**Summary of Outcomes of CAP Foundation Learning projects 2015/16**

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| **Institution** | **Outcomes** |
| Bassingbourn | To develop skills for work and employability through collaborative introduction of the Edge scheme (developing 5 key life attributes – Leadership, Communication, Resilience, Organisation, Initiative). This will be through building curriculum provision and extra-curricular opportunities.  The project runs across Witchford Village College, Netherhall, Bottisham, Soham and Sawston. |
| Castle | The project is to set up an enterprise project that will develop work skills – and link in to and extend our existing WRL programme  In this project we will aim to :   * Prepare the pupils in readiness for work. * Identify barriers to accessing work based learning both now and in the future * Develop communication skills * Develop self-help and independence skills * Improve functional skills in Maths English and ICT * Develop enterprise opportunities |
| Comberton | Students to engage with a genuine and real project within school. The project to provide the opportunity for market research, planning and modelling, sourcing resources and using skills taught to build improvements within school social areas. Students through the project to engage with school life and the school community. Through this engagement pupils to find an increased sense of purpose and belonging at CVC reflected in effort and outcomes in all subject areas. The project should engage CRC with a member of staff being involved in a limited capacity during the year. A visit to CRC late in the autumn term to look at appropriate courses would help with direction and motivation. |
| Cottenham | Transition and building curriculum provision  1,To work in partnership with partner 11-16 providers to improve transition further and potentially enhance curriculum provision:  a, To organise bespoke taster days/ visits for groups of FL learners from partner schools as well as running the taster days for all schools. To have bespoke follow up transition for those learners who choose the sixth form as their post 16 centre.  b, To explore use of sixth form facilities and staff to offer additional days of study for 11-16 students from partner school as part of their programme of study.  eg Sawston – Project using our Creative and Media suite as part of their IT qualification  Soham – Project utilising our Vocational facilities/staff as part of their Certificate of Vocational  Studies.  Castle – Project utilising our Vocational facilities/staff as part of their programme of study  Centre School - Project utilising our Vocational facilities/staff as part of their OCN qual.  2, To further improve numeracy of FL learners in Y10 and 11 in order for them to meet or exceed expected levels of progress in maths to aid progression and success at post -16 and beyond. To work collaboratively with staff from Soham Village College and Centre School to produce resources for appropriate schemes of work for FL learners for the new maths. |
| CRC Skills Builder | Skillbuilder is a relatively new programme aimed at young people who are NEET or at risk of becoming NEET. It is a 2 day a week short course (10 weeks) designed to build confidence, self-esteem and aims to re-engage young people with education and training. The funding would fund two members of staff to liaise with schools and other agencies to raise awareness of the programme and identify young people who might be suitable, but need additional support and guidance before doing so, by providing induction events which include the opportunity to meet with employers. |
| CRC Transition EHCP/LDA learners | Offer extended transition process to learners with EHCP’s or LDA’s who are transitioning from Special Schools in Cambridgeshire to Supportive Education programmes at Cambridge Regional College. |
| CRC transition | Improving Transitions for potential NEETS into Post-16 Education  CRC continues to see an increase in the number of applications from young people who have not engaged with school, have low attendance, have mental health issues, behavioural issues or welfare concerns. There is usually an indication of some of the above on the application form but the level of information isn’t sufficient for the college to identify appropriate transitions support or the most appropriate programme of study for that young person and the ongoing support they may require to enable them to progress their studies.  Following the success of this year’s project, we would like to extend the support to more CAP schools to enable us to continue to build valuable links and aid the transition process for those students applying for Entry Level, Level 1 and Level 2 courses.  The project would, once again, aim to:   * Improve the quality of information sharing between CAP schools – pre and post-16; * Reduce the time taken to gather this information and in so doing:   + speed up the application process   + consider and allocate appropriate support; * Provide the opportunity for transitions work with these young people by post-16 staff in schools;   Reduce the number of young people who do not take up post-16 places or who withdraw early due to lack of support. |
| Ely | The project will involve students from Years 10, 11 and 12 working towards the development of a disused area of the college. The area will be transformed into a kitchen garden including raised beds and areas protected from the elements.  The outcome and impact will be the following;  Learners will take ownership and pride in the area.  Vegetables grown will be used as part of the learners *Lifeskills* course.  Year 10 and 11 learners will become more aware of the 6th form centre and courses offered.  It is planned that the kitchen garden will leave a lagasee for future foundation learners to plant and maintain as part of *Lifeskills*, healthy eating, catering and horticulture qualifications.  By working with older foundation leaners it is hoped that the Y10 and 11 students will be more aware of the options available to them within Ely College and view progression into the Sixth Form more positively. At present, many foundation leaners see CRC as their only option, but end up being daunted by the journey and the size of the college, some subsequently end up as NEET. |
