



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

CITY OF LONDON PRIMARY ACADEMY, ISLINGTON

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

Section A: Applicant details and declaration

Section B: Outline of the school

Section C: Education vision

Section D: Education plan

Section E: Evidence of need

Section F: Capacity and capability

Section G: Budget planning and affordability

Section H: Premises

Section I: Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

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

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

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

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

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

it is needed for this process.

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	X	
2. Have you established a company limited by guarantee?	X	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	X	
5. Have you fully completed the budget plans?	X	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	X	
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	X	

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <p>a copy of Section A (tab 1 of the Excel template); and</p> <p>copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</p> <p>a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</p> <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	X	

Declaration

****This must be signed by a company member on behalf of the company / trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

the requirements outlined in the 'How to Apply' guidance;

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: [REDACTED]

Position: Project Manager

Print name: [REDACTED]

Date: 10 October 2015

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

Please tick to confirm that you have included
all the items in the checklist.

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83266
Name of proposed school:	City of London Primary Academy, Islington
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	City of London Corporation
Address of lead applicant:	City of London Guildhall PO Box 270 London EC2P 2EJ
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	City of London Primary School Islington
Company address:	City of London Guildhall London EC2P 2EJ
Company registration number:	9257336
Date when company was incorporated:	09 October 2014
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Note regarding answer above : This CLG, the City of London Primary School, Islington does not run any other Free Schools or Academies. The City of London Corporation has interests in 3 Secondary Academies and 1 Primary Academy.
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>No</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>The City of London Academies (Southwark) MAT is also applying for the City of London Primary Academy, Southwark (pre-application ref 83245). One individual, <Redacted>, is named in both applications.</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>EC Harris have helped us with planning and preparation of the application. We may retain them to assist us with the construction project for the school</p>



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Islington
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Proposed opening year:	2016
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Age Range:	4-11
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	Please select
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	Please select
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If other, please specify	
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Maximum capacity of proposed free school:	210
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	A 4-11 Primary School with 30 Reception places and 180 Primary places
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Please say which year groups the school will have in first year and the PAN for each	
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Date proposed school will reach expected capacity in all year groups:	Please select
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	Please select
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Use of freedoms

Will you operate a non-standard school day?	Please select
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Will you operate a non-standard school year?	Please select
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Will you adopt the national curriculum?	Please select
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Will you adopt non-standard terms and conditions for teachers?	Please select
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Do you plan to make employ teachers without QTS?	Please select
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Please list any other freedoms you intend to use	
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Section C: Education vision

Section C1

The Vision for The City of London Primary Academy Islington

The City of London Primary Academy Islington is being proposed as part of an exciting new development to provide 70 social housing units and a school on a site owned by Islington. Working in partnership with Islington Council we hope meet the growing demand for school places and give local families and children a new and different school offer. The City of London Primary Academy, Islington will be a non-selective, fully inclusive school. Pupils will be drawn from the local community, and with the exception of looked after children and siblings, admission will be by distance.

COLPI will join the already successful family of City of London schools and will follow the newly developed City Schools Primary Curriculum. It will be directly linked and supported by the Sir John Cass outstanding primary school and will benefit from shared resources from the City of London Academy Islington and the City of London Independent Schools nearby. The Curriculum offer will be shared and developed with Sir John Cass School, Redriff Academy and the proposed City of London Primary Academy Southwark forming a network of Primary practitioners within the City family of schools.

London is a world class city, a major engine of the British economy. To sustain our city we need highly skilled, innovative, and creative young people. The City of London has a mission to ensure that for all Londoners, especially those groups historically excluded by deprivation and low attainment, there is the realistic expectation that they participate fully and actively in the process of wealth creation, for themselves, their city and their community. We believe that education, in a context of high expectations can create a ladder of aspiration for all our children. We intend to deploy the resource of The City, its family of schools, its contacts with livery companies and charities to support and sustain a highly successful Primary school in an area of social deprivation. Within a strong academic context, in partnership with our parents, it is our ambition to sustain children from infancy to adulthood as resilient, emotionally intelligent individuals who will be a credit to their families, their school and their city.

The context

“The City Corporation (the City) is committed to providing access to excellent education and learning opportunities within and beyond the Square Mile. The City will ensure that every child resident in the City has access to high quality education that enables them to reach their academic and personal potential. The City schools will provide outstanding education that enriches and inspires students. The City will maximise the educational opportunities that its cultural heritage and environmental assets offer to City residents, the City schools and children throughout London.”

City of London Corporation Education Strategy 2013-2015

The City:

- Spends over £30m per annum on educational initiatives and programmes.
- Has a statutory responsibility for one maintained school
- Is the proprietor of three independent schools, sponsors four academy schools, and provides extensive youth music provision through Centre for Young Musicians and Junior Guildhall, together supporting over 5,000 pupils.
- Funds over £2m worth of scholarships and bursaries in its schools
- Contributes over £350,000 per annum to support education for pupils from disadvantaged backgrounds in independent boarding schools
- Introduces over 18,000 young people to the Arts through the Barbican Centre, Guildhall School of Music & Drama, and Centre for Young Musicians, and supports the London Schools Symphony Orchestra. Further outreach is undertaken by the City supported London Symphony Orchestra and the City of London Festival.
- Hosts over 100,000 school children to learn about London's history and evolving culture.
- Provides environmental outreach and extensive sporting facilities in the City Corporation's open spaces to over 12,000 children every year
- Introduces over 1,500 young people to future employment opportunities
- Supports over 400 school leavers in to work placements within the City
- Provides over 40 apprenticeships through the City Corporation and City firms

The City is unique as it is not a London borough and owns, maintains and supports a variety of services across London. This includes academy schools in three London boroughs, Hampstead Heath, Epping Forest, Coulsdon Common and the other City Commons, Billingsgate, New Spitalfields and Smithfield Markets. It has its own police force and a Lord Mayor that travels the world promoting the benefits of the Square Mile and for doing business in London. The City works with London boroughs, the Greater London Authority, London Councils and other partners to provide services and strategic support throughout the capital. City is actively working to strengthen its relationships with these stakeholders so that children and young people are given the tools to be successful through an excellent and enriched education.

The City has a reputation for excellence and for providing quality services. It is also recognised for its links to businesses. There is currently one maintained school, three independent schools and three academies within the City's immediate education portfolio. The majority of these schools operate in different local authorities. The schools have varying relationships with the City; with the Sir John Cass Foundation Primary School it is as the local authority, with the independent schools it is as proprietor, and with the academy schools it is as the sponsor or co-sponsor.

The City also provides bursary support to pupils at King Edwards School, Witley and Christ's Hospital School. Additionally it has the right to nominate governors to a number of other schools and educational bodies, including Emanuel School, part of the United Westminster Schools Foundation group of schools, and the Central Foundation Schools of London. These institutions value the historic links to the City of London, although they are not part of the City's direct schools portfolio.

There are also education bodies on which the City has Board representation which provide provision for over-18s, such as the Guildhall School of Music and Drama, City Lit and City and Guilds, but this strategy has confined itself to provision for young people up to the age of 18.

The City of London Primary Academy, Islington

Building on its extensive experience, The City is actively seeking to extend its support for schools in areas where there is need. One of the first institutions to come forward to sponsor the initial Academies programme, The City is responsive to the changing educational landscape and supportive of government initiatives to drive up educational standards. The City is seeking to found a Free School in an area of deprivation and educational need where there is a demonstrable demand for places.

City of London Corporation has a proven and respected track record in the field of school improvement and ensuring educational provision is consistently of a high quality. Its success can be seen in the outcomes and inspection findings of primary and secondary schools that we have sponsored, supported and advised.

In the UK, demography too often shapes destiny. Both advantage and disadvantage cascade down the generations. Nowhere has this been more apparent than in education.

City of London Educational Trust has been established to support this endeavor and is committed to improving the education and life opportunities of all pupils and families. It is proposing to open an aspirational one form entry Free School which will give a high quality education to pupils from 4 to 11 years olds from all backgrounds that meets their needs and parents' demands for good or better primary school places.

Our vision is to offer educational provision for every child that is never less than good, in an environment where everyone is valued and respected. Locally, this will ensure choice, diversity and quality. In the last decade or so London schools have leapt ahead of schools elsewhere in the country when it comes to raising the attainment levels of their poorest pupils.

City of London Primary Academy Islington (COLPAI) will be a school of choice, with an ethos that develops character, which is based on high aspirations in which children are supported to become independent learners and parents active partners.

COLPAI will be:

- A highly successful, inclusive one form entry school
- Focus on raising achievement and developing confident, independent learners across the whole ability range
- Consistently performing in the top quintile nationally, on the basis of the proportions of children making expected progress and better than expected progress
- A school of choice where National Curriculum and Early Year Foundation Stage provision will be first class i.e. a place where there will educational excellence and equity
- A world class educational provider

The fundamental aim of our school is to eliminate achievement gaps and improve the life chances of local children. We aim to ensure that the achievement of every group compares favourably with the best in the country. COLPAI will be an outstanding school. Outcomes for children will rank amongst the highest performing primary schools, both in London and national.

We will use academy freedoms by developing teaching, curriculum provision and a staff team that have been developed, trained and supported to meet our aim of matching the Top London Quartile. We summarise this as 'Only the best is good enough' and elaborate on our methodology and philosophy through this bid.

In the best performing schools, there is a culture of teachers expecting the best from every child, regardless of their background. COLPAI will welcome all children and families from the local community. Our school values will be:

- Safe, secure and stimulating learning environment
- Specialising in Mathematical ability and Financial Literacy
- Personalised learning
- Commitment to academic excellence
- Confident, collaborative culture
- Community focused

Why City of London Primary Academy Islington is needed

Background

Evidence shows the success of The City of London Corporation in providing parents with local schools of high quality, seen in numbers achieving first, second, and third

choices at primary and secondary to date. At present, only one third of our families obtain a place in the City.

London has a growing birth rate that is placing significant pressure on place planning. This phenomenon is being reported in each of the Local Authorities surrounding Islington. Projections for the next ten years are consistently reporting increasing demands for reception places. This is making it increasingly difficult for parents in Islington and the City obtain a school of their choice.

A joint social housing-school development would enable both authorities to meet their statutory housing obligations and meet projected demand for school places in both the London Borough of Islington and the City of London. Projections indicate that the London Borough of Islington will require at least three additional forms of entry in the south of its borough from 2017/18, whilst the City will similarly have increasing numbers of pupils reaching primary school age from 2017/18, resulting in increased pressure on the Prior Weston Primary School and Sir John Cass Foundation Primary School. An additional one form of entry (1FE) primary school on the [REDACTED] by August 2017 would help address these pressures through providing 210 primary places and 26 nursery places.

It is proposed that the City of London be the sole sponsor of a new primary school on the [REDACTED]. Due to the constrained nature of the site the new school will be planned as a 1FE with associated nursery places.

There is one maintained primary school in the City of London, Sir John Cass's Primary School. This is a One Form Entry (1FE), which recently received its second Outstanding OFSTED inspection. However, this provision is not accessible to all City of London resident children. A significant number attend Prior Weston Primary School, in Islington, which, was judged to be a good school in October 2013. In other words, parents and children in City of London are receiving the same high quality educational opportunities.

The Ofsted outcomes for one of the Primary schools primaries in Bunhill & Clerkenwell area is in a Requires Improvement category. The City of London Primary Islington would aim to ensure the highest standards of attainment to overcome this deficiency.

Evidence of Basic Need

We have reviewed the current need for primary school places in the adjoining Boroughs that CoLPAI will draw from by taking a 1.5 mile radius from our preferred site and looking at application numbers for schools in the radius. This research has drawn together published data from Tower Hamlets, Camden and Islington. We have

summarised the Council data in Section E and there is a table which evidences the extent to which all of the schools are over-subscribed at the end of the section.

Pressure on place planning has resulted in a situation where two thirds of the children attending Sir John Cass's Primary School are residents of Tower Hamlets with many City parents being un-able to achieve a place.

We wish to create an outstanding primary school to meet local need, so that more children achieve excellent outcomes, which are eventually seen in outcomes at secondary and rising local prosperity and ambition, and more parents have a school of choice within the Authority's boundaries.

The underlying intent is to offer the highest standards of education. We would use academy free-doms, such as contractual pay and conditions, curriculum design and leadership and management, combined with the successful experience of The City of London Corporation is creating high quality educational provision, to ensure that our vision is delivered and sustainably improved.

Key Points

- There is a rising trend in the number of children living within the City of London who will start to reach primary school age from 2017 onwards.
- Similar pupil growth is being seen in neighbouring Authorities, particularly in Tower Hamlets and Islington? The number of primary school places required is increasing across the capital.
- Sir John Cass's Primary School is experiencing year on year increase in application for places.
- Evidence suggests that fewer children in the City are migrating into the independent sector than had previously been the case.

The potential impact of the above for the City of London:

- In future, the Authority may not be able to send as many children across the border to Prior Weston Primary School, Islington, as has previously been the case.
- Sir John Cass's Primary School will see a rise in applications from neighbouring Authorities, particularly Tower Hamlets, where the primary population growth is significant.
- Increased pressure on the primary place shortage.

