



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

CITY OF LONDON PRIMARY ACADEMY, SOUTHWARK

Contents

Completing and submitting your application	3
Application checklist	5
Declaration	7
Section A: Applicant details	9
Section B: Outline of the school	9
Section C: Education vision	10
Section D: Education plan – part 1	11
Section D: Education plan – part 2	12
Section E: Evidence of need – part 1	14
Section E: Evidence of need – part 2	16
Section F: Capacity and capability	17
F1 (a) Pre-opening skills and experience	19
F1 (b) Skills gap in pre-opening	20
F3 (a) Proposed governors	22
F3 (b) Skills gap for governing body	23
F6 (existing providers and any new applicants seeking to open more than one free school)	25
F6(a) Shared services	25
F6 (b) Shared services	26
Section G: Budget planning and affordability	28
G3 Financial resilience to reductions in income	29
Section H: Premises	30
Annexes	31
CV template	32
Self-assessment form for independent schools	35

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	83245
Name of proposed school:	City of London Primary Academy Southwark
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 Academies (Southwark)
Address of lead applicant:	<Redacted>
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:	The application is being submitted by a MAT comprising City Academy Southwark and Redriff Primary School
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 Academies (Southwark)
Company address:	240 Lynton Road London se1 5la
Company registration number:	4504128
Date when company was incorporated:	06 August 2002
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

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

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

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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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?	2
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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:	City of London Academies (Southwark)
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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:	
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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 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>Yes</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>The City of London Academies(Southwark) is sponsored by the City of London</p>
<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 are also applying for a new Primary School in Islington. This would be sponsored by the City and would not form part of our MAT</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some 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 drafting the application. There is no obligation to further involve EC Harris in setting up or running 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?	Southwark
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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)?	Yes
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If you answered yes to either of the above questions, please say which faith:	Christianity
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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?	None
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If other, please specify	
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Maximum capacity of proposed free school:	420
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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 60 Reception places and 360 Primary places
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Please say which year groups the school will have in first year and the PAN for each	Reception - 60 pupils
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Date proposed school will reach expected capacity in all year groups:	2021
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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:	NA
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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:	We have identified an Interim Principal who is developing the Educational Vision and Plan
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	Yes
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Will you adopt the national curriculum?	No
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Will you adopt non-standard terms and conditions for teachers?	Yes
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	
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Section C: Education vision

Section C: Vision and Rationale

The Vision for The City of London Primary Academy

At City of London Primary Academy we aim to change the lives of children. Working in partnership with Southwark Council we hope meet the growing demand for school places in Bermondsey and give local families and children a new and different school offer.

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 three 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, Southwark

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. The school will be supported by an existing MAT consisting of The City of London Academy Southwark and Redriff Primary- City of London Academy.

Redriff Primary is an outstanding National Support School lead by an experienced National Leader of Education. Redriff, despite being in the top quintile for children receiving FSM, has consistently met and exceeded National expectations in Maths and English for the last ten years.

Redriff School KS2 results 2014

KS1-2 KS2 Proportion of Pupils Achieving Expected progress against National Expected Progress								
	2011		2012		2013		2014	
Reading	96 %	87% N	100%	90% N	100 %	88 %	95%	
Writing	79 %	83% N	98%	90%N	98 %	91%	95%	
Maths	93%	82% N	94%	87%N	86 %	88%	98%	

KS1- KS2 – Proportion of Pupils Achieving More Than Expected progress against National More Than Expected Progress –(N – National figures)								
	2011		2012		2013		2014	
Reading	46 %		51%	34% N	48%	30%N	50%	
Writing	11 %		33%	28%N	44%	30%N	45%	
Maths	35 %		18%	28%N	26%	30%N	45%	

Redriff KS2 SATS					
Level 4+	2011	2012	2013	2013 National	2014
English + maths	89 %	87%	-	-	-
English	93%	100%	-	-	-
Reading	93%	100%	96%	86%	95%
Writing TA	65%	96%	94%	88%	93%
Grammar	-	-	82%	74%	91 %
Maths	93%	87%	87%	85%	95%
Science TA	93%	98 %	92%	88%	95%

Redriff KS2 SATS					
Level 5+	2011	2012	2013	2013 National	2014
English + maths	20%	31%	-	-	-
English	19%	56%	-	-	-
Reading	61%	80%	67%	45%	72%
Writing TA	9%	41%	45%	30%	68%
Grammar	-	-	53%	48%	68%
Maths	44%	35%	43%	41%	61%
Science TA	46%	24%	43%	48%	56%

Redriff SATS		
Level 6	2013	2014
Maths	2%	7%
Grammar	-	2%
Writing	8%	9%
Reading	-	-

Our vision, our values

Our overarching vision is to found a school which will exemplify 'Outstanding' primary practice, evidenced by outstanding attainment and progress for all children. From the outset we wish to ensure that all the work of the school is underpinned by shared values and ambitions.

At the foundation of The City of London Primary Academy, Southwark will lie our values, which reflect the way of life, beliefs and cultural context of our city and our country. We wish all our children and our community to realise, espouse and promote these values.

We believe in a just society in which people are;

Enlightened

- Tolerant of other peoples, religions, traditions and lifestyles
- Aware of our common heritage and democratic traditions
- Respectful of the needs of individuals within a social context

Aspirational

- Prepared to meet and face challenges, and to create new situations and opportunities for themselves, their family and community
- Able to see beyond what is now to create what might be
- Have the highest expectations of themselves and of others

Entrepreneurial

- Able to conceive a unique vision and influence others.
- Be creative in their ideas, resilient and determined in their actions.
- See opportunity in all change

Adventurous

- Thirsty for new experiences
- Willing to embrace change, to relish the unusual
- Have the capacity to take calculated risks

Compassionate

- Aware of the interdependence of all living things
- Friendly, warm hearted and considerate
- Motivated to help and care for others

The City of London Primary Academy, Southwark will be a non-selective, fully inclusive school. Pupils will be drawn from the local Bermondsey community, and with the exception of looked after children and siblings, admission will be by distance. Both

Redriff School and City of London Academy, Southwark have extensive experience as their own admissions authorities administering admissions in conjunction with the Local authority and in compliance with the Admissions Code. We intend to operate an Autistic Spectrum Condition unit within the school to afford specialist provision for children with Autistic Spectrum Condition who would benefit from education in a mainstream setting.

The school will build from sixty Reception places in 2016 to a full school of four hundred and twenty pupils by September 2022.

From Vision and Values to reality

Using our experience and resource, the experience and resource of our family of schools, particularly City of London Academy Southwark and Redriff Primary Academy, we intend to found a school which will embody our ideals and imbue young people with the skills and mind-set to take a lead in their community. Our goals of Creativity, Enterprise and Self-esteem, encapsulate the elements in our 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 do not accept that there is a dichotomy between mastering basic skills and thinking and reasoning creatively. We do not believe that the creative arts, music, drama, dance are too rich a fare for the children and young people of Bermondsey. On the contrary, 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.

Teachers feel they have not time to extend children beyond the basic curriculum, hard working parents have to struggle to manage their work and childcare, children fill wasted time with video games and television. 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.

Elements of our educational offer such as philosophy for children (P4C) are not merely designed to extend children's oracy and emotional intelligence but are fundamental to the acquisition of a reasoning mind-set and the capacity to analyse, empathise and comprehend. These are the higher order skills which separate functional literacy from avid readers and enthusiastic writers; these are the skills that turn numerate children into mathematicians.

Our key starting point for the basic skills is around 'quality first' teaching, our Academy at Redriff have enormous experience in monitoring and coaching teachers both in their own school and as a NSS school in other schools. Quality teaching is augmented by early intervention with short term, evidence based intervention programmes which accelerate children's progress where they may have fallen behind. This is underpinned by rigorous assessment and monitoring of teaching and its outcomes for children. The team at Redriff has specialists to support this program. In keeping with our ethos our teaching will promote discussion and dialogue between children and with their teacher.

At Key Stage two we intend to deploy more specialist teachers to support the learning. As well as specialists in music and PE we intend to build on existing practice (at Redriff Primary) of extensive setting for literacy and numeracy in years Five and Six supported by secondary specialist colleagues from the City Academy. The proximity of the secondary school (CoLA) to the proposed site makes the deployment of specialist teachers as well as access to specialist facilities and equipment a practical reality.

Capacity

However compelling the vision, however strong the belief its efficacy depends on the capacity to deliver quality education from the outset. The difficulty experienced by many starter schools is generating sufficient income from pupils to maintain an infrastructure beyond the classroom, this 'pinch' is experienced by all small schools, and whatever its ambition, when our school begins in 2016 with 60 pupils, it will be a small school.

The relationship between the school, Redriff Primary Academy and the City of London Academy Southwark will be key to the schools ability to grow and thrive. In addition to a Head of School at the new school it is envisaged that the present Headteacher of Redriff would act as Executive Head to the new school. The present Headteacher has worked in this part of London for the past twenty years, is a NLE and has extensive experience supporting other schools. [REDACTED]. The school has also a [REDACTED]. The effective deployment of this capacity across both schools will ensure that even from the very first day, with only 60 children on roll, the school will have access to the highest quality specialist support.

In addition [REDACTED] at CoLA Southwark. Both Redriff Academy and CoLA are used to administering their own financial affairs and both have significant financial reserves to smooth any initial difficulty. Furthermore Redriff [REDACTED]

It is our ambition not only to meet an immediate and pressing need for school places, but to offer a radically different approach to education and care offering parents a real choice in the locality. The School will be serving a diverse population. (60% from a non-white UK background) 35% of children living in South Bermondsey live in a low family income environment, 2 of the 5 LSOAs adjoining the school fall in the top 10% most deprived in Britain. It is in this context we believe strong, unifying British values, combined with high expectations, quality first teaching and an extended cultural offer will be transformational for our community.

In summary, we are confident that with the sponsorship and support of the City of London, the close backing of our immediate family CoLA Southwark and Redriff Academy 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 Bermondsey.

Section D: Education plan – part 1

Education Plan- Part 1: School Size

Table D1: Pupil Roll

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Section D: Education plan – part 2

Section D1:

An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake.

Table D2: Topics Timing per week

Subject or other activity (e.g. enrichment)	Hours per week	Mandatory / Voluntary	Comments
PSHE, Philosophy for Children, Mindfulness and PATHS	2	M	e.g. 1 hour of P4C, 1 hour of PATHS Assemblies would address areas of PSHE too.
Maths	6	M	1 hour a day and 20 minutes a day for mental maths 4 days a week
Literacy	6	M	1 hour and 20 minutes a day
Reading	2.5	M	30 minutes every day for guided reading, shared reading, 1:1 reading
Spelling and Grammar (Y2 to 6)	1	M	20 minutes, 4 times a day
Phonics (KS1)	2.5	M	30 minutes daily
Science	2	M	
PE	2	M	1 indoor and 1 outdoor session. Good use made of local sports fields and tournaments with other schools.
MFL (KS2)	1	M	Taught each day in shorter sessions
Topic- Art/DT/History/Geography/RE	2	M	Visits within the community, using local businesses and London resources e.g. art galleries, museums and places of interest. Opportunities for independent learning through topic work.

			Some learning would take place off site in local parks and community gardens.
ICT	1	M	
Music	1	M	Excluding peripatetic musical instrument teaching but including music and singing sessions
Co-curriculum enrichment activities- participation in the clubs is mandatory. Children will be expected to try a variety of different activities but with some level of choice.			
Team Sports Clubs including football, basketball, hockey and cricket	4	M	The opportunity to participate in a wide range of extra-curricular sports would be part of the after school clubs offering Inter-schools fixtures would be arranged wherever possible for pupils
Art Club	2	M	The opportunity to participate in a wide range of extra-curricular arts clubs offered by specialist and other skilled practitioners would be part of the afterschools club offering
Digital Media Clubs including ICT, coding, photography, digital animation and film making.	4	M	
Drama and Dance	2	M	
Cookery Club	2	M	
Choir- F/S,KS1 and KS2	3	M	
Music Ensembles e.g. string, brass, steel pans	4	M	
Gardening Club	2	M	

The school day will run from 9 to 3.30, with afterschool clubs running from 3.30 to 4.30 with extended childcare to 6.

Curriculum Principles

Our Curriculum will be creative, inspiring and imaginative, designed to promote vision, reasoning, and resilience.

Aims

- That all pupils are provided with outstanding learning experiences that will ensure engagement, leading to comprehension, leading to mastery of key subjects.
- All children will be taught by professionals who are skilled, adept and enthusiastic about their subject and committed to transmitting that enthusiasm to another generation.
- Professionals recognise that at the heart of teaching and learning is a reasoned dialogue between teacher and pupil, that for younger children in particular, the quality of the relationship is key to their capacity and willingness to engage with the learning dialogue.
- Professionals working with our children have an obligation to cherish the child and such an approach is fully compatible with ensuring children reach their full intellectual and academic potential.
- We accept to bring about a change in the circumstances and mindset of our community that effective nurture can take the form of robust challenge and relentlessly high expectations
- That a shared expectation and adherence to our values are non- negotiable.

Ethos

At The City of London Primary Academy 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

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)).

Because of the emphasis we place on skilful communication and the importance of social and emotional well-being, we will provide a challenging curriculum for all children. Part of our enriched curriculum will be the opportunity and privilege of learning and growing alongside children with disability.

Utilising the in-depth experience of the skilled teachers of Redriff Academy, combined with proximity of outstanding facilities of COLA this will allow us to provide an extended school day and enhanced before and after school care. Our extended day allows us time to develop a more elaborate curriculum, it provides enhance opportunity for the children and supports working parents.

At City of London Primary Academy Through our enlightened and compassionate values we will create and sustain aspirational, adventurous and entrepreneurial children. Our values will generate our ethos and our ethos will support our values.

We welcome at the City of London Primary Academy all families who will support our shared values. In order to create the highest possible outcomes for the children we recognise the need to build the highest possible expectations of them. These expectations will come from the school, but must also come from the children's families and carers and be developed and nurtured in the children themselves because we know, and research shows us, warm, supportive relationships encourage children's motivation, engagement, self-direction, cooperation, and positive attitudes toward school (Birch & Ladd, 1997; Howes, Burchinal, Pianta, Bryant, Early & Clifford, et al., 2008; Pianta & Steinberg, 1992).

Staff responsibilities are:

- Respect, nurture and care for each child as an individual
- Be a positive, professional role model for our school and wider community
- Build children's self-esteem
- Be encouraging
- Challenge under achievement and mediocrity
- Support and model vision and creativity
- Establish a positive dialogue with parents
- Be clear, fair and consistent

Parents' and Carers' responsibilities are:

- Support the school in their values and expectations
- Be encouraging
- Take a close and active interest in their children's achievements
- Establish a positive dialogue with teachers and the school
- Encourage good attendance and punctuality

Children's responsibilities are:

- Treat others with care and respect

- Have high expectations of themselves and others
- Take responsibility for their own learning
- To have ideas
- Be encouraging
- Establish a positive dialogue with peers and adults

We know from research that relationships do not just provide a context for learning; they actually affect the physical structure of the brain (Shore, 1997). Nurturing and positive interactions release chemicals that promote brain development. The quality of these relationships predict children's social–emotional competence, persistence, enthusiasm for learning, and academic success (Clifford, Barbarin, Chang, Early, Bryant & Howes, et al. 2005; Hamre & Pianta, 2001; Howes, 2000; Pianta, Howes, Burchinal, Bryant, Clifford & Early, et al., 2005).

The Curriculum Outline: Early Years

City of London Primary Academy will adopt similar principles to Redriff around Early Years,

A Young Redriffian: leaves the Foundation Stage as a risk taker and an explorer with a 'can-do' attitude. Children will be independent and well-mannered with the ability to work well with and show compassion towards others.

The Environment: will be bright, welcoming, friendly and safe. We will strive to offer a balanced environment that is stimulating, exciting and composed as well as providing and promoting an adventurous and inviting place to learn. A well organised space which offers self-access to resources for children to develop their independence, creativity and achieve to the best of their ability. We aim to create a happy, positive place which provides a calm setting for children to feel secure, whilst encouraging their learning and curiosity.

A Redriff Early Years Practitioner: is enthusiastic and caring. They are someone who can be reflective on their practice, as well as taking initiative and remain as a consistent, positive part of the team. Our practitioners will be open to new ideas whilst engaging in all activities in the EYFS. When communicating with the children they will be polite and patient encompassing all values and manners of a good role model. Our children, at City of London Primary Academy will learn through play within a curriculum guided by the statutory framework for the EYFS, Development Matters (2012) and planned against the Early Learning Goals. The implementation of recommended learning and development and assessment will be adhered to. The EYFS Profile will be completed alongside Learning Journeys, and shared with parents and carers. Our members of staff will be highly skilled Early Years educators (1 teacher and 1 NVQ L2 Nursery Nurse per class), able to provide children with amazing experiences and learning opportunities, both inside and outside, and these enable the children to develop as confident learners in a safe and happy environment.

