



# Manchester Creative Studio

A proposal for a new studio school in Manchester  
specialising in the creative industries.

January 2013

## Section A: Applicant details (please complete this form)

Main contact for this application	
1.	Name: ██████████
2.	Address: ██████████ ██████████ ██████████ ██████████
3.	Email address: ██████████
4.	Telephone number: ██████████
About your Studio School	
5.	Name of proposed Studio School: Manchester Creative Studio
6.	Details of sponsor(s) (Letters of support should be attached at Appendix 1):
	Name: Manchester Creative Studio
	Name:
	Organisation: Company Limited by Guarantee
	Organisation:
	Address: ██████████ ██████████
	Address:
7.	<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;">                     In addition to any support/advice from the Studio Schools Trust and the sponsors outlined above, did you put this application together with support from another company or organisation?                 </div> <div style="width: 15%;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </div> </div>
8.	If yes, please list the names of the organisation(s) and clearly describe the role they played in developing your application. Please also describe the role you envisage for them in setting up and/or running the Studio School if your application is successful:
9.	<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;">                     Do any of <b>the sponsors</b> run any existing schools or colleges?                 </div> <div style="width: 15%;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </div> </div>
10.	If Yes, please provide details including a link to the most recent Ofsted (or other inspectorate) report(s); a link to performance data for the last 3 years; details of the age range, current number of pupils on roll, and capacity;

<b>Details of company limited by guarantee</b>	
11.	Name and registered company number of Academy Trust: Manchester Creative Studio / 8339878
12.	Company address: <div style="background-color: black; width: 100%; height: 100%; min-height: 100px;"></div>
13.	Does <b>the company</b> run any existing schools or colleges? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
14.	If Yes, please provide details including a link to the most recent Ofsted (or other inspectorate) report(s); a link to performance data for the last 3 years; details of the age range, current number of pupils on roll, and capacity;
	Will the Studio School you are proposing be part of a Multi-Academy Trust under the company described above? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
<b>Company members</b>	
<b>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b>	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member and the organisation to which they belong below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100%; height: 1.2em;"></div>
	2. Name: <div style="background-color: black; width: 100%; height: 1.2em;"></div>
	3. Name: <div style="background-color: black; width: 100%; height: 1.2em;"></div>

### Company directors

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

18. Where directors have already been appointed please provide the name of each and positions they will hold (add more rows if necessary):

	[REDACTED]

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

### Related organisations

20	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other institutions; charitable bodies; and commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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21	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"><li>• their name;</li><li>• their Companies House and/or Charity Commission number, if appropriate; and</li><li>• describe the role that it is envisaged they will play in relation to the Studio School.</li></ul>
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22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc): N/A
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**Please tick to confirm that you have included all the items in the checklist.**



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

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

**Signed:**

**Position: Member of Manchester Creative Studio**

**Print name:** [REDACTED]

**Date: 2<sup>nd</sup> January 2013**

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

## Section B: Outline of the Studio School (please complete this form)

1.	Proposed school name:	Manchester Creative Studio
2.	Proposed academic year of opening:	2014
3.	Proposed age range of the school:	14-19
4.	Specialisms that will be offered (where applicable):	Creative Industries (Design, Interactive Media & Digital Technology)
5.	Post code of the preferred site of the proposed school if known:	██████
6.	Local authority area in which the proposed school would be situated:	Manchester
7.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	n/a
8.	Proposed total pupil number:	300
9.	Date proposed school will reach expected capacity in all year groups:	September 2016

Using the table below, please provide the proposed numbers in each year group at 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 proposing to open later than 2014, please leave the relevant earlier columns blank.

	2014	2015	2016	2017	2018	2019	2020
<b>Year 10</b>	40	60	60	60	60	60	60
<b>Year 11</b>	0	40	60	60	60	60	60
<b>Year 12</b>	60	90	90	90	90	90	90
<b>Year 13</b>	0	60	90	90	90	90	90
<b>Apprenticeships</b>	0	0	0	0	0	0	0
<b>Other non-EFA courses</b>	0	0	0	0	0	0	0
<b>Total</b>	100	250	300	300	300	300	300

## Section C: EDUCATION VISION

**C1:** Manchester Creative Studio (MCS) will be an employer-led studio school, specialising in **Design, Digital Technology** and **Interactive Media**. All students' learning will be directed by the needs of the sector. Working with a wide range of external partner employers MCS will provide genuine learning and work experiences for students, preparing them for work in the Creative Industries.

Greater Manchester has the largest creative and digital cluster outside of London, employing 63,000 people and generating GVA of £2.7 billion each year.<sup>1</sup> This is forecast to increase by 10.8% (6,800) by 2022.<sup>2</sup> Nationally, the creative and digital industries have been identified by the Government's Growth Review as having the potential to drive significant growth<sup>3</sup> with the sector growing at more than twice the rate of the economy.<sup>4</sup> But despite this, the Growth Review also cautioned that skills shortages in the industry have a detrimental impact on growth<sup>5</sup> and the Livingstone-Hope review of video games production found 31% of firms believed skills shortages were impacting on their business with 17% of larger firms having to fill vacancies with overseas recruits.<sup>6</sup>

*"Our Creative Industries have huge growth potential, but the lack of trained people with relevant skills to meet the sector's specialist demands is holding it back. First and foremost we must ensure that all young people leave school with a strong grasp of the basics. Solid maths and science ability is particularly vital. These companies also expect a more detailed knowledge of IT and benefit from people with broader creative skills, so the Government must adapt the curriculum to meet these needs."*

Manchester City Council has also recently revealed a ten-point plan to ensure it is one of the world's foremost digital cities by 2020, which will drive the digital priorities and move the city forward rapidly as an example of best practice on a national and international stage. This includes stimulating the creative and digital sector by encouraging investment and increasing skills development from an early age to maximise the potential of home-grown talent.

The Creative Industries is a growing sector within Greater Manchester. Locations such as MediaCityUK and The Sharp Project alongside the dynamic cultural hub of Manchester City Centre's Northern Quarter are drawing in companies ranging from one-person start-ups to global firms. This is an opportune time to help maximise the potential of such growth through ensuring that local young people have the necessary range of skills, experiences and competences to enter a career in this rapidly growing sector.

Entrepreneurs and SMEs dominate the Creative Industries sector with an estimated 182,000 businesses nationally, of which 84% employ fewer than 10 people.<sup>7</sup> Successful organisations specialise in one particular area whilst maintaining skills across a full range of competencies. MCS has been working alongside employers from this sector who are partners in informing our offer and shaping the curriculum. They include Mediasmiths, Code Computerlove, BDP, Studio North and Creative Concern, who through involvement in curriculum design, work placements and delivering in studio learning, will help ensure students have the full variety of skills, entrepreneurial acumen, inter-disciplinary abilities and flexible approach to work that is required by this diverse sector.

Educational provision in Creative Industries skills for young people aged 14-19 is distributed across Greater Manchester, with no one institution offering coherent specialist provision, and no central focus for advice and support related to career and/or educational progression. MCS will provide this focus, and will help strengthen the pathways available to young people into the Creative Industries.

We are committed to ensure that our Studio School feels like a place of employment. To help nurture this we will be located in the city centre, and will host three real Creative Industries businesses, one focused on each of our disciplines. We intend to invite applications for these opportunities during our

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<sup>1</sup> Greater Manchester Key Facts, New Economy, December 2012

<sup>2</sup> Greater Manchester Forecasting Model, New Economy, November 2012

<sup>3</sup> The Plan for Growth, HM Treasury and Department for Business, Innovation & Skills, March 2011

<sup>4</sup> Skills for the Creative Industries, CBI, September 2011

<sup>5</sup> The Plan for Growth, HM Treasury and Department for Business, Innovation & Skills, March 2011

<sup>6</sup> Next Gen, Transforming the UK into the world's leading talent hub for the video games and visual effects industries, Livingstone and Hope, NESTA, 2011

<sup>7</sup> Sector skills assessments for the Creative Industries in the UK, Skillsset and Creative & Cultural Skills, 2011

pre-opening phase. As a part of their offer, these businesses will be commissioned to host work placements for Key Stage 4 students in lieu of rent, and will contribute substantially to curriculum design and delivery. MCS will also create a natural hub for the sector and act as an honest broker, helping bring together the wide range of creatives who work in this sector.

MCS will be located in Manchester City Centre, with transport links for the wider Greater Manchester conurbation (our catchment area). Manchester City Centre is home to a significant number of Creative Industries employers, many of whom have already expressed their support for our vision, and who are willing to offer work experience opportunities and contribute to the shaping of the curriculum. The location of MCS will also make it easier to nurture our employer links and ensure work experience and work placement opportunities are easily accessible for our students.

