



**PIMLICO PRIMARY
FREE SCHOOL APPLICATION**



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SECTION 1
APPLICANT DETAILS

SECTION 1: APPLICANT DETAILS

Details of Company Limited by Guarantee	
Name: Future Academies	
Company address:	Victoria, London,
Company registration number: 06543442	
Main contact	
Name:	
Address:	Victoria, London,
Email address:	
Telephone number:	
Members and Directors	
Please confirm the total number of (a) Company Directors [3] and (b) any other members of the Governing Body [1] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name:	
Position:	
Name:	
Position:	
Name:	Position:
Name:	
Position:	
Related organisations	
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y	
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:	
<p>The charity Future (1114396) set up and funded by provides support for Future Academies (programme and research support, additional funding, links to other charities that can work with schools such as The Place2Be and Jamie's Farm who may be engaged to work with Pimlico Primary).</p> <p>is the of the Social Mobility Foundation (1115888). The SMF provides places for eligible students from Pimlico Academy on their Aspiring Professionals Programme.</p>	
If your organisation is an existing independent school, please provide your six digit unique reference number:	

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date:

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools

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Signed:

Print Name:

Date:

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

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**SECTION 2:
OUTLINE OF THE SCHOOL**

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Proposed school name:	Pimlico Primary								
Age range:	4-11 years								
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018	
	Nursery (Being considered)								
	Reception	30	30	30	30	30	30	30	30
	Year 1		30	30	30	30	30	30	30
	Year 2			30	30	30	30	30	30
	Year 3				30	30	30	30	30
	Year 4					30	30	30	30
	Year 5						30	30	
	Year 6								30
	Year 7								
	Year 8								
	Year 9								
	Year 10								
	Year 11								
	Year 12								
Year 13									
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.									
Will your school have a religious character (i.e. be a faith school)? If Y, please	N								

<p>specify which faith. Please see notes below (at the end of this table).</p>	
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>N. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>Westminster</p>

**SECTION 3:
EDUCATIONAL VISION**

SECTION 3: EDUCATIONAL VISION

I. OUR RATIONALE FOR PIMLICO PRIMARY

Future has been the sponsor of Pimlico Academy in Westminster since September 2008. The academy replaced Pimlico School which had been in Special Measures between November 2007 and July 2008. The Academy was rated as 'Outstanding' by Ofsted in December 2010. Since becoming an academy the school environment has been completely transformed and the atmosphere within the school is now calm, considerate and positive. Staff and students have bought into Future's vision for the Academy, making it a highly aspirational school where everyone is expected, and supported, to work hard and achieve the very best that they can. In two years as an Academy GCSE results have risen from 36% to 59% 5A*-C including English and Maths, and we expect them to increase again this summer.

We are delighted with the progress that we are making but we still feel that there is much more to do. Our ambition is to be one of the best schools in London, state or private: for all our students to be happy, safe and successful during their time with us and for them all to leave Pimlico with the skills and qualifications they need for a successful future. As part of this ambition we are keen to open 'Pimlico Primary' in South Westminster so that it can serve as one of our feeder primary schools and allow us to:

1. **Drive up educational attainment:** Our experience as the sponsor of Pimlico Academy is that many of our students arrive already behind in their education, with below average reading ages and low aspirations, which means that a great deal of time needs to be given over to playing catch-up at KS3. In fact, 59% arrive with below the expected reading level for an 11 year old, with 15.7% only achieving a reading level expected for a 7 or 8 year old (figures based on the Suffolk Reading Test taken on entry to the Academy). Pimlico Academy already works closely with a number of its feeder primaries in order to assist primary staff in alleviating this difficulty and better preparing primary pupils for entry to Year 7. However, we believe that creating our own primary school, and working with some of our pupils and their parents from the time they start school, would allow us to have a greater and more sustainable impact.
2. **Provide an all through education:** We hope to ensure the progression of Pimlico Primary pupils to Pimlico Academy. This would provide them with an 'all through education' which would have the following benefits:
 - **Integrated curriculum:** We plan to offer the Core Knowledge Curriculum at Pimlico Primary. Core Knowledge is an innovative, content rich curriculum developed in the US and introduced to a number of schools with great success. A version of this logical, coherent and sequential curriculum, specifically adapted for UK use, would be introduced from Key Stage 1 to 3 at both Pimlico Primary and Pimlico Academy. The curriculum would be designed so that pupils' knowledge is built upon year on year and, for those pupils progressing to the Academy, the curriculum would progress logically from primary to secondary level. In addition, staff at both schools would be able to work very closely together; subject specialists

would work in partnership with primary specialists to improve the content and delivery of lessons across KS1-3.

