

**Free Schools - Proposal Form**

The Proposal Form asks you for details on the educational rationale, aims and objectives, parental demand and premises of the proposed Free School. It also asks questions about the suitability of the provider(s) involved. All new Free Schools will be opened with the same legal status as Academies, in a binding agreement with the Secretary of State.

Please note, all information provided in this form will be published on the Department for Education website.

**INITIAL DETAILS**

**Name** (Please specify if you are the nominated representative of an organisation that wishes to set up a Free School)

██████████

**Name of your organisation**

Canary Wharf College

**Address** (of organisation or individual)

Canary Wharf College

██████████

London ██████████

**Email Contact** ██████████

**Telephone Number**

██████████

**Are you an existing independent school wanting to convert to a Free School?**

No

**If yes, please provide your 6-digit school unique reference number (URN)**

**If no, please confirm the nature of your organisation** (educational group / charity / business / parent group etc)

Parent group in partnership with educational consultant

**Please confirm whether your organisation is incorporated** i.e. set up as a Company which is registered at Companies House. If so, please provide the Company Registration Number, Company Address and details of the Directors and Secretary. If not, please indicate the approximate date by which it will be incorporated.

<input type="checkbox"/> <b>Yes, our organisation is incorporated</b>  Company Registration Number:  Company Address:  Details of Directors and Secretary:  <input checked="" type="checkbox"/> <b>No, our organisation is not yet incorporated</b>  Approximate date by which it will be incorporated: 4.10.10
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**What is the proposed age range of the Free School?** Please include details of planned pupil numbers in each year group.

4-16 years - See attached table
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**When do you hope the Free School will start operating** (for your first set of pupils)?

September 2011
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**In which Local Authority area will the school be based?** If you are near to a LA boundary, please include name of neighbouring LA(s)

Local Authority Tower Hamlets

Neighbouring LAs Newham, North Greenwich

**Is your Local Authority aware of your intention to set up a Free School?**

**Yes**

(If Y please give details of your discussions with them so far)

Email written to Isobel Catermole - Acting Corporate Director of Children Schools and Families for Tower Hamlets

Dicussions with LAP steering group representative of Blackwall, Cubitt Town and Milwall Wards - [REDACTED]. Submission being presented by her to the group on 2.10.10 with a view to a presentation from the Principal the following month.

Dicussions have taken place though with the Canary Wharf Group plc - Strategic Advisor - [REDACTED] (who linked us with New Schools Network) and contact with the Community Affairs Officer [REDACTED] has been sought

Also working with Partnership for Schools - [REDACTED]

**Have you discussed your proposal form with the New Schools Network?**

**Yes**

(If Y please give details of your discussions with them so far)

Meeting with [REDACTED] in New Schools Network HQ on 1.9.10

Discussed proposal stage including:

- Disparity in schools locally
- Demand in the area
- Need to have about twenty parents on side, willing and interested
- Desire and need for secondary model as well as primary
- Demonstrate capability and experience (done it before)
- Ethos – Christian while welcoming those of other faiths – experienced in multicultural settings
- Curriculum area of emphasis and focus, plus rationale
- Technical progression – company limited by guarantee to charitable trust
- Named trustees + background (Unpaid)
- Leadership structure of school(s)

Discussed second stage

- DfE involvement
- Offered to write paper using previous experience of setting up a school from scratch last year

Buildings

- Roll back of planning regulations
- Identify what is possible - sites and location
- Partnership for schools – visit site and carry out feasibility study
- Commercially rented property
- D1 Land Registry not yet available for Tower Hamlets

After the meeting an introduction to Partnership for schools was arranged  
Further calls and emails have taken place on a regular basis with valuable  
advice offered.

Attended lecture 'Establishing a new free school' organised by New Schools  
Network in partnership with [REDACTED] LLP

**SUITABILITY OF PROVIDER**

The Secretary of State will consider each proposal on its merits, and take into account all matters relevant to that proposal. Generally, he would expect that all proposals will comply with all aspects of the rigorous suitability and vetting tests throughout the application process, including due diligence and CRB checks and will reject any proposers who advocate violence, intolerance, hatred or whose ideology runs counter to the UK's democratic values.