Academic and vocational learning will be led by Learning Coaches, delivered in small groups with an emphasis on independent learning, research and teamwork. Staff will primarily be team members rather than leaders. Project design will be undertaken by means of 'project tuning' sessions which will follow a set protocol and which will be attended by staff, students and employers. Where possible we have identified accreditation that is flexible to ensure that employer need informs teaching and learning. Our partners, Hyper Island ([www.hyperisland.com](http://www.hyperisland.com)), have almost 20 years global experience in transforming the needs of employers into a curriculum offer. They are experts in project based learning (PBL) and experienced in aligning this approach with suitable accreditation schemes. We consider this to be a vital feature of an employer led studio school offer.

Work experience will complement academic and Project Based Learning. We will work closely with employers to ensure that work placements for our students are relevant and meaningful, and that there is a clear link between the placement and the student's career aspirations. Each student will be allocated a workplace mentor, and this mentor will have regular contact with that student's Personal Coach to review strengths and areas for development, in relation to both vocational learning and employability skills.

To support learning, each student will have a Personal Coach, whom they will meet for forty minutes every two weeks. Students will work with their Personal Coach on the skills typologies identified in the CREATE framework, through a combination of discussion and the completion of tasks with instant feedback. Significantly, Personal Coaches will also directly support learning in the classroom and therefore have first-hand experience and understanding of each individual students' needs. Personal Coaches will work with young people to identify and break down barriers to learning, providing support and guidance in relation to academic and pastoral issues. They will liaise regularly with Learning Coaches and Workplace Mentors ensuring students are applying their skills in the learning environment and workplace.

Our offer will appeal to young people regardless of ability. We recognise that some of our students will come to us where the traditional school offer is not working for them, whilst others will be attracted by the studio experience and the status offered by our Studio School portfolio of qualifications. Our offer is designed to support progression into work, enterprise or the HE sector regardless of starting point.

Annually, all students will take a specially designed psychometric assessment which will identify their existing skills levels within the CREATE framework. This will provide an objective means of measuring CREATE progress, informing coaching and learning, and benefiting students and the staff who support them. Alongside this, students will also be encouraged to maintain an electronic record of their progress. This will be delivered through a unique virtual portfolio designed by our partners NOISE. NOISE 360° Portfolios are a dynamic skills, life, product and talent Record of Achievement, presenting a step-change in the way students presents their skills. A key feature of a NOISE Portfolio is endorsement from leaders in industry.

The Creative Industries sector requires and expects an exceptionally talented and motivated workforce, and our students will aim high. The curriculum at MCS will be designed for progression into both HE and/or careers in the Creative Industries. Students who study at MCS will not just have an advantage in terms of their academic and vocational skills and understanding. Their daily experience of applying the CREATE framework, together with regular employer and workplace contact, will ensure that they possess the employability skills which are consistently described as essential by employers, and which can so often be lacking in young people who leave the traditional education system.

Improving aspiration and strengthening progression pathways are key features of our offer. Our curriculum is designed to ensure that our students have the full cross-section of attributes necessary to achieve. Target-setting and effectively monitoring progress will underpin our studio school. Our Learning Coaches will work alongside our Partnership Managers and Workplace Mentors to help ensure that our students are making the most of the opportunities that they have. Each student will have an individualised support programme delivered through the 1-1 coaching sessions.

Work experience is distinct at KS4 and KS5. KS4 will ensure that we build social capital by exposing students to a wide range of possible career routes. Additionally, KS4 work experience will support our students to develop a work ethic and work-based competencies that strengthen employability skills. Specialist skills will then be developed at KS5 once students have underpinning employability skills.

MCS will have an ethos that promotes and affirms academic rigour alongside creativity and technical skills. Our offer will be more akin to that experienced in world-class workplaces rather than a traditional school setting. Students will wear business dress rather than a uniform, and will attend regular briefings in place of assemblies. Learning will take place in workshops and project groups; individual support and guidance will be provided via coaching sessions, and students will have appraisals rather than traditional reports.

MCS will exemplify the essential elements of the Studio Schools movement in the following ways:

### ***Academic Excellence***

Whilst students' learning will have crucial vocational relevance, this will be complemented by a rigorous academic programme in core subjects, and by the breadth of knowledge and understanding attainable through the English Baccalaureate (EBacc). At the age of 18, our young people will be encouraged to progress to Higher Education at the best universities, start up their own enterprises or progress to the workplaces of world-class employers.

### ***Employability and Enterprise Skills***

Over their time at MCS, students will spend on average 60% of their timetable in Project-Based Learning, complemented by substantial experience in workplace settings. This means that for over half of their time at school, students will be learning, demonstrating and refining their employability skills. Each qualification offered, and each project, will be mapped to the CREATE framework and explicit reference will be made in learning sessions to the skills that are being used.

### ***Personalised Curriculum***

Students will have a Personal Coach who will work with them to establish an 'Individualised Personalised Learning Programme'. Students will then meet with them at least fortnightly to discuss progress against this plan, to review and revise targets, and address any barriers to learning.

### ***Practical Learning***

The majority of qualifications will be delivered through PBL, where students work in teams, using cross-curricular and CREATE skills alongside subject-specific knowledge. These features will be highlighted within each project, and students will be allocated project roles depending on their own personalised learning needs as identified in Personal Coaching sessions.

### ***Real Work***

All students will take part in regular work placements with local Creative Industry businesses. At KS4, these placements will be with our in-house employers, and at KS5 these will be with external partners. Young people will be placed in a work environment that closely matches their career and/or Higher Education aspirations, and will be allocated a workplace mentor to oversee their progress.

### ***Small Schools***

Even at capacity, MCS will be a small school in comparison to traditional secondary provision. This means that it will be a closely-knit community, where all staff and students know one another by name, and where no student will feel overwhelmed or out of place. Regular personal coaching sessions will ensure that students will not struggle alone with issues.

### ***Students of All Abilities***

Every student who applies to attend MCS will be offered comprehensive advice and guidance to ensure that they undertake a programme of learning that suits their preferences and abilities through providing a choice of three pathways (see D2 below). These pathways are not rigid and progression

between them is possible, as is undertaking learning from across pathways. This will be complemented by a comprehensive enrichment programme including access to sports and recreational activities, opportunities to engage in wider personal and social development with our partners from The Factory Youth Zone and NOISE, and through community volunteering.

We are committed to closing gaps in attainment for SEN students and believe that the unique and personalised environment of a Studio School will enable such students to thrive in a way that may not be possible in traditional educational settings.

**C2:** The driving force behind MCS is a group of like-minded individuals, with a wealth of expertise in the creative sector, education and regeneration. We have come together to develop a pathway in this disparate sector, dominated by SMEs, whereby young people who wish to pursue a career in these industries have the skills, abilities, networks and range of experiences necessary to successfully navigate a traditionally complex sector.

These people will either act as members of the Governing Body, or will form part of a wider Friends of MCS Group. Whilst we have - and will continue to develop - a wide network of partners, there is no other formal sponsor for the Studio, and thus no potential for competing agendas or priorities. All the force and energy of MCS will be directed towards supporting and developing the next generation of Creative Industries employees.

When identifying our potential partners we have sought to respond to the challenge of ensuring that there is genuine cross-sector and cross-industry expertise that has the skills, knowledge and experience to develop and deliver a comprehensive Studio School offer. It is only through being able to gather this diverse team of experience, expertise and leadership in industry that we have been able to undertake a thorough consultation exercise across stakeholder groups and galvanise genuine support and active involvement from key stakeholders. This includes 51 employers and other partners, 115 parents and 268 young people from across Greater Manchester

Our Board is composed of well-respected, experienced and networked individuals many of whom have previously collaborated in past projects. They are:

- [REDACTED]

## **Section D: EDUCATION PLAN**

**D1:** MCS will produce young people who are fully prepared to enter a career in the Creative Industries, with a focus on employment in SMEs. We will ensure that they have the full range of skills and experiences combined with the entrepreneurial characteristics and flexibility necessary to succeed in this challenging sector.

Our curriculum rationale is to ensure that academic study and work experience provides students with skills, knowledge and experiences that will be genuinely valued in the industry. We will achieve this by working closely with our employer and HE partners to determine the most relevant qualifications and we also acknowledge that some qualifications may have value for certain students and employers irrespective of the Performance Tables.

Our employers will drive our curriculum forward. At both Level 2 and Level 3 our curriculum will be informed by the needs of our employers. We have already consulted with the relevant Sector Skills Councils (Creative Skillset and Creative & Cultural Skills) and will develop this relationship further. We will also continue employer engagement through focus groups, and our Employers Advisory Board will

continuously inform curriculum content. All features of our studio school, from PBL, CREATE delivery, work experience and work placements will interlink, working together to help ensure that our students at all times are developing the necessary attributes needed by our sector. We know that the Creative Industries is a rapidly evolving area and we will ensure that our employer engagement is a continuous feature of our offer, thereby remaining consistently relevant and able to respond to the needs of the sector.

Employers have also told us that portfolio is just as important as qualifications. We have therefore ensured that students develop their portfolios throughout their studies at MCS, and are working closely with our partners NOISE to help ensure that leaders in the sector also endorse these portfolios. Portfolios will not just contain academic achievements, but will demonstrate the skills and attributes gleaned from PBL and from use of the CREATE framework.