- **Consistent monitoring & targeted support:** Pimlico Primary would have a very similar monitoring system to that of Pimlico Academy. This would ensure that pupil progress and attainment could be consistently and effectively tracked throughout their time at school. With access to detailed and accurate data on pupils that move from Pimlico Primary to Pimlico Academy teachers would be able to provide them all with appropriate and targeted support and challenge right from day one to ensure that they go on to achieve to the maximum of their ability.
 - **Easier transition from primary to secondary school:** Many pupils struggle with the transition from primary to secondary education. Pupils at Pimlico Primary, however, would be fully prepared. They would be accustomed to the ethos of the school and the high expectations we have of our students, they would enjoy spending time in the Academy through having used its facilities, and they would have interacted with staff as well as older students at the Academy through carefully coordinated buddying and mentoring schemes.
 - **Access to brand new facilities:** Timetables would be planned together so that our primary pupils could access Pimlico Academy's brand new facilities including a large indoor sports hall, an all weather pitch, a climbing wall, specialist science and technology labs, a large library, art facilities and a theatre. These are facilities of a standard not normally possible to provide at primary level.
 - **Conducive environment for high aspirations:** Future believes that every young person should be made aware of the opportunities available to them in life. For example, Future believes that every young person should become familiar with the concept of university from a very young age. A 'Raising Aspirations Programme' would be implemented by Future at Pimlico Primary, as it has been at Pimlico Academy. We would make use of the extensive network of contacts already developed in order to provide a tailored programme for Pimlico Primary which would allow our young pupils to hear from a wide range of speakers as well as expose them to cultural and academic institutions such as museums and universities from an early age to broaden their horizons.
 - **High level of parental involvement:** By developing close relationships with parents – which are known to impact greatly on pupil achievement - as pupils enter education at primary level we would be able to build strong relationships which would last throughout the entirety of each child's time at school. By working with parents at a much earlier stage we would be able to provide them with the support they require to help their children succeed much earlier. This may be in the form of English language classes, therapeutic support, health and nutrition advice, etc.
3. **Create a truly local community school:** This September students will be coming from 61 feeder primaries to fill the 210 places in Year 7 at Pimlico Academy. We would like to increase the number of students coming from the local area to Pimlico Academy and reduce the total number of feeder schools that students are coming from. This would enable us to establish a more community

based school as well as deliver on our vision of having an extended school day since local students do not need to travel long distances after school. Having fewer feeder primaries would also make it easier to work more closely with them and to offer more support.

4. **Offering parents greater choice:** We are aware that of the nine state-funded primary schools in South Westminster, only two are non-denominational primary schools whilst the remainder are all Christian based schools (either Roman Catholic or Church of England). When we have been talking to the local community about a possible 'Pimlico Primary' this is something that parents have raised as a concern for them. We would like to be able to offer more local parents the chance to send their children to an outstanding non-denominational comprehensive primary school.

In this context, the primary, with its close links to Pimlico Academy, would offer an all-through educational model providing a unique choice for parents, as the only school of its kind in the South Westminster area. It would also be cost effective as a result of the sharing of staff, resources and facilities between Pimlico Primary and Pimlico Academy.

