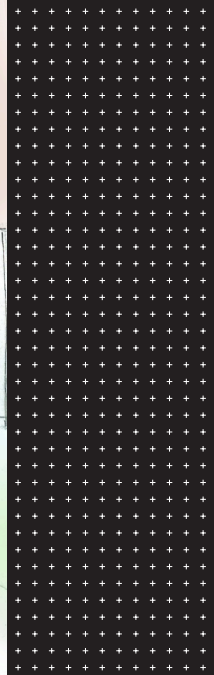


# Lowestoft Learning Trust Proposal



**Lowestoft Post 16  
Competition**

July 2008

## Foreword

We have high aspirations for Lowestoft and its young people. It is an exciting time for Lowestoft: physical regeneration is continuing, new economic sectors are expanding, and the voluntary sector is very active. We propose establishing a new incorporated Sixth Form College and creating an innovative Lowestoft Learning Trust to develop integrated opportunities and progression for young people. This proposal is an important part of the transformation of learning in the town. It will help equip all of our young people with the skills and aspiration to be successful adults in the future. It will help ensure that learning is at the heart of economic, physical, and social development.

This is a proposal developed by local organisations for the benefit of the local community. The partners involved include the major education and learning providers for young people aged 14 – 19, prominent employers and voluntary organisations. Our proposals are born from our knowledge of the town and the needs and aspirations of the community. Importantly, the proposal also reflects national best practice and experience in 16 – 19 education and has learned lessons from other towns and cities in England.

Our proposal will directly address nine of the 18 recommendations from the recent LSC Post 16 Review in Great Yarmouth and Lowestoft. It is targeted at securing the improvements that were identified during that process.

We are building on our own experiences. We recognise the strength and success of partnership working in the town but we want to develop this further to offer more and better choice to young people. We recognise the improvements in participation of young people aged 16 – 19, and the improvements in quality of provision but we want to go much further. It is this knowledge and aspiration that has led to our proposals.

The development of these proposals has been a demonstration of the collaboration that we believe is so important. Despite the challenges of sharing information during a competition, we have involved the leading 14 – 19 education providers and received support from all governing bodies. We have involved school and college leadership teams, and current and incoming sixth form students. Key partners who already have links with schools and / or the college have reinforced their commitment to partnership and the focus on a town-wide approach to enhance opportunities for all young people. A Steering Group, who will become the Trust Management Board, has overseen the proposals.

Once this proposal is made public in September 2008 we will increase our inclusive approach. We want the local community to become more involved and take ownership of these proposals. We want to extend our dialogue with businesses to seek Trust partners from each of the key economic sectors. We will increase the input from current and future sixth form students to inform the design proposals.

This is a pivotal moment for Lowestoft. We know the context of the town and the challenges faced by the community and the Local Government Review. We have an outstanding proposal to raise aspirations, participation in learning and the attainment of young people. We have an opportunity to integrate learning into social inclusion and economic development through strong and successful schools and colleges with high quality and committed partners. We have a window of opportunity to integrate the school organisation review, this proposal, the redevelopment of Lowestoft College and Building Schools for the Future to create a truly inspirational and highly successful learning environment for the future with a single campus for all post-16 learners.

Our partnership is committed to ensuring that all young people exceed their expectations.

## The Lowestoft Learning Trust partnership

This document is submitted on behalf of the proposed Lowestoft Learning Trust, the initial membership of which is shown below. Further details about these organisations can be found in Appendix Seven. The partnership includes a range of expertise and experience that we believe is unrivalled and will significantly benefit learners. All partners confirm that their organisation has authorised their involvement in this proposal.

Suffolk County Council, as the Local Authority with responsibility for 14-19 planning, is acting as the lead agency for this partnership.

Adnams  
Kirkley High School  
Lowestoft College  
Lifeskills Solutions  
Sixth Form Colleges' Forum  
Suffolk Association of Voluntary Organisations  
Suffolk County Council  
The Ashley School  
The Benjamin Britten High School  
The Denes High School  
UCS Lowestoft  
Warren School  
YMCA Training  
Young Suffolk

With support from  
1<sup>st</sup> East

# Executive Summary

We have a simple vision: **that all young people exceed their expectations.**

We believe that we will achieve this by working in partnership to ensure:

- Outstanding focus on individuals and their development into successful adults
- A wide range of high quality opportunities for 14-19 year olds
- Integrated progression routes for all curriculum areas and groups of learners, including with employers and work-based learning providers
- Continually improving the standards achieved by all groups of learners
- Impartial, timely and high quality information, advice and guidance

This proposal is part of the transformation of learning in Lowestoft, alongside the School Organisation Review implementation, the re-development of Lowestoft College and expansion of UCS Lowestoft. Collectively these proposals will **redefine 0 – 19+ learning in the town.**

We propose:

- **Establishing a new incorporated Sixth Form College (provisionally called East.6) to open in 2011.** Across England, Sixth Form Colleges have outstanding success rates and aspirations. Sixth Form Colleges are popular with students, have rising higher education progression rates, and achieve better results than other provider types. The Sixth Form Colleges' Forum attributes this to a combination of specialist facilities, specialist teachers, and a dedicated focus on the needs of 16-19 year olds. We are strongly encouraged by the success of Longley Park Sixth Form College in Sheffield that opened in 2004 in an area of high deprivation and low participation and progression. Staying on rates rose by 7.6% in 3 years, including 4% in the first year alone. The proportion of year 11 in the NEET group fell by 25% in 3 years. Progression rates rose by 4%. This success has underpinned our growth projections for the new Sixth Form College for Lowestoft. The new college will be **co-located with the re-developed Lowestoft College and UCS Lowestoft in the heart of Lowestoft** to create an outstanding educational campus that is able to ensure learners benefit from a broad and integrated curriculum. This learning campus will raise achievement and aspirations for young people to stay in learning not only to 18 but beyond. The two colleges will have **outstanding leisure facilities** through access to Waterlane Leisure Centre for indoor sports facilities and local Astroturf provision and to Barnard's Meadow for external team sports facilities. The Sixth Form College proposal is explained in more detail in section 2 and Appendix Two.
- Formalising and extending our partnership working through the **creation of the Lowestoft Learning Trust.** The broad membership of this Trust will allow us to offer all 17 lines of learning (in partnership with North Suffolk providers), and an extensive range of work- and experience-based learning through our partners. The Trust will provide the forum for the full range of partners to take collective, town-wide decisions that will improve opportunities and outcomes for all young people. Suffolk County Council's response to National Challenge includes enhanced town-wide collaboration between the high schools through the Trust to raise standards at KS3 and KS4. We propose that the Trust Board is also constituted in accordance with school and college collaboration regulations to enable the **Trust to have formally delegated powers from each school and college** to develop an integrated 14-19 curriculum, integrated workforce development opportunities, a single IAG and admissions process, and drive quality through effective peer review that will include organisations outside Lowestoft. The Lowestoft Learning Trust proposal is explained in more detail in section 2 and Appendix Three.

**The partners in our proposal are already improving opportunities and outcomes for young people.** The percentage of students that are NEET has fallen for the last three years and E2E provision with effective progression is supporting these young people; per entry A level scores continue to rise; partnership working for 14-16 year olds has improved participation at 16+; Apprenticeships and Young Apprenticeships are very successful.

Our proposal is from **local organisations for the benefit of the local community.** Our partnership includes the leading 14 – 19 providers in the town (including all high schools, special schools, Lowestoft College, Lifeskills Solutions and YMCA Training), higher education through UCS Lowestoft, business and voluntary sector organisations. We anticipate the partnership growing further during autumn 2008 as the proposal is discussed publicly, in particular with additional business involvement. Our proposal demonstrates collective commitment to ensuring that outstanding learning is at the heart of Lowestoft's economic, social and physical regeneration.

**Our proposal addresses nine of the recommendations of the recent LSC Post 16 review of Great Yarmouth and Lowestoft.** We have based our proposal on stakeholder feedback during that process and the strong support for a new 16-19 centre rooted in the partnership between the local schools and college that emerged in the School Organisation Review consultation in autumn. This proposal will create a single post 16 admissions process for Lowestoft (recommendation 1), extend tracking and information systems (recommendation 2), improve IAG processes (recommendation 3), enhance employer engagement (recommendation 4), reduce the level of NEET and NET (recommendation 6), develop new high quality 16 – 19 provision in Lowestoft and ensure that it is inclusive (recommendations 8 and 8a), improve progression for learners with additional needs, including involvement of business and voluntary organisations (recommendations 10 and 11).

**We are already putting our proposals into action.** We are developing our integrated curriculum offer, driven by learner feedback, with new Diploma opportunities from September 2009 and ambitious plans to roll-out other Diplomas in 2010 and beyond. We have already begun a teaching and learning curriculum review of each subject across the three high schools to improve outcomes. We are developing a town-wide and multi-agency approach to the Foundation Learning Tier and apprenticeships to raise participation, reduce NEET levels and improve progression. We are taking forward our design proposals for a Sixth Form College to ensure that it is able to open in 2011 alongside the School Organisation Review implementation. We are committed to public consultation regarding formation of a Trust. We are developing a single admissions process for post 16 learning in the town in advance of the new Sixth Form College. We are developing new opportunities and improved progression routes for specific groups of learners, including new joint provision between Ashley School and Denes High School from September 2008.

The Local Government Review boundary proposals do not affect this proposal. We have focused on the young people of Lowestoft; the needs and opportunities remain the same irrespective of the structure of councils. Following the competition decision and the conclusion of the LGR process the LSC will need to confirm arrangements for implementation of these proposals, including with any successor local authority if necessary.

The Governing Body of each school, the Corporation of Lowestoft College, and the education and training, business and voluntary sector partners have committed their support for this proposal and look forward to working together to realise our ambitions for young people.

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# Glossary

ALPS	A Level Performance Systems
BSF	Building Schools for the Future
E2E	Entry To Employment
FE	Further Education
FLT	Foundation Learning Tier
HE	Higher Education
IAG	Information, Advice and Guidance
KS4	Key Stage 4
LA	Local Authority
LSC	Learning and Skills Council
NEET	Not in Education, Employment or Training
NET	Not in Education or Training
RoCPA	Raising of the Compulsory Participation Age
SFCF	Sixth Form Colleges' Forum
SOR	School Organisation Review
UCS	University Campus Suffolk
VA	Voluntary Aided

# 1. Lowestoft

It is an exciting time for Lowestoft. 1<sup>st</sup> East has consulted on ambitious plans for physical regeneration. The creation of local Higher Education opportunities through UCS Lowestoft (University Campus Suffolk), based on the Lowestoft College site, offers degree level provision in the town. The economy is expected to show significant growth in sectors such as energy and tourism; the regional spatial strategy projects more houses and jobs in the town. There is a developing voluntary sector that is having an increasing impact in the most disadvantaged wards. We have a sense of community that we are proud of.

This proposal outlines the belief of our broad partnership of how we can ensure that high quality learning is at the heart of Lowestoft's future. Economically, we must ensure that our current and future adults are able to secure jobs and have the skills to succeed in a global knowledge-based economy. Culturally, we must raise aspirations throughout the community so that success is applauded and excellence is expected.

## 1.1. The context of Lowestoft

The Trust partners are all locally based organisations, working and delivering services with the local community. We fully appreciate the context of Lowestoft. As the LSC Baseline Study recognises:

- Lowestoft is a deprived town. It has some of the most deprived wards in the country, with inner-city deprivation by the seaside.
- Lowestoft is a geographically isolated town. Its proximity to Norwich, Ipswich and Cambridge belies relatively poor road links, unpredictable travel times, and very poor public transport links including to the nearest town of Great Yarmouth.
- Lowestoft has significant educational challenges. The proportion of adults with level 3 or above qualifications is low, and participation, achievement and progression of young people needs to improve.

We do not believe that this context should hold back the aspiration or achievement of our young people. Our proposal demonstrates our commitment to the town and its learners.

## 1.2. Young people in Lowestoft

Lowestoft includes the full spectrum of ability and of family situations. We have young people who progress to leading universities, those who care for family members, those who establish local businesses, those with additional or complex needs, those with challenging personal or domestic situations, and those who are not inspired by the current curriculum or school environment.

We have young people who are already benefiting from our partnership. Hundreds are benefiting from the broader opportunities at KS4, including work with business and voluntary partners. We have students who have already followed progression routes including school, experiencing Lowestoft College or providers such as Lifeskills or YMCA Training during KS4, to post 16 studies, and onto employment or higher education (including degrees studied at Lowestoft College).

### 1.3. Existing provision in Lowestoft

This proposal focuses on the Lowestoft Sixth provision at the three high schools which currently educates nearly 500 young people through over 40 courses.

Current strengths	Future opportunities
<ul style="list-style-type: none"> <li>• Post-16 participation in Lowestoft is above Suffolk averages and improving</li> <li>• Lowestoft is one of only 5 localities in Suffolk showing a three year declining trend in NEET</li> <li>• The percentage of learners gaining 5 plus A*-C grades has improved each year.</li> <li>• The average QCA A Level point score per entry has a three year improving trend and showed the highest improvement in Suffolk in 2007</li> <li>• FE success rates for young people are considerably above national benchmarks at levels 1 and 2 and for adults at level 3</li> <li>• Apprenticeship success rates are considerably above Suffolk, East of England and National benchmarks</li> <li>• E2E Positive Destination successes are above Suffolk averages</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the recent trend in reducing the percentage of young people not in education, employment or training (NEET), including broader level 2 provision for 17 and 18 year olds</li> <li>• Raise attainment per entry and per candidate at level 3 academic courses</li> <li>• Improve progression into higher education, including taking advantage of UCS Lowestoft being co-located with Lowestoft College and the Sixth Form College</li> <li>• Develop outstanding and integrated Foundation Learning Tier provision through the Trust</li> <li>• Transformation of learning environments and facilities through the redevelopment of Lowestoft College, the new Sixth Form College, School Organisation Review, and BSF</li> <li>• Enhance enrichment opportunities with business and voluntary organisations through the Trust</li> </ul>

### 1.4. The opportunity

We have the chance to ensure that all young people benefit from the integrated support and effective opportunities that our partnership can offer. We have the opportunity to create a system that is driven by learner choices and individual needs, where a wide range of organisations work together to provide integrated progression routes and support. We have the ability to ensure that all young people are able to choose from courses meeting their interests and with appropriate stretch and challenge. We have the opportunity to harness the skills of our partners, including the Sixth Form College Forum with their national experience and expertise in establishing and managing outstanding 16 – 19 provision.

The proposal for a new 16 – 19 centre, working in collaboration with Lowestoft College and the high and special schools, originally came from this partnership and received very strong support in the autumn 2007 public consultation. A separate 16 – 19 centre was not possible before the school organisation review proposed that the high schools would accommodate year 7 and 8 pupils. The LSC Post 16 Review of Great Yarmouth and Lowestoft demonstrated stakeholder support for this proposal.

Our proposal extends and deepens the opportunities available for all young people in the town. We have developed case studies that illustrate young people in different situations and showcase the benefits of the wider range of integrated opportunities that will be available through the Trust and the co-location of a new Sixth Form College with a re-developed Lowestoft College. The full set of case-studies are shown in Appendix One.

## 2. Our Proposal

### 2.1. Our vision

Our vision is simple: **ensuring that all young people exceed their expectations.**

This vision underpins all of our proposals. We intend to raise the aspirations of the whole community. We aim to embed learning within social inclusion with an explicit focus on the needs of all young people. We intend to ensure that learning leads economic regeneration by developing confident and entrepreneurial young adults, as well as providing flexible opportunities for adults to engage in learning individually and through employers. We collectively want to provide a seamless journey for young people and adults into, through and successfully on from learning. We want learners to choose courses rather than institutions, and for the Trust partners to work effectively together in the background to allow this to happen. We want learners to be able to learn how and when it suits them, taking advantage of ICT and of greater flexibility in terms of course provision and start dates. We want learners to feel part of an inclusive community that allows them to develop their talents and interests in sports, the arts, or any other field. We want learners to benefit from a range of work or volunteering activities across the town and community. Our proposals for a Trust and new Sixth Form College will allow us to achieve these aims.

By working in partnership, we will achieve this vision through:

- Outstanding focus on individuals and their development into successful adults
- Providing a wide range of high quality opportunities for 14-19 year olds
- Ensuring integrated progression routes from pre-entry to L3 and HE, including with employers, voluntary organisations and work-based learning providers
- Raising aspirations through continually showing the 'next step' and supporting its achievement
- Ensuring access to provision when it suits individuals ('stage not age' progression)
- Continually improving the standards achieved by all groups of learners
- Providing impartial, timely and high quality information, advice and guidance and a single admissions process that focus on courses rather than institutions.