There will be a focus on gross and fine motor skills inside and outside, through activities which include Write Dance as well as Talk Boost and Singing Hands (Makaton singing) to support the development of children's speech and language.

The creative, integrated curriculum topics will include Ourselves, Let's Make Time to Rhyme, Superheroes, Fairytales, Around the World and Circus. These have a strong focus on literacy, but cross curricular links are made throughout. Texts such as The Noisy Night, Lost and Found, Giraffes Can't Dance and Traction Man will all be part of these literacy rich topics. Visits to the woodlands, Surrey Docks Farm and visitors from the local community will all enrich their curriculum, and there could even be learning some circus skills in there too. Children will be given opportunities to develop as writers, readers and mathematicians daily in both the inside and outside context. Recent study supports Piaget's theory that play is linked to learning, and this is a huge influence of how EYFS will operate. When 4-year-olds were provided opportunities to engage in high amounts of child-initiated, free-choice activities supported by a variety of equipment and materials to explore, the study showed that at age 7 those children

outperformed their peers who did not have such opportunities on cognitive and language tasks (Montie,Xiang & Schweinhart, 2006).

Reception will use Fabulous Phonics, written by Ruth Moyler (<http://www.theguardian.com/teacher-network/teacher-blog/2013/jul/05/teaching-phonics-reading-writing>), is a total immersion in learning letter sounds by linking all the activities in the environment. It is a creative and effective approach used at John Donne in Southwark where more than 40% of children on free school meals and just six of the school's 60 key stage 1 pupils didn't pass the phonics screening. Our topics will integrate and embed this approach.

Our children will be encouraged to become independent learners and will be provided with ample opportunities to grow in confidence and gain the skills needed to become confident in this.

At City of London Primary Academy we will develop outdoor play and adventurous play as part of our curriculum offering extended activities for physical challenge, risk taking, communication development and social interaction. Working with key outdoor play and equipment specialist we aim to develop an outdoor environment which encourages independent learners alongside the key principles of the Reggio Emilia approach to Early Years Education.

Early Years will also take advantage of the Mindfulness, P4C and PATHS curriculum (see PSHE Curriculum KS1 and 2).

The school will assess learning both formally and informally, focusing on spoken and written word acquisition, and numerical understanding of place value and number operations. Assessments will inform next steps.

The requirements on Safeguarding and Welfare will be delivered fully and comprehensively. Class sizes will not exceed thirty pupils and the City will seek external assessments and checks by registered health and safety providers to ensure that premises comply with all relevant legislation. The school will comply with the requirements of the Disability Discrimination Act and aim to be suitable for children with disabilities.

As in all its practices and procedures, the school will conduct risk assessments both for internal activities and for all visits and external activities undertaken. Redriff has well tested policies and procedures in place for assessing risk which would be adopted by The City of London Primary Academy.

The Curriculum at KS1 and KS2

The City of London Primary Academy will use the National Curriculum 2014 as the framework, to shape our overall KS1 and KS2 curriculum offering to meet the specific educational needs of individuals and groups of children. However this will be merely a starting point, and the school will ensure that every opportunity is taken to engage with wider curricular materials and subject matter if this is felt to add further value to the content of the teaching and learning experience.

We will:

- Have an emphasis on challenge, reasoning and dialogue
- Respond to children's diverse learning needs and ensure work is provided to ensure they have success
- Overcome potential barriers to learning and assessment for individuals and groups of pupils, such as ASC children using SCERTS, a social communication, emotional regulation and transitional support model
- Provide enriched curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

The City is committed to providing an education for all pupils through a variety of access strategies including appropriate differentiation, setting, and the provision of resources and facilities as necessary. All pupils' individual needs will be considered and a range of flexible responses will be available to accommodate and value their diversity. When planning their work, teachers will take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers will enable the child to succeed by planning work that is in line with that child's individual needs. When necessary we will support learning through appropriate external specialists and make full use of bought-in services whether from the local authority, or from other providers. In such cases, staff will work closely with these agencies to support the child.

Equally, The City is committed to meeting the needs of the more able children. It is our belief that 'quality first' planning and teaching allows the most able to flourish and be challenged; but our curriculum is particularly designed around challenge and extension of children's knowledge through deeper learning e.g. our investigative approach in maths, P4C and PATHS. Our children will have a growth mindset and therefore be resilient and confident in achieving their potential and much more. We will also take advantage of CoLA's support, using specialist secondary teachers, for example in MfL, PE, Music and L6 maths to support teaching.

Structure of Teaching and Learning

Our approach aims:

- To provide an inclusive education for all children
- To provide consistency of experience of high quality teaching, leading to outstanding learning outcomes
- To enable teachers to teach as effectively as possible by providing them with the time and tools and resources to facilitate this
- To give children the skills they require to become lifelong learners
- To foster imaginative and creative expression through a range of media
- To learn from each other, through adopting a collaborative, enquiry based approach to teaching and learning, where good practice is shared amongst the adults and pupils

Adopting a broad template for teaching and learning, and for the way in which lessons are structured, does not preclude the spontaneity, creativity, imagination and individuality that is at the heart of the City's vision for education in the twenty-first century. Indeed at the heart of our Creative curriculum is the desire to foster curiosity and fascination for the world in which the pupils live, and will be responsible for in the future.

Planning

Foundation Stage, KS1 and KS2 Year teams will produce a termly topic unit plan and overviews of between 6 weeks and 12 weeks. These will detail the key literacy focus, end products as well as the cross curricular links in all other areas including Science, PE, Art, DT, Humanities. Weekly planning documents of Literacy and Mathematics will be available in a clear shared location of the schools ICT system so as to allow access for outside scrutiny by subject leaders, the Leadership Team and other external bodies. Subject leaders are provided with the clear tools to monitor and lead their subjects, in order to raise standards.

Perfect Pedagogy

Within Unit plans all sessions will have:

- Clear learning objectives to ensure children can understand the purpose of their work
- The National Curriculum skills they will cover in the unit highlighted
- A 'hook' to engage pupils and inspire 'fascination'
- Activities to actively engage pupils and elicit 'curiosity'
- Differentiated questioning to meet the needs of the least to the most able
- Clear differentiation of activities and success criteria (where necessary) to enable all pupils to access learning
- Key vocabulary – reinforced both aurally and visually (classroom displays, in books)
- Assessment questions or activities that allow the teacher and the pupils to demonstrate understanding, skill development and progress in their learning. By the

end of a session(s), pupils should have 'improved' and gained in knowledge, understanding and/or skills

- Opportunity for ICT usage by both teacher as a teaching tool and by pupils as learning tool
- Homework to reinforce or extend learning (see Homework Policy below for more detail)
- Resources for the unit (to include hyperlinks when appropriate)

Lessons

Outstanding lessons will meet the criteria specified by Ofsted and used as part of the City's rigorous appraisal process. The regular monitoring of teaching and learning will include termly Progress Meetings which will focus on data analysis and those not making expected progress (see Section D2). It will also include lesson observations and book scrutinies and is part of the Pay and Appraisal Policy.

Lesson observations will expect to see evidence of:

- Evident progress for all pupils
- Effective classroom/behaviour management, with established routines and clear expectations of behaviour
- Excellent subject knowledge cross-referenced with other subjects and topics.
- Effective use of additional adults (including good communication and consistent expectations)
- Effective, differentiated, questioning
- Pace and challenge for all children
- An investigative approach to learning where applicable, opportunities for self-discovery, 'wow' moments
- Activities and tasks that match the needs and offer appropriate challenge to all pupils
- Immediate involvement in a lesson and active engagement throughout
- Links to prior learning
- Clear success criteria and sharing of the learning objectives so children know how to be successful
- Collaborative learning including pupil talk and interaction
- Plenaries and Mini plenaries to summarise learning and help pupils to understand how to improve
- A purposeful working atmosphere with pupils learning and on task
- Multisensory opportunities for learning
- Assessment for Learning techniques
- Feedback and assessment which allows children to respond and know the next steps
- enjoyable, interesting and motivating;
- encourage children to have high expectations of themselves;
- take account of spiritual, moral, social and cultural development;

- are adaptive to the misconceptions of the children's learning

Teachers will use teaching strategies which:

- allow pupils to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience;

Effective Feedback on learning

The term 'feedback' refers to 'marking'. Marking is a subset of feedback and would tend to be used to indicate that work had been read or seen by others. Feedback is the 'key assessment/steps to progress' tool and may take a number of forms – oral, written, formal and informal, and may be given by staff or peers on a group basis as well as an individual one. Feedback should influence and encourage, leading to pupils taking the next step in their learning. It is important that good feedback is skills based and causes thinking (Dylan Wiliam, Journey to Excellence, 2014).

Individual feedback to pupils will:

- Task involving, providing clear next step targets to improve
- Be relevant to the skills being developed
- Be personal to the pupil and relevant to their target(s)
- Be given at least once per week in literacy and maths
- Be timely in relation to the initial teaching and learning point
- Highlight success
- Provide pupils with planned time to respond to the feedback, to carry out corrections and complete challenge work
- Have an evident impact on subsequent work

Role of Governors

The Local Board of Governors has a strategic role, and a statutory responsibility, for ensuring that the curriculum is delivered and monitored as agreed within the School Development Plan, and that results and levels of attainment are aimed for and published as required.

The governors of The City of London Primary Academy will discharge their duties regarding educational provision through the Curriculum and Standards Committee, through a system of Link Governors attached to each subject, through Governor Learning Walks, and regular meetings with SLT.

They will understand priorities for development, levels of resourcing, quality of teaching and learning, standards of attainment and value added. They will work whenever appropriate with governors from the City's family of schools, to understand what best practice looks like, and to gain valuable knowledge and skills from an existing provider.

They will also be overseen by the Directors of the Multi Academy Trust who are accountable for the educational delivery.

Curriculum Content

The most effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively and expressively, and to explain and clarify thinking. Connections across subjects will be integral to curriculum design. The curriculum will work in tune with Redriff's, where, "Pupils are encouraged to think and question for themselves through the outstanding curriculum. Opportunities for them to learn are rich. As a result, pupils develop a curiosity and keen interest in their learning." (Ofsted 2011)

Topics such as London's Burning in Year 2 would involve stimulating visits to the exhibition at The Museum of London, listening to their MP4 walking tour, visiting local sites for example Pudding Lane, The Monument and baking bread at Surrey Docks Farm. In Literacy a whole sensory sound walk would be created to imagine what it would be like to be on the streets of London in 1666 and this would stimulate imaginative, creative diary entries. The children would use resources from The National Portrait Gallery to create their own cityscapes and artwork of London and The Great Fire of London. Maths would be linked in, from capacity of water buckets to using multiplication of time to discover how quickly the fire spread. In Science and DT the children would construct their own mini London and look at materials and their properties to discover why the buildings burnt so easily and perhaps even be demonstrated this through a controlled experiment!

It is essential that children see the purpose of learning. Creating these links gives them a passion and interest to find out more, be inquisitive, think of their own questions. The Redriff model will be adopted, where, "They learn to use and apply skills in different contexts with confidence. The curriculum puts pupils' enjoyment of learning first and focuses on ensuring pupils understand links between subjects. The curriculum is enriched by a good range of visits, visitors and well-supported extra-curricular clubs." (Ofsted 2011)

Other topic titles will include, Growing Up Green and Maybe it's because I'm a Londoner in Year 1, a focus on the local environment and the city; Africa Alive and a Titanic Adventure in Year 3; Dem Bones and Explorers in Year 4; Return of the Mummy and It's all Greek to me in Year 5 and; in Year 6, Aztecs where the children will be visited by Mexicolore, a travelling museum, A Modern Fairytale (The Wedding Ghost) and Vive La France, which looks at WW2 and includes School Journey to Normandy in the summer term.

The Curriculum at City of London Primary Academy: Mathematics

Our approach

██████████, 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.

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.

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 Roehampton University Mathematics Consultant 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.

As an Every Child Counts School, we will employ a qualified teacher as a Numbers Count Teacher, working with children in KS1 and KS2 to develop, at pace, in a 1:1 daily teaching situation, to bridge their knowledge and understanding gap specifically around number. Maths interventions will run alongside, ensuring all children make expected or more than expected progress. These will be run by trained Teaching Assistants or Schools Direct teacher trainees, 4 times a week, and regularly monitored and quality assured.

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.

Organisation

Children will be taught as a whole class for daily 1hour lessons, where mental maths and times tables run in addition. In F/S and KS1 there is a focus on number facts rather than times tables and there will be a weekly quiz in class to assess where the children are at.

Setting will take place in Year 6, four ways and after the first half term in Year 5, this is so that teaching and learning can be more individualised and focused on the more specific needs of the children.

Differentiation

We will be an inclusive school and so in numeracy we ensure that we provide all children with work at appropriate levels. We do this through differentiating the work, teaching, resources and scaffolding we provide to all children. Our differentiation will be made explicit through our weekly plans. Differentiation will stem from where the children are which is evident through Show What You Know sessions and continuous assessment. Children will be then targeted accordingly to allow for assessment for learning. We will use classroom assistants and Schools Direct teacher trainees to support some children and to ensure that work is matched to the needs of individuals.

Provision for the more able

Our approach to mathematics will mean all pupils will be challenged in their reasoning, explanation and investigative skills. More able children will be highlighted during Pupil Progress meetings, termly, and work given appropriately. This will be monitored during termly book scrutinies.

All children will have the opportunity to be challenged with an extension every lesson. Blooms taxonomy questions will be key to planning, expecting children to delve deeper in their understanding e.g. how do you know? Can you create a problem similar to this? Activities such as those recommended by NRICH will allow children to develop deeper thinking. At a higher level we would make use of Brain Academy – a resource that has been developed by NACE (National Association for Able Children in Education) to explore problem solving and algebra at a much deeper level.

The more able pupils in Year 6, who will be working on securing the L5 curriculum and moving into L6 material, will work alongside an experienced secondary maths teacher from CoLA one morning and one afternoon a week. This teacher will support the class teacher and maths team around assessment and planning a Level 6 curriculum.

Weekly Maths Investigations will go home, to children and parents for submitting to maths coordinators and celebrated in a weekly assembly, Marvellous Mathematicians.

Assessment and target setting

National Primary Baseline Assessment, KS1 assessment and in year data will provide us with the information to set challenging targets, which include every child making expected progress with 50% making more than expected progress.

Pupils' progress will be monitored through termly benchmarking sessions which will moderate teachers levelling. We will use our Assessment in Maths document, which is linked to the yearly objectives from the National Curriculum 2014 to inform our levelling choices.

Children that have made little or no progress will be identified through progress meetings termly and will be targeted with interventions of 12 weeks minimum.

Children should be fed back to regularly through next step marking and self-assessing. Children are given time to respond to the teachers comments during the lesson time (see section on Effective Feedback for Learning)

Monitoring and Review

Monitoring of the standards of children's work and of the quality teaching in mathematics will be carried out termly by a team of staff including the numeracy

coordinator, the key stage leaders and a member of SLT. Samples of children's work, in year data and lesson observations of mathematics teaching across the school will form the whole picture of maths in each classroom.

The work of the mathematics subject leader will also involve supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The mathematics subject leader will give the Headteacher a termly summary in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

A named member of the school's governing body is briefed to oversee the teaching of numeracy. This governor meets regularly with the subject leader to review progress.

Home Learning and the Role of Parents

Parents can support their children's learning by developing numeracy at home through:

- Attending parents meetings and workshops.
- Reflecting upon end of year reports and targets.
- Encouraging them to take time over and complete their homework.
- Learn their times tables with them regularly
- Take part in the weekly home maths challenge
- Support and encourage children to use the additional activity links for maths from the school website

FS are expected to practice counting forwards and backwards and complete activities in pink books.

Both Year 1 and 2 will have a weekly number facts homework based around playing mathematical games. It is important that KS1 children also regularly practice counting forwards and backwards and in 1s, 2s, 3s, 5s and 10s. In KS2 weekly times tables are sent home. There will be additional maths activities for the children to do such as Sum Dog, which will have a link to from the school website. Times table results will be reported to parents weekly.

Testing and reporting to parents

All children in Year 1 and children identified for intervention across the school will be tested using The Sandwell Test at the beginning of the term and end of term. These scores will be recorded and progress tracked closely. These scores are used by the teachers as additional evidence to level children alongside their books and class work and to indicate the effectiveness of the intervention.

Statutory F/S, KS1 and KS2 tests will be carried out and reported to parents.

The Curriculum at City of London Primary Academy: Writing, Reading, Phonics, Spelling & Grammar

Our approach

Literacy unites the life skills of reading, writing and speaking and listening. The three elements work alongside each other to enable children to make sense of the world around them and understand the way language is used to communicate. At Redriff we want every child to be confident and fluent in expressing themselves through a variety of different means and develop literacy skills for life.