We believe that there is sufficient demand for additional provision and that a one form entry school would easily be filled. The additional children will be found from the following:

- The rising population within the City of London itself;
- The rising population across Authority boundaries;

- An increased perception of likely success that parents will have, given the additional places available of access to high quality provision
- The impact of new housing developments around the School, across the City of London, including Tower Hamlets, Hackney and Islington.

It is also likely that Sir John Cass's Primary school, given its success and strong reputation, will continue to attract and admit a significant number of pupils from Tower Hamlets therefore limiting the access for some City residents on distance.

School adds choice/diversity of provision locally

COLPAI will specialise in Mathematical Ability and Financial Literacy, craft and deliver a curriculum that provides opportunities for children to develop problem solving skills and independent thinking. This will help local children to grow and embed the key learning skills and resilience needed to be successful in life.

We will use the following the academy freedoms to develop provision that is distinctive:

- Modify the length of the school day so children experience more learning of a good or better quality
- Ensure that senior leaders, class teachers and support assistant use information from national assessments to identify areas for improvement. They target funds to help pupils to catch up or overcome their difficulties.
- We will create a rich curriculum which engages pupils and makes them want to be the 'best I can be'. The strong promotion of pupils' spiritual, moral, social and cultural development means there is an atmosphere of tolerance and respect for differing faiths and cultures.
- Implement content and mastery curriculum to embed the focus on achieving true performance.
- Adapt our teachers' pay and conditions to provide a collective bonus (that includes non-teaching staff) for meeting or exceeding our ambition of reaching the Top London Quartile. These will be linked to key performance indicators described in Section D2
- The ethos of COLPAI will promote academic, personal and social development.
- Going beyond the formal curriculum, COLPAI will run a daily Enrichment Club to enable pupils to develop their character strengths outside the classroom. This will be funded once a week for all pupils and FSM pupils will be granted a 75% discount on additional Enrichment Club sessions to help overcome the financial barriers to further participation.

The introduction of a new national curriculum with revisions (and new context such as 'Coding' in the new 'Computing' curriculum) will raise significantly the expectations of what children should achieve/know at end of each year.

- We will institute in the early years, boys' writing in Years 3 to 6, pupils' cultural development and teachers' marking. They have all helped pupils to make better progress.
- All Leaders and managers, will base their actions on a deep and accurate understanding of the performance data. Literacy and numeracy will be a focus, particularly at Key Stage 1, so that children get a strong grounding in key learning schools.
- The progress of identified pupils, such as those eligible for pupil premium, will be accelerated because the school will have sophisticated tracking that will allow additionally to be specifically planned so to meet their needs.

The use of a Financial Literacy Passport will enable teachers to track and support the development of specific life skills. A strong partnership with the local community, including using professionals from business and commerce as mentors will mean that the children will benefit from the skills of those living in their local area. Further detail on each of these areas is developed in Section D.

We will offer higher standards than many of our local schools

- Leadership in COLPAI will establish a shared focus on high academic standards, with staffing taking clear responsibility for ensuring all pupils make outstanding progress
- Performance data (using Integris or Target Tracker) will be well understood and routinely and confidently used by all staff to provide a basis for strategic planning.
- A coaching and mentoring approach to personal improvement is well established in school, capitalising on a video study programme, teachers working alongside one another

COLPAI will work with Sir John Cass's Primary School as part of the education strategy. The aim of this partnership is to ensure that practice consistently reflects the highest expectations of staff and the highest aspirations for its pupils. The skills and collaboration of all leaders (including governors) are being used to sustain best practice, spread this into all areas. Consequently, within two years, we will create a strong drive for continuous improvement and education innovation.

The key tools we will use are:

- Always assessing the current performance level of the school – by measuring outcomes, comparing these with local and national best, and the top London Quartile
- Determining interventions, such as staff development, performance management, curriculum structure and teaching approach that will raise standards and narrow gaps
- Self-evaluation that has great acuity combined with a clear monitoring and accountability framework
- Strong support and challenge from governors.

We believe that the best practitioners are cultivated when there is high aspiration of pupils and staff, consistency and precision, strong leadership, uncomplicated accountability and models of excellent practice.

From Vision and Values to reality

COLPAI will benefit from the City of London Corporation resourcing to create educational offer which will be unique and different. We cannot over state our belief that the 'cultural capital' present in a London need to be deployed to fire the imagination of a new generation.

The City has a high concentration of arts and cultural organisations, creating an economic cluster recently judged to be worth over £200m to both the Square Mile and the wider London area. It is a steward of historical collections that have been formally designated as being of international significance and manages a significant number of historical and architectural buildings. Across London, the City has responsibility for 11,000 acres of open spaces which include various commons, heath and forest land, parks, gardens and a cemetery. These assets and activities are used and enjoyed by many audiences and as centres of learning and community engagement, they work with schools and young people to educate and inspire over 500,000 people every year.

The London Metropolitan Archives use their collections to bring history and social issues alive for many thousands of school pupils from every London borough each year, which included over 3,000 pupils in 98 onsite sessions in 2012/13. The Barbican Centre and the Guildhall School have formulated effective partnerships with City fringe and East London boroughs to provide outreach for hard to reach and culturally deprived areas. In 2012/13 The Barbican and Guildhall School Creative Learning team worked with 18,500 people as part of the Barbican and Guildhall School's programme.

The Museum of London, jointly sponsored by the GLA and the City Corporation, regards schools as a key audience and expanding the Museum's offer to schools is one of their key strategic priorities, with an aim to engage with every school child across London. It runs curriculum-based programmes that cater for both primary and

secondary education, including in archaeology, art, citizenship, classical studies, English, geography and history. The learning section of the Museum's website reaches 1.5million views every year and in 2012/13, approximately 106,000 pupils visited the Museum and the Museum of London Docklands.

The City is committed to ensuring that its rich cultural offer is readily available and accessible to all Londoners but appreciates the role of culture as a leaven to stimulate the creativity and imagination of a new generation of children and young people. We recognise that the future of our capital is not predetermined and the industries and process of wealth creation will change immeasurably and in ways we cannot easily predict in future years. In this context it is the imagination and innovation of a new generation which will create our future.

We believe that creativity and creative thinking are fundamental to the future economic wellbeing of our city and our nation. We believe that the creative arts, music, drama, dance are tessential development for the children of Islington. Sitting at the heart of one of the great cultural capitals of the world, we believe it to be their heritage and their entitlement. For this reason one of the key components of our new school will be an 'extended day with an extended cultural offer.

As part of our offer every child to remain within school until 4:30pm with a further option of quality care until 6:00pm daily. In this way we will ensure that all children access extended opportunities in the creative arts, music , dance, drama and sport. We will provide Summer camps for our children specifically to extend and enrich their cultural experience and appreciation of their city. We will work with City charities and the Livery companies to ensure that these opportunities are affordable to all children and free to those in receipt of Pupil Premium.

In summary, we are confident that with the sponsorship and support of the City of London Corporation, the close backing of our immediate family Sir John Cass and City of London Academy Islington, and the wider support of our extended family , the City of London schools, that we can make lasting and fundamental difference to the lives of children and young people in the City and Islington.

Section D: Education plan – part 1

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

If you are proposing to open later than 2016, please leave the relevant earlier columns blank

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022	2023
Reception			30	30	30	30	30	30	30
Year 1				30	30	30	30	30	30
Year 2					30	30	30	30	30
Year 3						30	30	30	30
Year 4							30	30	30
Year 5								30	30
Year 6									30
Year 7									
Year 8									
Year 9									
Year 10									
Year 11									
Year 12									
Year 13									
Totals			30	60	90	120	150	180	220

Section D: Education plan – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1.

Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English (KS1 & KS2)	5	Compulsory	Reinforced through topics in the afternoon.
Phonics (KS1 + Y3)	1.15	Compulsory	Reinforced throughout all lessons to support reading.
Guided Reading (KS1 & KS2)	1.40	Compulsory	Reinforced throughout all lessons to support reading.
Spelling & Grammar (KS1 & KS2)	.40	Compulsory	20 minutes twice per week Reinforced in English lessons and across the curriculum.
Handwriting	.50 KS1 .30 KS2	Compulsory	Reinforced throughout all lessons.
Mathematics (KS1 & KS2)	5	Compulsory	Reinforced through topics in the afternoon.
Science	1.30	Compulsory	
ICT	1+	Compulsory	Some discrete, some through topic at teacher's discretion.
Music	1	Compulsory	Two ½ hour sessions
Art and DT Carousel	1	Compulsory	Taught topic based format.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
History and Geography Project	1	Compulsory	Taught topic based format.
PE	2	Compulsory	
RE	1	Compulsory	
Foreign language	1	Compulsory	2 X 30 minutes sessions plus Language immersion theme weeks.
PSHE	1	Compulsory	
Enrichment Club	1	Voluntary	All pupils to attend at least 1 hour session.

Section D1:

Education Plan – Part 2

Section D1: An ambitious and deliverable curriculum plan

The City of London Primary Academy Islington community is a diverse and exciting community which encompasses areas of both great affluence and acute deprivation. As a result of our expected intake and the future of the capital's economy, the school's curriculum will have to address a diverse range of needs.

The school will offer a rich and broad curriculum. There will be a strong focus on developing high quality literacy, numeracy and science skills but the curriculum will be balanced and enriched by arts and sports lessons and after school enrichment activities. An added specialist focus will be on Mathematical Ability and acquiring Financial Literacy.

Our mathematicians will be curious, flexible learners who are confident, adventurous, resilient and risk-taking in their approach. Through practical activity, exploration and discussion, we will aim for all children to be mentally fluent, able to see patterns and connections within the number system. Children will be focused on how they got to their answers and encouraged to make their own discoveries. They'll learn through the support of models and images and apparatus. Our children will be competent at dealing with number and its application to real life contexts, able to use appropriate terminology. They will develop their own reliable, effective strategies for calculating, reasoning and problem solving through logical, systematic approaches. We will set aspirational goals for our children so that they become confident in their everyday lives and promote enjoyment and enthusiasm through maths.

██████████, talks of the central themes to the new curriculum being fluency, reasoning and problem solving (<https://www.gov.uk/government/publications/national-curriculum-video-interviews-for-schools2014>) which lay at the heart of our approach.

We will become part of a Maths Hub, a new initiative funded by the DfE and coordinated by the NCETM, which works with national partner organisations, such as the Further Maths Support Programme, the Core Maths Support Programme, Mathematics Mastery, and NRICH. It is designed to build on the excellent practice and achievement that already exists and provide the strategic local leadership to ensure all schools receive the tailored maths education support they need. It is a way of harnessing all maths teaching expertise within an area, to spread excellent practice even more widely, for the benefit of all pupils and students. As a maths hub school we will receive training and pass this on to other schools in our borough of London.

We will work with the support of ██████████ targeting training and development around subject knowledge, progression in calculation, problem solving, reasoning and AfL.

Objectives from the National Curriculum 2014 for Mathematics and a whole school Calculation Policy will provide the base for maths. Progression will be the key to unlocking the children's potential and all children, including the more able will be challenged in their reasoning, explanation and investigative skills through 'quality first' teaching and also a daily challenge or extension. We will have daily mental maths work and weekly times tables tests which will focus on developing mental fluency.

There will be a great emphasis on the use a wide range of resources such as Numicon, where all teachers will be trained, number lines, number squares, digit cards, unifix and small apparatus to support their work. Children and teachers will be expected to use ICT in mathematics lessons where it will enhance their learning, and to assist with modelling ideas and methods.

In Key stage 2 Financial Literacy will be introduced and children will learn the values of money and the concept of earning money, making money through fund-raising activities, and donating to help others. Visits will be arranged to city financial institutions to learn about world money and investments.

At The City of London Primary Academy Islington we want children to love to learn and through their engagement in the learning dialogue they develop their confidence, resilience and independence. At the heart of our skills based curriculum is an emphasis on oracy, literacy and performing arts, independent inquiry, reflective thinking and collaboration, which lays the foundation for thinking which is unique, creative and innovative. Exploring the opportunities provided against the rich cultural and historical tapestry which is The City London, the creative curriculum provides accessible opportunities for personal enrichment. Research has shown that differences in children's cognitive development linked to parental background can be seen as early as 22 months. Studies indicate that by their fifth birthday many of the highest early achievers from deprived backgrounds have been overtaken by lower achieving children from advantaged backgrounds [REDACTED] Participation in structured arts activities, such as dance, drama, music and painting improves young people's cognitive abilities. Participation of young people in such activities could increase their cognitive abilities test scores by 16% and 19% (The EPPI-Centre (Institute of Education, University of London)).

Performing arts will focus and play a key part in developing pupils' skills and confidence. The curriculum provision for pupils with SEND and EAL will be a major strength of the school. A very wide range of interventions for pupils with SEND will be put in place. There will be great challenge and support for gifted and talented pupils in additional lessons and through after school provision. They will receive specialist lessons from colleagues in the City of London Independent School to raise attainment to level 6.

