

APPENDIX 1

Statutory notice

SACRED HEART ROMAN CATHOLIC SECONDARY SCHOOL, ST MICHAEL'S CATHOLIC COLLEGE, THE SAINT THOMAS THE APOSTLE COLLEGE – ADDING SIXTH FORMS

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that Sacred Heart Roman Catholic Secondary School, St Michaels Catholic College and The Saint Thomas the Apostle College Governing Bodies intend to make prescribed alterations to Sacred Heart Roman Catholic Secondary School (Voluntary Aided), Camberwell New Road, London SE5 ORP, St Michaels Catholic College (Voluntary Aided), John Felton Road, Bermondsey, London SE16 4UN and The Saint Thomas the Apostle College (Voluntary Aided), Hollydale Road, Nunhead, London SE15 2EB from 01 September 2011.

Sacred Heart Roman Catholic Secondary School, St Michael's Catholic College and The Saint Thomas the Apostle Catholic College are each proposing to add a sixth form for 150 pupils. The current capacities of Sacred Heart Roman Catholic Secondary School and St Michael's Catholic College are 600 and the proposed capacities will be 750. The current admission numbers for the schools are 120 and the proposed admission numbers will be 120. The current capacity of The Saint Thomas the Apostle College is 760 and the proposed capacity will be 910. The current admission number for the school is 152 and the proposed admission number will be 152.

This Notice is an extract from the complete proposal. Copies of the complete proposals can be obtained from the Headteachers Sacred Heart Roman Catholic Secondary School (Voluntary Aided), Camberwell New Road, London SE5 ORP, (tel: 02072746844 email office@sacredheart.southwark.sch.uk) St Michaels Catholic College (Voluntary Aided), John Felton Road, Bermondsey, London SE16 4UN (tel:02072376432 email: contact@stmichaelsschool.org.uk) and The Saint Thomas the Apostle College (Voluntary Aided), Hollydale Road, Nunhead, London SE15 2EB (tel: 02076390106; email enquiries@stac.southwark.sch.uk)

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Martin Wilcox, Education Planning Officer, Hub 1 Fourth Floor, PO Box 64529, London SE1 5LX. Email Martin.Wilcox@southwark.gov.uk

Signed: Chair of Sacred Heart Roman Catholic Secondary School governing body
Chair of St Michael's Catholic College governing body
Chair of The Saint Thomas the Apostle College governing body

Publication Date: Thursday 28th October 2010

Explanatory Notes

Sacred Heart Roman Catholic Secondary School, St Michael's Catholic College and The Saint Thomas the Apostle College are proposing a collaborative sixth form which will offer a wide curriculum provision within the distinctive environment of successful and popular Catholic schools. The proposals are for each school to have its own sixth form and are not linked

APPENDIX 2 – Strategy and curriculum

1 The schools intend to develop a collaborative post 16 provision, with common timetabling, sharing of resources and co-tutoring of courses. The proposals to implement a sixth form provision are not linked as it is proposed that each school will have its own sixth form. The schools expect that students may travel between sites for particular course provision but they also aim to maximise the benefits of new technology and the Learning Platform to facilitate E-Learning. In particular they will utilise ICT to aid attendance and progress monitoring across the two schools, so that the host school may best support learners who may be taking courses in the other institution. ICT will be a key tool for communication and collaboration, allowing responsive timetabling and remote tutoring. The Learning Platform will offer potential for the sharing of resources and the development of distance and e-learning courses in addition to the taught on-site curriculum.

2 Once approved a three year development plan will start with extension of the pathfinder projects, provision of some BTEC (L1 & L2) courses and offer of a limited range of L3 (A-level equivalent courses). In year 2 the range of L3 courses will be widened with the aim of extending provision further by year 3. In each year the schools will aim to widen participation and increase student transition to post 16 education.

3 It is anticipated that A-level courses in English, mathematics and religious education will be delivered at each school. The following table shows the planned provision across other subjects at L3.

School	Subjects
Sacred Heart	chemistry, physics, biology, history, geography, art
St Michael's	history, modern foreign languages, media, business, philosophy

4 The schools also intend to offer a range of provision at L1 to L3 using BTEC and OCR Nationals. Initially this provision will cover science, PE, business and ICT. Vocationally orientated provision will be developed in line with national policy using a range of appropriate qualifications. Once established the schools expect to widen the offer in response to learner demand so that collectively they offer an inclusive curriculum that will impact not only on higher achievement but also retention of potential NEET students in learning.

5 The schools intend to expand provision on a sustainable basis in response to identified learner requirements. Through collaboration with one another they will establish viable groups and resource these with teachers from the two institutions so as to effect efficient deployment of staff. Further, through collaboration with other local providers the schools will ensure access to all appropriate 16-19 qualifications where they cannot be offered by the two schools. As a part of this, the schools can envisage a context where some students will follow courses across both members of the consortium, or one member of the consortium, perhaps, and, for example, Southwark College.

Appendix 3 - Success in respect of pupil achievement at 16

Sacred Heart - Attainment and progress at Sacred Heart continues to be exceptional. In the period 2006-2008 all key indicators including CVA were above national averages. In 2009 93% of students achieved the 5A*-C grade benchmark at GCSE level, this is significantly above the national average of 64%

St Michael's - Average point score on entry is below the national average but at KS4 the APS capped score and overall attainment figure is above local and national averages. The APS for two sizeable groups, black African and black Caribbean boys, was good. The 5A*-C measure with English and mathematics at GCSE level is above national averages and shows that improvement has been sustained since the last inspection. There was a 100% pass rate for pupils sitting physics, chemistry and biology.