At **City of London Primary Academy** we will aim to produce literate children who:

- Read, write and speak with confidence, fluency and understanding.
- Demonstrate enthusiasm for text and language.
- Believe in themselves as effective communicators, both orally and in writing.
- Achieve their full potential in all aspects of language and literacy to fully prepare them for life beyond City of London Primary Academy.
- Have had relevant, meaningful literacy experiences in reading, writing and communicating orally.

At City of London Primary Academy we will strive to create a community of readers and writers who use their literacy skills confidently and competently. We hope to foster a love of language and text through our integrated approach to planning and teaching.

Organisation

Children will be taught as a whole class for daily 1hour lessons, where Phonics, Guided Reading and Spelling and Grammar run in addition.

Smaller class sizes, will be organised in Year 6, three ways, and after the first half term in Year 5. This is so that teaching and learning can be more individualised and focused on the more specific needs of the children.

Children will be provided with opportunities for self-directed, independent learning and teachers are encouraged to allow children access to these areas as frequently as possible. In the reception classes this will include small world, role-play area, computer stations, writing area and listening post. Each KS1 classroom will have a writing area, listening post, reading area and role-play area. Each KS2 classroom will have a topic corner or display and a class library.

Planning

At City of London Primary Academy, we will take pride in our rich integrated curriculum which enables children form links between subjects and their learning. Many of our writing units will follow the Dramatic Progress in Literacy programme which will provide writing opportunities through drama. [REDACTED] At all times, children will be expected

to use quality literacy skills whether they be writing up an investigation in science, evaluating an artwork or reading for information in history. Children will also be taught the important skills of communication through media and ICT.

Reception's medium term topic plans will be followed, having developed an integrated approach. From these medium term plans, half-termly plans will be produced detailing activities in more detail. The teachers will input this information into their daily planning sheets, which they work from. Each foundation stage class will plan one literacy-based carpet session daily, with related independent literacy activities available throughout the day.

Key stages one and two will follow the school's own medium term literacy plans. These plans will take the key objectives and text types from the National Curriculum and link them across a year with the integrated topics being taught. This enhances the opportunities for cohesive teaching and provides substantially more opportunities for real-life, relevant literacy opportunities. Teachers will also refer to whole school grammar, spelling and punctuation documents, developed by Literacy specialists at Redriff, to further inform their planning and skilfully differentiate their lessons for the needs of the children.

Differentiation

City of London Primary Academy will be an inclusive school and so in literacy we will ensure that we provide all children with work at appropriate levels. We do this through differentiating the work, teaching, resources and scaffolding we provide to all children. Our differentiation is made explicit through our weekly plans.

Differentiation should stem from where the children are and continuous assessment. Children should be then targeted accordingly to allow for assessment for learning. We will use Schools Direct teacher trainees to support some children and to ensure that work is matched to the needs of individuals.

Assessment and target setting

We will assess our pupils' progress through termly benchmarking sessions to moderate our levelling. We will use our assessment guidelines which are linked to the National Curriculum to inform our levelling choices.

Children that have made little or no progress will be identified through progress meetings termly and are targeted with reading and writing interventions, tailor made by the school with the guidance of literacy consultants and specialists.

Children will be fed back to regularly through next step marking and self-assessing. Children will be given time to respond to the teachers comments during the lesson time. Marking is skills focused and makes the child think.

Reading

At City of London Primary Academy, we will encourage children to think of themselves as readers, authors, poets and illustrators as soon as they enter our school. A love of text and reading will be fostered through:

- Regular visits to the school library, where children have access to books covering a range of genres and styles. They have time to choose books and share them with others.
- Book recommendations in class, sharing favourite books, making books, listening posts.
- Teacher's reading aloud to children every day from 3.00-3.30.
- Celebrating reading through book awards and prizes from Reception through to Year 6.
- Creating attractive reading environments – book corners
- Visits to Canada Water library from year one to year 6 when all children have the opportunity to loan a book.

At City of London Primary Academy reading will be taught through:

- Guided Reading sessions. These will be taught outside the literacy lesson. Each group of children receives a guided reading session from the teacher weekly, and focus groups of children may receive additional guided sessions where necessary. The progress of children is recorded in the class guided reading record, and their individual home-school books.
- Shared Reading.
- 1:1 Reading in Foundation Stage and Year 1 unless group reading is deemed more beneficial.
- Accelerated Reader and Lexia

Lexia will be used initially with groups of intervention children and will provide children with immediate feedback and explicit instruction both online and through direct instruction with the teacher. Children will work independently to develop reading skills in a structured, sequential manner with a focus on:

- Foundational skills to develop automaticity and fluency
- Listening and reading comprehension with complex text
- Academic and domain-specific vocabulary to improve comprehension

Each child follows a personalised learning path, with adaptive placement and pacing in activities designed specifically for them. Teachers will then be provided with data-driven action plans—unique to each student—that are simple to interpret and drive differentiated instruction.

Lexia Reading Core5
Scope and Sequence

Grade Level of Material	Skill					
	Phonological Awareness	Phonics/PA	Structural Analysis	Automaticity/Fluency	Vocabulary	Comprehension
Pre-K	•	•			•	•
Kindergarten	•	•			•	•
Grade 1		•			•	•
Grade 2		•	•		•	•
Grade 3			•	•	•	•
Grade 4			•	•	•	•
Grade 5			•	•	•	•

Accelerated Reader is a computer-based programme that encourages and supports children to develop as enthusiastic, skilled readers. It provides quizzes for thousands of wonderful books. When children have finished reading their book, they can log on and answer a series of questions about what they have been reading.

This will be used as a class from Foundation Stage, but more independently from Year 2.

Writing

At City of London Primary Academy, we will encourage children to think of themselves as writers as soon as they enter our school. We share and celebrate the processes children go through to become successful writers. We have writing assemblies each week to celebrate excellent work.

Writing will be taught through:

- Shared Writing.
- Guided Writing.
- Teacher modelling.
- Encouraging independence (have a go) and responding positively to children's efforts.

Speaking and listening

At City of London Primary Academy speaking and listening will be taught through:

- Role-play activities, during and outside the literacy lesson.
- Opportunities for drama.
- Independent use of the role-play area.
- Use of listening post.
- Partner talk-time, across the subjects, for children to talk through their initial ideas and then share finished work with others.

Phonics

Reception will use **Fabulous Phonics**, written by Ruth Moyler (<http://www.theguardian.com/teacher-network/teacher-blog/2013/jul/05/teaching-phonics-reading-writing>), is a total immersion in learning letter sounds by linking all the activities in the environment. It is a creative and effective approach e.g. John Donne has more than 40% of children on free school meals and just six of the school's 60 key stage 1 pupils didn't pass the phonics screening. Our topics will integrate this approach.

KS1 children will use **Letters and Sounds** to base their daily phonics lesson around. Plans will be created alongside a Literacy Consultant, and training given to all staff that teach phonics. The aim is to make the sessions as fun, creative and interactive (kinaesthetic) as possible to embed the skills more easily.

Regular monitoring of the sessions will happen. Year 1 children will take the Phonics Screening Test in the summer term. Any children that do not pass will re-sit the test in Year 2. During Year 2 there will be additional Phonics support for those children. Year 2 children secure in Phonics will begin to work on Support for Spelling and continue this into KS2.

Interventions

Intervention Programmes will run for 8-10 week blocks. Children will be identified for intervention at termly benchmarking meetings and progress meetings. Schools Direct teacher trainees and TAs will run interventions 3-4 days a week (during class time for writing and in afternoons for reading). These will consist of:

	KS1	KS2
Interventions	Handwriting skills	Handwriting Skills
	Lexia	Lexia
	1:1 reading with Tas and volunteers	1:1 reading with Tas and volunteers
	Accelerated progress in writing	Accelerated progress in writing
	Phonics	Phonics with children that are targeted through progress meetings and screening tests.
	Group Speaking and Listening	

Intervention leads will:

- Record every session using the school intervention trackers
- Hand records in every week to be kept centrally for teachers to refer to when planning
- Have frequent discussions with the class teacher about what should be covered and how children are meeting targets
- Work alongside curriculum and phase leaders.

Provision for more able pupils

All children will be extended to their full potential including those who are already working at or above their expected level. Through higher order questioning we ask more able children to further their learning by synthesising and evaluating.

Challenges will need to be included for the end of every literacy lesson to further extend writing. These should be based on the writing features specific to the focus, or open-ended/reflective questions.

Readers will be tracked through Accelerated Reader and Star Testing. Prolific and able readers will be encouraged to read widely and challenge themselves when choosing home reads and through guided sessions.

Home Learning and the Role of Parents

Parents can support their children's learning by developing literacy at home through:

- Attending parents meetings and workshops.
- Reflecting upon end of year reports and targets.
- Encouraging them to take time over and complete their homework.
- Reading with them regularly.
- Making time to visit the library and participate in literary events.

FS are expected to read regularly and complete activities in pink books. All children from year one receive weekly spelling homework, termly topic projects, and are expected to read daily.

Monitoring and Review

Monitoring of the standards of children's work and of the quality teaching in literacy is carried out termly by a team of staff including the literacy coordinator, the key stage leaders and a member of SLT. They review samples of children's work and undertake lesson observations of literacy teaching across the school, including interventions led by TAs.

The work of the literacy subject leader also involves supporting colleagues in the teaching of literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The literacy subject leader gives the Headteacher a termly summary in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

A named member of the school's governing body is briefed to oversee the teaching of Literacy. This governor meets regularly with the subject leader to review progress.

Reporting to parents

Statutory F/S, KS1 and KS2 tests will be carried out and reported to parents.

The Curriculum at City of London Primary Academy: PSHE, P4C, PATHS, Mindfulness

PSHE skills will be covered at City of London Primary Academy through P4C, PATHS, Mindfulness, Sex Education in upper Key Stage 2 and Science.

Philosophy for Children (P4C) aims to encourage children to think critically, caringly, creatively and collaboratively. It helps teachers to build a 'community of enquiry' where participants create and enquire into their own questions, and 'learn how to learn' in the process. It provides children with opportunity for free speech, listening to each other's opinions, being able to agree or disagree through discussion within a safe environment. It encourages children to listen to each other and value other opinions. It targets the more able in their open questioning, encouraging deep discussion.

Our P4C sessions will be taught through Literacy topics as well as through discrete P4C sessions once a week. Teachers will choose a stimulus relevant to the group of children and their social and emotional needs.

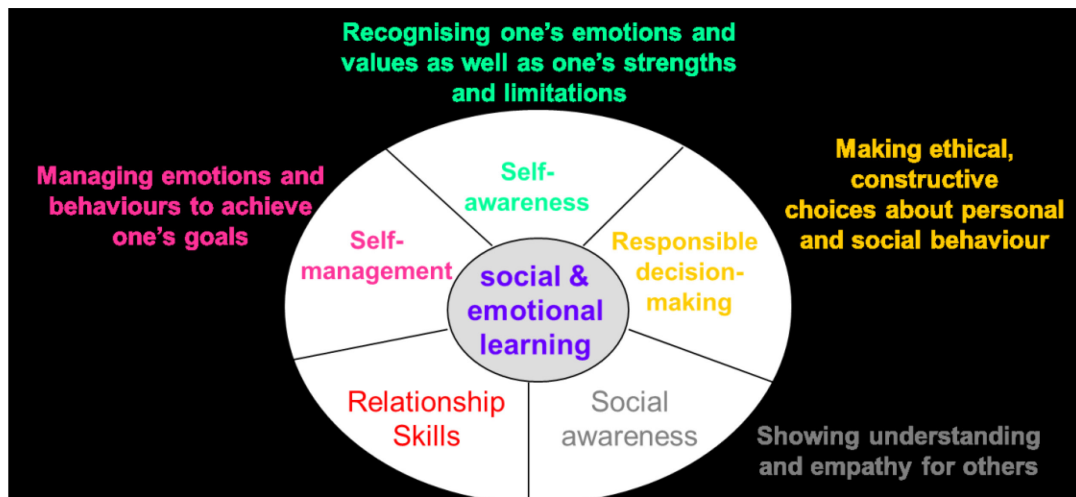
All adults, who facilitate these sessions, will be trained by Saphere to L1 standard.

Promoting Alternative Thinking Strategies (PATHS)

The PATHS® Curriculum will be part of our children's social and emotional learning development. PATHS® is a lottery-funded programme that covers a range of skills to encourage children to problem solve and think of strategies for themselves.

Through the explicit teaching of the following areas, PATHS® Plus aims to help children develop fundamental life skills:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making



From Foundation stage to Year 4, children will be encouraged to use feelings faces to verbalise their feelings. This then progresses to using a feelings dictionary in upper KS2. Pupils are taught that feelings can be either comfortable or uncomfortable, but that all feelings are OK to have; it is our behaviours that can be either okay or not okay.

There will be **PATHS® Pupil of the Day**, who throughout the day will be complimented by their peers and teacher. These are randomly selected children and the whole class would have the opportunity to be the PATHS® Pupil of the Day. They receive a certificate to take home at the end of the day with some of these compliments written down. Children wear a sash so they can be recognised as the PATHS® Pupil of the day when walking around the school; this enables them to receive compliments from other children in different year groups, different teachers and support staff. Children who are the PATHS® Pupil of the day, are also given special responsibilities and privileges around the classroom! We believe that it is important that all children recognise what a compliment is and how it can make you feel when you give or receive a compliment.

Friendship ambassadors, children from across the school will be trained to be in the playground and will encourage children to resolve their friendship problems first without involving adults.

Mindfulness Schools Project has been proven to improve children's health and wellbeing. It enables children to perform better, feel happier and calmer and able to get on better with others.

The **health element** to PSHE will be taught through the **Science** curriculum, for example through 'Animals, including humans' across key stages and 'Evolution and Inheritance' in Year 6. **Sex Education** will be taught in Upper Key Stage Two.

The Curriculum at City of London Primary Academy: Science

The curriculum will be designed to develop a scientific approach to the subject matter from the earliest start, with an emphasis on enquiry, developing hypotheses, investigating variables, fair testing and using mathematical and scientific vocabulary. Exploration and collection of data, through effective integration of appropriate ICT, will be fundamental to instilling scientific approaches to learning.

There will be strong emphasis on the practical to engage and enthuse, and the considerable benefits to being located in London would be maximised, using London museums and hospitals to provide expert and contextualised understanding.

The model of 'Science Weeks' that have been run at Redriff would be used at City of London Academy. During these weeks there has been a particular whole school scientific focus, culminating in exhibitions and presentations on the learning that has taken place. Scientists from the London community have come to share their specialist knowledge with the children.

London Zoo, The Science Museum, The Royal Institution of Great Britain as well as local parks and ecological woodlands offer a wealth of possibilities to study Science at a global, national, and local level. Opportunities at local level will provide natural habitats to experience hands-on outdoor scientific learning.

The national curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Example topics include Plants, Animals, Everyday materials in Key Stage 1 and Rocks and soils, Forces and magnets, states of matter, Evolution and inheritance in Key Stage 2.

There will be a strong focus on making Science fun, hands on, practical and interactive.

The Curriculum at City of London Primary Academy: ICT and Digital Technology

We will be to develop usage in line with current educational best practice. In such a fast changing environment there are two essentials: to ensure that the teachers are confident with the use of iPads, IWBs and Macs and PCs for facilitating high educational learning experiences and outcomes, and for ensuring strong, informed curriculum leadership to remain on top of how ICT raises standards in the classroom. The newer requirement to teach computer coding would be delivered through expert practitioners such as those from Coding Club and by using Lego Robotic hardware which incorporates programmable features such as responses to sound, light and direction.

ICT will be integrated into all core lessons: the use of laptops and other hardware such as cameras and film cameras will be as much part of the learning tools as will be pencils and pens, for example in a Year 5 topic on Rivers, children may be asked to create a bridge using Lego Robotics, learning programming skills to do this.

The Curriculum at City of London Primary Academy: Music and Drama

The City 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. This provides an amazing partnership whereby City of London Primary Academy will be able to develop a specialist niche programme for its children and provide extensive opportunities to learn an instrument, sing and perform as well as watch performances. The early years the focus would be upon musical immersion, developing good listening skills and imparting an experiential knowledge of musical terminology. Evidence from The Journal of Neuroscience suggests that there are clear benefits to brain development even into older adulthood: more musical training leads to faster brain responses to sound and speech, and there are other benefits to musical provision delivered by subject specialists, including impact upon mathematical attainment and strengthening of memory.

Through the Dramatic Progress in Literacy, Drama is an integral part to any Literacy work we will do. It has great impact upon the child's writing and speaking and listening power and ability. Imaginative role play will be fundamental in the Early Years and the KS1 curriculum with opportunities to perform to wider audiences through assemblies and events around key festivals.

Other external partners such as The Unicorn Theatre, The Globe Theatre, Creative Partners, The Young Vic, as well as a wealth of local community practitioners, will be engaged with at regular intervals. Theatre Peckham has strong links with local schools, offering a full outreach programme, and the nearby Bussey Building on Rye Lane hosts leading events in theatre and film, and partners with the Royal Court Theatre.

The children will be taken to theatrical performances and be expected to stage their own!