Education plan

Our plan outlines the aims, key principles and strategies to be delivered at COLPAI in order to lead the school community towards excellence in education. Excellent teaching and learning is not limited to what takes place in the classroom but is achieved as a result of rigorous and relevant planning, preparation, assessment and reflection, the outcomes of which are realised within a whole school environment. Hence, this plan includes all elements required to achieve successful outcomes. Application of this plan will ensure our children's learning experiences enrich their lives by engaging and motivating them and allowing them to take ownership of their learning. Thus, we can be certain our children will be equipped with the skills, knowledge and understanding needed to allow them to be the best they can be, leading happy and rewarding lives and progressing into adulthood as diligent, compassionate and successful citizens who are willing and able to make a difference.

Aims

- To empower teachers to consistently provide effective, high quality teaching.
- To ensure children's learning experiences are effective, enjoyable and of high quality.
- To provide policies, leadership, guidance and challenge that will aid teachers and children in achieving these aims.
- To promote a culture of aspiration and achievement.
- To ensure all children achieve high standards.
- To ensure there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

KEY PRINCIPLES

Teaching at COLPAI is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At COLPAI we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their

Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

There will be evidence in the learning environment of:

- effective exposition and focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

Teachers will make sure that:

- work is planned, both termly and weekly and electronic plans are filed each week for shared reference
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Skills Continuum and Curriculum Map
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

Implications for the whole school will be:

- there is a Skills Continuum in place that ensures continuity and progression
- there is a Curriculum Map in place that is broad and balanced
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
- subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks

Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence in the learning environment of:

- creative teaching and creative learning
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning

Teachers will make sure that:

- well-judged and effective teaching strategies successfully engage pupils in their learning will be in evidence in each unit of learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

Implications for the whole school will be:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and the school website
- whole school themes provide points of shared discussion and motivate learners across the school

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

There will be evidence in the learning environment of:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. Redrafting writing in collaboration with the teacher
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

Teachers will make sure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular (all written outcomes are marked within one week of completion and at least three written outcomes are marked in-depth, each week), providing pupils with very clear guidance on how learning-outcomes can be improved
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records (Reading Records, Phonic Tracker Sheets and APP records) and submit data termly to enable Pupil Data Tracking (reading, writing, mathematics, science and ICT)

Implications for the whole school will be:

- there is an Assessment policy in place that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team, SENCO, Home-School Liaison Coordinator; this data is utilised in the deployment of resources
- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence in the learning environment of:

- an atmosphere of mutual respect between adults and children

- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

Teachers will make sure that:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem will always be maintained

Implications for the whole school will be:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safeguarding procedures are in place and are adhered to

Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

There will be evidence in the learning environment of:

- children’s home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

Teachers will make sure that:

- useful feedback about their children’s learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report
- parents know how they can support their child’s learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email
- parents are welcomed to help in their classrooms and /or around school
- they set appropriate home-learning activities to develop children’s understanding of topics covered in class

Implications for the whole school will be:

- the appointment of a Home-School Liaison Coordinator to nurture parental engagement and encourage life-long learning for parents and the wider community – a Leader of Learning for Parents and the Community
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant parent, teacher association

At COLPAI we believe it is essential that we provide a range of effective teaching and learning strategies that have been identified to support pupil’s learning:

Whole class/group/ pair/individual work	Shared/guided/ independent work	Instruction/directing/telling
Modelling/demonstration/ facilitating	Discussion/questioning, especially open ended questions /listening/eliciting	Observing/making judgements

Leading	Collaborating	Playing
Feedback – marking &/or verbal by teacher &/or peer/self-assessment	Investigating/researching/finding out/problem solving/reporting back	Designing/making/modifying
Oral presentations	Using technology	Drama/role play
Using visual aids	Hands on/practical	Talk partners
Creative work	Games/puzzles	Outdoor work
Physical activity	Visitors	Educational visits
Current initiatives	Reading/writing	Consolidation & practice
Reflecting on learning	Singing songs &/or rhymes and responding to music	Sharing/co-operating

Section D2

Measuring pupil performance effectively and setting challenging targets

Meeting the needs of all pupils

Assessment of needs:

At the start of Reception (or upon entry for pupils who are in year admissions to the school) the school will assess their learning, emotional and behavioural needs. Half-termly assessments will then highlight progress and identify pupils who are struggling. These assessments will be coordinated by the Deputy Head and SENCO to ensure teachers are provided with fine-tuned data about their pupils. This will include:

- Using the transition and enrolment process before entry to gather information about pupils' needs (SEN and emotional/behavioural) from families and parents
- Liaise with social services about pupil's who are new to the school to check whether there is any undetected social services involvement
- Baseline testing to establish learning targets and identify pupils who need additional intervention ;
- Using educational psychologists and speech and language therapist for assessments where concerns arise about autism, or other identified relevant needs
- Contact with nurseries if appropriate (including visits)
- Dyslexia assessments from age 7 where concerns have been raised
- On-going assessment to identify pupils who are excelling or failing to meet potential. This will trigger further assessment of needs to allow for greater support, or more challenging and stretching targets as required.

Effective teaching and learning at the heart of meeting the needs of all pupils:

Excellent and highly accountable teachers are the key to success for all pupils. There will be a focus on:

- High expectations for all pupils, with support and challenge at all levels
- 1:1, ability and mixed ability teaching situations depending on need. Teachers and teaching assistants will be trained to provide effective support for learning to pupils at both ends of the attainment spectrum
- The quality of feedback to learners about their learning 'it was good because...'. Feedback will be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance. All feedback will be responded to at least once a week, to ensure it has a meaningful impact upon children's learning
- Collaborative learning improves the performance of lower attaining learners

- Teachers and teaching assistants engaging with research-focussed CPD to ensure they are constantly reviewing 'what works' for their pupils

The use of the Pupil Premium and closing the achievement gap for FSM pupils:

We expect at least 45% of our pupils to be eligible for Free School Meals and the use of the Pupil Premium is vital for securing their academic attainment. At COFLPAI, outstanding teaching and feedback will be fundamental in transforming outcomes for these pupils. The target setting process will ensure that there is a constant focus on data and narrowing the gaps, reinforced through half-termly Target Setting meetings between the Head, Deputy Head, SENCO and Class Teacher.

The Pupil Premium will predominantly be used to support FSM pupils through:

- A specialist team of highly trained, directed and evaluated Teaching Assistants to support learning particularly in the areas of mathematics and English. FSM pupils who fail to make expected levels of progress will have a nominated SEN Teaching Assistant who will be directed to work with them on areas of underperformance and liaise with families (this will include liaison over attendance where this is a concern). EEF research indicates that whilst teaching assistants have variable impacts, they can have a positive impact upon learning when they work in close partnership with teachers. The research also indicates that teaching assistants can have a positive impact on pupils' perceptions and attitudes towards their learning
- Enrichment Club sessions for FSM pupils. The expectation is that participation in a range of enrichment activities will support learning in the classroom and raise expectations of pupils. This aspect of Pupil Premium spending will be closely reviewed to analyse the extent of its impact upon pupil attainment
- Support for families (via workshops, Role of Home-School Liaison Coordinator and allocated SEN Teaching Assistants) support the work of their children at home and in school
- The Governing Body will hold the school's senior leaders firmly accountable for the use of the Pupil Premium and require constant evaluation of the effectiveness of the interventions it funds. If evaluations and research evidence suggests the Pupil Premium could be put to better use, school development plans will be changed accordingly.

Looked after children:

- COLPAI recognises that in its cohort there may be Looked After Children and families that will have social care involvement. The Head Teacher will be in charge of Safeguarding and will work closely with social services and the Virtual School Head in any relevant local authority to ensure interventions put in place meet the specific needs of each individual child (these may include work with CAMHS, social services and carers. Plus targeted TA support with homework and support to help child/ren access curriculum and support systems
- To ensure Looked After Children and children with social care involvements do not perform at a lower standard to their peers, their progress will be a standing item on the agenda at the half-termly Target Setting meetings between the Head Teacher, Deputy Head SENCO, Cnd Class Teacher and Targetted SEN TA to ensure effective differentiation and support is being put in place. If sufficient progress is not being made the individual interventions being used will be reviewed, in line with research evidence and the views of the child and outside agencies.

Interventions for Literacy and Mathematics

- A percentage of pupils will be below average on entry in speech and language, numeracy skills and there will be pupils who will have English as an Additional Language.
- The school's early year's provision will be key to narrowing the gaps in literacy and mathematics achievements. Baseline testing upon entry in Reception will identify pupils who enter with lower starting points. In Reception, teachers and trained EYPs and TAs will use a variety of intervention strategies to enable these pupils to get back on track.
- Staff will lead the Phonics programme as the core mode of literacy teaching.
- Effective lesson differentiation by teachers will mean many who enter with insecure speech and language skills will make excellent progress without the need for further intervention.
- Where pupils have substantial English as an Additional Language (EAL) needs or are identified as needing literacy recovery, we will aim to focus teaching in targeted groups where pupils will continue to use programme until their reading is secure. The Literacy Lead and EAL Coordinator will work with the SENCO to this grouping and coordinate classroom support and out of lesson intervention when required. There will be clear targets for this intervention and the Literacy Lead will be responsible for rigorous monitoring of the targets to evaluate success. Constant evaluation of the approach to Literacy and EAL will mean that the school continuously moves forwards in its practices.
- Staff will receive training in differentiation, the importance of talk for literacy and mathematics and how to develop partnerships with parents. The Literacy Lead and

EAL coordinator will organise home visits and EAL parent workshops to help families support the phonics, reading programme and practical maths activities. This will be most strongly focussed in Reception to help bridge the gaps present on entry

- Parents of EAL learners and those requiring literacy intervention will also be invited in to read with their children in class; this will be in line with a clear safeguarding policy to ensure pupils are safe at all times. For EAL learners, this will include reading in their home language to give value to it
- Targets will be set (PIPS). We will have high expectations for all our pupils and maintain high targets in terms of levels of progress. Indeed, we would expect learners to make accelerated progress as their literacy improves and will be constantly re-evaluating their targets to ensure their progress is not capped by lower starting points. This is particularly important to ensure the lower starting points statistically linked to deprivation are not further entrenched through target setting throughout a pupil's school career
- Language acquisition will be supported by a strong link with the local community library to develop an enriching love of reading approach across the school. This will include an Enrichment Club session held in conjunction with the Barbican Children's Library
- Where slow progress in literacy and numeracy is still an issue post Reception class our Intervention Teacher for Literacy and Numeracy Recovery will assess the children's needs and implement programmes within KS1.

The 'Most Able' (Gifted and Talented):

- COLPAI belief that 'only the best is good enough' is rooted in hard work and a determined approach by pupils identified as 'gifted and talented' or 'most able'
- Baseline testing on entry into the school will inform progress target setting and effective differentiation within classes will ensure that pupils are constantly challenged by the work they are doing to reach exceptional goals. It will also highlight pupils who are making poor progress relative to their high starting points so that intervention can be provided. Monitoring of teaching and learning will ensure that this is in place. Going beyond this, the school will set up systems to specifically notice where children are performing particularly highly in individual subject areas and nourish their curiosity and determination in relation to these subjects. To support this, pupils will also be given the opportunity to develop their academic passions via the setting of lessons and the varied Enrichment Club programme.
- Each half term G&T pupils achievements and future targets will be discussed at the Target Setting meetings

Pupils with differing degrees of SEND

- We anticipate that an average of 20% of our pupils will have SEND without a statement and an additional 2% will have statements). A range of needs may include speech and language needs, physical disability, sight or hearing impairment, autism, dyslexia, dyspraxia and behavioural needs such as ADHD.
- A significant proportion of the school's support for SEND will be incorporated into its support for literacy. Beyond this, the school, led by the SENCO and facilitated by trained SEN TAs, will develop partnerships with parents that they feel constantly engaged in the plans for their children and the spending of their personal budgets. The SENCO, Class Teacher and SEN TA will meet with the family on a half-termly basis to review progress and involve the parents in the development of Individual Educational Plans. The IEPs will be updated regularly, with aspirational targets rooted in a clear understanding of the needs of the pupil
- Teachers of children with SEND needs will be appropriately trained to deal with their specific needs and implement the IEPs. SEND children may have poor attendance, which will be monitored by the Home-School Liaison Coordinator. The school will work, via allocated SEN TAs, with parents of SEND children who may have special educational needs themselves or have EAL
- The school will work with outside agencies including CAMHS, educational psychologists, social care, GPs, hospitals and speech and language therapists where appropriate. To facilitate this, COLPAI will establish links with local schools to share resources. Again, as with all pupils, COLPAI will maintain high targets in terms of levels of progress. The IEPs will be rigorously monitored with a constant evaluation of the success of the interventions. The performance of SEND pupils will be analysed on a half-termly basis and fed into the report to governors. It will form part of the agenda of the half-termly Target Setting meetings between the Head, Deputy, SENCO and key teaching staff

To support SEND, COLPAI will use Targetted SEN TAs where the intervention is needed. The school will ensure effective use of SEN TAs by:

- Comprehensive training through a CPD programme, including contributing to research projects
- Rigorous performance management (informed by TA lesson observations, 360° evaluations and pupil voice) coordinated by the SENCO
- Giving TAs time to plan the interventions (alongside teachers)
- Involving TAs in lesson planning
- Involving TAs in 360° feedback of teachers and leadership
- Developing a Teaching Assistant structure that provides value for money, career progression and the development of expertise within the team

- In the longer term, attract TAs who which to go onto Schools Direct teacher training to provide depth in the staffing team and to enable the school to 'grow our own' in terms of outstanding teachers.

