



Department
for Education

Free school application form

Alternative provision

Published: July 2016

Insert the name of your free school(s) below using BLOCK CAPITALS

**FELIX CULPA ALTERNATIVE PROVISION ACADEMY
(CITY LEARNING TRUST)**

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The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#), for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

Submitting Section I

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* 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	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 to set up a free school 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).

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:  (please delete as appropriate)

Print name: 

Date: 26.09.16

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The **City Learning Trust (CLT)** is a multi-academy trust in Stoke-on-Trent, Staffordshire, which currently operates ten schools delivering education to 6000 students from ages 3-19.

The Trust is dedicated to improving the life chances of the students that it serves and is passionate about the opportunities that young people across Stoke-on-Trent are afforded. The CLT recognizes that there is an unmet need in Stoke-on-Trent for high quality Alternative Provision that is based on consistently outstanding teaching and learning and a determination to ensure that a culture of 'no excuses' runs throughout the education in all CLT academies.

In the past 10 years, the IDACI index has consistently placed Stoke-on-Trent in the lowest ranked 20 local authority districts with the most deprived 10 per cent of neighbourhoods nationally. As such, it is not surprising that our young people can be susceptible to low aspirations and self-esteem, and poor resilience. Stoke-on-Trent's permanent and fixed term exclusion rates continue to sit well in excess of national average figures, with permanent exclusion statistics at 0.37% (NA 0.07%) and fixed term exclusions at 11.12% (NA 3.88%). Indeed, the statistic for repeat fixed-term exclusions is at 6.06%.

These figures indicate that significantly more students in Stoke-on-Trent are removed from their full-time education placement than students in any other area of the country. The CLT schools are committed to working to reduce these figures by providing students, for whom mainstream is not a success, with a meaningful and appropriate alternative provision. Felix Culpa AP Academy will work tirelessly to meet the needs of each individual crossing their threshold, pushing him / her to make the progress that they are capable of, driven by a 'no excuses' culture.

Across the City, CLT schools have a wealth of knowledge and successful experience relating to the challenges faced by our young people. In the context outlined above, challenges faced by our young people through the deprivation that they endure, it is vitally important that the Trust keeps a strong focus on inclusive practice, and as such, Felix Culpa AP Academy has a strong commitment to pastoral support. Every effort

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will be made to secure a diet of the highest quality teaching and learning because our students deserve nothing less.

However, before our students can take full advantage of our ethos, we have to tackle the depth of failure that they have previously experienced and the consequences that this has upon their readiness to step up to the challenge that the classroom offers. High student / staff ratios are planned to enable us to cope with the intensity of the needs that will be presented. An absolute commitment that we will not fail all of our young people, especially our most vulnerable, drives each and every staff member across the Trust and pervades the culture of each and every school as we work together.

Barriers that these young people face, whether physical, mental or emotional will need to be obliterated to ensure that they have the confidence and self-belief to take those next steps and achieve their potential. Since starting on their educational journey, unmet needs have resulted in these vulnerable students trying and failing until they expect nothing more for themselves. The City Learning Trust’s knowledge, experience and expertise at turning these cases around puts us in an excellent position to redevelop the lives and futures of these young people.

The schools currently making up the CLT are:

Academy	Ofsted rating	Current Performance	Exam	Trajectory and time with Trust
Haywood Academy (11-18)	Good	Good+		Up (3 years)
Trentham High School (11-16)	Requires Improvement	Good		Up (1 year)
St Peter’s Academy (11-16) (Sponsored)	Special Measures (Re-brokered from another Trust)	Requires Improvement		Up (2 months)
Smallthorne Primary School	Good	Good+		Up (3 years)
Holden Lane Primary School	Good	Good+		Up (2 years)
Mill Hill Primary Academy (Sponsored)	Good	Good+		Up (3 years)
Glebe Academy	Outstanding	Outstanding		= (1 year)
Hillside Primary	Good	Good+		Up (1 year)

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Priory Church Academy	Good	Good+	Up (2 years)
Clarice Cliff Primary	Requires Improvement	Requires Improvement +	Up (6 months)

The CLT was established in 2011 and has a very strong track record of school improvement. Under the leadership of [REDACTED] – please see biography, annexe 2), it has been instrumental in turning around, in just 18 months, two large primary schools that were in special measures (Mill Hill and Priory), with Mill Hill becoming the most improved primary school in the country in 2015. Two of the CLT primary schools were in the top 100 highest performing primary schools in the country in 2015 (Glebe and Holden Lane), while six of the seven primary schools have progress measures above the national average and are in the top fifteen highest performing primary schools in Stoke on Trent.

Our academies have been praised in recent OFSTED inspections.

‘The interim executive board (IEB) is fully committed to the strategic direction of the school set out by senior leaders. Members are fully involved in reviewing the impact of actions taken. They are well informed by senior leaders about all aspects of the school, so that they are in a position to ask challenging questions. Individual members have considerable expertise and experience in education’ (Mill Hill, September 2015)

‘The headteacher, senior leaders and the IEB share a determination that every pupil will ‘be the best that they can be’. This shows clearly in the high expectations that they have of staff and students. Staff morale and confidence are high. Staff understand the vision for the school and share the ambition.’ (Priory Church Academy, April 2015)

Haywood Academy is one of the highest performing secondary schools in the West Midlands and a national top performing, non-selective secondary school. In 2016 for the fourth successive year, our GCSE results increased to break Academy performance records. In 2015 it was the only school in the country to win two national awards from the Department for Education – the regional ‘Pupil Premium’ Award and the regional ‘Character Education’ Award. The Academy’s GCSE results are amongst the best of all secondary schools in the country, and exceed the national average for student progress in many areas. It is the lead school for the CLT.

‘The headteacher and senior leadership team are highly ambitious for all students, their families and the wider community. Under their excellent leadership the pace of change has been rapid with improvements each year.’ (Haywood, January 2014)

The other two secondary schools in the Trust have been sanctioned by the RSC to join the Trust to improve outcomes and performance. This year Trentham High school has improved its performance measures to achieve Ofsted classed “Good” performance data. This school has been supported by the CLT for just one year. St Peter’s Academy was re-brokered by the DfE to the CLT in August 2016, due to continued

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poor performance by its previous sponsor. The CLT had been informally supporting this Academy for the previous 5 months. As a consequence it has now improved its performance data to Ofsted classed “Requires Improvement” and is on the way to achieving ‘Good’.

Through the success of its school improvement work in the last three years, the CLT has gained a significant reputation for rapid and sustained improvement work. In recent months the RSC has shown his confidence in the further expansion of the Trust by awarding a capacity agreement to open four new Free Schools by 2020 (this AP application, a UTC, a new secondary school and a music Free School sponsored by the Halle Orchestra). The Trust has also submitted further plans to the RSC that will see it steadily increase in size by 2020 to thirty schools covering 15,000 students.

Led by [REDACTED], the CLT has an Executive Leadership Team of twelve full-time and six part-time high performing school improvement specialists who work across the Trust’s schools. The Trust is self-funded through a top slice mechanism and has received DfE capacity grants in the past to help generate capacity.

‘The City Learning Trust has delivered an amazing focus on school improvement in the City of Stoke-on-Trent since its inception a few years ago. This has enabled thousands of young people in both primary and secondary schools to enjoy a much improved education offer, wiith many vulnerable young people having their life chances transformed. Whatever the City Learning Trust promises to achieve. it achieves. I have every confidence that its future plans to open a range of Free School provisions will be successful as continues its visionary plans to make education in its communities truly World Class.’ (Joan Walley, MP Stoke on Trent North 2015)

In 2014/2015 we built on existing community partnerships in Stoke to add a Sixth Form College to the Trust, utilizing local buildings that were empty and unused. In association with The Prince’s Charities ‘Place Regeneration’ project and the Stoke-on-Trent Council, we embarked on the regeneration of the Victorian Old Town Hall in Burslem (phase one) and the iconic Burslem School of Art building (phase two). When fully operational, Haywood Sixth Form Academy will have a student capacity of 400.

Core values and purpose:

The City Learning Trust’s core values are generated through our mission to ‘co-operate to inspire world-class achievement’. This mission is even more significant in the creation of a world-class alternative provision Free School, ensuring that young people are at the heart of everything that we do, through:

- **Commitment:** Our academies are a family of schools who share a co-operative bond and are dedicated to the communities we serve.
- **Teamwork:** We value working together to improve outcomes and believe we are stronger as a whole when we do this.
- **Respect:** We value our people and organisation’s abilities, qualities and achievements, and operate using the principles of equality, equity and solidarity.
- **Creativity:** We encourage the use of imagination and original ideas in all our schools as a key building block for successful citizens of the future.

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- **Honesty:** Our ethical principles of integrity and openness underpin how we define the value of honesty in our organisations to develop the key skill of social responsibility.
- **Passion:** Our schools have a compelling enthusiasm and desire to provide a world class education for our young people.
- **Responsibility:** We believe in taking ownership of our actions and giving valued support to others.
- **Leadership:** We believe in listening to, inspiring and empowering our community of people so that they can unlock their true potential.
- **Success:** Our organisations co-operate to succeed and highly value individual successes at every level. We believe that collective success is the outcome of our inspirations and aspirations. We aim for the peace of mind that is achieved by the satisfaction that we did our best to become the best we are capable of.

Felix Culpa Alternative Provision Academy

We now propose to add a 100 place Alternative Provision Academy for young people aged 11-16 years, called 'Felix Culpa', to the CLT family, to meet the critical need for specialist Alternative Provision places in Stoke. We believe we have the track record both at a practical implementation and school improvement level to make such a provision a success and we are pleased that the RSC has backed this belief with a confirmation in our capacity to deliver.

Felix Culpa is a Latin phrase that comes from the words Felix (meaning "happy") and Culpa (meaning "fall"), and is most commonly interpreted as a series of unfortunate events that ultimately lead to a happier outcome.

Admittance to Felix Culpa AP Academy (FCA) means that the future paths of our young people are set to change. The series of unfortunate events that have led them to our door means now that happier outcomes lie ahead. A fresh start, leading to a successful future.

Vision and ethos

FCA will be an empowering alternative provision that will provide a forward-looking and innovative approach to all aspects of learning. The ethos of FCA will be aspirational; a personalised education will be achieved through an exciting, engaging curriculum delivered by highly-qualified staff with knowledge and understanding of young people who find mainstream education challenging.

A strong focus will be on achieving qualifications and skills which equip students for future success by enabling their re-integration into mainstream provision or successful onward progression. FCA will be inclusive in every aspect of delivery and will offer a diverse range of pathways to enable students to reach their potential, achieve success and become purposeful citizens.

At FCA we will work with business partners, including Autonet Insurance and Business Enterprise Solutions to create an entrepreneurial approach to turning around the life chances of students who have not been successful in mainstream education.

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We have worked with the Learning Pathways Board, the Commissioner for Alternative Provision in Stoke-on-Trent, to develop our proposals for FCA to ensure that our school meets the need for additional alternative provision places in the City. As set out in more detail in section E1, there is a critical need for quality alternative provision places which provide young people with the opportunity to gain formal academic qualifications and develop business skills which will prepare them for the world of work.

A number of existing providers do not offer young people the opportunity to study for formal qualifications and are not subject to Ofsted inspections. Our research shows that in 2014/15 (the most recent data set) that 54% of young people left alternative provision with no GCSE qualifications and 83% left with fewer than four at Grade C or above. The Learning Pathways Board has commissioned all 100 places at Felix Culpa AP Academy, which signals confidence in the Trust's ability to deliver alternative provision and in our proposed model of delivery.

Curriculum

FCA will deliver a structured curriculum to meet the requirements of a wide range of marginalised, disaffected and excluded young people both within the Academy, and through full- and part-time placements within the City.

The vision of the Leadership team at FCA is premised on the meaning behind its name. We offer acceptance to our young people. They have made mistakes in the past, but, in a fortunate turn of events, they now arrive at an Academy where the sole purpose is to turn those mistakes into positives. Young people will be shown how to learn from the lessons that life has taught them, to build on those foundations effectively and to recreate their future in an environment where second chances are built in to every conversation, where mistakes are welcomed because they are an opportunity to learn and where staff will model an infectious perseverance and resilience in supporting these young people. Eventually our young people will believe in themselves, and once this has happened, true progress can be made.

The curriculum has been built around the prospect of equipping learners with key skills in literacy and numeracy (through both GCSE and Functional Skills) and will be enhanced with computing, business and marketing opportunities as well as BTECs for KS3 and KS4. Our plan is that Local Authority commissioned provision for these students is 'school-like' provision with a twist. Key Stage 3 placements will be for a shorter period of time and so will focus on key skills of literacy and numeracy as well as targeted behaviour support to boost engagement. KS3 students would return to their home school through a reintegration programme, starting with a Friday visit to ensure that links and relationships were retained with the staff and students there.

The curriculum has been developed for all students to gain academic and vocational qualifications, develop self-belief, and increase their self-esteem to equip them for further study or the world of work.

Students coming from a low starting point in terms of educational achievement and life skills will benefit and move towards achieving the same as their peers in mainstream

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provisions. Our curriculum is designed to provide students with challenging, but realistic, pathways to achievement, including, where appropriate for the student, the opportunity to achieve the 'Gold' standard of 5 GCSEs, Grade 9-5 including Maths and English.

FCA will aim to ensure that all Year 11 leavers are entering further education, employment or training and are not recorded as NEET (not in education, employment or training). To ensure this, targets will be set and regularly monitored.

The curriculum offered by FCA will include:

- Core skills: English, maths, ICT, personal and social development
- Vocational courses: that could include catering, music, sport, business enterprise, computing and creative media. For KS4 there will be an opportunity for work experience.
- An enrichment programme that will give diverse opportunities to enhance existing skills and interests and develop new ones such as the Duke of Edinburgh Award.
- Life skills which are transferrable in employment and social settings.
- Work experience which is meaningful to the student and aspirational for their future.

Group sizes

Small groups will allow for personalised learning. Each student will have regular and frequent 1:1 time with the unique support package from our Therapeutic Team including an Educational Psychologist and specialist advisor to work on personal targets and strategies.

Our priority at KS4 will be that, where possible, students are in suitable long-term placements where they can work to gain suitable qualifications and are supported to prepare for sustainable post-16 destinations. In addition to the key skills for KS3, KS4 will offer Entrepreneurship & Enterprise and Employability skills, providing young people with the skills necessary to work in the world of business.

Our pathway to success will be achieved collaboratively with our business partners to meet the educational and vocational needs of our students. The curriculum, business environment, and support will be provided at FCA, as well as through business partners. This will enable our learners to thrive and prosper, ensuring that they gain educational attainment and achieve entrepreneurial accomplishment.

With business mentors providing 1:1 Learning Coach support to our students out on work placements, work-place ambassadors, practical workshops delivered by business partners, work-based learning, and entrepreneurial enablers, the focus of our alternative provision at FCA will be fully integrated with the needs of the individual learners.

Section D2 sets out how we will measure the students' performance and target setting. Within the CLT and our partner Academies we have an in-depth understanding of

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setting and achieving targets within an education environment. The FCA will draw on this experience in its role of nurturing, supporting and educating some of the most difficult young people in society, and have a clear and realistic vision of the progress we can make over the next few years.

A carefully planned, sustainable staffing structure set out in D3, designed with students' needs at the heart, will deliver the planned curriculum. From the opening of FCA we will have recruited 100 FTE students on a part- or full-time basis. Support staff, through either the role of Learning Coach or in other capacities delivering therapeutic support and counselling, will take precedence over a typical leadership structure in a school.

Over the academic year, students will be exposed to a range of experiences through the enrichment phase of the curriculum, and, in addition, we will also host focus days. These days will address chief concerns that have surfaced during the previous half term and will include a range of services available to work with students to challenge their perceptions in a given area.

At the start of each term (due to new cohorts of students having arrived mid-term), students will vote for their form reps based on their attributes and ability to promote the wider student perspective. This, in turn, will be repeated as form councils become community councils.

We firmly believe that life at FCA should prepare students for life in modern Britain and so will never shy away from showing students the truth and how they can be prepared to deal with it via education to prosper, grow, and thrive.

Places & Pathways

Personalised programmes will be designed in partnership with each individual student to meet their needs and aspirations, following an initial needs assessment by specialists experienced in overcoming barriers to learning. FCA will link into the CLT's unique work-based learning offer at Haywood Sixth Form Academy to provide FCA students with a pathway to the world of work post-16.

Partnerships

Strong partnerships are central to FCA's vision. These include:

- Parents/carers – they will be fully involved with all aspects of their child's progress.
- Commissioners (mainstream provision and local authority) – strong effective relationships will be developed to ensure that FCA meets the needs of commissioners and their students.
- Employers - FCA will work with local employers to offer students meaningful and aspirational work experience
- Other education providers – FCA will look to increase the breadth of its curriculum for individuals through partnership with other providers.
- Other relevant professionals – to meet students' individual needs.

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Developing confident young people – our commitment to all FCA students will be to develop their self-confidence, independence and social and employability skills.

Unique Integration with other services

Our Academy will offer wrap-around therapeutic services to young people (including counselling, educational and clinical psychology, and our Multi-Agency Centre), and will deliver bespoke programmes of study that will complement the rest of the curriculum and help our students to achieve success. All of these services will integrate into an educational curriculum and ensure that we will be providing ongoing opportunities for challenging students to gain important academic qualifications.

In accordance with our DfE-approved Trust Governance model, FCA will be accountable to its local governing body and the CLT Board of Directors, and will be subject to Ofsted inspections. It will also be accountable to the Department for Education through its funding agreement.

'Felix Culpa AP Academy - Re-engaging young people with education'

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Key Stage 1								
Key Stage 2								
Key Stage 3								
Key Stage 4		100	100	100	100	100	100	100
16-19: commissioner referred								
16-19: student applications								
Totals		100	100	100	100	100	100	100

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	Mandatory	
Maths	5	Mandatory	
Science	4	Mandatory	
Business Studies	2	Mandatory	
Computer Science	2	Mandatory	
Employability	1	Mandatory	
Entrepreneurship & Enterprise	1	Mandatory	
Enrichment	5	Voluntary	Should sufficient progress have been made during academic sessions

All applicants will need to complete this section, but you will give us different information depending on which of the assessment criteria you meet. Please:

- use the table below; and
- refer to the relevant section of [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Felix Culpa AP Academy will deliver a structured personalized student curriculum that will meet the needs of a wide range of marginalised, disaffected and excluded young people. This will be done by providing KS3 and KS4 provision to support students at different stages through full- and part-time placements as well as on an outreach basis in partnership with the local family of schools.

Our core aims are to:

- provide a world class alternative provision education,
- reignite in our students a love of learning,
- encourage our students to develop positive and progressive future aspirations,
- instill in our students an understanding that the world of work, entrepreneurship and business holds the key to the future success and prosperity,
- successfully re-integrate KS3 students back into mainstream education or into training, and
- prepare KS4 students for positive and successful progression routes into employment or self-employment.

A business approach to empower student outcomes

Our specialism will be enterprise and entrepreneurship; we will use it to drive and generate student interest and enthusiasm, and create a love of learning in the curriculum that will stimulate personal growth and wellbeing.

The success of this approach is proven in engaging, motivating and enabling students to return to learning, and achieve transferable qualifications that will support them into business and entrepreneurship, ensuring that they can support themselves successfully in their future life and roles.

The learning journey of each student will be unique, focused upon their individual requirements and will be adjusted to suit, as and when required, to ensure outcomes are strong.

The educational basis for this approach is to empower the students to take control of their lives and achieve their full potential through gaining focused, accredited awards and qualifications, and real life business experiences that place these qualifications into context. Through this approach students are enabled to progressively take increasing responsibility for their activities, their learning, themselves, and each other, thus developing the social skills needed to successfully implement their life decisions and run a profitable business that will support themselves and their employees.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Quality Outcomes via CLT Collaboration

The Academy will be part of the City Learning Trust MAT where the development of teaching and learning, curriculum and assessment models is led by specialist practitioner committees that develop policy and practice across the Trust.

These committees will support the set-up, implementation and monitoring of all processes and procedures, and provide invaluable support in ensuring that the leadership team can implement the highest quality teaching and learning, curriculum offers and assessment models available.