| Foxton | There are numerous aims for our project, with the main one looking at the transition from secondary school to college. Our school site is very small and Cambridge Regional College is extremely large. The college also has different rules, which are enforced in different ways to us. As well as how the tutors work at the college. Some of our students have struggled with this change and this has meant they have failed to remain on role at the college for very long. This is something we would like to avoid and believe that this project starts to get the students used to what they should expect when they got there. It takes the edge off and lots of the fear factor. The overall impact is a long term goal, with more of our students being able to embrace the change and go on to flourish at CRC. |
| NCA | To enhance and enrich foundation learners by providing a whole school learning experience that will have impact across the school by engaging sustained collaborative partnerships, developing student independence via the arts and linking to the core subjects. Linking to the North Cambridge Academy Strategic Plan, the aim of the project is to enhance the curriculum and strengthen the learning for students at NCA by involving them in ownership of the immediate environment. The foundation learners will work collaboratively across various subject areas and with outside practioners to produce a permanent public art piece within the grounds of the new build. The sculpted final piece will require cross curricular planning and construction. Students will be able to contribute to the final outcome individually. It will act as a stepping stone qualification for progression to level 2 maths and English as students will put together a specification for the sculpture, select/interview artists and designers and produce celebratory documentation. There will be structural specifications and engineering tasks to enable a successful outcome.  The project will improve progression and retention by supporting learners in continuing education and by addressing many different skill requirements from research, planning to production and celebration.  The project will establish a coherent community arts project involving primary, university and the local community to enable North Cambridge Academy students to benefit from a wider cultural experience. The project will further embed the Arts Mark Gold across the Academy increasing success in the Arts and student ownership of the vision of the Academy. Team members will be given responsibility and accountability within the tasks set, they will follow a clear programme of study. |
| **Sawston** | Our bid is for the setting up and running of the ECDL course which we aim to offer our Foundation Learners from September. In order to do this we require IT equipment that is current and reliable and we therefore need to replace our old, outdated machines. Some of the funds would go to purchasing resources for this course. The ECDL course works for the pupils, giving them an Internationally recognised qualification that is also welcomed by an increasing number of employers and in addition, serves the school by providing points that feed into the new Progress 8/Attainment 8 measures. It will also provide help in progressing to post-16 centres.  The PC’s we currently have installed frequently break down and due to age are very slow and need constant maintenance. As well as not being capable of smooth running of online course materials and tests the issues with our machines often leads to anger and frustration on the pupils part affecting their work and output. Replacing these would negate this issue and lead to better productivity when they are in use.  We will be working with Cottenham Village College and will be accessing their media suite to help with this course as well as give learners a chance to experience a different learning facility and another possible route post-16.  Transition Bid  To free-up time for accompanied visits to post-16 centres particularly Cottenham who will be involved in the curriculum project. |
| Soham | * To develop the FLT offer for our year 10 and 11 cohorts, so that we can deliver GCSE maths to small classes in a designated KS4 FLT maths room. Lessons will be delivered by current FLT staff and will be well supported. This should enable the students to develop their confidence in maths by lessons being delivered in a far more accessible way. This can then run alongside the two vocational BTEC courses and other two GCSEs that we deliver within the department. This should help the students to develop their skills in a wider range of areas, to equip them well for post 16 education. We will use the funding to purchase resources that will allow the students to take ownership of the space and enable them to use a range of equipment specifically for them. * To develop the offer to identified year 8 and 9 students as an introduction to FLT. These lessons will provide literacy and numeracy support to build self-esteem and confidence. * To further develop the practical facilities, so that we can continue to deliver a wider range of practical lessons in school to avoid the costs of transport and reduce the time implications for us due to our location. We will run these sessions for our year 10 and 11 FLT students, as well as a small amount of sessions for year 9 students who are identified as possible FLT students. This will continue to ensure a smooth transition into the department and help support option choices in year 9 * To develop the transition and taster sessions we offer, with help for staff costs and transport. We will use the school minibus, but we will need to budget for the cost of a teacher and a member of support staff to drive the bus and then support the students on these days. * To work closely alongside Cottenham to further develop links, plus share resources and facilities. This will build student confidence and aid transition to post 16. |