II. OUR VISION FOR PIMLICO PRIMARY

It is our aim to set up a first rate non-denominational primary school in South Westminster, with an unwavering focus on producing dramatic, life-changing pupil achievement. We believe that an all-through education including a sequential and cumulative curriculum which extends from Key Stage 1 through Key Stage 3, the very best teaching, an aspirational ethos and an extensive programme of extra-curricular activities, would mean that pupils are well prepared to excel at school. We expect that pupils would leave Pimlico Primary with at least Level 4 in English and Maths, with a significant proportion of them achieving Level 5s, and with a firm foundation of knowledge which would allow them to easily access the Key Stage 3 curriculum from day one.

Mission Statement/ Academy Motto: ‘Libertas per cultum’ (Freedom through education)

Vision Statement: Our vision is for all our pupils to leave Pimlico Primary as confident learners with a proper appreciation of the value of education, an increased capacity for happiness and a genuine concern for others. We expect that pupils would leave Pimlico Primary with all these attributes, fully prepared for the challenges of secondary education at Pimlico Academy with the aspirations and ambitions to succeed there and beyond.

In order to achieve this there are several core elements to what we would provide:

- A calm and supportive atmosphere to help provide all our pupils with a sense of wellbeing.
- An environment which celebrates all cultures and religions where pupils feel they belong and are taught to have not just a tolerance of, but a real interest in, and an appreciation of, the beliefs of others.
- A structured environment with clear routines so that our pupils learn self-discipline, organisation, manners and good behaviour, and are ready to learn when they enter the classroom.
- A strong focus on literacy and numeracy since these are the starting points for pupils to access the rest of the curriculum.
- An emphasis on an all round education that provides pupils with both cultural literacy and a deep love of learning, as well as experience of a wide range of extra-curricular activities that give them opportunities to explore their passions and skills.
- A range of opportunities for parents to be involved in, and advice as to how best to support, their child’s learning and progress.
- Nutritious school meals, regular fitness opportunities and workshops for parents and pupils about healthy lifestyles to help ensure that all our pupils are healthy.
- An ethos based on the highest expectations for everyone, mutual respect, kindness to others and the importance of contributing to your community.

Core Values: There are six core values stemming from our vision for Pimlico Primary which would be the guiding force behind everything we do:

- We are dedicated to learning and achieving
- We lead by example
- We are open and honest
- We work together
- We respect everyone
- We are committed to our communities

**SECTION 4:
EDUCATIONAL PLAN**

SECTION 4: EDUCATIONAL PLAN

I. PIMLICO PRIMARY ADMISSIONS

Pimlico Primary would be established under the Future Academies Trust. Therefore the Admissions Arrangements set out in the Future Academy Master Funding Agreement (Annex D) would apply. In addition to these arrangements there would be a specific Pimlico Primary Admissions Policy. Both are outlined below.

Future Academies Funding Agreement Annex D

1. The Admission of Pupils to Academies

1.1. The Company will act in accordance with, and will ensure that the Independent Appeal Panel is trained to act in accordance with, all relevant provisions of the statutory codes of practice (the School Admissions Code and the School Admissions Appeals Code of Practice) as they apply at any given time to maintained schools. Reference in the codes to admission authorities shall be deemed to be references to the Academy Governing Body of the relevant Academy. In particular, the Academy will take part in the Admissions Forum set up by the relevant LA and have regard to its advice; and will participate in the co-ordinated admission arrangements operated by the relevant LA.

1.2. Pupils will be admitted to Academies in accordance with the detailed admission arrangements described in the Admissions Policy Document applicable to the relevant Academy which is set out in an annex to the relevant Supplemental Agreement. Changes to the Admissions Policy Document will require approval of the Secretary of State.

2. Arrangements for Appeals Panels

2.1. Parents will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision. The Appeal Panel will be independent of the Academy. The arrangements for Appeals will be in line with the School Admission Appeals Code of Practice published by the DCSF as it applies to Foundation and VA schools. The determination of the appeal panel is binding on all parties. The Company should prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process. The Company may, if it chooses, enter into an agreement with the local authority for it to recruit, train and appoint appeal panel members, and to arrange for the process to be independently administered and clerked.

3. Annual Procedures for Determining Admission Arrangements

3.1. The Company shall consult by 1 March each year on its proposed admission arrangements with relevant parties in line with the requirements of the School Admissions Code and relevant admissions legislation.