The Principal of the FCA will sit on the Campus Leadership Team, gaining further networking support from the Trust's developed system leadership model, as well as working within peer review protocols to ensure rigour, focus and quality assurance.

Drawing on the strengths offered by the existing experience and knowledge within the CLT, strategies will be provided to help children who are at risk of under-achieving through to challenging and stretching the most able students.

The CLT focuses on the highest quality teaching and learning. We have an established "Outstanding Teachers" programme which will enable top performers to coach and support others. Our outstanding newly-qualified teacher programme is the cornerstone of our future success. Our aim is to develop the expertise within our own teaching staff, developing AP teachers of the future as we collaborate in terms of work experience and peer coaching.

An Executive Leadership Team support and challenge the Trust's academies to deliver improved teaching, with secondments and exchanges to share skills, fill vacancies and develop capabilities that add value to the learning of students, with clear line of accountability right the way through to the Trust Board.

In addition, the material resources available through the CLT mean that the continuing professional development of staff members will be a priority. Staff will have full access to a world-class CPD programme, including leading experts in the field of mindset, learning cycles and educational theory, all delivered in-house and as a direct response to demand and need from focussed staff training audits.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Our young people and their context

As Ofsted noted in their Alternative Provision survey findings published in February 2016, 'many of the pupils who attend alternative provision are the most vulnerable and disenfranchised in our education system.'¹

This is acutely true for the students and the families that we will serve.

The City is the 16th most deprived Local Authority area in England, with 29.9% of Stoke-on-Trent's children classified as living in poverty, compared with 21.4% nationally. Tragically, it is often the case that these children are the ones who find themselves within an alternative provision setting. The perfect storm of low literacy rates, poor diet and desperation mean that children do not prioritise education, and fall behind in early years education, gradually resorting to distraction techniques that ultimately become learned poor focusing. This, coupled with undiagnosed SEND and poor attendance rates, means that the young people attending alternative provision in Stoke-on-Trent have a number of significant barriers that will require a unique approach from a provision with the capacity to unravel and regenerate.

'There is a strong association between poverty and deprivation.'²

The young people who will attend the FCA will have received at least one fixed-term exclusion. The fact that this sanction is necessary is a direct indication that the student is struggling in this school context. When fixed-term exclusions are repeated, the cumulative negative impact upon that young person becomes increasingly significant and critical that appropriate and timely action is taken to intervene.

Some young people referred to the FCA will have been permanently excluded from their home school, an action that can condemn that young person to a raft of long-term consequences that need to be addressed by the next institution that they join.

'For a few, exclusion may have been the short sharp shock that they needed, to reflect on and improve their focusing, but exclusion is especially detrimental to young people whose families are chaotic.'³

¹ Office for Standards in Education (2016) *Alternative provision: The findings from Ofsted's three-year survey of schools' use of off-site alternative provision*. HMI 160011. London. OfSTED publications.

² Evans, J. (2010) 'Not present and not correct: Understanding and preventing school exclusions' *Barnardo's*. http://www.barnardos.org.uk/not_present_and_not_correct.pdf [accessed 23 September 2016]

³ *Ibid*

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In the context of Stoke-on-Trent, it is common for young people who are excluded to come from families that would be considered to be 'chaotic' in these circumstances. Behaviour comes from somewhere, whether that is an unmet social, emotional or educational need, and these children are communicating to us that they need help.

The cost of exclusions on young people's confidence and sense of self-worth are immediate, with longer term consequences relating to poor educational performance and limited job prospects. 'Those who are already alienated from school and struggling with self-discipline risk further disengagement from education and are more likely to be drawn into risk-taking behaviour and crime.'⁴ Indeed, Brookes et al (Brookes, Goodall and Heady, June 2007) calculated that 'permanently excluded children are three times more likely than their peers to leave school with no qualifications ... and 37% more likely to be unemployed.'⁵

Secondary pupils who are already poor or socially disadvantaged are three times more likely to be excluded, which compounds their risks of unemployment and contributes to intergenerational poverty. For excluded children the lifetime shortfall in earnings is conservatively predicted by Brookes et al to be ██████████.

Specifically, in Stoke-on-Trent:

Exclusion type:	Permanent	Fixed-term
2013/14	33	1584
2014/15	46	1380

Why do we need FCA in Stoke on Trent?

In Stoke-on-Trent, students are 58% more likely to receive a fixed-term exclusion than the national average. They are also 60% more likely to be permanently excluded than their counterparts in another part of the country. The City Council has a current shortfall of 300 places for AP students in the city, which is projected to increase in the coming years. FCA will address part of that shortfall, and we are pleased that the City Council has shown their confidence in our proposals by commissioning all 100 places.

⁴ Evans, J. (2010) 'Not present and not correct: Understanding and preventing school exclusions' *Barnardo's*. http://www.barnardos.org.uk/not_present_and_not_correct.pdf [accessed 23 September 2016]

⁵ *Ibid.*

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With such high fixed-term and permanent exclusion rates in Stoke-on-Trent, and acknowledging the long-term impact of this on the young people who receive them, we believe that these statistics indicate and justify the need for FCA. Our proposal will address the emotional, social and educational needs of these individuals and then prepare them to be productive members of society thereafter.

The journey of an AP student in Stoke-on-Trent and how FCA student referrals will work

FCA will sit within the Stoke on Trent Learning Pathways Board's established, detailed and robust application and referral process for alternative provision in the City. The Learning Pathways board will monitor and refer all suitable students, having interrogated the data shared by the young person's previous school and provided by healthcare and social care professionals, as well as through information gathered from discussions with the young person and their family.

Consequently, information sharing about the incoming students is consistent across the LA. This work continues to be quality assured and reviewed by the Board, made up of serving leadership team members from all of the secondary schools in the area, including [REDACTED] of our proposed free school.

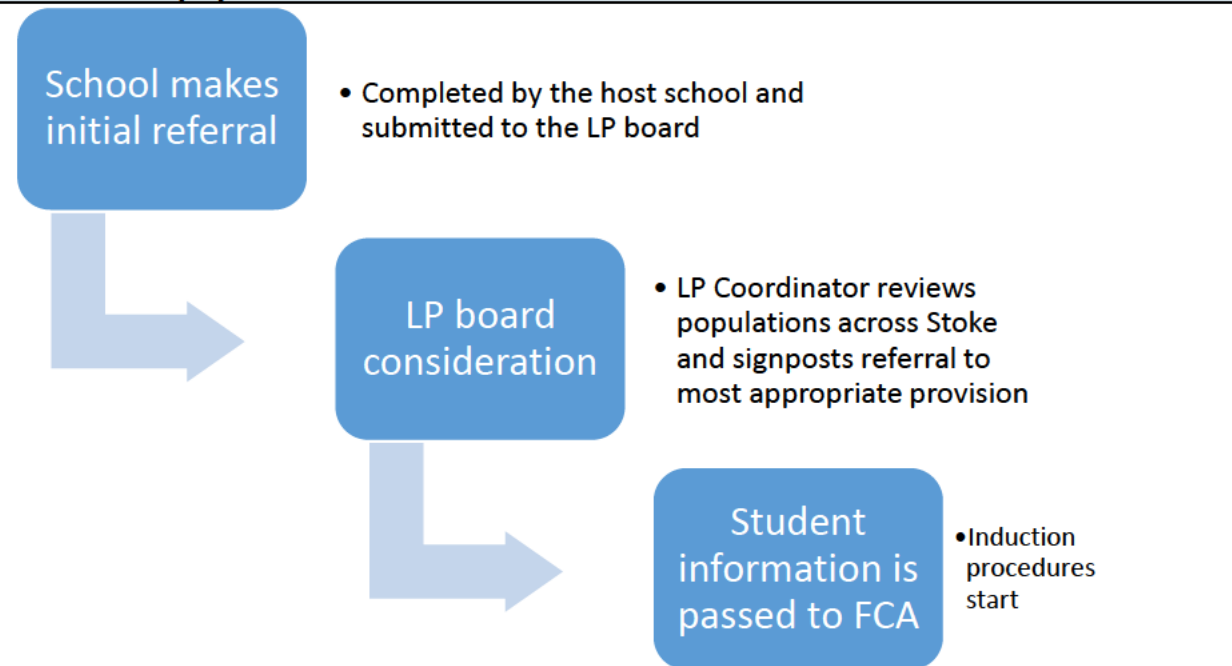
From our discussions with [REDACTED], it is evident that the main gap in the alternative provision offered in Stoke-on-Trent can be filled with FCA.

Currently, the demand for places for students with complex social and emotional difficulties is far greater than the range of provision available within Stoke-on-Trent. At FCA, having in-house specialists available to work immediately with young people and their families, in resolving or improving their circumstances, will enable them to access the high-quality provision within the rest of the Academy once appropriate support is in place.

Referrals and assessment paperwork from the Learning Pathways Board can be found in annexe 3.

Information gleaned from the initial referral and the initial meeting will be enriched based on further assessments and interviews that will form the basis of the transition into FCA.

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As FCA develops further:

- Referrals from Key Stage 3 will be welcomed on a short-term basis
- Specialist outreach work for targeted early intervention
- Access to the wrap-around in-house service.
- Short-term provision will be offered to students in receipt of a fixed term exclusion to prevent any interruption to the flow of their educational provision under the terms of 6th day provision. *This will be offered initially to City Learning Trust members, however as the provision develops, broadened out to other schools within Stoke-on-Trent.*

At all phases of provision, FCA will:

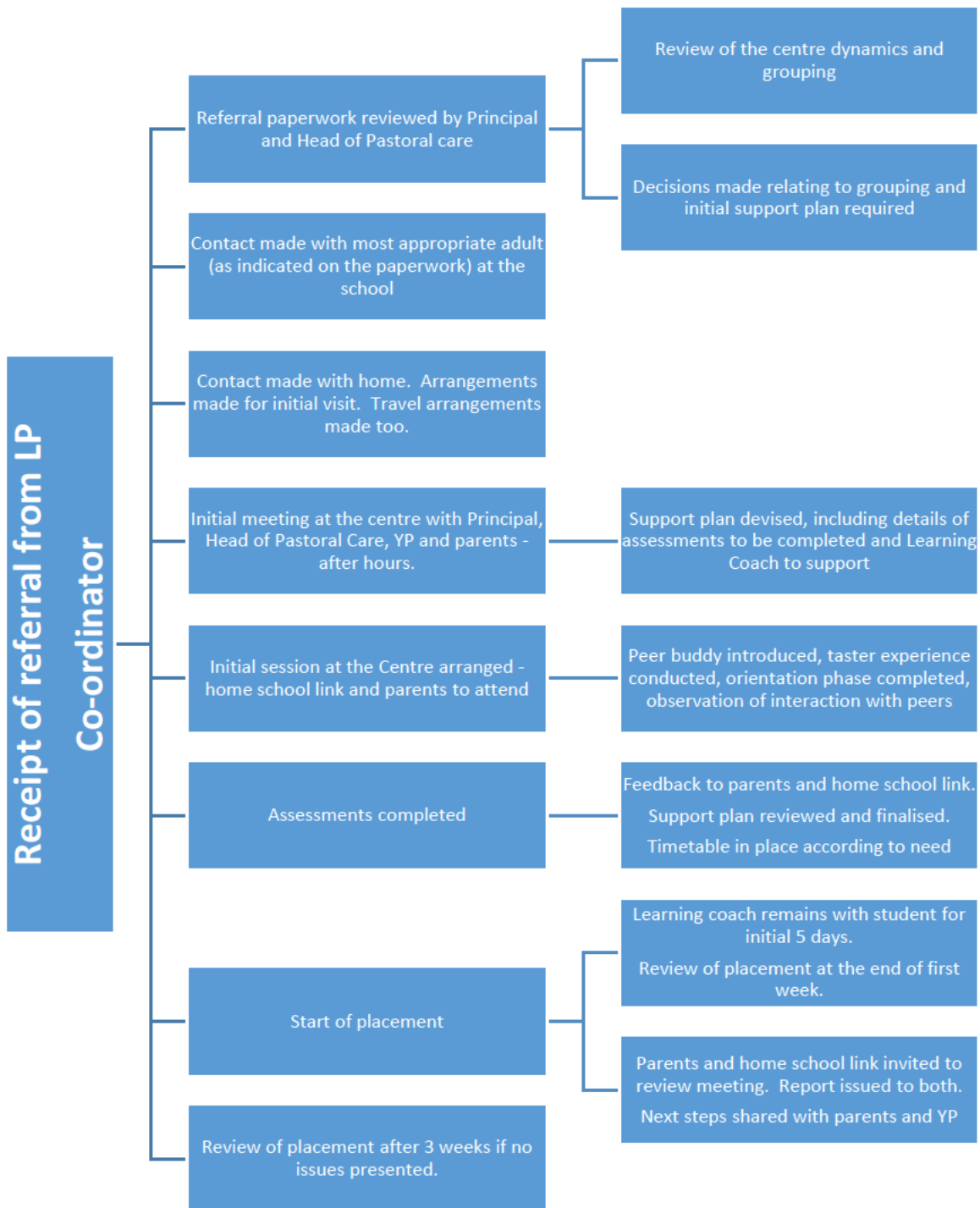
- liaise closely with the referring / home school,
- provide an open door to parents and students wanting to focus themselves before commencement of the placement, as well as during,
- identify any undiagnosed needs and suggest a support plan,
- review the placement at key points and share these findings with stakeholders, and
- offer reintegration support.

This process has the flexibility to accommodate any young person, at any time throughout the academic year. FCA's flexible focused learning and individual timetable enables the young person to rapidly integrate into the environment. We will build on the experience of existing CLT staff, our new recruits and the processes that we will put in place to effectively manage the fluctuations in numbers of students as the

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academic year progresses. We will also retain the flexibility to take admissions at short notice, such as permanent exclusions or new students to the area in Year 11.

Procedure post-referral



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The journey of a student at FCA

On entry, and through induction, students will be understandably dependent, yet resistant, to the support and challenge on offer at FCA.

This phase of their induction will need to be managed successfully through the use of Learning Coaches and teaching staff. Initially, the development of trust and positive relationships, as we identify individual needs, will take precedence and will be at the forefront of the activities engaged in. This will be achieved through regular meetings, social skills training and team-building activities.

Students can expect to participate at a 1:1 level, in group work and at ice-breaker sessions. The intensity of this initial phase will depend on the individual student. Some may develop the necessary skills to progress quickly, but others may take longer and require the implementation of a more gradual programme with a greater focus on 1:1 sessions.

As they move on, students will engage in a broader range of group work and team building activities including, but not limited to, focus on communication skills, interpersonal relationships, problem-solving, negotiation, planning and review sessions. The premise of these activities will be that students find a range of positive outcomes and build confidence in their surroundings.

Information sharing

As well as the Local Authority referral procedure, FCA will work alongside the referring school, the student and the parents to complete a Pupil Passport prior to the commencement of the place at the Academy. Our Learning Coaches will visit the student at the home school (or home if the student is in receipt of an exclusion) to forge a positive relationship and start the collaborative work post-haste.

After this, a visit to the Academy will be arranged outside of normal Academy hours. Activities such as this are designed to ensure that the student is confident on first entry. Successful transition is paramount in the successful placement of any student. During this meeting, students will be asked to complete their 'brick', a representation of their character that will form part of the fabric of the building and will help students believe that they belong to this institution. Students will be given a full tour, meet all staff from the Academy and will choose and be presented with their uniform in a welcoming ceremony.

The next stage of the transition will be to welcome students in to a typical Academy day. They will be picked up by their Learning Coach on the day and taken to the Academy. During this first day, they will complete a number of transition baseline

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assessments as well as being introduced to their Academy partner (their buddy) and their tutorial group, where an ice-breaker activity will be hosted.

This first day will be reviewed with the Learning Coach and a plan established for the next one, where the student will be in control of how much of the Academy timetable they access so that they start to understand the process of independence and autonomy. Students respond well to this approach and often select full exposure to the curriculum when the transition has gone well. A frank discussion about how they have felt about the experience, what they have liked and disliked will be had, followed by the Learning Coach returning the student to their home address, briefing the parents / carers on the progress of the day. A brief report outline is prepared for the host school.

Following this procedure, admission is reviewed with the Principal on a weekly basis and changes to the provision and offer are made as necessary but with full and frank discussion with student, parent and home school. After three weeks, the home school link and parents are invited in for a review meeting and to see the progress that the student has made in an informal setting designed to praise the student and celebrate their success. At this point, the student is promoted to 'Academy partner' and will be responsible for admitting the next student to the Academy and having a hand in the success of their placement.

Throughout this process, the Academy SENCO and psychology service will have worked with the student and initiated any referrals / data collection necessary to secure the support of the individual. In addition, the Academy will be fully committed to engaging in safeguarding procedures at any level, from initiating an Early Help to supporting a CP plan.

If we are re-introducing a student following successful placement at the Academy, it is vitally important that the home school have been kept up to date with the progress of the student with our curriculum. As a part of the typical reporting procedures, parents and the home school will be given feedback on attainment, effort, progress. Attendance and engagement. All parties will be invited to a review meeting each half term if students are making an appropriate level of progress. In addition, a weekly bulletin on each student will be issued to the home school link, the student and their parents.

For the first few weeks, some students may not be able to be integrated into the classroom environment immediately and may well work with Learning Coaches until they are in a place where they can access this provision.

In order to focus the potential of our young people, it is vital that we do not rush this process as it lays the foundation for the positive relationships between the student and the staff. Timely introduction to the curriculum will help sustain the placement.

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The one-to-one work of the Learning Coach with the student can cover, but is not limited to, work on confidence training, anger management, mind-set and resilience work to build character. Forcing a student to engage in a curriculum that they don't feel ready for will only reduce the chances of success.

The Curriculum experience of a FCA student

Once the initial phase of induction has passed students will work within the Academy setting. The curriculum offer for them will be:

English GCSE & FS	Computer Studies GCSE / ECDL
Maths GCSE & FS	Employability BTEC
Science GCSE / BTEC	Entrepreneurship & Enterprise BTEC
Business Studies GCSE	Duke of Edinburgh Award

The curriculum has been built around the need to equip learners with the skills necessary to establish their own business, therefore key skills in literacy and numeracy (through both GCSE and Functional Skills) will be enriched with computing, business and marketing opportunities as well as BTECs in Entrepreneurship & Enterprise and Employability skills.

This phase of the curriculum will be delivered by expertly-trained teachers and supported through CLT specialists.

The additional components of the curriculum will be facilitated by partners from the world of business. Students will be exposed to a wealth of work experience opportunities.

There are a number of outcomes to this:

- Student experience of the world of work will be limited, and so it is important that they are well informed of the practical aspects of working in each industry / sphere having followed a solid induction process.
- Developing students' confidence of working alongside professionals in a number of contexts. The experience that they have here will help them to gain a real sense of confidence that will further develop as they continue in their studies.

Their growing ability to interact at an appropriate adult level will be invaluable as they progress. The timely aspect of this will ensure that they can attain sufficient experience whilst being able to access support from their mentors, seeking guidance and advice as they go. Each experience can be evaluated and reflected upon, each time with the

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express intention of decoding the positive aspects of gainful employment and identifying key skills which can help them.

The curriculum will be designed for all abilities and accommodate both full and part time placements.

A typical KS4 timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
1	English	English	English	English	English
2	Maths	Maths	Maths	Maths	Maths
Break					
Tutorial	BTEC	BTEC	BTEC	BTEC	BTEC
3	Business Studies	Computer Studies / ECDL	Science	Science	DofE
4	Science	Science	Computer Studies / ECDL	Business Studies	DofE
Lunch					
Enrichment A	Marketing	Work experience	Business mentoring	Production	DofE
Enrichment B	Visits to the work place	Production	Community work	Work experience	DofE

Or part time: (minimum 3 days only)

	Monday	Tuesday	Wednesday
1	Science	English	Maths
2	Computer Studies / Business	Science	English
Break			
Tutorial	BTEC	BTEC	BTEC
3	English	Computer Studies / Business	DofE
4	Maths	Maths	DofE
Lunch			
Enrichment A	Visits to the work place	Production	DofE
Enrichment B	Business Mentoring	Work experience	DofE

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Key Stage 3 placements will be for a shorter period of time, so will focus on key skills of literacy and numeracy, as well as targeted focused support and enrichment to boost engagement. A typical full-time placement for a KS3 student would have them return to their host school on a Friday to ensure that links and relationships were retained. A Learning Coach would meet and greet at the school on the Friday and organize their timetable for them, dependent upon mood and chances of success. Ideally, the student would complete the meet and greet and then return to the day's lessons and their peer group but this may not be successful in the first part of the placement.