At KS4, students will follow a broad and balanced curriculum, following one of 3 pathways (see D2). The range of pathways will ensure that all students, regardless of ability, can succeed at MCS. At KS5, students will be offered the opportunity to specialise in their chosen area of the Creative Industries, whilst also ensuring that their qualifications will be sufficient for progression to the next stage of their academic and/or work career. Our pathways are designed to maximise the potential and aspirations of each of our students.

We are aware that students of all abilities are drawn towards a Studio School. We will therefore ensure that we are able to accommodate a personalised curriculum, with multiple pathways available to students. Consequently, KS4 students will follow one of three routes, based upon strengths and interests. Each pathway will provide a broad and balanced curriculum ensuring both academic and specialist (sector-related) learning. Regardless of chosen pathway our KS4 offer will ensure that students develop core academic competencies and have grounding across all 3 areas of our specialisms.

At KS5, students will specialise, focusing on the areas of the Creative Industries where they have the most interest and aptitude, whilst still ensuring that their overall programme of study supports their chosen progression route. Throughout both Key Stages, the personalised nature of our provision and regular review will facilitate movement across pathways, cross pathway study will also be available. The purpose of our pathways is not to set our students but to maximise their opportunities and align our offer to their chosen progression route.

Vocational learning will be underpinned by students' participation in the CREATE framework. Each vocational qualification will be mapped against the skills typologies in the framework. Learning Coaches and Personal Coaches will support students, ensuring they identify and develop understanding of the framework. 60% of the timetable will be devoted to PBL, where students are supported to use their CREATE skills and subject knowledge to address a range of cross-curricular 'essential questions', producing real outputs for publication, display or demonstration. There will also be allocated time for enrichment, sports and 1-1 coaching sessions. In addition, students will spend time gaining valuable workplace experience within the Creative Industries, either with one of our employer partners or within one of our three in-house creative companies. At KS4 this will amount to a minimum ½ day per week whilst at KS5 this will incorporate 2 paid days per week.

Whilst for many young people in a traditional school setting it is difficult to understand the relevance of subjects such as Mathematics, English and MFL when they are taught discretely in the timetable and separated from their practical application, our focus on PBL will mean that the core subjects are woven into specialism-focused activities and will become relevant and meaningful as part of a wider set of essential skills. To complement this, students will also receive separate sessions on examination rubric and technique in specific subjects, thus ensuring that they gain the benefits from PBL without missing out on essential skills required for success in examinations.

Finally, the scheduling of regular one-to-one sessions with Personal Coaches means that each student will benefit from personalised support and guidance, and is able to overcome barriers that might seem impossible to surmount in a standard educational environment. This combination of interest, relevance, examination focus and individual support will mean that students at MCS will be ready for their formal assessments in terms of subject knowledge and skills, and also in terms of attitude and confidence.

This unique and coherent curriculum offer will enable students to undertake an academically rigorous programme of study which will prepare them for progression to university for further study in the field, business start up, or directly for employment in the Creative Industries sector. Personalisation will be a key feature of our approach with students receiving support from Personal Coaches. They will directly support them in their learning, and work with them in one-to-one sessions to help further develop their skills.

In July 2012 the Northwest Regional Leaders Board commissioned research to analyse the factors affecting youth participation at a local level and identify the support needs of young people and businesses. This showed that there is a 'youth unemployment crisis' in the North West, with over 130,000 16-24 year olds unemployed, the highest level for almost 25 years. It also showed that the 'employability of many young people remains poor' and that 'employers cite lack of work readiness as the number one factor preventing them employing more young people, significantly higher than such factors as the economic downturn, 'red tape' or the availability of skilled migrant workers.'<sup>8</sup>

A number of recommendations of how to address this challenge were listed, which included more employers being involved in schools' career advice and guidance. The research showed that '80% of young people felt that mentoring from employers would be helpful or very helpful to support their transition to work,' and that 'young people themselves value work experience highly as a route to improve their employability, and that employers value experience over any other attribute.'<sup>9</sup>

Our young people will already have decided that they wish to pursue a career in the Creative Industries, and this ambition will be supported and nurtured by everything that they do at MCS. Firstly, they will be spending a significant proportion of their time studying subjects which they enjoy and which will help them in their future careers. Some of this will be delivered by Learning Coaches, and some will be delivered by employers, supported by MCS staff, who will be able to bring topics to life with real-world applicability. Secondly, subject learning will be reinforced by relevant work experience either with one of our in-house companies, or with one of our partner employers.

Our intention is to recruit young people who have clear, stated aspirations to work in the Creative Industry sector, and who are prepared to focus their time and energies on meeting their goals. We will make this explicit in our Information, Advice & Guidance meeting with each student individually to ensure that they have the drive, commitment and vision to become a member of MCS.

We will work with feeder schools to obtain prior attainment data for each student, together with assessments of personal qualities and areas for development. In addition, each student will take a bespoke psychometric test on entry which will be designed to identify and measure CREATE skills and highlight areas for development.

Throughout KS4, students will have regular opportunities to discuss the next stage of their education and/or employment with Personal Coaches and with our employer and HE partners. This will form a staple element of personal coaching sessions. Specialist post-16 learning routes will be explored and agreed in the course of students' coaching sessions, always with a view to progression post-18.

Progression pathways post 18 were a key consideration in designing our curriculum offer, and we have received support from Manchester Metropolitan University, who are nationally recognised as one of the HE leaders in our sector. We wanted to ensure that students would be able to enter HE, enter the workplace and be able to develop a career working across specialist fields, continue part time study whilst also working, and also be supported in apprenticeships and further training programmes. Our curriculum offer combining academic excellence, real world work experience and a personalised learning experience underpinned with the CREATE framework will ensure that every one of our students is supported into further training, employment or education. To further aid this vital transition, at Year 13 every student will be supported by a mentor from industry who will continue to support them after they leave MCS. We know that it is essential not only to support a student into a positive progression route, but also make sure that they are assisted to make the most of where they move onto, and thus continue to progress. An industry mentor for each of our students will help ensure this.

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<sup>8</sup> *Youth Unemployment in the North West: Call for local action*, New Economy, July 2012

<sup>9</sup> *Youth Unemployment in the North West: Analysis and best practice*, New Economy, July 2012

Some examples of possible learning pathways are provided in the following table:

	Key Stage 4	Key Stage 5	Next Steps
Academic	<ul style="list-style-type: none"> <li>English Baccalaureate &amp; GCSE</li> <li>Work experience with in-house employer</li> </ul>	<ul style="list-style-type: none"> <li>AS/A Level</li> <li>Paid work experience in partner new media company.</li> </ul>	<ul style="list-style-type: none"> <li>BA (Hons) New Media at University of Leeds.</li> </ul>
Vocational	<ul style="list-style-type: none"> <li>5+ A*-C GCSEs including English Language and Maths</li> <li>TLM Level 2</li> <li>NCFE Level 2</li> <li>Work with in-house employer</li> </ul>	<ul style="list-style-type: none"> <li>BTEC Level 3 Extended Diploma in Graphic Design</li> <li>Level 3 Award in Creative Techniques in Professional Practice associated with the Creative Industries</li> <li>Paid work experience</li> </ul>	<ul style="list-style-type: none"> <li>HND Art and Design with Specialist Pathways at Trafford College. Transfer to degree and/or Level 4 apprenticeship.</li> </ul>
Supported	<ul style="list-style-type: none"> <li>GCSE A*-C Maths</li> <li>GCSE A*-C English</li> <li>GCSE A*-C Double Science</li> <li>TLM &amp; NCFE Level 1</li> <li>Work experience completed with in-house employer</li> </ul>	<ul style="list-style-type: none"> <li>TLM &amp; NCFE Level 2</li> <li>Paid work experience in partner IT company, including NVQ Level 2/3 IT for Professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Employment in ICT support within creative media. Level 4 Apprenticeship and/or sponsored degree.</li> </ul>

**D2:** At KS4, to prepare students for a career in the Creative Industries, it is important that they have a broad base in key academic subjects alongside grounding in Design, Digital Technology and Interactive Media. KS4 has available 3 distinct pathways (Academic, Vocational & Supported) thereby ensuring that the curriculum is accessible to students of all abilities.

The content of the three pathways is provided in the following table.

