development and the promotion of recreation, health and wellbeing. Other area specific Academies will be introduced based on demand including potentially music, those related specifically to the 'STEM' subjects, enterprise, debating, computing/programming and English. These will enable students to work in groups to develop their interpersonal skills, and acquire knowledge and understanding of particular topics which could be related to particular subjects within their programmes of study or where students want to develop an interest outside their College studies.

Study Plus

Students will also be able to choose from a wide range of activities which will form our 'Study Plus' programme which will be offered throughout the week. These activities will add to the breadth and depth of students' experiences and so could then be included in their CVs or university applications. These activities will also give the students a break from their other studies and enable them to meet people from other courses. The students will also be able to follow an activity that complements their existing study or discover something entirely new. There will be many activities on offer including drama, driving theory, information technology, languages, music and photography.

The Duke of Edinburgh's Award

The Duke of Edinburgh's Award is universally recognised as one of, if not the best, programme for the personal development of young people. The Award will enable the students to experience an enjoyable, challenging and rewarding programme of personal development. Taking part will build students' confidence and develop their self-esteem. The students will have to demonstrate persistence and commitment with the programme then having a lasting impact on their attitudes and outlook. The students will complete different types of activity to achieve the Award including volunteering, physical, skills, expedition and residential experiences.

Employability and Work Experience

The acquisition of additional skills to promote employability and/or progression to higher education will be prioritised through tutorial support and through College organised work experience. In particular, the vocational subjects will promote student engagement in competitions to provide stretch and challenge and to aid development of higher level skills. Work experience will be made available to all either through vocationally relevant placements or within the voluntary and community sector.

CC will use the experience and relationships with employers already developed by TPC to provide work experience which will be an integral part of the College curriculum and so will be invaluable as students hone their skills and gain experience in the field that they want to qualify to work in. This will be offered at the College in all vocational subject areas and will enrich the learning opportunities for the students.

One example of a recent work experience placement was where a Level 3 Health and Social Care Extended Diploma student demonstrated outstanding dedication and commitment to his/her work experience placement at a rural activity resource centre for adults with additional needs, and which specialises in day care provision from 18 years upwards primarily. This student gained this long term placement after showing a keen interest in art therapy and the numerous activities offered at the centre.

As described above, various enrichment activities will also add to the development of students' wider work-related skills and work experience such as the Duke of Edinburgh Award above and the various Academies and sports development programmes.

Section D2

Assessment, Progress Monitoring and Data Tracking systems

CC will be implementing tried and tested approaches to self-assessment and driving improvement. We have already demonstrated clearly that these approaches have been instrumental in ensuring that TPC has established itself as one of the highest performing Colleges in the region and nationally as measured by students' progress and attainment. In particular, this has been evidenced by the highly statistically significant level 3 value added year on year reaching the highest of any college in the sector for 2014. It was through the use of these approaches to self-assessment and driving improvement which proved so successful in turning around the inadequate Penwith College.

One of the key drivers of ensuring that CC will also become a high performing College will be an academic and pastoral tutorial system built around support, target setting and value added for individual students. In this key aspect of CC's provision, we will build on the extensive experience through the use of already established and fully embedded systems in TPC across both CC and TPC. These systems will focus not only on the development of personal learning and thinking skills (PLTs) but also on value added. These combine commercially available software such as ALPS with in house systems which measure student progress and, significantly, measure the success of initial advice and guidance. The value added system used in CC will exploit TPC's existing developed systems.

TPC has pioneered using value added data in the setting of aspirational targets. Therefore, in CC student performance will be driven against these targets with timely intervention and support to address any individual student underperformance. There will also be a focus on the performance of groups of students such as those who have, in the past, underperformed, including those who may be at risk of becoming 'not in education, employment, or training' ('NEET').

As is now the case with TPC, CC will similarly exploit propriety software (ALPS and ALIS) and L3 value added to benchmark the College's performance. We will also use TPC's developed in-house systems to calculate aspirational top quartile targets for students. The personal tutorial process will ensure that these individual students' targets are revisited on a half termly basis to ensure that there is in place timely support and the appropriate involvement of parent/carers, as required. This value added approach is already embedded in TPC's systems and will be used as the key performance measure for student progress and in challenging staff underperformance. CPD and parents'/carers' evenings will ensure it is well understood and supported by staff and parents/carers. Senior managers will promote and explain its methodology to students and parents/carers in the parents' evening held in early September of each academic year so that there is a full understanding of our approaches and so ensures that we are all working to a common agenda. The student monitoring and reporting system, including regular tutorials with students, will ensure that all concerned revisit progress against target grades. Progress evenings will be termly and within two weeks of progress reports.

Learning and assessment will be linked to students' individual learning plans with student progress being tracked against their minimum target and aspirational grades. All students will meet with their teachers and personal tutors to develop their Individual Learning Plans. Minimum and aspirational targets will be agreed, monitored and graded based on student effort and performance, taking into account assessment of students' work. Assessment will be rigorous and feedback to students, parents/carers and other stakeholders will be thorough and timely. All courses will integrate assessment into schemes of work and so ensure consistency across curriculum teams.

The individual Learning Plan cycle will include an initial review in September to ensure students are enrolled on the most appropriate programme. Progress reviews will take place in November and March. All students will have an electronic planning and review record to be used by staff to inform the most appropriate approaches to learning and assessment for individual students. Teachers in their role as personal tutors will also use these in order to identify support needs and remove barriers to students. Reports to parents/carers will help to form the basis of consultation evening discussions. Parents/carers will have access to live attendance data and reports through the management information system (MIS) to further improve access to information. Clearly, we will have in place the appropriate security mechanisms to ensure confidentiality.

The College's Assessment Policy for students will aim to ensure students are informed of their progress and so help to maximise their chances of success in their learning; some key aspects of the policy's procedures will include timeliness and quality of feedback to students, meeting individual needs through targeted support and aligning with awarding body requirements. The implementation of the assessment policy will be monitored through student surveys, observation of teaching sessions, the course review and self- assessment process, and Lead Internal Verification and External Verification Moderation reports. External verification will take place in all vocational programmes. This will ensure that the quality of students work and assessment applied is consistent with Exam board regulations and standards. Where areas for development are identified, these will be actioned to improve provision. This approach will be integral to the annual quality cycle which will be rich on the student experience and is explained immediately below.

Measuring and improving teaching, learning and assessment

The College will have a clear focus on its primary role of delivering high quality teaching and learning. Three key performance indicators will be analysed to assess performance: students' views, lesson observation and students' outcomes. The College will use its own value added system for appraising staff performance which will combine retention and target grades. A staff development programme will develop further staff's teaching, learning and assessment skills as part of a continuous improvement cycle. Students' views (as detailed below) will be supported by lesson observations. There will be an annual formal lesson observation process from all staff involved in the direct teaching and support of students with observations carried out by the Programme Team Leader or Deputy Team Leader for that area. This process will be based on the OfSTED inspection framework. These observations will result in individual actions for improvement being set out for staff. For any observation graded 3 or below a second observation will be undertaken within a month. SMT will co-observe across programme areas to moderate grades. Consistent underperformance will trigger a capability procedure. There will also be regular ungraded 'learning walks' undertaken in each area. Programme Team Leaders will analyse all observations within the area and highlight common strengths and areas for development. This process will inform the areas self- assessment report.

Lesson observations along with student voice and analysis of the learner outcomes will inform the College's strategy for improvement for the following year. Student outcomes such as attendance, retention, success and value added achievement using performance against whole College minimum target grades as a measure, will be analysed by class, course and individual teacher.

The College will offer professional development to staff throughout the year to improve their practice. Based on our previous experience at TPC, we anticipate that this will include professional development related to the following aspects of practice:

- Classroom management and behaviour: a practical focus on ways of maintaining a positive learning environment and dealing with challenging situations.
- Practical strategies for active learning: this session will incorporate a wide range of ideas to promote active learning, including starter and plenary tasks.
- Asking questions, getting answers: This session will focus on the strengths and weaknesses of a range of questioning techniques, and will include suggestions of how to develop colleagues' questioning.
- Lesson planning, schemes of work and observations: a session aimed at how to plan effective, engaging courses and lessons, along with tips on lesson observations.
- Stretch, challenge and support – differentiation: this session will have a strong focus on how to plan and implement strategies for keeping a whole class engaged, from students requiring extra support to stretching the most able.
- Embedding equality and diversity into classes and courses: with an increasing focus on the promotion of equality and diversity in every aspect of modern curricula, this session will examine practical ways in which this can be achieved in lessons.

CC will initially appoint one Quality Development Co-ordinator to work with identified programme area teams to support in improving teaching and learning. The exact activities undertaken with

each team will depend on the specific needs identified through the student voice process, the outcomes of the observations of teaching sessions, and students' outcomes analysis. Activities could include mentoring individual staff identified through, for example the observation process, and to undertake additional developmental observations. Programme Team Leaders will also offer bespoke professional development for programme areas and also generic cross College professional development events.

Mini curriculum inspections will include observations of teaching sessions undertaken by internal and external Ofsted trained inspectors, SMT, and Quality Development Co-ordinators. These will take place to ensure that self-assessment and quality monitoring is robust and accurate.

Student and Parental engagement

CC will actively engage with a wide range of stakeholders as part of a clear strategy for continuous improvement. Feedback from stakeholder engagement will be closely analysed and will inform a clear strategy for continuous improvement. The outcomes of all student engagement activities will be monitored by the Senior Management Team. Mechanisms for engagement will include:

- Online Autumn Survey for students
- Student evaluations of teaching and learning, including tutorials
- Online Cross College Survey for all students
- Learning Resources survey
- Student voice focus groups held by SMT and Personal Tutors
- Governors/Trustees meet groups of students
- Evaluations of Student Services talks and workshops
- Suggestion boxes at reception desks
- Staff Surveys
- Student Council meetings and minutes

The online Moodle Autumn survey will focus on information advice and guidance provided at enrolment, induction and the quality of teaching and support provided to date. Different formats of surveys will be produced to meet the needs of students with SEND. The results will be published and analysed by SMT and also by Team Leaders across the college. 'You said – We did' posters and intranet postings will be used as a mechanism for feedback to staff and students for a variety of questionnaires and surveys.

The students' evaluations of teaching and learning survey will also be completed during the spring term for each full time course a student undertakes. For example an AS student will review the quality of teaching and learning in each of their AS subjects. The results will be analysed by class, course and programme area. Where the response to a question indicates that 85% or fewer of the students in a class are not satisfied then staff will be required to implement an action plan to address the issue(s). The overall satisfaction with the quality of teaching for the class will be recorded on the member of staff's MIS data page along with retention, success rate and value added data for the class; this data will inform future staff appraisals. At course level, the survey data will be used to inform the course self-assessment report. Two Student Voice meetings will be

conducted each year in every programme area, one of which will be personally conducted by a member of the Senior Management Team.

A cross College survey will focus on cross College support including Student Services (careers and pastoral support), Study centres and libraries, I.T., catering, the College shop, and College premises. Feedback will inform support teams' self-assessment reports.

Students will be involved in evaluating College marketing publications and the effectiveness of the website. An advisory group will be established to evaluate the work of the Student Services provision across the College. An equality and diversity student advisory group will be set up.

Parental involvement will be encouraged through Parent/Carer Welcome Information Evenings, online parental access to student attendance, e-communication with parents/carers and regular progress evenings to report on student performance.

Targets for student performance and how we will achieve them

Whole College targets

CC will employ a range of measures to assess the impact of our work and to validate our mission. These will be ambitious and realistic for our College as a whole and for all our students as individuals. These will include ambitious and realistic targets for student performance, behaviour and attendance and will be clearly related to vision and associated aims as set out in Section C above. We will employ a range of strategies to achieve these targets as has been set out in the rest of this document including in Section D1 immediately above.