The role of the Learning Coach therefore would be to support that reintegration. Being on the school site will help the student establish new patterns of learning and the Learning Coach can work with them on a 1:1 basis, counselling them through anxieties and establishing new patterns for the future.

A typical KS3 timetable would look like this:

	Monday	Tuesday	Wednesday	Thursday
1	English	English	English	English
2	Maths	Maths	Maths	Maths
Break				
Tutorial	Thinking skills programme	Thinking skills programme	Thinking skills programme	Thinking skills programme
3	Business Studies and product develop. <i>Project work</i>	Computer Studies, marketing and advertising <i>Project work</i>	The Science behind the business	Team work and collaboration through sports & fitness
4				
Lunch				
Enrichment	Community work	Work experience	Community work	Work experience

The curriculum is designed in such a way as to ensure that part-time placements can be accommodated according to the most appropriate curriculum for them. One of the main weaknesses in alternative provision, is the quality of English and maths coverage that students receive when their timetables are fractured by spending part of their time at their alternative provision placement, and the remainder of their time at their home school or at another venue for alternative provision. To address this, we will deliver both English and maths every morning to all students, differentiated according to which

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previous sessions have been attended, ability and need. Lessons will focus on mastering key skills to ensure that students get the most from each session and can then apply this to any exam board that the home school is entering.

Functional skills in maths and English will also run throughout this curriculum, with students taking this qualification in addition to the GCSE.

The rest of the timetable is planned in chunks.

Full time planning:

Students on a full-time placement will follow all of the subjects and receive additional Learning Coach support in lessons. During the enrichment phase, key learning not secured in lessons will be revisited through built in-intervention time, which will be an incentive for students to remain focused in lessons. This will be done and embedded to confirm and reinforce the high expectations that the FCA has of its students' attainment.

Part time planning:

Students on a part-time placement will be welcomed on the days where additional curriculum choices are deemed as being most appropriate to previous skill level and ability. For example, a student who needs to work on resilience and social skills will most likely attend on a Friday. Students for whom this is less of an issue, may attend the Academy on a Wednesday and Thursday and secure learning for a core curriculum, picking up the work from their options back at their home school. Other students may focus on Computer Studies as they have a particular aptitude for that area or because they will thrive with a more kinesthetic style of learning.

FCA student qualifications

The core curriculum is indicated in the table above for KS4 students. In addition, high-attaining students will continue to follow the GCSE pathways that they opted for in their host school, as FCA will be able to draw on the resources and experience of the staffing from the CLT.

GCSEs will be offered to all students and will be delivered by teachers with the support of Learning Coaches. The curriculum will embed the teaching of English, Maths, Computer Studies and Business Studies within all the activities of FCA. They will be accessed through small mixed-ability classes where staff to student ratio will be high and planning will be shared in advance so that all staff are delivering a consistent and clear message to students.

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English, AQA

Students will study both English Language and English Literature, which are two separate GCSE courses. The principal specification covered is the Cambridge International Certificate of English Language (commonly known as the iGCSE). Those specifications for Literature vary with teaching group.

English Language:

The course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. At the end of the course they will sit two equally-balanced papers where they are required to relate what they have read to the topic and theme of writing tasks.

Students will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage enquiry into different topics and themes.

This course will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, using figurative language and analysing texts.

English Literature:

Students will study a range of texts including a Shakespeare play, a 19th Century novel, a modern text written after 1914 (which may be either drama or prose) and a cluster of poetry. They will answer questions on each of these elements in the exam and will also be expected to comment on an unseen poem. They will develop skills of comprehension and inference as well as being able to read critically. Students will evaluate a writer's choice of vocabulary, grammatical and structural features while analysing and comparing texts on various themes. They will need to be able to write in a clear and coherent manner for a range of purposes using accurate Standard English, spelling, punctuation and grammar.

English Language:

Paper 1 Reading Passage (Core/ Foundation) [40%] or
Paper 2 Reading Passage (Extended/ Higher) [40%] and
Paper 3 Directed Writing and Composition and
Speaking & Listening [20%]

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English Literature:

Examination 75%

Controlled Assessments 25% or Examination [100%]

Maths, Edexcel

The GCSE Mathematics course has changed radically to meet the new requirements of the National Curriculum.

Students will study Number, Algebra, Geometry and Statistics in a variety of contexts which will, at times, involve using skills from more than one topic area.

The curriculum has changed because it needs to move forward with the demands of employers, universities and the global community. It will therefore include more functional, problem solving and investigative elements that can be applied in real life situations, rather than simply remembering how to do something.

Students will be presented with a problem and will have to select a mathematical strategy and decide how to use it. 40 % of marks will be allocated to recall and use of their Mathematics knowledge. Reasoning, interpreting and communicating Mathematically will account for 30% of marks. Interpreting and analysing problems, then generating a strategy to solve them is 30%.

Students are encouraged to develop confidence in Mathematics and to recognise the importance of Mathematics in their own lives and to society.

The examination is available at two tiers of entry, higher and foundation. Each student will be entered at the tier most suited to his/her ability.

Core & Applied Science - AQA

Core Science

Unit 1 Biology - Human Biology, Evolution and The Environment.

Unit 1 Chemistry- Products from Rocks, Oils, Earth and Atmosphere

Unit 1 Physics– Energy and Electricity, Radiation and the Universe

Additional Science

Unit 2 Biology - Cells, Photosynthesis, Energy Flows, Enzymes, Homeostasis, Inheritance

Unit 2 Chemistry- Structures and Bonding, Rates of Reaction,

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Nanoscience, Exothermic and Endothermic Reactions, Calculations, Reversible Reactions,

Unit 2 Physics – Speed/Velocity/Momentum, Additional Electricity, Radioactivity

Core Science

Unit 1 Biology, Chemistry and Physics (written exam) are worth 25% each towards the final mark. The exams are taken in June of Year 10, and a Centre Assessed Unit worth 25% makes up the remainder of the course marks.

Additional Science

Unit 2 Biology, Chemistry and Physics (written exams) are worth 25% each towards the final mark. The exams are taken in June of Year 11, and a Centre Assessed Unit worth 25% makes up the remainder of the course marks.

The Centre Assessed Unit is a practical investigation carried out in class followed by a written analysis and evaluation paper.

Business Studies – Edexcel

The GCSE in Business is in three units:

Unit 1: Setting up a business. Students will be introduced to the world of small businesses and will look at what makes someone a successful business person. Students will find out how to develop an idea and spot an opportunity, and turn that into a successful business.

Unit 2: Growing as a business. Students will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. Students will learn how businesses manage both their finances and the people who work for them.

Unit 3 Investigating a business: Using the information students have learned they will research an existing business on a given topic.

Unit 1 & 2 are both assessed externally by final, written exams. Together they are worth 75% of the final grade.

Unit 3 is assessed internally by coursework, which is worth 25% of the final grade.

Computer Science - OCR

Through this qualification students will:

- Develop their understanding of current and emerging technologies and how they work,

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- Look at the use of algorithms in computer programs,
- Become independent and discerning users of IT,
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts,
- Evaluate the effectiveness of computer programs / solutions and the impact of computer technology in society,

Currently, the qualification is assessed through 3 strands:

- Computer systems and programming. This unit covers the body of knowledge about computer systems on which the examination will be based.
- Practical investigation. An investigative computing task, chosen from a list provided by OCR which assesses research, technical understanding, analysis of problem, historical perspective, use of technical writing, recommendations/evaluation
- Programming project. Understand standard programming techniques and be able to design a coded solution to a problem including the ability to:

Students will need to:

- Develop suitable algorithms,
- Design suitable input and output formats,
- Identify suitable variables and structures,
- Create a coded solution fully annotating the developed code to explain its function,
- Test their solution,
- To show functionality,
- To show how it matches the design criteria,
- Identifying successes and any limitations, and
- Identify test procedures.

This course will be assessed through a written exam paper and a non-exam assessment that will allow students to demonstrate practical skills in a more realistic context that would be possible in an exam.

The SENCO will ensure that access arrangements are in place with the examination boards as necessary. It may be deemed necessary for students to have the following reasonable adjustments made to their exam season:

- Supervised rest breaks
- Extra time (up to 25% or between 26 and 50%)

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- Access to a word processor
- Scribe and / or reader
- Someone in support to provide a transcript of the student's work
- Oral language modification (where a specially trained adult can modify the student text to clarify meaning)

FCA recognizes that the examination period is likely to create a peak in anxiety and stress levels for young people. To ensure students achieve at their optimum, access arrangements will be requested where it is felt that they would be beneficial. We will ensure that additional staff resource is drawn in from across the Trust during this period to help ensure students' emotional well-being. We will also work with families in the weeks preceding the examination period to ensure they understand the process and support them too, during this time e.g. picking students up on the examination days etc.

Enrichment specifics

In addition to the core curriculum, students at the FCA will focus on the following five areas in their afternoon sessions if they have made the expected progress during their lessons that morning:

1. 1:1 business mentoring / visits

Through the CLT Work Based Learning programme, pioneered at Haywood Sixth Form Academy, we have a number of local business partners who have committed to support our young people. During these sessions, they would cover the etiquette of working life, how to get on with colleagues, appropriate tone, dress and manner.

The commitment also includes work experience and taking the students to their place of work to show them how the world of work operates.

These colleagues are committed to building positive working relationships with our students with a view to employment in the future.

2. Production / business development

Working alongside the colleagues from Rocket Recycling and FCAP Lights, students will have the opportunity to build their own model business. They will make all decisions that pertain to the business which will mean that the real-life profit and loss will be down to them. Profits will be ploughed in to student rewards that will again be decided by them.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

3. Marketing

Working alongside colleagues from a local marketing company, students will work to design and market their own products, considering the audience and appeal for their product and how to best showcase their work.

4. Community work (Citizenship, SMSC work)

FCA is committed to enriching the lives of the students and the community that it serves and so will work to boost the social capital of our students by delivering a programme of regeneration to the local area.

We will team up with local community projects, working in community gardens, litter picking, painting and volunteering at care homes to show students the consequences of any anti-social behavior, focusing on the effect that this has on elderly residents.

5. Team collaboration (DofE / Outdoor pursuits)

The final stage of the curriculum will be based around resilience and collaboration.

Best practice in Alternative Provision establishments invests in key aspects of developing appropriate social skills and working towards collaboration, teaching tolerance and understanding as well as the basics of social skill interaction and trust.

Students will be registered on to the Duke of Edinburgh Award as they embark on their educational journey with us. FCA will provide students with all of the tools necessary to achieve each award. Focusing student time on the different aspect of the award will help them to develop as global citizens. Showing this age group the benefits and advantages that can be achieved by volunteering their time to support others, the stamina and pay-off in the achievement of demanding physical pursuits and on residential activities will broaden their horizons and wider life experiences and show them the impact of their positive contribution, boosting their empathy and ability to be tolerant of others.

Additional dimension:

Attached to this, FCA will adopt an innovative approach to working with this cohort of young people by operating its own businesses. Whilst students gain an insight into the world of work and the variety of opportunities available through the 1:1 mentoring and work experience, they will work on the development of the Academy business.

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The model business will demonstrate, in a real-life context, how businesses evolve.

In the first term of their studies, they will work with an expert in the field of eco resources. They will learn through scientific functions, the process of compost manufacture and work to produce significant amounts to be fit for sale.

Every aspect of the business will be student-led, with a staff member being on hand in an advisory capacity. Students will work in teams to develop all aspects of manufacture, production, marketing and retail. They will be supported through financial positioning and investment until they are able to make choices themselves and profits that they achieve will be split two ways. Half will be reinvested into their business enterprise and the other half will be shared through a reward programme that students will cost and arrange themselves.

From the second term onwards, the business will evolve and students will start to develop their own products using the resources and expertise that will be a consistent presence throughout their time at the Academy.

Curriculum outcomes for FCA Students

FCA will foster a sense of belonging within the provision for all young people who enter. It will promote and prioritise social skills, encourage partnership between all members of the learning community (including staff) provide a relevant and challenging curriculum, and focus on any and all achievements whilst praising responsibility through empowerment.

FCA will work on the premise that ALL young people have the potential to succeed given the right circumstances and opportunities. The key to success is to provide:

- a fresh start, whilst understanding the details of the referral and background data,
- empathetic and supportive staff,
- a structured vocational and activity-focused environment,
- empowerment of students who take control of their future employment,
- personal development and resilience, and
- positive contributions to local community initiatives.

The core values that will underpin our practice are:

- The student is an individual and centre to everything that we do
- Learning Coaches have a positive regard for their students and treat them with respect

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Students are engaged as partners and direct their learning and opportunities
- Learning Coaches have high expectations concerning student achievements
- All staff show a continuing commitment to high quality provision.

FCA will work to achieve the highest possible outcomes for all students by:

- providing education, information and guidance to reduce risk,
- minimise the incidence, possibility and fear of bullying,
- helping young people to raise attainment through education,
- raising self-esteem and build confidence so that young people respect themselves and others,
- enabling young people to continue their education, training and employment, and
- attending regularly to ensure a feeling of belonging and positive patterns of work ethic.

This is a demanding curriculum because it is important to establish the most amenable conditions for a successful working environment. All staff will work to:

- provide a safe environment,
- provide a sense of partnership and belonging,
- provide a listening ear,
- provide space for risk taking and personal discovery,
- enable students to develop confidence through positive mind-set coaching,
- engender trust and acceptance of students as they are,
- encourage them to explore and share feelings and hopes for the future,
- help them to empathise with the experience of others, and
- recognise and explore the values that they are living by.

Our approach

In any form of learning, it is important to understand that the young person is unique with different needs, interests, abilities and aspirations. Central to this framework is a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.

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Young people will benefit from having a Learning Coach who will act as their personal assistant with the express focus of removing barriers to learning. The Learning Coach will work with the young person on a daily basis, liaising with teaching staff, business mentors and parents as required. They will support the student with choices and access to courses throughout their time at the Academy. The Learning Coach is an adult with whom they can develop a significant attachment to as they act as guide and assessor. The learning coach adds considerably to the value of the learning experience.

FCA's staff team will be made up of professionals from a range of backgrounds. Fully-trained, qualified and experienced teachers will deliver the GCSE curriculum ensuring that the highest quality provision is in place to deliver this component of the curriculum. The teachers will be full-time members of staff based at the Academy and fully integrated into the pastoral structure to ensure that students recognize them as part of the support network on offer. Teachers will be experienced in the delivery of their curriculum to a range of abilities and will specialize in young people with social and emotional difficulties.

This frontline provision will be enriched with additional support staff who will work to support both the staff and students. Support staff will work in the capacity of Special Needs Welfare Practitioners with the emphasis being on the welfare of the individual. Their primary concern will be to ensure that the young people that they support will be fit and ready for the Academy timetable and to intervene if they are not.

Support staff & pastoral care

The support staff role will be a broad one.

They will be responsible for engaging with students and parents, for getting the student into the Academy, providing sufficient sustenance and ensuring that attitudes are adjusted so that as a young person enters a learning experience, all barriers and resistance to learning are removed. Support staff will learn with the young person so as to constantly reinforce the benefits of co-operation and collaboration, modelling the practice as they go. Whilst engaging in the process of learning, the support staff will remain alert to the subtle changes in group dynamics to secure early intervention and de-escalation of potential issues and conflict.

Intervention will come in many different guises. The staff at FCA will be successful multi-agency workers and will engage willingly in procedures to address issues. Working at Early Help, Child in Need, Child Protection and Looked after Child levels will enable staff members to engage formally with the students, their families and external agency support to eliminate current challenges. The Academy is committed to supporting this level of intervention.

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On entry, students will be fully assessed at a cognitive and social level and these assessments will form the basis of an action plan for the therapeutic services to work on. The staff team at the Academy also includes a SENCO and members of the psychology service. Support and intervention here is at a more specific level following diagnosis. Having dedicated and full time members of staff will ensure that students are able to access the necessary services and the Academy can fully meet the needs of each individual whether that is curriculum differentiation or the delivery of an Education and Healthcare Plan. It also means that the Academy is fit and able to respond to the needs of the individual at times of crisis and stress, and best support the resolution of an incident before further escalation.

Teaching and Learning

The CLT has focused upon teaching, learning and assessment in recent years and has been developing high impact strategies to further improve the outcomes for students.

This has included developing a language for learning with staff and students using Carol Dweck's 'growth mindsets'⁶ and James Nottingham's the 'Pit' theory⁷. Also, embedding the CLT's teaching and learning priorities through its acronym of 'The Consistent FACE of Teaching and Learning' (FACE: Feedback, Autonomy, Challenge and Engagement), very much based upon John Hattie's research about the 'Visible Learner'⁸. Student and staff voice has been very positive and the impact can be seen in lessons as students are becoming more resilient to failure, more eager to know how to improve their learning and to love a challenge.

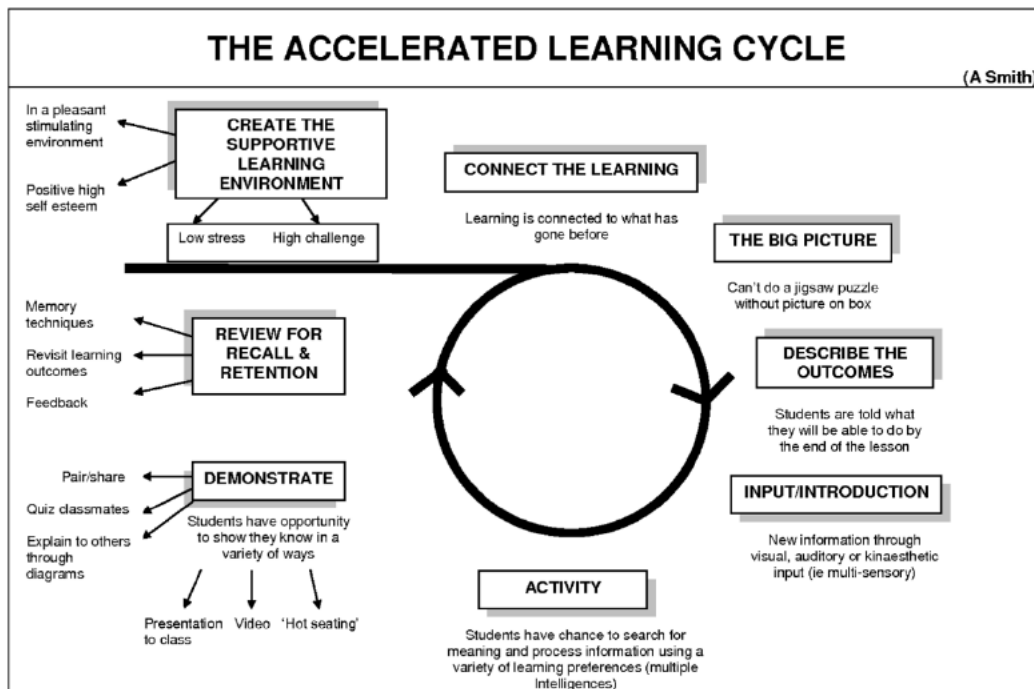
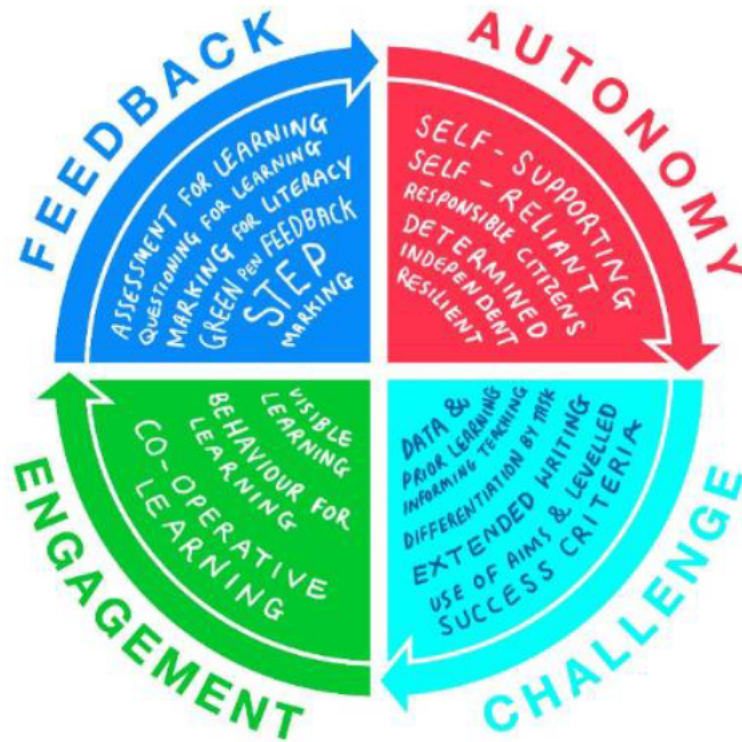
Classroom delivery at the FCA will adopt 'The Consistent FACE of Teaching and Learning' that is premised on the accelerated learning cycle adopted by the CLT. This ensures high-quality teaching and learning opportunities, and forensic assessment of data and specific differentiation will ensure that no students are left behind, as support and challenge are offered as a feature of all learning experiences.