To ensure that the needs of SEND pupils are at the forefront of the school, and to ensure they receive excellent provision, the school's senior leadership will also be involved in coordinating SEND intervention and booster classes, particularly targeting any underachievement in mathematics and English. In line with the approach to the use of the Pupil Premium, the school leadership and governing body will thoroughly evaluate the effectiveness of interventions for SEND pupils to ensure they deliver excellent outcomes and value for money.

Pupils with social, emotional and pastoral needs

- Some children at COLPAI will have a wide range of social, emotional and pastoral needs stemming from a variety of challenges including family breakdown, abuse, bereavement, poor family mental health and issues related to parenting skills. Establishing excellent support in these areas is also essential to ensure there is excellent behaviour within the classroom. This is vital, as excellent pupil behaviour is integral to ensuring our pupils reach the aspirational targets we have for them.
- Pupils who are identified as having a particular need will be allocated a TA to work with their families and coordinate day to day liaison with CAMHS, GPs, the School Nurse and social care. This will be overseen closely by the Assistant Head and SENCO who manage pastoral needs within the school and who support the Head on safeguarding issues. Home visits at the start of the year will allow interventions to be put in place from the very beginning and produce a risk assessment for safeguarding and emotional wellbeing. These visits will continue throughout the year for families who are particularly hard to reach.

How will the CPPS SENCO support pupils?

The SENCO will ensure that the needs of the most vulnerable pupils are at the forefront of decision making within the school and be responsible for the school meeting its statutory obligations under the SEN Code of Practice and will lead on the following:

- Liaise with outside agencies (Educational Psychologists, GPs and hospitals, the police, CAMHS, Social Care and the Virtual School Head for looked after children)
- Manage SEN TAs (including regular performance reviews)

- Work with parents of SEND pupils
- Oversee IEPs – their writing, monitoring and evaluation, coordination and evaluation of assessments and intervention programmes for SEND
- Identify CPD related to SEND
- Manage the school’s approach to behaviour management ;
- Support for Looked After Pupils;
- The focus on FSM pupils’ achievement and extra-curricular involvement.
- Oversee use of Pupil Premium

Ensuring the successful transition of pupils in and beyond COLPAI

We believe pupils have the right to expect that their school will enable them to achieve at the highest level. As such, COLPAI will be focussed on ensuring all pupils have the right start at school. The following actions will be overseen by the Home-School Liaison Coordinator

- Parents will be invited to an information meeting before the pupils are admitted to the school where they will meet the Headteacher and key staff. At this session, the Headteacher will explain the policies and expectations of the school and the parents will be given a tour of the school site. Parents will fill in enrolment information at this meeting, which will form part of the baseline assessment of pupils’ needs
- Home visits (divided between a team of Teachers, Early Years Practitioners and TAs) will then take place before all pupils begin the school to help develop relationships with parents and also highlight any safeguarding concerns. Where a pupil has SEND/EAL the SENCO will also attend the home visit. Information from these visits will form part of the baseline assessment of pupils’ needs
- Parents and children will be asked to attend a half day settling-in session at the beginning of the academic year. Follow ups will be made with families who do not attend and individual appointments arranged. During these sessions, as part of the baseline assessment, observations by the teacher will help to identify pupils with previously unidentified needs
- Pupils joining the school will be invited to Induction Days in the summer term before they start.
- High quality home school communication will be established with parents throughout the school; this will be particularly intensive in the year of entry.
- Parents will be welcome to attend Parents Surgery Sessions with class teachers which will be run one day a week before and after school for parents to drop in if they have any questions or concerns.
- Base-line speech and language testing and the baseline assessment will be used to help establish pupil’s needs as soon as they arrive at the school, and these will be supported via the

- For Secondary Transfer, parents of Year 5 and Y4 pupils will be invited to a meeting in June with the Headteacher, Home-School Liaison Coordination and School Administrator to discuss the transition timetable, school visits, admissions criteria, completion of application forms, and questions and answers session. The Headteacher will have 1:1 meeting with individual parents in October to make sure parents have completed their application forms, are confident with their preferences and that they have submitted the application form by the closing date.
- The Home-School Liaison Coordinator will be available for any further advice and support and to help with any appeals that may be necessary

Enrichment Club (After school club) – the COLPAI Enrichment Programme

Enrichment is a very important provision at COLPAI We will run a daily Enrichment Club to enhance the formal curriculum and ensure that the individual interests and talents of each pupil are recognised and given a chance to thrive. To facilitate this, the school will develop local partnerships with community groups, parent volunteers, Golden Lane Sports Centre and local sixth forms to help run activities in the Club. The school will closely monitor pupil involvement in the Enrichment Club to ensure no child's personal growth is left behind.

The CPPS Enrichment Club (the school's After School Club) will be timetabled and operate for two hours each day after school and in school holidays. All pupils will be expected to participate in at least one activity per week, which will be provided free of charge. Families will contribute to the cost of additional activities to ensure breadth can be offered. The Enrichment Club activity programme will be a key part of the consultation with parents and children. We aim to meet the following objectives:

- To foster links with the local community settings to give pupils a sense of belonging
- To mirror some of the best of what is on offer at local private schools to encourage high expectations (e.g. Links with City schools
- To particularly develop technical skills to equip children for future careers (e.g. finance, science and engineering and coding club);
- To provide challenge and improve academic performance and support high expectations (e.g. Book Club);
- To encourage pupils to use the local library and foster life-long curiosity

Enrichment at COLPAI

Sports – To develop self-control and determination	Arts – To develop enthusiasm and curiosity	Going beyond the classroom clubs – To develop enthusiasm, curiosity and determination	Other – To develop social intelligence, optimism, enthusiasm and gratitude
Basketball Club Netball Club Cricket Club Tennis Club Swimming Club	Music lessons Choir Club Photography Club Animation Club Art & Craft Club Performing Arts Club	Science and Engineering Club Coding Club Spanish Club French Club Maths Club Book Club (held at the Library) Comic Club (hidden literacy intervention) Poetry Club	Transition Town Environment Club (including Edible Garden, Outdoor Cooking, Woodland Play) Cycle and Scooter Maintenance Little Shopkeepers

During the school holidays, the school will organise (and advertise to other local schools to help make financially viable) holiday enrichment activities.

Staffing for Enrichment Club

- All teaching staff will be expected to oversee one Enrichment Club (with a particular focus on 'Going Beyond the Classroom'). To ensure staff have time for day-to-day teaching responsibilities, they will not be expected to attend every session.
- Teaching Assistants will be expected to lead one Enrichment Club session per week.
- Specialist instructors will be bought in where necessary.
- Development of a network of community groups willing to run sessions for free, or reduced rate (at times, in exchange for free use of school premises at another time).
- Development of a network of volunteers (including parents and local people) to help supervise sessions. This network will be DBS checked and trained in the school's safeguarding procedures.

Strategies for Assessment, Data Tracking and Target Setting

Aims and objectives

- Practical and appropriate assessment and target setting is an essential tool for ensuring success within a child's education. At COLPAI the whole school community will be involved at different levels - parents, governors, teachers and children. We will endeavour to set appropriately challenging and realistic targets in a manageable process.

Target Setting for Teachers and Support Staff

- The Performance Management Committee of the Governing Body agrees, monitors and reviews annual objectives for the Headteacher, supported and advised by an External Adviser.
- The Head teacher, as team leader, agrees, monitors and reviews three Performance Management objectives with each teacher annually (see Performance Management Policy for details).
- The Head teacher carries out an annual appraisal with each member of the support staff during
- which aims/targets for the year ahead are discussed.

Target Setting for Children

- As a school, we firmly believe that the most effective target setting is an ongoing process. The key features of this process are: a continuous dialogue between the teacher and the child about the child's work and progress; thorough and appropriate marking and feedback; much praise and reward combined with high expectations; and regular and open communications with parents.
- We also set targets each term with individual children in their 'Achievement Records'. During one week every term, each child does all their work in their 'Achievement Record'. At the end of that week, three targets are agreed with the child and recorded at the front of the book (one for Maths, one for English and one other target). These targets are then reviewed with the child the next time the 'Achievement Record' is used.
- Statutory 'end of Key Stage' targets are set for each Y5 child during the Autumn Term. Non statutory targets for Y2 children are also set.
- Targets are also set on IEPs for children with special educational needs.
- Individual teachers use a variety of target setting strategies within their own classrooms as appropriate for, and in response to, individual children's needs.

Whole School Targets

- The School Improvement Plan will detail agreed targets in a variety of areas: Achievement, Teaching and Learning; Leadership and Management; Buildings and Environment; and Community. The plan will be reviewed annually with staff, governors, parents and children all being involved in the process.

Strategies for Informing and Supporting the Target Setting Process

Successful target setting relies on the availability of a range of information and data. At COLPAI we obtain this information and data, and support the target setting process, through these strategies:

- Analysing 'benchmarking' performance data and data provided by the Authority and OFSTED
- Using information provided by the Foundation Stage Profile
- A detailed pupil tracking system from YR to Y6 ensuring summative data on each child is readily available
- Regular summative tests are taken by each child to track progress
- Analysis of SATs tests to find areas of weakness and strength
- Writing moderation exercises for all children three times a year
- Monitoring of Maths, English, Science and ICT annually and of Geography, History, PE, RE, Art and Design, Design Technology and PSHE every two years. Monitoring involves the Headteacher, the subject co-ordinator and the link governor in classroom observations of teaching staff.
- Regular monitoring of planning and children's work by the SLT.
- Regular formal and informal discussions between staff, pupils, parents and governors
- Involvement of parents through regular questionnaires and opportunities for suggestions and discussion.
- Involvement of the whole school community in the annual review of the School Improvement Plan.
- The regular use of the SEF which is updated at termly
- Regular opportunities for parents to meet teachers to discuss children's progress
- Liaison with, and support from, the School Improvement Service / Authority as and when needed

Involvement of Governors

The Governing Body plays a key role in the target setting process and holding the school to account. The City of London will ensure support governors through the

Governors Forum and will ensure that all governors have the skillset necessary to fulfil their responsibilities in keeping with the letter from Lord Nash (Sept 14). Membership of the NGA and on line training will be provided as well as termly up dates through the Governors Forum.

- There will be a named target setting governor
- Governors are kept informed about the school's performance against identified targets in the SDP/SIP and about national data in terms of SATs results and other school data
- The Performance Management governors carry out the Head teacher's annual performance review.
- The curriculum committee is involved with monitoring teaching and learning in relation to specific and agreed priorities for target setting.
- The finance committee agrees funds in line with priorities identified in the SDP/SIP.

Tracking

- The school tracking system will provide a clear overview of the attainment and rates of progress of each year group from 4 – 11 years. Data will be entered 3 x yearly and trends within groups identified, the progress of all pupils will be discussed in half termly target-setting meetings where interventions are agreed and formally recorded. The Inclusion Manager/SENCO will oversee all interventions and closely monitor the progress of pupils with SEND.
- The quality of teaching will be robustly monitored using a range of strategies including observation of lessons, unannounced “drop ins”, reviews of planning folders, work scrutinies and in-class support. Records will be kept of all monitoring, feedback and targets. Monitoring will be conducted by both senior, middle and curriculum leaders.

Quality of teaching

The school will have very high expectations of pupils' progress. Individual pupil targets will be very challenging and the school expects the rate of progress of classes to be outstanding. All teaching is expected to be at least good with more outstanding lessons and this is reinforced by performance management. The school's aims and objectives, will be updated annually, and shared and written collaboratively by staff and governors, will be highly ambitious demanding “quality first” teaching and high achievement by pupils.