This process occurs now but is serendipity rather than through a planned approach. This proposal will ensure it occurs for every young person.

## 2.2. Transforming learning in Lowestoft

This proposal is part of a jigsaw of nationally and locally driven changes that will transform learning within Lowestoft:

- The School Organisation Review will improve performance at Key Stage 2 – 4.
- The creation of a fourth high school provides greater local provision for local communities
- Lowestoft College is seeking LSC funding for a total redevelopment of its campus, enhancing facilities and building capacity for learners aged 14 to 90 including higher education provision as UCS Lowestoft
- Suffolk County Council are reviewing specialist provision for learners with additional needs
- The opportunities for learners aged 14 – 19 are changing rapidly with the introduction of diplomas, a review of other qualifications, and the raising of the participation age

Our partnership is involved in the effective delivery of each jigsaw piece. The success of each partner institution is affected by the successful implementation of the whole jigsaw; we are fully committed to ensuring this success for Lowestoft's learners.

Our journey of improvement has already begun:

- Lowestoft College: Success rates significantly exceed national averages at levels 1 and 2 and are in line with the national average at level 3. The college boasts four Centres of Vocational Excellence (CoVEs) in energy, construction, offshore technology, and care
- High Schools: Ofsted have graded each high school as “good” in their most recent inspections. There is positive value added from KS2 to KS4 across the three schools.
- Specialist provision: Ashley School (complex moderate learning difficulties) and Old Warren House (KS4 pupil referral unit) were both graded as “outstanding” in their most recent Ofsted; Warren School (severe learning difficulties) was satisfactory; Ashley School was the first special school to receive specialist status for cognition and learning.
- 14 – 16 curriculum: Through partnership, 300 pre-16 learners study one day a week at College or training providers on 14 vocational courses. The 2004-2006 cohort had 91% retention with 83% achievement and 91% continuing in education or employment with training. The success rate for the 2005-2007 cohort is 75%.
- Apprenticeships: Lowestoft has one of the highest participation rates in apprenticeships in Suffolk, and success on apprenticeships in Lowestoft are higher than Suffolk, East of England and National Benchmarks. Lowestoft has also pioneered the “Young Apprenticeship” scheme aimed at learners aged 14-16 with a 90% retention rate, 85% achievement and 98% progression into education or employment with training.
- Launching diplomas: There are 4 Diploma lines approved for delivery in Suffolk in 2009, and all 4 will be offered in North Suffolk including 2 within Lowestoft (Construction and the Built Environment and Environment and Land Based Studies).
- Information, Advice and Guidance (IAG): The IAG standards were piloted in Lowestoft, and Connexions (through the LA) will be a member of the Trust. All high schools are committed to achieving the Suffolk Careers, Education, Information and Guidance standards by 2009. Lowestoft College and Ashley and Warren schools have already achieved the standard.
- Providing targeted solutions for identified groups of young people: our partnership includes organisations providing flexible and intensive support for young people including YMCA Training and Lifeskills Solutions which, for example, has achieved a 70% progression success rate from its E2E programme within its first year of operation.

## 2.3. East.6 – a new Sixth Form College for Lowestoft

73% of responses supported the proposal for a new 16 – 19 Centre that works in close partnership with the local schools and college during the School Organisation Review consultation in autumn 2007. The LSC Post 16 Review also showed strong stakeholder support. We have built on this platform to develop a proposal that is learner driven, innovative, and in keeping with the principles of the partners.

We propose the establishment of an incorporated Sixth Form College that will have a strong relationship with the Trust. We propose to co-locate this Sixth Form College with Lowestoft College, which is seeking funding for campus wide redevelopment including expansion of UCS Lowestoft higher education opportunities. We propose that this Sixth Form College opens in September 2011 to integrate with the school organisation review implementation; the intention is that year 13 learners will also transfer to the new college at this time.

This proposal has extensive benefits for learners:

Aspect	Benefits
Establishing a successful new incorporated Sixth Form College in Lowestoft	<ul style="list-style-type: none"> <li>Clear accountability for standards and learner progression</li> <li>Dedicated focus on 16 – 19 learners, and creation of an active and inclusive student community that has a distinct and adult identity</li> <li>State of the art facilities dedicated to college learners</li> <li>Specific IAG, including HE and career specific advice and support</li> <li>Able to provide specialist provision for 14-16 learners, including gifted and talented as part of 'stage not age' progression</li> <li>Success in Science and Maths - Sixth Form Colleges are reporting success in recruiting and retaining increasing numbers of these students</li> <li>Students at Sixth Form Colleges achieve better than their peers at other institutions (ALPS data)</li> <li>Schools without sixth form achieve higher GCSE results (DfES research)</li> <li>Sixth Form Colleges are the only provider type reporting an increase in the proportion of students going in to Higher Education (Nuffield Research)</li> <li>Evidence from Longley Park in Sheffield shows that a new Sixth Form College has a positive impact on raising participation in deprived areas</li> </ul>
Co-locating the new Sixth Form College with the redeveloped Lowestoft College and UCS Lowestoft	<ul style="list-style-type: none"> <li>Greater curriculum choice for learners at all levels, including the ability to mix academic and vocational subjects and levels of study, including opportunities for specialist learning through Diplomas</li> <li>The creation of a comprehensive post-16 campus, including higher education progression on site</li> <li>A vibrant student community of over 2,000 learners providing enrichment opportunities within an adult environment</li> <li>Access to a larger range of sports facilities than would be possible for a Sixth Form College of this size situated elsewhere, through the Waterlane Leisure Centre and off-site sport facilities at Barnard's Meadow</li> <li>Opportunities for shared support functions between the two colleges, enabling both to maximum spending on teaching and learning</li> <li>Co-location of support services (i.e. Connexions, voluntary organisations) to enhance opportunities and support for learners, including integrated IAG processes</li> <li>Co-location on town-centre site allows maximisation of green travel choices</li> </ul>
A Sixth Form College Governing Body with strong Trust representation	<ul style="list-style-type: none"> <li>Embeds the new College into the overall 14-19 partnership</li> <li>Embeds effective IAG and transition planning for 14 - 16 year olds</li> <li>Builds on our established success of broadening 14-16 curriculum in partnership</li> <li>Ensures a focus on all learners, including those with additional needs</li> </ul>

Further information regarding the new Sixth Form College is available in Appendix Two.

## 2.4. Lowestoft Learning Trust: Excellence through partnership

We wholeheartedly support the belief of the LSC Review of Post 16 Provision in Great Yarmouth and Lowestoft that effective delivery of the 14 – 19 reforms relies on partnership. We have an established track record of working together successfully:

- Successfully broadening opportunities for 14 – 16 year olds
- Established governance and staffing links
- Effective management relationships

Through the Lowestoft Sixth Consortium, schools participate in a common curriculum and timetable structure. Through the 14-19 Locality Partnership the high schools work with Lowestoft College, Pupil Referral Unit, Special Schools, the LSC, Connexions, training providers (YMCA Training) and recently, Easton College (a specialist land-based provider).

We propose the establishment of Lowestoft Learning Trust to take our collaboration to a more formal and embedded level. We hope that the Learning and Skills Council will wish to participate within the Trust following this competition. We hope that the fourth high school (currently the subject of a competition) will be a full and active member of the Trust. More information about the organisations that will form the Trust is found in Appendix Seven.

The Trust Management Board will also be constituted as a joint committee of governors to enable it to have delegated powers from Governing Bodies (in accordance with school and college collaboration regulations). These delegated powers will enable the Trust Management Board to make town-wide decisions on behalf of all young people, creating integrated solutions to shared opportunities and challenges. The Trust will develop the 14 – 19 curriculum (including future Diploma Gateway applications), and will lead the development of single admissions and IAG processes. Learners will benefit from a strong Trust that emphasises choice and quality ahead of individual institutional interests.

This bid proposal has been developed by the Shadow Trust Management Board, which includes the headteacher / principal / manager of each learning provider, Suffolk County Council, and representatives from partners. This Shadow Trust Management Board will oversee the implementation of these proposals, including the establishment of the Trust and will act as the Project Board for the Sixth Form College prior to its incorporation.

Further information about our Trust proposal is available in Appendix Three.

Aspect	Benefits
Creating a Trust	Whole is greater than sum of the parts – no one institution can provide total support Formalises collaboration with clear framework / remit Builds on existing collaboration at 14-19 Enables town-wide decisions (delegated powers) Forum to focus on all learners and all curriculum areas / levels Increasingly integrated action – i.e. links with employers, HE aspiration raising, IAG and admissions
The wide range of partners involved	Broader range of expertise Broader range of opportunities for young people through simplified links with business and voluntary organisations Focus on whole person development, including family support and 'beyond school hours' support
Devolving powers to the Trust Management Board	Mechanism for timely and effective town-wide decision making Enables the Trust to 'have teeth' alongside member organisations

## 2.5. Delivering an integrated curriculum and coherent progression routes

The 14-19 Agenda requires effective collaboration between schools, colleges, work-based learning providers, higher education institutions and employers. We strongly believe that our proposals will allow this to happen within Lowestoft. At the heart of our proposals are some core intentions:

**One campus,  
two colleges,  
thousands of opportunities**

- We will collectively offer all 17 lines of learning as part of the North Suffolk area planning for 14-19 year olds
- We will develop integrated curriculum, support, and progression routes through the Trust – these will include GCSE, AS/A2, Diplomas, full and part time vocational programmes, apprenticeships, E2E programmes, the Foundation Learning Tier, opportunities for business and volunteering experiences, and continued exploration of the International Baccalaureate (IB).
- We will expect young people's progression to include experiences with business and / or voluntary organisations as a core part of their development; we believe that this provides benefits for the young people, for businesses and the community
- We will enhance the flexibility of access and opportunity to recognise the variety of circumstances and learning styles of young people in Lowestoft.

We believe that each qualification route is important:

- Diploma qualifications have a flexible structure which require learners to access elements of core and specialist learning and has a strong foundation in practical and applied learning. The co-location of the Sixth Form College and Lowestoft College will allow learners to access specialisms and resources to meet their needs at all levels of the Diploma, including the stretching Extended Diploma.
- Lowestoft College will continue to offer full-time vocational programmes, including as part of the new Diplomas.
- The Sixth Form College will provide a full range of AS / A2 courses, as well as providing GCSE and other foundation and level 2 qualifications.
- Lowestoft College, Lifeskills Solutions and YMCA Training will continue provision for Apprenticeships, collectively offering a comprehensive breadth of industries; we will continue exploration of Young Apprenticeships in appropriate industry sectors (including links with Sector Skills Councils, such as Lifeskills existing links with Skillsmart for retail)
- The new Foundation Learning Tier will build on the outstanding provision of Ashley and Warren schools, Lowestoft College, Lifeskills Solutions and YMCA Training. In addition to progression to employment and apprenticeships, progression will include level 2 courses at Lowestoft College and the Sixth Form College, which can be accessed at 17 as well as 16. We are committed to exploring greater opportunities for Easter starts on courses to improve progression from E2E-style programmes.
- The Lowestoft Sixth Consortium is considering the introduction of the International Baccalaureate as an alternative Level 3 qualification that is currently unavailable in the area.

The provision of full and part-time higher education through UCS Lowestoft on the Lowestoft College campus will help to raise aspirations for higher education amongst a group of learners who currently have some of the lowest rates of progression to HE in the region.

The delivery of learning programmes will be enhanced by access to state-of-art learning facilities at the Sixth Form College, through the redevelopment of Lowestoft College, and through the Building Schools for the Future (BSF) programme for schools. In particular, access to flexible learning opportunities through the use of a blended-approach of classroom delivery and personal learning through ICT, will allow learners to succeed in an exciting new learning environment. We expect ICT to provide increasing opportunities for personalised learning following the anytime / anywhere principles, including a 1:1 learner:device ratio in the Sixth Form College from its initial opening in 2011.

Aspect	Benefits
Integrated curriculum planning through the Trust	Greater range of opportunities for learners Greater coherence of progression routes available 'Stage not age' progression
Targeted programmes through the Trust	Able to combine curriculum courses, business / voluntary sector experiences, and support services
The range of partners in the Trust	Broader business and voluntary sector experiences Simplified relationship between learning and business and voluntary sectors to benefit of all

## 2.6. Enhancing access and opportunity

The creation of the Trust and the new Sixth Form College will enable all partners to improve the flexibility of delivery. We know that the traditional school / college day and term structure does not suit those young people or adults who are in seasonal or shift work (including those young people classified as NET, not in education or training). We are determined to increase the accessibility of learning to the whole Lowestoft community. This includes:

- Increasing flexibility for learning on appropriate courses through online and distance learning modules that are supported by tutorial or workshop sessions
- Examining the ability to increase the range of course start dates to allow start times at a minimum of two points per year
- Encouraging potential learners to take 'taster' courses in a range of subjects (this includes for students who are following a traditional range of post-16 courses to broaden their knowledge and interests as part of the options within the Sixth Form College and Lowestoft College)
- Ensuring that learners are able to choose courses that they wish to study at the appropriate level of challenge based on a 'stage not age' concept of progression

We will introduce a **single post – 16 admissions process for Lowestoft**, in advance of the new Sixth Form College opening, which emphasises course and progression ahead of institutions. This will implement the first recommendation from the LSC Post 16 Review of Great Yarmouth and Lowestoft.

## 2.7. Delivering exceptional quality

High quality provision is at the heart of raising participation and outcomes. Only by improving quality will we meet our ambitious targets, and ensure that learning is at the centre of economic and community development.

The Lowestoft 14-19 Partnership already has a quality improvement strategy within its Action Plan, which was recently described by the Local Authority as: *“An excellent plan that sets out the strategic direction of the partnership clearly and concisely. Overall, an exemplar for best practice in a number of aspects”*. A detailed 2-year Quality Improvement Action Plan (2008-9 -2009-10) was submitted to the local authority in June 2008.

The following table highlights processes to raise standards before and after the establishment of the Sixth Form College. The Sixth Form College will have a dedicated focus on 16-19 year old learners, in dedicated facilities, and a core of dedicated staff including a Principal and Corporation accountable for learner achievement and attainment.

Aspect	Pre Sixth Form College	In Sixth Form College
Effective use of data	Individual target setting including use of Fisher Family Trust and CVA data Effective tracking and monitoring of individual, subject and institutional progress	Analytical ALPS approach to achievement, which links individual performance to targets for improvement based on predicted grades at A level derived from GCSE performance
Teaching and Learning reviews of curriculum areas	Curriculum review programme already underway across three high schools to share best practice and improve consistency. Proposed single lead for Teaching and Learning across three high school sixth forms from September 2009	College will have a Quality Assurance process that integrates national best practice from Sixth Form Colleges, including peer review. It will include analysis of achievement, value added, retention, success rates, attendance and student views.
Stage not age progression	Ashley / Denes pilot from Sept 2008 is providing greater opportunity post 16 at foundation level and progression to level 2 Development of comprehensive Foundation Learning Tier offer within the Trust Partnership investigating offering Open University modules as appropriate.	Students will be able to access level 3 courses from age 15 through the Trust. Students will be able to achieve level 2 qualifications at 17 and progress on the same campus to level 3 and potentially HE provision. Students will also be able to study level 2 courses at 17 following foundation learning tier success.
Pastoral Support	Proposed single lead for pastoral support processes across three high school sixth forms from September 2009	Dedicated tutorial and pastoral processes building on Sixth Form College national best practice.
Raising HE aspirations	Desire to appoint a young graduate as HE Advisor to raise awareness and support successful applications	The new Sixth Form College will adopt the Junior University concept with KS 3 and 4 pupils to raise aspirations
Business and voluntary sector engagement	Trust project to simplify and enhance relationships with business and voluntary sectors Proposed single lead for business and voluntary sector engagement across the Trust from September 2009 Build on success of Young Apprenticeship schemes in engineering and sport	Business and voluntary sector engagement will be at the heart of enrichment programmes. Focused programmes to prepare learners for specific industry or higher education choices (including medicine, law, business etc). Young enterprise schemes for entrepreneurship

## 2.8. Providing enrichment opportunities

The success of our proposal will be evident through confident, positive and well-rounded young adults. In addition to a broad, high quality curriculum, we will provide an outstanding programme of enrichment activities. The importance of these elements are evident from Sixth Form Colleges nationally and from our visits to colleges during the preparation of these proposals.