⁶ Dweck, C. (2012) *Mindset*. 1st ed. London: Robinson

⁷ Nottingham, J. (2016) *Challenging Learning*. 2nd ed. Oxon: Routledge

⁸ Hattie, J. (2009) *Visible Learning*. 1st ed. Oxon: Routledge

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All teaching staff will receive world-class CPD training as part of the CLT, enabling them to be outstanding practitioners in their field. They will have access to the latest educational theorists, participate in training communities, and be able to collaborate in planning with Directors of each subject area across the CLT.

Examples of continuing professional development offered to the CLT staff include:

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

Teaching staff will engage in teaching and learning reviews across the CLT, working with leading departments in their subject and observing lessons so that they can see how students make progress when a range of teaching and learning strategies are implemented. Accessing the support of the CLT here will enable subject teachers to work with departments across a number of secondary schools and thus receive and call upon extended support that typical providers cannot access. Further details are provided in Section D5 for EAL learners.

The Use of ICT

The CLT has a passion and desire to create world-class education for all of the students that it serves. As such, the creative use of ICT will be paramount in the design and delivery of each aspect of the curriculum to add new dimensions as to how, when and where people learn.

Within the CLT, we believe that ICT offers major opportunities to enhance the learning experience, particularly for students who find a traditional academic environment challenging. The ability for e-learning and Blended Learning to deliver learning at a time, place and pace to suit the learner, and not at a pace that suits the majority of a class, is important in delivering achievement for disaffected young people.

The Trust and our partner schools have made a significant investment in improving access to ICT facilities and e-learning programmes to enhance our ability to blend this option with more traditional learning.

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Currently, we have invested in the following programmes which will be made available to students at FCA:

- A 'virtual classroom' for students to access and work on course content whilst they are off-site
- '*Show my Homework*' which enables resources to be made available to students to support work outside the Academy, and the facility for parents/ carers or the home school to see the homework/ classwork which has been set
- Sam Learning & GCSE Pod – both provide additional tutorials to enrich the learning experience of students
- Mathematics – supporting the acquirement of Maths skill mastery through individual task design

In addition to this, students will have access to a coaching app that will help to judge their mindset on a daily basis. The results of this will support teachers and Learning Coaches in the curriculum.

Teaching, planning and specialised curriculum:

Planning for individuals will be a key skill for all members of staff at the Academy, but particularly for the subject staff, if students are to achieve their challenging target grades.

To support staff in the delivery of a specialized curriculum, a support model will be developed to ensure that best practice is shared for each young person that we deliver to. Staff will work with one another to troubleshoot issues during a morning and afternoon briefing where ideas will be shared and evaluated in an open and honest environment, with the best interests of the student at the heart of the discussion.

Access to the therapeutic support services is also freely available. Clinical and educational psychologists will work alongside the SENCO and teachers to observe student interaction, as well as working with them 1:1 and in small group contexts. Information gathered from family members and from the referring school will also inform the specialized curriculum plans that form the basis of the planning that teachers will do for their lessons and for their students.

Working alongside the Director of English & Literacy from the CLT, all teachers will have a clear understanding of reading ages and select appropriate material to extend and develop student comprehension and analytical skills. This knowledge will be cascaded down through to all teaching staff to ensure that literacy and improving the rates of it will be at the heart of teaching and learning.

The majority of students referred to FCA will have multiple barriers to learning and lack social and emotional intelligence. To ensure that we equip these young people for life,

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education and employment we will offer a wide range of life and social skills training in the tutorial phase of each day.

In order to provide a better understanding of the cohort we will serve, below is an example of a typical student who will attend our provision:

Case Study

Contextual information

KB came from REACH through the Fair Access process in Year 9.

KB had been permanently excluded from another high school in the area.

KB had a long history of challenging behaviour towards staff.

KB was identified as Female, SA+, Pupil Premium, and FSM.

KB was living with her nan but the reason why was unknown. Primary contact was dad. Mum was not involved.

KB did not want to be at her mainstream school and struggled with the transition back from REACH, started on a reduced timetable with transition support.

KB refused to attend any lessons during her time at school.

KB attendance was 59%.

KB received 29 days FTE in the 3 months that she attended school for verbal and physical abuse to staff.

KB attended boxing sessions.

Baseline information – before intervention

KS2 results English 4, Maths 3, Science 3

KS3 results English 5, Maths 4a, Science 3b

Reading age 11yrs 2 months

Cat score 85

Nature of intervention(s):

- REACH transition support
- Exclusions Officer
- Inclusion Manager
- Pupil Profile
- Personalised Timetable
- Meet & greet

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- Designated staff member
- Parent Meetings
- Boxing Programme
- Referral to alternative provision in Year 9

Outcome information – what difference has been made?

KB was referred through the Learning Pathways for initially a part time place at Round 1 (boxing academy). However, this soon became a fulltime placement due to KB fully engaging in the provision.

KB has had 100% attendance since starting Round 1 in Year 9 and has never missed a day.

KB has even gone into the Academy during school holidays.

KB has made great personal progress, becoming a peer mentor and role model for other students that attend the provision.

The staff speak highly of KB stating that, 'she is doing well', 'can't say anything negative' and 'people look up to her and follow her good lead'.

KB is a positive influence on other students, which is reflected in her prefect status.

KB has not received any fixed-term exclusions since entering alternative provision.

KB engages with the curriculum and is on target to achieve GCSEs.

KB has sought post-16 provision herself and has secured a place at Equality.

Evidence over time:

Attendance:

- Y9 - 62.5%
- Y10 - 100%
- Y11 - 100%

Behaviour:

- Y7 - 8 days FTE
- Y8 - 22 days FTE
- Y9 - 29 days FTE
- Y10 - 0 days FTE
- Y11 - 0 days FTE

Achievement:

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- Actual Grade:
- English C
- Maths C
- RE C
- BTEC Sport L2 Pass
- BTEC H&S L2 Pass
- Preparation for Working Life C
- First Aid Level 2
- Customer Service Level 2
- Work Skills NVQ Level 1
- With additional passes in Manual Handling and Fire Safety training

Student View

I want to finish school after achieving good grades and eventually go to university as I want to be a sports coach.

It is the intention of the Academy to deliver a controlled and high-quality curriculum. We will excel at what we do and all students will exceed expectations because of our tailored provision. Other alternative provision facilities in the area attempt to provide a broad and balanced curriculum, however their results indicate that this is a 'jack of all trades, master of none' model. FCA intends to equip all students with a bespoke programme of study based around our entrepreneurship specialism. We will streamline the courses covered by students to ensure quality, depth and success, rather than just coverage, range and point scoring. It is important to the Academy that students excel at what they do with us and so a deliberate focus will be placed on our core subject model to ensure excellence.

All students will have continued access to their original curriculum options if they have a desire to continue to study them. FCA will use the links within the CLT to provide high quality teaching and learning opportunities built in at a 1:1 level that will be voluntary and outside of the core curriculum.

Intervention

- Saturday schools
Revision programmes offered at the high schools in the Trust will also be open to Y11 students in the run-up to the final GCSE examinations. Provision will be made to collect and support students during the sessions.
- Half term revision sessions

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Revision programmes relating to the GCSE curriculum studied will be hosted during half term holidays. Learning will be targeted to weakness with a high teacher / student ratio. Learning alongside peers from CLT high schools will maintain the community aspect and keep students of FCA in touch with their counterparts to ensure that they still feel included.

- Immediate intervention, that day if insufficient progress is made

The enrichment phase of the curriculum is important, but for next steps, it is more important that progress is made on the core element of the curriculum. Therefore, students will be provided with feedback regularly enough to make sure that they understand if they have not made sufficient progress during the morning sessions in their timetable. If work needs to be repeated / improved / embedded, students will do this before engaging in the enrichment sessions. This will reinforce to students the importance of their own achievement and how high our expectations are of them.

- SEN investigation

The FCA SENCO, working alongside the seven other CLT SENCOs will work to assess students newly admitted to the Academy in order to identify and support any unidentified or underlying SEND issues.

- Counselling support – breaking down barriers to learning

FCA students will have an introductory session with our counselling services as well as on-going supervision support if no trauma or attachment difficulties are identified. In the event of more in-depth deficits that require specialist attention, this will be provided.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Within the CLT and our partner Academies we have an in-depth understanding of setting and achieving targets within an education environment. Felix Culpa AP Academy will draw on this experience in its role of nurturing, supporting and educating some of the most difficult young people in society, and have a clear and realistic vision of the progress we can make during their time at the Free School.

Our ultimate aim is to ensure that all the young people in our charge return to mainstream education or move into positive post-16 destinations, allowing them to obtain qualifications and take control of their own lives and futures. At whichever point these young people leave us, the business and enterprise background that will have enriched their time with us will also enable them to work productively within society.

Most of the students who will benefit from FCA will be coming from a low starting point in terms of educational achievement and life skills. Our curriculum is designed to provide them with challenging but realistic pathways to achievement, including, where appropriate for the student, the opportunity to achieve the 'Gold' standard of 5 GCSEs, Grade 9-5 including Maths and English.

To support us in meeting the challenging aims that we have set, every student will benefit from our core programme that delivers Maths and English at a functional level as well as at GCSE equivalent; Science, either through BTEC or GCSE depending on their need as well as courses in Business Studies and Computer Studies. This core programme will be enriched with the Duke of Edinburgh award programme, as well as a bespoke programme of business mentoring, work experience and business development. The FCA experience will ultimately award students a unique qualification certificate in Employability Skills, underwritten by Pearsons.

Assessing the student on entry to FCA

Each student's level of attainment will be baselined on arrival at FCA during a six week induction programme, using a variety of methods and approaches that will be determined by the exact nature of the issues that surround the child (see methods used in paragraphs below).

We will use established external validation to help baseline students' aptitudes which will include NFER, Midyis, YELLIS, etc. We will also use a Business aptitude test to help support skills assessment for FCA's entrepreneurial specialism. Previous performance information from schools will also be considered. However, given the fractured nature of a student's previous educational experience (most students will have been permanently excluded before they arrive at FCA) we expect this information to be tentative in nature, hence why we place significant value on FCA's six week induction programme to allow us to fully understand the skills, current attainment levels and gaps of students on entry so that we can build a meaningful and successful personalized learning programme for each student that will be pitched at the right level.

D2 – measuring pupil performance effectively and setting challenging targets

Student assessment and data tracking systems

The CLT central assessment, data tracking and progress systems will be used at FCA. These include the established and well-used student tracking system SISRA. Six weekly progress checks will be used to track and monitor student progress for all subjects. The CLT has a policy of formally examining student progress in the core basics of Maths and English every six weeks in order to prepare students for final exams so that they are equipped in the basic skills. The central CLT data team will be used to provide this data for senior leaders at FCA. They will then use this data to establish the need for student interventions. This will guard against any dips in student progress that could threaten overall student outcomes.

FCA will use the CLT's established Raising Achievement Plan (RAP) group to monitor student progress. This will include the following:

- Fortnightly operational RAP meetings with key senior leaders at FCA which will look at the progress that students are making, evaluate if this is in line with expected progress and intervene where necessary. This will ensure that no student is behind with expected progress levels.
- Termly LGB RAP meetings with Governors, the Principal and senior leaders at FCA which will review the progress of students at a whole school level and provide high-level accountability for student outcomes to targets. FCA's external School Improvement Partner (SIP) will be a member of this group to support Governors working as an external partner. The SIP will work to support the Governors in their understanding of senior leaders' data as well as prompting them to offer challenge.

The CLT's established parental reporting systems will be used by FCA to provide six weekly formally written student progress reports across all subjects that will be sent home to parents. Twice-yearly parents' evenings will take place where parents will speak with every teacher that teaches their child. Each student will have a Learning Coach in the Academy who will establish a positive relationship with parents/carers and ensure that any issues with progress that might arise are quickly picked up and dealt with.

Stages of assessment:

Each student will undergo an initial assessment on commencement of the programme to identify their particular needs, interests, aspirations, potential barriers to learning, learning styles and additional learning support. This will be carried out on a 1:1 basis and will seek to identify the particular problems the individual faces, including learning needs and disability requirements.

D2 – measuring pupil performance effectively and setting challenging targets

The assessment leads to the student drawing up and formulating an individual action plan agreed with a key member of staff. This will be used to plot which learning activities and support is relevant to the needs of the individual student, and to help tailor and customise the programme to meet their needs.

This will be followed by a full diagnostic assessment of literacy, numeracy and ICT skills from which individual learning plans for these areas will be formulated, including support for any learning difficulties or disabilities.

An assessment of the student's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be put in place.

Formative assessment of the student's progress will incorporate the following stages:

- Day-to-day assessment providing a wide range of evidence of learning in specific contexts, which shapes the immediate next steps and incorporates the planning stages of all accreditation that will be offered in the FCA. The learning objectives will be made explicit and shared with students, peer and self-assessment is used, and students are engaged in their learning and given immediate feedback.
- Periodic assessment – review of day-to-day evidence to give a clear profile of achievement across a whole subject/award to inform and shape future targets. This will provide a broader view of progress across curriculum for Learning Coach and student and will need to improvements to short term and medium term curriculum planning.
- Transitional assessment between key stages and post-16 opportunities which gives formal recognition of the student's achievements, reported to parent/carer, next Learning Coach, and includes use of external tasks or tests.

Appropriate assessment approaches

Learning Coaches will receive training and support to identify and use appropriate assessment approaches that:

- Allow for different learning styles and ensure that students are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Are familiar to the students and for which they have been adequately prepared.
- Use materials which are free from discrimination and stereotyping in any form.
- Provide clear and unambiguous feedback to students to aid further learning – using the STEP feedback cycle to ensure students have engaged and 'closed the circle' in their own learning.
- Lead to the development of an individual learning plan which helps focus the student and places the student at the centre of the curriculum.

D2 – measuring pupil performance effectively and setting challenging targets

Methods of assessment

Assessment can be carried out in a variety of ways. Careful consideration is given to the method used so that the desired objectives are achieved. Some methods of assessment are more useful in some activities than others.

The methods that we will use include:

- Discussions between Learning Coaches and the student, especially at review stage
- Practical tasks
- Project based assignment
- Group work
- Observation
- Student self-assessment
- Peer assessment
- Samples of students' work
- E-testing
- Multiple choice question papers
- Portfolios of students' work

The Assessment policy and procedures will lead to an annual plan, detailing an overall strategy, details of resources to be used, targets and timescales, Learning Coaches involved, and a system for tracking student progress.

Accreditation

The CLT and FCA will offer a wide range of nationally-recognised academic and vocational qualifications that are appropriate for the young people we work with. We are already accredited to deliver awards with all the major vocational and academic awarding bodies from entry level to level 3.

Our partnership working with feeder schools also offers the opportunity for all students to access GCSE qualifications that are not delivered directly as part of our curriculum but which were part of the student's curriculum on entry.

Successful Reintegration into Mainstream

Due to the intensity of the assessment and monitoring routine established at FCA, student progress will increase at a more rapid rate than it would do in their mainstream setting. This timely intervention will allow progression plans for each student – whether that be back to mainstream or on to further education or training following the successful closure of the placement.

Part of the successful closure of the placement means that a student of FCA has made up the shortfalls that they had in their resilience, determination and confidence. Their next steps should be something that they are eager and enthusiastic to embark upon

D2 – measuring pupil performance effectively and setting challenging targets

and that they feel well-equipped to embrace. Preparing students for this will be the official final role of the Learning Coach. Students will be the centre of this. They will be the ones making the decisions for themselves and will have the self-respect necessary to make this decision for themselves and for the aspirations that they now have.

Should a student request it, the role of the Learning Coach does not end at the threshold of the Academy.

If a student is to return to mainstream education, they will be supported on a personalized schedule with the Learning Coach. This support will only be withdrawn in agreement with the student, the parent and the commissioner. This will also apply in the main to next steps education or training, but transition work will continue for each of our students, regardless of the path that they tread.

Curriculum Enrichment: training opportunities for Years 10 and 11

Within the CLT, we offer a broad range of vocational options delivered by our wider partner network of Haywood Sixth Form Academy and Work Based Learning Providers, available currently to Year 12 and 13. This vocational network will be available to the FCA too. Subject areas covered include; Hospitality, Motor Vehicle, Horse Care, Construction, Early years, Engineering, Sport and Hairdressing. Students are recognised by the achievement of the Employability Certificate.

Learning Coaches in the FCA will have regular contact and reviews with the students undertaking vocational options and we will use the tried and tested tracking system currently being pioneered by Haywood Sixth Form Academy to capture progress and solve issues as they arise. Current success, based on only one full year of the programme running, is as follows:

- Students moving to apprenticeship:
74%
- Students achieving Employability certificate:
100%
- Students achieving Personal and Social Development certificate:
25%

Setting ambitious but realistic pupil performance targets

We have agreed on a set of stretching targets because our students deserve to be the best that they can be. FCA's students require and deserve ambitious student performance, behaviour and attendance targets that will enable them to catch up for lost educational ground.

D2 – measuring pupil performance effectively and setting challenging targets

We believe that our knowledge and experience of this cohort and the vast range of resources and support that we can call on through both the Academy's staff and the CLT resources, will allow us to achieve our ambitious student targets.

These targets are suitable for FCA's students because they are required by business as an entry level qualification in order to obtain meaningful employment. This is consistent with FCA's entrepreneurial specialism that will help equip its students to be successful employees. Our students deserve this standard of education to become successful citizens of the future. We recognize that FCA students will have considerable gaps in their education due to a fractured set of previous experiences. However, this is no reason not to aim high and our support mechanisms and structures are designed to highlight the areas where students need to improve and rapidly do so.

FCA student performance targets:

- All students to achieve the equivalent of 5 x 9-5/9-1 dependent on starting point and aspirational target setting (using CLT target setting policy)
- All Y11 students to have Maths and English qualification at L2
- All students to achieve 4 levels of progress from entry starting point
- All students to increase their attendance to at least 95% or improved by 15% on their attendance at their previous Academy, dependent on which is the more challenging
- 100% of Y11 students to have a post-16 offer in place by June of their final year
- 40% of Y11 students to secure the offer of an apprenticeship place by June of their final year
- 90% of students still in a positive destination one year after leaving Y11
- Y11 NEET % to be below mainstream Academy's figure and falling.

Strategy monitoring of progress toward targets

The Principal of FCA will be directly accountable for the success of the Academy. She will report to and be supported by an LGB who meet on a monthly basis and review performance, finance, issues arising and future development. This will include a monthly performance and finance report from the Principal. Where any issues arise they will be subject to review and if deemed necessary an action plan is agreed for ameliorating the issue.

The whole staff body will meet weekly and use a structured agenda to review any issues (and celebrate successes) that have arisen and look at the week ahead. The staff body will also meet at the beginning and end of the day to achieve an appropriate level of supervision and wellbeing for staff.