Do any of the following apply to the organisation (or any consortium member), or to (any of) its director(s)/partners/proprietor(s) or individual applicants (select Y/N):	
Is in a state of bankruptcy, insolvency, compulsory winding up, receivership, composition with creditors (including any Individual Voluntary Arrangement), or subject to an Administration Order or any legal proceedings concerning their solvency?	No
Has been convicted of a criminal offence?	No
Is involved in any illegal activities?	No
Has not fulfilled obligations related to payment of taxes?	No
Is guilty of serious misrepresentation in supplying information?	No
Is not in possession of relevant licences or membership of an appropriate organisation where required by law?	No
Is barred from certain work with children as a result of being:	
[a] included in the list of those barred from Regulated Activity with children, kept by the Independent Safeguarding Authority? Or	No
[b] included in the list kept under section 1 of the Protection of Children Act 1999(4) (list of those considered by the Secretary of State as unsuitable to work with children)? Or	No
[c] subject to a direction of the Secretary of State under section 142 of the Education Act 2002 (5) (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)? Or	No

<p>[d] disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000(6)?</p> <p>For further information on [a], [b], [c] and [d], please contact the CRB <a href="http://www.crb.homeoffice.gov.uk">www.crb.homeoffice.gov.uk</a>.</p>	<p>No</p>
<p>Is disqualified from registration under Part 10A of the Children Act 1989(7) for child minding or providing day care?</p>	<p>No</p>
<p>Is disqualified from registration under Part 3 of the Childcare Act 2006(8)?</p>	<p>No</p>
<p>Is a member, or has been a member in the past, of a proscribed organisation?</p>	<p>No</p>
<p>If the answer to any of these questions is “Yes” please give details below:</p>	

**EDUCATIONAL RATIONALE, AIMS AND OBJECTIVES**

**Briefly outline your reasons for wanting to set up a Free School. Max 200 words.**

Currently there is a lack of choice in the area for parents in the multicultural inner city community of Tower Hamlets. Few boroughs in the country can have such a diverse socio-economic community in such close proximity. It has one of the highest population densities in inner London and by 2020 it is projected that there will be a further 31,500 new homes in the borough with the borough population expected to reach nearly 300,000 by 2020. The inequality is stark: whilst the average salary for those working in Tower Hamlets is nearly £69,000, 18% of families are living on less than £15,000. This means that Tower Hamlets is the third most deprived borough in the country so investment in quality education is essential and it needs to be free.

The proportion of young people living in Tower Hamlets currently stands at 35%, which is much higher than the 18% average for the rest of inner London, and over 70% of the young people are from minority ethnic backgrounds. Tower Hamlets is one of the most ethnically diverse areas in the country. Today, about half of the total population are from black and minority ethnic communities, and around 110 different languages are spoken by school pupils in the borough. There are many new communities moving into the borough which will contribute to a changing community profile over the next ten years.

We are a group of parents who have approached an experienced Head and educational consultant living in Tower Hamlets, to set up a free co-educational primary school within the Tower Hamlets area. We would like to encourage high quality education with smaller class sizes which would be appealing to all families whether disadvantaged or relatively prosperous.

**Please set out the Free School's aims and objectives.** You should also describe:

- the teaching methods that will be used and whether the Free School will follow a particular philosophy (eg Montessori);
- the outline of the Free School's proposed curriculum, including any religious ethos;
- how the Free School will improve pupil learning and ensure strong discipline;

Max 2000 words.

The school is to be called Canary Wharf College and will provide the foundation for life for every child - academically, socially and emotionally. The school will be set up as an academy model employing staff and running independently of the Local Authority. Initially there will be one school. When the lower school is successfully established a Year 7 followed by a 8 will be added which will eventually lead to the school become a through school for 4-16 year olds.

Our aim will be to “Live, share and celebrate the love of learning”. This will be achieved in a Christian environment welcoming children from different faiths and backgrounds.

High standards of academic success will be achieved through individual attention, provided by highly qualified professionals in a nurturing and caring family atmosphere. There will be a strong emphasis on Maths, Technology and Science throughout the school, supported by specialist tuition of creative arts.

Free Schools offers choice and access to all socioeconomic strata. The Every Child Matters Agenda will be core to the running of the whole college.