Subject	Academic	Vocational	Supported
English Language	GCSE	GCSE	GCSE
English Literature	GCSE	GCSE	GCSE
Humanities	GCSE	OPTIONAL	NO
Maths	GCSE	GCSE	GCSE
MFL	GCSE	GCSE or OCR Certificate in Business Language Competence	OCR Certificate in Business Language Competence
Double Science	GCSE	GCSE	GCSE
EBacc Award	YES	OPTIONAL	NO
Design	GCSE	GCSE or NCFE Level 2 Award in Graphic Design	NCFE Level or Level 2 Award in Graphic Design
Interactive Media	GCSE	GCSE or NCFE Level 2 Certificate in Interactive Media	NCFE Level 1 or Level 2 Certificate in Interactive Media
Digital Technology	GCSE	GCSE or TLM Level 2 Certificate in IT User Skills in Open Systems and Enterprise	TLM Level 1 or Level 2 Certificate in IT User Skills in Open Systems
Business	GCSE	GCSE or NCFE Level 2 certificate in Enterprise	Level 1 or Level 2 NCFE certificate in Enterprise
Qualifications	<b>EBacc plus specialist learning at GCSE</b>	<b>English, Maths &amp; Science GCSE; Option for full EBacc; specialist vocational learning at Level 2.</b>	<b>English, Maths &amp; Science GCSE; specialist vocational learning at Levels 1 &amp; 2</b>

60% of learning time each week will be devoted to PBL, but, within this, each session will focus on a specific curriculum area. Thus six PBL sessions will focus on the core of Maths, English and Science, six on sector-specific subjects, and two on Business. It is anticipated that some projects will encompass all subjects, and some may be confined to three or four. An example cross-curricular project overview is included in **Appendix 6.1**. The division of the KS4 curriculum into subjects and delivery methods is demonstrated in **Appendix 6.2**.

In addition to these formal qualifications, students will be developing their NOISE 360° Portfolios and will also undertake learning obtaining a series of 'Digital Badges'. Digital Badges are industry endorsements designed by Mozilla recognising skills acquired by learners. So for instance a Digital Badge endorsed by Adobe recognising competency in using Adobe Illustrator software. As part of our offer we will develop our own portfolio of badges, endorsed by local employers responding to their

needs. Digital Badges allow MCS to co-create our own assessment and recognition criteria through peer, employer and Learning Coach assessment.

Dedicated two hours per week of CREATE time will include opportunities to develop **thinking** skills or to take part in enrichment or volunteering activities with an emphasis on **relating to others** and **emotional intelligence**. In addition, each student will undertake learning in **enterprise**, be that via Business Studies GCSE or an equivalent Level 2 qualification. Furthermore, each student will have forty minutes every two weeks in a one-to-one session with their Personal Coach. The content of each session will be personalised to the individual student and will involve working through particular issues, completing skills-based tasks, or discussing progression routes.

A regular concern in traditional learning settings is that young people do not always recognise that academic learning in any one subject will have relevance to other subjects, and will also have practical applications in the outside world. Coaching sessions will support students in making these links in their minds, and to adopt a holistic overview of learning, work and life. For example, if a student struggles in Business Studies to understand theoretical models of organisational structures, their Personal Coach can support them to **apply** their learning to their work placement. Similarly, if presenting information in public daunts a student, they can be supported to develop their **communication** skills through confidence-building exercises, including voice and body language coaching.

To complement their discrete and PBL, all KS4 students will undertake a half-day work experience placement each week. This will be based with one of our three in-house employers, who will work closely with the young people and their Personal Coaches to ensure that the work they undertake is relevant to their studies, and to ensure that they are demonstrating and developing their CREATE skills in the workplace setting. A student who wishes to focus on digital technology, for example, could spend their placement with an in-house technical support company, working alongside technical experts to design and implement IT solutions.

Each student will be allocated a Workplace Mentor who will be aware of their academic and CREATE targets. They will contribute to the termly report card issued to students and parent/carers (see D6 below). Finally, all students will be able to access a programme of enrichment opportunities. We will encourage students, staff, parents, employers and other partners to contribute to planning and delivering a diverse selection of activities. We will also work with local community groups to develop opportunities for volunteering and other ways in which young people can make a positive contribution to their community. We will ensure that participation in all enrichment activities is mapped to the CREATE framework and included within each student's online portfolio.

At KS5, MCS students will specialise in more depth in subjects that relate to their chosen career path of Design, Digital Technology or Interactive Media, whilst continuing to study English, Maths and Business. Depending on their pathway at KS4 they will study at Level 2, 3 or a combination of both. The table below demonstrates available pathways at KS5

Subject	Academic	Vocational	Supported
English/Maths	A Level in at least 1 subject	AS Level in 2 Subject	GCSE
Business/MFL	A Level or Level 3 Award	Level 3 Award	GCSE
Design/Media/Technology	2x A Level or Level 3 alternative	Level 3 alternative	Level 2/3 alternative
<b>Qualifications</b>	<b>Up to 4 A Levels &amp;/or 1x Level 3 Award</b>	<b>2x As Level 1x Level 3 qualifications</b>	<b>Up to 2 GCSEs 2x Level 2 / 3 qualifications</b>

The division of the KS5 curriculum is demonstrated in **Appendix 6.2**.

The exact nature of specialist qualifications offered will depend on the on-going national review of post-16 education, but examples from currently available courses might include:

- AS/A Level in Applied Information and Communications Technology
- BTEC Level 3 Certificate / Diploma in ICT
- AS/A Level in Applied Art and Design
- BTEC Level 3 Certificate / Diploma in Art and Design
- Level 3 Advanced Diploma in Creative and Media

Level 3 sector-related learning will be complemented by two full days of paid work experience for each

student. This will take place with employer partners. Over the two years of their learning, all students will gain experience of actively participating in a range of workplace settings.

Each student will be allocated a Workplace Mentor who will be aware of the requirements of their academic studies and will meet them weekly to discuss progress against agreed targets. All Workplace Mentors will have received training in the CREATE framework, and will include discussion of students' employability and personal skills alongside, and in conjunction with, their academic progress.

Alongside their industry-specific learning, students will have the opportunity to participate in a discrete business session, where (subject to the post-16 education review) they will have the opportunity in the Option sessions to attain an additional qualification which is relevant to their sector – e.g. the QCF Level 3 Award in Creative Techniques in Building Business Knowledge or Level 3 Award in Creative Techniques in Professional Practice associated with the Creative Industries. They will also be given the opportunity to continue with their core learning in English, Maths and Modern Languages, both within an allocated Option sessions, and as an integral part of their PBL. Depending upon the pathway studied at KS4 this could be either at Level 3 (A Level) or Level 2 (GCSE).

As at KS4, students in years 12 and 13 will be allocated a Personal Coach who will also be their form tutor, and they will benefit from weekly one-to-one coaching sessions in which they will discuss their learning, set targets, review academic progress and their progress in the skills typologies of the CREATE framework. Personal Coaches will liaise regularly with Workplace Mentors to ensure that they have the full picture of each student's development, and to identify strategies for development.

Students at KS5 will have the same opportunities as KS4 students to access enrichment and community volunteering opportunities, and to ensure that these are mapped to CREATE and included in online portfolios. In addition, we will encourage KS5 students to develop leadership skills by planning and delivering their own extra-curricular activities and undertaking active citizenship projects in the community. We are liaising with a number of CVS groups in Manchester whom are eager to nurture such relationships for our students. They include local community organisations such as the 3 A's, and 3<sup>rd</sup> sector organisations such as The Factory Youth Zone and national organisations with a local delivery base such as Oxfam, The Young Foundation and Church Action on Poverty.

Overall, our approach to the curriculum, and its integration with CREATE skills and workplace learning will ensure that outcomes for students are improved on a range of measures. These include:

- *Academic* - multiple pathways underpinned with strong accreditation supporting multiple progression routes.
- *Employability* - exposure and support in the workplace nurturing employability competencies.
- *Entrepreneurship* - support within MCS through Business focused PBL and placements in dynamic start ups nurture entrepreneurship skills.
- *Work Placements* - strengthen the ability to apply skills within a real workplace setting.
- *Building aspiration* - through exposure to career pathways not previously considered.
- *Resilience* - strengthened students ability to overcome challenges and not give up.

**D3:** MCS will be open for forty six weeks per year. Of these, thirty-six weeks will be core 'taught' weeks compulsory for all students. An additional ten weeks will provide students with the opportunity to participate in themed project-based masterclasses and/or be open to students to complete modules and undertake personal study. We intend that these additional ten weeks be delivered by a combination of local employers and sector experts with a national profile, to boost students' curriculum knowledge and CREATE skills. These additional weeks will also allow us to offer intensive sessions around specific workplace skills for targeted students – for example presentations, sales techniques, budgeting and assertiveness. Students' annual leave entitlement will be 40 days per annum, some of which is pre-determined (six weeks for Easter, Christmas & Summer) with the remainder optional during the flexible ten weeks. A sample school calendar for the 2014-15 academic year can be seen in **Appendix 6.3**. Whilst MCS will be open as a school for forty six weeks, we envisage that like all businesses, activities will be taking place for at least fifty weeks per year.

Students will be organised into tutor groups. When at capacity, KS4 will have six tutor groups of 20 students, with each rotating their focus through the academic year on a specific aspect of the Creative Industry sector. In English, Mathematics and Science, students will be set on ability in only the traditional lesson hour that teaches examination rubric etc. When at capacity, KS5 will have twelve

tutor groups of fifteen students, each focused predominantly on a single aspect of the sector, and the tutor will again be the students' Personal Coach. English, Maths and Science groups will be mixed ability, but staffing levels and Personal Coach involvement mean that there will be provision for high levels of personalisation and differentiation during these sessions.