As the details of the national accountability framework for all schools become clearer as related to post-16 provision, we will take these into account when revisiting these whole College targets. The targets we set out here will address these accountability measures which we anticipate will be confirmed. The five headline measures identified by the DfE related to post 16 are:

- Progress (a value added progress measure for academic and Applied General qualifications and a completion and attainment measure for Tech levels and substantial vocational qualifications at level 2)
- Attainment
- English and maths progress measure (for those students who have not achieved at least a grade C at the end of key stage 4)
- Retention
- Destinations

As noted above in Section C, our vision is that we will make a major contribution to the revitalisation of the local area through the delivery of a high quality post-16 educational experience and so address significant educational underperformance in the area. This will then improve the life chances of thousands of Cornish young people.

We will deliver this vision through the pursuit of the following four interrelated aims as noted above and the targets as listed here.

Attainment and achievement targets

<u>Measure</u>	<u>Target</u>
<u>A level qualifications</u>	
Average point score per A level student	Exceed national average by at least 30 points
% gaining at least 3 A level qualifications at	Exceed national average by at least 10%
% gaining at least one grade A* or A at A level	28% or higher
Average point score per examination entry	Exceed national average by at least 5 points
Value added score	Achieve a significantly positive value of at least
<u>Vocational qualifications</u>	
Average point score per vocational student	Exceed national average by at least 30 points
Average point score per vocational entry	Exceed national average by at least 5 points
% gaining grades DDD of above in the Extended Diploma	37% or higher
Value Added score	Achieve a significantly positive value of at least
<u>English and maths</u>	
90% or more of those students who enter the College without a GCSE in English and/or maths	
<u>Attendance</u>	
Attendance at a minimum of 90%	

- Recruit at least 80% of our target number of students each year.
- 15% of our students who leave the College at the age of 18 will gain a place at a 'Russell Group' University
- Recruit at least 90% of our target numbers in the 'STEM' subjects each year.
- Recruit enough students across the full range of courses/qualifications at Levels 2 and 3 we will offer as (e.g. as outlined in this application) to enable us to actually deliver at least 80% of these courses.
- Through the use of various measures of the quality of the delivery of our courses as described above (e.g. through lesson observations) at least 90% of our provision is deemed to be at least 'good'.
- Have an in-year retention rate of 95% or more for all students
- Have a 100% retention rate for students progressing from year 12 to year 13
- Through the use of surveys of students after they have left the College, there are at least 90% of respondents who describe the impact of their time at the College as being at least 'significant'.
- 90% of students progress into positive destinations as defined by higher education, further training/education, or sustainable employment as measured within 6 months of a student leaving the College.
- Through the use of surveys of those organisations who employ our students, at least a 90% of respondents describe the impact of their time at the College on the local economy as being at least 'significant'.

Section D3

Staffing structure

The table below outlines the staff structure needed to deliver the first five years of operation which will see the College reach full capacity. The proposed structure will ensure effective delivery of the curriculum plan. The structure is based on the current TPC model which has operated efficiently and effectively for 22 years achieving outstanding performance and value for money. Therefore, as CC builds to full capacity during its first five years of operation, there will be put in place the appropriate numbers of staff with the appropriate expertise and at the appropriate levels within the structure in order to deliver a high quality curriculum and teaching and learning experience to all our students from the moment the College opens.

We have therefore planned for an affordable staffing structure and appropriate phasing plans that will deliver a suitable curriculum plan during the period up to and including when the College is at full capacity. We have also planned for a situation where income was less than expected perhaps caused by a shortfall in student numbers compared with the target numbers set out above.

Year of operation		2017-18	2018-19	2019-20	2020-21	2021-22										
Number of students		150	300	680	1157	1280										
Category of staff	Post	Fte equivalent	Fte equivalent	Fte equivalent	Fte equivalent	Fte equivalent										
<u>Leadership</u>	Principal															
	Director of Curriculum and Quality															
	<u>Fte Totals</u>															
<u>Teaching staff</u>	Programme Team Leader															
	Deputy Programme Team Leader															
	Subject Leader															
	Teachers															
	<u>Fte Totals</u>															
<u>Student Support</u>	Students Services Co-ordinator															
	Student Services staff															
	Learning Services staff															
	Sports Coach															
	Learning Mentor															
	Technician															
	Learning Support Assistant															
	<u>Fte totals</u>															
<u>Administrative</u>	Business Manager															
	Receptionist/admin															
	Computer Services															
	Finance Assistant															
	Admin Assistant															
	Curriculum Admin															
	<u>Fte totals</u>															
<u>Premises</u>	Premises Manager															
	Premises Assistant															
	Cleaning															
	Fte totals															

<u>Catering</u>	Catering Manager	
	Catering Supervisor	
	Catering Assistant	
	<u>Fte totals</u>	
	<u>Fte Totals of all staff</u>	

Commentary on staffing structure

Assumptions regarding the staffing structure

We have based the staffing structure on a staffing model which we currently have in place for TPC. We are therefore confident that we will have in place for the period up to and including when the College reaches its full capacity the required numbers of staff to deliver our planned curriculum. For the numbers of staff, we have expressed these in the form of 1.0 fte. However, in practice, we will recruit a proportion of teachers, support, administrative, premises and catering staff at a proportion of this 1.0 fte. This will give us greater flexibility to respond to the various subjects and courses which we will offer in any one academic year. As we have done with TPC, we will also establish a 'bank' of staff, who we can call on at any one point in time and often at short notice to teach on particular courses/qualifications. This will help us to respond quickly to demand for a particular course/qualification as it arises.

Senior members of staff, such as the Principal, will have a teaching commitment as appropriate for the first two years of the College's operation.

Students will have on average 16 hours per week of 'face to face' contact with teachers, and teachers will deliver 24 hours of teaching per week.

The financial plan shows student-teacher and adult-teacher ratios which will enable us to deliver a high quality learning experience for all our students. These ratios take account of what we expect to be the key characteristics of our student population as described in Section D.

The senior leadership team

When the College is operating at its full capacity, the senior leadership team will consist of the following:

- The Principal
- The Director Curriculum and Quality
- The Student Services Co-ordinator
- The Business Manager.

The role of this group will be to provide the strategic vision and operational drive to put in place all that is required to promote and embed high quality provision into the College. This will cover all aspects of the student experience such as the quality of teaching and learning and students services. For example, this group of colleagues will put in place a rigorous system of the monitoring of the quality of provision including performance management of all staff, as described above.

The middle leadership group

When the College is operating at its full capacity, the middle leadership group will consist of the following:

- The Programme Teamer Leaders
- The Deputy Programme Team Leaders
- The Subject Leaders

The Middle Leadership will meet on a regular basis and will focus upon improving standards, and moderating standards and grades across the curriculum. They will also seek ways to ensure SEN students and the most able/gifted and talented students especially make progress. They will support teaching staff and develop training and induction courses for new staff.

Staff roles

Principal

We will appoint a strong leader who will lead the delivery of high quality education and is well respected by colleagues. ■■■ will be able to inspire staff, parents/carers and students; write and implement College policies, College self-evaluation plans and monitor College development plans. ■■■ will understand the process of work scrutiny measures and implement them in a fair and reasonable manner. We believe she/he should lead, develop and inspire all the elements of the College towards achieving its aims and goals.

The sponsor has identified [REDACTED], as the future Principal of CC. [REDACTED] and has been identified as possessing the key skills to be an outstanding [REDACTED].

The role of the college Principal will be to provide leadership, direction and strategic management to meet the College's mission to provide the best possible learning experience, leading to the highest possible level of achievements by students.

More specifically, [REDACTED] key duties and responsibilities will be

1. To provide effective and inspiring leadership for the College
2. To advise the Trustee on the educational character, activities and mission of the College and to implement the Corporation's policies and decisions
3. To act as the Chief Accounting Officer for the College, overseeing the preparation of annual estimates of income and expenditure and the effective and efficient management of resources
4. To promote the innovation and development of the curriculum to ensure the College delivers outstanding education and training and is continuously striving to improve provision
5. To evaluate and monitor the quality of education, training and services, to respond to student's views and other feedback and take action to enhance and enrich the student experience
6. To ensure that the College is dynamic and ready to meet the evolving needs of students and employers and is responsive to external changes
7. To build and sustain effective relationships with partners and stakeholders, to promote the interests of the College and ensure the College is appropriately represented in local, regional and national groups
8. To promote a culture that is supportive and inclusive, values diversity and provides opportunities for all students and staff to fulfil their potential
9. To motivate and encourage staff ensuring appropriate opportunities for staff development
10. To encourage good conduct and ensure appropriate implementation of disciplinary policies relating to students and to staff.
11. To maintain an awareness and understanding of relevant legislation and changes in the education sector and the potential implications and opportunities for the College
12. To be a member of the Board of Trustees and to develop an effective working relationship with the Chair and other Trustees
13. To fulfil the statutory responsibilities and other requirements including set out in the Funding Agreement

Main Purposes of Job:

- To play a full role in the senior management of the College.
- To take a lead in relation to certain activities. These will include curriculum planning, strategic planning, policy development in certain areas and leadership of all College-wide quality issues.
- To contribute to the work of the whole College in a variety of ways not specifically listed.
- To share with other members of the senior management team line management responsibility for team leaders and co-ordinators.
- To deputise for the Principal as required.

Specific Duties:

1. Curriculum:

- lead on planning for the implementation and delivery of the College curriculum
- lead on curriculum strategy, both in relation to national policy and local and partnership needs
- in consultation with the Principal, determine the number of course groups which operate
- lead Programme Team Leaders as they make their staffing arrangements
- liaise with external awarding bodies
- lead on arrangements for student assessment, monitoring and review
- oversee the provision of learning resources to support curriculum delivery.

2. Planning:

- play a lead role in bringing together and producing the College development plans, strategic plan, etc.
- contribute significantly to policy development in certain areas, including leading on the promotion of equality and diversity
- liaise with the Business manager and premises staff, to ensure efficient and effective use of buildings and rooms.

3. Quality:

- liaise with external quality agencies
- lead on the self-assessment review
- maintain detailed analysis of student achievements and to prepare results for presentations and publications as necessary
- monitor the work of external verifiers and similar activities
- liaise with all Awarding Bodies regarding achievements/appeals
- lead the College in its preparation for any inspections
- lead on the maintenance of College quality systems for student higher education references.

4. Students:

- play a full part in the operation of College marketing events
- participate in the programme of guidance interviews arranged for all full-time students
- accept responsibility for the maintenance of student discipline as appropriate

- respond to complaints and other issues as appropriate.

5. Line Management:

Act as Line Manager of a number of middle managers; including the Programme Team Leaders.

Programme Team Leader

Main purposes of role:

- provide individual support for students including information and guidance at the pre-enrolment stage, on-going support during students' course and preparing references and arranging careers help when a student moves on from College
- Lead a team of tutors to deliver high quality support to all students assigned to the team.
- Lead a team of staff and managing resources to organise and develop a broad range of high quality full and part-time courses associated with this curriculum area
- Lead the team's efforts to enhance recruitment, retention and achievement of students within the area.
- Ensure that the educational experience of students in the area is of the highest quality.

Specific Duties:

- be responsible for the delivery and development of an agreed programme of learning opportunities for full-time students and associated part-time provision.
- lead, co-ordinate and monitor a team of Personal Tutors, advising on standards, changes and developments in the area of work covered by the team.
- provide a programme of detailed monitoring of individual students needs and academic progress and, where appropriate, maintain contact with parents or others who have an interest in the progress of students.
- With other Programme Team Leaders, operate a student tracking mechanism in particular relation to early leaver analysis and student destination survey.
- play a major role in the interviewing, enrolment and induction of students and to establish personal knowledge of students and maintain detailed records in an agreed format.
- play a full part in the preparation and delivery of information to prospective students and participate in all activities associated with this including visits to schools, careers events, open days and evenings and publicity events.
- maintain close links with partner schools, careers service and other guidance agencies.
- maintain appropriate records and provide information as required by the senior management of the College.
- prepare an annual Development Plan for the team which reflects the College's strategic and operational plans.
- contribute fully to the College's strategic and curriculum planning process.
- take responsibility for a delegated budget and contribute to the overall management of College resources
- lead a team in the process of self-assessment of performance and to prepare the Programme Team Self-Assessment Report
- maintain and develop the quality of teaching and learning and to be responsible for observation of teaching.