Appendix 4 - Parental Demand

Sacred Heart

2008 – 867 total preferences (1st to 6th) expressed for 120 places
2009 - 811 total preferences (1st to 6th) expressed for 120 places
2010 - 704 total preferences (1st to 6th) expressed for 120 places

St Michael's

2008 – 730 total preferences (1st to 6th) expressed for 125 places
2009 - 670 total preferences(1st to 6th) expressed for 125 places
2010 - 642 total preferences(1st to 6th) expressed for 125 places

Appendix 5

Schools' 16-19 principles

- Meet the entitlement of young people to be attached to a 16-19 base which will meet the particular pastoral, management and learning needs of this group in line with the Catholic tradition of these two schools
- Facilitate the national 14-19 agenda, being part of the Local Authority wide strategy and contributing to the Southwark Guarantee
- Promote equality and accommodate diversity
- Provide an enriched curriculum and personalised learning experiences
- Provide pathways into higher education and employment
- Enhance life opportunities and pupils' academic journey
- Enable every student to achieve their potential and beyond in line with the Southwark principle of no limit to learning
- Develop creative, imaginative and independent learners who can make a positive contribution to their community and wider society

- Recognise the student voice and promote leadership
- Promote business, enterprise and economic skills
- Build a school community which is cohesive and is a synthesis of faith and culture. In this sense community cohesion is marked by a common vision, a sense of belonging and opportunities available to all.

Appendix 6 - Summary of Initial Consultation responses (which included the proposal for a sixth form at St Thomas the Apostle College which has now been withdrawn)

Response from	Summary of comments	Response to comment from school governing bodies prior to publication of statutory notice
Archdiocese of Southwark	Not able to support the proposal because there was not enough information to alleviate the fear that sixth forms would not be financially viable.	The funding position is currently under review and may become clearer shortly. However, the schools anticipate that they will be able to run the proposed sixth forms effectively.
	Concern that the capital funding will not be available.	The schools consider that their proposals have no more capital risk than other diocese schemes in this current financial climate.
	Looking for schools to explore collaboration with sixth form colleges before making final response.	The schools have agreed to look at collaboration.
St Francis Xavier Sixth Form College	Do not support proposal for opening post 16 provision at the three schools	
	Unclear how quality and standards will be overseen, monitored and assured, beyond by use of ICT.	Schools will develop systems to ensure that quality and standards are monitored and assured based on their current practices.
	Should be considering impact on neighbouring boroughs.	The schools are not trying to undermine the colleges rather to respond to a unique set of circumstances where Year 6 applications are down and the four Catholic schools are the only ones without a sixth form.
	Based on their experience the likely enrolment rate will be below planned size of 150 and will make planning and ensuring viability precarious and complex.	The schools will aim to offer a quality learning experience with depth and breadth.
	Concern about the amount of choice that is proposed with respect to provision at the three schools.	The schools agree that there is not a core curriculum at 6 th form level, however, in the three schools' initial assessment English, maths and science were the most popular subjects. The schools will aim to offer a quality learning experience with

		depth and breadth. Schools have agreed to work closely with other providers to ensure all students have access to a broad and balanced curriculum.
	Sixth form colleges more cost effective than schools.	The funding position is currently under review and may become clearer shortly. The schools can offer pastoral support to encourage students who may not have done so with the current offer, to stay on into post 16 provision.
	Addition of provision likely to make significant difference to SFX recruitment of Catholic students.	The schools note that the colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to SFX recruitment of Catholic students. Less than 17% of the students at both colleges are recruited from the three schools.
London Borough of Lambeth	National demographics show number of 16-18 year olds declining. Therefore concern that the addition of places at these three schools may lead to over provision in the two boroughs.	The schools note that the colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to their recruitment.
Christ the King Sixth Form College	Does not support the proposals	
	In current funding climate adding more expensive provision will impact on other providers and may reduce further the funding that is available. The cost of a school sixth form place is 9% above that of a sixth form college place.	The funding position is currently under review and may become clearer shortly. National funding rates will be unified across all sectors. The schools anticipate that their strength will be in their collaborative partnership. The impact on the other providers may be mitigated because the schools will be offering local provision to students where they are known to staff and may therefore avoid the students becoming NEETS.
	College would be in a much weakened position if post 16 catholic education was to become further fragmented.	The schools consider that this does not mean that they should not be given the opportunity to extend their provision. In addition the colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to CTK recruitment of Catholic students.
	The capital and revenue funding implications need to be fully resolved	There is to be massive BSF capital investment in all three schools. The schools consider resourcing small schools is a similar problem to small