4. Determination and Publication of Admission Arrangements

4.1. Following consultation, the Company will consider comments made by those consulted. The Company will then determine its admission arrangements by 15 April of the relevant year and notify those consulted what has been determined within 14 days.

5. Publication of Admission Arrangements

5.1. The Company will publish its admission arrangements each year once these have been determined in accordance with the arrangements described in the Admissions Policy Document.

6. Representations about Admission Arrangements

6.1. Where any of those bodies that were consulted, or that should have been consulted, make representations to the Company about its admission arrangements, the Company will consider such representations before determining the admission arrangements. Where the Company has determined its admission arrangements and notified all those bodies whom it has consulted and any of those bodies object to the admission arrangements for an Academy they can make representations to the Secretary of State. Those representations must be made by 30 April. The Secretary of State will consider the representation and in so doing will consult the Company. Where he judges it appropriate, the Secretary of State may direct the Company to amend its admission arrangements.

6.2. Those consulted have the right to ask that the relevant Academy increases its proposed Published Admissions Number for any year. Where such a request is made, but agreement cannot be reached locally, they may ask the Secretary of State to direct the Academy to increase its proposed Published Admissions Number. The Secretary of State will consult the Company and will then determine the Published Admissions Number.

6.3. In addition to his powers in paragraphs 8 and 9 above, the Secretary of State may direct changes to an Academy's proposed admission arrangements and to the proposed Published Admissions Number.

7. Proposed Changes to Admission Arrangements by Academies after arrangements have been published

7.1. Once the admission arrangements have been determined for a particular year and published, the Company will propose changes only if there is a major change in circumstances. In such cases, the Company must notify those consulted under paragraph 4 above of the proposed variation and must then apply to the Secretary of State setting out:

- the proposed changes;

- reasons for wishing to make such changes;
- any comments or objections from those entitled to object.

8. Need to secure Secretary of State's approval for changes to admission arrangements

- 8.1. The Secretary of State will consider applications from the Company to change its admission arrangements only when the Company has notified and consulted on the proposed changes as outlined at paragraph 4 above.
- 8.2. Where the Company has consulted on proposed changes the Company must secure the agreement of the Secretary of State before any such changes can be implemented. The Company must seek the Secretary of State's approval in writing, setting out the reasons for the proposed changes and passing to him any comments or objections from other admission authorities/ other persons.
- 8.3. The Secretary of State can approve, modify or reject proposals from the Company to change its admission arrangements.
- 8.4. Records of applications and admissions shall be kept by the relevant Academy for a minimum period of ten years and shall be open for inspection by the Secretary of State.

Pimlico Primary Admissions Policy

In addition to the arrangements set out in Annex D there would also be an Admissions Policy specific to Pimlico Primary. This would be as follows:

1. Admission Arrangements for Pimlico Primary

- 1.1. This document sets out the admission arrangements for the Pimlico Primary in accordance with Annex D to the Master Funding Agreement between the Company and the Secretary of State. Any changes to the arrangements set out in this document must be approved in advance by the Secretary of State. Obligations in this document are to be treated as if imposed by the Supplemental Funding Agreement applicable to Pimlico Primary
- 1.2. The Academy Trust will participate in the co-ordinated admission arrangements operated by the Westminster Council and Westminster Council's Fair Access Protocol arrangements for hard to place pupils.
- 1.3. Notwithstanding these arrangements, the Secretary of State may direct the Company to admit a named pupil to Pimlico Primary on application from a LA. Before doing so the Secretary of State will consult Pimlico Primary.