The Curriculum at City of London Primary Academy: Physical Education

The City provides environmental outreach and extensive sporting facilities in the City City's open spaces to over 12,000 children every year so City of London Primary Academy can take advantage of these.

There will be a considerable commitment to offering a wide range of sport, dance and physical education at Foundation, Key Stage 1 and 2. Extensive use will be made of specialist teachers and coaches from CoLA, who will work to support the development of pupil and teachers' skills. The City would also ensure wider participation in the community by involvement in inter-school sports and swimming tournaments, local authority and London-based competitions. Examples of this are participation in Southwark cross country, cricket at the Oval and Sunbury, and tennis as part of the London Youth Games held at Crystal Palace. The school will make excellent usage of any additional funding via the Sports Premium for PE, by ring-fencing the budget and entering into arrangements with providers of bespoke sports packages and training aids designed around the school's needs. Acknowledging the outdoor space limitations of an urban school site, we will plan to make good use of local green space for sporting activities, including the nearby Southwark Park.

The Curriculum at City of London Primary Academy: Art and Design Technology

The City of London Primary Academy will value the place of Art and Design Technology in the busy curriculum, both for their own unique subject benefits, and as a way of understanding the world in which the children live both past and present. The visual arts provide a window into other times and cultures and allow children to explore their own emotions and identity prior to and during language development. Design Technology allows children to work from an initial brief that involves solving a problem and requires them to exercise collaborative working practices and overcome difficulties, thus building resilience. We will use the Design Technology schemes of work, whilst developing appropriate activities at Key Stage 1.

Like the approach to other curriculum subjects, the new school will immerse itself in both the local and wider community of artistic provision. Ideally a dedicated space within the school will exist for a specialist art teacher and local artistic practitioners to work with pupils on both ad hoc and planned-in artistic experiences - an art studio space that allows a range of materials and processes to be explored would be envisaged. Active use will be made of London art galleries – The Dulwich Picture Gallery provides an excellent free educational service; The Design Museum at Shad Thames provides hands on design workshops as well as providing new thinking and inspiration to teachers; The White Cube on Bermondsey Street has talks from artists about their work; and the Tate providing both schools' and teachers' programmes. City of London Primary Academy will seek to forge links with a range of partners in the local community. The immediate vicinity is home to dozens of galleries and artists' studios; amongst them the South London Gallery on Peckham Road offers an award-winning education programme and the nearby Camberwell College of Art runs a Widening Participation scheme, while The Peckham Space is a purpose-built public gallery dedicated to commissioning location-specific artworks made in partnership with community groups. Arcadia is a local space focused on new media and performance.

The Curriculum at City of London Primary Academy: Humanities and Spiritual, Cultural, Social and Moral Education

The City of London Primary Academy will use the integrated curriculum to cover this area. The City believes that the best learning takes place when meaningful and integrated links are made between history, geography, RE and, where appropriate, global education and citizenship encompassing spiritual, cultural, social and moral education.

Key components of the Humanities curriculum are the 'Big Themes' and the 'Big Questions' that can be examined throughout the children's education, using more complex subject matter and approaches to learning as the children progress. An example of a big question might be 'Why do people/ countries fight/go to war? Themes and topics will have history, geography or RE 'drivers'. For example, a topic on WW2 will be strongly historical but will also challenge religious and political views and other opinions. We know from an Ofsted report into the quality of RE teaching in schools, that best practice makes clear links about world faiths to wider issues of history and settlement, and we will link studies of the world faiths to relevant topics wherever appropriate. We will also explore people's right to not engage in an organised faith but still adopt a moral and ethical code of living that respects others' right to a belief system. Assemblies will address moral issues too, and alongside these will run the school values- aspirational, enlightened, adventurous, individual, compassionate and entrepreneurial.

Enrichment, Extra Curricular Activities and Breakfast and After School Care

The City of London is committed to the broadest educational offering, and that means looking beyond the National Curriculum, something which has been actively embraced by Redriff for many years and would be actively pursued at City of London Primary Academy from Reception year onwards.

A wide range of age appropriate clubs will be offered both before and after school, ranging from sport to cookery to art. Other clubs would include subjects such as crafts, computer coding and film making and gardening.

A very successful Enrichment Programme that draws upon a wide range of adult skills will be offered during the Summer Term during a four week 'Enrichment Friday' programme. Rather like the clubs, children will be offered a menu of activities in which to participate and be allowed to experience activities outside the core curriculum. This might include everything from software programming to mindfulness – it is highly dependent on building successful links with the community who then deliver these specialist afternoon activities.

The new school will provide an 'extended day' for working parents and carers from 7.30am until 6pm, and aim to keep costs to a minimum. Breakfast Care will allow parents to drop children off early and the pupils will be given a healthy and nourishing breakfast. After school, children will be cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. They will also be fed a light tea.

Redriff has considerable experience of running its own Breakfast and After School Care and will build upon this business model for City of London Primary Academy. Whilst income and expenditure will be shown as a separate cost centre for accounting purposes, there will be an expectation that costs will be affordable. Pupil Premium could be allocated to those children who would benefit from the opportunities to socialise and participate in wider school settings, as determined by the leadership team.

Special days, weeks, assemblies and performances

The celebration of events around the world globally, nationally and locally will give our school a strong sense of community, culture and heritage. It will address the core values- aspirational, enlightened, adventurous, individual, compassionate and entrepreneurial.

Special Days will include celebrating Autism awareness day, World Book Day, Black History/International Day, St Georges Day, Our own 'C' Factor, a hugely successful day at Redriff where children are given the opportunity to perform and be voted for (like X Factor) to raise money for Children in Need.

Special Weeks will include Art and Science Week, Friendship and E-Safety week and Book Week which will see performers, authors, poets and illustrators visit.

Key assemblies will be Remembrance Assembly run by the Year 6's, celebration of key figures such as Nelson Mandela, Anne Frank and religious celebrations such as Rosh Hashanah, Diwali, Wesak and Holi. School Council and The Year 6 Dance group will also be part of assemblies.

Key performances across the year will include Foundations Stage and Key Stage 1 Nativity, a carol concert at the local church, Harvest Festival, Mothers' Day, a Year 3 and 4 play and a Year 6 play.

We wish all our children to see eating as a happy, communal and shared affair. We want children to eat healthily, we want them to encourage them to be adventurous in their eating and appreciate a range of foods. In order to achieve these goals, we promote a family service, where children share responsibilities, conversation and food. Children will sit in mixed age groups and genders and enjoy a healthy, well cooked meal with their peers. Packed lunches will be actively discouraged. We will meet full medical and dietary needs of children with a range of conditions and religious prescriptions.

In order to develop our values, we recognise the need to extend the experiences of the children in new and challenging environments. From an early age, Year 3, we have the expectation that all children will participate in residential journeys, some of which will be adventure led, some which will be exposure to different rural environments and some which will be led by experiential appreciation of history and its consequences. In sending children to our school, we want all parents to know and support the expectation that they will participate in school journey. We will make finance available

to subsidise these trips and make extra provision for children's social, emotional needs and for children with disability. They are not optional and are part of the core shared experience of The City of London Primary Academy children. Our aim is to build confidence, resilience and character in a challenging context and environment, so that children grow in confidence, independence and aspiration.

The Role of the Subject Coordinator

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- Evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- Ensuring curriculum coverage, continuity and progress for all pupils;
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. pupil premium, more able pupils, gender groups, SEND);
- Monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- Evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.

Reviews of Teaching and Learning

A comprehensive review of teaching and learning takes place consistently, through observation, progress meetings and bench marking. On-going reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- Identify and share good practice;
- Evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
- Track progress on teaching and learning issues identified in the School Improvement Plan;
- Identify key aspects of teaching for development by departments and for the whole school;
- Identify and support weaker teachers, putting into place a clear action plan detailing clear and specific support so that teaching and learning across the school improves;

- Standardise monitoring procedures including lesson observations and work scrutiny, through paired observations and
- The use of focused Learning Walks linked to specific professional learning.

Behaviour Policy

At The City of London Primary Academy,

- We want all of our children to grow into responsible adults, who respect themselves and each other
- Self-discipline is important for learning and behaviour, as is your child learning about cooperation and friendship. To help make this happen, we feel it is essential for staff to establish a consistent approach to behaviour, including attitudes and behaviours for learning
- We want children to want to behave well, and to achieve, because they see the benefits for themselves
- We need to teach children about social and emotional aspects of development and we use a range of opportunities to do so. For example, every child in school has regular lessons from the PATHS curriculum. PATHS stands for Promoting Alternative Thinking Strategies.
- We provide opportunities for your child to think critically about and discuss important social issues through Philosophy for Children (P4C), where P4C also gives your child the opportunity to value others and explore their feelings.

We use a range of strategies to manage behaviour:

- The most important strategy to ensure good behaviour is to provide the highest quality teaching that fully engages your child
- We listen and attend to what children say and do, as this provides us with important clues for why they behave as they do
- We praise them when they have done well – the children have an opportunity to be recognised for their efforts through the school’s merit system
- Children are provided with warnings if their behaviour is not in keeping with what is expected of them
- There are sanctions that teachers and support staff apply when a child is not making good choices
- Our behaviour management approach allows children to have a fresh start each day, and that it is always the behaviour that is ‘undesirable’- not the child.

We cannot manage behaviour effectively without your support and it is essential that you understand and support the policies of the school with regard to learning and behaviour. We need you on board with our system for rewarding good behaviour and sanctioning challenging behaviour and to work together with us. Supporting your child’s learning at home to help them achieve their best is a very important part of the help we get from you.

There will be clear praise for attitudes as well as achievement, individual merits will build up to a certificate in Early Years and KS1, with 12 merits completing the certificate, and a sign off from the Headteacher with a coloured wristband linked with the school values. In KS2, children merits collect up and at 50, 100 and 200 merits Children will receive a bronze, silver and gold badge to sew onto their jumper. Two postcards, per class will be written by teachers to be given out in a weekly celebration, alongside the badges.

Meeting the needs of the Individual Child

At the heart of City of London Primary Academy's approach will be the commitment to know each child individually and view their needs holistically, which results in a comprehensive picture of the whole child. The model will follow Redriff's, whose, *"Provision for pupils with special educational needs and/or disabilities is well planned and the balance of integration and withdrawal for pupils with ASC is thoughtfully planned."* (Ofsted 2011)

Pupil Premium

We will focus the use of Pupil Premium monies in two ways:

Ensuring progress

All children will be monitored closely, especially groups of children such as Pupil Premium and SEND. Both through data around their expected achievement and through conversations with the teaching staff around social, emotional wellbeing, a whole picture around the child will be created. This will formally take place termly at a Pupil Progress Meeting, where teachers have previously benchmarked in phases and across the school and given time to analyse the data. This meeting will be attended by the SENCO, Lead Learning Mentor, a member of SLT, Phase Coordinators and the two teachers from the year group. Additional support will be identified from here, for example those children needing interventions in Literacy, Numeracy, but also support from the SENCO, the ASC team, and Learning Mentors. It is also at this meeting the more able provision is discussed.

Increased participation in wider school opportunities

We will engage harder to reach parents and facilitate pupil premium access to the wider, extended school curriculum, by providing subsidised music lessons, and free places at after school clubs such as art, drama, music and ICT animation. It will then hopefully result in a substantial increase in participation by harder to reach pupils and enhanced interaction with parents regarding academic targets and home support.

Each Child Unique

At City of London Primary Academy we'll believe all children are unique and all children are special. We'll recognise each child as a unique individual with his or her own personal talents, experiences, learning styles and needs. We'll value their abilities and achievements, and are committed to providing an effective learning environment which promotes their intellectual and personal development. We will be an inclusive school –

we wish to see children of all abilities, talents and disability educated together. We aim to enable all children to participate fully in school life.

Our experience has helped us realise the positive benefits that inclusion brings, enriching and strengthening our community. Where children have additional needs the whole school community is committed to supporting them. All teachers here are teachers of children with SEND. We seek to support all children's' access to the curriculum so that they have the opportunity to progress and achieve success. We strongly believe in involving the children and you as their parent/carer in a helpful working partnership with us.

We provide for all kinds of needs at City of London Primary Academy, usually grouped into 4 categories:

- Communication and interaction
- Cognition (thinking) and learning
- Physical and sensory
- Social, emotional and mental health needs.

Everyone at school is involved in making sure your child is supported and achieves their full potential. Your child's class teacher:

- Checks on your child's progress and (where needed), identifies, plans and delivers any additional help your child may need
- Plans for all children who need extra help
- Monitors this help to make sure it is making a difference for your child
- Asks, with your permission, for further specialist help if your child isn't making progress – for example, they may ask you if they can include the Speech and Language Therapist in an assessment of your child's speech, language and communication needs
- Discusses with you at all stages how your child is doing, what help and support is needed and agreeing together plans and reviews of how things are working

The school Special Educational Needs Co-ordinator supported by a SEND and Vulnerable Child's Lead will:

- Co-ordinate all of the support that we provide for children with SEND and their families and develops our approach so that all children get the best quality help
- Ensures children and their parents/carers are included in knowing what's happening and are involved in checking what's working/ what's needed next
- Works with the outside agencies that we sometimes need support from – Speech and Language Therapy, Occupational Therapy, Physiotherapy, Paediatrics, School Nursing, Educational Psychology, Child and Adolescent Mental Health Services and so on
- Keeps our school systems up-to-date so we know who in school has SEND and what we are doing about it

- Makes sure teachers and support staff have what they need to help children with SEND in the school achieve the best progress possible

This teamwork model operates at Redriff, and has the capacity to expand and continue to develop best practice at The City of London Primary Academy . The expected intake of the school is likely to be diverse - ethnically, socially and demographically - and the diversity of the community will be reflected in the multidisciplinary team, who will have the skills to support families and children with a variety of social needs including languages other than English.

The foundation of the 'Team Around the Child' will begin with the child's parent(s) and/or carer(s), and from the very start the school will view the parent/carer as the child's expert and advocate.

We will work very closely with the Early Help Services, part of Southwark Children's and Adults' Services, which fulfils strategic functions and statutory duties in respect of school attendance, educational psychology, safeguarding and social inclusion. We will make use of these services and appreciate that we can also call upon additional support services such as educational opportunities for vulnerable children, children who are looked after by the local authority and those at risk of significant harm. By working in close partnership with the EHS, we can be confident that we can access Educational Welfare Officer services if necessary, as well as fulfil our statutory obligations regarding specific targeted children.

We have good experience of the benefits of the School Nursing Service and will from the outset access the services provided, including the promotion of health education, screening of the health of Reception children through questionnaires, and participating in the measurement of health and weight programmes. We will use the expertise of the service to support written care plans for children with allergies, seizures, diabetes and other medical conditions and ensure continuity of knowledge from nursery and health visitor settings.

Clearly access to both services will be essential for matters related to safeguarding, including children in need or on child protection plans, as well as other children identified as vulnerable in line with local guidelines.

As is best practice, most intervention, support and extension of all pupils will be achieved through 'Quality First Teaching', differentiated in the class by the classroom teacher. Specific intervention programmes will occur throughout the day, but timely, as not to disrupt quality first teaching.

In addition to these services, sits the Child and Family Support Team. Their role will be

- Firstly to access our many in-school resources to find the most effective way to help a child e.g. Learning Mentors working 1:1 with children with social and emotional problems or a group session around communication and interaction called, 'Bubble'.
- We use a 'step by step' approach only increasing the support level for a child until the most effective way to help is found
- We work alongside Educational Welfare Officers, Social Workers, and the Disability Social Work Team to improve outcomes for a child

- We can ‘signpost’ parents and carers to other services outside of school such as holiday schemes, bereavement counselling, and Job seeker support.

Autistic Spectrum Condition (ASC) children at City of London Primary Academy will work in a very similar way to Redriff. The partnerships with them and their families are so important, as they are with the rest of the school community. Working with children with Autism is part of everyone’s responsibility in the school; we believe that if it works for children with Autism, it will work for all children.

We believe passionately in these children’s right to an enriching and inspirational education that supports them in their academic achievement; communication, social interaction and friendships with others; emotional competence and self-esteem and independence and autonomy as they approach adolescence. There is significant value for children with and without Autism to learn and play together – children with Autism benefiting from the peer modelling opportunities available, and children without Autism understanding we are all different, and difference is something to celebrate, not fear.

We speak openly about Autism and what it means with children, parents/carers and families; working together to understand the implications of the diagnosis for the child’s development and learning. We are committed to improving our own knowledge through high quality programmes of professional development. We recognise that one of the greatest barriers for children with Autism is the attitude and prejudice that exists in wider society. We commit ourselves to wider education of our community and supporting children with Autism in understanding and articulating their needs and combating prejudice.

As a school, we are committed to grow in our knowledge of what works in educating children and young people with Autism. We are developing our use of the SCERTS® (Social Communication, Emotional Regulation and Transactional Supports) model – this allows us to:

- Respond to each child’s individual differences in style of learning, interests and motivations
- Understand and respect the culture and lifestyle of the child and family
- Ensure the child is engaged in meaningful and purposeful activities every day that they are with us.