		sixth forms but can be overcome by collaboration.
	The journeys to CTK and SFX may be no more than students currently make.	The schools will be offering local provision to students where they are known to staff and may therefore avoid the students becoming NEETS
	How will shared teaching be managed and what will be the costs.	All three schools have completed a mapping exercise to match existing staff expertise with the requirements of proposed curriculum. The schools budget planning has included the cost of any additional staffing requirements.
	ICT based distance learning may not be the best way forward – how is it proposed to be managed and what will be the cost.	ICT would be used to enhance face to face contact not replace it. The schools consider it can be used effectively to support distance learning.
	How will the curriculum restrictions and less extensive range of options be managed so that each student's individual needs can be met and choice extended?	The schools agree that there is not a core curriculum at 6 th form level, however, in the three schools initial assessment English Maths and Science were the most popular subjects. The schools will aim to offer a quality learning experience with depth and breadth.
	Pastoral provision and safeguarding are outstanding at CTK and therefore would not be a reason why students would stay at the schools	The three schools feel that within their distinctive ethos they can continue their outstanding pastoral care.
	What would be the benefits of links to Southwark College?	The schools could collaborate with the College, which has shown of late more than 80% good or better lessons and learning.
	Working in partnership with the sixth form colleges is the best model.	The schools would anticipate they could collaborate with CTK/SFX. The schools already have a good partnership with local primary schools. In Southwark's disparate system all the schools offer sixth form choice apart from the four Catholic schools. For this reason the three schools wish to establish a partnership to consolidate and build on good practice.
London Borough of Lewisham	In a climate of restricted funding any proposed expansion needs to take account of learner demand in an already overcrowded market.	The schools note that their offer may duplicate CTK and SFX provision – but all sixth forms duplicate provision. Both colleges are oversubscribed.
	These schools would be providing 17% of the likely pan-London need for expansion of post 16 places. The case presented does not show there is currently this level of unmet demand.	This statement is based on unvalidated data that the YPLA has not yet released into the public domain. Soft marketing within the schools suggests that demand for these places does exist.
	The schools do not appear to be	L2 provision/vocational is already in

	offering the course provision that is needed to meet the demand for Level 1 and 2 provision.	place with St Michael's and Sacred Heart having a pathfinder sixth form, which will continue in the proposed post 16 collaboration. The schools will also look to collaborate with Southwark College and Work Based learning providers.
	The three schools will be heavily reliant on retaining over 55% of learners into Year 12.	Soft marketing by the schools has indicated that this will be an easily achievable target.
	The saturation of provision sub-regionally is likely to have a direct impact on enrolment of CTK learners.	The schools note that their offer at Level 2 and 3 may duplicate CTK and SFX provision – but all sixth forms duplicate provision. Both colleges are oversubscribed.
	This provision at Catholic schools is unlikely to attract new entrants from the broader community post 16.	The schools state this is not a stated objective of the plan.
Notre Dame	If the proposed provision goes ahead it could reduce the percentage of Catholic students at SFX and CTK. This could bring into question the right of the colleges to give preference to catholic students which would in turn have a negative impact on Notre Dame school	The schools note both colleges are oversubscribed. Therefore the addition of the new provision should not have a negative impact on Notre Dame.
	The proposed curriculum does not have the breadth and variety of what SFX and CTK can provide.	The schools agree that there is not a core curriculum at 6 th form level, however, in the three schools initial assessment English Maths and Science were the most popular subjects. The schools will aim to offer a quality learning experience with depth and breadth
	Nothing should be done to jeopardise BSF funding. Any LA capital money should be used for existing places.	The new sixth form provision would not jeopardise BSF funding. The small amount of investment from the 14-19 partnership is only available to support the provision of sixth forms.
	We have excellent Catholic post-16 provision at SFX and CTK. What is to be gained by offering a new provision with less choice for students?	This schools state that this provision will give the young people the opportunity to choose to study at an institution where they feel to be part of the community. It will reduce the stress associated with transition and may help to improve retention rates.
	Governors do not believe that the proposed sixth form provision is either necessary or for the common good. The governors are opposed to the proposal and fear if it succeeds it will be detrimental to their school and to catholic education in Southwark.	The schools consider that they will be acting for the common good and consider that their proposal would not undermine catholic education in Southwark. They feel that a collaborative sixth form is the best for their young people.
2 x St Francis RC primary	In favour of the proposals	

school		
St Josephs RC primary school	In favour of the proposals	
St Pauls CE primary school	In favour of the proposals	
The Charter secondary school	In favour of the proposals	

Appendix 7 – Summary of objections received to statutory notice

Objection from Archdiocese of Southwark	
Comments	Appraisal by authority using school background information to advise Cabinet. Appraisal reflects that St Thomas the Apostle College has withdrawn their proposal.
Archdiocese believes the proposals are not in the best interest of the students. Archdiocese is not convinced that the present high level of achievement can be carried over into the post 16 setting and believes that the introduction of sixth form provision is likely to have a detrimental effect on the quality of education for 11-16 year old pupils.	Both schools have good systems in place to ensure consistently high standards of teaching and learning which will be used post 16.
Diocese will only consider supporting proposals for introduction of sixth forms to 11-16 schools if it will <ul style="list-style-type: none"> • address needs that cannot be met elsewhere • improve the range of curriculum offer for students locally • provide the highest quality of Catholic education • provide for all students of all academic and vocational abilities • not adversely affect 11-16 provision in the school • not adversely affect other schools and colleges, especially those which are part of the Catholic provision 	The proposers' case is covered in this report.
Small sixth forms will have an adverse effect on 11-16 provision at these schools	The proposers anticipate that there will not be adverse effects on the 11-16 provision at these schools.
Post 16 provision largely Level 3 with little explanation as to what would be provided to Level 1 and 2 students	The proposers are looking to provide Level 1 and 2 as well as Level 3 courses. L2 provision/vocational is already in place with St Michael's and Sacred Heart having had a pathfinder sixth form, which would continue in the proposed post 16 collaboration. The schools will also look to collaborate with Southwark College and Work Based learning providers.
No dialogue between schools and sixth form colleges	The proposers have confirmed that