The Studio School day will be 8½ hours in length, running from 8.45 to 5.15. The day will begin with registration and briefings, and will then be divided into seven one-hour sessions, with two fifteen-minute breaks and 45 minutes for lunch.

At KS4, all students will undertake weekly work placements for up to six hours in one of our three Studio-based businesses. In addition, at Year 11, for two weeks they will be allocated an out-of-studio work placement in a partner employer whose business closely matches their career aspirations.

At KS5, students will spend two days per week (Monday and Tuesday for Year 12; Thursday and Friday for Year 13) in paid out-of-studio work placements. Level 3 sector-focused modules will then be delivered on two other days, primarily through PBL. It is envisaged that Year 12 and 13 will participate together in modules on Wednesdays, when all KS5 students are on site. The fifth day will then be devoted to a combination of English, Maths, Business, Sport/Enrichment and CREATE skills, including Personal Coaching sessions.

The timetable providing an example of the curriculum scheduling for KS4 and KS5 is available to view at **Appendix 6.4**.

**D4:** At capacity (2016-17), MCS will have 28.5 members of staff. The Senior Leadership Team will consist of the Principal, two Partnership Managers (one for each Key Stage), a Curriculum Lead and a Business Manager. The Partnership Managers will each oversee the work of twelve Key Stage-specific Personal Coaches, and will also be the primary contacts for employers, including the in-house businesses. The Curriculum Lead will direct and supervise the work of 10.5 Learning Coaches.

Learning Coaches will deliver project-based and discrete learning in core and specialist subjects. Together with the Curriculum Lead, they will be responsible as a team for planning and delivering cross-curricular projects as well as for supporting students in exam preparation. They will also work with Personal Coaches to map the curriculum to the CREATE framework and to the planning of work placements.

Personal Coaches will each support a Tutor Group, and will be present in learning sessions attended by members of that tutor group. This will enable them to have a full overview of each student's capabilities, strengths and areas for development, both in academic terms and in terms of CREATE skills. Personal Coaches will meet regularly with students on a one-to-one basis, and will support them in setting and achieving personal and academic targets. They will also work closely with parents to ensure that they have a holistic picture of each young person, and that they are receiving appropriate support in their home life.

Finally, the Business Manager will oversee all non-educational aspects of MCS, including finance, HR and premises. They will be supported by an Administrative Assistant.

We have factored in that whilst the school builds up its numbers there is an expectation for flexibility and multiple roles. The proposed staffing structure and staff build up for MCS at full capacity can be seen in **Appendix 6.5**.

**D5:** Our small school features enhanced levels of communication, both formally through meetings, and informally through day-to-day conversations. Consistency in staff to pupil contact strengthens relationships ensuring that our staff know our students well. This will be vital in realising our vision of a school in which each pupil feels individually valued and catered for.

We aim to narrow any gaps in performance that our pupils have experienced prior to joining us because of socio-economic background, gender, race or other factors. We shall focus rigorously on overcoming the barriers to achievement that may have affected our pupils in the past and have within our core-team practitioners with proven track records of having done this from both within and outside of formal education.

We place immense worth on both quantity and quality of education. Our Studio School approach ensures that school days are longer and the staff to pupil ratio is lower than in traditional schools. We

are familiar with the growing body of evidence that is suggesting that this has a positive impact on educational outcomes, particularly for student from economically disadvantaged backgrounds. We know that significant numbers of our students will come from such backgrounds and have anticipated their needs in our plans.

We have high expectations of our students. We recognise, realistically and practically, that there will be issues to be addressed if our young people are to realise their potential and to escape from the cycles of underachievement that have held so many people back in the past. Our pastoral care is therefore designed to reduce the influence that external factors have in negatively impacting on the development of our students. We also aim to stretch the most able of our pupils through a range of techniques including vertical grouping.

At KS4 we have multiple pathways for all our students - *Academic*, *Vocational* and *Supported*. These pathways are designed to maximise our ability to tailor our offer to the needs of each individual student ensuring that each and every one leave school with meaningful qualifications and experiences. At Key Stage 5 we maintain these pathways with an emphasis on specialising on one of the three Creative Industry areas. All pathways are flexible and wherever possible students can move across these depending upon progress and interest. These pathways help us to target support thereby ensuring we support those who need it and stretch the most able (gifted and talented).

Our reporting card system, student appraisals, individual development plans and ISA psychological testing results will all be cross referenced online helping us to track progress and incorporate targets. This digital platform will be accessible to all partners involved in supporting each individual student thus ensuring that ICT is effectively used to support learning and development.

Our strategy to overcome barriers to learning is underpinned by using our Personal Coaches to support learning during lessons as well as providing 1-1 coaching. Each Coach at KS4 will support a cohort of 20 students and at KS5 a cohort of 15. Through this approach they will know their students well and be able to provide targeted support. A feature of our timetable design and flexible learning groups enable us to support students such as those having English as an additional language by providing smaller sub-groups as and when needed.

**Appendix 7.1** sets out our strategy for supporting children of differing abilities. And how we will have regard to the Special Education Needs Code of Practice.

**D6:** Academic qualifications, workplace experience, employability skills and progression pathways will define success at MCS. Students will leave with the examination results to enable them to progress to the next stage of their lives, and also with a portfolio of work experience and projects, an online CV developed in partnership with Personal Coaches and with NOISE, and their CREATE psychometric assessments which map their progress along each of the skills typologies.

Success measures will be as follows:

### **Key Stage 4 Targets**

- Achievement of a minimum of 3 levels progress in English, Maths and Science from KS2 – KS4.
- Achievement of a minimum of RAISEOnline targets at KS4 in all subjects.
- Achievement of the English Baccalaureate Certificate for those on the High Achieving Pathway and a proportion of those on the flexible pathway.
- Achievement of Level 2 qualifications in at least three subjects linked to the Creative Industries specialism (Design, Digital Technology or Interactive Media).
- Achievement of GCSE English Language, Mathematics and Double Science for all students.
- Clear charting of progress, backed by psychometric assessments and Personal Coach notes, through the CREATE framework.
- Clear tracking of progression through CREATE framework in work placements.
- High quality online portfolio including positive work placement references from mentors.
- Record of enrichment activities, including community volunteering.
- Progression to MCS Sixth Form, apprenticeship or employment – personalised route to be determined in conjunction with Personal Coach.
- Attendance 95%+ for all students at MCS and at work placements.
- 0% NEET.

## **Key Stage 5 Targets**

- Achievement of Level 3 qualifications specialising in at least one of the three Creative Industries-focused subjects. 100% A\*-E grades, with all students meeting or exceeding ALIS targets.
- Achievement of GCSE English and Mathematics at Grade C or above for any students who have not achieved this at Key Stage 4.
- Progression objectives met – employment or Higher Education.
- Attendance 95%+ for all students at MCS and at work placements.
- Clear charting of progress, backed by psychometric assessments and Personal Coach notes, through the CREATE framework.
- Record of enrichment activities, including community volunteering.
- High quality online portfolio and industry endorsement from workplace mentor.
- 0% NEET.

## **MCS-wide Targets**

- National benchmarks met or exceeded - % achieving 5+ A\*-C at GCSE including English and Mathematics.
- 100% making or exceeding 3 levels progress KS2-KS4.
- KS5 Average Points Score exceeds national average.
- 80%+ of teaching to be judged Good or Outstanding by internal and external assessment.
- Ofsted judgement of Outstanding within 5 years.
- Studio to be over-subscribed within five years.
- Attendance 95%+.
- All students judged to make good or outstanding progress in the CREATE skills.
- Positive and ongoing engagement with a wide range of employers.
- 90%+of alumni progressing to employment within the Creative Industries sector.
- Clear contribution to the local economy and employment rates.
- Sustainable strategic partnerships with employers.
- Comprehensive cross-sector representation in employer Advisory Board.
- Alumni representation on Advisory Board.

On beginning their career at MCS, all students will undergo baseline assessments in core subjects and specialist learning. This information, combined with data provided on transition, will enable MCS to work with students to agree specific, challenging but achievable targets. At KS4, these targets will reflect a minimum of three levels progress from KS2, and at KS5 they will represent at least the statistical predictions derived from ALIS. These targets will be shared with parents/carers. In addition, a diagnostic baseline assessment in CREATE skills via Identity Structure Analysis (ISA) will enable each student to work with their personal coach to identify employability skills targets which will be shared with parents/carers and workplace mentors.

As their learning progresses, students will be assessed at termly intervals by Learning Coaches, and their 'working at' grade recorded, together with a predicted end-of-course grade. At the same time, students, Personal Coaches and workplace mentors will undertake a reflection session to identify progress towards CREATE targets. This progress information will be summarised into one 'report card', which the student and Personal Coach will then discuss and identify specific action points in all curriculum and CREATE areas. The report card and action points will then be shared online with parents/carers, who will be given the opportunity to book an appointment with the Personal Coach.