- Internal and external observations will indicate outstanding teaching overall, particularly when pupil achievement and progress is taken into account. In all classes teaching will be at least good but most will be consistently outstanding.
- Pupils will be consistently supported in their understanding of how to improve their work; dialogue between teaching staff and pupils will be of a high quality. All teachers will regularly review pupils' progress by individual discussions and mini-plenaries.
- Lessons will be dynamic, interesting and inspirational. They will be characterised by active learning, made relevant to the pupils' own lives and interests. The use of speaking and listening to consolidate learning and engage pupils will be highly developed with collaborative small group work featuring strongly within the lesson. Collaborative peer assessment will be a regular feature of some lessons.
- There will be high expectations for all pupils and the most able are challenged very effectively. This will be a high proportion of Level 5s and some exceptional attainment at Level 6 in writing and mathematics. Planning will show teachers carefully matching work to ability levels to ensure they meet individual pupil's needs.
- The setting and follow up of homework will be regular and rigorous. It will be linked to classwork and, where possible, issues relevant to the pupils' lives and interests. Homework will challenge pupils and have an emphasis on investigation and creativity.
- Teaching in the EYFS will be very strong. Lessons will be purposeful, well-planned, highly engaging and meet the needs of all the pupils.
- Literacy across the curriculum will be cohesively planned. The monitoring of cross-curricular literacy and numeracy is planned but there is some scope to develop teachers' promotion of wider reading in different subjects.
- Improve standards in writing at all levels throughout the site and reading at level 6.
- Marking will be effective and feedback to pupils quick and they will be expected to respond.
- There will be excellent use of ICT across the curriculum

Caring for our children - Behaviour for learning, Safeguarding and Health and Safety

- Around the school behaviour will be calm, orderly and any overstepping of behaviour expectation boundaries will not be tolerated. Our aim is to have no permanent or fixed-term exclusions.
- Behaviour in lessons will be excellent. Learning will not be hindered by poor behaviour and in any cases of misdemeanours school leaders will provide effective coaching, support and intervention.

- Discussions with pupils, the School Council and pupil surveys will indicate that pupils are very happy with behaviour in the school and feel safe.
- The very high quality of pupils' behaviour will reflect in the views of parents and members of the community (visits and visitors).
- The children will be thoughtful, caring and very understanding towards others, especially those whom they know are vulnerable. They will listen to each other with respect in classes and will help those who are less fortunate. Pupils with special educational needs, such as those with Downs Syndrome and Autism, will be particularly well cared for by their peers.
- All the children will have a working knowledge of the School's Code of Conduct which they will follow well. This will be regularly re-visited in school assemblies. The Behaviour for Learning Policy will be very effective, consistently implemented and reviewed regularly by all stake holders on site.
- The attendance rate will be very high – target 97+% and well above the national average and there will be no persistent absentees. This will be achieved by pupils that love coming to school. Where there are absences they will be followed up rigorously, for example by telephone calls on the first day of absence. Attendance will be monitored daily by the Home School Liaison Worker and Administration Team. Punctuality to lessons will be excellent.
- In SEAL, PSHE and DARE (Drug Abuse Resistance Education) lessons and assemblies pupils will learn strategies which will enable them to make informed choices regarding drugs, smoking, alcohol and deal with social pressures. This will help them to be confident citizens, develop positive attitudes, and encourage aspirations in their own abilities.
- There will be very few incidents of bullying or racism, and where they occur they will be thoroughly investigated and recorded. An annual Anti-Bullying Week to raise awareness of different aspects/forms which can occur will take place. We will have anti-bullying ambassadors who will be available in the playground to offer advice to other pupils.
- We will place safeguarding at the heart of everything we offer. Everyone will be expected to report any concerns to the manager responsible and procedures will be robust. Staff and visitors will be vetted thoroughly and the Disclosure Barring Service will be comprehensive and up to date.
- We will have good links with the Local Authority and use the Common Assessment Form to refer children who may need multi-agency support beyond what we will have access to on our school site. We will be able to offer a great deal of initial support through our links with CAHMS, Tavistock Counsellor, Speech and Language Therapy, Educational Psychologist, Home School Liaison as well as a large range of Intervention Programmes from 4-11 years.

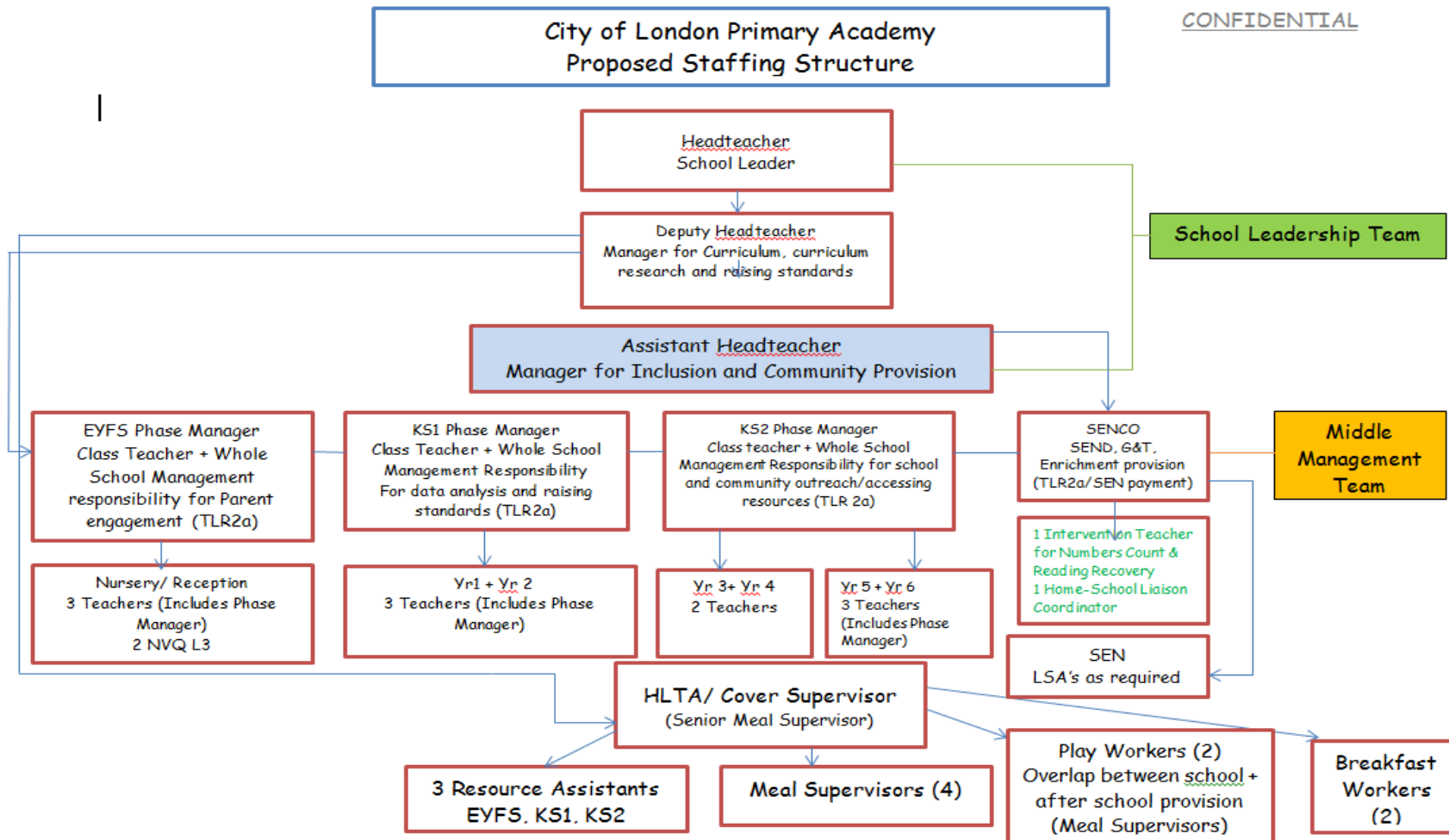
- Health & Safety Inspections – Daily, weekly, termly Risk Assessments and general daily Health & Safety checks will be undertaken to ensure that we provide a safe working environment for all and activities and trips on offer are made as safe as possible. Half termly Fire and Bomb drills and evacuation procedures will also take place.

Parents

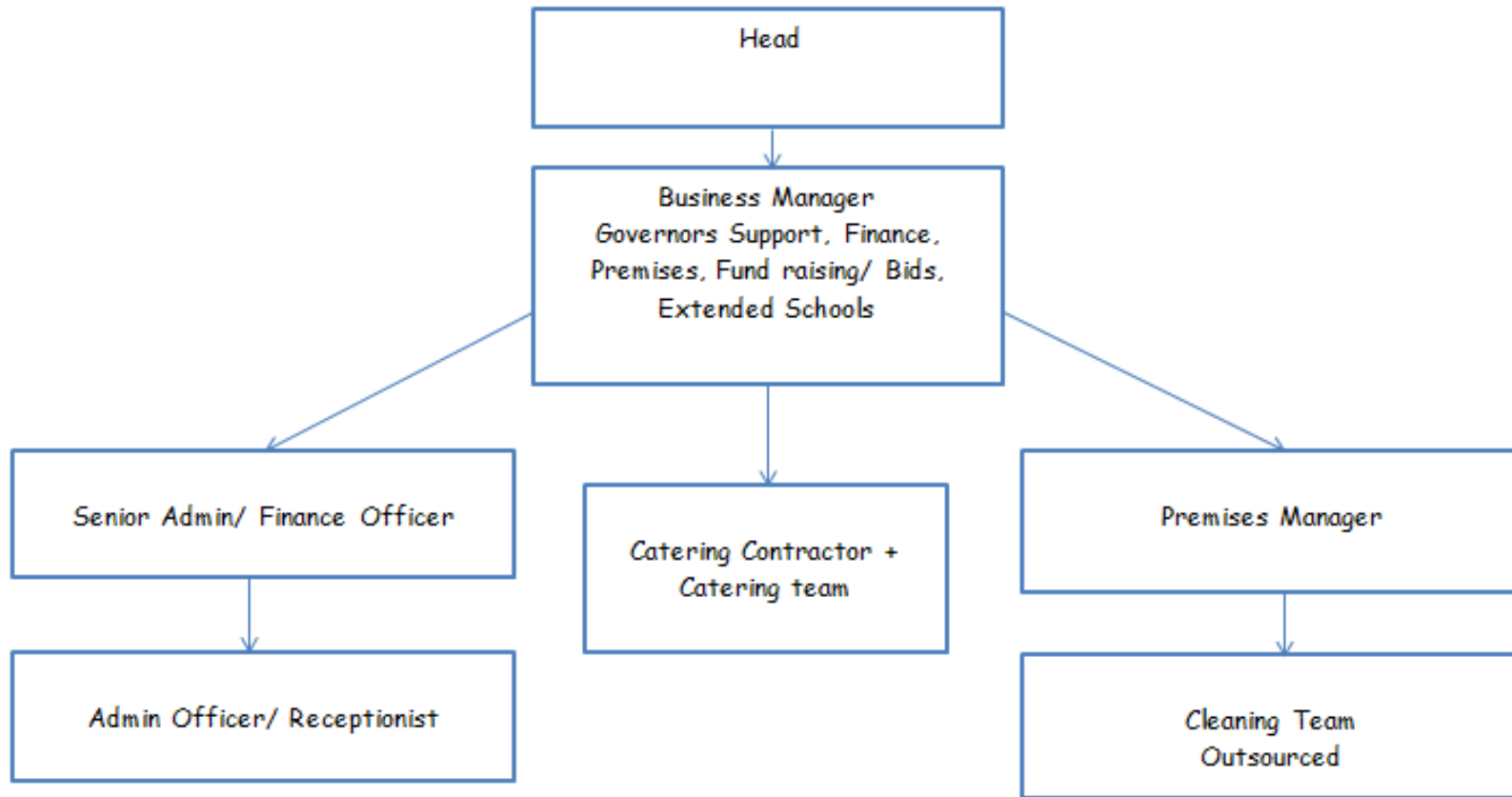
- The involvement of parents will be a key and effective part of the school's strategy for raising standards.
- A Home-School Liaison Coordinator will be appointed to engage families in the life of the school
- Attendance at parents' meetings will be excellent.
- A wide range of classes will be held for parents including Family Literacy and Numeracy workshops, English as an additional language, ICT, arts and crafts, cookery, returning to work etc. Teachers will also run workshops where there is a need.
- A Parent Teacher Association will be formed to enhance community and parental engagement.

Section D3

Our staff structure at full complement is illustrated in the diagrams below:



Proposed Business Management



Our staff structure will build up in the early years of operation as indicated below:

The Deputy Head is introduced in the 2nd year

The Assistant Head introduced in the 5th year

SENCo is introduced in the 3rd year. Support for years one and two will be provided by Sir John Cass school.

Phase Managers introduced in the 6th & 7th years

Class teachers are phased in according to their year group

The intervention teacher comes in the 5th Year

Support staff are phased in with the Home-School Liaison, , EYFS Resource Assistant and Nursery/Reception Teaching Assistant starting in the 1st year and the HLTA/Cover from the 3rd year.

Section E: Evidence of need – part 1

Demonstrating Parental Demand for City of London Primary Academy, Islington

Parents in the City and South Islington were canvassed on their support for the school and asked to provide signed confirmation that they would select COLPAI as their first choice in Reception years 2017 and 2018. Signatures and email addresses were collected using a basic sign-up form with columns for parent name, name and date of birth of up to two children, postcode and email address.

Table E1. Numbers of children whose parents would select COLPAI as their first choice

	Entry 2017				Entry 2018			
	A	B	C	D	A	B	C	D
Reception	30		38	127%	30		42	140%

The table above shows that there is sufficient demand to ensure that each Reception class group will be oversubscribed. A subscription rate of 127% was achieved for Reception year 2017, and 140% for 2018.