We intend that the enrichment activities available to Sixth Form College learners includes:

- Sport and leisure, including the use of Waterlane Leisure Centre as well as team sport AstroTurf and grass facilities at Barnard's Meadow, Duke of Edinburgh and challenging outdoor opportunities
- Culturally enriching activities, including creative and performing arts facilities in the Sixth Form College and off-site opportunities
- Opportunities for relevant work experience that enhances academic study and future choices
- Active involvement in the community through the voluntary sector and volunteering projects, including the 'V Involved' programme that is managed by Young Suffolk. The voluntary sector will have a base within the Sixth Form College as part of student services to ensure broad access to opportunities, IAG, support and pastoral care
- Opportunities for individual development through peer-to-peer mentoring and support, including work with learners at the Trust schools and links with UCS Lowestoft students
- Professional development courses to prepare for specific higher education and career options (examples could include law, medicine, business or education)

## 2.9. Implementation has already begun

This journey of improvements is already underway. The partners are committed to raising standards and improving opportunities before the launch of the Sixth Form College. Appendix Six outlines the improvements proposed between now and 2015. Key highlights include:

- Increasing partnership working before the Trust is legally created. This includes:
  - Simplifying relationships with business and voluntary organisations to increase the opportunities for learners (linking to LSC Review recommendations 4 and 11)
  - Implementing a single admissions process for post 16 opportunities within Lowestoft, and extending this to include all providers (including work-based learning, apprenticeships, and volunteering opportunities) (LSC Review recommendation 1)
  - Enhancing IAG and transition processes for all learners (LSC recommendation 3)
- Increasing the integration of post-16 provision in advance of the Sixth Form College. This includes:
  - Individuals having 'trust-wide' responsibilities as part of their ongoing role to improve consistency and improve accountability. The Sixth Form College Forum bring specific expertise regarding quality assurance and improvement processes and are involved in the establishment of the new Sixth Form College in Rochdale from which they have already shared some 'lessons learned' with the Management Board.

- Seeking to appoint an HE Advisor to work across the Trust partners and raise awareness of, and support learners applications for, higher education. We would wish to discuss whether LSC funding would be available to support this initiative.
- Developing a comprehensive town-wide foundation learning tier that builds on the strengths of the special schools, Lowestoft College, Lifeskills Solutions, and YMCA Training (LSC Review recommendations 2 and 10). This partnership vision is woven throughout this proposal, and has influenced our choice of partners, and our design proposals for the Sixth Form College and the redevelopment of Lowestoft College (LSC Review recommendation 8a).

We recognise that the timeframe to open a new Sixth Form College in dedicated facilities in September 2011 is demanding – in recognition of this we have already:

- Prepared a detailed implementation plan, including lessons learned from the experiences of SWISS College and the new, similar sized Sixth Form College in Rochdale
- Run workshops with senior staff regarding curriculum, building design, and community elements of the proposal. We have met incoming year 12 learners as part of their AimHigher residential at UEA in June 2008 – the Sixth Form College provisional name of East.6 arose from this consultation.
- Developed designs to RIBA Stage B (the design team report is attached). We will progress these designs to enable an application to the LSC 16-19 Capital Fund in early 2009 (reflecting the competition specification). We have integrated the Sixth Form College proposals with the Lowestoft College redevelopment plans to secure benefits to learners and best use of taxpayers funding. We estimate that the capital expenditure will be £28 million.
- Reached ‘in-principle’ agreement with Waveney District Council regarding leisure and sport facilities, including enhancing the facilities of the Waterlane Leisure Centre and the relocation of the existing Astro turf facilities. We have also reached ‘in principle’ agreement with Suffolk County Council to provide off-site leisure facilities for the Sixth Form College and Lowestoft College at Barnard’s Meadow following the closure of Roman Hill Middle School, including the provision of a new full-size Astro turf with floodlighting. Sport England has expressed verbal support for these proposals.
- Commissioned a campus-wide traffic assessment, including Waterlane Leisure Centre.
- Held positive discussions with Suffolk County Council and Waveney District Council planners.
- Confirmed the availability of 100% LSC funding (through the 16-19 Capital Fund) for the Sixth Form College. We anticipate that the LSC will lead the legal processes to establish the Sixth Form College and change the age-range for the high schools. We would welcome discussions regarding whether Suffolk County Council or the LSC are the client for the capital projects.
- Explored the human resource issues, including the inter-relationship with the School Organisation Review (SOR). We have briefed the Unions and Professional Associations of this proposal. Our expectation is that the Sixth Form College will adopt the principles of the SOR Staffing Protocol and adopt the nationally negotiated Sixth Form College pay and conditions. The senior posts will be advertised nationally.

We are grateful to the Corporation of Lowestoft College for their offer of land that enables us to realise the benefits of co-location. This land will be provided on a long lease (99 or 125 years) at peppercorn rent to the Corporation of the Sixth Form College. We are also grateful to Suffolk County Council for their offer to utilise Barnard’s Meadow as the off-site sports provision for the Sixth Form College and Lowestoft College. It is proposed that this land remain in Council ownership with a long lease at peppercorn rent to the Corporation of the Sixth Form College.

## 3. How our proposal meets the competition criteria

**Our proposal is an outstanding opportunity to improve participation and achievement for all young people in Lowestoft.** Our proposal is based on a series of independent and strong institutions working together through the Trust to ensure a broad range of opportunities with clear progression routes, high quality teaching and learning, and effective and timely information, support and guidance. The range of partners involved in the Trust secures more effective relationships with the business and voluntary sectors to the benefit of young people, organisations, and the community. Through this partnership all young people will have their needs met.

The proposal for new and distinct 16-19 academic provision, operating in collaboration with the schools and Lowestoft College, originally came from this partnership and formed part of the school organisation review consultation in autumn 2007. We have built on the very positive response which that proposal received. The Trust proposal demonstrates the commitment of organisations across Lowestoft to work together for the benefit of young people. The involvement of the Sixth Form College Forum brings national expertise in establishing and maintaining outstanding sixth form provision and we are delighted to be working together.

We have already appointed design teams and worked with senior leadership teams in the schools and college. We will continue to develop our proposals during autumn 2008 while this bid is being evaluated. We are doing this to ensure that the new Sixth Form College is able to open in 2011 to integrate with the implementation of the school organisation review. Our implementation plan includes actions that we will be taking forward in 2008 that will benefit current learners as well as those in the future. We are committed to raising participation and standards from this point onwards, as we have in recent years.

**Our bid meets all of the criteria for the competition. It also directly addresses nine of the 18 recommendations from the LSC Post 16 Review of Great Yarmouth and Lowestoft. This proposal will have a very positive impact for young people in Lowestoft.**

### 3.1. How will the proposal ensure effective collaboration with existing providers and complement existing provision as part of a locally coherent system? (20% weighting)

Effective collaboration is central to our beliefs about successfully improving the range and quality of opportunities for young people. We have a track record of partnership, including securing Suffolk's first diplomas and the collaboration at 14-16 that has already benefited existing post-16 learners. We recognise that we need to take this partnership further if we are to fully integrate curriculum and learning opportunities with support and guidance services.

Our partnership is Lowestoft based, and includes all of the key providers within the town. This includes the existing high and special schools, Lowestoft College, links to HE through UCS, providers including Lifeskills Solutions and YMCA Training, overarching voluntary organisations and local businesses. We are all committed to working together for the benefit of learners. All Governing Bodies and Lowestoft College Corporation support the partnership and this proposal.

This proposal forms part of the overall programme of transforming learning that all partners are committed to, including the School Organisation Review (SOR). The proposal matches the SOR requirement for a single line of accountability for each Key Stage of the National Curriculum; it also

reflects the public support for new and distinct 16-19 academic provision that was proposed in the school organisation review by the existing high schools and Lowestoft College.

We propose to formalise our collaboration through the creation of the Lowestoft Learning Trust. This innovative step signals our commitment to long-term partnership and developing town-wide solutions to opportunities and challenges. We are committed to:

- Providing the Trust with delegated powers from schools and the college to develop the 14-19 curriculum, and to develop integrated approaches to admissions, IAG, and workforce development. As far as we are aware, this is the first Trust that will have formally delegated powers from a group of schools and colleges in accordance with the collaboration regulations – it is a powerful statement of intent and has attracted DCSF support.
- Embedding the new Sixth Form College within the Trust to ensure that its mission is complementary to, and not competitive with, that of Lowestoft College.
- Seeking to ensure that the new high school becomes a full and active member of the Trust. Irrespective of the legal status of the new school we anticipate that we will form reciprocal governance arrangements that will demonstrate the new school's commitment to local collaboration.

We have already established a Shadow Trust Management Board to oversee the formation of the Trust and the development of the Sixth Form College.

This Trust will have several key benefits, which have been outlined in section 2.4. At the core of this are advantages for young people:

- Collective development of an integrated curriculum offer with coherent progression routes for all learners within Lowestoft. This is outlined in more detail in section 2.5. This includes opportunities involving businesses and voluntary organisations.
- Single-sign off for this curriculum provision through delegated powers from schools and the college. Additional detail on the Trust decision making process is provided in Appendix Three.

This Trust structure retains flexibilities to enable it to initiate and respond to future changes.

We are confident that as this proposal becomes public and as the benefits of membership become clear other organisations will wish to join. We envisage the Trust becoming the leading forum for the development of integrated support and opportunities for young people, including the primary link between education and the business and voluntary sectors.

Suffolk County Council are the lead partner for this proposal; this reflects the overarching role of the local authority for 14-19 planning and reflects the machinery of government changes regarding the relationships with colleges.

This commitment to collaboration, formalised through the Trust, creates a learner focused and locally based partnership. We believe that it creates a unique opportunity to drive improvement through collaboration and to truly integrate learning within social and economic development.

### **3.2. Will there be an adverse impact on existing, successful local 16–19 provision? If so what will the impact be and how will this be ameliorated? (10% weighting)**

This proposal will benefit all learners within Lowestoft. It will increase participation and attainment. There will not be an adverse impact on existing, successful local 16-19 provision. Key providers in Lowestoft will be within the Trust, and this mechanism will ensure that decisions are taken in full appreciation of the consequences for learners and providers.

This proposal is part of a programme of changes that will transform education within the town. The School Organisation Review will raise standards through KS2 and KS3 that will feed through to KS4 and KS5 results. Building Schools for the Future funding will provide 21<sup>st</sup> century learning facilities for the high and special schools. The new high school will increase local provision for local communities and will increase the number of post-16 learners studying in the town. The raising of the compulsory participation age (RoCPA) will increase the opportunities for and uptake of education and training after 16. Our proposal addresses these opportunities through two high quality and distinct post-16 colleges operating collaboratively with other providers to maximise opportunities for learners and ensure integrated progression from 14 onwards.

Young people will still have choices:

- Dependent on the SOR process learners will still have the choice of the sixth forms at north Suffolk high schools. The Trust partners already work very closely with these schools to plan area-wide 14-19 provision and consideration of future diploma submissions. As one example, Lowestoft College and the north Suffolk schools collectively created the North Suffolk Skills Centre in Halesworth that is expanding opportunities for learners aged 14-19. This collaboration will continue, and the Trust will become the mechanism for this dialogue.
- Existing vocational and academic provision will continue in Great Yarmouth and Gorleston; the viability of this provision will not be affected by the new Sixth Form College in Lowestoft. The Principal of East Norfolk SFC supports the new Sixth Form College and believes that the retention in Lowestoft of students who have been choosing East Norfolk SFC will not cause East Norfolk SFC. Full time learner numbers in East Norfolk have doubled in the past 6 years making it the third fastest growing SFC in the country and reflecting the increased participation rates in Great Yarmouth. We believe a new Sixth Form College in Lowestoft will have a similar impact in the town.
- Young people will also continue to have a choice of provision in Norwich, or at Otley or Eastern College's. The nearest Sixth Form College is East Norfolk Sixth Form College in Gorleston.
- The partnership's intention to explore the International Baccalaureate could be undertaken in partnership with North Suffolk and / or Great Yarmouth providers.

Our proposals will improve the quality and breadth of provision available to all young people in Lowestoft.

### 3.3. How will the proposal ensure a broad range of sustainable provision? (15% weighting)

Our partnership is taking a long-term perspective of community needs. We are building from our track record of providing broad and sustainable provision. This includes over 15 years of school / college collaboration to provide a range of pre-16 opportunities; it also includes continuing effective projects after the initial funding ends (a current example is the GOALS project).

A Sixth Form College inherently provides more opportunities and greater sustainability than three relatively small sixth forms; a single campus for post-16 provision also enables integration of academic and vocational programmes as well as opportunities for sharing services. A single campus also enables us to overcome our current challenge of moving students across the town to access this range of opportunity. An annual cohort of approximately 850 – 900 learners across the town provides opportunities for growth in participation, and to ensure that a broad range of provision is viable.

We will ensure broad and sustainable provision through:

- Co-ordinated curriculum and progression planning in Lowestoft through the Trust, and also in partnership with North Suffolk to ensure a complementary and sustainable approach to the introduction of diplomas (especially those with a lower anticipated learner demand such as manufacturing)
- Ongoing evaluation and projection of learner demand, including through active student representation within the Trust and each institution.
- Realising the educational benefits of co-location of the Sixth Form College with Lowestoft College and UCS Lowestoft. The ability to integrate academic and vocational programmes will enable learners to 'mix and match' courses including across qualification levels. It will also provide enhanced opportunities for the 'specialist learning' element of diplomas, especially when considered within the context of a broadening of business and voluntary opportunities through the Trust.
- Realising the service benefits of co-location of the Sixth Form College with Lowestoft College. Integrated support functions such as finance and HR, ICT infrastructure, and facilities management will enable both institutions to maximise the budget available for teaching and learning. Initial modelling has suggested considerable opportunity to improve efficiency compared to two separate institutions, including the potential for joint procurement.
- Building on the broad range of complementary specialisms between the schools and colleges to ensure stage not age progression and access to the full range of specialist opportunities. This includes the Sixth Form College delivering pre-16 programmes in a similar manner to those offered by Lowestoft College now, including early AS studies. The creation of a single Sixth Form College makes this offer far more viable than it is currently for three separate high schools.
- Investigating the potential for the International Baccalaureate to provide additional choice for learners. This investigation will include consideration of viability, including through partnerships with North Suffolk and / or Great Yarmouth providers.

#### **Success: The GOALS project**

The GOALS (Greater Opportunities for All Learners in Suffolk) entry level project has 52 learners involved in work related learning across the high and special schools in Lowestoft. This work is now funded from schools ongoing budgets following initial external funding. It has had a significant impact on the retention of these learners post-16.

- Local progression to higher education provision through UCS Lowestoft improves the viability and sustainability of Lowestoft College through greater diversity of funding; higher education funding is expected to at least double over the next five years.
- The Trust will act as the key relationship between business and learning. Lowestoft College already has strong employer provision, including for local business and specific industry sectors. We expect the Sixth Form College to become an active partner in this work reflecting the teaching expertise of its staff and the greater freedoms provided by being an incorporated college rather than a school. Through this the two colleges will support the economic development of the town.

The partnership is clear that provision is not just about courses of study. We are focused on the development of successful young adults. The breadth of the partnership offers unrivalled opportunities for volunteering and business experience. These opportunities are integral to learning transferable skills and providing effective bridges to successful engagement in higher education or employment. They are also important to our intention to raise aspirations throughout the community.

The Sixth Form College will be located on part of the current Lowestoft College campus. The Lowestoft College Corporation will provide a long lease (99 or 125 years) at peppercorn rent to the Sixth Form College Corporation. The partnership is grateful to the Corporation of Lowestoft College for this offer. The Sixth Form College will open in September 2011, to integrate with the implementation of the School Organisation Review. The two colleges will use Barnard's Meadow as their off-site sports provision, with a long lease at peppercorn rent granted from Suffolk County Council. The capital costs for this scheme will be provided through the LSC 16-19 capital fund. Further information regarding the capital scheme can be found in the attached RIBA Stage B report from the design team.

The Local Government Review boundary proposals do not affect this proposal. We have focused on the young people of Lowestoft; the needs and opportunities remain the same irrespective of the structure of councils. Following the competition decision and the conclusion of the LGR process the LSC will need to confirm arrangements for implementation of these proposals, including with any successor local authority if necessary.

Our proposal offers an unrivalled opportunity to ensure a breadth of high quality opportunities for young people from 14 onwards. The co-ordination that is possible through the Trust will ensure that we offer courses that young people want and value alongside a range of voluntary and business opportunities to ensure their successful progression into confident young adults.