### Teaching methods

The Early Years Foundation Stage (EYFS) Reception curriculum will be built around the Early Learning Goals providing an excellent introduction to school life.

- Children will learn to read using a phonics based method (Jolly Phonics).
- Activities offered will use a range of styles in a stimulating way with clear planning and constant assessment
- All learning styles will be included when planning
- Independent learning areas will be included such as writing tables, role play areas, and creative activities
- Physical education and specialist music teaching will take place regularly
- Information gained from the Nurseries for each individual child will inform the differentiated planning
- Close contact with parents is envisioned
- There will be thorough ongoing evaluation and assessment for and of learning through:
  - Observations
  - Conversations with colleagues
  - Meetings with parents
  - Evaluation comments written on planning
  - Photographic evidence.

Traditional emphasis on Language, Maths and Writing will take place so that at the end of the Foundation Stage, most pupils should be achieving or exceeding the nationally recommended levels for pupils of their age.

In the rest of Canary Wharf College, subjects of the National Curriculum, together with drama and spiritual, moral, social, and cultural education (SMSC) will provide a sound foundation for learning. The acquisition of speaking, listening, literacy and numeracy skills will be systematically developed as pupils move through the school. Subject policies will be written for all subjects, and the curriculum will be reviewed and evaluated annually to ensure skills and knowledge are developed systematically as pupils progress from one year to the next. Links will be explored between different areas of the curriculum to give pupils opportunities for research and to find things out



for themselves.

Specialist science teaching throughout the school will encourage curiosity and 'hands on' participation will be expected. Pupils will be encouraged to tackle difficult questions successfully and to discuss topics readily in lessons with conviction and in an atmosphere of mutual respect. Varied and challenging opportunities for pupils' social, aesthetic and creative development will be strongly encouraged through art, drama and music and sport.

Information and Communication Technology (ICT) facilities will be such that pupils will use ICT quickly and efficiently across the curriculum. It is envisaged that Canary Wharf College will attract major ICT sponsorship from the business community in which the college will be based.

Pupils in Reception - Year 2 will be taught an additional foreign language as children below the age of seven years can learn many languages simultaneously. After this, children who do not have English as their first language will spend language learning time on extra English lessons.

Specialist teaching in Music and Physical development will contribute effectively to pupils' wider intellectual development. PE will be given a high priority and pupils will learn a variety of water sports such as sailing and rowing from Year 3 as well as other competitive sports. We will be looking to create strong partnerships with the local sporting establishments.

Learning will be at the heart of the school with all staff having high expectations for the pupils. Learning by 'doing and sharing' will be the core culture of the college. All work will be differentiated, and grouping pupils by ability in English and Mathematics in Years 1 & 2 will allow them to progress at their own best pace. Children from Year 3 onwards will be streamed for Maths, English and Science.

At every stage, the educational experience of pupils will be enriched with visits to places of interest and visiting speakers.

Parents too will be encouraged to have high expectations and will be informed of their child's progress through regular meetings with staff and in the annual written report, regular newsletters as well as informally on a day to day basis where necessary.

Parents will be encouraged to work with the school to support pupils to acquire the essential skills and attitudes for work and a high level of parental understanding of their child's learning needs will be encouraged so that a strong partnership is built between the home and school.

#### Admissions and Special Educational Needs

- Priority will be given on a first come first served basis to local children within walking distance from the surrounding area and after opening to those with siblings already in the school.

- There will be no entrance exams and the school will not seek an academically selected intake at Reception
- When admitting older children, testing will be used to provide information to assist in the assessment of aptitude in a candidate's skill level.
- Records of the child from previous schools/Nurseries will be used to inform staff of a child's attainment
- Clear advice will be given if, in unusual circumstances, it is thought that Canary Wharf College would not be the most suitable learning environment for a child

Care will be taken to identify and support the minority of pupils with learning difficulties and disabilities (LDD). A system for identifying pupils who need additional help will be put in place and their progress will be closely monitored. When necessary, pupils will be given individual education plans (IEPs) which will provide clear targets for their improvement. The school will work with outside agencies where necessary. Parents will be regularly informed about the needs and progress of these pupils. Staff will also be fully aware of more able pupils and those who are gifted or talented and take account of their needs when planning.