Where there are concerns about specific students, Personal Coaches will engage proactively with parents/carers to ensure that students are supported appropriately towards meeting their goals at home as well as at MCS. There will also be weekly time set aside where parents can meet with relevant Learning Coaches. Additionally, parents will be able to 'log on' and access up to date information regarding their child. We are committed to ensuring that our parents are fully aware of their child's performance and have multiple routes through which to engage with the school. Termly curriculum presentations will be held raising awareness of subjects studied with parents and carers per subject, and two annual review days will be held each year in which parents/carers can meet all of the staff and employer representatives who work with their child to discuss progress and areas for development.

At whole-school level, information on students' progress, predicted attainment and action plans will be

collated and presented to all staff, with any particular areas of concern highlighted and intervention strategies planned and implemented. MCS will keep a running total of headline predicted academic outcomes at both Key Stages, including percentage 5 or more GCSEs at A\*-C including English and Maths; percentage EBacc attainment; percentage making expected levels progress; percentage exceeding expected levels progress; percentage meeting KS5 targets; percentage A\*-E at Level 3. This information, together with reports on attendance and CREATE progress will be presented at each meeting of the Governing Body.

The main driver of student progress is of course the quality of teaching and learning. At MCS we will therefore develop a rigorous programme of staff assessment and development to ensure that at least 80% of all students' learning experiences are Good or Outstanding against Ofsted criteria. All Learning Coaches will be observed regularly by their line manager and by members of the Leadership Team. Constructive feedback will be provided, which will highlight areas for development and identify how improvement can be achieved. We will foster an open door culture, where drop-in observations are a part of the daily routine, and where staff are comfortable with the process and understand that it is part of a whole-school improvement strategy. Anonymised reports on the gradings of observations will be reported regularly to the Governing Body. In addition to the programme of observations, we will also provide regular whole-school training events which will address particular issues, and targeted training for groups of staff where a shared need is identified. Finally, we will supplement our programme of observations with regular student satisfaction surveys which will seek views on all aspects of MCS learning and support. The results of these surveys will be reviewed by the whole staff body, and action plans drawn up to address any areas of concern.

**D7:** The catchment area for MCS will cover the ten Greater Manchester Local Authority areas (see **Appendix 2.1**). At KS4 our Admissions Policy will ring fence 50% of places for students from Manchester and the remaining 50% from the wider Greater Manchester local authority areas. At KS5 we aspire to become a Centre of Excellence drawing in talent from across Greater Manchester. If we are over-subscribed, priority will be given to those who live closest to MCS.

We will meet with each prospective student to ensure that they understand our ethos and our specialisms and that MCS will be the right learning environment for them.

We will adopt the practices and publish arrangements in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law, as it applies to maintained schools. This policy will be created in consultation with the DfE and Manchester City Council.

The impact on the transport infrastructure has been considered, and travel plans relating to our proposed site are included in **Appendix 2.1**.

**D8:** MCS will have a workplace culture and ethos, and we will expect professional standards of behaviour from all of our students both within the school and workplace. Prior to students starting at MCS, as part of our offer, we have designed in a summer visit to meet with every child and their parent. Here clear expectations and shared responsibilities are made clear. Our prospective students and their parents will be fully aware of our behaviour and attendance policies, and any questions they have will be answered in this personalised meeting at their home. By the time a student starts at our school they know what is expected of them and what they can expect of us. They will sign a contract in which will be included the MCS Code of Conduct, which will emphasise our core values of respect and commitment.

Students will attend regular briefings, at which expectations of behaviour and attendance will be made clear, and where recognition will be given to individuals who have excelled in professionalism and standards of behaviour. Breaches of the Code of Conduct will be dealt with consistently and fairly, with the same standards and penalties for all. Personal Coaches will address any concerns about attitude or behaviour in their timetabled one-to-one sessions with students, or at other times if necessary. An emphasis will be placed on identifying the underlying reasons for any issues, and for working with the young person to overcome these. If necessary, parents/carers will be invited to attend meetings at MCS with the Personal Coach. Wherever possible, the CREATE framework will be used as a reference point for behaviour management.

Please see **Appendices 7.2-7.4** for our proposed sanctions & rewards approach, and our SEND and anti-bullying policies.

## **Attendance**

A commitment to full attendance will be included in the contract signed by students and parents/carers, and attendance will be monitored daily by Personal Coaches, and any unexplained absences immediately investigated. If a student hits an attendance 'trigger point' (ten days absence, or three periods of absence in any six month period), they will be required to attend an absence management meeting with the Principal or another senior member of staff.

Our educational team has direct experience in working to improve attendance. We understand its vital importance in ensuring that young people achieve to the best of their abilities. We know that high correlation between good attendance and outstanding achievement so this will be a key issue in our home visits to new pupils. We feel that our approach to the calendar and our holiday- pattern will cut down on some unnecessary absences. In addition, our close links with local businesses and the community, together with our flexible use of work placements will help to place the importance of attendance in a wider context than simply that of school. At all stages, we will anchor our ethos, strategies and beliefs to the real world into which our young people will emerge after their time with us.

## **Student Wellbeing**

We feel that the small size of our school will have some unique benefits:

- We will know our pupils and, perhaps even more importantly, they will know us.
- Schools flourish when the wide range of relationships that exist work well. This will be easier to monitor and nurture in a small school.
- Our close links to our employers will quickly create a supportive network for our young people.
- Our ethos, underpinned by the CREATE framework, will naturally focus on individual well-being.
- We will aim to achieve Healthy School status. We will ensure our free meal provision delivers healthy choices for students.
- Our focus on parental involvement will keep communication channels open so that any problems can be dealt with sooner rather than later.

Students are far more likely to achieve to the best of their ability when they feel safe, valued and happy. Through our induction and training, we shall ensure that all members of staff get the balance right between being approachable for the child who needs to talk over a problem, and professional in the delivery of the curriculum. From opening, we want to make the most of any opportunities to empower our young people through appropriate incentives and involvement in decision-making.

## **Safeguarding**

We are fully aware of the importance of safeguarding. This responsibility will also be part of a Partnership Manager role. Appropriate training will be provided if needed. All staff under their leadership will undergo relevant training so that procedures and lines of communication are made clear from the start and all members of staff will know what to do if they have concerns about individuals. All our appointed staff will be vetted prior to taking up post. We accept that some of our students will have had involvement with Children's Services and have experience within our team in dealing with the full range of issues.

## **Pastoral Care**

As we a small school, we believe that we shall be able to offer a level of pastoral support, for all students, tailored to individual needs. At the heart of this will be the Personal Coaches who will follow their group throughout their learning and will know their students well because they see more of them than would be the case in a larger school.

Students with specific, identified SEN will be monitored by these Personal Coaches under the expert guidance of our SENCo (one of our Partnership Managers), reporting informally and formally at the fortnightly forum chaired by them. If the Personal Coach becomes aware through feedback from other staff, or via the Report Card, that needs are not being met, then a referral to the SENCo will raise this at the forum where appropriate intervention can be devised. Any needs, unidentified at arrival that may arise during the year at MCS can also be raised at the forum. Pastoral care for all students, with or without SEN, will also feature strongly in the role of our Personal Coach.

The student body itself will have a role to play in Pastoral Care:

- Some complementary activities will have mixed age groups, encouraging older students to develop their duty of care for younger students.
- The Student Council will discuss pastoral issues as they arise and be expected to share ideas on how to deal with issues.
- Feedback via our termly monitoring of student welfare will raise issues to be dealt with at the Student Council or the Forum.
- There will be a standing item at Senior Leadership Team meetings to allow for student-generated concerns.

Appropriate levels of confidentiality and data protection will, of course, be maintained at all times.

**D9:** A founding principle of MCS is that the needs of employers drive our curriculum offer. Our accreditation pathways allow flexibility to ensure needs identified by employers inform our curriculum and these will be constantly monitored & updated to help ensure they remain relevant.

Our Employer Advisory Board will meet three times per annum and will inform the curriculum offer. Its role will include acting as a reference group on the relevance of new qualifications, mediating and building relationships between MCS and the sector, and help ensure that MCS students learning is endorsed by the sector. Employer partners will support MCS to access industry standard equipment, software and processes and also consult on procurement of resources.

Additionally, we recognise the importance in strengthening the capacity of our employer partners to more effectively support our students. They will therefore be supported to access training in developing their awareness of CREATE, access coaching workshops and develop an understanding of the Ofsted framework through which they can better align their offer to meet the needs of students. MCS designated Partnership Officers will support employers to fully engage with our Education Plan.