Deputy Programme Team Leader

Specific Duties:

- undertake specific responsibility in the leadership of the area as agreed with the Programme Team Leader
- deputise for the Programme Team Leader in their absence
- represent the programme area at cross-College meetings etc., when required to do so.
- play a full part in the leadership of the curriculum area
- undertake any cross-College functions which the Principal may request from time to time.

Role:

The role of the Deputy Team Leaders will vary. This variety will reflect the different needs of different teams, the different size teams and the enthusiasm and strengths of particular individuals.

Particular tasks might include responsibility for a sub group of students or for a curriculum division of the programme area. One Deputy Team Leader from each area might be asked to take a lead on quality matters and to meet with other Deputy Team Leaders with the same role to form the College quality committee. The precise roles of each individual Deputy Team Leaders will be defined following discussion with the relevant Programme Team Leader and members of the senior management team.

Subject Leader

She/he will take responsibility for the leadership of a particular subject clustered within a particular programme area. He/she will therefore have responsibility for the provision of professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. She/he will have a vision for the subject, know how to improve the process of improvement within that subject especially with regard to the quality of teaching and learning and raising standards.

Teacher

Teachers will take responsibility for planning and delivering the curriculum, including individual students' programmes, and assessing students' progress against their targets. They will also work closely with support such as coaches, mentors and Learning Support Assistants, having an overview for these colleagues' work. Teachers will also take on the role of a personal tutor to a group of students.

Students Services Co-ordinator

Main purposes of role:

- play a full role in leading the Student Services provision
- take a lead in relation to Student Services initiatives
- contribute to the work of the whole College in a variety of ways not specifically included in the listing of responsibilities
- continually improve the quality of all Student Services.

Specific Duties:

- co-ordinate the Student Services Team and the Computer Services staff and manage a budget
- lead in the provision and development of Student Services, including attendance and related issues, allocation of bursaries/support funds and to work in partnership with agencies to provide relevant services
- lead on tutorial support
- monitor the provision of the Counselling Service, Mental Health Clinics, Health Clinics, and Careers Service
- take a lead on Safeguarding, Welfare and Disability issues across the College and to be a full and active member of the College's Safeguarding Team
- interview and provide advice and guidance for students across the College
- play a substantial role in the quality assurance process for UCAS applications
- deliver information sessions and workshops to potential students, existing students, staff and parents / carers on a variety of topics including Higher Education applications, applications to College, financial implications of being a student.

Student and Learning Services staff

These staff will provide advice as described above with regard to assessing and meeting students' needs with particular reference to: careers support; counselling; mental health support; support with personal and health issues; and financial support.

Staff within the Learning Centres will also help students with general queries, finding/accessing appropriate resources, and IT support. These will be interactive, comfortable working environments.

Sports coaches

They will take responsibility for leading on all sports coaching provision in the College including those within the 'Academies' as described above. They will also make the necessary arrangements for the use of sports coaching staff from outside the College.

Learning mentors

They will play a leading role in supporting students across the curriculum including those students with SEN. In particular, they will support students who may need extra help with their English and maths skills and those students who have English as an additional language. This will be a crucial part of the student Services provision.

Technicians

Technicians will provide support to their colleagues to have in place the required resources and equipment in order to deliver high quality teaching and learning. This will include the ongoing maintenance and correct storage of this equipment, e.g. in the case of the science curriculum. The technicians will liaise as needed with the appropriate colleagues in order to achieve this.

Learning Support Assistants

Learning Support Assistants will be part of the teaching team for group of students and so will be responsible to the teacher of that group. They will therefore work alongside teachers in the classroom to support teaching and learning activities. In particular, they will provide general

support to the teacher in the organisation and management of students and the classroom ensuring the appropriate support for each student dependant on their individual planned needs. They will also assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all students particularly helping to overcome individual students' barriers to learning including physical, emotional and behavioural difficulties.

Business Manager

The Business Manager will be responsible for five key areas: strategic leadership and management, finance and managing resources, human resources, estate management and marketing. She/he will overlook all strategies relating to risk management, resource management, personnel issues, contracts administration, managing employment contracts, ICT management, health and safety management and promoting the College with links to other schools/Academies and agencies, including business community and volunteer organisation links.

Administrative support staff

The administrative support team will have a crucial role in delivering our vision and reaching our pupil and whole-College targets. These colleagues will attend meetings which will address key issues associated with teaching and learning and raising standards so that they can consider their roles in this and what actions they might undertake to make important contributions to these core functions of the College. We will also require the members of this team to be multi-skilled and so very flexible in terms of the tasks they undertake so that, in particular, any staff absence does not lead to a significant reduction in the quality of the service they provide. In order to do this, we will put in place an in-house staffing development programme which will develop these varied skills.

All staff within the College will be responsible for promoting and safeguarding the welfare of all students.

If income were to be less than expected perhaps caused by a shortfall in student numbers compared with the target numbers, we are confident that we will be able to reduce as needed our numbers of staff without compromising the quality of our provision. See section G for more details of how we will do this.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Not applicable

Section E: Evidence of need – part 1

	2017				2018			
	A	B	C	D	A	B	C	D
Year 12	150	181		121%	150	165		110%
Year 13	0				150	181		121%
Totals	150	181		121%	300	346		115%

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

In this section we will show how we have built a case for our College. Please read this alongside details of the rationale for our College as set out in Section C.

We have built our case by taking account of four interrelated factors:

1. The higher quality and greater breadth of curriculum which we will provide
2. The shortfall of high quality places in the locality
3. Recruiting students who would otherwise have been ‘NEET’
4. Redistribution from Truro Campus to take account of the significantly reduced travelling time to Callywith

In doing this, we have tried to quantify the impact of each of these factors on the likely numbers of students which we will be able to recruit from year 1 of operation up to and including the point at which the College will be full. In doing this, we have demonstrated that there are enough young people in the locality of the appropriate ages who will be attracted to attend the new College. However, as we will argue towards the end of this section, we have been prudent in how quickly the College will grow, especially in its first three years of operation.

Crucial to our application and so as evidenced throughout, we will provide something different and of a higher quality and greater breadth than that which is currently provided in the area. We are confident that we can deliver this based on the fact that TPC is the only current provider with attainment and progress data consistently well above national rates and the College has continued to experience significant growth year on year, in total 445 students from 2012 to 2014.

As demonstrated in Section C above, DfE data underlines the low percentage, in North and East Cornwall of students obtaining three A levels and reflected in the “Cold spot” around the Bodmin area as identified in HEFCE “POLAR” (Participation of Local Areas) analysis. For Cornwall as a whole, the proportion of 15 year olds who progressed into higher education by the age of 19 during the 2005/06 and 2010/11 academic years was between 29.5% to 31.9% which is in quintile 2 where quintile 5 is the highest and quintile 1 is the lowest.

A shortage of available STEM provision is a particular problem that will be addressed. DfE performance tables highlight the fact that North and East Cornwall A Level entries in STEM subjects (Biology, Chemistry, Physics, Maths and Further Maths) have decreased over the three year period 2012 to 2014 by 13%. Science entries fell by 17% and mathematics by 5%. In 2014 there were only 18 entries for further maths from schools in Bodmin and in North and East Cornwall. The lack of access to further mathematics limits progression possibilities to competitive universities for some undergraduate courses, especially those courses which are mathematics related.

The curriculum plan as described in Section D such as the requirement from students to improve their mathematics and English skills, will also meet the needs of those students whose educational attainment at Key Stage 4 does not enable progression to Level 3. Key Stage 4 outcomes for pupils at the seven local secondary schools are poor and typically only one or two schools exceed national averages. This is particularly true for measures which are indicators for successful progression to level 3 courses. For example, in 2014 only Callington Community College attained a greater percentage of students gaining A* to C in English and mathematics than the equivalent national percentage. Furthermore, five of these seven schools have a low percentage achieving the English Baccalaureate. At Bodmin College, the planned location for the new College, only 44% of students obtained 5 A* to C against a national rate of 60.6% and a much lower proportion than the national average made the expected levels of progress in English and mathematics (15% and 12% below respectively).

There is also evidence which shows that significant numbers of year 11 students in the area in which we will locate our College do not choose to study at their local sixth form and either travel significant distances for their post 16 education, enter employment or become NEET.

In North and East Cornish 6th Forms the number of 16-19 year old students by institution is as follows. ⁵

DfE No.	SCHOOL	Status	16-19
4154	Bodmin College	Academy	327
4150	Budehaven Community School	Maintained	207
4151	Callington Community College	Academy	245

⁵ Taken from DfE Spring School Census 2015 Secondary School Numbers on Roll @ 15/01/2015

4009	Launceston College	Academy	231
4167	Liskeard School & Community College	Maintained	168
4168	Looe Community Academy	Academy	0
4143	Saltash .net community school	Academy	213
4141	Sir James Smith's Community School	Maintained	0
4144	Torpoint Community College	Maintained	111
4153	Wadebridge School	Academy	118
	Totals		1,620

However, analysis of the 2014 year group from these schools identifies 1849 pupils on roll in year 11 which extrapolated over two years suggests that significant numbers, possibly as many as 2000 students choose not to study at their local sixth form and either travel significant distances for their post 16 education, enter employment, or become 'NEET'.

Also, Cornish school sixth forms such as Redruth and Camborne with similar poor progress and attainment data and within reach of a further education college (Cornwall or Truro and Penwith) typically see 48% progressing to further education colleges to access a wider curriculum and breadth of training and education than available in school sixth forms. Applying this to Bodmin and the North and East Schools with sixth forms in Cornwall, the new high quality post 16 provision which we will provide could expect to attract approximately 450 16-19 year old students (i.e. 225 per year) from year 11 leavers.

If Cornish students are to gain the highest qualifications and hence pathways to employment they must be able to access education. Long distances to learn have been shown to be a factor that flags a student at risk of dropping out of education. Providing extra local college post 16 provision will provide an equal opportunity for all young people to have access to a full range of provision within a reasonable travelling distance.

Also, 11-16 schools surrounded by sixth forms and further education colleges show 87% progression to further education colleges. Applying this to existing 11-16 schools within North and East Cornwall would suggest an additional 30 students bringing the total to 255 per year. As most students attend over two years additional new students based on this approach would total 510. However a similar analysis, using 20% as the increased uptake of more local college provision, undertaken as part of a Cornwall Council commissioned Impact Study arrived at a figure of 400. Somewhere between the two would seem realistic and 450 is therefore a realistic figure.

The need for high quality provision is supported by the long term and continuing poor performance of local sixth forms. This was evidenced clearly under Section C and in the following table. Each performance measure has been graded as green, amber or red, based on comparisons with measures from across England as set out in the table.

	A level entry	A level entry expressed as a grade	3 A levels A*-E	2 A levels A*-E	1 A level A*-E	Grades AAB or higher in at least 2 facilitating subjects
England - all schools and colleges	215.5	C+	79.5%	92.4%	99.6%	15%
England - state funded schools and colleges	211.2	C	77.9%	91.8%	99.6%	11.9%
Truro and Penwith College	226.9	B-	89%	96%	100%	18%
<u>School</u>						
Bodmin College	188.6	D+	62%	91%	99%	5%
Budehaven Community School	204.6	C-	59%	77%	97%	7%
Callington Community College	202.7	C-	72%	94%	100%	8%
Launceston College	204.1	C-	69%	84%	100%	8%
Liskeard School and Community College	208	C	75%	91%	100%	9%
Saltash.net community school	197.2	C-	80%	100%	100%	7%
Torpoint Community College	188.5	D+	59%	80%	100%	9%
Wadebridge School	205.6	C	51%	85%	100%	4%

(From DFE performance tables 2014)

The evidence in this table underlines how few students are obtaining the currency so necessary for competitive Universities and higher education generally i.e. Grades AAB or higher in at least 2 facilitating subjects. In particular, this helps explain the higher education low participation cold spot around the Bodmin area as identified in HEFCE “POLAR” (Participation of Local Areas) analysis.