There will be a simple school uniform which will be chosen to be widely available in high street shops and internet suppliers rather than from an expensive sole supplier.

### Assessment

The Durham University Performance Indicators in Primary schools (PIPs) is a comprehensive benchmark system which will be used as part of the assessment process throughout Canary Wharf College.

- Children will be assessed on arrival in Reception with a baseline PIPS assessment
- The system will be continued right through into the senior school
- There will be weekly Spelling and Maths tests
- Each child will have an individual reading record
- Staff meetings will be planned to discuss assessment, identify children who may need extra support, and to give feedback
- Handovers from one class teacher to another will be planned for at the end of each academic year and all notes on children will be explained
- Pupils will have regular informal chats with their class teacher to discuss their progress
- Effective questioning will be used to gauge a child's understanding with clear alternative explanations given where needed
- In the front of English and Maths books target sheets will be placed; these will demonstrate improved performance
- Children will be encouraged to self-evaluate their work and progress and to participate in goal-orientated learning objectives
- A member of the Leadership Team or a class teacher will meet with certain children who may be identified as needing extra support with their learning; behaviour/effort charts will be established to support this where necessary

- Annual reading and spelling ages will be taken and parents will be notified of these results
- Samples of children's work will be kept and displayed around the school.

### Extended Day Activities

Overcrowding in Tower Hamlets housing is a major constraint on children who are learning at school but have little or no space at home to study. Schools offering extended day activities and homework space are of paramount importance to the success of the young people's education.

As the children grow older and have more homework, 'prep' time will be available with some extra academic supervision so children can study and seek encouragement where necessary in an environment conducive to self study.

Pupil's experiences will be significantly enhanced by a high quality extended day programme run by the Parents Association offering an excellent range of activities to meet the needs of pupils of different ages and promote individual interests and new opportunities.

Pupils will be drafted into 'houses' on entry to the school and inter-house activities will contribute strongly to pupils' educational experience and achievement and to developing their self-esteem and self-belief.

The school will attach much importance to pupils' successes. Their achievements will be acknowledged in assemblies and in the regular newsletters. Such recognition will aim to build confidence and encourage pupils to participate in activities both within and outside the school.

### Spiritual, Moral, Social and Cultural Ethos

Crime in Tower Hamlets remains significantly higher than the national average – and a sizeable stumbling block to overall progress in the community. Teaching the children the consequences of poor behaviour and crime, and the value of taking responsibility for one's own actions will need to be high on our educational agenda.

The school will maintain a Christian ethos whilst welcoming children from different faiths and backgrounds.

Children will be encouraged to:

- Imitate the respectful relationship between staff, and learn to accommodate their differences and respect the integrity of individuals with different cultures and needs
- Lead others in worship through song and prayers when they share their innermost thoughts and feelings
- Talk about their own religion and cultural festivals, and those of others such as Hanukah, or Eid

- Gain an understanding of their emotions through participating in weekly circle/reflection time, assemblies and in drama
- Express their views in these times or in class discussions
- Share what animates and inspires them through discussion and at important times such as festivals and birthdays

Visitors will be invited to share the arts (such as poetry) with the children and this in turn will inspire their own thoughts and feelings. In dramatic and musical performances pupils' ability to think in terms of the 'whole' will be developed and they will also learn interdependence and courage in standing up and performing to an audience mostly consisting of strangers.

Good behaviour will be expected and they will be actively encouraged to support one another in this. School rules and adult role models will provide a clear moral code.

They will develop self-confidence and self-esteem by:

- Using courtesy and good manners to show caring towards one another
- Showing respect through listening to one another in class and working as a team
- Empathising with others and showing concern for a child who is upset
- The older children helping younger children if they find certain tasks a challenge

Through the loss stars, stickers, or of playtimes, children will know if their actions have caused harm or upset. They will be taught the need to review and reassess their values when they understand that they might have been wrong and will be encouraged to apologise.

Pupils will learn the ability to distinguish right from wrong and show an ability to make responsible judgements by:

- Learning not to take things that belong to others
- Owning up
- Not joining in with poor behaviour and knowing when to tell an adult
- Listening to others points of views and being respectful

They will be taught confidence to act consistently in accordance with their own principles and not to listen to someone else who might be encouraging them to do wrong.