regarding partnership or collaboration; still not addressed.	they will want to look at a dialogue once the proposals have been agreed. The schools would anticipate they could collaborate with CTK/SFX. The schools already have a good partnership with local primary schools. In Southwark's disparate system all the schools offer sixth form choice apart from the four Catholic schools. For this reason the two schools wish to collaborate in a partnership to consolidate and build on good practice.
Questions relevance of travel as an issue because students already travel and would need to travel between the three schools sites.	This is true but the travel should be less between the two school sites.
Concern that the sixth forms would be unviable in terms of provision offered and resources needed.	The sixth forms should be viable as the course offer will be collaboration between the two schools and they will be resourced by the formula funding. It is agreed that there is not a core curriculum at 6 th form level, however, in the schools' initial assessment English, maths and science were the most popular subjects. The schools will aim to offer a quality learning experience with depth and breadth. Schools have agreed to work closely with other providers to ensure all students have access to a broad and balanced curriculum.
No guarantee of capital funding – no detail.	The schools are not asking for capital funding as they will meet their needs by a combination of some additional accommodation, careful timetabling and more intensive use of facilities. (Both schools have now produced draft accommodation strategies, included as Appendices 8 and 9, that address both short and long term issues.)
Small sixth forms might take away funding from 11-16 cohorts.	The proposers do not anticipate that this will be the case.
Schools would not be able to offer the quality of provision that was available elsewhere, especially in the Catholic sixth form colleges	It is recognised that the Catholic sixth form colleges are able to offer a wider variety of provision but the schools are sure that their offer will attract the students who are currently at the schools.
Catholic sixth form colleges would be adversely affected.	Because of their strength and quality the Catholic sixth form colleges should be able to recruit other students to replace those from these schools. Both colleges are over subscribed.
Archdiocese does not believe that sixth forms in the	The impact on NEETs may be more

schools can provide for their existing students post 16 and address the wider borough problem of NEETs, which is not a major issue for the three schools.	marginal as the schools are high performing and would anticipate that students would be enrolled from the existing 11-16 cohort. However, local pastoral care may help avoid NEETs.
Providing the post 16 courses in the schools will not necessarily increase the number of students taking up post 16 courses overall. It would however increase the number staying on in Southwark borough.	It is agreed that the number staying on in borough should increase.
It has always been the case that students travel across London for the institutions and courses they want to access. This is not seen as a problem when students come into the borough. There has always been fluidity with the import and export patterns for post-16 students – endeavours to localise provision are likely to constrain student choice.	While there has always been movement across London the schools will offer the opportunity for less travel. More local provision will offset the reduction in student choice and the sixth form colleges will continue to offer places.
As the 3 schools will work as a consortium this would result in travel for many students which would be more difficult than travelling to attend one of the catholic sixth form colleges. Therefore negating the argument that there would be travel advantages in the new provision.	There should be less travel between the two schools.
Even with the three schools collaborating the curriculum offer will have many constraints. It will be largely Level 3 and will not be able to cater adequately for the full ability range. Students requiring vocational courses will have to go to Southwark College, which is inconsistent with the aim of the schools in establishing sixth forms.	L2 provision/vocational is already in place with St Michael's and Sacred Heart having had a pathfinder sixth form, which would continue in the proposed post 16 collaboration. The schools will also look to collaborate with Southwark College and Work Based learning providers.
Schools state they intend to develop SEN provision at post-16, but there is no explanation of how this will be done.	See paragraph 35.
The sixth form colleges ensure that students of all abilities have a choice of courses. This is not reflected in the 3 schools' proposals.	It is agreed that there is not a core curriculum at 6 th form level, however, in the schools' initial assessment English, maths and science were the most popular subjects. The schools will aim to offer a quality learning experience with depth and breadth. Schools have agreed to work closely with other providers to ensure all students have access to a broad and balanced curriculum.
The schools have not provided sufficient information and detail to show that the cost of maintaining small sixth forms will not be at the expense of resources needed for 11-16 provision. Consortium arrangements are more expensive to maintain than either a standalone sixth form or a sixth form college. A small sixth form will not have the breadth of provision and the infrastructure for student support that are available in sixth form colleges. Draft costs for the sixth form curriculum appear to be underestimated. Therefore actual cost of running the sixth forms will be significantly more than proposed. Presents a risk that the resources for the 11-16 cohorts will subsidise those for the 16 plus students. A common	The schools have completed a mapping exercise to match existing staff expertise with the requirements of the proposed curriculum. The schools budget planning has included the cost of any additional staffing requirements.