## **Section E: EVIDENCE OF DEMAND AND MARKETING**

**E1:** Greater Manchester has the largest creative and digital cluster outside of London, employing 63,000 people and generating GVA of £2.7 billion each year. This is forecast to increase by 10.8% (6,800) by 2022. Despite this growing sector, our consultation with employers has identified that there is a clear skills shortage that is likely to restrict growth and damage the sector. A selection of direct quotes from our employers demonstrating this can be seen below and in **Appendix 8.1**.

*I see first-hand the impact of the skills shortage we are experiencing in the creative sector, both as an employer in the Greater Manchester region and through our work with our clients, also creative and marketing agencies who would be potential employers of graduates from the proposed school.*

*Last year the business grew by 35% and we took on over 20 new people, our current biggest production challenge is finding enough talent to do the work that we are winning, talent is our only resource and commodity and the success of our business (like any in this sector) is intrinsically linked to the supply of talent in the region.*

*We are a new employer setting up in Greater Manchester with a focus on interactive 3D and virtual reality. There is a distinct shortage of the right skills for developing content and coding in our creative and digital sector and there are not enough skilled people available.*

Direct engagement with employers including presentations and workshops at networking events, 1-1 meetings and focus groups, identified exactly where this skills shortage is. It is evidence from this that has resulted in the specialism focus of **Design, Digital Technology** and **Interactive Media**. During this evidence gathering process we have reached out to over 2,000 local creatives via CING and Northern Soho, and a wider network of over 80,000 nationally and internationally. Engagement here was also used to identify key features of the proposed studio school, as covered in previous sections, (in house employers, employer informed curriculum, city centre location, KS4 grounding and KS5 specialism, online portfolio).

This was followed by an online appeal for support from local employers, including identifying specifically how they could support MCS. We received 51 letters of support from partners and employers. The results of this appeal are show in the table below.

Support Offered	No. of Employers
Support governance with representation on the Board	20
Offer work experience for students aged 14-16	16
Offer work placements and paid employment for students aged 16-19	15
Provide mentor support to students	28
Host site visits for students	21
Support the development of project based learning linked to real world briefs	26
Deliver expert training to develop specific creative skills	27
Provide guest 'guru' speakers	30
Support students applying for employment and preparing for interviews	23
Contribute to assessing students work place competencies	17
Sponsor equipment and where possible support capital development	6
Sponsor progression to Higher Education	4
Sponsorship of achievement awards	7
Assist in developing training programmes for staff	24
Offer Apprenticeships for students on graduation	18
Commission enterprise projects to be completed by students	11
Support the development of employability skills in young people	28
Support to develop links with creative employers across Manchester	6
Provide a space for young people to collaborate and exhibit	3

MCS is an employer-led proposal that is designed to respond to genuine skills shortages identified in the Creative Industries by employers. Our offer has been designed to ensure that employers are fully able to actively contribute to the Studio School curriculum helping ensure that an appropriately skilled and experienced workforce emerge from our provision ready to respond to the needs of the industry.

A full list of organisations that have supported our application can be found in **Appendix 1.1**.

**E2:** MCS seeks to draw in students from across all ten Greater Manchester local authorities, and we have reached out across this area engaging directly with parents and potential students. Our travel plan, as detailed in **Appendix 2.1**, demonstrates our proposed location to fit in with parents' and students' stated maximum journey times. We used our community networks to access existing groups and conducted seven focus groups that helped inform our offer and confirm support of a Studio School approach. Findings from the focus groups re-affirmed our belief that there is a clear need for a sector-specific Studio School focusing on the Creative Industries. Young people aspire to a career in this sector and the employers require the workforce to meet a growing need.

We produced a survey that can be found in **Appendix 8.2** (students) and **8.3** (parents). This was promoted both online and through outreach work at youth centres, parent groups and community events. 115 parents and 268 young people from across Greater Manchester completed this survey. Our key findings were:

- 84% of parents believe that the role of schools in preparing young people for work is extremely important.
- Fewer than 10% of parents feel that the current education system prepares young people for the workplace.
- 86% of parents would be interested in their child attending Manchester Creative Studio.
- 99% of students would be interested in attending Manchester Creative Studio.
- 41 of the students who gave positive responses would be starting Year 10 in September 2014.
- 80 of the students who gave positive responses would be starting Year 12 in September 2014.
- 63% of the parents surveyed were from the city of Manchester, and the remaining 37% were from other Greater Manchester Local Authority areas.
- 65% of the students surveyed were from the city of Manchester, and the remaining 35% were from other Greater Manchester Local Authority areas.

Based upon this data, we confidently expect student recruitment to reflect the projections in Section A (40 students at Key Stage 4 and 60 at Key Stage 5) in the 2014-15 Academic year.

**E3:** The MCS catchment will be from across Greater Manchester. This includes local authority areas, neighbourhoods and super-output areas in the top 1% most deprived in the 2010 Index of Multiple Deprivation. We have already conducted our focus groups targeting communities in these areas.

During our consultation, we engaged with parents and young people from all ethnic and religious backgrounds, and our research confirmed that our proposed offer appealed across groups. Our offer is designed to support and meet the needs of children of all abilities – hence our multiple pathways and flexible, personalised curriculum. One of our Directors, [REDACTED], is an elected member with strong links within Manchester’s communities. We are committed to ensuring that the wider community is supported and represented throughout our school and our curriculum.

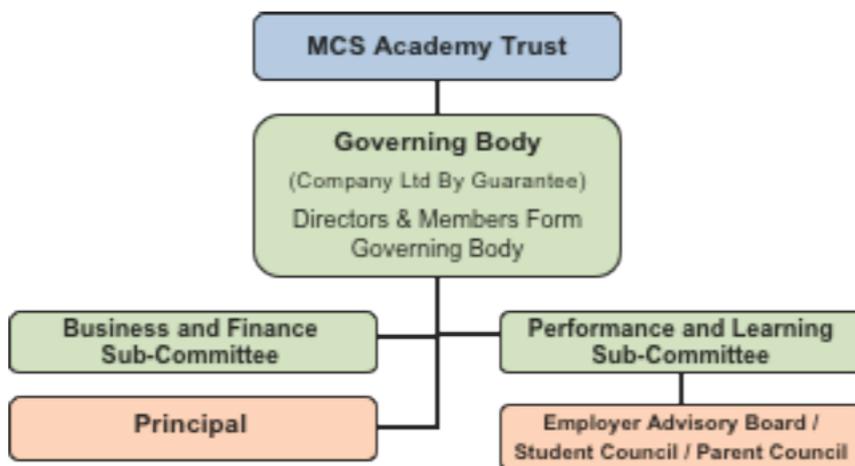
Two Governors of MCS are also Governors of the Collective Spirit Free School, and there are plans to ensure collaboration wherever appropriate. We have a developing partnership with Manchester Metropolitan University, through which we will ensure support for transition to Higher Education. Engagement with our partners and employers has identified that the Creative Industries sector does not normally lend itself to gender stereotypes. Where there is evidence of this (e.g. in ICT Technical Support), then we will ensure that we promote and encourage positive role models and workplace experiences for male and female students alike.

We have formally met with the Leader of Manchester City Council and have been informed that the city faces a growing shortage of secondary school places from 2014 onwards. Following this meeting, the City Council has then approved their strategy ‘to put in place a proactive approach to encouraging Free School [including Studio Schools] applications to support the requirement for additional school places.’ (Manchester City Council report for resolution: *Education Services Transformation – Part 2*. December 2012).

Our networks of creative professionals have experience of robust marketing strategies and have delivered these successfully for a range of private sector firms, including Coca Cola and Google. We will tap into their expertise whilst also developing our own bespoke marketing materials which promote our unique curriculum offer and the clear benefits for young people in terms of employability. Further information on our marketing strategy can be found in **Appendix 9.1**.

**Section F: CAPACITY AND CAPABILITY**

**F1:** The diagram below demonstrates the respective roles of the Governing Body and Principal Designate in the running of our Studio School.



In setting up and operating our school we have identified and accommodated for the following roles and responsibilities.

Company Members	Governing Body	Principal Designate
<ul style="list-style-type: none"> <li>• Agree the vision</li> <li>• Prepare and submit application</li> <li>• Appoint initial Governing Body from directors</li> <li>• Hold Governing Body accountable for delivering the vision</li> <li>• Liaise with DFE and PFS</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint Principal</li> <li>• Set aims and objective</li> <li>• Set policies</li> <li>• Set targets</li> <li>• Accountable to Company</li> <li>• Expand Governing Body as school opens and develops</li> <li>• 2x Sub Committees</li> <li>• 1x Parent &amp; Student Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Staff appointments</li> <li>• Curriculum development</li> <li>• Building development</li> <li>• Marketing</li> <li>• Community engagement</li> <li>• Partnership agreements</li> <li>• Advising Governing Body on formulation of aims and objectives, policies and targets</li> </ul>

The Governing Body will meet four times per year. There will be two Governors' Sub-Committees, which will each meet in advance of the Governing Body meetings. Division of roles and responsibilities between the Sub-Committees will be as follows:

Business and Finance	Performance and Learning
<ul style="list-style-type: none"> <li>Budget setting and monitoring</li> <li>Staffing &amp; HR</li> <li>Premises</li> <li>Health and Safety</li> <li>Marketing &amp; communications</li> <li>Capital projects</li> </ul>	<ul style="list-style-type: none"> <li>Attainment</li> <li>CREATE framework</li> <li>Curriculum design, development and review</li> <li>Project based learning</li> <li>Ofsted preparation</li> <li>Self-Evaluation</li> <li>Employer engagement</li> <li>Community engagement</li> <li>Sector skills engagement</li> </ul>

A Register of Interests will be maintained, and interests will be declared in the Register and at the start of each Governing Body and Sub-Committee meeting, and Directors affected will be excluded from decision making in those areas. In addition to complying with all legal requirements, MCS will adhere to agreed commissioning protocols, publish an annual report and hold an annual meeting through which parents, partner organisations and wider agencies can independently challenge our decision making.