Through planting bulbs and seeds and looking at the flowers brought into school they will develop a sense of awe and wonder at the beauty of the world.

Rewards will be given for excellent attendance and they will be expected to carry out duties around the school. (Unauthorized absence in primary school children in London is almost double that of any other area in the country).

Although there is no shortage of jobs in the Borough many local people do not have the support, confidence or necessary skills to take advantage of the work on their doorstep. Canary Wharf College will aim to prepare pupils for

their future economic well-being through the development of skills which contribute to social and economic well-being and the acquisition of workplace skills.

Children from an early age will be encouraged to:

- 'Play' with money and cash registers in their various role play areas (or in the case of older children understand how to set up a bank account)
- Raise money and give to other charities and learn about sponsorship through sponsored events
- Understand the value of accessing learning through the library and on-line
- Understand the difference between poverty and wealth when highlighted in assemblies/geography
- Be monitors and take responsibility for classroom duties, collecting and delivering registers - all these sorts of activities promote an understanding of society's structures
- Be part of a team - in sports, drama productions, music events and dance
- Stand and speak regularly in school and appear in concerts and shows at least twice a year to promote courage and confidence.

Older children from the community will be encouraged to do work experience in our school and our own students to go out into the work place. Strong links will be established with the local community.

In this dense urban area with a high level of development, local energy use and CO2 emissions are high. Helping to tackle climate change and improving air quality is a significant challenge and will also be high on the educational agenda of the school. In addition to encouraging sport through the curriculum and extended day activities, the school will work closely with the Environment Agency, write a clear travel plan and encourage sustainable use of resources in school. It is expected that Canary Wharf College will work closely with the HSBC sustainable development project.

**What are your organisation's core areas of work / aims? Max 500 words.**

We are a core team comprising of an experienced Head / Educational Consultant and a group of parents. We are joining together to start a free school in the borough of Tower Hamlets which would be appealing to all, whether they are disadvantaged families or from relatively well resourced families.

Currently we are proposing to start one school. There may be an opportunity to start another school on a separate site the following year in which case a separate application will be made. Please see 'evidence of demand' and 'proposed capacity' sections.

Each class will contain approximately twenty children. The school will open in September 2011 offering places for children in Reception, Year 1 & Year 2. It will start as a primary with a view to extending to a secondary school gradually.

Please see attached chart for proposed capacity and growth.

Four of the trustees are parents, and are resident within Tower Hamlets, with a range of skills from Marketing to accountancy (see below.)

The experienced Head who will be Principal of the College is also a resident of Tower Hamlets and she has recent experience of setting up a school from scratch which, within nine months of opening, gained an all round outstanding Ofsted inspection. She also has experience of overseeing a considerable number of building projects.

**What capacity and capability do you have (or have access to) in order to deliver the educational vision set out above? Please indicate the resources, experience and expertise (educational and legal) that you have or have access to. Max 500 words.**

**Financial Capacity**

One of our trustees has auditing experience and is able to give substantial time at present in order to set up our business proposal. Another parent who is interested in the school is working as an accountant and keen to help. Financial sponsorship is currently being sought through Citigroup, HSBC, BT and Canary Wharf PLC.

**Buildings and Property Capacity**

The proposed Principal and one of the Trustees have been involved with a range of building projects both in the UK and developing world. Together they have led teams to build a tertiary college of education, an orphanage, a clinic, and an art centre. Two years ago the Head devised and oversaw the development

of a £1.4 million development of a new academic learning environment in a school in Surrey.

#### Educational Capacity

The Principal has received three all round outstanding inspection reports in 2004, 2007 & 2010 in two different schools, one of which was failing when she was appointed and the other a new school from scratch. She is [REDACTED].

In addition [REDACTED] who worked as an [REDACTED] is keen to be an educational Governor of the school.