### 3.4. How will the proposal meet the basic need for additional 16-19 learners? (10% weighting)

Our proposal meets the needs for additional 16-19 learners through the establishment of a new Sixth Form College that will be co-located with Lowestoft College. The Sixth Form College will cater for a maximum of 1000 16 - 19 learners and will focus on academic provision to complement the vocational offer at Lowestoft College. The capital project proposals for each college are being developed together to ensure complementarity and efficiency. Collectively this proposal and the redevelopment of Lowestoft College will significantly increase the number of 16-19 learners. These additional places will provide for:

- Increased numbers of learners undertaking two year level 3 academic and vocational courses to reach our aspirations for level 3 qualifications by 19
- Greater provision of foundation and level 2 courses at the Sixth Form College alongside vocational programmes being undertaken at Lowestoft College to provide stage not age progression and reach our aspirations for level 2 qualifications at 16, 17, and 18
- The ability to integrate vocational and academic courses, including at different levels, to provide more effective progression through 'lines of learning'
- Our ambitious plans for the roll-out of diplomas in Lowestoft, starting with two diplomas in 2009. These provide the opportunity to link learning to the economy, and through the co-location of the Sixth Form College with Lowestoft College will allow learners to undertake their additional and/or specialist learning at the other college if that is appropriate to their future ambitions.
- Outstanding Foundation Learning Tier provision encompassing Trust partners with individual support and transition planned to ensure effective progression and choice.
- Effective collaboration to offer at least two admission points per year on a range of courses to meet the needs of a wider range of young people.

We anticipate the Sixth Form College will open in September 2011 with 650 learners, rising to 950 by 2015. We believe that they are realistic. The immediate rise in participation is characteristic of the impact of new Sixth Form Colleges, as evidenced by research at Longley Park in Sheffield.

Year	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016
<b>Number of learners</b>	650	725	800	900	950

This growth pattern will improve performance against Suffolk locality targets and County and National benchmarks. The proposal provides the capacity to address the increased number of local students provided through the new high school, and the government decision to raise the participation age to 17 in 2013 and 18 in 2015.

The following section describes how we will attract these learners to raise participation and attainment.

### **3.5. How will the proposal increase levels of participation, meet the raising of the participation age requirements and increase attainment at levels 2 and 3 to meet local, regional or national targets? (15% weighting)**

Our proposal will provide the additional specialist accommodation and curriculum offer to meet the need for additional 16-19 learners as we move towards the 2013 and 2015 raising of the participation age. In planning for increases in participation, the Lowestoft 14-19 Locality Partnership has submitted plans for increased achievement and engagement that have been described by the local authority as simultaneously 'challenging' and 'well-grounded and coherent'. These plans target an increase in participation rates for 16-18 year olds over the next 5-years from 73.9% in 2007 to 86% in 2013. For participation to 17, the concomitant increase is from 87.1% to 94%. This rise will be reflected in a decrease in the NEET group (targeted to fall from 10.4% to 6% over the same period). We will ensure that young people want to remain in learning by:

- ensuring young people have a positive and successful KS4 experience, which for many learners will include time at Lowestoft College, the Sixth Form College, or with partner organisations to broaden their horizons or increase their aspirations and motivation
- improving achievements at Level 2 at Key Stage 4 will encourage and support learners to progress to Level 3 programmes at 16 or 17. Suffolk County Council's response to the National Challenge initiative has emphasised the need for town-wide support through the Trust to raise standards in English and Maths.
- developing a comprehensive Foundation Learning Tier offered through the Trust that supports learners who previously did not progress to further study post-16 and providing greater level 2 provision that begins at 16 and 17 to enable effective progression
- enabling learners to follow a mix of academic and vocational provision through the co-location of the Sixth Form College with Lowestoft College – the focus on courses rather than institutions provides learners with a greater range of opportunities
- ensuring that learners are always able to see the 'next step' through effective progression routes. These routes will occur from the Foundation Learning Tier through to higher education and employment, including through higher education provision at UCS Lowestoft
- providing stage not age progression that builds increasingly individual pathways for learners. This includes increasing level 2 attainment at 17 and 18, as well as beginning two year level 3 courses at 15 and 17 as well as 16.
- providing a range of ways for learners to access provision, including through distance / online learning and through examining the ability for some courses to have a minimum of two start dates a year
- ensuring that young people receive timely and effective information, advice and guidance at times of choice and during programmes of study: on entry, on programme, and on exit.
- delivering outstanding pastoral and tutorial support in all institutions and providing effective transition support for learners as they move between institutions
- developing a single application process for opportunities that puts learners, not institutions, at the heart of the process
- building on our successes regarding apprenticeships and 'young apprenticeships'.

Progression will also be enhanced by the 'Junior University' concept. The purpose would be to improve GCSE achievement, ease transition to sixth form study and encourage more young people to enter higher education. The colleges will continue close working relationships with partner schools, a framework of activities enriching and enhancing students learning experiences and mentoring support to identified students in Key Stage 3 and 4 such that aspirations are raised and progression to higher education becomes 'the norm'. Early evidence from Oldham Sixth Form College suggests that this is a very effective project model and is having a significant impact on the perceptions of young people. Transition mentors are key figures in these programmes.

At the core of raising the attractiveness of learning is ensuring that it is high quality and aspirational. Sixth Form Colleges have in place robust Quality Assurance and Improvement procedures. There will be close attention paid to performance information on a subject-by-subject basis looking at achievement, retention, success rates, continuation rates, value added and attendance. Student feedback will be analysed and lesson observation will be used to assess the quality of delivery. There will be an annual review of college performance looking at performance against benchmarks and target setting for subsequent years. Only by continually improving quality of provision will we achieve the attainment targets that we have set which are based on raising achievements at level 3 and increasing progression to higher education:

- Advanced points score per entry from 194.3 in 2007 to 210 in 2015
- Progression from Sixth Form (Yr 13) to HE from 42% in 2008 to 60% in 2015

To achieve these targets we will:

- Improve information and advice and guidance throughout the Trust to ensure that learners are on the right programmes
- Focus on improving teaching and learning activities as indicated in the 2-Year Action Plan (2008/9- 2009/10) and beyond
- Capitalise on the opportunity to access a broad range of Diploma/A&AS/IB studies to ensure that learners have the opportunity to choose the elements of a Post-16 programme that meet their aspirations and talents.
- Build on AimHigher and the development of UCS Lowestoft to raise aspiration and opportunities for HE progression

### 3.6. How will the proposal enhance institutional and curriculum choice? (15% weighting)

Our proposal will ensure that the learner is at the centre of the process – a single admissions process for post-16 provision will place courses and lines of learning at the centre of the process and expect institutions to work together through the Trust to provide these learner choices.

The Sixth Form College will enable learners to benefit from a dedicated post 16 institution in Lowestoft. Moreover, these learners will be able to undertake a combination of academic and vocational studies through co-location with the redeveloped Lowestoft College; this includes the ability to select courses from the other institution as part of a Diploma. The Sixth Form College will provide a full range of approximately 40 AS/A2 courses, alongside a range of foundation and level 2 courses (with more flexible start points). By working in partnership with the schools and other providers through the Trust we will be able to enhance ‘stage not age’ progression to allow access to foundation course at 16, level 2 courses at 17 as well as to level 3 courses at 15.

A significant benefit of the Trust is the ability to enhance and streamline relationships with business and voluntary organisations. Through this process we will be able to provide a greater range of enrichment activities for young people from 14 onwards. We view these enrichment activities as a core element of our approach – they provide different experiences for young people and can raise aspirations, expectations as well as building key transferable skills.

Our proposals have particular benefits for specific groups of learners:

- Gifted and talented students like Carrie (see case study in Appendix One) will benefit from an accelerated programme in the newly created 11 – 16 provision. They will have completed KS3 by Year 8 and have gained good grades in their GCSE’s. During Year 11 these students could embark upon AS Levels. Transition to the new Sixth Form College would offer a much broader option for students like this because they may wish to combine Level 3 vocational courses with their academic studies and they can find relevant opportunities to broaden their base and prepare themselves better for university courses which lead into professional / vocational employment. Students such as Carrie would still have the opportunity to attend other post-16 provision.
- In the proposed environment, which combines elements of School, College and University Campus, there will be more potential for students to become genuinely aware of the concept of ‘life-long learning’. Students like Ben (see case study in Appendix One), who found employment with training at 16, will be able to take full advantage of the range of options which such a site would offer. The transition from school to Sixth Form College will be a natural one because its potential will have been disseminated to Ben as part of the on-going IAG from Year 7. The locus of the Sixth Form College may well draw able students like Ben into a greater appreciation of what he might achieve through becoming more qualified. In such an environment, the logistics of becoming an undergraduate are made seamless. Learners such as Ben currently have few choices for re-entering learning for academic qualifications, especially if they wish to combine this with work or vocational experiences.
- We can on the existing collaboration for foundation learning tier provision, including the Ofsted-documented successful collaboration between the three high schools and Ashley to support students in main stream education who were ‘at risk’ of not completing their education pre-16 and becoming NEET. Students like Samantha (See case study in Appendix One) who regained her esteem in learning through finding a safe and nurturing environment, would find this provision through the collective offer within the Trust. This may include programmes encompassing Lowestoft College, the Sixth Form College, Lifeskills Solutions, YMCA Training and Ashley and Warren Schools. The concept of progression

from Level 1 or Foundation Level is built into the ethos of the Trust. Initial design proposals for the Sixth Form College specifically include space and facilities for continued emotional, as well as academic, support, so that she can realize her potential.

- The establishment of a three year programme for students needing to consolidate their level 2 academic achievements before moving on to level 3 work develops a new progression route

### 3.7. How will the proposal contribute to delivering the new diploma lines? (15% weighting)

The Diplomas include core and specialist learning and have a strong foundation in practical and applied learning. The co-location of the Sixth Form College and Lowestoft College will allow learners to access specialisms and resources to meet their needs at all levels of the Diploma, including the stretching Extended Diploma. The involvement of Lifeskills Solutions and YMCA Training extends the partnerships breadth of offer and provides additional linkage to organisations such as Sector Skills Councils.

The Lowestoft partnership has already been successful in both of its applications, and in 2009 will launch Diploma's in Construction and the Built Environment and Environment and Land-based Industries. This early success proves Lowestoft to be at the vanguard of the development of these new qualifications and will support their further ambitious plans for the introduction of the new Diplomas. It is also an example of the collaboration that already exists between the founding members of the Trust.

In future, the Trust will be the vehicle for developing Diploma applications, which will be based on needs analysis and a town-wide focus for learners. The Trust partners will continue to work very closely with the North Suffolk 14-19 partnership for area planning and to ensure the entitlement to the 17 lines of learning. The following sets out the anticipated programme for the North Suffolk area, with italic text indicating the intended actions:

2009 Construction and the Built Environment; Environment and Landbased Industries

2010 *Society Health and Development; Engineering; Information Technology; Creative and Media; Business Administration and Finance; Hair and Beauty; Hospitality, Sport and Leisure*

2011 *Travel and Tourism; Retail; Public Services; Manufacturing*

2012 *Humanities; Science; Languages*

The Sixth Form College, co-located with the redeveloped Lowestoft College, will be at the heart of the delivery of these proposals. The delivery of the qualifications at all levels will require access to a range of specialist resources and staffing expertise. Learners will require support for Functional Skills in Maths, English and ICT. Learners will require access to additional and specialist learning which will range from vocational programmes to A levels. For some of the Diploma lines, the obvious source for expertise and resources will lie with Lowestoft College. Learners may also access provision through Lifeskills Solutions and YMCA Training who each bring expertise from regional and national contacts. For other learners, the proposed Sixth Form College will provide the necessary curriculum expertise and resources. For the majority of learners, our proposals will enable them to access the full range of Diploma learning from a single location.

A student such as Steven (see case study in Appendix One) will be able to combine study on his International Baccalaureate with joint drama work with students on the Creative and Media Advanced Diploma. This work could involve the production of a DVD, promoted by the Trust, for a local charity that encourages volunteers to work for the charity. The transferable skills developed in this project work will be valued when Steven applies for his university place.

The successful applications so far involve Lowestoft College (and Easton College for the Environmental and Land-based diploma) in the delivery of level 2 provision, targeted at pre-16 learners and level 3 provision for post-16 learners. The Trust will agree the delivery mechanism for future diplomas and our expectation is that the Sixth Form College will be involved in the delivery of diplomas (including the additional / specialist learning) for pre and post 16 learners.



## Appendix One: Case Studies of individual learners

These fictitious case studies are designed to convey the ethos and inclusivity of the approach that we will be able to offer through the Trust. They demonstrate the need for a broad range of partners to ensure a wide range of appropriate opportunities for young people, and illustrate the importance of the core principles of the Trust regarding partnership, quality of provision, stage not age progression, and increasing personalisation of pathways.

### Stacey

Stacey did not always find her school studies interested her. In an interview with her Connexions Personal Adviser, and in a further conversation with her tutor at school, she explained that the lessons she most enjoyed were those in Design and Technology where she was able to solve problems of design which involved both working out solutions and putting them into effect in practical applications. In Year 10 she joined the Higher Diploma in Engineering offered at the school in conjunction with Lowestoft College. For two days a week she attended Lowestoft College to study the principal learning and project aspect of the Diploma and during the rest of the week she studied core Key Stage 4 subjects in school. Stacey achieved the Higher Level Diploma at the end of Key Stage 4. At 16 she decided to enrol on the Advanced Level Diploma in Engineering offered at Lowestoft College. As part of this course she gained a work experience placement at the Eco Park where she learned more about the challenges of increasing energy outputs from offshore wind farms such as the facility at Lowestoft. For the 'specialist learning' aspect of her Diploma, she took an A level in Maths that was offered at the Sixth Form College, on the same site as Lowestoft College. On gaining her Advanced Diploma in Engineering she applied for, and gained, a place to study on a BSc in Engineering at the university of her choice.

### Jack

At primary school Jack had been an enthusiastic and confident learner with very good reading scores. However, by the time Jack was 11 he began to experience a lot of disruption in his home life which resulted in behavioural difficulties which led to him being excluded from his secondary school. During Year 9 and 10 Jack went through two managed moves that failed to accommodate him. He was referred to Old Warren House at 14 and found that, with their support, he could begin to refocus his concerns about his present circumstances into his hopes for his future. His uncle worked in a garage, and Jack wanted to go into the same type of work, but he knew that it was difficult to get an Apprenticeship place in this area without skills in Maths. Although Jack had good skills in English, he was struggling in Maths. His transition tutor at Old Warren House was working with other professionals at the Sixth Form College and arranged for Jack to attend the Centre for an evening a week to improve his skills in maths. At the same time, Jack took a variety of programmes at Level 2 designed to secure his progression. At 17, Jack succeeded in gaining a C in English and Maths that included the requirements of Functional Skills at Level 2. He then applied for a Motor Vehicle Apprenticeship at Lowestoft College and his improvement at Maths, together with an employment opportunity at a local garage, secured his place. During his time at Lowestoft College he continued to receive support from his transition tutor from Old Warren House and met with them regularly at the Sixth Form College's educational support unit. At 18, Jack achieved his Apprenticeship and his employer confirmed that he would continue to employ him and support him to obtain an Advanced Apprenticeship at Level 3.

## Carrie

Carrie was a gifted student who excelled in maths and science subjects at school and gained a full range of A\*-A at GCSE. Whilst in Year 11 Carrie had also successfully taken an AS level in Maths and Human Biology. Her ambition was to become a doctor. However, Carrie was shy and sometimes found group work difficult because it required her to interact with other students who were occasionally jealous of her confidence in aspects of the work they had to do together. She went to the Sixth Form College to take further AS levels in Chemistry and Biology, and Physics which she intended to continue, together with the AS in Maths she had already gained, to A2. During a review with her Tutor, Carrie was made aware of the opportunity to study for the Advanced Project work of the Society Health and Development Advanced Diploma which was offered at Lowestoft College. This project work included a research opportunity at a local hospital. Carrie found that the experience at hospital, and the group work with other Diploma students, extended her skills and increased her confidence in working with others; she also gained a broader appreciation of the wide variety of health and social care careers. Whilst at Sixth Form College, Carrie also became involved in a number of Community Projects, including one at a local Day Care Centre, offered as part of their wide enrichment programme. Carrie's subsequent A level results, combined with the results and evidence from her Diploma project work and the Community Projects in which she had engaged, secured her a place to study medicine at the university of her choice.