We have agreed on a set of stretching targets that we know will not be easy to attain. However, we believe that our knowledge and experience of this cohort and the vast

D2 – measuring pupil performance effectively and setting challenging targets

range of resources and support that we can call on within the CLT, will allow us to achieve the following targets.

Reviewing the progress and success of learners will be embedded into the Academy curriculum and regularly assessed, updated and recorded in a number of ways:

- One to one meetings with teachers/Learning Coaches.
- Formal monthly review of each Individual Learning Plan.
- On-going assessment of progress towards qualifications.
- Monthly progress review with Principal.
- Any concerns will be flagged up at the weekly staff meetings or, if of a more serious nature, will be taken directly to the Principal.
- Regular contact with student host school to share and review learner progress

All student progress and issues will be recorded on their Individual Learning Plan, compiled on a monthly basis and updated on our comprehensive IT system. All destinations of students leaving the Academy will be recorded and Learning Coaches will continue to track students post-departure to ensure destinations are successful.

Assessment

The following table indicates the target setting system. The table represents the target setting system for GCSE subjects only. Flight paths will be in place to map the expected progress throughout KS3 and KS4.

All subjects will have a baseline set from a KS2 average fine points score from both English and Maths KS2 tests. This fine points score will be converted to a level and a letter (e.g. 4A) to provide the baseline starting point.

D2 – measuring pupil performance effectively and setting challenging targets

KS2 Level	Minimum Levels of Progress	Number system	
		Minimum KS4 Expected Grade	Grade Range
6A	5	9	9
6B	5	9	9
6C	5	9	9
5A	5	8	8 to 9
5B	5	8	8 to 9
5C	4	7	7 to 9
4A	4	6	6 to 8
4B	4	5	5 to 7
4C	4	5	5 to 7
3A	4	4	4 to 6
3B	4	4	4 to 6
3C	4	4	4 to 6
2A	4	3	3 to 5
2B	4	3	3 to 5
2C	4	3	3 to 5
1A	4	2	2 to 4
1B	4	2	2 to 4
1C	4	2	2 to 4

NB – all BTEC targets are set with a minimum of 4 levels of progress (Level 2 on entry is 5 levels to ensure target is at least a PASS).

Within the CLT, we have developed a comprehensive and rigorous approach to assessment that will support the achievement of young people in the FCA.

Personalised learning means high quality learning provision that is responsive to the different ways students can achieve their best. There is a clear moral and educational case for pursuing this approach. A system that responds to individual students by creating an educational path that takes account of their needs, interests and aspirations, will also make a strong contribution to equity and social justice.

D2 – measuring pupil performance effectively and setting challenging targets

Our assessment process will be used to find and interpret evidence for use by learners and their Learning Coaches to decide what stage learners have reached in their learning, where they need to go, and how best to get there. It is at the heart of a successful curriculum and is a fundamental part of 'good to great' teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to those individual needs and aspirations that have been identified. Effective assessment will enable learners to make smooth progress throughout their time at FCA.

Central to all the work of FCA will be a process of continuous needs analysis to support the further development of the students' learning. Needs may be identified by the student themselves or they may be perceived by the FCA team of teachers/Coaches/staff. The student will be included throughout the process and particularly in the review stage.

Aims

The aims of the assessment process are that:

- Every student knows how they are doing, understands what they need to improve, how to get there, and they get the support to be motivated, independent learners making progress.
- Every teacher/Learning Coach will be equipped to make well-founded judgements about student attainment, they understand the concepts and principles of progression, and how to use assessment judgements to plan progress, especially with students not fulfilling their potential.
- The FCA will have structured systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils and tracking their progress.
- Every parent/carer knows how their child is doing, what they need to improve, and how to support the child and their Learning Coach.

Principles

FCA will put assessment at the centre of the curriculum framework to meet its aims and our commitment that every student achieves their full potential and is equipped to make a successful transition to lifelong learning. Teachers and Learning Coaches should know their students as well as possible and use the knowledge they have to meet individual student needs and ensure the best progress possible.

The principles for assessment for learning are:

- It is part of effective planning.
- It focuses on how students learn.
- It is central to classroom practice.
- It develops the capacity for self and peer assessment.

D2 – measuring pupil performance effectively and setting challenging targets

- It recognises all educational achievement.
- It is a key professional skill.
- It helps learners know how to improve.
- It promotes understanding of goals and criteria.
- It is sensitive, constructive and fosters motivation.

Good assessment for learning makes:

- An accurate assessment, reflecting knowledge of standards, and judging students' work correctly and accurately through links to national standards.
- A fair assessment – use of valid methods.
- A reliable assessment, where judgements are consistent and based on a range of evidence.
- A useful assessment – identifying barriers to student progress, and using that information to plan and discuss next steps in learning.
- A focused assessment – identifying areas of learning where there might be blocks to learning and where additional support could be provided.
- For continuity of assessment – enabling better transfer between key stages and post-16 opportunities.

By investing in assessment we will ensure that learning is meaningful for all students, teaching is effective and attainment outcomes are improved.

Student behaviour tracking

All of our partner schools, through the Learning Pathways model, already use SIMS to track students and their progress, and have also integrated CLM (Collaborative Learning Manager) allowing all off-site providers live completion of registration and reporting for students on external placements and programmes. These systems will be available for FCA from day one.

In addition, the CLT uses a 'Commitment to Progress' monitoring tool through the use of Lesson Monitor on SIMS. This measures student engagement in lessons and gives them instant feedback on their progress and attitude in lessons, as well as an attendance score. FCA will use this system too, developed to monitor student attainment and commitment, as well as operating as the baseline for rewards and positive praise and feedback to students on a session-by-session basis.

Reviewing performance to evaluate and drive success

FCA will have a school development plan that will drive school improvement and performance using the standard SDP cycle of evaluate, plan, do, review. This cycle will be linked to the Academy's SEF which will help accurately self-evaluate performance to drive improvement.

D2 – measuring pupil performance effectively and setting challenging targets

The Academy's planning cycle will be driven by the CLT's planning cycle, which will feed into the CLT's support priorities framework each academic year. This process will enable FCA to accurately review success measures from year to year and set targets to improve performance. CLT benchmarking assessment data will be used to help set targets because it will compare the true performance of FCA students against mainstream students and provide high aspirations for FCA student so that their performance is rapidly improved to match national standards. This will improve student reintegrating rates with mainstream schools and post-16 and business providers (apprenticeship route). We will also use benchmarking assessment data from other AP schools to help evaluate the success of FCP's programmes and student outcomes.

Student progress will be reviewed regularly to help evaluate the success of programmes and progress towards targets. This will enable the Principal and staff of the Academy to intervene where necessary, and to ensure that success is not compromised and targets are achieved. The CLT central assessment, data tracking and progress systems called SISRA will be used at FCA to do this. Six weekly progress checks will be used to track and monitor student progress across all subjects.

Through the above mechanisms regular reviews will take place to monitor student progress that will ensure that no child will underachieve at FCA and that the Academy improves its performance year by year through a planned cycle that is accountable to the CEO of the CLT.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete the table below but you will give us different information depending on which of the assessment criteria you meet. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Explanation:

In the first year of opening, the student numbers will dictate that the majority of staff will need to work closely with students and so the staffing structure reflects this. Support staff, through either the role of Learning Coach or in other capacities delivering therapeutic support and counselling, will take precedence over a typical leadership structure in a school.

The Principal will use the support available from the Campus Leadership Team (through the CLT structure) to seek support through system leadership. Processes and procedures for data tracking, HR and teaching and learning will come directly from the Trust support, as will subject monitoring and development. The CLT host specialists in English and Maths who will work in an advisory capacity to ensure course

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

delivery, planning and evaluation are of an outstanding quality. Learning walks and performance management lesson observations will also be paired with the Principal to distribute excellent practice across the Trust.

Sharing staff across schools

The CLT have a growing number of outstanding practitioners, developed as 'Teaching and Learning Coaches', whose remit is to develop outstanding teaching and learning through peer coaching and the delivery of an 'Outstanding Teaching and Learning programme', developed in house by externally verified outstanding teachers.

FCA will engage in this process through both staff recruitment and staff development.

We will recruit experienced teachers of each specialism. These teachers will be offered extensive training in both teaching and learning through the world-class CPD offer from the CLT, as well as in well-being and attachment from our in-house psychology specialists.

Teachers at FCA will know how to personalise their lesson delivery to ensure that it is fully accessible to all and will receive personalised coaching in order to support them in achieving this.

Mechanisms of support are as follows:

- EIT monitoring support through interim visits and mock inspections
- Literacy and numeracy director lesson observations and learning walks
- Literacy and numeracy director 1:1 coaching and support
- Literacy and numeracy director sharing of resources and networking support across the other high schools in the trust
- Educational psychology support and recommendations for personalisation
- Clinical psychology support and recommendation
- Clinical psychology supervision
- CPD from CLT offer as well as specific CPD (Wednesday) offer

Explanation:

There is a current shortfall in provision in Stoke-on-Trent for the depth and quality of therapeutic and wrap-around service that the FCA will offer. Consequently, we want our phased opening to be no longer than the two years indicated before we are operating at capacity. Of the 100 students that will be on our roll, there will also be a much greater number of students included and supported by our offer through the development of extensive outreach support and guidance.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

As the model develops, we will offer support to Stoke-on-Trent’s high schools to target students in KS3 to minimise the likelihood of them needing to access alternative provision later in their school career. If we can allow for earlier intervention that is timely and of outstanding quality, we can reduce the numbers of students at KS4 who are out of mainstream on a full time basis and therefore improve their outcomes overall.

The structure indicated in the table above therefore allows for a consistent number of students accessing the FCA, but there will be an increased number of students and schools accessing meaningful outreach support – both in centre and in their home schools.

Staffing model:

The staffing structure is divided according to the table below:

<u>LM: CEO of CLT and LGB</u>		
The Principal is directly accountable to the CEO and the LGB.		
The Chief Executive Officer will hold the explicit line management of the Principal and will regularly meet to review progress of the Academy against targets. The Principal will need to feedback on the leadership and management structures in place, achievement of each student group, teaching and learning performance as well as behaviour and safety. Accountability reviews of personnel and budgeting will also be reviewed regularly.		
The CEO, in conjunction with the Chair of Governors, will conduct performance management for the Principal and hold a six monthly review of targets.		
The CEO is there to provide both support and challenge to the Principal and to ensure that FCA is operating at its optimum.		
<u>LM: Principal (also DSL)</u>		
<u>Teaching and learning lead and SENCO</u>	<u>Support Manager (also Deputy DSL)</u>	<u>Auxiliary staffing</u>
The Principal and EIT will oversee the development and improvement of the quality of teaching and learning to ensure that all lessons are of consistently high quality with outstanding outcomes.	The support staff will be crucial to the delivery of the curriculum and for the personal development of students, and as such will need close supervision and support networks. This will be overseen by the Learning Support Manager who will co-	The auxiliary staff will secure the running of the site and the FCA business model. They will also interact with our students, and as such will be permitted the same access to the support services that teachers and support staff are.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

<p>Teachers will deliver each specialism area and will have PPA, delivery and CPD time allocated to them. Performance management targets will be devised from observation (via learning walks and formal lesson observations), results and the Academy development targets.</p>	<p>ordinate transition, support plans and liaison with parents, schools and agencies.</p>	
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Planning for less than full capacity in the first years of operation

Stoke-on-Trent City Council has commissioned 100 places at FCA and we are confident that we will be full very early (within 3 months) of opening. We have built into our financial plan enough capacity (and will fully use the leadership capacity grant) to enable FCA to be able to operate sufficiently when not at full student roll. However, we anticipate due to demand in the City for AP places that this will not be the case.

To ensure that we have planned for a number of eventualities we have financially planned for three scenarios (Scenario A – 100 student places - full, Scenario B – 70 student places - part, Scenario C – 50 student places – half capacity).

Our staffing structure is sufficiently flexible to be able to respond to reductions in funding because we will only employ staff required to deliver the places we have students on roll for. We will be able to plan for this in readiness for opening because we will have secured student numbers through our partnership work with the City Council and Learning Pathways Board to initially run on Scenario C as we fill up towards Scenario A during the first 3 months.

In addition, the CLT staffing will be used to offer flexibility in staffing for FCA, especially in the core subjects of Maths and English. This will both enable an influx of highly skilled specialist staff when required and ensure that a lean staffing structure is utilised until the Academy has financial capacity to employ permanent dedicated staff.

This approach would enable FCA to make savings where and when necessary by utilizing staffing from our partner schools on a needs basis. We have also based the senior staffing profile at FCA on a fully-funded model. Scenario B and C would enable us to run the Academy adequately on a reduced senior staffing number while not

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

impairing academy performance. This can then be added as the number of students on roll increase and there is a need for extra senior staff.

Further savings would be made in scenario B and C based on reduced student need for services, for example, buying in therapeutic support and catering services. We will also only use parts of the building that are needed for the student numbers, hence mothballing other parts of the building and creating cost savings. We will also use CLT central services to help staff site support operations and be able to plan for need based on students on roll, hence being able to reduce site costs as needed.

We have prioritized the above actions because we know through successful experience that they have the minimal effect on student experiences and outcomes during the time it will take for FCA to become fully operational. Our plans for different scenarios mean that the delivery of our education vision will not be compromised if we are not at full capacity.

See annexe 4 for each scenario B and C.

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Felix Culpa AP Academy will be welcoming to all students, regardless of their background. It is the unwavering belief of the Trust and the localized leadership team that all students have the right to be included in an educational provider that will not compromise on the offers they make to young people.

General provision, information and guidance avenues:

PSHE

The PSHE curriculum will be delivered in the form of focus days. For the purpose of full and part time students and differing age and maturity profiles, the curriculum will deliver PSHE over a full week to ensure that all students receive an appropriate diet and exposure.

The curriculum will be delivered in a way that shows students the ‘real life’ consequences to choices that they make or are on the periphery of.

D4 – the school will be welcoming to pupils of all faiths/world views and none

The curriculum will include, but not be limited to:

- Guest speakers from the likes of the Emergency services - to make these services real to students. Charity workers will share their experiences as we build in the opportunity for a potential 'World Challenge' focus for students
- Discrimination and harassment – case studies and guest speakers
- School nurse and sexual health team
- Prison service and reformed prisoners
- Drug and alcohol team
- Academy trips to care homes and hospices
- Community service on allotments to support the 'giving back' ideology, soup kitchens

As the student cohort changes with the addition of new students and new issues, the programme for PSHE will develop. It is important that the suspension of any curriculum time is wholly relevant to student need and responsive to the current issues faced by Academy students.

Prevent

High priority concerns

Currently, the most concerning issues for young people in Stoke-on-Trent are child sexual exploitation (CSE) and exposure to radicalisation and extremism.

It is estimated that our cohort will be more at risk of being radicalised and exposed to extremism. The majority of our referrals will be populated by white British teenage boys and aggression and racism will be one of the barriers to learning that they will face.

For this reason, all of the staff at the FCA will be trained extensively in spotting the signs so that they can identify as early as possible when our cohort are at risk. Both the Principal of the FCA and the Learning Support Manager will have also undergone WRAP facilitator training and will therefore be trained to support students who fall under this risk umbrella and to deliver in-house training for staff in the Academy, as well as parents, partner agencies and schools.

In addition, the staffing structure proposal has also built in the role of MAC's Facilitator. A role piloted to great success at Haywood Academy. The role of this person will be to refer students to appropriate multi-agencies and offer support in-house for those who are susceptible or at risk of CSE.

The support staff at FCA will be hyper-alert to the risks that students are exposed to, and as such will be vigilant in looking for subtle changes to student conduct. Professional and supportive relationships between student and Learning Coach will be fundamental to students feeling able to open up about issues pertaining to their safety.

D4 – the school will be welcoming to pupils of all faiths/world views and none

The Designated Safeguarding Lead and her deputy will regularly provide support and training for staff working closely with students experiencing these issues.

As already stated above, the Principal and the Learning Support Manager will be fully trained WRAP facilitators and so can work at an early intervention level. This will only be a part of the provision available to students though as the Academy will be fully committed to working alongside the Police in the area to support intervention and action should it be required.

Holding a prime place within the families of these young people, we will also be able to work at a deeper level than most schools can.

Links are already in place between the Prevent team in Stoke-on-Trent and the CLT and these will be further developed with the creation of the FCA. It is vitally important that these issues are brought to the forefront of student consciousness and not hidden away if we are going to be able to educate them to make more informed, safer choices for their future.

The Principal or the Learning Support Manager will work with the Police action group in Stoke to keep channels of communication open about any such issues and are committed to working collaboratively with any support agency.

Modern British Values

FCA will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This will be done through an effective spiritual, moral, social and cultural development of students, through the inclusion of our well-rounded PSHE programme, assemblies, guest speakers, courses, charity work, the use of rewards and a comprehensive student voice structure.

To ensure that we have valuable and fully rounded members of society, we will work tirelessly to embed the skills necessary for students to develop their self-knowledge, self-esteem and self-confidence, with the aim of making them ready for life in modern Britain.

Through our PSHE programme students will be exposed to a range of contentious issues ranging from the use of the death penalty to the effects of radicalisation and extremism. Right the way through to the end of Y11, the programme will tackle key issues facing citizens in modern Britain and allow students the opportunity to question and interrogate the reasons behind the issues, all the time promoting tolerance and understanding. The PSHE programme will be supported in development by the Humanities team members from the CLT who offer a philosophical slant to the issues raised and encourage students to engage with the issues rather than to simply be told how they should respond.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Assemblies will be regular, occurring at least once a week, and are an excellent opportunity for larger groups of students to be introduced to further issues facing society today. FCA will offer a range of assembly opportunities from student-led assemblies to guest speakers. When presented with a thought-provoking theme, students will be given the opportunity to ask questions and reflect on what they have heard.

As referred to under 'Behaviour tracking', our 'Commitment to Progress' lesson monitoring system provides students with feedback on their attitude, progress and conduct every session. Scores awarded to students will directly feed into all student reward incentives. Simply put, if students do not work hard and demonstrate the commitment necessary to achieve, they do not receive the rewards that come alongside success. 'Commitment to Progress' promotes a work ethic that would be expected beyond the Academy.

The student voice structure will be responsible for all of the charity work in FCA. As such, students are directly responsible for selecting the causes that they will champion throughout the year. The selection and make-up of the student voice structure within the Academy is a democratic one, fully representing the varied nature of our cohorts, curriculum and wider school issues.

At the start of each term (due to new cohorts of students having arrived mid-term), students vote for their form reps based on their attributes and ability to promote the wider student perspective. This is in turn repeated as form councils become community councils.

We firmly believe that life at FCA should prepare students for life in modern Britain and so will never shy away from showing students the truth and how they can be prepared to deal with it.

SMSC

The student spiritual, moral, social and cultural awareness and development will be at the heart of the FCA curriculum. We will work to develop our students' moral centre through experiences that their behaviour would have prevented them from having in a mainstream setting, and will be committed to showing them experiences that will enable them to empathise and tolerate cultures and religions that are different to their own.

Over the academic year, students will be exposed to a range of experience through the enrichment phase of the curriculum, but in addition we will also host focus days addressing chief concerns that have surfaced during the previous half term. These will include a range of services available to work with students to educate them on the reality, challenging their perceptions in a given area.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Weekly assemblies will also highlight the need for tolerance and educate on the truths behind perceptions that students have shared in tutorial time. Each week, the focus of the assembly will filter into the daily tutorials. By the end of each week, students will have created a collage sharing the things that they have learned and the controversial topics that they have challenged.

Safeguarding and Welfare

A copy of the Safeguarding and Child Protection Policy is available on request.

As outlined in the most recent, 'Keeping Children Safe in Education' guidance, safeguarding is everyone's responsibility, and as such all staff at FCA will adhere to the Safeguarding and Child Protection Policy. It is important that all staff, students, visitors, commissioners and parents are fully aware of our robust and detailed safeguarding procedures that we follow at FCA, and as such they will be shared on the initial induction with all stakeholders. Safeguarding, whether it be pro-active in terms of education and vigilance or reactive in the engagement with partner agencies, is paramount to the ongoing success of the Academy and its members.

Students will be taught how to keep themselves safe through the PSHE curriculum and in 1:1 learning conversations with their coaches. Behaviour that puts students at risk will be challenged through the Conduct Policy (also shared on induction with students).