#### Legal Capacity

A parent who works for one of the major city legal firms is keen to be a Governor of the school

#### Leadership capacity

The Principal has experience of running a £1.5 million turnover independent school with thirty staff and also consultancy experience of staffing one of the Middlesbrough academies. It is envisaged that the day to day running of the school will be by a Leadership Team rather than by the more traditional hierarchical structure, thus enabling gifted younger members of staff to be trained into leadership. Over the last eight years the Principal has trained two staff now in Headship, one now a deputy Head, four graduate trainees and many others into roles of which they had only dreamt. This is one of her key skills which stimulates and drives enthusiasm from staff which in turn overflows into the education of the children.

The Principal is giving a year of full-time unpaid labour to co-ordinate the trustees, submit relevant paperwork, oversee any building or refurbishment works where necessary, procure suitable accommodation for the school to rent, market the school, consult with the local community and establish and resource the school ready for opening in 2011.

#### Other Advice

We are working closely with 'Partnerships for Schools' both in terms of procuring a site in the Isle of Dogs and the possible use of the [REDACTED] site. The Principal is also working with members of the community, the local

area partnership steering group, and different church members. The Principal is enrolled on the NAHT course for training of Academy Heads and has been accepted for the NCSL Academy Diploma course.

Another local parent and resident within the Isle of Dogs who is a doctor is interested in becoming a Governor.

**Do you have plans to work with a 3<sup>rd</sup> party organisation?** If so, please include their details below and set out the intended nature of that relationship (for example, a contract, co-sponsorship arrangement, informal partnership).

Partnership for Schools – Property  
BT – Information Communication and Technology  
HSBC – Sustainable Development  
Citigroup - Citi foundation designed to support projects within the educational community

**Please name the key individuals / trustees involved in setting up the Free School** (if available). Please also indicate whether trustees have been chosen and their roles confirmed. Please provide details of employment of these individuals and any conflicts of interest you believe might arise.

[REDACTED]  
-

[REDACTED]  
-



- [REDACTED]

[REDACTED]  
• [REDACTED]

[REDACTED] - HR and organisational communications

- [REDACTED]

[REDACTED] - Economics and research

• [REDACTED]

• [REDACTED]

Three further potential Governors are by profession a lawyer, a doctor and an educational consultant and keen to be involved with the school

The Principal will be [REDACTED]. 'Please see educational and leadership capacity'.

**EVIDENCE OF DEMAND**

**What evidence of local parental demand do you have?** For example, a petition or a declaration from interested parents or pupil number projections for the area. Max 200 words.

There is a demand for places at good schools which is currently not being met.

2007-2008 statistics show that out of the 256 primary school appeals lodged in this period only eight appeals were decided in favour of the parents. This means a significant number of disappointed families.

Minutes of the Tower Hamlets Council Meeting held on 12.1.10 show that in Tower Hamlets – Quote from concerns:

- "Rapidly growing population of young people: Population predictions indicated another 5000 under fives and another 14,000 five to eighteen year-olds in the borough by 2021.
- Changing patterns of immigration was likely to mean more different ethnic groups in the borough, creating new demands.
- Increased budgetary constraints would form the context in which increasing demand would need to be met.

Opportunities

- Supporting families and parents
- Building Schools for the Future"

At secondary age nearly thirty percent of parents do not gain a place for their child at their first choice of Local Authority school; dissatisfaction runs high.

It is intended that Canary Wharf College will be opening its Senior Free School for Year 7 students in September 2013. Initially as a prep department (like some independent prep schools) within the junior school, but depending on speed of growth and demand it would probably be necessary to find further premises in 2016. At this stage a decision would be made as to whether to split the senior schools on a gender basis. Until this time the college would be co-educational offering equal opportunities for all pupils. (See attached chart).

Interest has already been received from upwards of twenty five parents even with out an information campaign. (See attached list).

We are still gathering more evidence of demand and would be able to provide this at business plans stage when we are able to market the school more openly.

**What is the proposed capacity (number of pupils)?** Max 200 words.

A key priority for the school will be to ensure that local people have access to lifelong learning opportunities which will give them the confidence and skills required for employment and a better life. Without more school places in Tower Hamlets class sizes will increase further and the gap between the rich and poor in the Borough will grow. Larger class sizes lead to lower attention and more distraction.

The school will start as a primary with a view to extending to a secondary school gradually. Currently there is only one secondary school on the whole of the Isle of Dogs. It will open in September 2011 offering places for children in Reception, Years 1 & 2. Each class will contain approximately twenty children. Please see attached chart for proposed growth and capacity of the school.