## Ben

Ben had left school at 16 to join his father in a small family business. He subsequently attended Lowestoft College for one day a week, whilst carrying out practical assignments and assessment at his father's firm to gain an Apprenticeship in Business Administration which he achieved by the age of 17. Whilst Ben was attending College he started to mix with other learners in the Business Administration curriculum area who were studying at Level 3 and beyond. Although he had never intended to continue his studies beyond Level 2, he became aware that others thought that this was a necessary route to success. Ben continued to work in his father's firm for the next few years but became increasingly aware of an aspiration to progress further and acquire higher level qualifications in order to apply to other firms. By the time he was 19, Ben decided that in order to achieve professional qualifications he would need to return to study to achieve a higher level qualification in maths in order to progress. Following an appointment to discuss his aspirations with an adult careers advisor, Ben decided to attend at the Sixth Form College to achieve an A level qualification in Maths and was able to do so because of their flexible part-time and evening offer. At 20, he achieved a Grade B in Maths A level and then progressed to the part-time Foundation Degree in Business Administration through University Campus Suffolk at Lowestoft College (offered on the same site at which he had previously studied for his A level in Maths) whilst he continued to work at his father's firm. At the age of 23, Ben gained his Foundation Degree and successfully applied for a graduate opportunity at another local firm.

## Katie

Katie's educational difficulties had identified her as a learner who could benefit from the specialist support available at Ashley School. As a result of the wide range of support and opportunities available at the school, Katie achieved a variety of entry level qualifications at Key Stage 4 and increased her confidence and aspirations to achieve. During this time she had also attended 'taster courses' in a variety of vocational opportunities at Lowestoft College. By the time she was completing Year 11, Katie had still not decided on the type of work which she would like, and, with the guidance of her tutors, decided that general post-16 study would best suit her needs. With this

in mind she applied for the Foundation Level programme offered at the Sixth Form College which was designed to build on core skills leading to GCSE qualifications whilst offering a wide variety of vocational opportunities supported through links with Lowestoft College and partners. At this end of this period of study, Katie was able to progress at 17 to the Level 2 Higher Level Diploma in Retail offered at the Sixth Form College.

## Christian

Christian achieved level 3 Maths, English and Science at Key Stage 2. With additional support from his high school during KS3 & KS4, Christian achieved 5 A-C's with English and Maths. As a result of his improving performance and through having gained more confidence in his learning abilities, he decided to stay on and do A Levels. He enjoyed the fact that he was going to study at the new Sixth Form College with a broad curriculum offer available. He regarded it as a new start and the right environment to build on his new found confidence. Christian had always enjoyed sport, and, whilst on his Sixth Form College course, he able to represent them on both their Football and Hockey Teams which added to his enjoyment of his time there. Christian also took on the role of Sports Officer at the Student Union and became actively involved in organising fixtures with local teams and within the Sixth Form College Forum Football League.

He continued to improve and gained three C Grades at A2 as well as a C grade at AS Level. He took advantage of the newly created University Campus locally and graduated with an Upper Second in Sports Science

## Samantha

Samantha was perceived as a challenging student even at Primary school. She had an unsupportive home background was low on esteem and life skills. She did not attend school for her Key Stage 2 examinations, which indicated her commitment to learning at that time. When she transferred into the secondary sector, she had some short term exclusions and came into conflict with her peers and staff. During Year 9, she worked with a strong Year Team who were keen to make sure that she completed her studies. She chose to include a Level 1 Foundation Diploma SH&D course as part of her options, which gave her access to work experience and a more individualized learning experience. By Year 11, the Year Team's Progress analysis had identified Samantha as one of the students giving the substantial value added to the school but, more importantly, to herself. She was rewarded as 'most improved student of the year' at an annual awards ceremony. At the end of Year 11 Samantha had completed her courses without further disruption and achieved a range of D – G grades as well as her Level 1 Course in SH&D. It was at this point Samantha was unsure whether to look for a job in the care sector with the opportunity of continuing her studies part-time or whether to continue in education. In discussion with her tutor and Connexions adviser she realised that she would need to be 18 to gain the sort of employment she was interested in and that her chance of a good career in this sector would be increased if she gain higher qualifications. She therefore chose to follow a Level 2 Course at the Sixth Form College in SH&D and took the opportunity to re-sit her Maths and English GCSE examinations. By the end of her Year 12, she had achieved Level 2 with English and Maths and, through close discussions with the IAG team, was persuaded that she had the capability to pursue a straight A Level Course, which reflected her strengths. She studied English, Sociology, PE and Psychology to AS Level and succeeded in gaining a place on a Foundation Degree in Children's Care, Learning and Development.

## Steven

Steven was an assiduous student and gained nine grade B's and a C at GCSE and had thought that his future studies would be in straight A Levels. However, he discovered that he was eligible to join the International Baccalaureate Course, which appealed to him because he had begun to enjoy his studies of Modern Foreign Languages. He opted to join the course and worked hard to make sure that he gained the whole IB Diploma. He felt that the study skills that he gained in completing the self-standing research project made him a much more independent learner. During his time at the Sixth Form College, Steven was an active member of the Drama Society and played the part of Nathan Detroit in the production of "Guys and Dolls" which brought together student from the Sixth Form College and Lowestoft College. This production brought him into contact with learners who were studying performing arts as part of the Creative and Media Advanced Diploma. As a result of some ideas and discussions generated by their work together, Steven entered a competition with two Lowestoft College students to produce an original DVD for a local charity to encourage volunteers to become involved in their work. This film subsequently gained a 'highly commended' when it was judged at regional level.

Steven achieved the full IB Diploma at the lowest level at 28 points and discovered that this was the equivalent tariff of 3 B's at GCE A Level, which far exceeded the predicted results of a traditional A Level Course for a student with his GCSE profile (CCD). As a result of his achievement in the International Baccalaureate he was able to gain a place on the course of his choice at a Russell Group University.

## Appendix Two: East.6 – a new Sixth Form College for Lowestoft

This Appendix provides additional detail about the incorporated Sixth Form College that is proposed to admit its first students into brand new facilities in September 2011. We also anticipate that Year 13 will transfer to the Sixth Form College at this point.

### The benefits of a Sixth Form College

Across England, Sixth Form Colleges have outstanding success rates and aspirations. Sixth Form Colleges are popular with students, have rising HE progression rates, and achieve better results than other provider types. The Sixth Form Colleges' Forum (SFCF) attributes this to a combination of specialist facilities, specialist teachers, and a dedicated focus on the needs of 16-19 year olds. We believe that the creation of a Sixth Form College within the Lowestoft Learning Trust will benefit from national and local associations and will provide significant benefits for the young people of Lowestoft. It is a statement of intent to achieve outstanding success and to increase participation.

The partners believe that the legal status of an Incorporated Sixth Form College, and the greater flexibility to develop future provision that this provides when compared to a school, will enable the Sixth Form College to work closely with Lowestoft College to enhance the offer to adults and employers as part of Lowestoft's economic development. In light of the aspiration to develop new economic sectors we consider that this offers advantages to the community and businesses of the town.

The School Organisation Review (SOR) consultation in autumn 2007 revealed strong support for a 16 – 19 Centre that had strong relationships with the existing pre-16 providers. Through the Trust, the close links between pre and post-16 learning will underpin high quality advice and guidance ensuring effective transition and progression for learners. This approach will enable the Sixth Form College to offer not only a broad range of A-level and Level 1 and 2 sixth form studies, but also access to the full range of applied Diploma learning and HE progression opportunities which benefit from the specialist resources and complementary expertise available through partnership approaches.

The partners are strongly encouraged by the success of Longley Park Sixth Form College in Sheffield that opened in 2004. Staying on rates rose by 7.6% in 3 years, including 4% in the first year alone. The proportion of year 11 in the NEET group fell by 25% in 3 years. Progression rates rose by 4%. This success has underpinned our growth projections for the new Sixth Form College for Lowestoft.

### The mission of the Sixth Form College

The draft mission of the Sixth Form College is "to work in partnership to ensure high quality learning which extends breadth and choice for young people and the community, raises participation in learning and improves the outcomes achieved by learners". The Sixth Form College will be a physical and institutional embodiment of the Trust vision that young people exceed their expectations. The Sixth Form College will achieve its mission through focusing on academic provision while Lowestoft College focuses on vocational provision.

## The ethos of the Sixth Form College

The Sixth Form College will be a positive community that focuses on this specific group of learners. The partners believe that the Sixth Form College should have an ethos that:

- Promotes a positive, inclusive and aspirational community characterised by a 'can do' attitude
- Celebrates success and expects excellence in achievement
- Provides an extensive range of extra-curricula activities, including creative and performing arts, sports, and business and volunteering opportunities
- Enables personalised support and IAG processes, including co-location with other organisations and peer-to-peer mentoring
- Supports learning at different times, through different media, and at different speeds to reflect the circumstances of individuals
- Provides outstanding IAG and transition from partner schools to ensure effective choice of progression routes at 16
- Prepares individuals' effectively for successful progression to higher education or work, including 'professional development' preparation for specific careers such as law, medicine, business or education.

The Sixth Form College will support learning at different times, recognising that lifelong learning must respond to the needs of learners flexibly. It will not be constrained by notions that learning is full time and continuous and ends at 18. Learners will be able to return to study and advance to higher education by flexible and part-time routes.

## The curriculum offer of the Sixth Form College

The curriculum offer will enable a variety of pathways and progression opportunities for individual young people. There will be a rich choice of subjects from foundation to level 3, focusing on GCSE / AS / A2 and diploma lines. Young people will be able to undertake 1, 2 or 3 year programmes, the latter in particular offering opportunities to raise participation and provide greater choice and progression for learners with additional needs.

There will be access to a comprehensive functional and wider skills programme, with outstanding enrichment curriculum and business or volunteering opportunities offered through Trust partners.

The offer embraces a commitment to the highest quality pastoral care, advice and guidance, with particular emphasis on progression to HE and employment.

We envisage:

- **A full AS / A2 provision in up to 40 subjects**, with extension work for the ablest young people. Providing all subjects on one site will widen the combinations of subjects that individual young people can access.
- **Access to Diploma provision at Foundation, Higher and Advanced levels** (to include the Progression Diploma). Decisions regarding diploma applications and the involvement of individual institutions at different levels will be led by the Trust; our current expectation is that the Sixth Form College is most likely to be involved in Business and Finance, Creative Arts and Media, ICT, Sport and Leisure, and Society Health and Development. Consideration will be given to the introduction of the Academic Diplomas in Humanities, MFL and Science in due course. Foundation Diplomas will form part of the Foundation Learning Tier approach across the Trust.

- **Vocational Options** – a limited range of popular BTEC Options particularly at level 2, offered to complement provision available at Lowestoft College. This would be BTEC Certificates, which can be studied alongside individual GCSE subjects to enable individuals to gain experience of a vocational area whilst improving their GCSE profile post 16 or as part of a programme that may involve Lowestoft College, Lifeskills Solutions or YMCA Training. Learners may progress to courses at Lowestoft College or the Sixth Form College. BTEC courses can also be used as Additional Specialist Learning in Diplomas so making them more efficient and financially viable.
- **GCSE** – a limited range of options to include English, Maths and Science; some available at Foundation Level as part of the inclusive approach to the foundation learning tier across the Trust.

## Ensuring learners success: embedding quality

The support of the Sixth Form Colleges' Forum will ensure that national best practice becomes standard practice within the new college. The Sixth Form Colleges' Forum will also support transition to the new college from the existing sixth forms. The Trust Management Board, which will include the Sixth Form College Forum, will own the 14-19 action plan and be responsible for implementing the ongoing improvements in quality that have helped raise participation and achievement in recent years. The following is our expectations for the approach of the new Sixth Form College.

Any quality assurance and improvement system must ensure that the student experience is of the highest possible standard. The central focus of leadership in the new institution will be to achieve the highest quality of teaching and learning in the classroom and the success of middle managers will lie in their ability to ensure that quality. At the heart of the system is the expectation that all teaching staff will be qualified successful practitioners with demonstrable evidence of the success of the students they have taught, and a passion for ensuring that all students' achievements are at least in line with their ability.

To support this process, systems will need to be in place to monitor and develop quality in teaching and learning and this will require careful attention to performance data and rigorous review and reporting processes. The priority information that will need to be collected and analysed will be:

- Achievement – both pass and high grades
- Value Added – student performance against prior attainment
- Retention – completers as a proportion of starters
- Success Rates – successes as a proportion of starters
- Attendance

To ensure that the voice of the student is heard and acted upon the new college will have in place systems to **collect the views of students** through focus groups and questionnaires, both on a subject by subject basis, but also cross college. These views will play a vital part in the Self-Assessment process undertaken by subject areas and inform action planning in them. The views of parents, college staff and stakeholders will also be sought to ensure that the student experience is of the highest standard and is preparing them for further or high education study or employment.

Important too will be a systematic approach to **lesson observation and grading**. Teaching staff will be observed regularly, so that they are clear about the standard of their work in the classroom and have action plans linked to staff development activities to support their continuous improvement. There will be provision for re-observation if necessary, and grades from lesson observation will be fed in to the annual subject quality review process. Additional observations that are not graded will be undertaken within and across subject areas to disseminate good practice.

and to stimulate learning conversations that will be at the core of developing joint practice within the college

The new college will use **value added systems** for two main purposes, the first to ensure that appropriate target grades are set for students and that there is a clear agreed statistical basis for monitoring progress against targets, which embraces prior attainment, ethnicity gender and vulnerability. The second is to gain a clear view of the performance of individual teachers with the groups they have taught, which will build into a wider picture of the performance of subject teams.

A central feature of the quality assurance process will be **annual subject review**. Each Head of Subject will need to work with the team to produce a report on student performance in each examination cycle. Data as identified above will be the subject of scrutiny, identifying strengths and weaknesses and comparing performance year on year and against agreed targets. Targets will be agreed in each year in advance across all performance areas and an action plan will be produced clearly stating the action each team is intending to take to deliver those improvements and address weaknesses. This action plan will be monitored mid year and its completion at the end of the year. All action plans will contribute to the College Development Plan. Action might include, staff development of specific skills or knowledge, sharing of best practice, work with successful subject teams in other colleges, use of external advice and support. The annual review process will not be limited to subject areas, but will require all parts of the college, including 'service' areas to engage in review against criteria that are appropriate to their function within the college. The action plans they produce will be similarly monitored and also contribute to the College Development Plan.

The new college will have in place an **annual staff development plan** with priorities that will have as its basis information from lesson observation, from the annual subject review and appraisal arrangements. The college is likely to set aside a number of days each year that are for staff training purposes and these together with occasional 'release' days for staff will contribute to the delivery of the plan. Clearly there will need to be a budget for this purpose.

Finally, **appraisal**. The Sixth Form Colleges Forum (SFCF), the national employers organisation with all sixth form colleges in membership, has an appraisal system in place, which embraces pay and performance arrangements, allowing transfer between schools and sixth form colleges in terms of threshold payments and salary progression. If the Governing Body of the new college adopts the SFCF national contract, salary scales, and conditions of service then automatically this will include the national appraisal system with its proven rigour. This is an invaluable tool for managing teacher performance and leveraging improvements in teaching and learning.

## Ensuring learners success: support for students

Support for students will be a vital element in the provision for all students at the new college and will follow the tradition of sixth form colleges in ensuring a high priority for guidance and advice at every stage a student has contact with the college. The Trust partnership is committed to integrating and improving IAG for all learners as part of these proposals.

### Transition Arrangements

Students will have had quality support and substantial advice and guidance on careers and higher education matters in school. The sixth form college will want to build on that firm foundation.

Through the Trust the colleges will ensure that they work with schools in years 9 – 11 to provide information and advice on course options in year 12 /13 and beyond. The college will prioritise year 11 to ensure that each individual student has accurate information about courses available and that each students programme of study is individually tailored, appropriate and likely to lead to success.

The colleges will work with partners to ensure clear progression routes are available to young people throughout the 14-19 phase and the link with higher education and employment.

Students with any reported disability or learning difficulty will receive further support and guidance before entry, which will include reference to the planned levels of support associated with particular programmes of study. Some students will have had mentoring support at school and the college will review the possible continuation of this into year 12 as appropriate, consistent with its intention to adopt the junior university model of support.

### **On Course Support, Guidance and Counselling.**

In common with all sixth form colleges, the college will have a tutorial system that allocates each student to a personal tutor who they see daily in addition to a weekly tutorial guidance and support session.