sixth form timetable across the 3 schools will constrain the timetabling opportunities for KS3&4 which could have an impact on the quality of teaching and learning in the 11-16 cohort and adversely affect standards.	
Do not believe that the BSF designs will offer the schools space for post 16 provision. If there is flexibility then it opens up the question whether other schools in the borough have been disadvantaged and could claim more funding.	The schools will not get extra space under BSF but will be able to provide sixth form courses by some separate additional accommodation, careful timetabling and more intensive use of space. The draft accommodation strategy of each school proposes to drive better value from the BSF investment by extending the day and flexible use of specialist spaces.
Sacred Heart should not depend on the use of the adjacent pastoral centre as it is not in the ownership of the Governing Body.	The school has negotiated this separately and has made assurances that the space is available.
Also question how St Michael's will be able to use S106 money to gain additional space in the Chamber's Wharf development.	The school has developed an accommodation strategy that does not include the Chambers Wharf space.
The proposed sixth forms in the 3 schools even working together could not replicate the breadth and variety of provision currently available in the Catholic sixth form colleges.	It is agreed that there is not a core curriculum at 6 th form level, however, in the schools' initial assessment English, maths and science were the most popular subjects. The schools will aim to offer a quality learning experience with depth and breadth. Schools have agreed to work closely with other providers to ensure all students have access to a broad and balanced curriculum.
A model of collaboration with the sixth form colleges would be a better way forward than establishing their own sixth forms. Archdiocese believe that wealth of support that the colleges could offer in collaboration has not been explored	The colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to CTK and SFX recruitment of students.
It is difficult to see how the introduction of sixth forms at the 3 schools will improve on their quality of education and could adversely affect it where the demand on teachers would be increased and the resources stretched. No evidence that becoming 11-19 will improve recruitment and retention of staff.	The schools have completed a mapping exercise to match existing staff expertise with the requirements of the proposed curriculum. Budget planning has included the cost of any additional staffing requirements.
Catholic sixth form colleges would be adversely affected and the catholic partnership in education would be weakened significantly. It is possible that the 2 colleges would be able to make up the numbers elsewhere but unlikely these students would be all Catholic. These mean that Catholic provision overall would be affected.	The colleges are currently oversubscribed and therefore while there will be some impact this additional provision at the two schools is unlikely to make a significant difference to CTK and SFX recruitment of students.
Objection from St Francis Xavier Sixth Form College	
SFX already fully support the post 16 needs of the pupils at these schools.	The two schools would offer more local provision which their survey of parents and pupils shows is desired
Complexity of need post 16 moves beyond local, limited	The colleges are currently

<p>provision. Funding to establish small, expensive and precarious sixth forms would have to be directed away from successful and experienced providers such as SFX and CTK.</p>	<p>oversubscribed and therefore while there will be some impact this additional provision at the two schools is unlikely to make a significant difference to SFX recruitment of students.</p>
<p>Any new sixth form commencing in September 2011 may well have to be accommodated in inappropriate accommodation and with limited resourcing.</p>	<p>Both schools have produced draft accommodation strategies included as Appendices 8 and 9 that should ensure appropriate provision and good quality resources.</p>
<p>The proposed sixth form would seriously impact upon the recruitment to SFX College. It is also a highly ambitious target.</p>	<p>The colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to their recruitment. The colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to SFX recruitment of students.</p>
<p>Establishing 16-18 provision is likely to include subsidy from 11-16 resources.</p>	<p>Both schools have produced budget statements that demonstrate sustainability through post 16 funding stream.</p>
<p>There is likely to be movement between sites to provide the provision. At SFX the provision is on one site only therefore there is not the safeguarding challenge that movement between sites brings. Travelling between sites is expensive, inefficient and can have significant safeguarding and staffing implications.</p>	<p>There should be less travel between the two schools.</p>
<p>It is unclear how quality management issues or accountability will be managed if a student's programme straddles two institutions.</p>	<p>Designated senior managers in both schools are working together to agree protocols for quality assurance and accountability.</p>
<p>The objective to reduce significantly the movement of students who leave for post-16 provision outside the borough has not been subjected to robust testing, particularly if the schools offer Level 3 courses only.</p>	<p>L2 provision/vocational is already in place with St Michael's and Sacred Heart having had a pathfinder sixth form, which would continue in the proposed post 16 collaboration. The schools will also look to collaborate with Southwark College and Work Based learning providers. In both schools significant numbers of parents have indicated that their preference would be for their child to study at their 11-16 school if post 16 was available.</p>
<p>If Southwark College offer the lower Level courses then it is not clear how the schools will be able to offer a nurturing environment for vulnerable pupils. Level 3 provision does not address the curriculum needs of vulnerable students or NEETs. It is unclear how a predominantly level 3 offer can seriously address the</p>	<p>L2 provision/vocational is already in place with St Michael's and Sacred Heart having had a pathfinder sixth form, which would continue in the proposed post 16 collaboration. The schools will also look to collaborate</p>