A further 51 whose children were too old to use the school also signed their support for the proposal. This gives a strong indication that there is good local support for the school.

All of the families who subscribed currently live within a 1.5 mile radius of the proposed school site, and the great majority live within easy walking distance.

The map on the following page shows the distribution of subscribing parents and the distance from the site of the proposed school. It uses red circles of differing sizes to show the numbers of subscriber residencies in each postal area. The proposed school site is marked as a black asterisk.

The map clearly shows that there is strong support for the school in the areas immediately surrounding the site, on both sides of the City-Islington border. The two concentrations of support showing in Tower Hamlets are actually mostly City of London postcodes. These are families living in the City of London's two housing estates in the Portsoken ward. The mapping software places the circles in the centre of postal areas, and as the E1 7 and E1 8 areas straddle the border the central point is located in Tower Hamlets.

Table E2 table below the map shows the specific numbers of subscribers in each postal area.



Table E2. Numbers of parents in each postal area who would selecting COLPAI as first choice

Postal area	Number of parents
E1	9
EC1V	1
E1W	3
E3	2
EC1 (unspecified)	4
EC1A	4
EC1M	1
EC1N	5
EC1R	3
EC1V	8
EC1Y	9
EC2A	1
EC2M	1
EC2Y	7
EC3Y	1
EC4V	2
EC4Y	2
N1	5
SE	2
WC1	2
Unclear/not provided	8

Section E: Evidence of need – part 2

Section E1

Provide valid evidence that there is a need for this school in the area

Evidence of Basic Need

We have reviewed the current need for primary school places in the adjoining Boroughs that CoLPAI will draw from by taking a 1.5 mile radius from our preferred site and looking at application numbers for schools in the radius. This research has drawn together published data from Tower Hamlets, Camden and Islington. We have summarised the Council data below and at the end of this section is a table which evidences the extent to which all of the schools are over-subscribed.

Tower Hamlets

This research has been taken from the council’s research document – PLANNING FOR SCHOOL PLACES 2012 – 2022, as well as from information included in their Primary Admissions Booklet 2014/15

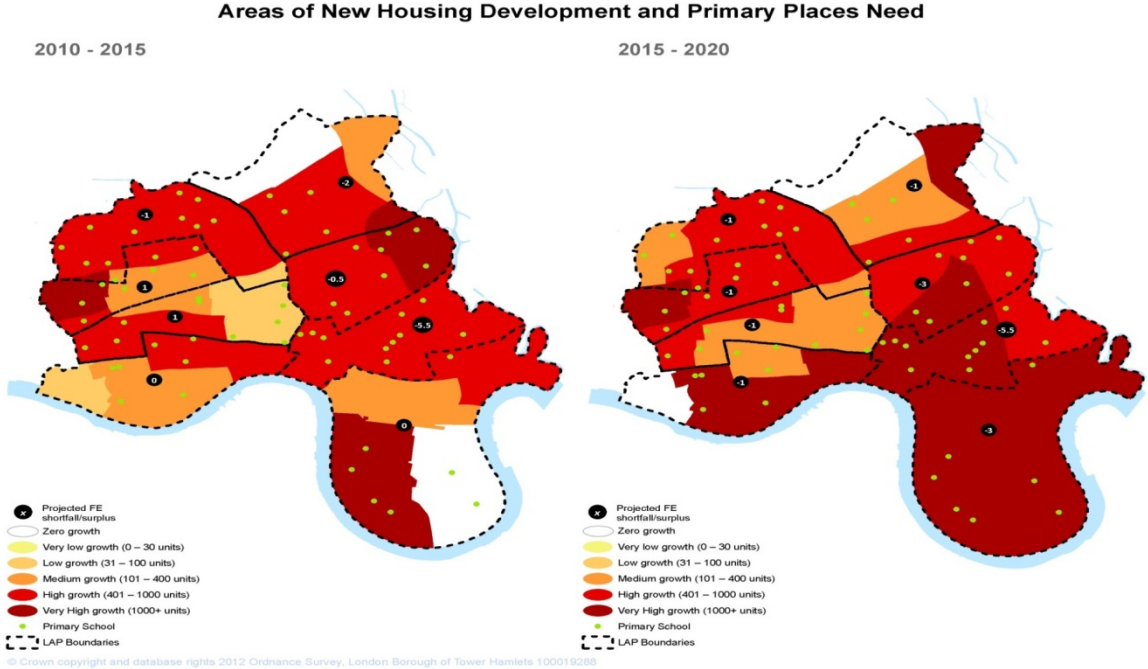
To date the LA has managed the growth in need for primary school places by implementing some expansion schemes and by ensuring all available places are taken up. However, with the present capacity, agreed plans for additional capacity and the projected need, the LA will continue to operate with almost no margin for the ability to react to any unforeseen pressures. This can lead to future pressures within the LA as they have a requirement to help offer assistance with travel when they cannot provide a school place within 2 miles of home for a child under 8.

The total primary roll is anticipated to increase from 21,429 in 2012 to 28,766 in 2022– a rise of 34%. To meet this rising roll, by 2017 up to a further 8FE of additional capacity is required and up to a further 9FE by 2022. “ The table below shows the projected shortfall in the Borough and shows that there is a continuing and rising need for additional school places.

Primary Total	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary projections	22,288	23,025	23,629	24,250	25,104	25,931	26,783	27,528	28,239	28,766
Primary capacity ¹	22,860	23,237	23,563	23,788	24,055	24,242	24,332	24,332	24,332	24,332
Places variance	572	212	-66	-462	-1,049	-1,689	-2,451	-3,196	-3,907	-4,434
FE variance (210)	2.7	1.0	-0.3	-2.2	-5.0	-8.0	-11.7	-15.2	-18.6	-21.1

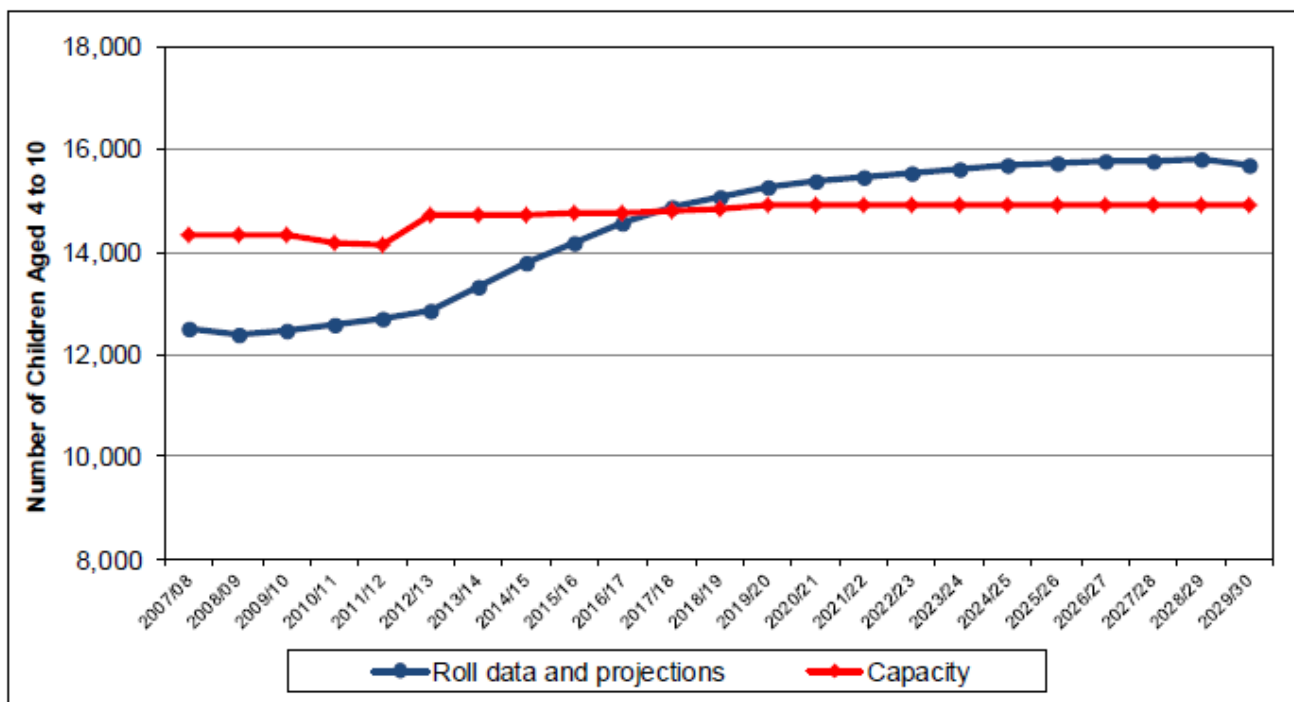
¹

A review of the projected housing development shows areas of high and very high housing growth adjacent to the western boundary with the City of London and evidences that the consequent demand for child places will occur in the catchment for CoLPAL Islington



This research has been taken from the council’s research document – School Roll Projections Report 2013, as well as information from their Primary Admissions Guidance 2014/15 showing the extent of over subscription at the schools within the 1.5 radius. This shows that demand will outstrip capacity in the year that CoLPAL opens and will rise rapidly.

Figure 8: Islington primary school rolls and projections (GLA Standard Model with a 4% reduction in Reception projections from 2016/17) against capacity from 2007/08 to 2029/30



Source: January DfE School Census 2008 to 2013 and GLA Roll (Standard Model) Projections 2014 to 2030

Camden

LB Camden were not able to produce forward projection data in the same way as the other two Boroughs. The DfE SCAP data published in March 2013 with the basic need funding allocation showed a spare capacity in Primary places across the Borough of 1.7% in September 2015. As population growth would be expected to be as great in Camden as the other Boroughs it can be expected that from 2017 onwards there will be a deficiency in Primary places and this will provide demand for CoLPAI.

Analysis of applications to schools in the 3 Boroughs

Tower Hamlets	2013		Islington	2013	
	Available	Received		Available	Received
Ben Jonson Primary School	90	208	Clerkenwell Parochial Primary School	30	86
Halley Primary School	30	201	Hugh Myddelton Primary School	60	123
Columbia Primary School	60	187	Moreland Primary School and Children's Centre	30	72
			St Peter and St Paul Primary School	30	123
Camden	2013		St Luke's Primary School	30	139
	Available	Received	Prior Weston Primary School and Children's Centre	60	156
Argyle Primary	60	88	Winton Primary School	30	49
St Josephs Roman Catholic Primary	30	66	Vittoria Primary School	30	64
St Albans CoE Primary	30	60	St Mary's Islington CE Primary School	30	72
Christopher Hatton Primary	30	144	The New North Academy	60	111
St George the Martyr CoE Primary	30	79	Rotherfield Primary School	60	116
Total	360	1033		450	1111
Over-subscription		2.87			2.47

We requested data from all of the schools in the 3 Boroughs within a 1.5 mile radius. The data which was made available is shown below and indicates an over-subscription for these schools of between 2.5 and 3.0x availability of places. This supports a conclusion that there is a demand for places that will be provided at CoLPAL.

Evidence of underperformance of existing schools

There is not strong evidence of underperformance of existing schools. Of the 35 schools in the 3 Boroughs which are within 1.5 miles of CoLPAL, only are rated as 'requires improvement' or 'inadequate'.

Section E2

Community engagement methodologies

Two main methods of communications were created in order to publicise the school and engage the community.

A web page was developed on the City of London website (www.cityoflondon.gov.uk/newprimary). This provides details of the proposed school, its location, values and ethos. The page also includes a contact form that parents can use to register their interest.

An A5 flyer was also produced and distributed widely around the community. It was posted to every residence in the [REDACTED]. Flyers were also handed out by staff as they canvassed parents. The flyer provides a brief overview of the proposed school as

well as contact details and the URL of the web page for further information. Both the flyer and web page also include the date and location of the forthcoming public consultation meetings on Monday 20 October (see below).

Subscription sign-ups were collected by staff who visited a number of settings and locations in the neighbourhoods surrounding the school site. These included:

- Baby clinic at Neaman practice
- Rhymetime and play sessions at all City of London community libraries
- Museum of London
- Local parent and toddler groups
- Fortune Park
- Kings Square Gardens
- Whitecross Street market

Using data on ages of local children we were also able to target City residents with children in the appropriate age groups through door-knocking.

Ongoing community engagement

The number of signatures received in what was a relatively short period of time has showed that there is strong local support for the school. We now intend to continue canvassing locally in the areas surrounding the school site, as we believe we can easily get double the number of signatures we have so far achieved.


The City of London is currently drafting a press release for inclusion in Islington's local press for the week commencing 13 October 2014. We are also pursuing other press channels including City AM the Square Mile's daily free newspaper.

Most subscribers have been happy to provide an email address. We will compile these addresses into a MailChimp subscription list and use it to broadcast-email updates on the school proposal. This will in order to keep these families engaged and informed throughout the planning process.

Public consultation meetings

Two meetings will be held on Monday 20 October at 4pm and 7pm. These will be held at the site of the proposed school. The meeting will give local residents an opportunity to hear more about the proposal and to ask questions directly to key members of the sponsor group.