The staff team and students will understand that the policies are in place to protect them and these policies will be rigorously followed up and reinforced by the DSL and Deputy DSL.

Students deemed to be at risk of immediate and significant harm will be referred to Children's Social Care according to policy. Those students who are at risk but who are not in immediate danger will be managed by the pastoral procedures within the Academy and this will be underpinned by the work of the MAC's co-ordinator who can make timely referrals to multi-agencies in order to seek appropriate and relevant support. Staff will initiate Early Help referrals as appropriate or liaise with wider agencies if students and their families have already gone past this level of need.

FCA recognizes that students and families should be kept together where possible and that it is the role of the staff to do this where possible, or to provide support if steps are taken to remove the young person from the home.

Attract pupils from different backgrounds and communities so that they all feel welcome and play a full and active role in the school

The referral process set out by the Learning Pathways Board takes the decision of which provision to attend out of the hands of the young person, instead selecting the most appropriate provision for the young people having reviewed the details on the referral form. As such, students coming to FCA will come from a range of different

D4 – the school will be welcoming to pupils of all faiths/world views and none

backgrounds and communities and as a part of this community will need to be respectful of one another's differences. Every student will have the right to feel like they belong as a part of FCA and as such the staff at FCA will have to work hard in the induction phase to ensure that student interests and backgrounds are communicated across the whole community in a way that ensures judgment and prejudice is minimized and tackled from the outset.

Encourage students from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views

FCA has a curriculum structure in place that enables students to work in a number of different settings in a number of different ways.

Part of the differentiation and personalization work that teachers will have in place will take into account groupings, personalities, cultural awareness and tolerance. Activities delivered to students in the induction phase will foster and encourage tolerance whilst at the same time setting out very clear boundaries and guidelines that talk of zero tolerance for intolerance.

Thematic days throughout the PSHE curriculum will highlight the differences in culture but celebrate the most familiar aspects of said cultures too. Focusing on, for example, cuisine, origins of fashion or sporting heroes, students will be shown and taught that regardless of faith, behind it all, we are all human.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the table below to complete; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**Type of need:**

Felix Culpa AP Academy will cater for students with extensive behaviour needs for whom a mainstream setting is no longer appropriate. It is anticipated that the most common reason for this difficulty is an undiagnosed special educational need, brought about, largely, by a lack of capacity within a mainstream context to diagnose and treat early. In addition, it is likely that a high proportion of our students will experience attachment difficulties due to an unresolved trauma in their earlier life. The mental and

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

emotional difficulties that students experience as a consequence of this will also be a significant part of the support that we will need to offer.

There are additional details in section E which relate to the unique context of Stoke-on-Trent and its particular level of deprivation. This has a knock-on impact in terms of student aspirations, literacy rates and in turn, levels of fixed term exclusions. Section E also reports details on the well-above national average statistics for fixed term and permanent exclusions.

All behaviour is a communication. Students who are on roll at Felix Culpa Academy will have an extensive range of expertise surrounding them, able to provide timely and thorough support and intervention. Students referred to FCA will have their well-being closely monitored and observed to ensure that the curriculum offer that they receive will not unduly affect their progress.

The length of placement is irrelevant to the level of intensity of the assessment and intervention support that is recommended. Whilst home schools may choose not to request a full time placement, the assessment of any individual that joins us will be just as detailed. FCA will make strategic choices about the diagnosis and therapy offered to every individual to ensure that all students are offered the maximum level of support to enable them to achieve success.

Assess and meet the needs of all pupils:

- Pre-induction, the Learning Pathways referral will highlight the type of behaviour that has resulted in a movement to alternative provision.
- This referral will be reviewed by the Support Services team at FCA and an action plan established.
- From initial interview to induction, the student and parent will undergo a number of assessments to more accurately discern the root cause of the issue. This can take anything from a few hours to several weeks, depending on the complexity.
- Throughout this process, an 'in-house' multi agency review process will occur where cases are discussed and tested thoroughly. Further action will be planned based on the outcomes of these discussions.
- Prior to arriving in the classroom, a Pupil Passport will have been published to all teaching and support staff, and specific training issued from whichever team member is leading on the case. For example, the clinical psychologist may offer specific guidance on how to deliver most effectively to a student experiencing depression and low self-esteem.
- During PPA sessions, teachers will work alongside their colleagues to adequately prepare all support staff for their role in the classroom or in 1:1 support sessions.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

- Progress is reviewed in daily team briefings to robustly monitor intervention.
- A three weekly review cycle with all support services are conducted to continually drive forward individual progress.

Students with SEND are more susceptible to abuse and as a vulnerable group within our community, the level of supervision that they are given will be proportionately higher. This extends to attendance, safeguarding and reasonable adjustments made to account for their needs.

How we meet need:

It will be the specific role of the SENCO to ensure that the following is orchestrated and achieved.

Types of need are outlined below in line with the broad areas of need outlined in the SEN Code of practice, under the headings: Communication and Interaction; Cognition and learning; Social, emotional and mental health difficulties; EAL.

Additional key areas of need identified by the CLT are also actioned under the headings: behaviour for learning; social skills and life skills. These areas of need reflect the focus of the EHC plans on education, health and care outcomes as well as wider outcomes such as positive social relationships and emotional resilience and stability in recognition of the individuals' movement towards long-term aspirations of employment or higher education, independent living and community participation.

Communication and interaction:

There will be an on-site EP providing training to all staff and regular sessions with students directly. The curriculum will allow for the specific development of these skills, Learning Plan targets and EHC plan outcomes (where applicable) are embedded across the curriculum to support the development of functional skills and students' ability to generalise these skills. Staff will be trained in understanding well the needs of young people and knowing how to target these.

Cognition and learning:

There will be a differentiated curriculum either to cater for learning style or level of need. Content, adaptations, resources and interventions are highly individualised to engage students in their learning and allow students to access the curriculum with increased independence. There will be a high level of staffing; staff follow the ethos of 'towards independence' by teaching individuals to use supports and resources.

Social, emotional and mental health:

There will be an on-site therapy team providing therapeutic input, to which individuals will be referred by teachers and Learning Coaches. The team will complete an assessment and implement an individual therapy plan based on need and individual

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

interest. Students will receive input in discreet 1:1 or small group sessions. The therapy team will also input to the curriculum and staff training to ensure the needs of each student is met.

Supporting Transition

Transition into the school will be crucial in making sure that the right kind of interventions are in place. Details of how transitions are managed are outlined in D1.

We will ensure that we:

- Provide support and information before and during the admissions process – we have specific Open Days for parents and potential students to visit the school and access information about the curriculum and dedicated multi-agency staff team. Parents may also make arrangements to visit the Academy at other times.
- A dedicated Learning Coach – each student will have a dedicated member of the team who will be responsible for the planning, over-seeing and implementation of individuals' transitions.
- Students have input into their transition – the dedicated support worker has responsibility to ensure that the views, interest and aspirations of the young person are collected through means that are appropriate to the individuals' cognition and communication needs. This information is used to plan an appropriate and engaging transition on an individual basis.
- Expert advice on accessing support from multi agency services available in the local area
- Time for the student to get accustomed to the site – the dedicated Learning Coach will liaise with families, schools and outside services to plan the most appropriate transition for each individual and to offer due time for students to visit the Academy as often as necessary to their individual need before their placement commences.
- Ongoing assessment. Students are continually assessed through the transition process, with assessments covering learning areas of academic achievement, behaviour, social communication, emotional regulation and sensory integration. Assessment data will be shared with the multi-disciplinary team who will use data to plan for the most appropriate placement or learning package for that each student upon their entry to the Academy.
- Home visits – the dedicated Learning Coach will visit the family home as part of the transition process, to gain a comprehensive understanding of the students' needs in the home setting.
- Alternative exam and assessment arrangements, where necessary we will accommodate student needs, such as applying for extra time where appropriate.
- EAL students identified as having English as an Additional Language will receive assessment and planned intervention on an individual basis. Language needs will be identified in the transition process and a support package for the

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

student and family will be created based on individual need. Translators will be provided for students and families in meetings to ensure they understand content and are able to contribute fully to the education and development of their child as outlined in the SEN code of practice.

- A multi-disciplinary team to run parent groups to target specific areas of EAL need.
- Advice and information on support from external agencies is shared with families during the transition process and beyond as necessary.

The majority of students referred to the FCA will have partially or completely disengaged from, or been poorly served by mainstream education, and often come from unstructured and chaotic backgrounds. To ensure we offer an inclusive service to a wide spectrum of learners with varying degrees of disengagement, disability and learning needs we have developed a range of policies and practice to ensure that we have an inclusive approach.

As part of the CLT, we have access to a comprehensive set of tried and tested policies and procedures to ensure equality of access and opportunity for young people. A full set of policies approved by the CLT Directors is available and will be adapted for use by the FCA. These include:

- SEND Policy,
- Attendance Policy,
- Behaviour, Anti Bullying & Rewards,
- Equal Opportunities,
- Safeguarding Children,
- Safer recruitment, and
- Sex and Relationship Education.

These are all available on request.

Below we have stated the main principles from these policies to illustrate our understanding of and commitment to:

- the varying needs of individual pupils,
- overcoming barriers to learning and achievement,
- preparing students to successfully return to mainstream schools or to enter FE, training or employment,
- supporting Disabled students or students with Special Educational Needs,
- students who may have a Statement,
- Special Educational Needs Code of practice,
- ensuring all students can feel secure and are able to contribute appropriately,

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

- challenging stereotypical views are challenged and students learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability,
- teaching students learn to take responsibility for their actions and behaviours both in school and in the wider community,
- challenging all forms of bullying and harassment, including racial harassment, and
- enabling students to participate safely in clothing appropriate to their religious beliefs, particularly in all areas of study.

Securing motivation and concentration:

Teachers and Learning Coaches secure students' motivation and concentration by:

- using mentoring approaches appropriate to different learning styles;
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed;
- varying subject content and presentation so that this matches students individual learning needs;
- planning work which builds on students' interests and cultural experiences;
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills;
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability;
- planning and monitoring the pace of work so that all students have a chance to learn effectively and achieve success, and
- taking action to maintain interest and continuity of learning for students who may be absent for extended periods of time.

Responding to students' diverse learning needs

When planning, teachers and Learning Coaches set high expectations and provide opportunities for all students to achieve, including males and females, students with special educational needs, students with disabilities, students from all social and cultural backgrounds, students of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Coaches need to be aware that students bring with them different experiences, interests and strengths which will influence the way in which they learn. Coaches plan their approaches to teaching and learning so that all students can take part in lessons fully and effectively.

To ensure that they meet the full range of students' needs, Teachers and Learning Coaches are aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Providing equality of opportunity

Mentoring and teaching approaches that provide equality of opportunity include:

- Ensuring that males and females are able to participate in the same vocational focused curriculum, taking account of the interests and concerns of males and females by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes.
- Avoiding gender stereotyping when organising students into groups, assigning them to activities or arranging access to equipment.
- Taking account of students' specific religious or cultural beliefs relating to the representation of ideas or experiences.
- Enabling the fullest possible participation of students with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

Section E – evidence of need

This section will need to be completed by **all** applicants. Please:

- use the space provided below; and
- include evidence as annexes;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

We engaged with the Learning Pathways Board, producing the leaflet at annexe 5. The leaflet sets out our vision for educating this vulnerable cohort and was well-received by the Board.

The Stoke-on-Trent Local Authority Learning Pathways Board has commissioned all 100 places at Felix Culpa AP Academy. A letter from [Redacted], [Redacted] [Redacted] Stoke on Trent Local Authority, confirming this is attached at annexe 6. It is anticipated that the school will open with 100 places in 2018.

The table below evidences that there are a range of provisions currently running in the Stoke-on-Trent area. These provisions offer a broad range of subjects and ‘interest’ qualifications for students out of mainstream education.

Name of the School	Ofsted Judgement	Actual number of A*-C GCSEs or equivalents achieved by whole cohort	Capacity*	Number of students in Year 11 for this data set
Created Academy		0	14	0
Encore		0	32	0
Stoke City Enterprise Project		0	Undisclosed	0
E.Quality	Good	0	10	0
Groundworks		0	**	5
Gareth Coles Farm		0	10	0
IN-Tuition		0	Undisclosed	1

E1 – provide valid evidence that there is a need for this school in the area

Kinetic Academy	Good	2	18	8
Aspire Tuition Ltd		0	Undisclosed	0
Martec	Good	0	10-20	0
NACRO	Ofsted rated Good Offer 14-16 qualifications	0	12	0
MERIT	PRU for medical need Ofsted rated Good	0	Undisclosed	0
PACE Education	Good	0	20	0
Phoenix Independent School		5	Undisclosed	11
Round One		12	12	8
PEAK Education	Good	0	Undisclosed	0
PM Training		0	24	0
REACH	Outstanding	0	80	0
Sporting Stars	Outstanding	51	36	11
Stoke-on-Trent College	Good	0	Undisclosed	5
Unity	Good	1	24	6

*All numbers in the table refer to maximum capacity, and some of these establishments are only open for part-time attendees.

- In the 2014/15 data set, only 11 of the 21 Alternative Provision providers in the City have been inspected by Ofsted. These providers are only educating 29% of the alternative provision student population which means that the majority of students are in unregulated provision. In addition, many of these placements will be part-time, which means that young people are spending part of their time in education in provision which does not enable them to achieve a qualification. This compromises their longer-term futures in terms of meeting the entry requirements for further education employment and training.
- The quality of the alternative provision providers in the City who have been inspected by Ofsted is considered Good and Outstanding, however the outcomes for individual students are poor.

Data breakdown:

There were 65 students in the 2014/15 cohort. One student's results were not published. Of the remaining 64:

E1 – provide valid evidence that there is a need for this school in the area

- 55.4% (36) left alternative provision with 0 qualifications at GCSE level
- 6.2% (4) left with 1 GCSE
- 13.8% (9) left with 2 GCSEs
- 3.1% (2) left with 3 GCSEs
- 4.6% (3) left with 4 GCSEs
- 83% (54) of the cohort left Year 11 with 4 or fewer GCSE qualifications at C grade or above.
- 15.4% (10) of the cohort left with more than 5 A*-C grades
- 1.5% (1) left with 5 x A*-C in English and Maths
- English results across the City for alternative provision were 6.2% (4 students) C grade (no higher result recorded)
- Maths results across the City for alternative provision were 15.4% (10) C+ (one student achieved a B grade)

**Our analysis of other AP providers in the City, revealed that one provision – Groundworks - has recently closed, which has reduced the number of AP places available for vulnerable young people.

Further, there are other AP provisions, for example Gareth Coles Farm Ltd, where young people attending undertake a variety of farm-based and animal husbandry duties, but do not undertake learning in formal GCSE subjects. Whilst this may be appropriate to boost engagement in other provisions throughout the week, the data above indicates quite clearly that the outcomes for students attending alternative provision in Stoke-on-Trent is poor.

Data available in annexe 7.

Please tick to confirm that you have provided evidence as annexes:

**E2 – clear plans to manage referrals**

As discussed in Section D, Felix Culpa AP Academy will sign up to the established referral process of the Learning Pathways Board. The documentation for the Learning Pathways Board is shown in annexe 3.

Referral Procedures

The application and referral process for alternative provision in Stoke-on-Trent, established by the Learning Pathways Board, has a detailed and robust referral procedure within which FCA will sit.

E2 – clear plans to manage referrals

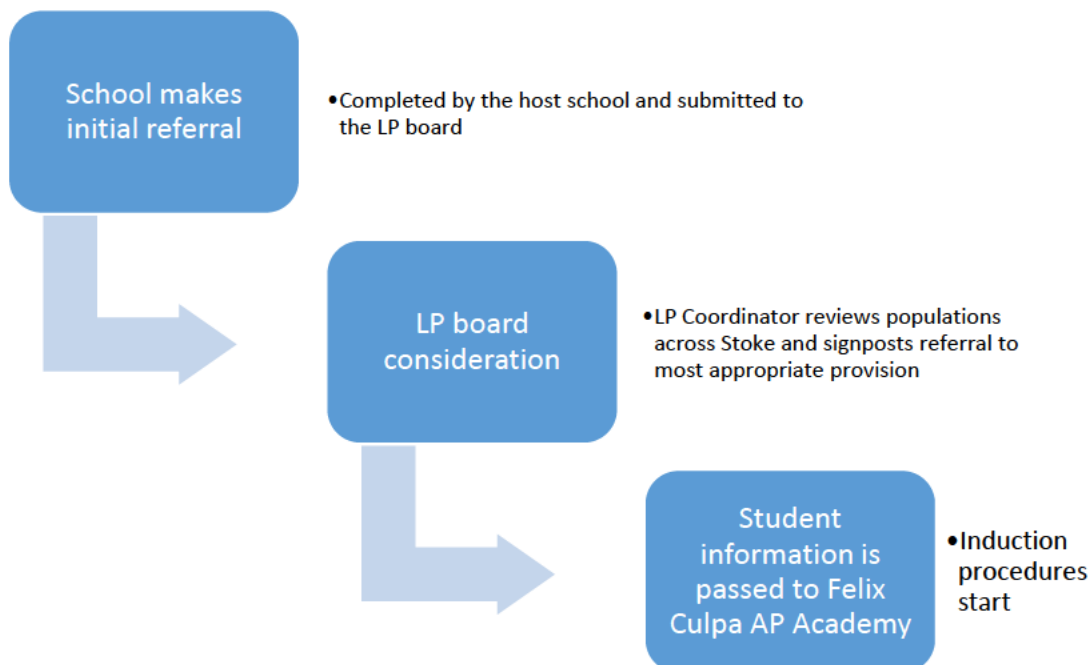
The Learning Pathways board will monitor and refer all suitable students, having interrogated the data shared by the young person's previous school and provided by healthcare/ social care professionals, and having met with the young person and their family.

Consequently, information sharing about the incoming students is consistent across the LA and currently recognised as a strength in a number of Ofsted inspections in the area. This work continues to be quality assured and reviewed by the Board, made up of serving leadership team members from all of the secondary schools in the area.

From our discussions with [REDACTED], it is evident that the main gap in the Alternative Provision offered in Stoke-on-Trent could be filled with FCA.

Currently, the demands for places for students with complex social and emotional difficulties are far greater than the range of provisions available within Stoke-on-Trent who are able to accommodate them. At FCA, having in-house specialists available to work immediately with young people and their families in resolving or improving their circumstances will enable them to access the high quality provision within the rest of the Academy once appropriate support is in place.

Information gleaned from the initial referral and the initial meeting will be enriched based with further assessments and interviews that will form the basis of the transition into FCA.