Transition to and from the school

We recognise that transition – both into school and from City of London Primary Academy on to other schools – can be both an exciting but worrying time for children and their parents. To help children feel welcome:

- We will spend time in the Summer working with new parents/carers whose children will be taking a Reception place
- Depending on the situation, this can include visiting the family at home or seeing the child in an Early Years setting to make sure we are prepared to meet their needs on entry

- We encourage all new children to visit the school prior to starting where they are shown around the school and meet some key members of school staff
- For children with SEND, we encourage further visits to assist with getting used to the new surroundings
- We also visit children in their current school or setting, and talk with you about what will make your child feel most secure and settled.

If your child is moving to another school:

- We make sure that all records about your child are passed on as soon as possible.
- We contact that school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child

For secondary transfer:

In order to prevent children feeling wary and nervous of going onto Secondary School, we will use our links with CoLA, providing them the opportunities to experience life in at secondary school.

- A Secondary Transition Meeting is set up in the September of Year 6 to inform parents/carers of the process, deadlines and the paperwork that needs to be completed in advance and
- A series of meetings will take place to enable parents/carers to use the ICT suite to submit the application and ask the teachers for technical support in doing this
- School staff work with you as early as possible to identify the choices for secondary school that you and your child would like, encouraging both parents/carers and children to attend an open day and for SEND children a member of our staff may accompany you to visit a school if that would be helpful
- For SEND children, we get the SEND team working with your family together to plan the transition about a term before your child is due to leave, always trying to ensure we have included staff from the new school in this meeting
- We work together with your child on focused learning about aspects of transition to support their understanding of the changes ahead
- Where possible, your child visits their new school on several occasions and staff from the new school will visit your child here.
- Heads of Key Stage 3 and pastoral staff will be welcomed to speak to the future pupils and it will be expected that there will be 'Q and As' organised within the school day.
- Inviting in ex-pupils to speak to the Year 6 children.
-

Homework

As part of our enrichment, children will have the opportunity to complete homework tasks supported by professionals.

Foundation Stage

Storybooks

Children will be given the opportunities to exchange and bring home a story book everyday which we encourage parents to read with them. Story telling with your child is particularly important for young children to enjoy reading, have good reading modelled to them and explore characters, voices, story plot and text.

Reading books

Children in Foundation Stage will also bring home individual reading books which have been assessed to be suitable for their reading level. We will encourage family members and friends to take the time on a daily basis to hear their child read and give them support as needed. Guidance for adults on supporting reading is given on the coloured bookmarks issued. We would encourage families to write a short comment on how well the child read or anything they found particularly challenging.

Workshops & Leaflets

We will send out leaflets and running workshops throughout the year on how to help your child at home with various skills such as phonics, fine motor development and reading.

Special pink books

Each child in Foundation stage will be given a pink book which they can add to at home with anything of their choice, this may include, photographs of things they have done at home or on holiday, drawings, writing, cutting and sticking or painting. Children will be given an opportunity during the week to share their special book with their class.

Topic work

Topics in Foundation Stage change on a half termly basis. On occasion children may bring home some work we would like to be done with parents around this topic in order to help the child with their learning at school.

Useful websites

A list of suggested websites will be given to parents to support their children's learning.

KS1

At City of London Primary Academy we recognise the valuable contribution which parents make to children's learning. By working with their children parents will gain an insight into how and what their child is learning and the child will see the value which their parents place upon their work. Homework should be to consolidate and extend the skills and knowledge which children have gained in the classroom.

Reading Journals are provided for parents and teachers to use regularly to communicate about the child's progress both in reading and any other relevant areas.

Homework will comprise of three elements in KS1; regular reading, weekly spellings and numeracy games around learning number facts.

It is essential that teachers set the same homework for their year group in order to appear consistent to children and their families.

Reading

Children in each year group will be expected to read at home daily and have entries completed in their Reading Journals by their parents/carers. If they do this regularly, they will receive a termly home reading award presented to them by the school of a book.

City of London Primary Academy will also use a programme called Accelerated Reader (see Curriculum: Reading), accessible at home.

Weekly Spellings

Children will receive weekly spellings which are initially taken from the list of 100 high frequency words. Beyond these, spellings are taken from the phonics programme list 'Letters and Sounds'. During the summer term of Year 3 teachers will choose a spelling pattern or rule to work on from 'Support for Spelling' or words from the new government framework. Spelling words must be learnt daily over the course of the week.

Spelling groups can be streamed two or three ways at the teachers' discretion however it is essential that this is consistent between classes in the same year group. The 'Look, say, cover, write, check' spelling sheet template.

Children will be tested weekly in spellings and their scores will be reported home, along with those words the child may still need to learn, attached to new weekly spellings.

Number facts homework

Both Year 1 and 2 will have a weekly number facts homework based around playing mathematical games. It is important that KS1 children also regularly practice counting forwards and backwards and in 1s, 2s, 3s, 5s and 10s.

Extension activities

Pupils can be further extended through:

- Links to maths and literacy websites, which can be found on the student pages of the school website, for example Sumdog maths which provides competitions and maths activities
- Reading a wide range of texts that challenge and extend beyond a favourite genre or author
- Completing the weekly Marvellous Mathematician challenge and feedback to their teacher

- Investigating new words to develop their vocabulary and spelling

Workshops, Parent Meetings & Leaflets

Throughout the course of the year we will provide suggestions and training for how best to support your child with their homework. We will cover how best to support your child with their reading and spelling homework and interactive ways of developing knowledge and understanding in grammar, punctuation, number facts and calculations.

Holiday work

We will encourage children to continue learning during the school holidays and will provide a list of fun activities which can be done during the holidays both in the UK and abroad e.g. Playing eye spy using letter sounds and letter names, talking about different currencies and talking about respecting cultures

KS2

Reading

Being able to read fluently and extract relevant information from texts are important life skills that we use on a daily basis. We will encourage children to read quietly to themselves, a bed time story and ask parents to find opportunities to expose children to different reading material are all activities that will turn your child into an expert reader. We will expect children to read for at least 20 minutes a day at home and complete their home reading journal at least five times per week and bring it to school on a set day. If they do this regularly, they will receive a termly home reading award presented to them by the school. This will be a book for term one and two and a City of London Academy school rucksack if term three for gaining all three awards. Parents will also be encouraged to read to their children to share stories but also to model good reading.

City of London Primary Academy will also use a programme called Accelerated Reader (see Curriculum: Reading), accessible at home.

Spelling Homework

Every week, children will receive differentiated spellings to be learnt and then tested on a day set by the class teacher. If they haven't learnt their HFWs in KS1 they will continue learning these. Once they are learnt, teachers will choose a spelling pattern or rule to work on from 'Support for Spelling' or words from the new government framework. Spelling words must be learnt daily over the course of the week. Teachers will report spelling test scores and the spellings children still need to learn on a report card attached to new weekly spellings.

Maths Homework

All children in KS2 will be given differentiated times table homework and practice. Children will be tested weekly and their scores will be reported along with spelling test scores. Year 6, in preparation for SATs and the move to secondary school, will receive regular based on calculations and the learning focus for that week.

Topic Work and Home Projects

Children at City of London Primary Academy will love to research facts about their current topics, particularly when there's an exciting history focus such as the Ancient Greeks, Titanic or World War Two. Teachers will set termly projects such as making an Aztec shield, building an Egyptian pyramid or planning a science investigation. Extension tasks will be set to further deepen children's learning around a given subject.

More Able Pupils

More able pupils can be stimulated, engaged and enriched through new experiences and challenges out of the school context.

More able children should be encouraged to:

- Read a wide range of texts that challenge and extend beyond a favourite genre or author
- Complete the weekly Marvellous Mathematician challenge and feedback to their teacher
- Investigate new words to develop their vocabulary and spelling
- Complete topic extension tasks to deepen their learning and support to their class work. These should be feedback to teachers and shared with the class

Workshops, Parent Meetings & Leaflets

Throughout the course of the year we will provide suggestions and training for how best to support children with their homework. We will cover using the internet safely, how best to support your child with their reading and spelling homework and interactive ways of developing knowledge and understanding in grammar, punctuation, times tables and calculations.

Useful Websites

A list of suggested websites will be given, and links on the school website, with great activities for developing specific maths and English skills. They are also a great history and geography resource for topic research.

Holiday work

We will encourage children to continue learning during the school holidays, and provide a list of fun activities which can be done during the holidays both in the UK and abroad e.g. Talk about surroundings including culture, language, similarities and differences to

the UK, Talk about different currencies and begin to convert between British and foreign currencies and Compare times of day/time zone differences.

Section D2: Pupil Performance

At The City of London Primary there will be commitment to achieving the highest standards in attainment at the end of KS1 and 2. The attainment will be significantly above the national averages. Ambitious targets can only be achieved by 'outstanding teaching' supported by effective and accurate termly tracking in the core subjects. This will be discussed on a termly basis at regular progress meetings for all key stakeholders. The City of London Primary will use effective whole school tracking systems to monitor children's progress. Early identification of children 'not on track' will be followed by immediate action / intervention, this will support children to get 'back on track' without delay.

Performance outcomes to measure the success of the new school are planned to be:

- By the end of Reception over 65% of children will be secure in the Early Learning Performance Goals.
- By the end of KS1 all children will be working at Level 2b/2a (excluding children identified as having Special Educational Needs) and above with a high percentage working within Level 3.
- By the end of Year 4 all children will be working comfortably at Level 3 (excluding children identified as having Special Educational Needs) with over half at Level 4
- By the end of year 6 all children will be working comfortably within Level 4 (excluding children identified as having Special Educational Needs) with over half the cohort working within Level 5 or above.
- All children will achieve 2 whole levels of progress between KS1 and KS2
- At least 25 % of pupils will achieve 3 whole levels of progress between KS1 And KS2
- Attendance will be consistently 96.5% and above
- Punctuality will be set at 100%
- There will be no exclusions

The targets are ambitious and will be achieved by the implementation of rigorous systems to monitor teaching and learning and rigorous efficient systems to track progress on a regular basis at progress meetings involving all parties.

Tracking and assessment procedures will include analysing attainment and progress of individuals, groups, & cohorts of children. In Reception we will ensure the children have been assessed within 6 weeks of arriving at the school, this assessment will act as a baseline. The further progress reviews will be held three times during the year. The progress and profiles will be shared with parents at each stage as they will contribute their knowledge of their child and next steps will be discussed with the parent to support the child's learning.

Individual Level

On entry the school tracking and assessment of individuals will take place through

- Transition visits with parents and carers
- Liaison with nurseries and playgroups
- Discussing aspirations and sharing targets with children
- Data recorded & entered onto system
- Regular meetings with SENCO /Inclusion team
- The completion of a provision map which identifies required support cross referenced with attainment.
- Parents Meeting
- Children's targets will be regularly assessed by the class teacher through next steps marking and feedback
- Reporting to parents on the Characteristics of Effective Learning

Class Level

- Class teachers maintain benchmarking assessments following regular half termly moderation of children's work with colleagues and Assessment for Learning activities and questioning.
- Class teachers decide on appropriate groupings on a daily basis to best suit individual and group needs. This is then evidenced by the differentiation of activities in planning and/intervention sessions.
- At the end of each term class teachers carry out a review of attainment and progress against original targets set and update data systems.

Year and Phase Level

Led by Year Group Leaders and Phase Leaders, teams meet on a termly basis to:

- Analyse and discuss the target setting and target review documentation to highlight successes and areas for improvement.
- Ensure evidence collected is reported to the Leadership Team, who will decide on deployment of resources
- Review groups and settings
- At the end of the school year, Year and/or Phase Leaders report on the whole cohort's attainment/progress.
- Throughout the term there is regular dialogue and moderation of quality of teaching via team/staff/leadership meetings, with pupil progress and concerns being a standing item on the agenda.

Whole School Level

Subject leaders play an important role within the tracking process by:

- Ensuring that key processes and systems are in place for collecting and keeping data evidence
- Hypothesising and asking key questions of whole school data
- Defining trends and pupil performance on an individual and a group level
- Drawing attention to whole school successes and areas for improvement
- Comparing school performance against local and national data (RAISEonline/Dashboard)
- Planning and accounting for subject development
- Reporting back whole school findings to senior leaders

Leadership Team undertakes to look at all data and ensure:

- Relevant aspirational targets are set for year groups
- The provision of 'Quality First Teaching'
- That CPD and training needs address targets set out in the School Development Plan and the teacher's Appraisal
- The School Development Plan reflects whole school findings and drives further progress
- The effective deployment of school resources
- Appraisal targets are set to achieve whole school targets
- An annual report on assessment and target setting is presented to the governing body, the
- Board of Directors and parents and the wider community

Monitoring and improving the quality of teaching

In the new school all teachers would expect to receive regular, constructive feedback on their performance and will be subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

Judgements of performance are made against the extent to which teachers have met their individual objectives and the relevant teaching standards, and are differentiated according to an individual teacher's performance and on the basis of absolute criteria.

Decisions regarding pay progression are made with reference to the teachers' appraisal reports and the pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. We will ensure fairness by requiring all appraisers to be members of the Leadership Team, to receive appropriate training, and to be appraised on the quality of their work. All appraisers will meet to monitor and moderate their feedback and assessments. The evidence we will use will include a range of sources that may be used as the basis for assessing performance. The Leadership Team will hold regular appraisal meetings with the teachers, termly with a specific focus, and the results of these meetings along with the evidence provided, will be moderated by the appraisers.

The evidence will include progress data including termly tracking data, lesson observations, planning documentation, work in books, action plans, CPD, as well daily knowledge of the teacher's practice.

Reporting to Parents and Carers

The City of London Primary will produce an Annual Report for each pupil in line with its statutory requirements which describes:

- The pupil's attainment and progress in the core subjects during and at the end of the year
- The pupil's attainment in comparison to national expectations
- The pupil's attitude to learning
- The pupil's expected next steps (targets)
- The pupil's social and emotional development
- The pupil's involvement in the wider and extra-curricular activities

At three set points during the course of the year, teachers will meet with parents to report on attitude, attainment and progress. These meetings will be supplemented by the opportunity for parents to make "out of hours" appointments with teachers if they have areas of concern which require further discussion. If parents continue to have cause for concern, the Leadership Team will be available to address issues related to pupil performance.

D3: Staffing Structure

Staffing Vision

The staffing structure proposed for The City of London Primary Academy is in line with best practice in terms of a balance between class-based practitioners, and those who can provide dynamic leadership at both middle and senior levels. It builds capacity, allows skills to grow from within the organisation, and ensures that ‘cover’ is delivered through a combination of specialist teachers and experienced senior staff.

Current Expertise

Redriff employs a team of highly skilled and experienced staff, covering leadership and management, policy development including responding to new educational legislation, and curriculum development with a particularly strong focus on artistic and musical provision. The school has begun to train Schools Direct Teacher Trainees from The Institute of Education, as well as taken on many NQTs and has an excellent record of teacher training and staff development. The school will continue to work in strong partnership with The Institute of Education and would wish to cultivate continuing partnerships in developing and training the teachers of tomorrow. Schools Direct students will be trained at Redriff, beginning from 2014, with the possibility of being located at City of London Primary Academy, alongside outstanding practitioners, either recruited or from Redriff, all ready with the knowledge of outstanding practice.

In addition we have a huge range of skills and experience – financial, buildings development, legislative and personnel management within Redriff but also amongst our governors, which clearly are essential to the development of a new school.