Two Cornwall Council commissioned studies into post 16 performance in Cornwall and into the impact of a new college have confirmed this analysis. One was a review of post 16 provision and outcomes by Davis (who until 2013 was Ofsted’s Principal Officer for Further Education and Colleges) and Hanan which found “that whilst many students feel they benefit from staying on at school, individual school qualification success rates, for academic and vocational level 3 qualifications, are often well below the norms found in most English colleges and that the proportion of Cornwall students gaining high grades and progressing to high tariff universities is much lower than elsewhere in the country.”⁶

The situation in North and East Cornwall is even worse and there is a long established history of post 16 underperformance in both attainment and progress. Most providers have not received

⁶ Davis, M. and Hanan, S ‘Review of Provision and Outcomes (16-19), Cornwall’. Cornwall’s Raising Aspiration and Attainment Partnership Board. June 2014.

separate sixth form OfSTED inspection grades. However, Cornwall Council commissioned Impact Study reviewed Ofsted grades with the following comments.

“The most recent inspection was of Callington Community College and they have received a lower grade under a new inspection framework, falling from outstanding to inadequate. It is possible that under the new inspection framework the other schools in the area could receive lower grades. Certainly some of the other schools do not perform as well as Callington. On the academic attainment measures (i) academic points per student: Liskeard and Bodmin are well below Callington and (ii) on average points per entry there is little to separate Callington and Liskeard but Bodmin is much lower. The situation is no better for progress measures, with Bodmin and Liskeard again a long way behind Callington, with around zero or significantly negative value added scores respectively.”

Exactly how many additional students from local schools would choose on basis of quality and a college managed by a Board of Trustees with experience of creating and maintaining outstanding provision is difficult to calculate exactly. However, there is data from a previous project in 2008 of taking on the failed Penwith College and rebuilding it both physically, financially and educationally. The increased performance as evidenced in the application offers a clear indicator of the growth possible.

There are five schools surrounding Penwith College with a typical year cohort of 1000. As the table below shows over the last five years, after the merger with Truro and Penwith College there has been significant growth in the numbers of students with a clear correlation with the increase in performance as evidenced by level 3 results over several years.

		2007/2008		2008/9		2009/10		2010/2011	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
		588	1,000	570	1,138	616	1,354	789	1,228
		11	43	12	28	44	25	54	42
		599	1,043	582	1,166	660	1,379	843	1,270

		2011/2012		2012/13		2013/14		2014/15		2015/16 (estimate)	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
		940	775	1,124	1,024	1,143	898	1,114	1,103	1,110	1,000
		64	46	63	24	90	29	134	20	134	35
		1004	992	1,193	1,048	1,233	927	1,248	1,123	1,244	1,035

Extrapolating this to the North and East Cornwall would suggest an eventual increase of approximately 800 students over a five year period. However this will overlap with the additional numbers calculated above in category 1 leaving an increase for meeting the shortfall of high quality places of 354.

The new College will reduce the number of students classified as 'NEET'.

The Cornwall Council commissioned "Impact study" cited above examined NEET on a school by school basis which identified that of the North and East Cornish Schools, all but two were above the Cornish average.

School	NEET 2014
Bodmin	2.90%
Budehaven	1.50%
Callington	1.30%
Launceston	1.60%
Liskeard	1.60%
Looe (11-16)	0.80%
Saltash.net	2.30%
Sir James Smith's (11-16)	5.00%
Torpoint	2.50%
Wadebridge	2.30%
Cornwall as a whole	1.40%

The report went on to say "It would appear from the figures that the appeal of the sixth form does not keep them in education for the whole two years. Some will transfer to college, others will drop out altogether. It is possible that if a college was local more students would make the transfer. Some NEETS lack motivation and anything that would make it easier for them to access education would be attractive."

The 16- 19 review highlights that although many students return to school for the first year of post 16 provision, many leave throughout the two year post 16 period. Some will have moved into other provision, but some will drop out altogether. Travel has been cited by some of these students as the reason for their transfer or drop out. There is another reason which is that some of the schools only offer one year courses and when a student has completed they need to progress to a college and increase their travel commitment. If they did not wish to travel in the first year, their wishes might not have changed, and their alternatives will be to find an apprenticeship or a job with training, which is not always possible. The result is that they drop out of education.

Bringing North and East Cornwall 16-18 year old participation up to the same level as the rest of Cornwall would add an additional 42 students to the projected numbers.

Callywith College will provide local outstanding provision for students from Bodmin and North and East Cornwall currently travelling to TPC. Many students currently have journeys up to 4 hours per day on a bus to access the outstanding education available at TPC, especially the breadth of curriculum and enrichment activity. These students attend TPC in preference to nearer providers due to the outstanding performance data, breadth of curriculum and enrichment opportunities at TPC. In many cases the students are supported in their choice through well informed parent/carers.

Callywith College will provide the same outstanding experience but in a location more accessible to those in Bodmin and North and East Cornwall. The College will enable young people to spend more time learning and less time travelling.

Year 11 applications to the College from all across Cornwall are currently rising by more than the size of a sixth form every year. In consequence, Cornish students are travelling daily for many hours into and out of Truro on numerous buses. There are no acceptable alternatives for the College to further expansion. A new College would meet the needs of hundreds of students rather than the clearly unacceptable alternatives such as the College having to introduce selection and rationing. This is simply not consistent with the College's ethos and mission. Moreover the impact of such a move – given the poor performance of many other local providers – would be devastating for many young people in Cornwall, and for their families.

Locating a new College in the Bodmin area for these students would bring more local provision of the same high quality and offer a more sustainable solution. This new College would be a responsive action to meet student need and would invest in an area of Cornwall to meet clearly identified education and skills needs.

A result of the new College would be that Truro and Penwith College would see a degree of redistribution from North and East Cornwall learners. Truro & Penwith College analysis of existing learners from the region shows that a potential 75%, or 425 students, would have selected more locally available provision had it been present at the time of their post 16 application. The projected numbers during the period leading up to when the College is full phases this in over the five year period.

As shown in the table below, over the five years from completion demographic data shows a decline in the numbers of 16-19 year olds levelling off in year 5. This information has been taken from school census data.

Demographic data for North and East Cornwall	Headcount: Ages as at 31/08/2014					
Children's Service Locality Teams	8	9	10	11	12	13
Locality 5: Bodmin, Wadebridge, Bude & Launceston	913	890	874	871	899	917
Locality 6: Liskeard, Looe, Saltash, Torpoint & Callington	831	855	796	813	791	823
North and East Cornwall Total	1,744	1,745	1,670	1,684	1,690	1,740

Based on the totality of the analysis above, we therefore project the following student numbers for each of the first five years of the operation of the College. These numbers have been used to calculate the financial plan and the associated staffing plan.

Category	Category 5 yr Total Growth										
		2017/18		2018/19		2019/20		2020/21		2021/22	
		Year 12	Year 13	Year 12	Year 13	Year 12	Year 13	Year 12	Year 13	Year 12	Year 13
1. Curriculum	450	55	0	55	55	220	55	225	225	235	225
2. Shortfall of high quality places	354	50	0	50	50	120	50	165	125	172	172
3. NEET provision	41	10	0	10	10	20	10	21	21	21	20
4. Redistribution from Truro Campus	425	35	0	35	35	170	35	200	175	235	200
Totals for each year	1270	150	0	150	150	530	150	611	546	663	617
Totals for both years		150		300		680		1157		1280	

With regard to the student numbers for the first two years of the operation of the College, we have been prudent so that, at this point in time, we begin to plan for what we think are the minimum numbers. This will help to ensure that we plan our finances, staffing, and curriculum in a realistic and prudent manner. However, as we move into the preopening phase for what is a significant period of time between then and opening in September 2017, it may well be the case that we can revise upwards the expected student numbers for the first two or three years of operation. During the preopening phase, we will continue with our marketing activities which will help us to be more confident about any such upward revision of student numbers. Indeed, when we attend for our interview, we will be in a position to update you on our ongoing marketing activities and the impact they may have had at that point on projected student numbers.

In the same vein, we are confident that we can increase the numbers of students enrolling at the College from 150 in year 12 in 2018 to 300 in year 12 in 2019. This is because we are convinced that, as the reputation of Callywith College grows during the first two years of operation, more students (and their parents/carers) will see Callywith as where they will want to undertake their post 16 studies. In particular, we believe that the factor identified as 'curriculum' in the above table will have even greater significance after the College has been open for two years, as the breadth and quality of the academic and vocational curriculum as described in Section D will become more well known to prospective students and their parents/carers. Similarly, students who would have normally in the past attended the Truro Campus of TPC will know after these first two years of operation that there exists high quality post 16 provision closer to where they live and so will involve considerably less travelling time.

As we move from the academic year 2020/21 to the academic year 2021/22 we expect that we will recruit some students straight into year 13. This explains the increase in numbers from year 12 to year 13 across these two years.

Our view that we can increase student numbers significantly after the first two years of the College's operation is supported by our experience of when we merged with former Penwith College. The table above shows how numbers increased on what became known as the Penwith campus of TPC when we merged with the former Penwith College: As can be seen in this table, student numbers stayed static for the first 2-3 years whilst the campus was being rebuilt in 2 phases during the period 2008-2010. Once the rebuild was complete, and it was no longer a 'building site' in August 2010 then we saw numbers increase with the appeal of the new campus and the confidence that TPC were going to offer the same quality at Penwith. Starting at Callywith with a new campus from the outset should see the numbers rise in a similar pattern to 2010/11 onwards as shown above for Penwith.

Section E2

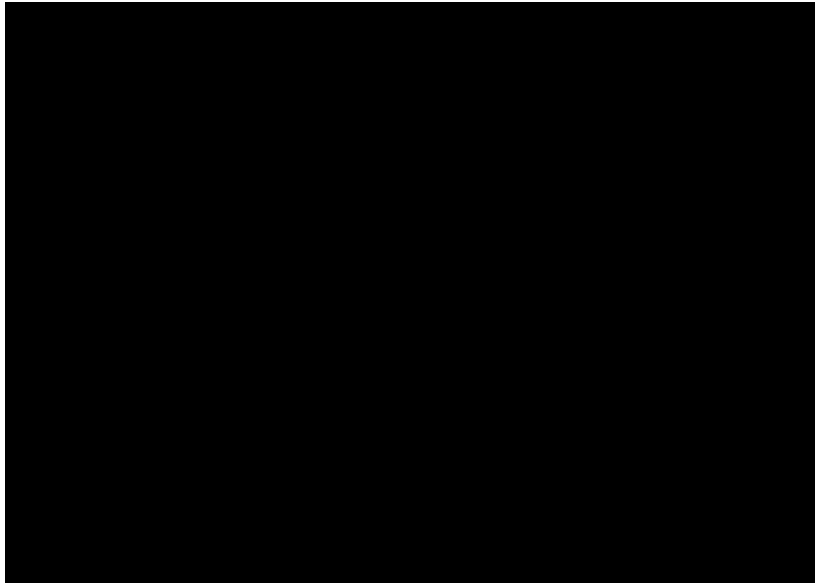
We have collected evidence of interest from prospective students and their parents/carers. This evidence is presented here in the form of the numbers of prospective students and their parents/carers who have expressed a clear interest in attending the College during the first two years of its operation, i.e. for the academic years 2017/18 and 2018/19. This can be shown in the data above in Section E Part 1.

The proposing group have worked hard to establish the demand for Callywith College to match the clear basic need, as shown in Section E1, for more post 16 provision in the area. Significant amounts of time were spent engaging with the relevant stakeholders at various locations across

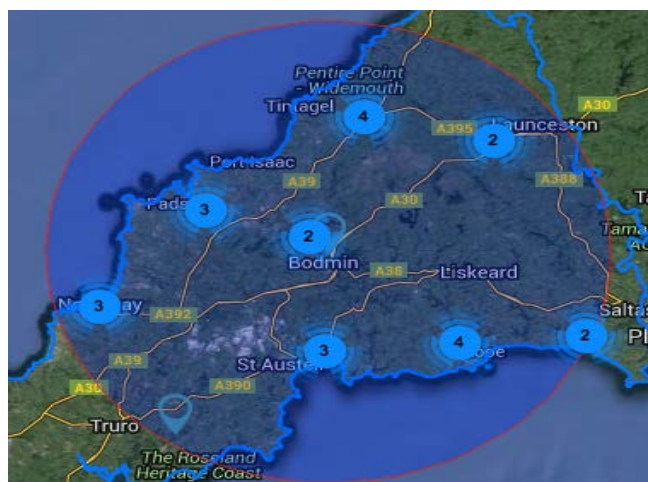
the relevant geographical area. This ensured that there was discussion about the College and its vision directly with those who may benefit from its establishment. Our canvassing brought us into contact with a wide cross-section of the community and we were delighted with the positive response we received when discussing our plans. We have therefore engaged successfully with a high proportion of the local community and received positive feedback. This feedback confirmed that we seek to establish post-16 provision which will meet the needs of the local community and its stakeholders. There was no feedback which led to our adapting our proposal.