issue of NEETs.	with Southwark College and Work Based learning providers.
There can be no protection for minority subjects unless value for money principles are to be abandoned.	The colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to SFX recruitment of students.
There is no particular evidence that this provision will reduce the movement of pupils across boroughs. It is unclear on what evidence the judgement has been made that this proposed provision will reduce drop-out or increase pass rates.	The impact on NEETs may be more marginal as the schools are high performing and would anticipate that students would be enrolled from the existing 11-16 cohort. However, local pastoral care may help avoid NEETs.
Providing sixth forms at these schools will mean that the pot of money for 16-19 provision will be disbursed more thinly and that provision which is already successful will be disadvantaged. Expensive untested provision cannot make economic sense.	It is agreed that there is not a core curriculum at 6 th form level, however, in the schools' initial assessment English, maths and science were the most popular subjects. The schools will aim to offer a quality learning experience with depth and breadth. Schools have agreed to work closely with other providers to ensure all students have access to a broad and balanced curriculum.
Do not consider that the objectives of the proposal are sound or has sufficiently illustrated how it intends to meet the stated objectives. Existing Catholic provision already offers high quality programmes that offer significant choice and diversity.	.
Objection from Christ the King sixth form college	
There already exists two very successful Catholic post-16 institutions that meet the needs of young people from the three schools and in this climate, it would be costly and poor value for money if each school were to open a sixth form.	The funding position is currently under review and may become clearer shortly. National funding rates will be unified across all sectors. The schools anticipate that their strength will be in their collaborative partnership. The impact on the other providers may be mitigated because the schools will be offering local provision to students where they are known to staff and may therefore avoid the students becoming NEETS.
At the two colleges CTK and SFX results are above the average for all sixth form colleges and value added is excellent. Both colleges provide excellent value for money. Therefore needs of young people from these three schools is met very effectively under existing arrangements.	The colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to CTK recruitment of students.
The cost of a school sixth form place is on average 9% above that of a sixth form college place. In the current funding climate, adding more expensive provision runs contrary to government proposals to reduce costs.	The funding position is currently under review and may become clearer shortly. National funding rates will be unified across all sectors. The schools anticipate that their strength will be in their collaborative partnership. The

	impact on the other providers may be mitigated because the schools will be offering local provision to students where they are known to staff and may therefore avoid the students becoming NEETS.
The successful colleges that were established to provide post 16 progression for these schools would be affected by displacement of pupils in order to pay for a collaborated sixth form that is untried and untested. In the current climate this proposal cannot be justified.	The colleges are currently oversubscribed and therefore while there will be some impact this additional provision is unlikely to make a significant difference to their recruitment.
Scant details of start up costs, which seem to have been underestimated. In current climate it would be a dereliction of duty to agree such significant proposals with limited funds and an understated business case. By omitting to provide details on funding streams the case cannot be adequately assessed and should not therefore be approved.	All three schools have completed a mapping exercise to match existing staff expertise with the requirements of proposed curriculum. The schools' budget planning has included the cost of any additional staffing requirements.
The students' need to stay locally is not a key factor in determining students post 16 plans.	The majority of students in both schools have stated that they would prefer to study at their 11-16 school given the opportunity.
No evidence that by retaining post-16 students in borough success rates will improve. No evidence from local academies that there is a correlation between opening of sixth form provision and standards rising across the board. There are examples of new academies without sixth forms that have been extremely successful in raising standards.	Southwark has seen a significant growth in the volume of sixth form provision at the same time as incredible improvements in the level of attainment. All academies have seen significant improvements both pre and post sixteen.
No regional approach has been taken and inter borough dialogue has not been adequately undertaken.	The proposers have confirmed that they will want to look at a dialogue once the proposals have been agreed. The schools would anticipate they could collaborate with CTK/SFX. The schools already have a good partnership with local primary schools. In Southwark's disparate system all the schools offer sixth form choice apart from the four Catholic schools. Borough is an active partner in the London Regional Planning Group. Details of these proposals have been shared with the group.
Curriculum offer being put forward by the three schools is very limited and owing to scale and size could not be appropriately personalised to meet individual needs. Pupils from the schools already have priority access to institutions that very successfully provide personalised approaches, therefore no priority purpose for this proposal to proceed.	The two schools would offer more local provision which their survey of parents and pupils shows is desired
Not seen the cost benefit analysis that the schools said they would undertake so that they are clear about the additional costs of running a small sixth form.	The schools' budget planning suggests that small sixth forms would be viable in this context.
No details of pupils from outside Southwark who would potentially continue into the sixth forms.	Schools plan to recruit from their own cohort.

No details of the cost of inter-site travel or if public transport were used the associated potential problems of large numbers of young people moving across the borough. The safety of young people in London is a significant issue and this would be exacerbated if the proposal were to proceed as put forward.	There should be less travel between the two sites
Objection from Notre Dame RC Girls' School	
Main objection centres around the timing linked to the BSF Phase 3 projects. As a result of Government desire to reduce costs the Phase 3 projects, including Notre Dame are very vulnerable. If any cuts are to be made then Phase 2 schools should take their share. This could result in less flexibility in the design of the new school buildings proposed for Sacred Heart and St Thomas the Apostle and reduce any additional space which they plan to use for sixth form students. Notre Dame has asked that the proposal be postponed until September 2013 when the Phase 3 BSF projects should be completed.	The schools have demonstrated how they would be able to provide the sixth forms without any additional investment from BSF.
Notre Dame students go to three sixth form colleges – the fact they are not in Southwark should not be an issue. Moving away from their own locality and mixing with new people at sixth form is a wonderful preparation for university.	Both schools propose in their planning that the wider social and enrichment activities are key ingredients in ensuring a successful transition to university life.
The proposal suggests that opening sixth form provision raises standards across the board. This was not the case at another RC secondary school.	Neither school is looking to use the sixth form as a vehicle to raise standards. They are both determined to transfer their already high standards to post 16 provision.
Small sixth forms are likely to be vulnerable and are unlikely to be able to offer the variety of courses expected by students and parents at Levels 1-3.	L2 provision/vocational is already in place with St Michael's and Sacred Heart having had a pathfinder sixth form, which would continue in the proposed post 16 collaboration. The schools will also look to collaborate with Southwark College and Work Based learning providers.
The provision of sixth forms at these schools is likely to reduce the percentage of Catholic students at SFX and CTK. This reduction could bring into question the right to give preference to Catholic students. This would have a negative impact on Notre Dame school.	Both colleges are oversubscribed. Therefore the addition of the new provision should not have a negative impact on Notre Dame.
It does not seem to be right to expand three schools when others are facing financial restraints. The timing of this proposal is not in the best interests of the majority of schools in Southwark.	Neither school is intending to recruit students from other schools in the borough so would not have a revenue impact.