2. Admission Arrangements

- 2.1. The admission arrangements for Pimlico Primary for the year 2012/ 2013 and, subject to any changes approved or required by the Secretary of State, for subsequent years are:
- 2.2. Pimlico Primary has an agreed admission number of 30 pupils. The primary will accordingly admit 30 pupils into the reception class each year if sufficient applications are received.
- 2.3. The Academy may set a higher admission number as its Published Admission Number for any specific year. Before setting an admission number higher than its agreed admission number, the Academy will consult those listed in paragraph 13 below.
- 2.4. Pupils will not be admitted above the Published Admission Number unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

3. Process of Application

- 3.1. Applications for places at Pimlico Primary will be made in accordance with Westminster City Council's co-ordinated admissions arrangements and will be made on the Common Application Form provided and administered by Westminster City Council. Pimlico Primary will use the following timetable for applications each year (exact dates within the months may vary from year to year) which, whenever possible will fit in with the common timetable agreed by Westminster City Council's Admissions Forum.
- 3.2. September – in its prospectus Pimlico Primary will publish information about the arrangements for admission, including over-subscription criteria, for the following September (e.g. in September 2011 for admission in September 2012). This will include details of open evenings and other opportunities for prospective pupils and their parents to visit Pimlico Primary. Pimlico Primary will also provide information to the Westminster City Council for inclusion in the composite prospectus, as required.
- 3.3. October/ November/ December – Pimlico Primary will provide opportunities for parents to visit Pimlico Primary
- 3.4. January – Common Application Form will be completed and returned to Westminster City Council to administer.
- 3.5. Westminster City Council will send applications to Pimlico Primary.
- 3.6. The Company will send the list of pupils to be offered places to Westminster City Council.

- 3.7. March – Westminster City Council will apply the agreed scheme for its own schools, informing other Las of offers to be made to their residents.
- 3.8. April – offers will be notified in writing to parents by Westminster City Council on behalf of Pimlico Primary.

4. Consideration of Applications

- 4.1. The Company will consider all applications for places at Pimlico Primary. Where fewer than the Published Admission Number for any relevant age group are received, the Company will offer places to all those who have applied.

5. Procedures where Pimlico Primary is Oversubscribed

- 5.1. Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below. After the admission of pupils with Statements of Special Educational Needs where Pimlico Primary is named on the Statement, the criteria will be applied in the order in which they are set out below:
 - Admission of children in Public Care (Looked after Children).
 - Specific medical needs, social needs and special needs where the application is supported by written specific professional advice as to why the admission to the primary is necessary.
 - Children with a sibling at the school at the time of admission. A sibling is defined as a brother or sister, half brother or sister, or step brother or sister whose main residence is at the same address. Please note sibling priority only applies to children with sibling(s) at the school in Years R-6 at the time of admission. The term sibling means a full, step, half, adopted or fostered brother or sister, but not cousins. The primary reserves the right to ask for proof of relationship once offers have been made.
 - Children with a sibling at Pimlico Academy at the time of admission.
 - Nearest walking distance to the school – children who live the nearest distance from the school. The distance which determines how close the child lives to the school is the shortest walking distance along public highways and footpaths between the front door to the child's permanent address and the main entrance to the primary school's main building. The child's permanent address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested once offers have been made.
 - Where two children are deemed to live an equal distance from the school priority will be given (changes to the admissions code allowing) to children eligible for Free Schools Meals (FSM). If both children are eligible for FSM then priority will be given to the eldest.
- 5.2. If false or misleading information is used to gain entry to the primary, applicants may lose their priority for admission.

- 5.3. Children from multiple births (e.g. twins/triplets): Where the admission of children from multiple births would lead to exceeding the Published Admissions Number, priority will be given to the eldest of the siblings.
- 5.4. Split residence: Where a child lives with parents with shared responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence. If a child's residence is split equally between both parents, then parents will be asked to determine which is the residential address for the purpose of admission to school. If the residence is not split equally between both parents then the address used will be the address where the child spends the majority of the school week.

6. Operation of waiting lists

- 6.1. Subject to any provisions regarding waiting lists in the Westminster City Council's co-ordinated admission scheme, Pimlico Primary will operate a waiting list. Unsuccessful applicants, including any applications received after the closing date, will be included in Pimlico Primary's waiting list.
- 6.2. Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in paragraph 6 of this Annex without regard to the date that the application was received. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

7. Arrangements for admitting pupils to other year groups, including to replace any pupils who have left Pimlico Primary

- 7.1. If application is made for a pupil to be admitted to Pimlico Primary and the required year group is below 30, the pupil will be accepted. However, within the exceptional circumstances set out in paragraph 3.13 of the Admissions Code of Practice, Pimlico Primary may refuse to admit a challenging child where there are places available on the grounds that admission would prejudice the provision of efficient education or the efficient use of resources.
- 7.2. Where a year group in Pimlico Primary is at the level of the published admission number applicable to the age group, Pimlico Primary will operate a waiting list for those pupils who have applied for a place and been refused.
- 7.3. There will be a right of appeal to the Appeals Panel for unsuccessful applicants.