The data below details the number of children from each postcode whose parents have signed our Support Survey to say that Callywith College will be their first choice of school if it were to open in 2016. The maps immediately below the data show the location of each postcode in relation to the proposed site in Bodmin and the density of these postcodes in relation to the proposed site. As confirmed by information provided in Section E, the area represented by these postcodes are home to significant and growing levels of basic need.

Home Postcode of Student	Number of first choice pledges for 2017 Y12 Admission from appropriate age range	Number of first choice pledges for 2018 Y12 Admission from appropriate age range
	28	20
	22	28
	0	0
	4	0
	2	0
	0	2
	4	2
	6	3
	7	7
	5	18
	0	1
	1	0
	4	1
	0	2
	2	3
	3	1
	1	5
	6	10
	7	5
	43	25
	9	8
	9	14
	5	4
	3	1
	10	5
Totals	181	165



Density of Postcode areas around the preferred site



The following was used as the survey form. As can be seen, there were also included in the survey form some outline details of the nature of the College.



Callywith College

A new College for
16-19 year olds
in your area.

Truro & Penwith College is planning to open a new 16-19 college in Bodmin with an intended opening in September 2017. Callywith College will provide the outstanding Truro & Penwith College experience for up to 1280 young people in Bodmin and North and East Cornwall.

Please register your interest by completing this short questionnaire:

Name:

Date of Birth:

Home Postcode:

email / parent's email:

Tick box to answer this question:

If Callywith College were to open in September 2017, it would be my first choice for Post-16 education.


☐

If Callywith College were to open in September 2017, it would one of my choices for Post-16 education.

☐

Please note that registering your interest has no bearing on the admissions process. We take spam very seriously and can promise that any personal information we collect will be used in accordance with the Data Protection Act 1998 and other applicable laws. The Data Controller is Truro and Penwith College, who has been appointed to collect information provided. Any personal information provided may be shared with representatives of partner organisations and the Department for Education in order to develop plans for the proposed Callywith College.

The following was used as the marketing document to inform prospective students and their parents/carers of the nature of the College.



Callywith College

A new College for 16-19 year olds in your area.

Truro and Penwith College is planning to open a new college in Bodmin with an intended opening in September 2017.

The new college reflects our clear commitment to respond to significant growth in demand for places, and to address the issues of long and costly travel for many current and prospective learners. A new campus for the north and east of the county, providing exceptional levels of post-16 opportunity, also responds to identified socio-economic needs across those areas.

Callywith College will provide the outstanding Truro and Penwith College experience for up to 1280 young people in Bodmin and North and East Cornwall.

Students will be able to expect:

- Outstanding teaching and learning
- High levels of achievement and progress that match the very best nationally
- A personal approach where every student is helped to achieve the best possible results
- The widest range of subjects on offer locally including A Levels and vocational courses
- Specialist post 16 staff and subject expertise
- A wide range of enrichment opportunities including enhanced provision for Sport, and Academic and Medics Academies
- Progression opportunities to Apprenticeships
- A focus on successful progression to University or into employment
- Outstanding high quality post 16 buildings and ICT

Give us your view

To inform and assist our planning Truro and Penwith College is inviting parents of Year 8, 9 and 10 pupils in the local area to express their interest in the new campus by completing a short survey. The survey can be completed online by visiting www.truro-penwith.ac.uk/callywithcollege or like us on Facebook at www.facebook.com/callywithcollege

As members of the Callywith College team have between them many decades of experience of education in the region, we were aware that many parents have been concerned for some time about the lack of choice and standards of post-16 provision in the area. To demonstrate the required demand to match the clear need for Callywith College, the proposers used a number of channels to engage with potential students and their parents. At the outset of the application a website was established to provide key information about the plans for the College. This was complemented by an informative and regularly updated Facebook page that allowed comments on the plans to be shared. An example of the Facebook page is below.



Our demand gathering in the communities close to where the College will be located revolved around our teams offering flyers to young people, parents/carers, and community members. This was followed with a discussion about the College, its vision and aims. Parents/carers and young people were encouraged to ask questions and comment through the College website or via email/social media. All were asked to confirm whether they were interested in the College and/or if they were likely to attend the College. Representatives of Callywith College also organised visits to local secondary schools, including a presentation on the proposals for the College. Information flyers were also hand-delivered to all schools without post-16 provision in the area where representatives of the College met with parents at the school gate to discuss plans and collect pledges of support.

The proposers of the College have therefore worked hard to establish the demand for the College to match the clear need for more post 16 provision in the area. In addition to targeting areas of high footfall in communities relevant to where the College will be located, significant time was spent engaging with parents/carers and young people outside local schools. This allowed proposers to discuss the College and its vision directly with those who may benefit from its establishment. Our canvassing brought us into contact with a wide cross-section of the community and we were delighted with the positive response we received when discussing our plans.

Canvassing work, the website and social media are all part of a co-ordinated plan to take the College through the application process and on towards a successful and fully subscribed opening in 2017. Therefore this work will continue during the preopening period.

The Trust also recognises that its responsibilities to the community go further than just providing excellent education. We fully intend that the College takes its place as an active member of the local community and the local school community. We will achieve this by reaching out and sharing our resources and expertise with the community, including giving over our facilities for community use as part of our extended day provision.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Please see CVs in annexe for complete details of colleagues' experience and expertise which they will bring to the preopening and post-opening periods.

Please also see Section F2 for details of colleagues who will be Members and Trustees.

See also below for details of the recent outstanding results achieved by TPC which are especially relevant to those colleagues listed below who have played key roles in the achievement of these results. Such colleagues will therefore bring this very recent and relevant expertise and experience to the new College. TPC's recent results are summarised as follows with national averages in brackets:

Level 3 A Level qualifications

2011/12

Points per student: 813.8 (754.4)

Points per Entry: 219.3 (214.8)

Value Added: 0.33 (0)

2012/13

Points per student: 852.6 (782.3)

Points per Entry: 222.6 (211.3)

Value Added: 0.33 (0)

2013/14

Points per student: 840.3 (772.7)

Points per Entry: 226.9 (211.2)

Value Added: 0.37 (0)

Level 3 Vocational qualifications

2012/13:

Average points per student: 638.3 (561.7)

Average points per entry: 222.4 (213.6)

Value Added: 0.25 (0)


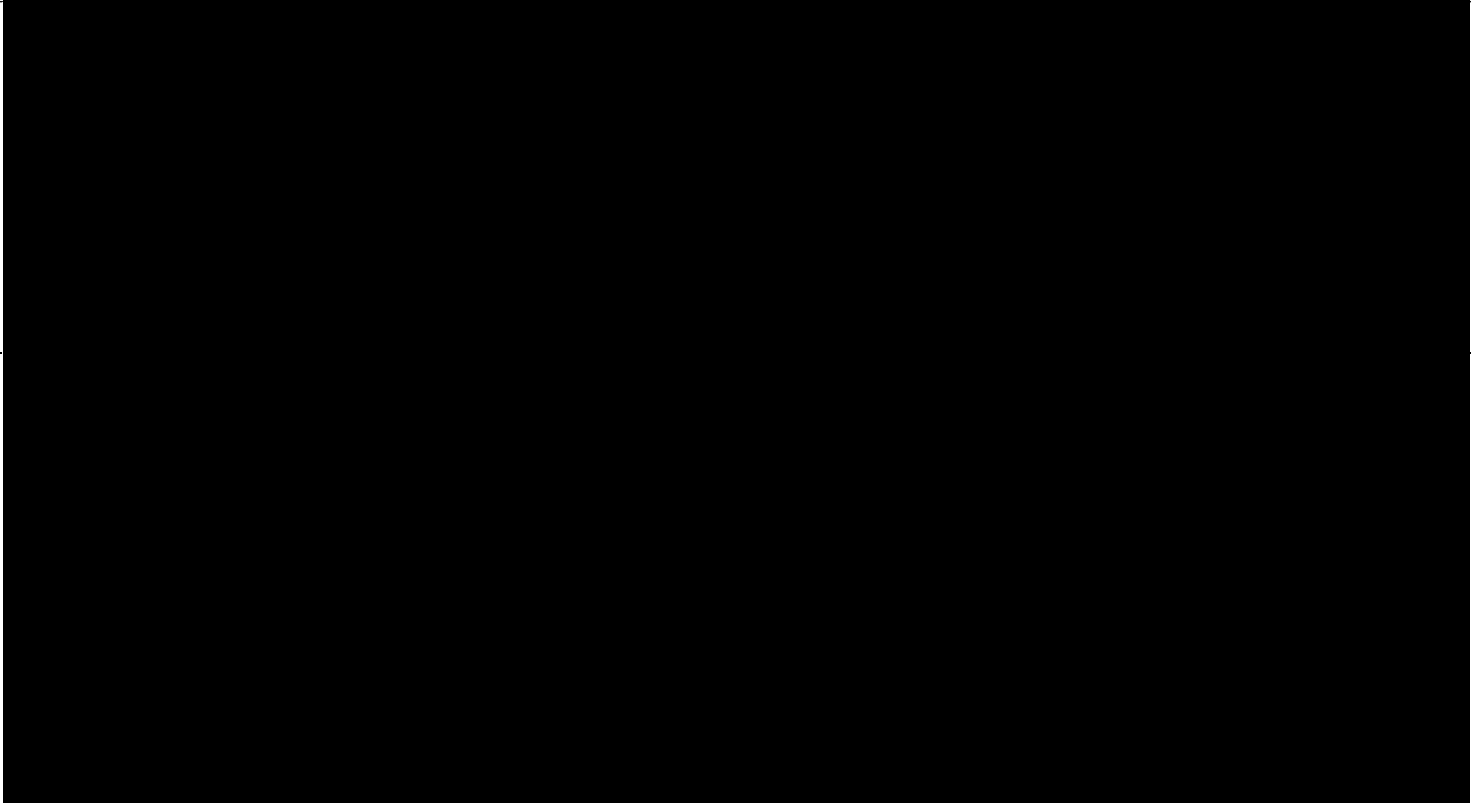

2013/14:

Average points per student: 631.6 (559.6)

Average points per entry: 224.2 (216.6)

Value Added: 0.25 (0)

Data for 2011/12 is not available.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
	Y				10
	Y				10

	Y		10
	Y		5
	Y		5

	Y		5
	Y		5
	Y		5

	Y		5
	Y		5
	Y		5

F1 (b) Skills gap in pre-opening

We have undertaken a skills audit of the team which will be available to deliver the College to preopening. As a result of this audit, we believe that we have demonstrated above that we have readily available the required skills and expertise to deliver the College to preopening. However, we wish to augment these skills and expertise by adding to the group during the preopening period as noted below.

As the project progresses towards opening, we will constantly review the capacity and capability of the team in place so that there are sufficient resources in place. We will therefore continue to seek out any extra skills and expertise in individuals who can augment what we believe is already a very strong team. The Proposing Group will therefore review and update the skills audit of current Trustees and potential Trustees in order to ensure that there is in place the appropriate mix of skills and expertise.


This will be especially important given that, during the preopening period, there will be a need to shift the focus of the group from operating as a proposer group to a Board of Trustees and all which that entails. In particular, there will be a need to focus even more on key regulatory aspects of the role of the Board of Trustees. As this 'shift' or development takes place, we will review the mix of skills and expertise within the group to ensure that all key issues are addressed. This will include the support and challenge offered to the Principal Designate as he takes up post.