Personal tutors will monitor attendance and progress, support students, have an overview of their well being, accessing specific additional support, if required, and ensuring that students have the information, advice and guidance necessary to make appropriate applications by required deadlines, to enable progression to higher education or employment to take place.

Qualified, confidential, individual counselling support will be available on a referral basis, as required.

There will be a full tutorial programme, which will have regard to the spiritual, moral and cultural development of students that embraces citizenship.

Links will be maintained with students' schools of origin as appropriate, to ensure successful transition, particularly in cases where students have special needs.

Staff at the college will have expertise in student support, some with specific skills and expertise in careers and higher education matters and will be tasked with encouraging students to see higher education or high level employment with training, as their goal. There will need to be, however, close links with the Connexions Service to make sure decisions are soundly based in the local context.

### **Aspirations, Achievement and Progression.**

Raising students aspirations is a central task for the college. Outstanding improvements in achievement at Key Stage 2 are providing the platform for improvements at Key Stage 3 and 4, upon which the new college must build. The junior university model will be an important initiative for consideration as part of a broad strategy to ensure students perceptions of their ability and potential are appropriate and that this is reflected in their achievements. Close links will be developed with higher education institutions locally to give students opportunities to experience a higher education environment and learning methods.

Students will have individual learning plans and a system of target grades will be adopted, linked to prior attainment, to enable students to be working towards appropriate targets and to give staff a clear basis for intervention and support should that be required.

Monitoring of student progress and performance will be a crucial aspect of the work of all staff, with regular student performance review milestones and identification of students who are underachieving, with a view to understanding the factors leading to underachievement on a subject by subject student by student basis, and the implementation of appropriate action in response to need.

There will of course be systems in place that facilitate support for students having difficulties in matters of finance, housing or other personal/family issues that are accessible and free at point of use. This will include the co-location of multi-agency support in the Sixth Form College, including voluntary sector organisations.

## Students with Learning Difficulties and Disabilities

The college will be part of the provision of foundation learning tier opportunities, and will provide opportunities for progression to level 2 as part of 'stage not age' progression. The Sixth Form College building will include facilities for additional support for learners that will be complementary to the more specialist facilities that will be available through the redeveloped Lowestoft College. The Sixth Form College will also include facilities for professional development for staff that will include inter-agency work through the Trust that focuses on specific groups of learners and their needs. The Sixth Form College and the Trust will enable access to multi-agency support, and the design proposals for Lowestoft College and the Sixth Form College offer broad and complementary provision.

## The number of learners

The partnership is fully committed to a successful launch of the Sixth Form College, and has already developed an implementation plan to ensure this. Experience from other new Sixth Form Centres / Colleges has shown an immediate increase in participation, including the very applicable example of Longley Park in Sheffield. We expect a similarly positive impact in Lowestoft.

The table below shows our anticipated pupil population with explanatory notes.

Year	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016
Number of learners	650	725	800	900	950

Notes:

1. SEN: The Suffolk review of specialist provision is currently developing options for the future pattern of provision. Our projections include provision for learners who currently leave Ashley School and Old Warren House and would wish to follow more academic courses. This reflects the vision for additional needs outlined in Appendix Five. The initial designs for the Sixth Form College reflect this vision.
2. New High School: The new high school will open in September 2011 with years 7 – 9. The first year 12 students from this school will join the Sixth Form College in September 2014.
3. Outflow to other providers: We anticipate the launch and success of the Sixth Form College to reduce the outflow of Lowestoft learners to other providers.
4. Mix of academic, vocational, and diploma studies: These numbers are projected FTE equivalents. We anticipate that a significant minority of the Sixth Form College learners will also be following courses at Lowestoft College; similarly, we expect that students at Lowestoft College will also follow courses at the Sixth Form College. The numbers above are our current estimate of the FTE equivalent based on the anticipated curriculum offer (including diplomas).

These figures have informed our revenue budget considerations.

## Governance of the Sixth Form College and the relationship with the Trust

The college will be a separate, incorporated Sixth Form College with its own Corporation and Principal. The Sixth Form College will be a College Member of the Lowestoft Learning Trust, and will nominate to the Governing Council and the principal will be on the Management Board. We anticipate that the Corporation will agree the delegation of powers to the Trust in the same way as is proposed for schools and Lowestoft College. The Sixth Form College will be embedded within the Trust through the Articles of Incorporation and the Instrument of Governance.

Our proposed structure for the Corporation is as follows:

Principal:	1
Learners:	3
Staff:	2
Parents:	1
Additional Members*:	8
Total Corporation membership:	15

\* These members must demonstrate that they “have the skills to ensure that the Corporation carries out its functions.” The members will collectively therefore require knowledge of, for instance, management, finance, HR, property, law, pre and post 16 education and the local economic and community agendas. In light of the expected breadth of Trust membership we expect strong representation from Trust partners on the College Corporation.

### East.6: The provisional name of the Sixth Form College

Incoming Year 12 students identified this as a potential name for the new Sixth Form College during their residential at UEA in June 2008.

We anticipate that students will be closely involved in the formal naming and branding of the Sixth Form College.

### Location, facilities and services of the Sixth Form College

The Sixth Form College will be housed in its own state of the art building adjacent to the redeveloped Lowestoft College and UCS Lowestoft facilities. This co-location allows the development of “one campus with three front doors” and offers considerable advantages:

- Greater curriculum choice for learners at all levels, including the ability to mix academic and vocational subjects and levels of study, as a result of reduced learner movement during the college day
- Integrated IAG processes between the Colleges to provide a seamless service based on a knowledge of the whole of a person’s curriculum
- Access to a larger range of sports facilities than would be possible for a Sixth Form College of this size situated elsewhere, through the Waterlane Leisure Centre and Barnard’s Meadow.
- Opportunities for shared back-office functions between the two colleges, enabling both to maximise the proportion of funding that is spent on learning and teaching

- The creation of a comprehensive post-16 campus, with an independent and adult identity, as a preparation for University or work
- Integrated planning between the two colleges maximises the impact of capital investment to result in the best facilities for learners
- Opportunities for on-site progression to higher education in some fields, and interaction with HE students as part of raising aspirations

Lowestoft College will continue to own the land on which the Sixth Form College will be built. The Lowestoft College Corporation will grant a long lease (99 or 125 years) at peppercorn rent to the Corporation of the Sixth Form College. The partnership is grateful to the Corporation of Lowestoft College for this offer.

The Sixth Form College building will be largely self-sufficient for the curriculum it will deliver. It will contain the teaching and learning space required (including LRC and ICT provision), as well as staff and student work and social space including a dining facility. The designs of the Sixth Form College and Lowestoft College are being developed to ensure integrated provision of specialist facilities where appropriate – for instance to ensure complementary provision in Design and Technology and Art. The vision for pupils with additional needs is complementary across the two colleges. The Sixth Form College will house the shared IAG area, including co-location with related voluntary organisations and professional development space for the Trust. More detail on the design principles, facilities and design proposals are available in the attached *RIBA Stage B design report*. We expect a 1:1 ICT device:learner ratio at the time of opening in September 2011.

The Sixth Form College and Lowestoft College will access the indoor leisure facilities at the adjacent Waterlane Leisure Centre. This provides a greater range of facilities than are otherwise possible, including squash, swimming, health and beauty, as well as a fitness suite, sports hall and climbing wall. Waveney District Council are intending to enhance these facilities over the next 5 years; the proposal is that the Sixth Form College capital project will contribute to the expansion of the fitness suite in return for student curriculum and leisure access. The sixth form college capital project will also need to reprovide the Astroturf provision that is currently where the new college building will be situated. Discussions with Waveney District Council have been very positive regarding these proposals.

The off-site sports facilities for the Sixth Form College and Lowestoft College will be at Barnard's Meadow, which is currently the detached playing field of Roman Hill Middle School (which will close in 2011 as part of the School Organisation Review). Barnard's Meadow is a short cycle ride from the college campus along a direct cycle route. Suffolk County Council will continue to own Barnard's Meadow and will grant a long lease at peppercorn rent to the Corporation of the Sixth Form College. We propose to provide a full-size Astroturf on this site, with floodlighting – this is necessary to enable the Astroturf at Waterlane to be repositioned as it was a condition of land sale from Waveney District Council to Lowestoft College to keep at least one Astroturf in continuous use during the developments. We are working with Waveney District Council and partners to seek external funding to contribute to this project. We are also in discussions with Waveney regarding management of Barnard's Meadow for community use and will have discussions with Waveney Youth Football Club during autumn 2008 regarding their future use of the facilities and their support for securing external funding for the Astroturf provision. The partnership is grateful to Suffolk County Council for their support of this proposal.

It is proposed that the Sixth Form College and Lowestoft College should develop integrated services in certain areas. This will enable both institutions to benefit from economies of scale and so devote the maximum percentage of their budgets to learning and teaching. This will also enable more seamless services to learners studying at both institutions, and provide for effective management of the shared campus. Those services that we believe should be investigated further are:

- Site and facilities management (cleaning, security, grounds, catering)
- ICT infrastructure (including VLE), procurement, and technical support

- Information, advice and guidance services, including careers and HE advice
- Support functions including HR, finance, Corporation support

Through the Trust, we anticipate integrating relationships with business and voluntary organisations to provide a wider range of opportunities for young people pre and post 16.

## A green Sixth Form College

We expect the Sixth Form College building and development to reflect the local economic focus on energy and renewables. This is a significant feature of the design brief and also reflects the actions and commitments of partners including Adnams and Suffolk County Council as well as the LSC design guidance. We want the Sixth Form College to be an embodiment of Lowestoft's economic future, and also a statement of intent regarding the importance of learning within physical and economic regeneration.

## The staffing of the Sixth Form College

The Sixth Form College will have a dedicated focus on the needs of the 16 – 19 age group. This indicates the need for a strong core of employed staff to drive the step change, to have undivided loyalty, and to build the positive, inclusive and aspirational community that is common to Sixth Form Colleges. We envisage a model that includes core teaching and support staff employed by the Sixth Form College and shared staff (potentially teaching and support) who are employed either by the College or another partner and who work in more than one institution. We expect the Sixth Form College to adopt the principles of the School Organisation Review staffing protocol, with the senior posts being nationally advertised. Staff employed by the Sixth Form College will be on the nationally established Sixth Form Colleges Pay and Conditions of Service arrangements which includes national negotiating machinery; staff would be members of the Teachers and Local Government Pension Schemes as appropriate.

The Principal will work with the Governors to develop the staffing structure. We anticipate the Principal being appointed no later than Easter 2010 (4 terms before opening); additional staff would be appointed to facilitate the effective launch of the college in September 2011.

The establishment of a Sixth Form College will result in increased participation and therefore additional job opportunities for staff post 16.

## Revenue funding for the Sixth Form College

We have based our revenue income on an assumption of £4,600 per FTE. This figure is based on experience from SWISS, the Sixth Form College Forum's analysis of other similar colleges, and through building up a base budget using the 2008/09 funding formula.

Calculations of revenue expenditure are necessarily also based on assumptions. The largest proportion of expenditure is on staff pay. A benchmark figure of income spend on pay with 70% (based on national benchmark data for Sixth Form Colleges). The situation is complicated by the need to ensure that the Sixth Form College has sufficient staff to deliver the range of options proposed while student numbers rise through increased participation and the impact in 2014 of the new high school students leaving year 11 for the first time. It will be vital that there are sufficient staff to honour all A2 options and combinations of options expected by students transferring to the new college and those studying AS, GCSE, BTEC and other options for the first time. Our proposal

would be that the new college receives an enhanced staffing budget equivalent to 80% of income in 2011/2012 academic year, 75% in 2012/2013 academic year, and moving to the 70% benchmark for 2013/2014 year when student numbers will have increased sufficiently for normal budget allocations to be satisfactory to match likely expenditure.

Our current revenue budget forecasts for the Sixth Form College do not include our proposal for an enhanced staffing budget. From this position the forecasts suggest that the college will break even in year 4, and by the end of year 5 have repaid the deficits from years 1 – 3 (which are the result of staffing being a higher proportion of income than will be the case in later years). Our projections are based on Sixth Form College Forum experience elsewhere and the modelling of SWISS College in Ipswich. Our projections do not yet quantify or factor in the benefits of co-location with Lowestoft College. Our assumptions assume that the LSC will provide a start-up grant to ensure a successful college launch. We look forward to LSC involvement in refining our projections and agreeing baseline positions.

## The implementation programme

We will demonstrate our partnership ethos through the development of the new Sixth Form College. We have already started developing outline designs for the Sixth Form College, and will need to progress these swiftly to ensure the building is completed before September 2011. Our implementation proposal includes the following:

- The Shadow Trust Management Board will oversee the implementation programme. The Area Director for Suffolk County Council will have accountability for the development of the Trust and of the new Sixth Form College.
- Following the competition result in December 2008, the Learning and Skills Council will lead the legal process to establish the Sixth Form College and change the age-range of the schools. We wish for these processes to be integrated with the consultation and statutory processes to become Foundation Schools and acquire a Trust, which will be led by the governing body of each school. This will ensure coherence for pupils, staff and the community.
- We welcome discussions with the LSC regarding whether Suffolk County Council or the LSC will be the legal lead agency for the capital project on behalf of the partnership. Irrespective of this decision, we envisage the appointment of Lowestoft College as the agent for the commissioning of consultants and contractors. This reflects the need to ensure integration of campus design issues (including traffic and planning), and to ensure that the campus redevelopment is managed through a single contractor for operational and logistical reasons. Suffolk County Council or the LSC will retain client project management and we anticipate appointing a recognised project management company for this. Lowestoft College will lead the procurement of consultants (from RIBA C onwards, excluding the architects who have already been appointed for the whole scheme) and contractors between August and December 2007, with the Sixth Form College identified as a potential project within the overall package of work (subject to the competition and AiP outcome). Suffolk County Council will meet the design costs of the Sixth Form College prior to a successful Application in Principle and will be reimbursed in full from the first LSC grant payment after the AiP is approved. This arrangement is already being used with the design team to develop designs for the Sixth Form College to RIBA C by December 2008, enabling AiP submission in January 2009.
- The Sixth Form College Forum will be a partner within the Trust and offer advice during the design and implementation programme. Their experience of establishing and running successful Sixth Form Colleges will be invaluable to ensure a successful launch. In particular, their experiences from Rochdale will be highly valuable – here a new Sixth Form

College of approximately the same size, also adjacent to a FE institution, is being established by a similar range of partners.

- We will establish a formal design user group in autumn 2008. This will include a core of staff and students from the existing schools who will work with the consultant design team throughout the process. We will also utilise specialist knowledge to ensure effective design of specific spaces, such as science, DT, catering, and additional needs. We intend the design to be an inclusive process, including exhibitions in each school and the community in advance of formal planning consultations.
- We are keen to ensure that existing sixth form students and the learners who will be the first to experience the Sixth Form College are involved throughout its development and construction, and ensure we exploit potential links to curriculum opportunities during the scheme. Particular areas for student involvement that were identified by the incoming year 12 students in June 2008 included the name, logo branding, and marketing of the Sixth Form College; and lighting, furnishings and decoration of teaching and social spaces. Through close involvement in the client design team and for specific projects we will build anticipation and ownership of the new college.

We will agree a 'start up' grant with the LSC that will enable the new Sixth Form College to ensure a successful launch and effective pupil and staff transition. We will develop our proposals for this based on experience of SWISS and Rochdale in particular. The start up grant will need to include:

- Planning effective transition for learners into the new college, in particular for the incoming year 13 in September 2011 to ensure curriculum continuity, the honouring of option choices, and outstanding pastoral and transition support
- To ensure effective transition from current arrangements to the Sixth Form College we would need to appoint a growing team of staff in place through 2010-2011, beginning with the Principal by Easter 2010. We expect that by Easter 2011 key postholders are in post, partnerships are joined and formed and work is taking place to deliver the proposed curriculum.
- There will need to be an element of front loading of staff to ensure adequate curriculum and systems planning and to ensure that the college can honour option choices made in year 12 that will run on into year 13. There will also need to be front loading of staff to ensure that the college can offer the full range of services for students from day 1 with adequate levels of leadership.
- A key transitional element must be the establishment of the college's identity prior to opening. This will be addressed through high quality, high impact design, a unique and strong image which is well established through effective marketing and the development of strong relationships with the schools.

## Appendix Three: Lowestoft Learning Trust

This Appendix provides further detail of the proposed Lowestoft Learning Trust, its aims and objectives, its membership, and its structure and governance.