The trustees and motivators behind Canary Wharf College were primarily looking for a building within the Isle of Dogs area and have found a site in [REDACTED]. Partnership for Schools also proposed a new build site in [REDACTED]. This site is a wonderful opportunity but will not be available until January 2012 at the earliest.

If the [REDACTED] site falls through we will start in temporary accommodation below Our Victories Church which has been offered to us. We will then take up the offer of the new school on the [REDACTED] site moving into it when it is completed. This way we can start the school in September 2011 for which we have demonstrable parental demand and have a clear route for secure accommodation.

If all comes through on the [REDACTED] site and we do not need the [REDACTED] site, the trustees will review, during the course of next year, as to whether to start a second school, and if so, we will seek separate parental support for this as necessary, and put in a separate application. It appears that demand may be high for both schools and recent local council minutes reveal a clear need.

**PREMISES**

**What steps have you taken to identify a potential site?** Please include details of the geographical area the school seeks to serve; a list of any sites you have considered; and any discussions you have had to identify a suitable site. If known, please include the proposed location, premises and postcode of the Free School.

We are working closely with 'Partnership for Schools' – [REDACTED]

It is very hard to find large sites due to the cost of land rental in the area. A site with a large empty warehouse has been found in [REDACTED] on the [REDACTED] close to residential accommodation. Although it is envisioned that children will walk to school, the site is also close to South Quay station and a bus route.

[REDACTED], [REDACTED], [REDACTED]

**Positives**

- Large site with three industrial units available.
- Easy conversion to provide excellent school accommodation.
- Water and sewage available within each unit, and sound shell.
- Room for both Primary and Small Secondary School
- Ten Year Lease
- School could expand gradually and refurbishment could take place in a carefully staged development process.
- Alternatively, one unit is ideal with large safe outdoor play area which would require relatively minor alterations so the primary school could easily open in September 2011.
- Very close to South Quay Station and major bus routes and in easy walking distance from much new accommodation.
- Relatively low rent for prime inner city site
- Parking available if necessary

**Negatives**

- Would require internal building works with additional toilet facilities

**Conclusion**

- Swift action is needed to secure this site which would be ideal for the school!

Partnership for Schools have also offered us a site in [REDACTED] which is north of Canary Wharf . If the [REDACTED] site falls through we can start in temporary accommodation below Our Victories Church (see below) which we know is available and has been offered to us. We will then take up the offer of the new school on the [REDACTED] site (which is a mile north of Canary Wharf) moving into it when it is built during the course of the year. Although not ideal for our current parental demand, children could be transported here quickly by bus from Canary Wharf. This way we can start the school in September 2011 for which we have demonstrable parental demand and have a clear route of secure accommodation.

If all comes through on the [REDACTED] site and we do not need the

■■■■■■■■■■ site, the trustees can review, during the course of next year, as to whether we will start a second school there. If so, we will seek separate parental support for this as necessary, and put in a separate application. Partnership for Schools have agreed to take this forward. They are currently looking at the deal proposed and trying to finalise some idea of cost.

■■■■■■■■■■ 1.1 miles directly north of Canary Wharf  
New build dedicated Primary School Site - Opposite St Pauls Way Community School

The site was visited and we agreed to move forward on this for one primary school.

#### Positives

- Wonderful purpose built school
- Play area available
- Planning and plans agreed
- Builders appointed and ready to start
- Directly opposite new secondary school
- Excellent asset to the community

#### Negatives

- Temporary accommodation would be needed for one or two terms
- The site is not within walking distance of the parent group supporting the application but children from the Isle of Dogs could be transported to and from school
- Area unsafe after dark which would have implications on any after school extended day activities in winter for staff, children and parents on foot

#### Conclusion

- An amazing opportunity to develop an outstanding school

In addition the following sites were visited South of Canary Wharf on the Isle of Dogs:

■■■■■■■■■■  
Current Use – Old Independent Newspaper Offices, empty for eighteen months

#### Positive

- Ideal for through school
- Excellent site
- Ready made play areas, toilets, dining hall and kitchens
- Negative
- Only five year lease on the building
- Very expensive rental
- Conclusion
- 'Partnership for Schools' researched into extending the lease and the