As FCA develops further:

- Referrals from Key Stage 3 will be welcomed on a short term basis
- Specialist outreach work for targeted early intervention
- Access to the wrap-around in-house service

E2 – clear plans to manage referrals

- Short-term provision will be offered to students in receipt of a fixed-term exclusion, to prevent any interruption to the flow of their educational provision under the terms of 6th day provision. *This will be offered initially to City Learning Trust members but as the provision develops, broadened out to other schools within Stoke-on-Trent.*

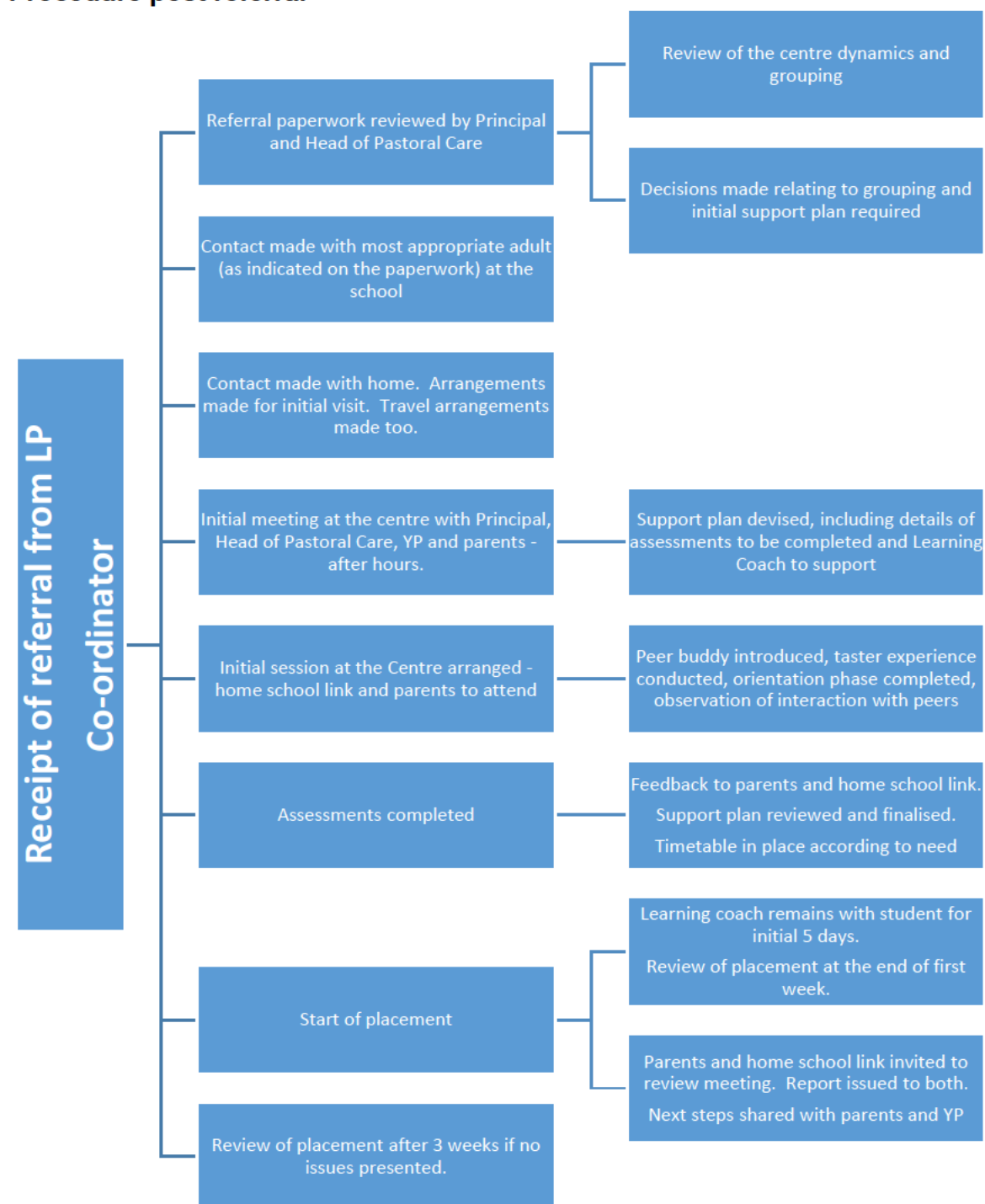
At all phases of provision, FCA will:

- liaise closely with the referring / home school,
- provide an open door to parents and students wanting to familiarise themselves before commencement of the placement, and during,
- identify any undiagnosed needs and suggest a support plan,
- review the placement at key points and share these findings with stakeholders, and
- offer reintegration support.

This process has the flexibility to accommodate any young person, at any time throughout the academic year. FCA's flexible personalised learning and individual timetable enables the young person to rapidly integrate into the environment. We will build on the experience of existing CLT staff, our new recruits and the processes that we will put in place to effectively manage the fluctuations in numbers of students as the academic year progresses. We will also retain the flexibility to take admissions at short notice, such as permanent exclusions or new students to the area in Y11.

E2 – clear plans to manage referrals

Procedure post referral



As part of this process, the Learning Pathways Board will be responsible for placing students at FCA who will benefit most from our proposed curriculum. As an 11-16 academy, all of our young people will be of compulsory school age.

Induction

On entry and through induction, students will be understandably dependent, yet resistant to the support and challenge on offer at FCA.

E2 – clear plans to manage referrals

This phase of their induction will need to be managed successfully through the use of Learning Coaches and teaching staff. Initially, the development of trust and positive relationships as we identify individual needs will take precedence and will be at the forefront of the activities engaged in. This will be characterised through regular meetings, social skills training and team-building activities.

Students can expect to participate at a 1:1 level, in group work and at ice-breaker sessions. The intensity of this initial phase will depend on the individual student. Some may develop the necessary skills to progress quickly, but others may require a more gradual programme with a greater focus on 1:1 sessions.

As they move on, students will engage in a greater range of group work and team building activities including (but not limited to) focus on communication skills, interpersonal relationships, problem-solving, negotiation, planning and review sessions. The premise of these activities will be that students find a range of positive outcomes and build confidence in their surroundings.

Information sharing

As well as the Local Authority referral procedure, FCA will work alongside the referring school, the student and the parents to complete a Pupil Passport prior to the commencement of the place at the Academy. Our Learning Coaches will visit the student at the home school (or home if the student is in receipt of an exclusion) to forge a positive relationship and start the collaborative work post-haste.

After this, a visit to the Academy will be arranged outside of normal Academy hours. Activities such as this are designed to ensure that the student is confident on first entry. Successful transition is paramount in the successful placement of any student. During this meeting, students will be asked to complete their 'brick', a representation of their character that will form part of the fabric of the building and will help students to recognise that they belong to this institution. Students will be given a full tour, meet all staff from the Academy and will choose and be presented with their uniform in a welcoming ceremony.

The next stage of the transition will be to welcome students in to a typical Academy day. They will be picked up by their Learning Coach on the day and taken to the Academy. During this first day, they will complete a number of transition baseline assessments as well as being introduced to their Academy partner (their buddy) and their tutorial group, where an ice-breaker activity will be hosted.

This first day will be reviewed with the Learning Coach and a plan established for the next day where the student is in control of how much of the Academy day they access so that they start to understand the process of independence and autonomy. Students

E2 – clear plans to manage referrals

respond well to this approach and often select full exposure to the curriculum when the transition has gone well. A frank discussion about how they have felt about the experience, what they have liked and disliked is had, and the Learning Coach returns the student to their home address, briefing the parents / carers on the progress of the day. A brief report outline is prepared for the host school.

Following this procedure, admission is reviewed with the Principal on a weekly basis and changes to the provision and offer are made as necessary but with full and frank discussion with student, parent and home school. After 3 weeks, the home school link and parents are invited in for a review meeting and to see the progress that the student has made in an informal setting designed to praise the student and celebrate their success. At this point, the student is promoted to 'Academy partner' and will be responsible for admitting the next student to the Academy and having a hand in the success of their placement.

Throughout this process, the Academy SENCO and psychology service will have worked with the student and initiated any referrals / data collection necessary to secure the support of the individual. In addition, the Academy will be fully committed to engaging in safeguarding procedures at any level, from initiating an Early Help to supporting a CP plan.

Reporting to parents and commissioners is key to recognising the work that both students and FCA do. Working as part of the Learning Pathways model, FCA will be held to a half-termly reporting model. Feedback will be provided to all parties via the Learning Pathways portal and the half termly reviews will rigorously examine progress made by the student and set next step targets for the half term that follows.

The portal requires detail of current, predicted and target grade in each area and is visible to the parents, the home school and the commissioner. FCA will be held to account on this data by the Learning Pathways board as well as by the review process of the CLT Board Members. Further feedback on attendance, attitude and conduct is also shared in a formal capacity on a daily basis.

Re-introduction to Mainstream

If we are re-introducing a student following successful placement at the Academy, it is vitally important that the home school have been kept up to date with the progress of the student with our curriculum. As a part of the typical reporting procedures, parents and the home school will be given feedback on attainment, effort, progress and engagement. All parties will be invited to a review meeting each half term if students are making an appropriate level of progress. In addition, a weekly bulletin on each student will be issued to the home school, student and parents.

E2 – clear plans to manage referrals

For the first few weeks, some students may not be able to be integrated into the classroom environment immediately and may well work with Learning Coaches until they are in a place where they can access this provision.

In order to maximise the potential of our young people, it is vital that we do not rush this process as it lays the foundation for the positive relationships between the student and the staff of their host school. Timely introduction to the curriculum will help sustain the placement and it may well be necessary to adopt a part time model where collaborative work is done across the two institutions to enable the student the opportunity to 'catch up' with the work being done in lessons at their home school. For example, the Learning Coach may meet the student at their home school, work alongside the teacher there to collate and collect work and then return with the student to the Academy – helping them to gain confidence by 'dipping their toe in the water' but keeping that safety net in place for them until they are confident enough to manage independently.

The 1:1 work of the Learning Coach with the student can cover (but is not limited to) work on confidence training, anger management, mindset and resilience work to build character. Forcing a student to engage in a curriculum that they do not feel ready for will only reduce the chances of success.

The Learning Coach will continue to record attitude and conduct scores as they work alongside the student in their home school, and these will be shared with the student, parent and host school as the reintroduction back into mainstream continues.

The personalised nature of the Academy provision means that we have a long term outreach offer in place that should enable the home school to refer back to the Learning Coach if additional support is required after reintroduction and re-engagement is complete. Once a student at FCA, always a student, and they will be fully aware that we will maintain a watching brief to help them stay focused on their return to school.

As, and when, a student needs our varied range of support, it will be available to them as an ongoing package of support.

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	Telford, Shropshire	██████████ ████████████████████ ██████████████████ ██████████████████ ██████████	██ ██ ██ ██ ██████████ ██████████ ██████████ ██████████ ██████████ ██ ██ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██ ██ ██ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██ ██	7.5 hours
██████████	Newcastle, Staffordshire	████████████████████	██ ██ ██ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██ ██	15 hours with capacity to increase time as the project develops

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	Lincolnshire	██████████ ██████████	██████████ ██████████ ██████████ ███████████ ███████████ ██████████ ██████████	3 hours
██████████	Stoke-on-Trent	██████████	██████████ ██████████ ██████████	5 hours
██████████	Gloucestershire	██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	3 hours
██████████ ██████████	London	██████████	██████████ ██████████	As required
██████████	Stoke-on-Trent	██████████	██████████ ██████████	2 hours

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
			[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	

F1 (a) Skills and experience of your team

Please find letter from our RSC office in annexe 8 confirming that the CLT has the capacity to open multiple Free Schools.

All CVs can be found in annexe 9.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project Management	Pre-opening team	Use of CLT revenue funding to buy in experience to assist the internal team, to project manage the opening of the Alternative Provision (AP) Academy. Also to assist in co-ordination of resources for the build.
Marketing expertise	Pre & Post opening team	Use of external grants and funding to buy in expertise to work with the AP Academy. Pre-opening grant will also be utilised.
Employer experience in governing AP Academy	Local Governance	Working closely with the Principal, local governors and Board to ensure governance is implemented. In place currently is a Board Member (Retired Head of Department in a FE College) and a Governor (Inclusion Manager) with experience developing and working in APs which are still rated 'Good'. Ensuring that the wide spectrum of special educational needs (SEN) and pupils interrelated needs are balanced against the financial viability of the Academy.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

The CLT is currently comprised of seven primary schools and three secondary schools covering 6000 students.

Four Free Schools are currently under development having received capacity permission from the RSC.

Each Academy has a Local Governing body that operates under a 'Delegated Framework'.

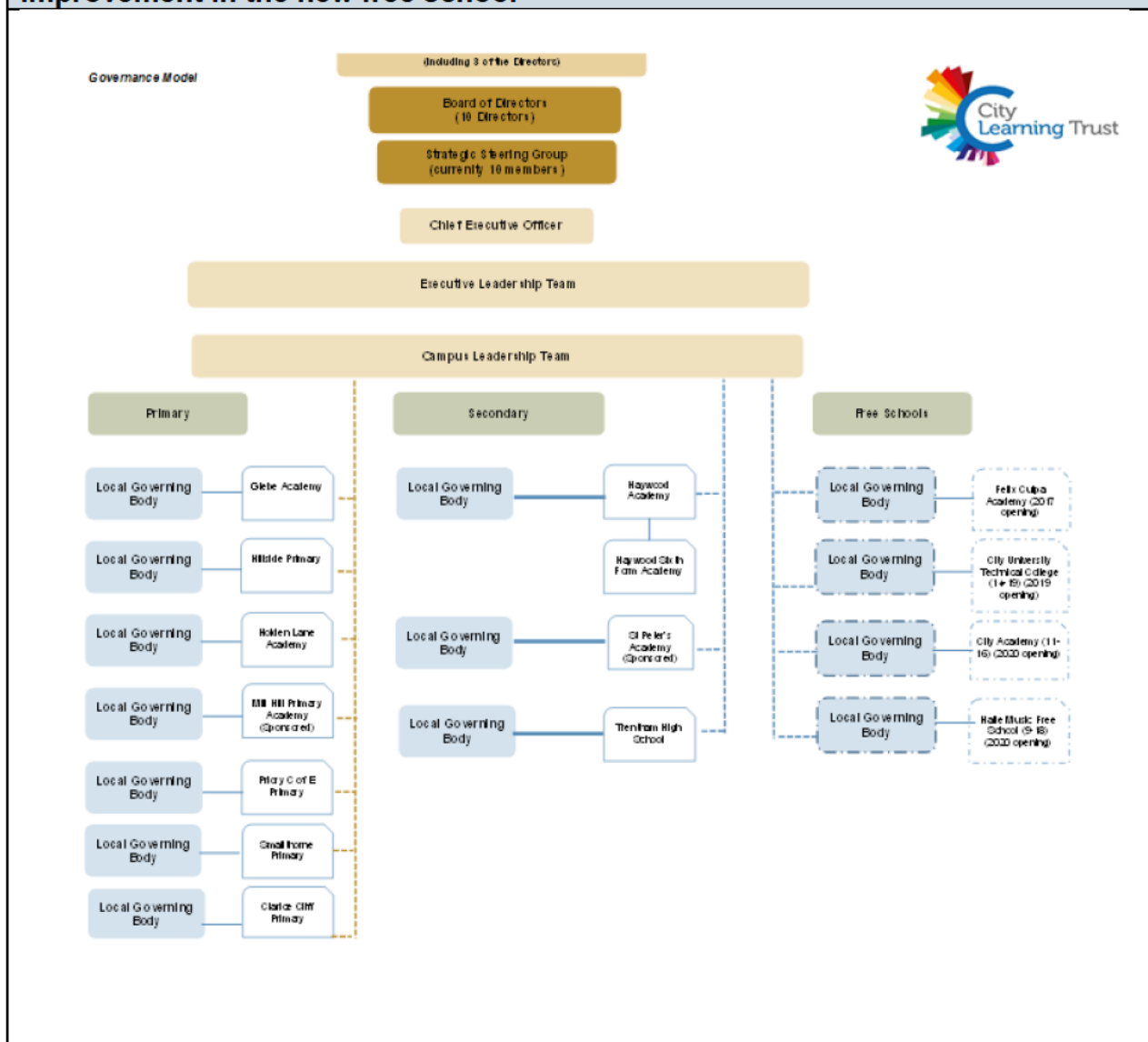
The CLT is governed by a Board of Directors that are appointed on a skills basis. They meet six times per year.

The Board has an advisory body called the Strategic Steering Group that allow each Academy to be able to communicate to the board its opinion on strategic decisions and operational matters. They meet three times per year.

The Campus Leadership Team comprises all the Headteachers of each school and is led by the Chief Executive Officer. The Campus Leadership Team meets six times per year.

The Executive Leadership Team is led by the Chief Executive Officer and comprises of the Executive Leaders that work across the Academies to support development and raise standards.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school



F3 – independent schools, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F3 – independent schools, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector

N/A

F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector
N/A

F5 – independent schools, including alternative provision institutions that are privately run: an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F5 – independent schools only: an appropriate, well-maintained, and secure site
N/A

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability

The financial template has been compiled using a combination of DfE benchmarking data, and internal knowledge and expertise of setting school budgets.

The financial model reflects the key aspects of the Trust's vision for the FCA provision in terms of:

- A commitment to recruiting experienced, highly qualified teaching staff.
- A committed, high performing and competent Support Services Team.
- A commitment to working collaboratively with partners, and a wide range of education providers.
- A commitment to implement leading business practices and technologies, and to promote curricular engagement.

Both expenditure and income will be continually reviewed, to ensure that any issues are highlighted immediately, and that any necessary corrective action is taken promptly.

Ongoing benchmarking will also be undertaken, as more information becomes available for this type of provision.

3 financial templates/scenarios have been prepared on the following basis:

- Scenario A – at full capacity of 100 places in year 1, through to year 4
- Scenario B – 70% capacity in year 1, moving to full capacity in year 2 and remaining full to year 4
- Scenario C – 50% capacity in year 1, moving to full capacity in year 2 and remaining full to year 4

The scenarios demonstrate that the provision is financially viable, even if not at full capacity in the first year. Staffing is sufficiently flexible, and where necessary wider CLT staffing and expertise can be used to support the provision. Student / teacher ratios are maintained in each of the 3 scenarios.

G1 – budget planning and affordability

Although Scenario C results in a very small surplus in year 1, there is also a contingency amount included at 1%, as in future years.

There is also an allowance for Agency provision, set at higher amounts in the first years to support as the staffing structure stabilizes.

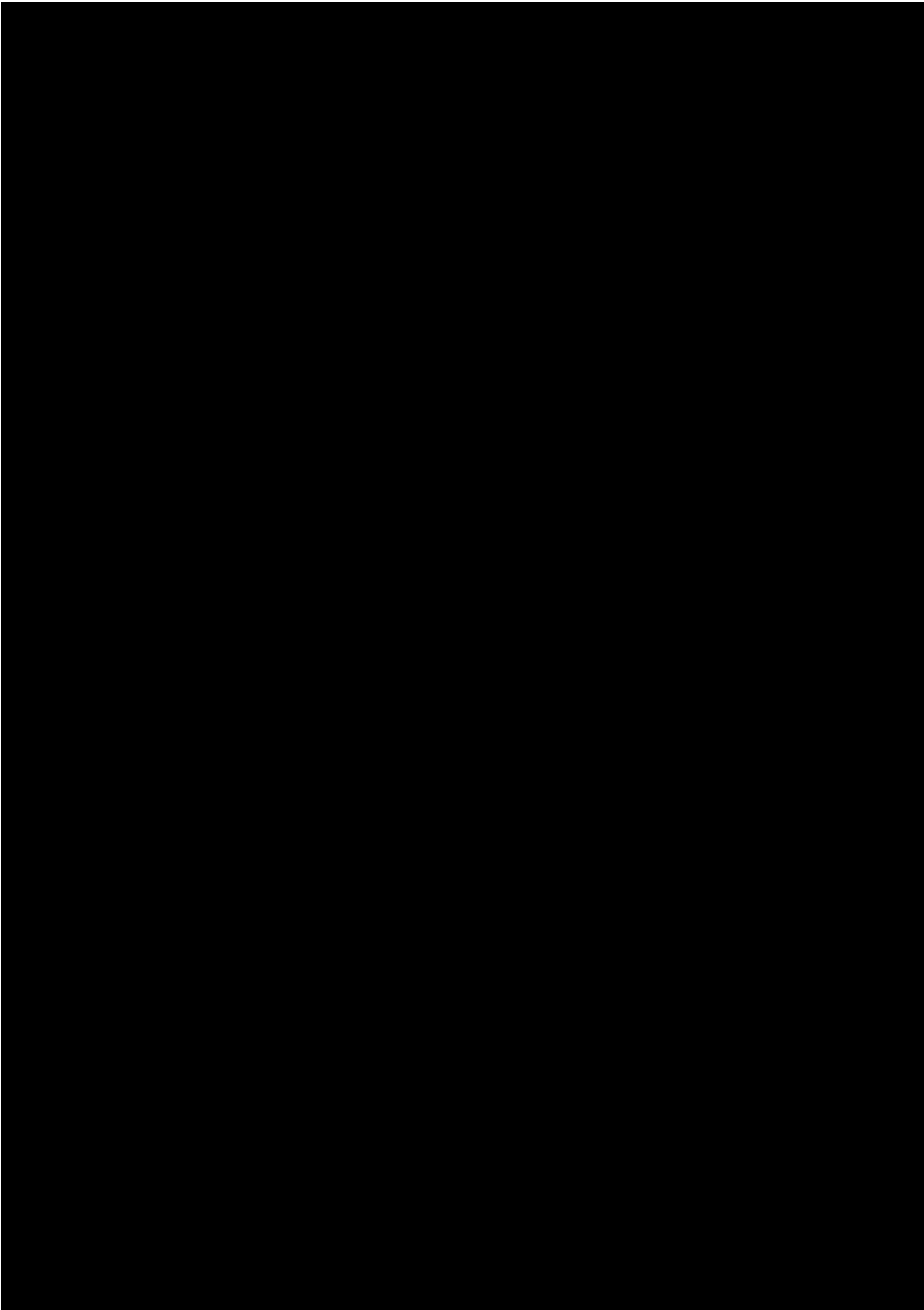
Some additional areas of funding eg LA High Needs Funding may also be available for some pupils. These have not been included as amounts are uncertain, but will be pursued along with any other funding available, and all opportunities for generating income will be considered as appropriate.