Detailed discussions are ongoing with partners and the DCSF to ensure that the proposals integrate the requirements of Trust and collaboration regulations.

### The vision and role of the Trust

The Vision of the Trust is **“that all young people exceed their expectations.”**

By working in partnership, we will achieve this through:

- Outstanding focus on individuals and their development into successful adults
- A wide range of high quality opportunities for 14-19 year olds
- Integrated progression routes for all curriculum areas and groups of learners, including with employers and work-based learning providers
- Continually improving the standards achieved by all groups of learners
- Impartial, timely and high quality information, advice and guidance

The Trust is central to achieving our aspirations for learners. We recognise that no individual institution can offer the breadth of choice that learners deserve, and also that collaboration will improve academic and pastoral quality.

To enable the collective partnership to proactively improve provision and make town-wide decisions the Trust Management Board will also be configured in accordance with collaboration regulations to be a joint committee of governors that has formally delegated powers from each individual school and college.

This innovative partnership, including the formal delegation of powers, is possible because of the track record of successful collaboration in the town. This includes the successful and multi-agency 14-19 partnership and the Lowestoft Sixth consortium. The functions of these partnerships will become part of the Trust Management Board.

We expect that the Trust will grow and evolve over time. As the benefits of membership become clear we anticipate that additional partners will seek to join. These additional members will bring fresh expertise and energy. We anticipate that the Trust will become the leading forum for the interface between education and the business and voluntary sectors – leading to improved opportunities and outcomes for learners, improved progression into and within employment, and improved opportunities for the economic development for the Lowestoft community.

## The objectives of the Trust

The Trust's objectives will be to:

- Further learning opportunities and outcomes for all young people in the locality, including learners at each of the schools and colleges within the Trust
- Promote community cohesion in the locality
- Promote co-operation and integration between schools, colleges, other learning providers, business, and voluntary organisations to benefit all young people
- Ensure the curriculum and other opportunities support economic and physical regeneration and social inclusion

The Trust will achieve these objectives by initially focusing on the following areas:

1. Leading the development of an exciting and high quality 14 – 19 curriculum that meets the needs of all learners in Lowestoft and raises aspirations of young people. This includes:
  - a. Working effectively together to develop a wide range of integrated and managed progression routes for learners
  - b. Raising standards of attainment and achievement for all learners at all levels
  - c. Successfully launching a new Sixth Form College for Lowestoft
2. Developing innovative approaches to high quality curriculum delivery and workforce development. This includes:
  - a. Developing shared approaches to continuing professional development (potentially including NQTs and leadership development)
  - b. Exploring opportunities for formal collaboration between staff across providers, including staff adopting Trust-wide responsibilities
  - c. Developing processes for regular peer review and mentoring
  - d. Developing course delivery processes that reflect the needs of specific groups of local people, including distance/web learning and learning focused on those with part-time/shift/seasonal work
3. Providing outstanding support and guidance to young people to enable them to confidently make informed decisions about their future. This includes:
  - a. Developing integrated pastoral support systems for all learners to ensure effective support within institutions and through transition
  - b. Exploring the provision of dedicated 'student support advisors' who lead pastoral and support processes for learners
  - c. Improving the universal and targeted IAG processes for learners pre-16, and the transition support available to young people
  - d. Developing a single application process for post-16 provision within Lowestoft that includes the schools, college (and Sixth Form College as it opens), apprenticeships and work-based learning provision
  - e. Exploring the appointment of a dedicated HE advisor for the Trust who will support pupils preparing for and applying to University
4. To examine the potential to improve support functions to maximise funding spent on learning and teaching. This includes:
  - a. Examining the costs and benefits of closer integration of finance and HR processes
  - b. Exploring a joint procurement strategy for specific services

## The benefits of creating the Trust

The partners strongly believe that the Trust has the following benefits:

- It places the interests of learners ahead of the interests of any individual organisation
- It enables the creation of an integrated curriculum and learning offer, with integrated progression pathways, for all learners aged 11 to 19. This is a significant development that will benefit all learners within Lowestoft.
- It widens and deepens the collaboration and relationships that already exist, in particular the 14-19 partnership and Lowestoft Sixth. There is already trust between the partners and a shared commitment that we will build on.
- The inclusion of a range of education providers, business and voluntary sector partners provides additional expertise, energy and focus to our efforts
- The breadth of partners enables the Trust to create an effective, integrated offer for all learners that benefits young people and all the partners
- It provides an opportunity to maximise resources available for learning through exploring opportunities to improve support functions between providers
- It provides an opportunity to demonstrate the positive synergy between learning and regeneration for learners, for employers and for the community

## Trust Structure and Governance

### The Legal Nature of the Trust and its membership

The Trust would be a company limited by guarantee that is regulated by the Charity Commission. There would be four categories of Member of the Trust:

- Foundation Members – schools where the Trust is their foundation and where the Trust provides Governors for the Governing Body. (Ashley, Benjamin Britten, Denes, Kirkley HS, Warren School; potentially the new High School depending on the competition outcome).
- School Members – schools that already have another foundation so are unable to adopt this Trust (Note, there are currently no schools like this identified for membership, but this situation may arise depending on the outcome of the New High School competition).
- College Members – incorporated colleges (i.e. Lowestoft College, and the Sixth Form College once it is established).
- Partners Members – non school / college learning providers, business and voluntary organisations or individuals.

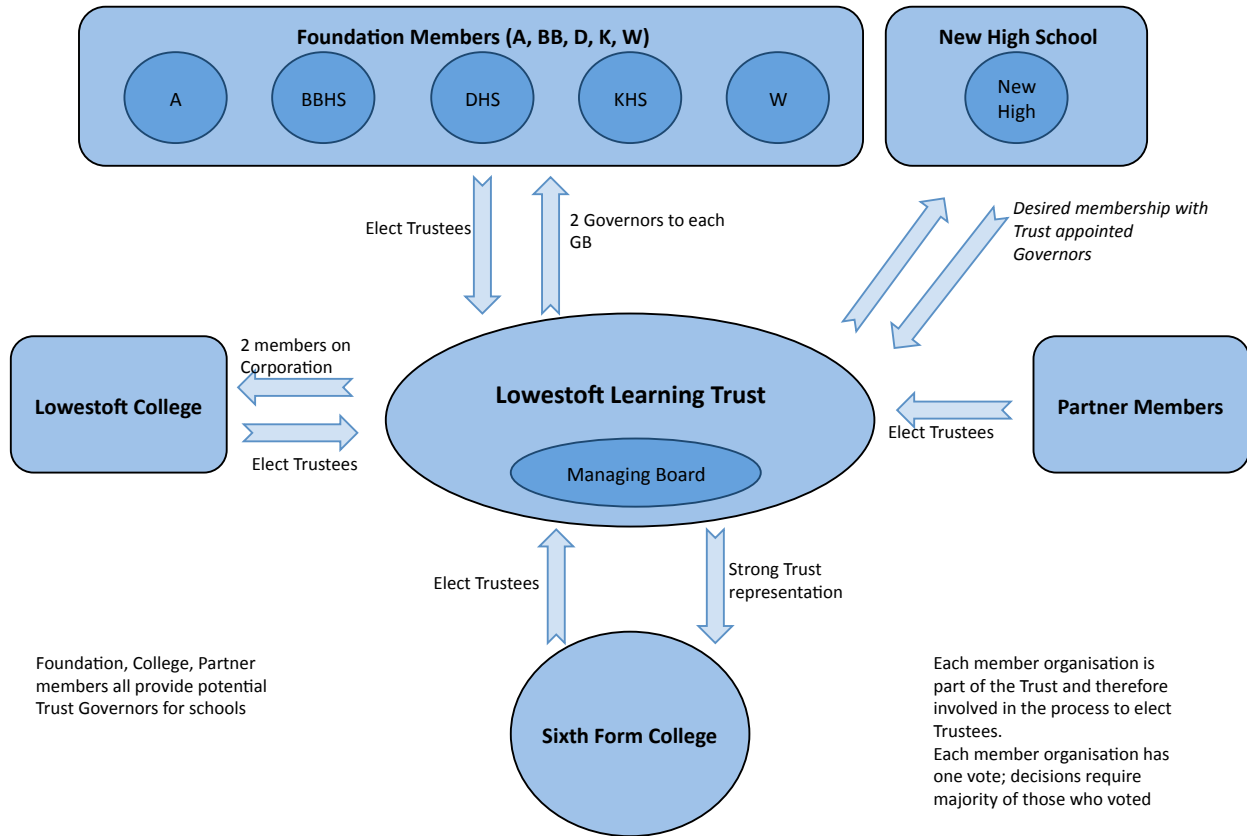
The proposed founder members of the Trust are outlined in Appendix Seven.

### The Trust structure and governance

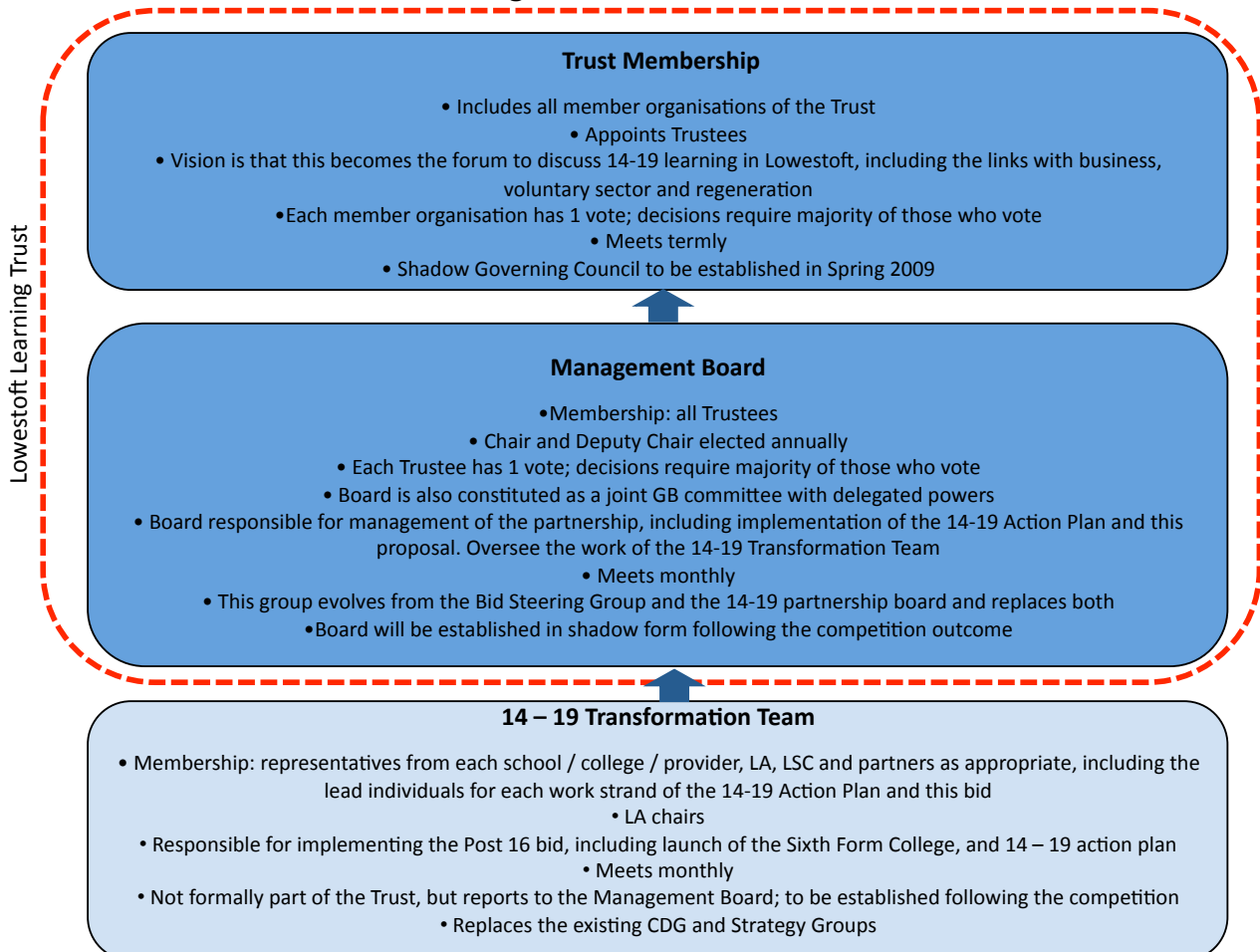
The structure and governance of the Trust is shown in the following diagrams:

- The first shows the relationship between the Trust and the members. All members are part of the Trust and therefore part of the process to elect Trustees.
- The second shows the internal structure of the Trust, including the composition of the Management Board as a joint committee established by the governing bodies of the Foundation and School members and the corporation of Lowestoft College.

## Lowestoft Learning Trust: Membership and relationships



## Lowestoft Learning Trust: Structure



The key principles underpinning the Trust structure are that:

- All organisations listed in the table in Appendix Seven will be members of the Trust
- The members will meet termly in open forum to discuss the Trust and relevant learning issues
- Members will appoint the Trustees; the Trustees will collectively form the Trust Management Board
- The Trust Management Board will be constituted as a joint committee of governing bodies that has delegated authority (in accordance with the School Governance (Collaboration) Regulations 2003 and the Collaboration Arrangements (Maintained Schools and Further Education Bodies) Regulations 2007). Each governing body will be required to confirm this approach following the public consultation on the Trust in spring 2009, and each governing body will be required to annually reconfirm the terms of reference of the delegation of authority to the Management Board.
- The Trustees will appoint 2 governors to the governing body of each existing high school (Benjamin Britten, Denes, Kirkley), and to the governing bodies of Ashley and Warren Schools. The Articles of Incorporation of Lowestoft College require them to appoint corporation members with the skills to support the College; the Corporation has endorsed an intention to 'reserve' two places for Trust representatives. We expect the Articles of Incorporation of the Sixth Form College to ensure strong representation from the Trust partners on the corporation.
- The Trust partners hope that the New High School will become an active member of the Trust. If the New High School is a Foundation School, we hope that it will want to adopt the Trust as its Foundation; if it is a VA school we hope that it will join as a School Member and we would investigate whether the Trust could also appoint Governors to the school; if it is an Academy we hope that the sponsor would recognise the benefit to partnership if the Trust was able to nominate governors to the governing body in a similar way to the Foundation Schools. The partners look forward to discussions with the proposers of the New High School once the competition bids are published in autumn 2008.

## How the Trust will be held to account

The Trust will be held to account in the following ways:

- Ofsted will evaluate the impact of Trust Governors as part of the school inspection
- Company and Charity Commission reporting requirements will demonstrate probity and appropriate management
- The Annual General Meeting will enable all members to hold the Trust Board to account. We believe that this meeting should be held in public to enable learners, staff and the community to engage directly with the Trust
- The Trust will publish its Action Plan and a 'Trust Self-Evaluation'

## Appendix Four: Site selection for the new Sixth Form College

An evaluation of alternative sites was undertaken by the partners prior to the decision to co-locate the Sixth Form College with the redeveloped Lowestoft College and UCS Lowestoft, including research by AA Projects and Brown and Co.

These searches revealed 8 potential sites in or around Lowestoft in addition to the Lowestoft College campus.

Of these 8:

- 2 are existing Middle School sites that Suffolk County Council are not intending to utilise for primary school provision. It is possible that these sites would not be available for construction prior to middle school closure in summer 2011, depending on design proposals and planning conditions.
- 4 of these sites were considered to be in a poor geographic location with regard to access by public transport and regard to the suitability of a Sixth Form College in respect of neighbouring developments.
- 3 of the 4 sites of appropriate size and location for development are south of the river, making it more difficult to offer an integrated vocational and academic curriculum to young people.
- The availability of two of the sites, including the only appropriate site north of the river, is uncertain as they require organisations to themselves relocate before the sites are available.

None of the other sites was able to match the opportunities offered by developing the Sixth Form College on the north end of the Lowestoft College campus and adjacent to the Waterlane Leisure Centre with off-site sports provision along a direct cycle route at Barnard's Meadow.