Skills/experience missing	How you plan to fill the gap
Professional clerking for the Board of Trustees	We will advertise for a person with the appropriate skills and expertise, including using our current relationship with local school and Academies.
Legal expertise	We will advertise for a person or legal organisation with the appropriate skills and expertise. We will ensure that the person or legal organisation has the required skills and knowledge relevant to the establishment of an Academy in a legal sense.

Section F2

The Trust will be the vehicle for the legal framework in which the College will operate during the early stages of the preopening phase and beyond.

The following diagram shows the direction of accountability between the various individuals and bodies which will then exist:

<u>Individuals/bodies</u>	<u>Direction of accountability</u>
Trust Members	
The Board of Trustees	
Principal	

Therefore, the Principal will be accountable to the Board of Trustees who will ultimately be accountable to the Trust members.

The Board of Trustees will fulfil their strategic functions with particular reference to:

- setting the aims and objectives of the College
- agreeing the policies and targets for achieving those aims and objectives
- monitoring and evaluating the progress that the College is making towards achieving those aims and objectives
- ensuring that all students are safe and that all appropriate safeguards are in place
- being a source of support and challenge to the Senior Leadership Team and the College generally
- running the Trust properly.

The unrelenting focus of the Board of Trustees will be on ensuring the quality of education provision for all students. To do this, they will engage in ongoing and regular self-evaluation. There will be ongoing self-evaluation with a more formal self-evaluation process taking place twice during each College year. The Trustees will fully adhere to the spirit and the letter of the 'Nolan principles' of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

We will ensure that there are always fewer than 20% of Trustees and Members who are LA influenced. Every Trust Member and Trustee will obtain an enhanced Disclosure and Barring Service (DBS) check.

A key set of activities for all Trustees will be to establish and then maintain an excellent knowledge and understanding of key aspects of the College in order to fulfil their strategic functions as described above, including with regard to College self-evaluation. One important way of doing this will be for Trustees to visit the College regularly, especially during the College's 'working day' i.e. when the students are there. These visits will be carefully arranged and managed as part of an

overall programme of Trustees' visits to the College as part of the Trustees' annual calendar of activities. In particular, the visits will have a clear focus, helping Trustees to see whether the College is implementing the policies and improvement plans they have approved and how they are working in practice.

Throughout, great care will be taken to ensure that all Trustees fully understand their strategic role and so do not begin to 'stray' into matters which are the responsibility of the Senior Leadership Team, specifically the Principal. Trustees will not be managers of the College and so they will not interfere in the day-to-day running of the College; this will be the role of the Principal. When new Trustees are appointed, they will be provided with an 'induction pack' which sets out the key features of their role and the College generally.

During the preopening period, the proposing group will continue to plan carefully to make the transition from such a group to a Board of Trustees. Essentially, this will focus on the development of a more strategic role and so will begin to focus more on the Board of Trustees' strategic functions as set out above. To help [REDACTED] Trustees to continue to develop their role as strategic leaders, they will focus first on how they can use the OfSTED inspection framework as key prompts and signposts to develop further their thinking and practice. Trustees fully recognise that OfSTED will use the appropriate details within the framework to assess the effectiveness of the Board of Trustees and governance generally. The framework will therefore be central to their thinking about their roles and priorities.

There are already in place five members of the Trust, two of which are independent of the College. These are subscribers to the Trust's memorandum of association, and will have an overview of the governance arrangements of the Trust and have the power to appoint and remove Trustees. Members can amend the articles and may do so to support stronger governance arrangements. This will ensure that enough Members can take decisions via special resolution (which requires 75% of Members to agree) without requiring unanimity and to facilitate majority decisions being taken by ordinary resolution (which requires a majority of Members to agree).

[REDACTED]

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

[REDACTED]

When fully constituted, the Board will consist of a total of 9 Trustees.

- 2 parent Trustees
- 1 Principal (ex officio)
- 6 Trustees appointed by the Members

This Board of Trustees will then be of the appropriate size and composition in order to meet the likely demands of running the College.

The current Trustees as appointed by the Members are:

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

[REDACTED] will therefore be a Member and a Trustee. While it is permissible for Members to be Trustees, we will retain a clear distinction between the two layers to ensure that Members, independent of Trustees, provide oversight and challenge. Therefore, we will ensure that it is always clear in which capacity [REDACTED] is acting especially when being involved in key decisions. This could be crucial if/when Members are thinking about amending the articles of association.

As can be seen, [REDACTED] had been appointed by the Members as a Trustee. We have also nominated [REDACTED] as the Principal Designate. We will want all future Principals to be Trustees ex officio. Therefore, if [REDACTED] is appointed Principal he will become a Trustee as part of the role. The Members will then appoint two other independent Trustees as soon as possible during the preopening period. Therefore, when the Board of Trustees is fully formed, there will be three Trustees who will be independent of TPC.

There thus remain to be appointed 2 parent Trustees when the College is open.

As can be seen, we have ensured that there is a significant degree of independent challenge available at the levels of Members and Trustees within the governance structure. This will ensure that there is real independence from TPC. This challenge will ensure that decisions are made which meet the needs of the new College especially those of its students and other stakeholders. As can be seen from Section F3 (b) below, we will be looking for particular skills and expertise as we recruit more independent Trustees to the Board.

As part of the process of finalising the composition of the Board of Trustees, we will ensure that all Trustees understand the requirements of their role and have the commitment, experience and skills to be effective. In particular, we will ensure that Trustees are able to:

- use pupil attainment data

- build a productive and supportive relationship with the Principal and Senior Leadership Team, and have the confidence to hold them to account for the College's performance
- be independent of mind, with the confidence and experience to drive through change
- use financial and workforce data to inform decision-making about the Trust's spending commitments, to ensure appropriate and effective use of public money
- maintain the highest professional standards as a Trustee, exemplifying the 'Nolan Principles'.

During the preopening phase, we will also renew our skills audit of Trustees and potential Trustees in order to ensure that we have the appropriate mix of skills and expertise. For example, we will ensure that there is the required expertise within the Board of Trustees with regard to being able to perform their strategic function of ensuring that all students are safe and that all appropriate safeguards are in place. As a result of these reviews and updates, we will then update a plan to identify and address any skills gaps. These reviews and updates will take place twice a year.

Structures in which members are also employees are not considered by DfE to be an effective model of governance for an academy trust. We will comply with both these principles.

The Members of the Trust have a different status from the Trustees. While it is permissible for Members to be Trustees, we will retain a clear distinction between the two layers to ensure that Members, independent of Trustees, provide oversight and challenge. We have therefore avoided the situation where any individual Member is also a Trustee.

The Board of Trustees will be responsible under the Colleges' Trust's articles of association for controlling its management and administration. It will have responsibility for directing the affairs of the Trust, and for ensuring that it is solvent, well-run, and delivering the Trust charitable outcomes for the benefit of the public. The Board of Trustees therefore have wide responsibilities under statute, regulations and the Funding Agreement. Principally, it is responsible for ensuring that the Trust funds are used only in accordance with the law, its articles of association, its funding agreement and the contents of the Academies Financial Handbook (2015). The Board of Trustees will have discretion over its use of the Trust's funds, which it must discharge reasonably and in a way that commands broad public support. It is responsible for the proper stewardship of those funds, including regularity and propriety, and for ensuring economy, efficiency and effectiveness in their use, which are the three key elements of value for money.

Academy Trusts are companies limited by guarantee and exempt charities. The Board of Trustees will be subject to the duties and responsibilities of charitable Trustees and company directors as well as any other conditions that the Secretary of State agrees with them. These responsibilities are mutually reinforcing and are there to ensure the proper governance and conduct of the Trust. The key requirements are reflected in the articles of association, the Funding Agreement, and the Academies Financial Handbook (2015).

The Board of Trustees will understand and act appropriately in relation to their statutory duties as company directors as set out in the Companies Act 2006. These duties are especially relevant when entering into transactions with connected parties. This policy will ensure that:

- the Trustees understand and comply with their statutory duties to avoid conflicts of interest, not to accept benefits from third parties, and to declare interests in proposed transactions or arrangements
- all Members, Trustees, and senior employees (i.e. the Principal and the Business Manager) have completed the register of interests retained by the Trust, and there are measures in place to manage any conflicts of interest
- no Member, Trustee, employee or related individual or organisation uses their connection to the Trust for personal gain, including payment under terms that are preferential to those that would be offered to an individual or organisation with no connection to the trust
- there are no payments to any Trustee by the Trust unless such payments are permitted by the articles, or by express authority from the Charity Commission (which will be given only in exceptional circumstances) and comply with the terms of any relevant agreement entered into with the Secretary of State. We will consider these obligations where payments are made to other business entities who employ the Trustee, are owned by the Trustee, or in which the Trustee holds a controlling interest
- the Charity Commission's prior approval is obtained where the Trust believes a significant advantage exists in paying a Trustee for acting as a Trustee
- any payment provided to the persons satisfies the 'at cost' requirement.

An agreed Financial Scheme of Delegation will also provide more details of the financial responsibilities of the Board of Trustees. The scheme will satisfy the Board of Trustees' ultimate responsibility for ensuring that there are adequate operational controls in place for all the financial processes within the College. The Scheme of Delegation will be operated in conjunction with the Financial Regulations of the College.

Committee structure

We will have the following committees:

Curriculum and Standards

Responsibilities: curriculum, gifted and talented, student performance data, examinations equal opportunities, fundamental British values, staff recruitment, staff appraisal, human resources, and continuing professional development.

Premises, Finance and ICT

Responsibilities: building project, financial management, building and premises maintenance, ICT provision, sustainability, and health and safety.

Students, Parents/carers and enrichment activities

Responsibilities: admissions, enrichment activities, safeguarding, looked after young people, discipline, links to other Colleges/schools/Academies, community engagement, fundraising, and transition and careers support.

These committees cover the range of activities which will need to be undertaken by Trustees. Each committee will have 4 members who will have the range of skills and expertise needed to address the responsibilities as noted below. We will consider, as and when needed, co-opting non-Trustees onto committees who can vote on that committee, although we will ensure that the majority of committee Members will be Trustees.

The Board of Trustees will retain overall accountability, especially for the overall quality of educational provision, regardless of what powers it delegates to any committee. The Board of Trustees will remain accountable in law, to OfSTED, and to the local community for the exercise of its functions.

F3 (a) Proposed trustees

As noted in Section A, Truro and Penwith College was appointed as an Academy sponsor in 2013 and is a member of Truro and Penwith Academy Trust. There are currently 5 Academies within the Trust:

- St. Ives School (an 11-16 secondary school) which became part of the Trust on 1st April 2014.
- Pendeen Primary School which became part of the Trust on 1st April 2014.
- St Dennis Academy which became part of the Trust on 1st September 2014.
- Mithian Primary School which became part of the Trust on 1st September 2015.
- Blackwater Primary School which became part of the Trust on 1st September 2015.

Although the Truro and Penwith Academy Trust will share its expertise and experience of establishing an Academy Trust and of how a process of monitoring and evaluation in schools can lead to significant and sustained improvement, the focus for the recently appointed Chief Executive of that Trust will be to support and develop the pre 16 schools within the Trust. TPC will provide support as required by Callywith College.

Truro and Penwith Academy Trust has played a key role in undertaking 'health checks' on each of the five Academies in the Trust as part of its overall ongoing monitoring of the Trust's performance. For example, there are regular checks of each Academy with particular emphases on their accountability mechanisms and governance structures.

The Trust works closely with the Regional Schools Commissioner for monitoring the performance of each Academy. There are also ongoing discussions about the potential for the Trust to grow. However, the Trustees are aware of the challenges associated with any rapid growth of the number of Academies in the Trust.

Each of the five schools has shown significant improvement during the periods of time that they have been part of the Trust.