- owners are adamant that they will not agree to it being extended.
- Office Property rentals in Canary Wharf are too high



Current Use – Nursery with 20+ children morning and afternoon and rowing centre

Positive

- Excellent site and position

Negative

- Accommodation poor

Conclusion

- Better use could be made of this prime site, but both buildings would need to be replaced.
- The Nursery and sailing centre could be absorbed into the school, and then the school and facilities used for the community.
- Probably not a viable option as although potentially ideal, it would require local authority support plus major expenditure in an extensive time frame.

Docklands Settlement Centre -

Current Use – Week-ends and evenings by local church and a variety of classes such as dance, pilates, scouts. One floor used by excluded children. One section allocated to Island History Trust.

Positive

- Excellent site and position
- Just large enough building, with excellent hall/gym and kitchens
- Already seen by community as useful resource
- Within walking distance of much of the Isle of Dogs and excellent DLR & bus transport available
- Could be made into an outstanding free school and community centre with all stakeholders making full use of the building throughout the week.
- Could see this as being a major resource which, with some investment would be significantly enhanced for the community.
- Church would be a highly supportive factor
- Upper floor of small offices could still be used by current stakeholders
- Would be excellent for extended day activities and holiday clubs
- Extensive open play space available as well as small safe enclosed hard court area and enclosed outside play area for reception children

Negative

- Needs some money spent
- Accommodation would need new windows, refurbishment and security system
- Although excluded children could remain on the top floor for the first year and could be encouraged to be a positive element within the environment, the space they are currently using would be needed for the school by 2012.

Conclusion

- All parties and current stakeholders would have to work for the common good.
- The local authority, church and partnership for schools would have to

- work together
- Refurbishment would significantly enhance an historic building in the core of the community
- Worth further investigation

Victory Outreach Church – [REDACTED]

Current Use – A variety of Churches use the building much of which is empty

Positive

- Excellent site and position
- Fair accommodation (rather lacking in natural light)
- Large amount of hard court play space
- Church keen to rent property to free school
- Dining area and large assembly space available (kitchens not suitable for production of food, but would support packed lunches)
- Possibly a low rent
- Close to South Quay Station

Negative

- Maximum of three year lease
- Hard court perimeter would need better fencing
- Land owned by wealthy developer – I believe not interested in selling (anyway it would be exorbitant!)

Conclusion

- This could be a very suitable site to rent in the short term while other sites are being refurbished, but no long term use
- Worth keeping in the loop for short term rental

[REDACTED] (off [REDACTED])

Current Use – Six large residential flats in beautiful Georgian House

Positive

- Excellent site
- Accommodation – fairly limited but possibility of six small classrooms with big bay windows
- Position on major bus route
- Large amount of leafy garden play space
- Owner interested in selling the property to free school
- Freehold available giving long term security to investment
- Walking distance from extensive indoor sports facilities

Negative

- Limited room for expansion
- Expensive listed property
- Undoubtedly some major refurbishment would be needed
- Huge capital outlay (c £4.5 million) before any refurbishments take place

Conclusion

- This could be a suitable site to purchase, but it would be a small school which has cost a huge amount to set up



**Further information**

Please note, all information provided on this form will be published on the Department for Education website. Information that you supply on this form may be shared with (a) the New Schools Network and (b) the Local Authority in which you wish to set up the Free School. Information about the New Schools Network can be found at <http://www.newschoolsnetwork.org>.

Submission of this form will be treated as consent, from both you and anyone else whose personal data is contained on this form, to the sharing of this information as set out above.

In addition, information that you provide on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

**Next Steps**

Please email completed Proposal Form to [freeschools.registration@education.gsi.gov.uk](mailto:freeschools.registration@education.gsi.gov.uk)

You will hear back from a named official at the Department for Education within two weeks, who will offer you advice on how best to progress your application. The Secretary of State will make a judgement on the potential of the project based on criteria relating to educational aims and objectives, evidence of demand, potential premises, suitability of provider and any other relevant considerations to decide whether the proposed Free School project should move into stage 3, namely that of drawing up a business case and plan.