There will be a Parent Council and a Student Council at MCS to feed in stakeholder views to the Governing Body so that strategic planning and quality assurance takes account of their experience of the service

**F2:** The Directors of MCS are all highly experienced individuals with a range of business and education skill and experience. They have been specifically chosen for their knowledge of the Creative Industries arena and their vast experience in the governance of 14-19 education facilities in Greater Manchester. Two of our Directors [REDACTED] have also successfully progressed Free School applications to opening and have experience in this process.

MCS will continue to collaborate with The Studio Schools Trust and the DfE post interview, identifying any skills gaps, and seek to widen the membership of the group to help meet any unmet need. At this time we are confident that we have the range of skills and expertise necessary.

As part of our pool of expertise we have proven educational leaders [REDACTED] who have previously set up arrangements for and undertaken the financial management of a school. CVs of these individuals are included in **Appendix 3.2**, and their time commitment to the project will be as follows:

Name	Specialism	Bidding stage	Pre-opening	Post-opening
[REDACTED]	Education & Partnerships	1 day per week	2 days per week	0.5 days per week
[REDACTED]	Curriculum and accreditation	0.5 days per week	1.5 days per week	0.5 days per week
[REDACTED]	Project-Based Learning / employer engagement	1 day per week	2 days per week	0.5 days per week
[REDACTED]	Education leadership	2 days per week	2 days per week	2 days per week

We believe that we have strength and breadth of experience in this group. In addition, however, we are developing partnership working with Manchester Metropolitan University (letter of support attached) who, post-approval, will nominate a leading member of staff to play an active role in our governance, thus strengthening our expertise in HE progression.

**F3:** A Director of MCS is [REDACTED], an active Chartered Accountant who will provide professional and technical oversight and scrutiny. [REDACTED] will work alongside [REDACTED] a retired Headteacher who has extensive operational experience of managing school budgets and who has also led in developing the Collective Spirit Free School's budget. In addition we have allocated a key Business Manager role within the school to which we will recruit immediately following the appointment of the Principal Designate.

Time commitments from relevant individuals are outlined in the following table:

Name	Specialism	Bidding stage	Pre-opening	Post-opening
	Accounting and Finance	1 day per week	1 day per week	0.5 days per week
	Education leadership	2 days per week	2 days per week	2 days per week
Collective Spirit staff	Administration & finance support	1 day per week	1.5 days per week	1.5 days per week

**F4:** In addition to the support listed in the above tables, other members of the Governing Body have a wide range of skills, knowledge and expertise, as detailed, together with time commitments in the following table:

Name	Specialism	Bidding stage	Pre-opening	Post-opening
	Setting up of new organisations and businesses	2 days per week	2 days per week	2 days per week
	Legal advice and sector partnerships	2 days per week	1 day per week	0.5 days per week
	Community and Council engagement; Project management	1 day per week	2 days per week	1 day per week
	Sector and employability skills expertise	2 days per week	1.5 days per week	0.5 days per week
	Sector expertise & nurturing young creative talent	1 day per week	1 day per week	0.5 days per week

both have extensive experience of school governance, including experience as advisers to and Chairs of Governing Bodies. They are both also experienced educational leaders with knowledge of Human Resources procedure and practice. is a legal expert, who can provide advice, guidance and support around HR legislation. has extensive ICT expertise as part of his role in managing a City Learning Centre, including procurement of hardware and software. has strong marketing and media experience, and will draw upon the resources of her charity, NOISE, to further support the marketing and communications strategy of MCS.

Whilst do we not have board level expertise in the property and construction field up to submission, it has been provided to date by, a trustee of the Collective Spirit school. It is envisaged that this relationship will continue, and that will take up a role in the Governing Body of MCS.

**F5:** During the set-up phase of MCS, the Governing Body will appoint an excellent leader with a proven track record in raising standards as Principal Designate to take up position as soon as practicable. We will recruit to this post, and the other Leadership posts, through traditional methods (e.g.TES) and via the Studio Schools Trust website.

In the meantime, from March 2014 till such time as these staff members are in position, Collective Spirit Free School will lend staff expertise and administrative support to assist the Governors in these appointments, manage and co-ordinate the steering group and curriculum development, support the refurbishment of the premises, and ensure that marketing, recruitment of students and resourcing is put in train. Collective Spirit Free School is also committed to supporting MCS in its first years of operation so that it can be a stable, strong and secure institution in its own right.

If this application is successful, the Governing Body will recruit the Principal Designate as soon as possible. It is planned that if possible, the appointment will be made in time for the Principal Designate to have a significant role in shaping the curriculum, ethos and identity of MCS in line with the vision outlined in this paper and in conjunction with the Governors. Marketing and recruitment of staff and students, as well as supervising the refurbishment of the building and building relationships with schools will take time and care. It is envisaged that the Principal Designate will directly oversee these areas in the implementation phase. A proposed job description and person specification are provided in **Appendix 10.1**.

The Governors will also appoint key staff such as the Business Manager and Partnership Managers during the academic year 2013 – 2014 to ensure that the curriculum and resources are in place to open. The Governing Body will seek recruit high quality teaching and support staff in a way that is

sustainable, within projected income. In our Learning Coaches and Personal Coaches, we will seek evidence of a commitment to, and understanding of, the principles of Studio Schools, including Project-Based Learning and the CREATE framework. We will also ensure that there is sufficient knowledge and expertise in the Creative Industries, on an academic and/or a professional level. An example job description and person specification for a Learning Coach is included in **Appendix 10.2**. A recruitment timeline is provided in **Appendix 10.3**.

Appropriate members of the Governing Body will be identified and nominated by partners in line with their written commitment and agreed by MCS. The Governing Body will undertake regular ongoing self-review to ensure that all appropriate skills and knowledge are represented at board level. Any skills gaps identified will be met via a search and selection process.

For a full list of our Directors, their CVs and areas of expertise please see **Appendix 3**.

## **Section G: INITIAL COSTS AND FINANCIAL VIABILITY**

MCS will offer clear value for money. Within standard funding allocations, it will offer a personalised curriculum that will provide young people with a high standard of education and an introduction to an expanding and dynamic industry sector. At the same time, it will ensure that those young people have a range of personal and employability skills which will prepare them for the next stage of their careers, whether that is employment or Higher Education.

Financial spreadsheets are attached as **Appendix 4**. These have been produced with direct reference to the detail of the educational plan and staffing projections. The spreadsheets demonstrate a realistic perspective on the recruitment of student numbers.

The forecast out-turns, taking into account start-up funding requirements, illustrate that MCS would be financially viable from year 1 and – at capacity – would make a small annual surplus (£96k) (**Appendix 4.1**). Sensitivity analysis shows that MCS would continue to remain viable (annual surplus of £41k) with achievement of 80% of full projected demand with adjustments to staffing to reflect lower pupil numbers (**Appendix 4.2**).

The financial forecasts are prudent and have not factored in any additional income at this stage. However there are possibilities for MCS to generate external income streams from employers as relationships develop further and from other schools in the area who may wish to access aspects of curriculum for some pupils at an agreed cost. We would also explore opportunities for grant funding from a range of charitable trusts and other organisations.

## **Section H: PREMISES**

We aspire for MCS to be located in the city centre of Manchester in either the Northern Quarter or Ancoats areas. These are both hubs of creative businesses and are ideally located for a wide range of public transport options. They also have a number of buildings that could be suitable for the Studio School to be located in, having been former industrial areas with a numerous mill and warehouse style properties.

We have taken a number of steps to identify suitable premises including working with the City Council regeneration department and MIDAS, the inward investment agency for Manchester. Both organisations have provided support in locating potential sites and either providing information about buildings or making introductions to agents.

Key drivers for our preferred location are:

- The number of students on roll (300), which requires between 1,500-2,500m<sup>2</sup>.
- The requirement to be located close to Creative Industries employers and for students to feel like they are going to a place of work.
- Our nodal admissions policy which will draw from across Greater Manchester and so needs to be close to a range of good public transport links by bus, Metrolink (tram) and rail.

Further information on our premises plan is provided in **Appendix 5.1**.