St. Ives School 2014/15 results

- 65% 5A*-C including English and Maths (National average 55%). Improvement from 54% in 2013/14
- 71% Expected progress in English (NA 70%). Improvement from 57% in 2013/14
- 70% Expected progress in Maths (NA 65%). Improvement from 66% in 2013/14

Pendeen Primary School 2014/15 results

	KS1 Attainment (L2b+)		
	Reading (81% NA)	Writing (70% NA)	Maths (80% NA)
Pendeen School	2014/15 – 100% 2013/14 – 67%	2014/15 – 83% 2013/14 – 75	2014/15 – 100% 2013/14 – 92%

St Dennis Academy 2014/15 results

	KS1 Attainment (L2b+)		
	Reading (81% NA)	Writing (70% NA)	Maths (80% NA)
St Dennis Academy	2014/15 – 73% 2013/14 – 53%	2014/15 – 82% 2013/14 – 26%	2014/15 – 64% 2013/14 – 47%

For both primary schools, at Key Stage 2, some progress has been made, particularly in writing and the achievements of the disadvantaged. However, clearly this is limited by the 3 previous years of the pupils' experience from KS1 to KS2 when the schools had not become academies. We have conducted a skills audit of the Trustees that we have already identified and which are listed below. As can be seen above, in Table F1(a) above, we already have in place in the core applicant group colleagues who will make a strong Board of Trustees once the College is open. In part, we have already identified colleagues who have very strong education, governance, and financial expertise.

Table F3(a) below sets out details of those whom we have already identified as Trustees, their roles on the Board of Trustees, and the expertise they will bring to that role. Please also see the CVs in the annex and the details of colleagues' expertise set out in Table F1(a) above. The hours noted here are in addition to those in Table F1(a) during the preopening period.

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
					5
					5
					5
					5
					5

F3 (b) Skills gap for board of trustees

As described in Section F2, we have in place 5 Trustees. These will be augmented by the addition of 2 Trustees independent of TPC and 2 parent Trustees. We also have not decided who will be the Char of the Board of Trustees. Therefore, the table below sets out how we will fill these 'gaps'.

Skills/experience missing	How you plan to fill the gap
Chair of the Board of Trustees	<p>We will identify a Chair of the Board for Trustees from those already identified above and also from those who will be appointed during the preopening period and beyond such as the two parent Trustees. One of the independent Trustees appointed (as detailed below) could become the Chair of Trustees.</p> <p>We will be looking to appoint an individual who can help the Board of Trustees to:</p> <ul style="list-style-type: none"> • Ensure clarity of vision, ethos and strategic direction of the College • Hold the Principal to account for the educational performance of the College and its students, and the performance management of staff • Oversee the financial performance of the College and making sure its money is well spent. <p>She/he will need the skills and expertise in order to:</p> <ul style="list-style-type: none"> • Support and challenge the leadership of the College, especially the Principal • Build positive relationships with the Principal • Build positive relationship with parents and staff • Have difficult conversations • Make hard decisions effectively. <p>Given the particular challenges facing the College in its early years, she/he will also need to know how to lead an organisation going through a period of rapid expansion, including to its buildings and facilities.</p>
2 parent Trustees	<p>We will seek out suitable colleagues for these posts by advertising for appropriate candidates. These will be recruited immediately after the College opens.</p> <p>We will advertise for such candidates and appoint after an election in which all parents can vote. Candidates will be asked to indicate their intention of becoming a governor by returning a self -nomination form and a pen portrait of no more than 100 words</p> <p>As well as performing the general role of a Trustee, they will need to achieve a balance between being the impartial representative parent and often dealing with emotional issues relating to individual students' education.</p> <p>They will often hold the unique position of having a parental viewpoint of the College. Through the students, they have a</p>

Skills/experience missing	How you plan to fill the gap
	<p>first-hand experience of the delivery of the curriculum, and how the College is perceived from the 'consumers' point of view. This enables parent Trustees to bring a different perspective to the strategic management of the College.</p> <p>It will be important for parent Trustees to establish a rapport with the parental body which elected him/her, whilst continuing to maintain a strategic approach to College governance. Although being available to advise parents on appropriate routes of action is a very important aspect of the role, it will be vital that parent Trustees do not personally become involved in individual concerns.</p>
2 independent Trustees	<p>These Trustees will be independent of TPC. This will ensure that there is a significant degree of 'external' challenge brought to the Board of Trustees. TPC, through those Trustees who have links with TPC, will bring the necessary skills and expertise, especially from their experience of growing the Penwith Campus. However, there will be the need to ensure that Trustees simply do not assume that everything which has been successful at TPC will automatically be successful at CC. They will therefore ask the difficult questions on occasions. One of the independent Trustees appointed could become the Chair of Trustees.</p> <p>As noted in Section F, there will be established rigorous policies and procedures to address any conflicts of interest for Trustees. However, the independent Trustees will add to the process of ensuring that all financial transactions are conducted 'at arm's length' from TPC.</p> <p>We will seek out suitable colleagues for these posts by advertising for appropriate candidates. We will explore the possibility of using an external recruitment agency which has significant experience in the recruitment of suitable individuals. This will include individuals who may have experience in the commercial/business sector as well as the public sector. The essential quality we will be looking for will be the ability to offer a significant degree of external scrutiny to the College and may therefore be appropriate to recruit individuals who have experience as independent Board members in the private and/or public sector.</p>

Section F4

We will need a strong Principal who will lead the delivery of high quality education and who will be well respected by colleagues. The Principal will need to inspire staff, parents/carers and students; write and implement College policies, College self-evaluation plans, and monitor College development plans. The Principal will understand the process of work scrutiny measures and implement them in a fair and reasonable manner. We believe that the colleague selected will need to lead, develop and inspire all the elements of the College towards achieving its aims and goals.

Taking account of all of these qualities, skills, and attributes that CC will need in a Principal, the sponsor has identified [REDACTED], as the future Principal of CC. As demonstrated in Section F, TPC has a sustained track record of delivering an outstanding educational experience and outcomes for its students. This has been driven by TPC's [REDACTED] has been [REDACTED] for 5 years. [REDACTED] therefore possesses the key qualities, skills, and attributes to be an outstanding Principal of CC. [REDACTED] has an exemplary educational track record and shows clear potential to be an outstanding Principal of the College.

[REDACTED]

[REDACTED] is passionate about tertiary education and has both the strategic and operational experience needed to lead Callywith College from its initial development to it becoming outstanding.

[REDACTED] key professional achievements within the last three years which demonstrate his ability to lead the new college are:

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

Please see [REDACTED] CV in the annex to this application.

We would welcome the opportunity for colleagues from the DfE to be involved in any process which was thought needed in order to confirm and validate [REDACTED] appointment. This may include an appropriate 'benchmarking' exercise.

The role of the college Principal will be to provide leadership, direction and strategic management to meet the College's mission to provide the best possible learning experience, leading to the highest possible level of achievements by students.

More specifically, [REDACTED] key duties and responsibilities will be:

- To provide effective and inspiring leadership for the College
- To advise the Trustees on the educational character, activities and mission of the College and to implement the Corporation's policies and decisions
- To act as the Chief Accounting Officer for the College, overseeing the preparation of annual estimates of income and expenditure and the effective and efficient management of resources
- To promote the innovation and development of the curriculum to ensure the College delivers outstanding education and training and is continuously striving to improve provision
- To evaluate and monitor the quality of education, training and services, to respond to student's views and other feedback and take action to enhance and enrich the student experience
- To ensure that the College is dynamic and ready to meet the evolving needs of students and employers and is responsive to external changes
- To build and sustain effective relationships with partners and stakeholders, to promote the interests of the College and ensure the College is appropriately represented in local, regional and national groups
- To promote a culture that is supportive and inclusive, values diversity and provides opportunities for all students and staff to fulfil their potential
- To motivate and encourage staff ensuring appropriate opportunities for staff development
- To encourage good conduct and ensure appropriate implementation of disciplinary policies relating to students and to staff.
- To maintain an awareness and understanding of relevant legislation and changes in the education sector and the potential implications and opportunities for the College
- To be a member of the Board of Trustees and to develop an effective working relationship with the Chair and other Trustees
- To fulfil the statutory responsibilities and other requirements including set out in the Funding Agreement

Section G: Budget planning and affordability

Sections G1

TPC, as the sponsor organisation, has over 20 years' experience of efficiently and effectively managing the resources available to the College. It has maintained 'outstanding' financial health, as measured by the Skills Funding Agency (SFA) since the College was established in 1993.

Most importantly in the context of CC, TPC has expanded significantly since 1993, and has an excellent track record of managing increased demand from students and responding to that demand efficiently and effectively. TPC has regularly reinvested annual surpluses in new buildings to provide purpose built facilities of the highest quality to meet the aspirations of our students.

In 2007, Penwith College, situated in Penzance, following year on year declining enrolments and a failed capital project for re-locating the campus which saw the College fall into inadequate financial health, looked for a merger partner. The Governors of Truro College wanted to offer the learners in the far west of Cornwall the same excellent opportunities the College had established in Truro, and so in 2008 Truro College merged with Penwith College. Over the next 2-3 years the combined College embarked on a comprehensive transformation of the Penzance campus.

After the merger, the senior management reviewed structures, procedures and procurement practices to ensure that these were closely aligned with each other and so would deliver best value to the overall merged College. During the last 7 years, student enrolments have increased by more than 50% from the pre-merger levels.

TPC therefore has extensive experience of managing large capital projects and of operating a large post 16 College. The core team detailed in section F1 will utilise these skills in the establishment and operation of CC. As is shown in Section F above, the numbers of students on the Penwith campus increased over a period of time despite the ongoing capital project. Therefore, we will bring to CC the experience gained on this project.

Using the expertise and experience of TPC outlined above, we have developed and finalised our financial plans derived from the vision and aims for CC and how we will put in place everything that will be needed to deliver that vision as set out in Section D. In particular, we identified our staffing needs with regard to the delivery of our planned curriculum. This has involved discussion between key groups of people including those who have an excellent knowledge and understanding of the needs of our likely student cohort, those with a particular expertise in the curriculum, and those who have an excellent knowledge and understanding of College finances including the probable costs of various items of expenditure, including staffing costs.

Therefore, the process we have engaged in to develop our financial plans has been very rigorous with a high degree of internal challenge within the planning team using the expertise of those with a:

- predominantly financial background
- predominantly human resources background
- predominantly education background.

We have also taken account of support and challenge received from colleagues from outside of the planning team.

Students will have on average 16 hours per week of 'face to face' contact with teachers, and teachers will deliver 24 hours of teaching per week. The financial plan shows student-teacher and adult-teacher ratios which will enable us to deliver a high quality learning experience for all our students.

These teacher-student ratios take account of what we expect to be the key characteristics of our student population as described in Section D. They also take account of the delivery of the enrichment programme as described in Section D.

The above process produced several versions of the financial plan in order to seek a balance between having in place the required resources (especially staffing resources) to deliver our vision and education plan, especially the student achievement targets and other whole College targets, while being financially responsible and prudent. We believe that we have achieved this balance. For example, we have taken account of the fact that the leadership grant will be removed after the first two years of operation, and so have adjusted our cost levels (especially our staffing costs) to cater for this.

Our financial plan is consistent with the rest of our application and is based on realistic assumptions about income and expenditure. There are no material errors in these plans.

Throughout the process, we have been conscious of the fact that we are making use of public money and so of the need to achieve the best value for money possible. In particular, we fully understand the need to adhere to the 'Seven Principles of Public Life', also known as the 'Nolan principles'. Clearly, we will continue to adhere to these principles throughout the preopening phase and once the College is established. This will include if and when we seek to establish outsourcing contracts for the delivery of some services. See below for more details of our approach with this matter.

As we move into and through the preopening period, we will engage in an ongoing process of updating our financial and other plans for the College (such as our curriculum plans) and also as staff are appointed, site plans are developed, and other costs are more firmly established. We will also update our financial plan as further details of funding arrangements are confirmed.

In particular, throughout the preopening period, we will regularly review the financial plan to ensure that it reflects the likely number of students based on the number of student applications at any point in time. We have built into our strategic planning a manageable build-up of student numbers. This will then lead to a predictable level of student-driven income.

During the preopening period, we will always take account of any funding changes. This will be especially important at the point at which we and the Minister enter into a Funding Agreement. This will help ensure that our College is on course to be financially viable on opening. This will include financial modelling based on the lowest viable number of students for the first year of our operation. This will include evidence to underpin our student number assumptions which will be realistic and achievable. As part of this process, we will demonstrate that our College will not go into deficit at any point.