A new primary school for EC1




The City of London Primary Academy Islington

is a planned new primary school to be located on the City-Islington border. If approved the school will open in September 2017 with an initial intake of 30 Reception students, and will reach its full complement of 210 students by 2021.

We plan to create an inclusive school that welcomes all children and families from the local area, including those with special needs. The school will increase parental choice in an area where there is a need for additional primary school places.

For more information visit www.cityoflondon.gov.uk/newprimary
Or contact: 020 7332 1002


Where will it be located?
The intended location of the new school is on




School values

- Safe, secure and stimulating learning environment
- Encouraging independence, creativity and financial literacy
- Commitment to academic excellence
- Personalised learning to develop each child's potential
- Community focused

Consultation events
Come and hear more about the proposed school and have your say on the plans.
4pm and 7pm
Monday 20 October 2014
Former site of





Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Responsibility for setting up this school rests with the Core Group, which has delegated duties from the CLG members. The group has been in place from March 2014, and is the body which has driven the development and submission of this application.

Leadership of the group

Our group is currently chaired by the Project Manager, [REDACTED]. If our application is successful, the chair role will be taken by the Chair of Governors of the School. This role is not yet appointed but will be taken by an elected Member of the City of London. Project management will be driven by [REDACTED]

Structure and operating model

The Core Group has the skills to undertake the required work to successfully open the school. The key tasks involved are:

- comprehensive planning of the operation of the school in order to ensure the delivery of high-quality education from the ‘first day of school’, including formulation of key policies and operational plans for delivery of the curriculum;
- recruitment of key staff, and establishment of the associated personnel processes and policies, including remuneration;
- financial planning for the school’s operation, and financial management of the pre-opening phase;
- managing legal negotiation and agreements (in conjunction with the EFA) for the site that we have identified;
- developing the design for the new site;
- promotion and marketing of the school to prospective parents;
- progressive recruitment of additional governors, in order bring the Governing Body to its full complement.

In addition to Project Management, we will have leads and sub-groups for each of the following key areas:

- Education – lead and support (both former Heads of ‘Outstanding’ Primary Schools);
- Finance – lead and consultant support;
- Engagement – lead and two members and consultant support;
- Premises (working with the Education Funding Agency) – lead and two members, including Education lead;

- HR (to ensure we have the right employment policies and procedures in place) – lead and one advisor.

Additionally, we will have leads for the following areas, which will require less regular input:

- Governance and admissions – one member;
- ICT – one member.

We have matched the amount of resource in each sub-group to the scale of the task, with some members of the group performing more than one role. We believe that the ***current operating model of our core group is fit for the pre-opening phase***. We hold a fortnightly meeting of the whole group, which is chaired and minuted, and includes reports from the sub-group leads. Between meetings, the leads liaise with their sub-groups to work on their respective areas of responsibility. Elements of the project plan that do not fall neatly into one area of responsibility will be delegated to named members.

Pre-opening grant

We intend to use our pre-opening grant as follows:

- Project management support, for aspects of Free School establishment, for three days/week. Their main contact in the group will be our Project Manager;
- Head Teacher, who we would expect to be in post by January 2017, and who would join the Core Group;
- Marketing, engagement and statutory consultation;
- Legal fees.

Pre-opening costs will be allocated and phased within a budget and cash flow; this will be managed and monitored by the Finance Project Lead.

F1 (b) Skills gap in pre-opening

Figure F1 Our proposed structure for the core group

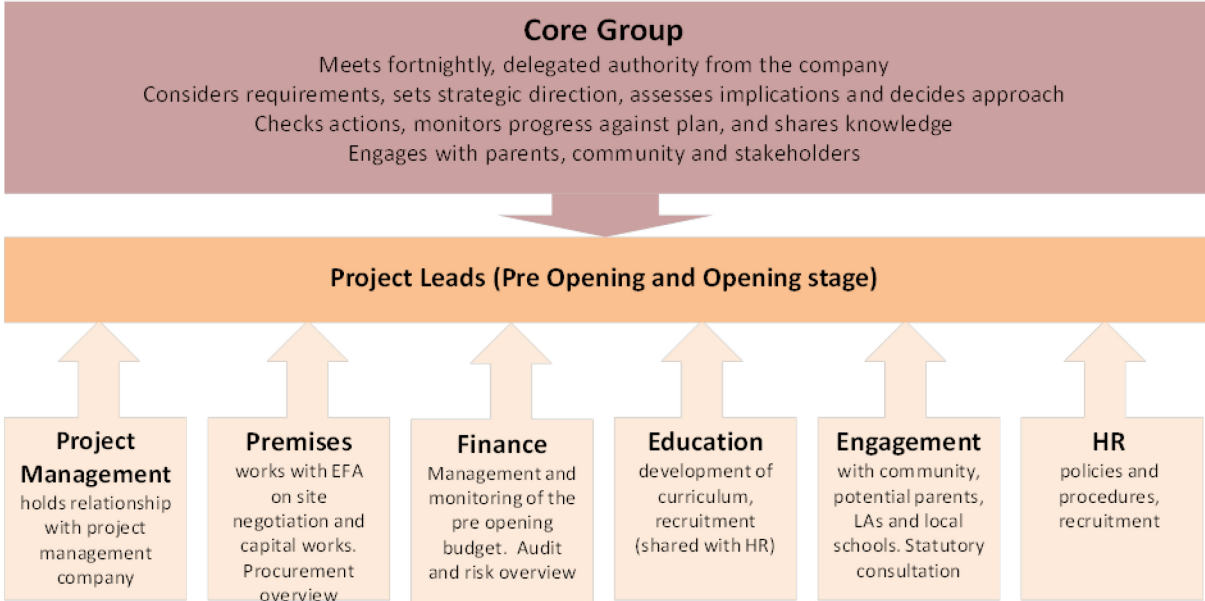


Table F1 – Pre Opening skills & expertise

Name	Member of core applicant group	Where Live	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	25
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	15
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	15
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	15

Skills gap in pre-opening

We believe that we have the necessary competence and capacity in the following key areas. Where indicated we will strengthen our team with consultant support. We have worked on this application and previously on other projects with the identified consultants. We have a strong working relationship which allows us to draw on their skills as and when required:

Skills/experience missing	How you plan to fill the gap
School leadership and education	We have 2 strong Educationalists who have lead ‘ Outstanding’ Primary Schools but we will augment their skills with overview and challenge from a HT of a high performing CoL Independent School
Finance	We will augment the skills of our Finance Lead with consultant support from [REDACTED]
Engagement	We will augment our Engagement Lead with consultant support from [REDACTED]
HR	We will augment the HR knowledge of our HR Lead with in-house City of London HR skills

Accountability and decision making (post opening)

Robust governance will be of paramount importance to the quality and sustainability of the school. We will create an open but challenging culture by ensuring that everyone involved in the school subscribes to and demonstrates:

- an ethos of mutual respect;
- commitment to giving and receiving constructive criticism routinely;
- that performance management is based on a rigorous analysis of data, set against challenging targets.

The result will be a governance system which

- sets the vision and strategy for the school;
- ensures solvency and value for money;
- quickly identifies when things are going wrong and is able to implement mitigating action;
- establishes a clear chain of accountability.

Section F2

Our proposed governance structure

The arrows indicate lines of accountability and escalation

Figure F2 Governance structure



Roles and responsibilities

In accordance with legislation, the **members of the CLG** will be responsible for appointing the directors, ensuring they are discharging their duties and signing off the company accounts. They may also amend the constitution of the company. In order to ensure a proper separation of functions between the members and directors, no more than half of the Governing Body will be members, and not all members will sit as governors.

Directors (otherwise known as ‘governors’ and described collectively as the ‘Governing Body’) are accountable to the members for the running of the school. Their role will be as non-executive directors of the school: to challenge and support the executive team. They set the strategic direction and vision of the school, appoint the **Head Teacher**, and hold the SLT to account. The **Chair of Governors** will be self-nominated

and elected by the directors annually. They will automatically become a member of the CLG for the duration of their tenure as chair.

The **Senior leadership team**, appointed by the Head Teacher (with the participation of the directors) are responsible on a day to day basis for running the school, and are accountable to the directors. The Head Teacher will be an ex-officio member of the Governing Body.

CLG members

Members of the CLG are responsible for appointing directors (synonymous with 'governors') as set out below (under 'CLG Directors'). CLG members will not only ensure that the Governing Body contains directors with the skills set out below, but also the on-going capacity to fulfil their roles competently and effectively. They will also routinely monitor membership of the Governing Body to ensure that its competence and capacity meet the needs of the school, as reflected in the school development plan.

The members will also monitor the progress of the school to ensure that directors are discharging their duties effectively. In so doing, it is important however that they do not conflict with the proper separation of responsibilities of these two levels of non-executive governance. CLG members will therefore meet less often than the Governing Body – every six months – and receive minutes of full Governing Body meetings, along with summary reports. In particular, they will review the school evaluation form, the school development plan, and top-line performance data.

CLG directors – the Governing Body

The Governing Body will be responsible for:

- Ensuring compliance with company, charity and other legislation and regulations;
- Setting the strategic direction of the school, consistent with the vision;
- Ensuring that the vision is being delivered, including through performance management of the Head Teacher;
- Ensuring sound management of the school's finances and resources, including proper planning, monitoring and probity.

There will be 10 Governors in total, who will meet once a term as the full Governing Body. One will be the Head Teacher, two will be Parent Governors, one a Staff Governor, four will be CLG members (including the Chair) and the remainder will be appointed by them.

We will seek to ensure that there is always representation of parents, staff and the community amongst the Governing Body. In the case of parents, we will meet our statutory requirement to have at least two parent governors at any time. **The two parent governors** will be selected by election by the parent body. Parents can also be appointed as governors without election, on the basis of their skills, as described below. Whilst we believe it is important that parents are engaged with the school in a variety of ways, including governance, we also recognise the need to balance parental interest with other perspectives. We will therefore set a maximum of 50% (rounded down) of our Governing Body to be drawn from parents of current pupils. There will therefore be between two and six parent governors at any one time.

There will be one place on the Governing Body for **an elected, current member of staff** at the school. They will be self-nominated and, where there is more than one nomination, a vote of the teaching staff will be held.

All elected governors will be representatives, not delegates. In other words, they will act according to their own opinions and views, rather than being obliged to voice those of their electorate. However, being drawn from a particular group – parents and teachers, respectively – will help give those groups a voice.

Finally, amongst the **representative governors, will be at least one drawn from and active in the local community**. However, this director will be appointed by the CLG members rather than elected.

At any one time, we will ensure that members of the Governing Body have the following skills and experience among them:

- Primary school leadership
- Secondary school leadership
- School governance
- Finance, both school and other
- Senior leadership or governance of an academy or free school. We will particularly look for experience in a new school
- Human resources
- Property maintenance and management

In addition, the following skills will be desirable but not essential:

- Public law
- Special educational needs

When choosing directors, members will scrutinise their CVs and carry out a brief interview to ensure suitability for the role (this function may be delegated to existing governors). Once appointed, they will receive an induction to the school and the role, and a **training needs assessment**, which will be updated annually. Their contribution and effectiveness will also be monitored by the Governing Body and CLG members.

Governors will be found through existing networks, local voluntary groups and online forums, official and informal networks of schools and amongst staff and parents, as well as the School Governors' One Stop Shop. Where necessary, advertisements will be taken out in local publications. We will also draw on the strong business and civic community in Crystal Palace, establishing a 'Friends of the School' group to identify future potential parent governors, as well fundraise for our Enrichment Club.

Accounting officer and principal finance officer

The Head Teacher will be the **accounting officer**, taking personal responsibility for assuring the Governing Body that there is compliance with the Academies Financial Handbook, the EFA and all relevant aspects of company and charitable law. Delivery of detailed accounting processes will be delegated to the **business manager**, who will be the **principal finance officer**. It is essential that both roles are discharged by suitably qualified individuals, who are aware of their statutory and regulatory responsibilities. We will also appoint a governor to be the **responsible officer** – please see below under 'financial control' for further details.

Senior Leadership Team

The Head Teacher and members of the Senior Leadership Team will be held to account by the Governing Body for the success of the school, particularly the outcomes for children. This will include the annual performance management process for the Head Teacher (which is delegated to the Policy Sub-committee).

The Head Teacher, who is appointed by the governors, will have delegated responsibility to appoint the SLT. However, interviews for SLT members will always include at least one Governor (and during the initial opening phase this is likely to include more than one). The appointment of the Business Manager will always include the chair of the Finance sub-committee. The SLT will consist of the Head Teacher, the two deputy heads and the School Business Manager, to whom responsibilities will be formally delegated by the governors, through a **scheme of delegation**.

Effectiveness of the Governing Body

The Governing Body will regularly ensure that it is discharging its duties as effectively as possible. Firstly, it will carry out **regular self-assessment**, against the OFSTED

inspection standards. Out of this self-assessment, a Governing Body development plan will be created, implemented and monitored. Secondly, we will seek an **annual external review** by the Governing Body of another school (we will seek a reciprocal relationship, so that we can benefit from observing their working practices as well as the critique of our own). These partner schools will have an 'Outstanding' OFSTED rating and will change annually or biennially.