Appendix 8 - Sacred Heart Draft Sixth Form Accommodation Strategy

The sixth form at Sacred Heart will develop and evolve during the period that the school is being completely rebuilt under the BSF scheme. This strategy describes how the school will use both existing and future facilities to develop a unique offer based on the ethos and successes of

current practice. It also demonstrates how we intend to drive more value for money from the agreed capital investment.

This strategy is broken down into three phases to take into account the building programme.

Phase	Academic Year(s)	Description	Student numbers
1	2011-12	Present location and buildings	50
2	2012-2015	New school Aylesbury	100 rising to 150
3	2015 onwards	New school	150 per annum

Phase 1

It is intended that the sixth form will grow over time to meet the target size of 150 students. In the first year only year 12 courses will be offered. The target size is for 50 students. The following model allows for up to 80 students should demand exceed current expectations. In order to avoid congestion when young people are entering or leaving the building and at lunchtime the day will be staggered with the sixth form starting and finishing later. This will allow us to test some of the principles around an extended day as proposed for phases 2 and 3. The sixth form day will start at 9.30AM lunch at will be 1PM-2PM and the day will finish at 4.30PM

The proposed timetable for 2011-12 will require 4 teaching spaces per session plus private study areas for a maximum of 25 students.

The Parish Centre is being re modelled and re furnished as a dedicated Sixth Form Centre. The work will be complete by June 2011 and the area fully operational by September 2011. This area will form the hub of sixth form activity and will provide all students with a social and study space.

There is also an additional seminar room that has been created on the top floor of the CLC building that will be available as a general sixth form teaching area.

The current school timetable does not use all of the available rooms with occupancy varying between 70 and 90% depending on the nature of activities at a given time. The 11-16 curriculum for 2011-12 will be essentially the same as this year. This will give us sufficient flexibility to use specialist facilities such as science labs or art rooms within the main school.

In addition the library is not timetabled for whole class activities and will be available at all times for private study by sixth formers.

This mix of accommodation will allow the sixth formers to feel that they have a separate identity from the main school whilst acting as role models whilst using shared facilities.

Phase 2

Accommodation is not an issue at New School Ayslebury as it has been designed as an 11-19 school. We will however be implementing the extended day model.

The benefits of this model will include:

- Longer structured day gives opportunity for private study regardless of home circumstances
- Flexible working for staff. Staggered hours to accommodate child care etc.
- Greater flexibility to recruit specialist staff or for sharing of expertise across institutions
- Extended occupancy rates of new facilities by extending the day

Phase 3

The new school has been designed to be flexible and future proof. It will allow for the extension of the current model of setting and streaming where the lower ability groups are smaller in size.

The design has also been tested against other models to ensure that it is as far as possible future proofed. For example: “a school within a school” where an entire year group can be accommodated on one floor.

Departments have been clustered into faculties. Each faculty will have a range of different size teaching spaces. The smaller rooms whilst being designed to make better use of space for the smaller low ability groups will also function well as sixth form teaching spaces. The larger rooms will allow for two or more sixth form groups to come together for pastoral and enrichment activities.

We will work closely with the University Technical College (UTC) to offer our students technical and practical subjects that complement their studies at Sacred Heart. Two A level teaching blocks will be timetabled across two days e.g. Tuesday and Thursday to ensure that students can access a full level 2 or 3 technical qualification at the UTC or the college.

The day will be structured around three teaching blocks. The main school will have lessons from 8AM until 12PM and 1PM until 3PM.

The morning teaching session for sixth formers will be a two hour slot between 9 AM and 2PM. All sixth formers will be expected to log at least two hours of private study regardless whether or not they have a timetabled lesson. This will give the school the maximum amount of flexibility when facilities are in the greatest demand.

The afternoon teaching session will be from 3PM until 6PM.

The school day will have the following general structure:

8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-6
11-16 AM lessons				Lunch	11-16 PM lessons		11-16 Enrichment		
					Staggered lunch for sixth form				
AM sixth form slot (2 hours from 5)						PM sixth form slot			

The new school will have a range of facilities that will enhance the offer made to all students, including sixth formers. This will include the drama studio, sports facilities and a large resource area.

Appendix 9 - St Michael's Catholic College Sixth Form Draft Accommodation Strategy

The sixth form at St Michael's Catholic College will initially cater for an estimated 50 full-time students who will study both level 2 and level 3 courses. We estimate that this number will grow to 150 pupils across KS5 over 3 years. In the first year we are fully able to accommodate the expected number of students in the new school building. The paper below outlines our strategy for using and developing our new building to implement a comprehensive KS5 curriculum over 3 years, building on our current academic success and caring ethos. It also shows how we shall accommodate a 6th form through the use of more flexible learning spaces in the new build. Moreover it is proposed that there will be sufficient recreational sport and social space for the extra number of students.