Phased Growth

The table below illustrates the phased staffing plan to full capacity in 2022:

Level of staffing	2016	2017	2018	2019	2020	2021	2022
Leadership Team including 2 x class	4 1 x Executive Head (shared) 1x Head	5 1 xEH 1x Head 1X SBM 1 x Ass Head	6 1x EH 1x Head 1xDeputy 1X SBM	8 1 x EH 1x Head 1xDeputy 1X SBM 2x Ass	9 1 x EH 1x Head 1 xDeputy 1X SBM 1X SBM	9 1 x EH 1x Head 1xDeputy 1X SBM 2x Ass	9 1 x EH 1x Head 1xDeputy 1X SBM 2x Ass

based teachers	1X SBM (shared) 1 x Phase Leader (Foundation and KS1)	1 X Phase Leader (Foundation and KS1)	1 x Ass Head 2x Phase Leaders (Foundation and KS1 and Y3)	Heads 2x Phase Leaders (Foundation and KS1 and Lower School)	2x Ass Heads 3x Phase Leaders (Foundation and KS1, Lower School, Upper School)	Heads 3x Phase Leaders (Foundation and KS1, Lower School, Upper School)	Heads 3x Phase Leaders (Foundation and KS1, Lower School, Upper School)
Teachers	4 2 Class Teachers (one is Phase leader) 2 x specialist and cover teachers 1 ASC Teacher	6 4 Class Teachers (one is Phase leader) 2 x specialist and cover teachers 1 ASC Teacher	8 6 Class Teachers (two are phase leaders) 3 x specialist and cover teachers 1 ASC	10 8x Class Teachers (two are phase leaders) 3 x specialist and cover teachers 1 ASC Teacher	12 10 x Class Teachers (3 are phase leaders) 4 x specialist and cover teachers 1 ASC Teacher	15 12x Class Teachers (3 are phase leaders) 1x Y5 intervention teacher 4 x specialist and cover	18 14x Class Teachers (3 are phase leaders) 2x Y5/6 intervention teacher 4 x specialist and cover

			Teacher			teachers	teachers
						1 ASC Teacher	1 ASC Teacher
Teaching Assistants	2 All with relevant Early Years' Experience	4 Early Years and HLTA/SD	6 Early Years and HLTA/SD	8 Early Years and HLTA/SD	10 including a third at HLTA/SD	12 including a third at HLTA/SD	14 including a third at HLTA/SD
MDS Midday Meal Supervisors	4 TAs will be expected to undertake some MDS	4 TAs will be expected to undertake some MDS	4 TAs will be expected to undertake some MDS	5 TAs will be expected to undertake some MDS	5 TAs will be expected to undertake some MDS	7 TAs will be expected to undertake some MDS	7 TAs will be expected to undertake some MDS
Specialist Education Support	2 Speech and Language	2 Speech and Language	3 Speech and Language	3 Speech and Language	4 Speech and Language	4 Speech and Language	4 Speech and Language

	Dyslexia and Reading	Dyslexia and Reading	Dyslexia and Reading	Dyslexia and Reading	Dyslexia and Reading	Dyslexia and Reading	Dyslexia and Reading
Admin and Premises	4 2 x Premises (shared across MAT) 2 x Office/ICT and general support (ICT Shared with Redriff)	4 2 x Premises 2 x Office/ICT and general support	5 2 x Premises 3 x Office/ICT and general support	5 2 x Premises 3 x Office/ICT and general support	6 2 x Premises 4x Office/ICT and general support	6 2 x Premises 4x Office/ICT and general support	6 2 x Premises 4x Office/ICT and general support
TOTAL	19	24	31	38	45	52	57

Leadership of the new school

The school will plan to open in September 2016 and will be headed up by [REDACTED]

In the first year, City of London Primary Academy will consist of an Executive Head, a Head and an Early Years/KS1 Phase Leader in its first year, of whom will be one of the teachers, supported by expertise from Redriff. The school's leadership team would then grow in line and in balance with the growth of pupils and further staff. When full in 2022, City of London Primary Academy's Leadership Team will be made up of the Executive Head, the Head of School, the Deputy, the School Business Manager and two Assistant Heads.

Below will be the Senior Management Team, made up of the three Phase Leaders who will be responsible for day-to-day management related to their phase as well as being accountable for pupil progress and assessment.

Teaching Staff

In the first three years the school will grow from two to eight class teachers plus the same teaching assistants or Schools Direct trainees, gradually building in numbers to fourteen class teachers, plus fourteen support staff until a full pupil roll in 2022, when it is anticipated that eighteen teaching staff will be employed: fourteen as class teachers, and four part time specialist teachers e.g. Music, Art, PE, ASC teacher leading the unit and high quality release cover. We would use the expertise of CoLA and their PE, Music and Art departments.

Our experience leads us to conclude that art, music and PE (and to a lesser extent science, MFL and Design Technology) are best taught by subject specialists at KS2, and it would be expected that these subjects will be delivered by experts in their field – if these were found to be outstanding practitioners but lacked Qualified Teacher Status, this would not necessarily preclude recruitment.

The Education Plan consists of delivery of a broad and balanced National Curriculum, and the growth in staff numbers over time will allow for effective coverage of all subjects. Through the proposed staffing structure, opportunities have been created to differentiate and personalise to achieve maximum progress for all pupils at all abilities, using teaching assistants to both support in class, and deliver effective intervention teaching programmes.

Specialist staff will be employed to support children with specific literacy support, such as those children in Early Years who require more reading catch-up and phonic input, and those children who might have diagnoses of dyslexia. Similarly a speech and language teacher will be employed from the start, to support children with a range of speech and language identified issues (in our experience, a growing area of need). The ASC unit will have a dedicated qualified teacher to head up planning and delivery of lesson content, as well as working with 1:1 adult support in training. The ASC team will build, as support for individuals is needed.

Premises and Administration Staff

The premises and administration team will grow in line with pupil numbers, and is essential to being able to offer a highly organised and efficient infrastructure. From current experience, a school can only offer a wide range of additional services, breakfast and after school care, a broad range of after school clubs, music and drama lessons, if there is the administrative and ICT support to cater for over four hundred children. Equally, a school environment requires constant maintenance of its fabric, and a full complement of premises staff will allow the school building to deliver an optimum working environment. Redriff has extensive experience of both premises maintenance, refurbishment and major capital projects. Redriff's two [REDACTED] will also service City of London Primary Academy, and premises support will be shared across the MAT.

Recruitment

Prior to September 2016 (from January 2016 onwards) the following recruitment will occur with advertisements appearing in the Times Educational Supplement:

Head of School, who will then be part of the recruitment process for,

Head of Early Years/class teacher (leadership scale), will also need knowledge of KS1

1 further class teachers,

2 specialist teachers for Art and Music (part time)

2 teaching assistants or Schools Direct Trainees

1 administrative officer

1 ASC teacher

A recruitment panel will be put together made up of members of the Core Application Group and Director(s) of the Board, including those with Safer Recruitment Training and personnel experience.

The Head of Foundation Stage will be employed from April 2016 onwards, in order to have a term to prepare the school resources, and long and medium term curriculum plans. 2016 admissions to the school will be handled by City of London Primary Academy's Office manager in conjunction with the experienced admissions team at Redriff.

How will staff be trained, appraised and rewarded?

All teaching staff will be paid in line with the City's Pay and Appraisal Policy. This policy rewards staff according to appraisal data collected during the course of the year. During the first three years of a teacher's career, they are expected to focus exclusively on developing outstanding practice in the classroom; following this they are expected to lead a curriculum area as part of developing middle management skills; the next stage of their career is to progress to the leadership scale when they are appointed to senior positions involving leading others. The Pay and Appraisal Policy also enshrines ongoing Continuous Professional Development as an expected part of staff development. The CPD will be sourced from a variety of providers, in house and also from external providers. We also anticipate working with providers from the local authority as available support.

Teacher Appraisal is intrinsically linked to the School Development Plan which in turn is linked to the four Ofsted Judgements: Attainment and Progress, Quality of Provision, Behaviour and Pupil Safety, and Leadership and Management. All teachers will be required to undertake actions within each of the criteria, with supporting evidence, that demonstrate they are meeting the Teachers' Standards (at the right level for their job description) and which leads to an Ofsted Judgement for the school of "Outstanding".

Section E: Evidence of need – part 1

Section E: Evidence of need – part 2

Section E1

Demonstrating Parental Demand for City of London Primary Academy, Southwark (COLPAS)

Section E1: Potential Demand for City of London Primary Academy, Southwark

We asked parents via survey if they would select City of London Primary Academy, Southwark as the first choice for their child for either Reception entry. We also asked parents with children with birth dates that would facilitate entry into Reception in 2015/6 or 2016/17 if they would select COLPAS as the first choice for their child for Year 1 Entry.

Table E1: Table showing number of children in opening years whose parents would select COLPAS as 1st choice for their child based on completion of parental survey

	2015			2016		
	Place	Applic.	Oversubscription	Place	Applic.	Oversubscription
Reception	60	74	123%	60	89	146%
Year 1	NA	NA	NA	NA	NA	NA
Year 2	NA	NA	NA	NA	NA	NA
Year 3	NA	NA	NA	NA	NA	NA
Year 4	NA	NA	NA	NA	NA	NA
Year 5	NA	NA	NA	NA	NA	NA
Year 6	NA	NA	NA	NA	NA	NA

The table above indicates clearly that all class groups would be oversubscribed in opening years. The results show that 163 parents would select COLPAS as the first choice for their child for 2015/16 or 2016/17 entry, 41 more than would be accommodated, an overall oversubscription rate of 36%. Feedback from parents in the Bermondsey and Rotherhithe community has been overwhelmingly positive. The map below demonstrates that the potential pupils for opening years, based on parents who have completed the survey and said that they would select COLPAS as first choice for their child live within a 2 mile commutable distance from SE16 3PB, the location of the school's admission point. It is worth noting the area is served by excellent transport links including a wide variety of bus services (buses 1 and 381 stop 20 yards from the front gate and link the school with Rotherhithe, Surrey Quays, Canada Water, Peckham and further afield) and train services (South Bermondsey Station is near the school, with links to Peckham, London Bridge and further afield).

Figure E2: Address locations of potential pupils and commuting distance (at 9th October 2014)

In order to engage with parents, equip them with all the necessary information about COLPAS and direct them to complete our survey, we produced specific documents, and online text. (Details of how we engaged with both the parents and broader COLPAS community are outlined in Section E2). In order to engage with parents, to inform them about The City of London Primary Academy, Southwark and to signpost them to complete our survey, we produced a wide variety of media with the following specific documents and online texts.

Flyers and posters

Many parents' first point of engagement was through flyers and posters which, as referenced in E2 were displayed in communal spaces (such as libraries, childrens' centres, and community halls throughout the Rotherhithe, Surrey Quays and Canada Water area. The text from these read:

“A new primary school for Bermondsey”

The City of London Primary Academy, Southwark is a planned new primary school to be located on [REDACTED]. A two-form entry school, if approved. The Academy will open in September 2016 with an initial intake of 60 reception students. It will reach its full complement of 420 students by 2023. In partnership with Southwark Council and part of the City of London family of schools, we plan to create an inclusive, non-denominational school that welcomes all children and families from the local area, including those with special needs, with a provision to ASC. The school will increase parental choice in an area where there is a pressing and increasing need for additional primary school places. We are currently collecting surveys to measure support for the new primary school and are gathering evidence of demand from parents who will have children eligible and wishing to enter Reception in September 2016. Please register your interest as soon as possible in sending your child to this school by completing the survey on (www.cityacademyprimary.co.uk) Deadline for submission of survey is Friday 10th October. Thank you. For further information, please contact: consultation@cityacademy.co.uk Follow us on Twitter @CityPrimary.

Where will it be located?

[REDACTED]

School Values

- Aspirational, Enterprising and Adventurous
- Safe, secure and stimulating learning environment
- School-to-school support as an effective way of raising standards and improving outcomes
- An enriched education that exposes children to opportunities to explore the world around them
- Community focused

Consultation events: Come and hear more about the proposed school and have your say on the plans. 6.00pm-8.00pm Tuesday 28th October 2014; City of London Academy (Southwark) 240 Lynton Road, London SE1 5LA

Our flyer also provided information of various ways that parents and the community could contact us:

- Via our website:
http://www.southwark.gov.uk/news/article/1801/southwark_council_supports_proposals_for_a_new_primary_school_for_south_bermondsey
- Via Facebook group: <https://www.facebook.com/southwarkcouncil?fref=ts>
- Via Twitter: https://twitter.com/lb_southwark

Parental survey

Staff from City Academy Southwark, Southwark Council, and the Corporation of London visited a wide variety of locations throughout the school's potential catchment area to gauge support, and, where appropriate, to get parents to sign a declaration that they would place the school as first choice, in the event permission was given.

Parents were also given the option to 'Register their interest' by completing a Parental survey either online at: <http://www.cityacademyprimary.co.uk/page/?pid=105>. The text on the website and at the top of the briefing for interested parents provided a detailed summary of the vision, ethos and planned curriculum for the school. This stated:

"The City of London Academy Primary, Southwark is a planned new primary school to be located in Bermondsey. A two-form entry school, if approved the Academy will open in September 2016 with an initial intake of 60 Reception students. It will reach its full complement of 420 students by 2023.

In partnership with Southwark Council and part of the City of London family of schools, we plan to create an inclusive, non-denominational school that welcomes all children and families from the local area, including those with special needs, with a provision to ASC. The school will increase parental choice in an area where there is a pressing and increasing need for additional primary school places

We are gathering evidence of demand from parents who will have children eligible and wishing to enter Reception or Year 1 in September 2015 or September 2016.

Please register your interest in sending your child to this school by completing the survey. By providing your contact details, we will keep you updated on the progress of the campaign.”

Children - the Capital within the Capital

The City is committed to ensuring the very best education for children and families within the City of London and for children educated at City schools. We strive to continually raise standards to create outstanding schools, promoting excellent teaching and learning, supporting a high quality learning environment, and promoting an enriched education.

The City of London Corporation already supports several high-quality education institutions, and spends around £30m per year on education. We sponsor three secondary academies and run three independent schools; The City of London School, The City of London School for Girls and The City of London Freeman’s School. This is in addition to our role as the local education authority responsible for Sir John Cass’s Foundation Primary School and Redriff Primary School in Rotherhithe.

If approved, the new Primary Academy Southwark will be the latest addition to this family of schools. Like its partner schools, the Academy will benefit from the City’s strong links with business and will specialise in Creativity, and Enterprise and Personal development.

The best education incorporates both academic excellence and adventure. Children will be given opportunities to explore the world around them, learn new skills, and understand the communities in which they live. London is one of the greatest cities in the world. Its wealth is not in the ‘square mile’ – but in her people, the future is locked not in banks but in the potential of her children. It is the aim of the City to help individuals and communities realise their potential and to secure London as a sustainable and self-sustained city.

Parental Survey questions

1. Do you support the vision of our proposed school? **Yes/No**
2. Do you have any children born on or after 1 September 2011? **Yes/No**
3. If yes please indicate how many children you have born on or after 1st September 2011 **1/2/3/4/5/6**
4. I would select City of London Primary on [REDACTED] as first choice for my child(ren) for Reception entry **Yes/No/More information required**
5. Please provide Child Date of Birth **(DD/MM/YYYY)**
6. Please tell us more about your situation and we will contact you to confirm whether your child(ren) are eligible for entry to City of London Primary Academy, Southwark
7. Please enter any other information you would like to provide regarding your child(ren) or your interest in our school.
8. Name
9. Address
10. Phone Number

11. Email Address *The deadline for submission of the survey is Friday 10th October. Thank you.*

Local schools – a deficit in the availability of places locally

There is currently a projected deficit in primary school places available in the locality.

The guidance requests that an applicant should demonstrate there is “*no significant surplus of school places in the relevant phase in the area*”, or that the “*number of places in underperforming existing schools in the school’s proposed vicinity comprises a total number of pupil places greater than your proposed school’s capacity at scale*”. In terms of the first of these, the appropriate ‘area’ is our primary planning Area 2/B (as referenced on our SCAP return) which comprises the localities of Bermondsey and Rotherhithe.

Presently there are **900** reception places within this planning area (comprising 30 forms of entry – **30FE**); demand last year (2013/14) was for 829 of these (27.6FE), leaving a notional ‘surplus’ of 2.4FE. This is projected to reduce considerably in the next 5 years, and to require an additional 2 to 4 forms of reception entry, to meet anticipated demand. The table below shows the projected numbers and annual shortfalls between now and 2019/20, with planned school expansions and the [REDACTED] site in use for a 2FE school already factored in.

Table E3. Reception Capacity projections from 2015-6 to 2019-20 in Bermondsey and Rotherhithe Planning Area

Projection Year	Reception Capacity	Projections	Difference	+/- FE
2015/6	900	1,005	-105	-3
2016/7	930	1,001	-71	-2
2017/8	990	1,041	-51	-2
2018/9	990	1,088	-98	-3
2019/0	990	1,114	-124	-4

(Source, GLA Projections 2014, LB Southwark SCAP return, 2014)

30 of the 900 existing places are in the underperforming Tower Bridge Primary School, who are in a OFSTED ‘requiring improvement’ category. This makes the demand on good quality places in this locality more of an issue, also given the overall shortage of places. Two more schools in the “requiring improvement” category are within one mile of the site, both of which are 2FE schools - Camelot Primary (0.6 miles) and Harris Academy Peckham Park (0.9 miles). Together with Tower Bridge Primary, this totals potentially 4-5FE (120-150 places) of places in underperforming existing schools within

the school's proposed vicinity; this is greater than the proposed school's capacity (2FE). There is evidence that some local children are already being placed in primary schools that are outside of reasonable distance because of a shortage of places

Of the Primary Schools serving South Bermondsey referenced in Section C (Table C1), Tower Bridge, Harris Primary Academy Peckham Park, and Camelot Primary have all been judged by OFSTED as "requiring improvement" (Grade 3). The total of places available at these schools across year groups is summarised in the table overleaf.

Table E4: Capacity of 'weak' primary schools serving the Bermondsey and Rotherhithe area

School	OFSTED	Capacity
Tower Bridge Primary School	3	210 (30 places per year group)
Harris Primary Academy Peckham Park	3	420 (60 places per year group)
Camelot Primary School	3	525 (75 places per year group)
Total 'weak' places		1,155 (165 per year group)
Total places available		6,060 in planning area

The number of places available at The City of London Primary Academy, Southwark at capacity would be **420**. Therefore the figure of total places at the weak existing schools (1,155) serving the area would be 2.75 times our proposed number of places at capacity.