The effectiveness of meetings will be supported by the appointment of **an experienced clerk** (who will report to the **Chair of Governors**) as well as by excellent chairing.

All governors will receive a full induction before their first meeting and on-going training. The Governing Body will aspire to the 'outstanding governors' award (National College for Teaching and Leadership).

Sub-committees

Sub-committees are described in the OFSTED best practice review as 'the engine rooms' of the Governing Body. As smaller groups, they will look at their areas of responsibility in greater detail than the full Governing Body, drawing in a wider set of written and verbal reports. They will also have **delegated powers of decision-making**, in order to allow full Governing Body meetings to run efficiently and to avoid duplication.

We will create **four sub-committees**, in line with our statutory obligations and the priorities and anticipated challenges of the school: '**finance and personnel**', '**premises**', '**curriculum and standards**' and '**policy and strategy**' respectively. The finance sub-committee will also act as the audit committee.

Chairs of the Finance, Premises and Curriculum sub-committees will be elected by the Governing Body annually. The elected chairs along with the Chair of Governors will make up the policy sub-committee, forming a leadership team within the Governing Body (again, in line with the OFSTED best practice guide). Membership of the sub-committees will be based on skills and experience, proposed by the sub-committee chairs, and ratified by the full Governing Body. All governors will be a member of a sub-committee.

The Curriculum and Standards Sub-committee will meet at the start of each half term, as part of the monitoring and improvement cycle. Likewise, the Finance and Personnel Sub-committee will meet half-termly, to ensure tight financial control. It is likely that the Premises Sub-committee will also need to meet half-termly in the first instance. The Policy Sub-committee will meet termly.

F3 (a) Proposed governors

Table F3 - Responsibilities of sub-committees

Finance and personnel
<ul style="list-style-type: none">■ Oversees staff appointments, development and pay;■ Sets (within existing pay agreements and terms of employment) staff salary levels at annual salary reviews;■ Ensures that the financial implications of staffing decisions are explicitly identified, understood, and budgeted for;■ Establishes and monitors appropriate policies and procedures for sound budgetary control (see 'financial control' below);■ Recommends the school's annual budget plan to the Governing Body;■ Reports significant anomalies from the anticipated position to the Governing Body, having reviewed the financial reports;■ Makes decisions on expenditure following recommendations from other committees, within agreed limits;■ Once budgets are agreed, the committee may adjust funding within agreed limits, for example, authorising unbudgeted expenditure.
Curriculum and standards
<ul style="list-style-type: none">■ Ensures systems and processes for delivery of high standards and the educational vision are in place;■ Scrutinises performance data as part of performance review cycle■ Reviews curriculum;■ Disciplinary hearings – delegated authority;■ Reviews special needs provision;■ Advises the Governing Body on changes in curriculum policy, published attainment targets and statutory issues related to curriculum provision and exclusion.
Premises
<ul style="list-style-type: none">■ Oversees significant construction and maintenance works;■ Reviews health and safety compliance;■ Reviews the school's lettings policy and out of hours use;■ Ensures the regular inspection of the premises to identify essential maintenance work;■ Ensures appropriate insurance is in place;■ Monitors the school's emergency policy and procedures;■ Monitors the School Transport Plan.
Policy and strategy
<ul style="list-style-type: none">■ Carries out Head Teacher's annual appraisal, and ratifies performance targets for the Head Teacher and Deputy Heads■ Ensures that the work of the Governing Body and its committees is effective, such as agreeing the schedule of meetings and reviewing membership■ Reviews policies according to agreed schedule■ Oversees admissions

Financial control

We are aware of our responsibilities under the Academies Financial Handbook to implement a process for independent checking of financial controls, systems, transactions and risks. Four options are set out under Section 3.5.6 and we will combine them to match the capacity and capability we have on the Governing Body. However, we would anticipate nominating the Chair of Finance to be the **responsible officer**. The responsible officer will agree a plan with the finance committee that will provide both an internal and external review of the key financial and business processes, throughout the year. This will allow the RO to advise the finance committee and for the committee overall to have sufficient independent assurance on the school's financial processes and procedures.

The Chair of Finance will also **review the financial reports monthly** with the Business Manager, reporting to the Chair of Governors (as well as the finance committee at its half-termly meetings).

The role of a Governor at CoLPAI

Each Governor will play a significant and committed role in the school. In summary, they will:

- Prepare for and attend a termly full Governing Body meeting;
- Prepare for and attend a half-termly sub-committee meeting;
- Seek training in areas relevant to their role and the school, in line with their personal development plan and the school development plan;
- Carry out direct observation at least termly;
- Attend significant school events;
- The Chair of Finance will review financial figures monthly.

Conflicts of interest

As a publicly-funded body, it is particularly important that conflicts of interest are identified and managed, in accordance with the CLG's Memorandum and Articles of Association. We will do so by:

- Maintaining a register of interests for each member, director and SLT member, which will be updated at every meeting;
- Ensuring that directors with a conflict of interest (directly or via a partner, spouse, relative or dependent) are not involved in decisions related to their area of conflict. Common examples could include performance related pay and the letting of contracts;
- Including training on conflicts of interest in the induction of members and directors.

F3 (b) Skills gap for governing body

Our identified Governors are shown in the table below.

Name	Where live	Role on Governing Body	Role in pre-opening	Area(s) of expertise (e.g. educational, financial, etc.)	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	2
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	4

The final four positions will be for

- the permanent Chair of Governors, who will be an elected Member of the City of London, bringing a strong insight into CoL community needs;
- the ██████████, bringing experience and resources from one of the high performing CoL independent schools;
- one staff governor. It is likely that the staff governor would sit on the curriculum committee (if they are a teacher).
- one parent governor.

We have identified strong proposed governors for the appointed positions (whose skills cover finance, education, HR and business administration). We would like to supplement them with experts in school finance and premises. In both cases, we intend to recruit these individuals for the pre-opening stage.

Table F5 – Skills Gap – Governing Body

Skills/experience missing	How you plan to fill the gap
Essential	
Premises	We intend to recruit to these roles for the pre-opening phase (i.e. by May 2017) and would anticipate that the individuals would continue through as governors post-opening. These roles will supplement our existing competence, rather than being the only governors with relevant experience in these areas.
School finance	

Section F4

Recruiting a high-quality Principal

The role of our Principal Designate

We will develop a more detailed and final job description and person specification in the Pre-opening phase. However, the following paragraphs describe our current view of the key features of the role.

Job description

Job purpose including main duties and responsibilities:

- Provide strategic leadership;
- Hold overall accountability for direction and performance, including enrichment and pastoral care;
- Build a robust and capable staff body;
- Be a figurehead for the school, leading its engagement with parents and the broader local community;
- Be accountable and report to the Governing Body.

Key accountabilities:

Creating the future of CoL Primary School Islington

- working for and with the directors to create the strategic vision and leadership structure, for CoLPSI;
- motivate others to create a shared positive growth mindset and learning culture throughout the staff through distribution of leadership through teams and individuals in each school;
- translate the directors' vision into agreed objectives and operational plans;
- maximise and deploy both resources and expertise, to ensure Key Performance Indicators are met whilst also ensuring best value for money;
- represent and champion CPPS to stakeholders in the wider community.

Table F6 - Person Specification

Qualifications:
Educated to degree level or equivalent;
UK Qualified Teacher Status;
NPQH if not already a Head Teacher;
A record of relevant recent professional development in preparation for the post.
Experience:
A track record of substantial and successful leadership and management experience, but need not be a current Head Teacher;
Substantial and proven successful primary teaching experience delivering outstanding outcomes;
Experience of monitoring and evaluating performance and practice;
Experience of coaching, guiding and mentoring individuals and teams;
Experience of innovation and leadership and management of organisational change and cross-curricular developments. Including a focus on research-led change;
Experience of implementing strategies that have had a positive impact upon inclusion, both in terms of Narrowing the Gaps (FSM/non-FSM) and SEN pupils;
Experience of managing a budget;
Experience of working with children who have SEN or EAL;
Experience of successful working with parents and developing family support strategies;
Experience of successful working with the local community and building strategic partnerships;
Experience of pupil recruitment strategies and marketing.
Professional Knowledge:
Extensive knowledge of the primary sector and likely future developments, particularly in relation to curriculum and assessment;
An excellent understanding of current research into how children learn and effective teaching strategies;
A sound understanding of the research around character and the growth mindset and the ways in which this can be implemented in a school setting; this includes knowledge of mastery learning;
A sound understanding of target setting and assessment at a primary level;
A sound understanding of the Ofsted Inspection Framework and statutory frameworks;
Knowledge of strategies for ensuring excellent behaviour within a school.
Professional Skills
Excellent leadership skills with ability to motivate a team and take challenging decisions;
Excellent analytical, negotiating and problem solving skills;
Ability to clearly communicate the vision for the school over the next 7 years and beyond;
Ability to create and implement a strategic school improvement plan, based on

effective self-review which ensures outstanding outcomes for pupils;
Ability to effectively implement performance management procedures;
Ability to provide objective support and advice to the Governing Body to enable it to meet its responsibilities;
Ability to work effectively with parents;
Ability to prioritise, evaluate and manage financial and human resources to achieve educational goals.
Personal Skills
Enthusiasm with presence and gravitas;
Commitment to excellent educational outcomes for all learners. Strong commitment to inclusion and breaking down socio-economic barriers to success;
Commitment to the ethos of character and the growth mindset, with this being evidence through their own approach to work. Particular evidence of grit and determination;
Strong interpersonal skills and ability to communicate effectively with children and families from a wide range of backgrounds;
Ability to work independently.

Recruiting a high-quality Principal Designate

For such a critical post, we believe that employing the services of a recruitment consultant, such as TES Prime would repay the cost, by ensuring that we had access to as many suitable candidates as possible, and support through the process.

Factors that will attract excellent candidates

We recognise that attracting high-quality leadership and teaching staff is a fundamental issue for all schools. As such there are some key strands to our Head Teacher's package to provide an attractive offer to appeal to high-quality candidates:

- **Quality of work:** The successful candidate will have a unique opportunity to open a Free School and, in partnership with the community, to shape its future development with the full support of the members and governors;
- **Enabling environment:** In the long term, the school will be accommodated in a brand new building with a range of excellent features that will provide a first class work environment and a range of exciting opportunities for community engagement. The recruitment timescale for the Head Teacher means that they will have the opportunity to influence this process from the outset;
- **CoL family of schools:** The CoL family is unique in comprising a mix of Academies and Independent Schools, all of which are in London and all of which are high performing. This provides an unique range of borrowed ideas and resources, and the opportunity for a teaching professional to learn and develop;
- **The City of London:** The City of London brings with it a wide range of commercial resources and contacts formed within the Livery Companies and businesses linked

to the City. This offers a range of opportunities which is unique in the world and has been at the heart of the success of the existing CoL schools;

- **Performance benefits** – not just pay: whilst we offer the market rate for a headship of this size we recognise the value in non-pay related benefits such as leave within the term time (carefully planned and managed) and funding of professional qualifications;
- **Work-life balance**: The governors will ensure, as part of their responsibility for the performance management of the principal, that work-life balance features in his/her performance agreement;

Section G: Budget planning and affordability

<Redacted>

Section H: Premises

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	A site, owned by the <Redacted> has been identified for the school on <Redacted> adjacent to the <Redacted>. This site is the former site of the <Redacted>.
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	
--	--

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	1088m2 for the 1FE school plus 110m2 for the nursery
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Any comments on your calculated building space:	
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Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Islington
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If the preferred site is near to the boundary with another local authority, please say which:	City of London
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	The Corporation was approached by <Redacted> to request that we established a school on the site
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Please confirm the tenure:	Lease
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If other, please explain further:	<Redacted>
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Please include information on purchase or lease price if known:	Freehold transfer will be a peppercorn consideration, and leasehold to CLG will be a peppercorn rent
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Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	No
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Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
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What kind of site is it?	Existing building
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What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	The Corporation was approached by <Redacted> who offered the site for us to establish a school there. The site sits within the<Redacted> and the intention of <Redacted> would be to build social housing in blocks above the new school. In this way the Section 106 monies that will finance the housing will generate efficiencies for the new school buildings in that they will part finance common site infrastructure and building foundations.
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The existing building is a single storey flat-roofed construction built at the same time as <Redacted>. It is in poor condition and would not be large enough for the school now proposed. It could not be economically refurbished/extended.
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Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--


Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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Annexes

CV

Chair of Governors

Elected Member of the City of London Corporation
Education & Governance
Experience

Education: Leadership
TBC following appointment.
Education: Teaching
TBC following appointment.
Previous experience is relevant to the new school
TBC following appointment.
Experience of raising standards
TBC following appointment.
Reference names(s) and contact details
TBC following appointment.

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Project Management Team

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Reference names(s) and contact details	
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Department
for Education

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