The plan is based on the following allocation of guided learning hours (GLH) over 38 weeks per academic year:

	(GLH)	GLH per year	GLH per week
A Levels		180	5
Level 2 BTEC First Diploma in Business		360	10
Level 3 BTEC National Diploma in Business		540	15
Level 3 Extended Project		180	5
PHSE		38	1
Enrichment		76	2

This strategy is broken down into two phases to take into account the learning space available for the 6th form in the new building.

Phase	Academic Year(s)	Description	Student numbers
1	2011-12	New building, Llewellyn St	50
2	2012-onwards	6 full size portacabins on site/ or dedicated learning space at Southwark College	100 rising to 150

Phase 1

Following straw polls conducted with our current year 11 pupils and parents, we are confident that we shall be able to recruit 50 pupils into Year 12 for the next academic year. However, the proposed curriculum model allows for up to 80 students should demand exceed current expectations. It is intended that the sixth form will grow over three years to meet the target size of 150 students across years 12 and 13.

In order to maximize the use of the new school building, we shall stagger the start and finish times of the school day and introduce a flexible timetable for 6th form students and their teachers. This pilot scheme will allow us to test our proposal for an extended day which we intend to establish for phases 2 in order to cater for the greater number of students. The sixth form day will run in blocks, starting at 09.10, which allow for flexibility in teaching hours: some lessons will begin at 09.10, others will start at 10.00. There will be a split lunch for 6th formers and the afternoon will also run over 3 hours, with students having taught lessons for 2 of them.

The benefits of this model will include:

- Longer structured day gives opportunity for private study regardless of home circumstances
- Flexible working for staff. Staggered hours to accommodate child care etc.
- Greater flexibility to recruit specialist staff or for sharing of expertise across institutions
- Extended occupancy rates of new facilities by extending the day

The proposed timetable for 2011-12 is:

	Monday	Tuesday	Weds	Thurs	Friday
AM	PHSE English	History Maths	BTEC L3 English	BTEC L2 Psychology	BTEC L3 Spanish Media
Lunch					
PM	BTEC L3 Spanish Media	BTEC L2 Psychology	Enrichment	History Maths	Extended Project

Initially, this model timetable will dictate how we intend to proceed with our 6th form over the next three years. In the first year, it will require a maximum of 4 teaching spaces per session plus private study areas for a maximum of 25 students.

The current school timetable does not use all of the available rooms in the new building, with occupancy varying between 70 and 90%. The 11-16 curriculum for 2011-12 will be essentially the same as this year, which will give us sufficient flexibility to use specialist facilities such as the business rooms, lecture theatre or internet café within the main school.

In addition the learning resource centre is not timetabled for whole class activities and will be available as a private study area for 6th formers. The way in which the accommodation is used will allow the sixth formers to feel that they have a separate identity from the main school, yet this will also encourage them to act as role models whilst using shared facilities.

Phase 2

Having established ourselves in our first year, we have two options for phase 2 of our sixth form. Option 1 is to use dedicated teaching space at Southwark College. This has been agreed in principle. Option 2 is for the school to install new "PortaCabins" on site. Obviously in an ideal world our new build should be fit for purpose but with ever changing educational and economic contexts this is impossible. The "Portacabins" we have used for the last two years while our new build has occurred have been cost effective and excellent teaching and learning spaces.

Key principles which influenced our design approach were the following:

"School buildings should inspire learning. They should nurture every pupil and every member of staff. They should be a source of pride and a practical resource for the community." This should all be done in the context of raising pupil attainment.

Learning resource

Inspire community ownership and pride

Creative

Catalyst for social interactive

Centre of community gravity

Community resource

Extended school with multi-use facilities

This extra space will allow more classrooms which will enable us to provide more level 2 and vocational courses.

We will work closely with the University Technical College (UTC) to offer our students technical and practical subjects that complement their studies at St Michael's Catholic College. Two A level teaching blocks will be timetabled across two days e.g. Tuesday and Thursday to ensure that students can access a full level 2 or 3 technical qualification at the UTC or the college.

The day will be structured around three teaching blocks. The main school will have lessons from 09.10 until either 12.00 (lower school) or 12.50 (upper school).

The morning teaching session for sixth formers will be a two hour slot between 09.00 and 12.50. Lessons for 6th formers will run until 17.00 to allow us to maximize the space that we have in the new building. Whilst we run a slightly different timetable to Sacred Heart, we are working closely with them to ensure that we are able to provide a comprehensive curriculum for the students between the two schools.

All 6th form students will have 4 periods of private study timetabled for them at the college, one of which will be a mentoring sessions with a tutor. This structure allows us the maximum amount of flexibility and will enable us to work in collaboration more effectively with Sacred Heart Catholic School. The afternoon teaching session will be from 13.40 until 17.00.

The school day will have the following general structure:

	09.10-10.00	10.00-10.50	11.10-12.00	12.00-12.50	12.50-13.40	13.40-14.30	14.30-15.20	15.20-16.10	16.10-17.00
KS3	Lessons			Lunch	Lessons				
KS4	Lessons				Lunch	Lessons			
KS5	am 6 th form slot (3 lessons from 4)				Lunch	pm 6 th form slot (3 lessons from 4)			

The new building has improved facilities that will enhance the offer made to all students, and will be particularly attractive to including sixth formers. This includes a purpose-built drama studio, improved sports facilities, internet café and a learning resource centre.