A considerable amount of development is presently being undertaken in the immediate locality, which will result in an increase in the population in Southwark in general, and in the area surrounding [REDACTED] in particular. Southwark births, presently around 5,000 per annum, are projected to increase year on year to around 5,200 by 2016, a 3% increase on present figures. Thereafter, they reach a plateau, but do so at a level 3% higher than the existing birth rate. Looking at the wards in the vicinity of the school, and the GLA population projections there will be a fairly substantial increase in potential pupil numbers, in excess of the Southwark average. with Grange, Riverside, Rotherhithe, South Bermondsey and Surrey Docks wards in particular showing sizeable birth increases between now and 2018, which will feed through to primary reception places from now until 2023.

Table E5 Total births in five Wards ██████████ 2012 to 2018 (projected)

Births (Year)	Actual	Projected	Projected	Projected
	2012	2014	2016	2018
Reception year	2017	2019	2021	2023
	1,110	1,170	1,200	1,181

(Source: GLA Population Projections, 2013)

The school site is situated in the South Bermondsey ward of Southwark Council. South Bermondsey is a tremendously diverse ward, ethnically and socially. In terms of ethnicity, 44% of the residents were of a non-white background, rising to 60% of a non-White-UK background. The second largest ethnic group are Black British at 25%, followed by Black African at 18% and White (Other) at 14%. (Source, Census, 2011)

In terms of languages spoken, 14.6% of households in South Bermondsey have no people in household who have English as a main language – this is the third highest percentage in all Southwark wards, and the 2 higher wards (Rotherhithe and Surrey Docks) form part of the potential catchment area for the school. 76% of residents spoke English – (Southwark’s proportion is 80%); the second most common language spoken in South Bermondsey is Spanish, spoken by 6% of residents, followed by Portuguese with 3%, and Arabic with 1%. Spanish is also the second most common language in Southwark as a whole (2% of the population speak it). All in all, 73 different languages are spoken in the ward. (Source, Census, 2011). 52% of South Bermondsey residents live in social rented accommodation (considerably above the national average of 17%) and 21% live in homes they own (considerably below the national average of 64%), with 22% privately renting (this is above the national average of 19%). (Source, Census, 2011, DCLG Statistics 2013)

The percentage of residents claiming Job Seekers Allowance in South Bermondsey is higher than in Southwark overall, and considerably higher than that for the UK as a whole

Table E6 JSA claimants, Ward, Borough, Nation August 2014

JSA Claimants	South Bermondsey	Southwark	Great Britain
Percentage	3.7%	3.2%	2.3%

(Source, Nomisweb.co.uk, August 2014)

Similarly, the percentage of residents claiming a range of other out of work benefits shows a greater prevalence in South Bermondsey than in Southwark and the United Kingdom

Table E7 Other Benefits claimants, Ward, Borough, Nation August 2014

Percentage of residents claiming	South Bermondsey	Southwark	Great Britain
ESA and Incapacity Benefit	7.2%	5.9%	6.2%
Lone Parents Benefit	2.3%	1.6%	1.2%
All DWP Benefits	16.8%	13.5%	13.3%

(Source, Nomisweb.co.uk, February 2014)

In regard to statistics specific to children and young people, South Bermondsey has 35% children living in a low income family environment – this is considerably higher than the national average (20%) and Southwark average (30%), and falls within the top 7% of wards ranked across the UK. Grange ward, which would be part of the area served by the school, is in the top 5% within the UK. (Source, DWP data, October 2014)

As regards deprivation, 2 of the 5 Lower Super Output Areas (LSOAs) adjoining the school fall within the 10% most deprived in the UK (Source: DWP IDACI, 2010)

In terms of educational standards in the locality overall, the schools in the table on the following page in red are those that were below national averages in terms of attainment at KS2 L4 within a mile of the site in 2011/12 or 2012/13. In 2012/13, there were 4 schools within 1 mile of the site with attainment less than the national average, up from 3 schools in 2011/12. Tower Bridge Primary School is also below the government's floor level for attainment.

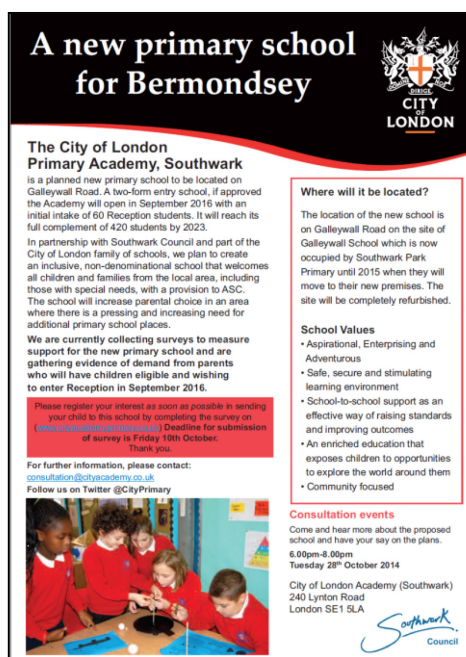
Table E8 KS2 Attainment in the Bermondsey and Rotherhithe Planning Area

PLANNING AREA 2 Bermondsey and Rotherhithe	% achieving KS2 L4 or above in RWM 2013	Average Level	% achieving KS2 L4 or above in RWM 2012	Ofsted Rating
Albion Primary School	81%	4A	80%	Outstanding
Alfred Salter Primary School	72%	4A	81%	Good
Boucher C of E Primary School	93%	5C	100%	Outstanding
Grange Primary School	81%	4B	82%	Good
Ilderton Primary School	85%	5C	86%	Good
Peter Hills with St Mary's & St Paul's C of E Primary School	71%	4A	83%	Good
Phoenix Primary School	77%	4A	67%	Good
Pilgrims' Way Primary School	75%	4A	81%	Good
Redriff Primary School	86%	4A	87%	Outstanding
Riverside Primary School	95%	4A	100%	Outstanding

PLANNING AREA 2 Bermondsey and Rotherhithe	% achieving KS2 L4 or above in RWM 2013	Average Level	% achieving KS2 L4 or above in RWM 2012	Ofsted Rating
Rotherhithe Primary School	75%	4B	72%	Good
Snowsfields Primary School	81%	4A	83%	Good
Southwark Free School	N/A	N/A	N/A	Good
Southwark Park School	83%	4B	77%	Good
St James' Church of England Primary School	61%	4A	89%	Outstanding
St John's Roman Catholic Primary School	91%	5C	90%	Good
St Joseph's Catholic Primary School	100%	5B	89%	Outstanding
St Joseph's Roman Catholic Primary School	98%	5C	89%	Outstanding
Tower Bridge Primary School	47%	4C	65%	Requires Improvement

Section E2

Section E2: Engagement with the local community



Outreach- Promotional material

We created 500 colour A5 flyers, and 20 A4 posters. We targeted local public services nexuses including children's centres, local nurseries, local libraries, as well as shopping centres, all within a 2 mile target admissions zone. Leaflets were also distributed to local businesses and an advert for the school was placed in Southwark News; this will also appear in the SE1 and SE16 online magazines. A reproduction of the advert and flyer used is given below.

Face-to-face engagement

Members of staff and volunteers from Southwark, the City of London, and the City of London Academy (COLA) Southwark School and their staff gave leaflets out and made enquirers aware of the

proposals at a wide variety of locations, including childrens centres, nurseries, libraries, leisure centres, shopping centres, and swimming baths within the target admissions zone. 10,000 leaflets were distributed. All COLA parents were written to, encourage them support. All the major estates adjacent to the school were leafleted.

Press

A number feature articles have been written describing the proposal and vision; these have appeared in online and print media.

The first was in the SE1 News on 8th October 2014.

<http://www.london-se1.co.uk/news/view/7883>

In terms of print media, the following story appeared in the Southwark News on the 8th October 2014

<http://www.southwarknews.co.uk/news/00,news,27168,440,00.htm>

NEW PRIMARY SCHOOL PROPOSED FOR [REDACTED] SITE

A new primary school could be opened in Bermondsey in 2016 if enough parents back the idea. Southwark Council, the City of London Corporation, and Redriff Primary School are behind the bid for a free school, which would be part funded by government. There is a chronic shortage of primary school places in London, with an expected shortfall in Bermondsey of up to 270 reception places by September 2016. In a statement the group said: “The school will increase parental choice in an area where there is a pressing and increasing need for additional primary school places.”

Word of mouth

Many of the staff involved live or work in the local community and acted as ‘local ambassadors’ for COLPAS. Wherever possible, they have encouraged others to engage with our proposal and spread the word to friends and family.

Digital and Social Media

News about the proposals was placed on Twitter and Facebook on the 6th October 2014, with a link to the proposals on the website cityacademy.co.uk and an invitation to complete the survey outlined. The City Academy Southwark also set up a Twitter account in the name of the proposed academy under @CityPrimary, which has had a number of visitors and has a number of followers

Postings were made to a number of bulletin boards and the news retweeted to a number of locations.

Engaging with our local community

Our future engagement strategy will centre on potential parents in order to understand the uniqueness of their demand and to shape the school in response to local needs. We will continue this in the pre-opening phase to involve local people in our enrichment activity and ensure that COLPAS is at the heart of the community.

In the next phase of our community engagement work we will continue to engage with parents, to increase sign ups and to maintain support from those who have previously completed the survey. We will work with parents and the wider community to inform them of our plans as they evolve, and engage them in how the ethos of the school will be realised and to consult with the widest possible demographic on key decisions relating to the school’s character.

Community feedback from parents and via the website included the following

[REDACTED]

Consultation

A consultation event about the proposed school and the plans will be held from 6.00pm-8.00pm on Tuesday 28th October 2014 at City of London Academy (Southwark). We will collect names and e mail addresses from all attendees at the events.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

The City of London Academies (Southwark) (CoLA) MAT that is making this application has 11 Directors, 9 of whom are appointed by the Sponsor, the City of London; two are Principals of the two current Academies. Responsibility for setting up the school rests with the core group (see table below), which has delegated duties from the MAT Directors. The group is the body which has driven the development and submission of this application for the City of London Primary Academy (Southwark) (COLPAS). Our proposals for pre-opening have grown out of our current form, membership and ways of working, as well as recognition of the specific nature of the demands during the pre-opening phase.

Leadership of the group

██████████ We will use our pre-opening grant to procure any specific consultancy services required.

Structure and operating model

The core group will have 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;
- securing appropriate school premises, and the ensuing legal negotiation and agreements (in conjunction with the EFA);
- 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, four members including a Head of an ‘Outstanding’ primary school);
- Finance – lead and the MAT Finance Director;
- Community Engagement – lead and three members;
- Premises – a lead and at least two members;
- HR (to ensure we have the right employment policies and procedures in place) – lead, the MAT FD and one advisor.

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

- Governance and admissions – a lead and at least one member;
- ICT – a lead (The MAT IT Manager) and at least one member.
- Catering – a lead (The MAT Executive Chef) and at least one member.
- Office Administration and Marketing – a lead and at least two members

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 will hold a bi-weekly meeting of the whole group, which is chaired and minuted, and will reports from the sub-group leads. Between meetings, the leads will 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.

Figure F1 Our proposed structure for the core group

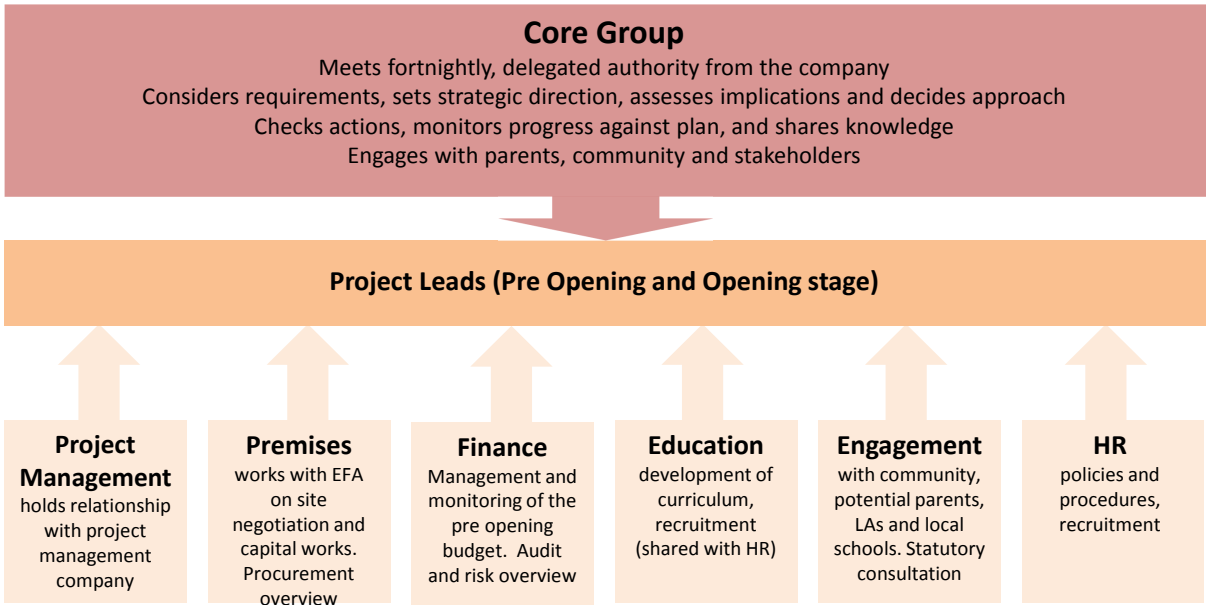


Table F1 – Pre Opening skills & expertise

Name	Member of core applicant group	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)

Name	Member of core applicant group	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)
				4
				20
				10
				0
				10
				5
				4
				4
				7
				10
				5
				As reqd
				10
				As Reqd
				5
				5
				As Reqd
				10

Skills gap in pre-opening

We believe that we have the necessary competence and capacity in the following key areas:

School leadership

- Primary and secondary, ensuring that we are considering the school in the context of children's future education;

- Two senior school leaders, with excellent track records, working in the same borough.

Finance

- One finance lead with experience in large and medium-sized private and public-sector organisations and the Finance Director of the MAT consisting of a secondary and another primary.

Project management

- Two experienced project managers: one with experience in large military, medical and educational property projects, the other with in project/programme assurance and delivery of strategic projects.

Engagement

- Several members of the core group have wide experience of community engagement and communications.

HR

- HR Manager of existing MAT together with a consultant experienced in the Education sector for the pre-opening phase and beyond, to supplement the skills of our HR lead.

The methods described in the table below have worked effectively to take the group from an initial three members to the current position, in which we have the right skills and capacity for both the application phase and for pre-opening. We are therefore confident, that we will be able to fill any gaps using the same methods over the coming months, in preparation for the pre-opening phase.

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.

F1 (b) Skills gap in pre-opening

Skills/experience missing	How we plan to fill the gap
Finance	██████████
Premises	██████████
HR	██████████

Section F2: Our proposed governance structure

The members of the trust have rights and powers under company law to change the constitution, remove Directors, receive the annual accounts of the company, also to attend and vote at company meetings. The Directors of the Company are responsible for the management and strategic direction of the company. In addition to their legal duties and responsibilities as company directors they also have duties under charity law as charity Trustees. . The CoLA Mat structure is set out in the diagram below.