# Appendix Five: The vision for learners with additional needs

***The Trust is committed to an inclusive approach to meeting the needs of those with special education needs in a variety of ways, and the new Sixth Form College will form part of this provision***

## Context

### Local

The Post-16 Competition requires that the proposed Sixth Form College takes into account the needs of learners operating at entry level and those with special education needs. At present, these needs are met in a variety of ways in Lowestoft:

Pre-16            Learners at Ashley School, Warren School, Old Warren House, mainstream provision within schools, variable usage of providers including Lifeskills Solutions and YMCA Training, specialist providers within or out of county

Post-16           Learners at Lowestoft College (both on its mainstream foundation to level 2 provision and within discrete provision), Warren School, providers including Lifeskills Solutions and YMCA Training, specialist out-of-County providers

Specialist educational provision is currently under review by Suffolk County Council, with consultation proposals anticipated in autumn 2008.

The development of the Lowestoft Learning Trust, a new Sixth Form College and the re-development of Lowestoft College offer the opportunity to ensure that future provision meets the needs of all learners.

### National

The provisions of the Children Act and the imperative of Every Child Matters describe an entitlement for all young people to 18, and for those with learning difficulties and disabilities to the age of 25.

The Government has published a plan for the development of a Foundation Learning Tier (FLT) which is designed to develop a more focussed and strategic approach to entry level and level 1 for learners aged 14 and over within the context of the Qualifications and Credit Framework (QCF) in order to raise participation, achievement and progression.

The FLT currently identifies four Progression Pathways which are main organising structures drawn from units and qualifications which will be accredited within the QCF as part of the FLT:

- Progression Pathway to Independent Living/Employment. Primarily designed for SLDD learners of all ages
- Progression Pathway to Foundation Diploma. Primarily designed for 14-16 learners operating at entry and designed to promote progression to the Foundation Diploma (Level 1) at 16. Also adaptable for Post-16 Learner.
- Progression Pathway to Apprenticeships. Primarily designed for post-16 learners operating at Level 1 or below and wishing to progress to Apprenticeships (Level 2)

- Progression Pathway to first full Level 2. Primarily designed for post-19 learners to enable Level 2 achievement

Each Progression Pathway will include vocational knowledge, skills and understanding, functional skills and the development of Personal Development and Social Skills supported by IAG and Provider collaboration.

## Proposals

With a focus on the needs of learners, the following issues have been identified, including through the LSC Post 16 Review of Great Yarmouth and Lowestoft:

- The need for transition support for learners progressing from pre to post-16 learning and moving from one institution to another
- The need for multi-agency and integrated support for learners and to develop a shared capacity for improvement
- The need for access to high-quality provision, including an appropriate choice and level of challenge
- Recognition of the need for high quality teaching and learning taking account of current research on learning

With the above principles in mind, the following proposals were made for the development of complementary provision within the Sixth Form College and Lowestoft College which would be supported by the new Trust arrangements and would bring together a coherent offer for Lowestoft:

- An off-site provision for those learners who have barriers to inclusive provision and require discrete and specialist provision for some or all of the time to ensure that their needs are met. This provision should be located off-site but local to the colleges campus to enable integration for learners as appropriate. Further investigation is required as to whether this provision requires capital funding, or whether we could enhance the facilities available through Lifeskills Solutions or YMCA Training, both of which are a short walk from Lowestoft College.
- A provision aimed at enabling multi-agency collaboration and professional development who support the needs of learners operating at all levels. This includes staff from college, schools, Connexions, children's service, other providers and the voluntary sector. This provision will be located within the new Sixth Form College, and would act both as a professional development centre and a specialist provider of such additional learning support (ALS) services as those for learners with specific learning difficulties (dyslexia/dyspraxia).
- Specialist provision within Lowestoft College for learners with high dependence; this will provide a variety of specific facilities, interventions and support

In addition to this specifically dedicated provision, it was recognised that both Lowestoft College and the new Sixth Form College could offer provision at Level 1 designed to offer learner progression. Such provision would be integrated within an FLT offer at both institutions which led to further general/applied study (GCSEs/Diplomas) or specifically vocational study (Craft Programmes/Apprenticeships). The College currently offers a range of Level 1 vocational programmes leading to Level 2. The new foundation learning tier provision to be piloted with Ashley / Denes in 2008/9 is an example of a less specifically vocational activity at Level 1 which offers progression to general as well as applied/vocational learning.

## Appendix Six: Implementation programme

(Note: the text in italics is the current proposed timeframe, subject to competition outcomes)

June / July 2008	GB and Partners approve bid into LSC competition
25 July	Bid submitted to LSC (design at RIBA B+)
12 Sept – 24 Oct	Bids published and representations invited
Autumn 2008	Develop Sixth Form College design proposals; undertake traffic assessments; apply for external funding for Barnard's Meadow and Waterlane Astro turf proposals; procure consultants and contractors
W/e 14 November	Stakeholder panel considers recommendation to LSC Council
8 December	Public announcement of competition result (LSC Decision = 2 Dec)
<i>Jan 2009</i>	<i>Shadow Trust Management Board appointed; also acts as Sixth Form College project board</i>
<i>Jan 2009</i>	<i>Application in Principle submitted to LSC 16-19 Capital Fund (RIBA C)</i>
<i>Jan 2009</i>	<i>Public Consultation regarding:</i> <ul style="list-style-type: none"> <li>• <i>Creation of the new sixth form college (LSC)</i></li> <li>• <i>Change in age-range of secondary schools (LSC)</i></li> <li>• <i>Creation of the Trust and Community to Foundation status (GB)</i></li> <li>• <i>Overall Lowestoft College / Sixth Form College master plan</i></li> </ul>
<i>Feb 2009</i>	<i>Planning application submitted for Barnard's Meadow and Waterlane Astro turf works</i>
<i>Spring 2009</i>	<i>LSC publishes statutory notices (College and age-range change at high schools)</i>  <i>GBs approve and publish notices re change of status and acquisition of the Trust</i>
<i>Late spring 2009</i>	<i>Receive LSC Capital Fund approval</i>
<i>Early summer – autumn 2009</i>	<i>Astro turf built at Barnard's Meadow then Astro turf reprovided at Waterlane</i>
<i>Summer 2009</i>	<i>Submit planning application for Sixth Form College</i>
<i>Summer or early autumn 2009</i>	<i>Secretary of State confirms the establishment of the Sixth Form College; LA determines the age-range change of the high schools.</i>  <i>Then determination of the change of status and acquisition of the Trust proposals by Governing Body of each school.</i>  <i>Sixth Form College Corporation formed (Sept 2009 or Jan 2010)</i>
<i>1 Jan 2010</i>	<i>Trust implementation date; change of status of schools operational</i>
<i>Easter 2010</i>	<i>Sixth Form College Principal in post</i>
<i>31 March 2010</i>	<i>GB's of the Foundation Schools complete reconstitution</i>
<i>Feb 2010 - July 2011</i>	<i>Sixth Form College construction</i>
<i>Sept 2011</i>	<i>Sixth Form College accepts first Y12 students (and Y13 transfer from the schools)</i>

## Overall 14 – 19 and post 16 Implementation Programme

	Sept 2008	Sept 2009	Sept 2010	Sept 2011	Sept 2012	Sept 2013	Sept 2014	Sept 2015
<b>Participation and Retention</b>	16-18 Participation in learning from 73.9% to 75% NEET 10.4% to 10% Apprenticeship 9.5%	16-18 Participation 77% NEET 9.5% Apprenticeship 11%	16-18 Participation 79% NEET 9% Apprenticeship 13%	16-18 Participation 82% NEET 8.5% Apprenticeship 15%	16-18 Participation 84% NEET 8% Apprenticeship 17%	16-18 Participation 86% (Participation at age 16 - 94%) NEET 6% Apprenticeship 19%	16-18 Participation 89% (participation at age 16 - 95%) NEET 5% Apprenticeship 19%	16-18 Participation 95% NEET 5% Apprenticeship 20%
<b>Curriculum Design and Development</b>	Draft new FLT programme post-16 introduced at DHS with support of Ashley High	Roll-out of new FLT programme 2 Diplomas available in Lowestoft and 4 in wider North Suffolk area	10 Diplomas available in Lowestoft, plus access to broader Extended Diploma	Develop International Baccalaureate Access to 14 Diploma lines in Lowestoft	Access to 17 Diploma lines in Lowestoft	International Baccalaureate Available	First students achieve IB in this year	
<b>Information Advice and Guidance</b>	Develop IAG Working Party across High Schools and College Single application process developed	Connexions 'Tutoring for Transition' programme disseminated to all tutors All schools/College achieved Suffolk Careers Education Information and Guidance Standards	Arrangements for tutoring and guidance in Sixth Form College confirmed	New Tutoring and Guidance staff in post at Sixth Form College	New Sixth Form College confirmed to National IAG Standards Retention from Year 12 to Year 13 risen from 80% in 2008 to 85%	16-18 Participation 86% (Participation at age 16 – 94) from 75% in 2008		
<b>Employer Engagement</b>	Employer Group established for 2 Diploma Lines to be introduced in 2009	Further Employer Groups established for 8 Diploma lines to be introduced in 2010	Further Employer Groups established for 4 Diploma lines to be introduced in 2010	Further Employer Groups for 3 Diploma lines to be introduced in 2012	Increased progression to Apprenticeships 17%			
<b>Workforce Development</b>	Targeted Diploma CPD commences Extend Cross-Partnership subject review	Principal for Sixth Form College (Easter 2010)	Senior Leadership Team start (Easter 2011)	CPD in relation to the introduction of International Baccalaureate				
<b>Quality Assurance and Improvement</b>	Detailed 2-year (2008-2010) quality improvement plan in place Average Advanced Points Score per entry 194.3 (2007)	Revision of 2-year quality improvement plan (2009-2011) and annually thereafter	All schools involved in Teacher Effectiveness Enhancement Programme	Average Advanced Points Score per entry 202 Sixth Form/Sixth Form College progression to HE 48%(up 6% from 2008)		Average Advanced Points Score per entry 206 Sixth Form College progression to HE 55.5%		Average Advance Points Score per entry 210 Sixth Form College progression to HE 60%

	Sept 2008	Sept 2009	Sept 2010	Sept 2011	Sept 2012	Sept 2013	Sept 2014	Sept 2015
<b>Accommodation and Facilities</b>	500 learners in School Sixth Forms at 3 High Schools with separate accommodation LSC Capital approval (May 09) Statutory approvals (summer 09) Barnard's Meadow Astro turf (summer 09)	Waterlane Astro turf (autumn / winter 09) Sixth Form College construction begins (Spring 2010) School SOR projects begin on site		Sixth Form College building opens Year 12/13 students accepted from existing high schools.	First examination results from 1-year programmes at the Sixth Form College	First examination result from 2-year programmes started at the Sixth Form College	First Year 12 students accepted from the new High School	Year 13 progression from learners of the new School  16-18 Participation 95%
<b>Marketing and Publicity</b>	Public consultation for Sixth Form College and campus masterplan		Focus on enrolments to the new Sixth form College and publicity of official launch	Learner Numbers 650 (500 in 2008)	Promote start of International Baccalaureate	Conference of Celebration for New Sixth Form College's first leavers		Learner numbers 950
<b>Working in Partnership and Communications</b>	Identify key role for each school/college in relation to transition to new structures	Trust incorporated (Jan 2010) and school GB's reconstituted (by Easter 2010)	Full implementation of Area Planning arrangements with North Suffolk Area	New 11-16 High School joins the Trust				

## Appendix Seven: Trust members and supporters

This proposal is submitted on behalf of the Lowestoft Learning Trust. The table below details the proposed founder members of this Trust.

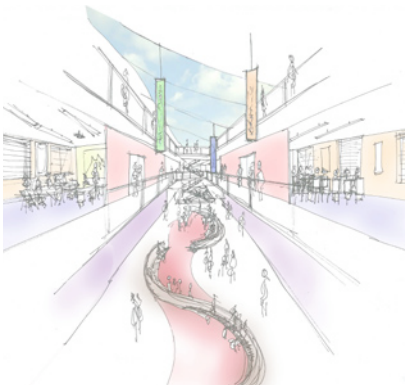
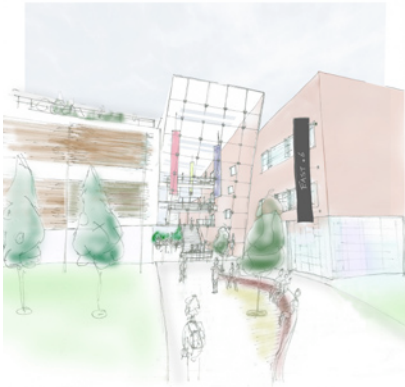
Suffolk County Council, as the Local Authority with lead responsibility for 14-19 planning, is the named lead organisation for this proposal.

Organisation	Core Activity	Rationale for and benefit of involvement in the Trust
Adnams	Brewery based in Southwold	Significant and well-regarded employer with strong community involvement policy. Existing relationship with schools offering work and business experience opportunities, especially Kirkley High School.
Kirkley High School	High School in south Lowestoft	Existing high school with approximately 375 learners a year. Existing member of the 14-19 partnership and Lowestoft Sixth.
Lifeskills Solutions	Learning provider for pre and post 16 provision, including E2E, apprenticeships and Train to Gain	Having quickly established a successful post-16 provision for young people not in education, employment, or training. Lifeskills Solutions provides expertise in foundation learning tier provision and pastoral support.
Lowestoft College	College of Further Education	Existing Further Education College with approximately 1200 16-18 learners. Provides a wide range of vocational opportunities at all levels which complement academic provision. Existing member of the 14-19 partnership and long history of successful collaboration with the schools on pre and post 16 provision. Lowestoft College has excellent employer links.
SAVO (Suffolk Association of Voluntary Organisations)	Umbrella voluntary organisation providing training and support for all voluntary and community groups in Lowestoft and Waveney	SAVO would provide a one-stop shop for students to access information and work placements in the voluntary and community sector both locally and nationally.
Sixth Form Colleges' Forum	National organisation representing Sixth Form Colleges	Sixth Form Colleges are a national 'brand' of acknowledged high quality. The SFCF brings current experience of supporting the establishment of a new Sixth Form College in Rochdale (involving a similar range of educational partners), and its members bring experience of academic, pastoral and enrichment excellence.

Suffolk County Council	Local Authority with responsibility for children and young people services	Local authority with responsibility for children's services and 14-19 strategic planning. SCC includes Connexions and Old Warren House pupil referral unit. SCC is leading the school organisation review and review of specialist provision that are also transforming learning within Lowestoft. SCC is part of the 14-19 partnership.
The Ashley School	Special school for learners aged 7 – 16 with complex moderate learning difficulties	Outstanding school with extensive staff expertise. Existing member of the 14-19 partnership and delivering courses in collaboration with high schools; Trust will enable more progression choices.
The Benjamin Britten High School	High School in north Lowestoft	Existing high school with approximately 250 learners a year. Existing member of the 14-19 partnership and Lowestoft Sixth.
The Denes High School	High School in north Lowestoft	Existing high school with approximately 250 learners a year. Existing member of the 14-19 partnership and Lowestoft Sixth.
University Campus Suffolk (UCS)	Higher Education institution founded by University of East Anglia and University of Essex; UCS Lowestoft is Lowestoft College	UCS is Suffolk's university and aims to improve progression to HE and reduce the 'brain drain' from Suffolk at 18 where learners leave the county and do not return. UCS Lowestoft is Lowestoft College, and the co-location of the Sixth Form College provides additional opportunities to raise aspiration and improve progression.
Warren School	Special school for learners aged 3 – 19 with severe and profound learning difficulties	Special school with specific expertise in children with severe learning difficulties, including post 16 provision. Existing member of the 14-19 partnership.
YMCA Training	One of the largest voluntary sector training providers in the UK, providing E2E, Apprenticeships and Advanced Apprenticeships	YMCA Training has been active in Lowestoft for over 15 years and provides a range of programmes to help individuals overcome barriers to learning and progression. YMCA Training is an existing member of the 14-19 partnership
Young Suffolk	Registered charity providing infrastructure support to the voluntary sector, delivering services for and with young people aged 0 – 25.	Young Suffolk manage the V Involved volunteering programme. Organisations that are part of Young Suffolk will have access to provide whole person development for learners within the Sixth Form College building across a range of issues (for instance health, caring, drugs and alcohol).

Our proposal has also received support from 1<sup>st</sup> East, the urban regeneration company for Great Yarmouth and Lowestoft.





Adnams  
Kirkley High School  
Lowestoft College  
Lifeskills Solutions  
Sixth Form Colleges' Forum  
Suffolk Association of Voluntary  
Organisations  
Suffolk County Council  
The Ashley School  
The Benjamin Britten High School  
The Denes High School  
Warren School  
YMCA Training  
Young Suffolk  
UCS Lowestoft