As can be seen in our financial plan, there are planned for every year of operation, surpluses up to and including when we are at 'steady state'. As we constructed our financial plans, we constantly reviewed the levels of these surpluses. As a result of this ongoing review, we believe that these surpluses are at appropriate levels, to help us to invest over the years in additional resources

(including staffing resources) while not compromising the quality of the provision for those cohorts in the years in which these surpluses are generated. Given the annual surpluses as a percentage of total income and the consequent cumulative surpluses, we are comfortable with these. We will ensure that these surpluses are invested wisely over the relevant period of time and will put in place the appropriate mechanisms to do this. This will include an important role for the Trustees of the College so that the monies spent are clearly linked to College improvement priorities over the short, medium and long term.

CC will be of a similar size to Penwith and in developing the financial plan we have drawn on our experience post-merger as described above, and our existing structures and practices in TPC to help develop the financial plan for Callywith College.

In particular, the staffing structure has been developed to ensure that Callywith College has sufficient capacity to operate independently from the College. The requirements for teaching staff are based on prudent class sizes and staff efficiency levels. These have been based on our experience across the two campuses of TPC, especially Penwith. However, since CC will be a completely free-standing and independent organisation, we have allowed for some extra staff above and beyond what is currently provided at Penwith such as a Business Manager and a Premises Manager.

Support will be available from existing TPC teams (particularly in years 1 and 2) which will take the form of providing advice on the establishment of systems and procedures such as quality assurance procedures.



In any one academic year, we will offer all the courses/qualifications as listed in Section D. However, it could be the case that, in some academic years, we will not actually provide certain courses/qualifications because of lack of demand from students. In the May preceding each academic year, we will begin to make decisions about which courses/qualifications we are going to provide for the next academic year based on the information available at that point in time. This will then give us the required time to ensure that we have in place the required number of staff qualified and able to teach the courses/qualifications which we will provide in the next academic year. Clearly, we will be able to say with a significant degree of confidence that particular courses/qualifications will definitely be provided such as mathematics and English courses. For such courses/qualifications we will be able to have in place the required staff much earlier than the preceding May.

As we have done with TPC, we will also establish a 'bank' of staff, who we can call on at any one point in time and often at short notice to teach on particular courses/qualifications. This will help us to respond quickly to demand for a particular course/qualification as it arises. These staff will also often have very practical experience of the subject matter they are teaching derived from working in a particular business area, including as owners of micro- and small and medium enterprises. As

noted in Section D2, all teaching staff, including part-time staff will be subject to performance management in the same way as full-time staff.

Employer National Insurance and pension contributions for all staff are each calculated with regard to HMRC and relevant pension providers' guidance. Colleagues at TPC have undertaken some modelling of the impact of the changes in national insurance contributions rates due in April 2016. The outcomes of this modelling have been reflected in our financial plan.

We have planned all our items of expenditure to ensure that they are affordable within the funding provided. We have calculated the various items of expenditure as follows:

- **Insurance.** We have based this cost on the current expenditure at TPC campuses. After the first year of operation, this cost is lower than the DfE provided cover at £25 per student.

This insurance cost will provide appropriate cover for all types of risk as follows:

<u>Type of risk</u>	<u>Description</u>
Material damage	Loss or damage to buildings, contents, computers and stock
Business Interruption	Loss, including increase in cost of working, resulting from interruption or interference with the business
Employers' liability	All sums they may become legally liable to pay (including claimants' costs and expenses) following death, injury or disease sustained by employees and arising out of and in the course of their employment
Third party liability	For all sums they may become legally liable to pay (including claimants' costs and expenses) as damages in respect of accidental injury or damage
Trustees' liability	Trustees' liability expense
Professional indemnity	Actual or alleged breach of professional duty
Employee and third party dishonesty	Direct pecuniary loss and/or theft of money by computer fraud
Money	Loss of money whilst in transit or elsewhere
Personal accident	Compensation for accidental bodily injury
United Kingdom travel	Compensation for travel related costs including loss of baggage, cancellation, curtailment, rearrangement and change of itinerary
Legal expenses	Reimbursement of legal expenses relating to employment disputes, contractual disputes, tax investigations, civil actions in relation to school expulsions

As noted on the financial plan, we have based the costs included on the current costs at the Penwith Campus of TPC which is of a similar size to CC.

As the College builds up to its full capacity, we have allowed for the extra additional costs associated with the management of the grounds, facilities, and buildings.

We have also used our experience of similar costs incurred by schools within the Truro and Penwith Academy Trust. TPC is a member of Truro and Penwith Academy Trust.



We have included here all conceivable items of expenditure. During the preopening period, we will conduct procurement exercises for the provision of appropriate goods and services.

As part of this, we will consider any potential savings in relation to many aspects of our College costs by working closely with other schools, Academies, and Colleges and organisations to 'buy in bulk' services and goods such as those associated with premises costs. We have consulted with colleagues from within and outside of TPC on other reasonable cost savings and are confident that these can be achieved. However, in order to be prudent, we have not allowed for these potential savings in the financial plans to date.

As part of our constant review of the draft financial plans, we then reviewed any areas which were 'red flagged' when compared with key financial indicators. We reviewed these by considering how we might reduce these costs without prejudicing the delivery of our vision and education plan, especially our student achievement targets and whole College targets. Specifically we reviewed:

- The operational deficits excluding the project development grants in the first four years of the operation of our College. As result of this review, we are comfortable with these and we see the need for these overall levels of spending during these first four years in order to establish a high quality provision and embed key expectations to be delivered by high quality teaching and learning.
- Other income as a percentage of total income without PDG. We are confident that we have been prudent with regard to this other income especially the lettings income from our experience of TPC campuses.
- Our salary costs and as a result of this, we did reduce the salary levels of some members of staff but did not reduce the actual numbers of staff to be employed. Given this reduction, we are still confident that we can recruit enough staff of the appropriate quality to deliver our vision and education plan, especially our whole-College targets. We are also confident that these relatively high salary costs, including the cost of teachers and the relatively slightly higher ratio of teachers to students, are needed in order to ensure the high quality provision based on high quality interaction between staff and students. Salaries for staff

have been set at levels which take account of the proposing group's local knowledge of the salaries needed for various categories of staff in order to recruit high quality personnel.

- Premises costs. These are slightly high in the first year of operation because of the anticipated costs associated with a new campus and a smaller number of students.
- Educational resources. We will have a policy of keeping resources close to the student and of providing outstanding facilities and resources. We are therefore comfortable with these costs.
- Professional services. These will be relatively high the first few years of the College's operation because these are not so closely related to pupil numbers including the need for high quality marketing to ensure student numbers are kept high.

We have set the salary of the Principal and the Director of Curriculum and Quality at those levels in order to attract colleagues of sufficient expertise and calibre to ensure that we have in place senior leaders who will be able to provide the leadership which the College will need in order to achieve the ambitious student achievement and whole College targets which we have set. The Principal (who will be in place from the point at which the College opens) and Director of Curriculum and Quality who will play a key role in establishing the systems, policies and procedures which will drive the vision forward. This will then mean there will be a secure foundation on which new members of staff can build as they work in the College. The roles of the Principal and the Director of Curriculum and Quality in the years that the College is building up to full capacity will also be crucial in ensuring that the early cohorts of students set the standards for students as they enter the College in later years.

Any contractual relationship we enter into with suppliers will be arrived at after following a fair and transparent process. This will help to ensure that we get the right support and achieve value for money. In the final plans attached, we have assumed that the provision of catering services will be outsourced and that this will be on a break even basis.

Clearly, by far, the greatest proportion of our income will be student-driven. So, when we know the numbers of students entering into our College, we will be able to predict with a great degree of certainty this element of student income. However, we have also included in our financial plans, some income from lettings which does not derive from student numbers. This income is a prudent figure based on experience at TPC. We are not dependent at any point on this income to break even in any one year.

As noted above, in our financial plans, we have shown the costs for:

- Other staff costs: recruitment, development and training.
- Premises costs: buildings maintenance and improvement, grounds maintenance and improvement, cleaning and caretaking.
- Professional services: marketing
- Other: catering, human resources (HR)

In order to provide these services and meet these costs efficiently and effectively, during the preopening period, we will seek out the best possible providers of these services. We will do this

by following the required procurement rules including those as set out by the DfE in the publication 'Procurement essentials. Departmental advice for free schools' (March 2014). We will ensure that will meet all statutory requirements and so will comply with the Public Procurement Regulations, which are designed to safeguard fair competition principles.

During the preopening period after, we will ensure that we achieve value for money. This will be done by achieving the best possible educational and wider societal outcomes, within the Trust's objects, through the economic, efficient and effective use of resources, the avoidance of waste and extravagance, and prudent and economical administration. Throughout, a key objective will be to achieve value for money not only for the Trust but for taxpayers generally.

As part of our governance structure, during the preopening period, we will establish a Resources Committee whose key responsibility will be to ensure sound management of the school's finances and resources, including proper planning, monitoring and probity. In particular, this committee will ensure compliance with the DfE's/EFA's financial regulations including as set out in the Academies Financial Handbook (2015) and the College's Funding Agreement.

We will manage potential conflicts of interest during the preopening period and beyond. For example, when using public money to award contracts, we will demonstrate the highest standards of propriety. In particular, we will consider the scope for conflicts of interest, and take steps to manage them. This will mean that no Members of the Trust or Trustees will be involved in any decision over awarding a contract if they or any of their relatives, friends or business associates are involved with or employed by any of the companies bidding. Please see Section F for more details of how we will manage conflicts of interest. Also, as stated in Section F, we will have in place a Scheme of Delegation which will be operated in conjunction with the Financial Regulations of the College. This will include details of how we will approve and review our expenditure, and how any financial powers will be delegated so that it is clear who is responsible for what.

CC will be established as a separate legal identity and, while following all the required financial regulations and guidance especially with regard to procurement, TPC will make available its advice, expertise and services to CC at an appropriate and contracted cost.

Section G2

Please see our financial plan.

We do not show any deficits in any year and the surpluses we show will be used to continue to develop our overall levels and quality of provision. At steady state, the surplus shown allows for any unforeseen circumstances arising while also ensuring that funding is primarily used for the appropriate cohorts of students in any one year of operation of the College.

We have been very prudent in allowing for contingences so that the financial viability of the College is not compromised at any point with the consequent damage to the quality of our provision. In particular, we have included an overall contingency figure of approximately 1% of annual income each year of operation.

As can be seen, we have anticipated a certain level of third party income from, for example, lettings which is a prudent figure based on our experience from Penwith Campus. We are not dependent at any point on borrowing or third party income to break even in any one year.

G3 Financial resilience to reductions in income

As can be seen below, essentially, we will achieve savings through reducing staffing costs (i.e. salaries and other staff costs), premises costs, the cost of educational resources, and the allowance for a contingency in direct proportion to the amount of funding we would lose as a result of the reduction of student numbers by 30%. We will also be able to save an appropriate amount each year for the pupil determined cost of depreciation. Within our staffing structure, as explained in Section D, we have established pupil-teacher and adult-pupil ratios which will allow for our staff to be reduced in the event of our not recruiting to 100% of our planned numbers in each year of our operation up and including 'steady state'. These ratios will give us the necessary flexibility in how we group the students in the event of a reduction in our income and the resultant need to reduce staff.

Because by far the largest proportion of our costs are salary costs and other associated staffing costs, we will therefore simply reduce the number of groups we teach without compromising our vision or the quality of our provision. In order to show how our College will be financially viable and how we will be able to deliver our vision, we have only taken account of those costs (e.g. salary costs) which will be reduced in direct proportion to reduced student numbers. We have therefore not reduced any fixed costs as such as professional services.

As described in Section D2, and as we have done with TPC, we will also establish a 'bank' of staff, who we can call on at any one point in time and often at short notice to teach on particular courses/qualifications. This will help us to respond quickly to demand for a particular course/qualification as it arises, including if student numbers are below what we currently anticipate.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted including savings generated	Year savings would apply	Savings in each year against original budget (£k)
See column to right for details.	[REDACTED]	2017/18	[REDACTED]

Annexes

CV template



[REDACTED]