The arrows indicate lines of accountability and escalation

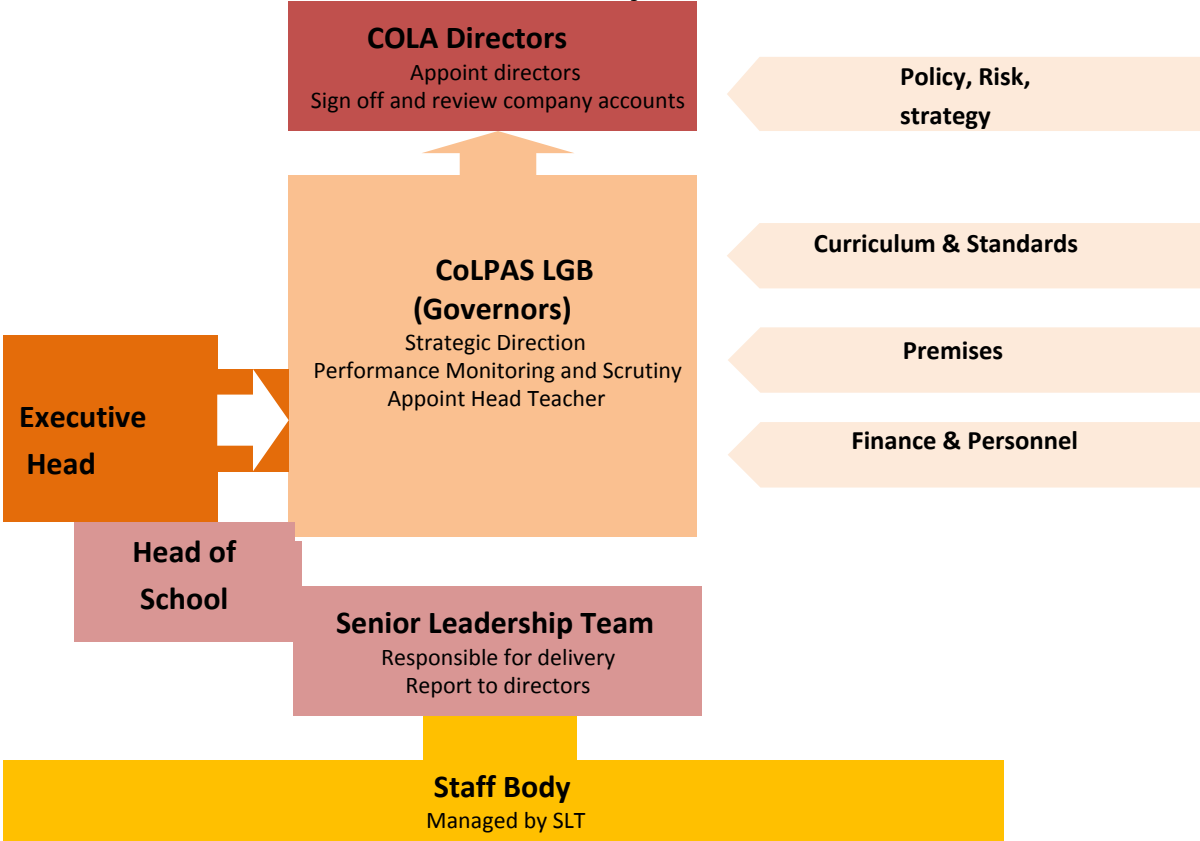


Figure F2 Governance structure

Roles and responsibilities

In accordance with the Articles the City of London will be responsible for appointing the Directors of the MAT. The Directors will then appoint the City Governors of the LGB and the Parent, staff and LA Governors are appointed under their respective systems.

The Trust has drafted a scheme of Delegation which sets out how the remit of the Board is defined and which elements of operational decision making are delegated to Local Governing Bodies, as well as a separate document applicable to each School,

which describes the management and financial authority delegated to the Executive Head Teacher.

The role of the Trust concerns strategic matters which influence operation at all the schools.

The Directors of the Trust will also monitor the progress of the school to ensure that LGB 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. Directors will therefore meet less often than the Governing Body – every term – 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.

LGB Governors – the Governing Body

Governors of City of London Primary Academy Southwark (otherwise known collectively as the 'Governing Body') are accountable to the Directors 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 Executive Head Teacher, and hold the SLT to account.

The Chair of Governors will be self-nominated and elected by the Governors annually. They will automatically become a Sponsor Appointee and member of the MAT for the duration of their tenure as chair and

The senior leadership team, appointed by the Executive Head Teacher (with the participation of the Governors) are responsible on a day to day basis for running the school, and are accountable to the Governors. The executive Head Teacher will be an ex-officio member of the Governing Body and the on Board of Directors of the MAT.

The Governing Body will be responsible for:

- Acting as a critical friend, holding the school to account
- Acting as the Admissions Authority for the school
- Ensuring that statutory requirements are met
- Agreeing targets for pupils achievement with the Headteacher
- Managing each school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum offer is balanced and broadly based
- Appointing staff below SLT level
- Carrying out performance review of the Headteacher

- Reviewing staff performance and pay
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Deciding which functions of the Governing Body will be delegated
- Establishing and reviewing committees
- Receiving reports from an individual or committee
- Pupil discipline, including pupil attendance
- Holding at least three meetings per year

There will be 12 governors in total, who will meet once a term as the full Governing Body. One will be the Head Teacher, at least two will be parent governors, one a staff governor, four will be MAT 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. This Governor will be appointed by the London Borough of Southwark

The remaining four governors will be appointed for their skills alone. 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

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

- Public law
- Special educational needs
- Facilities management

When choosing Governors, members of the LGB 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 taking personal responsibility for assuring the Accounting Officer that there is compliance with the Academies Financial Handbook, the EFA and all relevant aspects of company and charitable law. Delivery of the detailed accounting processes will be delegated to the business manager. It is essential that both roles are discharged by suitably qualified individuals, who are aware of their statutory and regulatory responsibilities. Please see below under 'financial control' for further details.

Managing Conflicts of Interest and Maintaining Independent Challenge

Members, Governors on LGBs and SLT will be expected to declare any potential conflict of interest as soon as it becomes apparent. This type of situation will be managed by means of implementation of our Conflicts of Interest Policy. This embodies principles of openness, transparency and adheres to best practice guidelines. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way. We should point out that there

are no familial relationships in the proposer group. In terms of service procurement, each school will follow open, approved and fully complaint procurement processes.

An individual may still be able to exercise part-functions depending on the nature of a conflict and its relationship with the duty to be discharged. By way of illustration, they may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Headteacher in the role of Governor when other Governors are reviewing and deciding on the Headeacher's pay.

In a similar way we will also maintain independent challenge involving those with executive functions. Governors on LGBs need to build a relationship of trust with their Headteacher and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if there are in future any family of friendship relation between Governors and SLT, which will be dealt with as specified above. Operation will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy as described above which draws from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'.

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.

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 three sub-committees, in line with our statutory obligations and the priorities and anticipated challenges of the school: 'Policy and Strategy'(S&P), 'finance, personnel and premises' (F&GP), and 'curriculum, community and standards (C&S)'. The audit committee of the MAT will be responsible for audit and risk management of the School and will delegate day to day management to the F&GP Committee.

Chairs of the F&GP 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 and Strategy 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

Table F3 - Responsibilities of sub-committees

Finance and personnel, Premises
• 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.
- 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.

Curriculum and standards

- 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.

Policy and strategy

- Carries out Head of School'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

Up-to-date, accurate and relevant information about the school

The governors must enjoy a full view of the school in order to carry out their duties.

They will therefore receive reports on key areas, in advance of meetings, according to

an agreed schedule. Reports will be concise but carry sufficient detail for scrutiny and analysis of trends. They will be presented using a variety of formats (e.g. spread sheets, pie charts and graphs), and the presentation and selection of data will be reviewed regularly by the chairs and the SLT. Data will be broken down by FSM and other cohorts in order to ensure a consistent focus on the progress of all, and the best use of the pupil premium. Governors will expect the school's senior leadership to review the use of the pupil premium in line with research in the Education Endowment Foundation Toolkit.

The school's KPIs and the half-termly review cycle will be reviewed by the curriculum and standards sub-committee, which will provide a report of their meeting to the Governing Body. They will receive:

- a 'risk score card' overview of progress against KPIs (including a Closing the Gaps analysis);
- the updated SEF and in-year action plan which is based on the half-termly monitoring cycle activities outlined in Section D.

As part of the monitoring cycle, governors will take on responsibility for acting as a link Governor for a specific area of the School's management and teaching staff in carrying out direct observation of the school, such as lessons and learning walks. The purpose of direct observation is to quality assure the written reports received by governors, rather than to assess teachers, (which is the responsibility of the SLT). In line with best practice, visits will therefore be pre-arranged, structured and assessed against standardised criteria, and will focus on key areas of the school improvement plan. Governors and staff will follow written protocols to ensure clarity of roles, that visits are productive as possible, and feedback is both rigorous and constructive. The finance and premises sub-committee will receive reports covering their areas of responsibility.

The views of parents will be reflected by parent governors, but also sought proactively through regular Parent Voice surveys, as well as more in-depth, qualitative insight methods, such as focus groups. In addition, Governors, particularly the Chairs, will be expected to be a visible presence at the school, for example at school performances, and more informally, at the school gate.

The full Governing Body will approve the School Improvement Plan annually. As custodians of the school's vision and 'character' ethos, Governors will specifically

scrutinise performance against the Character KPI in order to determine payment of the Character Bonus.

Financial control

The Accounting Officer (AO) is aware of our responsibilities under the Academies Financial Handbook to implement a process for independent checking of financial controls, systems, transactions and risks.

The MAT Accounting Officer has overall responsibility under the AFH however; we would anticipate the AO to nominate the Academy Principal Finance Officer to be the Local responsible officer.

The responsible officer will agree a plan with the Chairman of 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 LRO 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).

F3 (a) Proposed governors

Table F4 – Proposed governors

Name	Role on Governing Body	Residence	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	6
3 governors appointed for their skills by the members					
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	4
Other members of the core group are also willing to serve as governors but we would rather use the remaining place to appoint a governor with the specific skills outlined below. The three appointed governors would also be happy to stand down if a more suitable candidate were found.					

Name	Role on Governing Body	Residence	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
Please see Table F1 for details of the skills of members of the core group.					

The final five positions will be for

- the community representative (appointed by the LA);
- at least two elected parents ;
- one staff governor. It is likely that the staff governor would sit on the curriculum committee (if they are a teacher).

F3 (b) Skills gap for governing body

We have two strong proposed governors for the appointed positions (whose skills cover finance and HR) and we can supplement them with experts in school finance and premises. In both cases, we intend to recruit these individuals for the pre-opening stage, as set out in Section F1.

Table F5 – Skills Gap – Governing Body

Skills/experience missing	How you plan to fill the gap
Essential	
Appointing additional members of the LGB	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’

Skills/experience missing	How you plan to fill the gap
	One Stop Shop. Where necessary, advertisements will be taken out in local publications.
Non-essential	
Experience as a senior leader during the opening of a new school	
	Training will be sourced

Skills/experience missing	How you plan to fill the gap
Special educational needs	

We will consider procuring the services of a school improvement partner, to assist the Governing Body, should we feel that we lack school leadership experience. However, we believe we have strong capability and capacity in this area.

Section F4

Section F4: Recruiting a high-quality Head of School

The School will be the responsibility of an experienced Executive Head already in situ, who will report in to the Governing body but we will be looking to recruit a high quality Head of School.

The role of our Head of School Designate

We will develop a more detailed and final job description and person specification in the Pre-opening phase, according to the timescale set out later in this answer. 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 support ;
- 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 Executive Head

Key accountabilities:

Creating the future of City of London Primary Academy in Southwark:

- In conjunction with the Executive Head Teacher working for and with the governors to create the strategic vision and leadership structure, for COLPAS;

- motivate others to create a shared positive growth mind-set and learning culture throughout the staff through distribution of leadership through teams and individuals in each school;
- translate the governors' 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 COLPAS 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 mind-set 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 mind-set, 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.

1. Recruiting a high-quality Head of School

For such a critical post, we believe that employing the services of a education recruitment consultant, 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. In an environment where primary schools in England have found it more difficult to recruit Head Teachers than at any time since 2000, with headship recruitment is most difficult in London (where 44% of jobs were re-advertised), we do not under-estimate the challenge of attracting and appointing the right candidate to the role of Head Teacher Designate.

However, we recognise that whilst high levels of pay are often deemed to be the ultimate reward, it is not sole aspect of headship that all candidates value, and may not be the prime driver in their decision about where to work. 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 work with an experienced Executive Head and 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 refurbished 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;
- **City of London Academies Trust :** The Free School will form a part of a Multi Academy Trust under the City of London Academy (Southwark), sponsored by the City of London.

- **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;
- **Competitive Salary:** Through research, we have identified that a salary level of £76,358 (representing point 26 on the inner London Leadership scale) is attractive in the local market and will enable the school to compete for candidates who may be attracted to inner-London roles;
- **Collective Bonus Payment:** Share of Character Bonus representing up to 0.5% of the total staff budget offers an additional performance related pay bonus related to the Character KPI, encouraging collaboration across the school;
- **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;

-
- **Research & good practice:** The school's commitment to research-led practice provides the opportunity to lead a school at the forefront of innovative practice, supporting their own professional development. This will be chance for a dynamic and ambitious leader to work with the COLPAS Governors to create an excellent school. The relationship with Governors will be open and mutually supportive, fostering innovation and creativity. This will be made clear in throughout the recruitment process.

Section F5: Educational Track Record City of London Academies Trust

1. The role City of London Academies Trust

This bid is being submitted by the City of London Academies Trust comprising City of London Academy (Southwark) and City of London Redriff Primary. The Teaching and Learning will be supported by Redriff Academy (see Section C (Vision) for all the relevant details.

2. List of key People providing school improvement support

Name	Member of core applicant group	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]	20
[Redacted]	[Redacted]	[Redacted]	[Redacted]	2
[Redacted]	[Redacted]	[Redacted]	[Redacted]	4
[Redacted]	[Redacted]	[Redacted]	[Redacted]	10

3. List of Key People providing central service support

Name	Member of core applicant group	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)
██████████	██████████	██████████		7
██████████	██████████	██████████		5
██████████	██████████	██████████		5
██████████	██████████	██████████		5
██████████	██████████	██████████		5
██████████	██████████	██████████		5

4. Link to Ofsted Inspections

4.1 City of London Academy Southwark

<http://www.cityacademy.co.uk/page/?title=Ofsted&pid=17>

4.2 City of London Redriff Primary Academy

<http://www.redriff.southwark.sch.uk/inspection--evaluation/112323.html>

5. Most Recent Performance Data

KS1-2 KS2 Proportion of Pupils Achieving Expected progress against National Expected Progress								
	2011		2012		2013		2014	
Reading	96 %	87% N	100%	90% N	100 %	88 %	95%	
Writing	79 %	83% N	98%	90%N	98 %	91%	95%	
Maths	93%	82% N	94%	87%N	86 %	88%	98%	

KS1- KS2 – Proportion of Pupils Achieving More Than Expected progress against National More Than Expected Progress –(N – National figures)								
	2011		2012		2013		2014	
Reading	46 %		51%	34% N	48%	30%N	50%	
Writing	11 %		33%	28%N	44%	30%N	45%	
Maths	35 %		18%	28%N	26%	30%N	45%	

Redriff SATS		
Level 6	2013	2014
Maths	2%	7%
Grammar	-	2%
Writing	8%	9%
Reading	-	-

Redriff KS2 SATS					
Level 4+	2011	2012	2013	2013 Na-tional	2014
English + maths	89 %	87%	-	-	-
English	93%	100%	-	-	-
Reading	93%	100%	96%	86%	95%
Writing TA	65%	96%	94%	88%	93%
Grammar	-	-	82%	74%	91 %
Maths	93%	87%	87%	85%	95%
Science TA	93%	98 %	92%	88%	95%

Redriff KS2 SATS					
Level 5+	2011	2012	2013	2013 Na-tional	2014
English + maths	20%	31%	-	-	-
English	19%	56%	-	-	-
Reading	61%	80%	67%	45%	72%
Writing TA	9%	41%	45%	30%	68%
Grammar	-	-	53%	48%	68%

Maths	44%	35%	43%	41%	61%
Science TA	46%	24%	43%	48%	56%

F6 (existing providers and any new applicants seeking to open more than one free school)

F6(a) Shared services

Section F6: Capacity to Expand

At the Heart of the City of London Academies Trust is the strategic aim to build a sustainable model for delivering outstanding education in Southwark.

As part of the Directors’ commitment to ensuring the success of the City of London Academies (Southwark), there is a commitment to provide whatever resources are required to underpin the growth strategy of the Trust.

After a protracted start the City of London Academies (Southwark) was set up in September 2014 and the City of London Academy (Southwark) Finance Director will work with the Directors to grow the capacity of the Trust organically.

██████████ Building Capacity

The Trust is currently looking into appointments to improve the efficiency of the organisation across its Academies. These would include Premises, IT, MIS, HR and Trust Administration.

The Finance Director will be supported by strong School Business Managers at each Academy to ensure all the Financial procedures and Policies as laid out in the Academy Financial Handbook are adhered to,

Financial Expertise

Finance Director

Name	Member of core applicant group	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)
██████████	██████████	██████████	██████████	7

Section G: Budget planning and affordability



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.	<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:	
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Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	1826m ² for the 1FE school plus 200m ² 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?	Southwark
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If the preferred site is near to the boundary with another local authority, please say which:	Lewisham
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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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:	
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Please include information on purchase or lease price if known:	<Redacted>
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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?	School/education building
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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. <Redacted> we believe that the site will require refurbishment and remodelling but will present a cost-effective location for a new Free School.
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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<Redacted> structure in one main block of between 3 and 5 storeys with an attached smaller 2 storey block. The building appears to be in good structural condition but would require remodelling and refurbishment and some extension.
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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:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
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Please include information on purchase or lease price if known:	
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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:	Please select
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Name and contact details of owner:	
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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:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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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:	
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Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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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:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
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Who owns the site?	Please select
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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:	Please select
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Name and contact details of owner:	
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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:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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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:	
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Fourth choice site

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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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:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
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Who owns the site?	Please select
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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:	Please select
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Name and contact details of owner:	
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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:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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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:	
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For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
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Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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Annexes



Department
for Education

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