Pupil Premium has been included within income but a cautious approach has been taken at 50%, it is likely that a much higher proportion of pupils will be eligible for the funding.

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

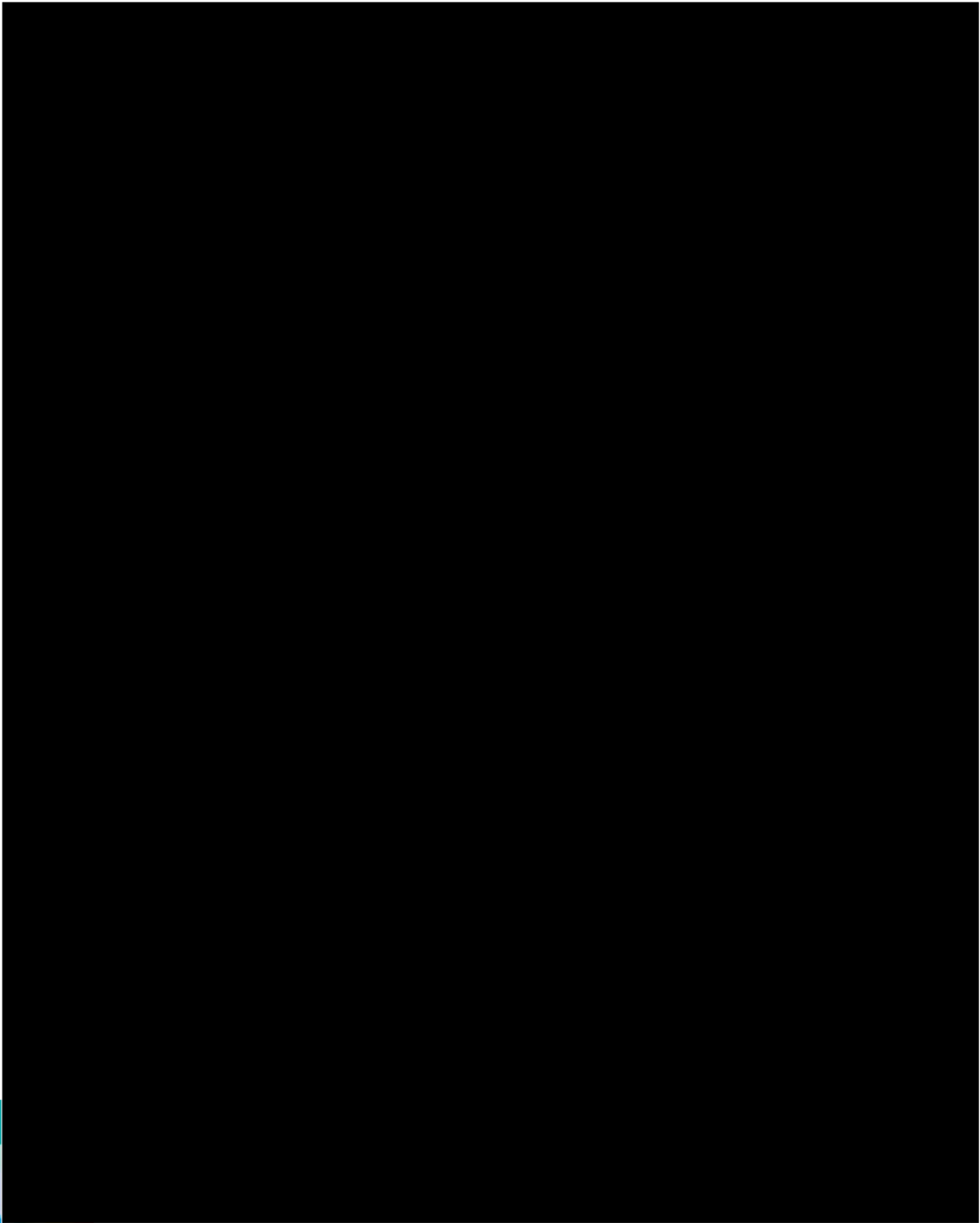
- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) booklet for what should be included in this section.

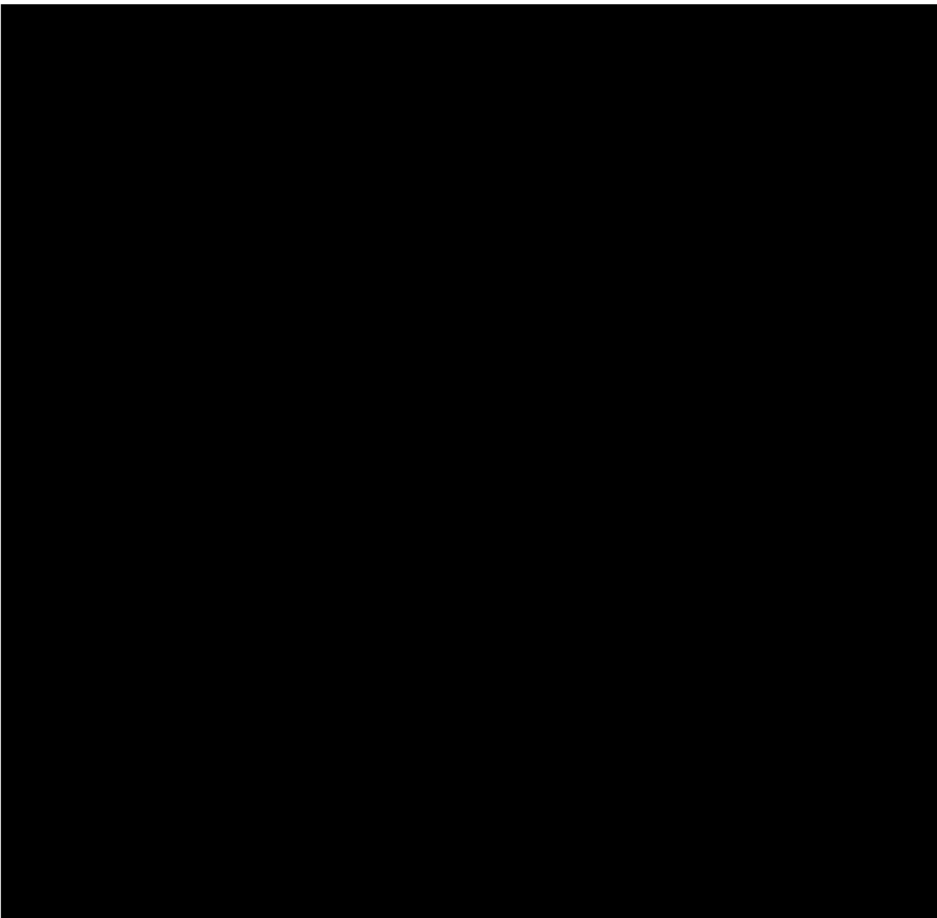


Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.





Annexe 3



LEARNING PATHWAYS REFERRAL FORM

REFERRED BY		
School:	Contact Name:	Position:
Contact Number:	Email Address:	Date:

FORM COMPLETION
All sections of this form must be complete to ensure an appropriate and safe placement.
If a section is not applicable put N/A.
NB It is expected that a school will be proactive in acquiring information from a previous school.
If there are exceptional circumstances that mean that the form cannot be completed in full, please provide detail below.

STUDENT'S PERSONAL DETAILS	
SURNAME:	FORENAMES:
DATE OF BIRTH:	MALE / FEMALE:
YEAR GROUP:	Is this a Looked After Child: Yes <input type="checkbox"/> No <input type="checkbox"/>
UPN No:	
UCI No:	
ULN No:	
Does the student receive free school meals: Yes <input type="checkbox"/> No <input type="checkbox"/>	

PERMANENT HOME ADDRESS:
(Including Post Code)

PARENTS / GUARDIANS / CARER		CONTACT NUMBERS	
FATHER:	TELE NO:		
MOTHER:	TELE NO:		
GUARDIAN / CARER:	TELE NO:		

1 st Spoken Language	2 nd Spoken Language	Interpreter Required	Religion

ETHNIC INFORMATION (Please tick)		
White	Mixed	Asian or Asian British
British	White and Black Caribbean	Indian
Irish	White and Black African	Pakistani
Traveller of Irish Heritage	White and Asian	Bangladeshi
Gypsy / Roma	Other Mixed Background	Other Asian Background
Black or Black British	Chinese / Other Ethnic Group	
Caribbean	Chinese	
Other Black Background		

KEY ISSUES AND STRATEGIES IN PLACE – Please select top three and include Early Help, CP or CIN

Please include Early Help, CP, CIN, EWO, CAMHS etc as a strategy

Key Issue 1 – please select top three	
1. Key presenting behaviours and needs [e.g. assaults other children, attendance]	
Causes/triggers if known	
Agencies involved – if any	
Strategies – with date started and date completed or 'ongoing'	
Outcomes	

Key Issue 2 – please select top three	
2. Key presenting behaviours and needs [e.g. assaults other children, attendance]	
Causes/triggers if known	
Agencies involved – if any	
Strategies – with date started and date completed or 'ongoing'	
Outcomes	

Key Issue 3 – please select top three	
3. Key presenting behaviours and needs [e.g. assaults other children attendance]	
Causes/triggers if known	
Agencies involved – if any	
Strategies – with date started and date completed or 'ongoing'	
Outcomes	

SEN
Is the young person on the SEN Register? Yes No

If yes, please attach pupil passport and state level of support (please tick appropriate) :-

School SEN Support	
Request for EHC assessment	Date submitted
Proposed EHCP	Projected completion date
Completed EHCP	Date completed

If completed EHCP please state how many hours if applicable –

Description of need -

SENIT	<input type="checkbox"/>
MLD	<input type="checkbox"/>
SLD	<input type="checkbox"/>
PMILD	<input type="checkbox"/>
SPLD	<input type="checkbox"/>
ASD	<input type="checkbox"/>

MULTI AGENCY INVOLVEMENT

List any other service / agency that is involved e.g. Educational Psychology, Social Care, YISS/YOT, SENSS, CAMHS, Education Welfare Service, Speech Therapy etc.

Agencies	Key Contact	Telephone Number	Date and type of Involvement [e.g. CP CIN]
Education and education support			
Social care/family support			
Health/Mental Health			

ATTENDANCE
Attendance for the last 12 months % Unauthorised absence %
Please a summary of all attendance for the period of time this child has been in your school

EXCLUSIONS (Please give details of fixed term and permanent exclusions)

Date	Reasons for exclusion	Fixed Term	Permanent

PREVIOUS SCHOOLS

School Attended	Reason for leaving	Date

ACADEMIC PERFORMANCE / PROGRESS

SUBJECT	KS2 RESULTS (Sub levels & points score)	KS3 RESULTS (Sub levels & points score)
English		
Maths		
Science		

CURRENT ATTAINMENT

Subject	Current Grade	Expected Grade	RAG
			<ul style="list-style-type: none"> RAG = Likelihood of young person achieving this grade based on current performance

STUDENT PROFILE

The subjects I am successful in are..... (SAT's scores, coursework, pieces of work relationships, practical skills, groups)

The subjects I need help to be successful in are

My interest/hobbies/sports are(clubs, break and lunchtime clubs, after school clubs, teams, youth clubs etc)

In the future I'd like to (KS4, after school) (Options, GCSE's, BTEC, SAT's, work experience, prefect, school council, college, university, job, training etc)

In school I have had problems with

I think will be good for me because

Student Signature: _____ Date: _____

PARENT / CARER
I agree for to be referred to an alternative learning pathway.

Parent / Carer: _____ Date: _____

INITIAL RISK ASSESSMENT
(Low, Medium, High – for medium and high risk, comments and action/planning to be completed)

POTENTIAL HAZARDS	L/M/H	Comment	Action/Planning
Risk to themselves			
Risk to others			
Travel Boarding/disembarking Seatbelts not fastened Horseplay during transport			
Off Site Wandering away from group Violence and aggression Vandalism			
Health Medical conditions Existing injuries			
Family Is it safe to invite the family to relevant sessions related to education? Is it safe to visit the family home? Is it safe to transport the family to and from educational visits?			
Anything else that may cause concern?			

SCHOOL REQUEST FOR SUPPORT / INTERVENTION

How many days do you require for this referral?

What qualifications are you hoping to achieve for this young person?

Does this young person have any emotional, social or behavioural objectives that need to be addressed?

Any additional information relevant to this referral?

I would be willing to discuss this further over the phone / via a meeting in school / attend meeting

Should a bus pass be required for this young person to access the agreed AP - the school agrees to meet the cost.

Staff Signature: _____ Date: _____

REQUEST FOR SUPPORT / INTERVENTION – CHECK LIST

The request form is complete	
An attendance print out which covers the last 12 months is attached	
The young person has completed the student profile	
The parent(s) / carer(s) have completed and signed their section of the request	
Risk assessment completed	
Active CAF/Early Help attached if applicable	
Medical evidence has been attached in the event of a Merit referral	

IF YOU HAVE ANY QUERIES REGARDING THE REQUEST PLEASE CONTACT:

SARAH BOND
Stoke-On-Trent City Council
Civic Offices
Glebe St
Stoke on Trent
ST4 1AH

Tele: 01782 232399

Email: sarah.bond@stoke.gov.uk

PLEASE EMAIL ALL COMPLETED REQUESTS TO: SASCALAP@stoke.gov.uk
ALL REQUESTS WILL BE DISCUSSED AT THE LEARNING PATHWAYS MEETING EVERY TUESDAY MORNING

Enterprise and Employability

Students will work with business mentors to develop real life business projects that will motivate and inspire them to become rounded successful adults and contribute to the areas social capital.

They'll qualify with our unique Employability Diploma and move onto our Work-Based Learning Programme, which we are currently operating successfully at our Haywood Sixth Form Academy.

Our students will move into Apprenticeships with our Business partners across the City.

Felix Culpa Academy students will also be included in our Business Mentors scheme. Through which they will develop entrepreneurial skills and will explore the possibility of setting up their own businesses.



City Learning Trust

CLT is a partnership of 11 schools with a mission to create a world class education system in Stoke-on-Trent for the communities that we serve.

Our family of schools shares resources and expertise. United by our values, we place children first in everything we do.

Pupils in the City Learning Trust have the best opportunities we can provide, to develop their education and skills.

We do what we can to help them get the best possible start in life, to help them gain employment in the future, and to instil in them a desire for lifelong learning so they can adapt in an ever-changing world.

In our Trust, education is linked up from aged 3 to 19, and skills and qualifications are allied to an increasing understanding of the value of continuous learning and social responsibility.

As part of this, we seek to support our pupils' families to gain skills, overcome barriers, and gain fulfilling employment.



Felix Culpa Academy
An Alternative to Mainstream



About us

Felix Culpa

- Felix Culpa is a Latin phrase that comes from the words *Felix* (meaning "happy") and *Culpa* (meaning "fall"), and is most commonly interpreted as a series of unfortunate events that ultimately lead to a happier outcome.
- Admittance to Felix Culpa Academy means that the future path of our young people is set to change. The series of unfortunate events that have led them to our door means now that happier outcomes lie ahead. A fresh start, leading to a successful future.

Felix Culpa Academy

- Opening in September 2018, offering up to 60 pupils aged 11-18 year old, across Stoke-on-Trent, a unique alternative provision, focused upon the achievement of qualifications, whilst also preparing them for the world of work.

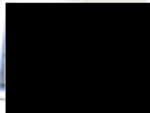
The Academy will have four key strands at its heart:

- A rigorous focus on achievement.
- Wrap around care and guidance.
- Therapeutic services.
- Enterprise and employability training.



Care and Guidance

- High staff ratios will ensure that each student has 1:1 support – not just in the opening weeks of their placement, but throughout their time with us.
- Our Learning Coach will smooth the way for the student, doing whatever needs to be done to ensure that success is the only outcome for our young people.
- Staff trained in multi-agency working will develop an individual Support Plan for each student, and our Step-to-Success programme will ensure that action taken is timely, and facilitates effective progress.



Recruitment

- From a local and accessible area across Stoke-on-Trent and its surrounds. Diverse in terms of gender, ethnicity and ability, the Academy will cater mainly for learners who are disaffected and at risk of permanent exclusion.



Therapeutic Services

- Students will come to the Academy with a specialist range of complex needs. Academy staff will diagnose needs from day one, offering therapy to improve well-being, foster self-belief and confidence, and promote a positive mind-set - all of which is paramount to success.
- The therapeutic services on offer to these young people (including counselling, educational and clinical psychology, and our Multi-Agency Centre), will provide bespoke programmes of study that will complement the rest of the curriculum and help our students to achieve success.
- All of these services will integrate into an educational curriculum and ensure that we will be providing ongoing opportunities for challenging pupils to gain important academic qualifications.

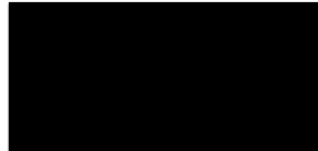


Annexe 6

Date 19 September 2016



Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT



Dear Sir / Madam

Confirmation of support for Felix Culpa Academy.

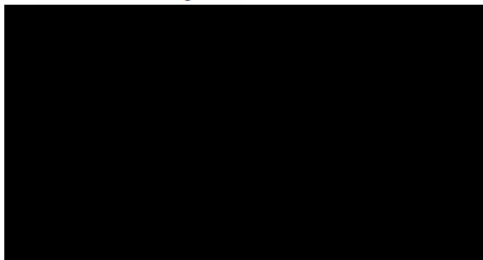
We confirm that the Local Authority of Stoke-on-Trent supports the City Learning Trust's Free School application for Felix Culpa Academy. We understand that Felix Culpa Academy is an alternative provision Free School specialising in entrepreneurship and enterprise that will support KS3 and KS4 students in the Stoke area which is proposed to open in September 2018.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider referring pupils to Felix Culpa Academy. We anticipate referring approximately 100 pupils to Felix Culpa Academy in the first academic year following the school's opening and 100 again in the second year.

In Stoke-on-Trent, we currently have upwards of 300 students seeking a placement for alternative provision and whilst we have a broad, varied and largely good quality bank of alternative providers already in situ, we believe that the Felix Culpa Academy can add greatly to this. Based on previous years' figures we anticipate that we would be able to make approximately 100 referrals per academic year. We confirm that whatever referrals we do make we will make to Felix Culpa Academy.

We would expect to purchase 100 places at Felix Culpa Academy at a top up cost of £8,500. The exact cost may differ depending on the specific needs of the child and this will be discussed with Felix Culpa Academy on a case-by-case basis.

Yours sincerely



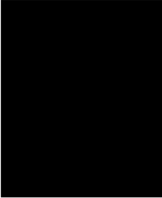
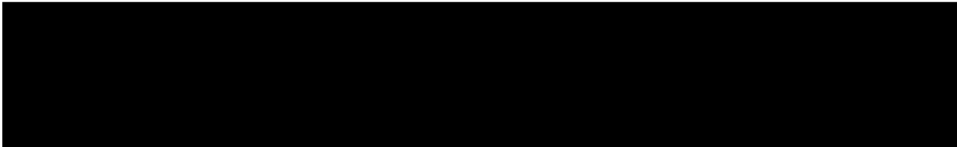
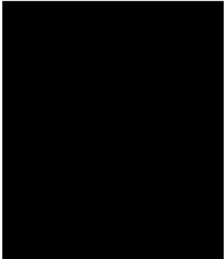
Please tell us if you need this letter in an alternative format



stoke.gov.uk

Annexe 7

Achievement data for alternative provision in Stoke-on-Trent.





Department
for Education

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