8. Annual Procedures for Determining Admission Arrangement

- 8.1. Consultation: Pimlico Primary will consult by 1 March each year on its proposed admission arrangements:
 - Westminster City Council;

- The admission forum for Westminster City Council;
- Any other admission authorities for primary and secondary schools located within the relevant area for consultation set by the LA;
- Any other governing body for primary and secondary schools (as far as not falling within paragraph 13.5) located within the relevant area for consultation;
- Affected admission authorities in neighbouring LA areas.

8.2. Publication of Admission Arrangements: Pimlico Primary will publish its admission arrangements each year once these have been determined, by:

- copies being sent to primary and secondary schools in Westminster City Council;
- copies being sent to the offices of Westminster City Council;
- copies being made available without charge on request from Pimlico Primary;
- copies being sent to public libraries in the area of Westminster City Council for the purposes of being made available at such libraries for reference by parents and other persons.

The published arrangements will set out:

- the name and address of Pimlico Primary and contact details;
- a summary of the admissions policy, including oversubscription criteria;
- a statement of any religious affiliation;
- numbers of places and applications for those places in the previous year; and
- arrangements for hearing appeals.

II. CURRICULUM

1. Core Knowledge

E. D. Hirsch's Core Knowledge Sequence (CKS) would serve as a springboard for learning at Pimlico Primary. This content-based, cumulative curriculum is currently being adapted for UK primary schools by Civitas, and at Key Stage 3 by Civitas in partnership with Pimlico Academy and Future for use at Pimlico Academy.

The CKS is a detailed year-by-year outline of the content and skills to cover in English, mathematics, history and geography, science, music and the arts. The CKS spirals: distinguished by its specificity, content is comprehensive in breadth in the early years, providing a foundation for learning in depth in later years. For example, pupils in Year 2 are introduced to the food chain as a series of relationships between living things, then in Year 4 pupils learn about particular producers, consumers and decomposers; in Year 6, pupils learn to classify animals in greater detail.

This egalitarian curriculum develops 'cultural literacy', that is, the shared, background knowledge that enables children to relate material—literature, concepts, current affairs—to its often unstated context, necessary in order to grasp implications, see through dubious reasoning, question assumptions, be objective or argue a case with clarity. Whilst current events and technology are constantly changing, there is a body of lasting knowledge and skills that every child should learn, including key events in world and British history, time-tested stories, poems and speeches, the fundamentals of science, the basic principles of government, and widely acknowledged masterpieces of art and music from different cultures. Cultural literacy facilitates meaningful participation in democratic society, success in school and later in the workplace.

The CKS is a guide to the content and skills that should be covered in each school year. Explicit identification of specific content and skills ensures a coherent and cumulative learning journey through primary school and develops accountability between teachers, enabling them to meaningfully build on previous teaching and learning within and across subjects. Delivery of the CKS is not prescribed, retaining the flexibility required to respond to Pimlico Primary's intake. Similarly, it does not absorb the whole curriculum, allowing for teachers at Pimlico Primary to extend the curriculum in ways which they think are most appropriate for our pupils, responding and adapting it depending on the intake of pupils. Having the outline of core knowledge and skills to be covered in each subject, teachers would be afforded more time to spend constructively planning how to teach their pupils.

The CKS provides a curriculum model that caters for the needs of pupils from all backgrounds, of all abilities, at an early level of language acquisition and with special educational needs (SEN) including language, social, emotional and behavioural difficulties. This makes it a highly appropriate curriculum for Pimlico Primary where, based on the intake at Pimlico Academy and other local community primary schools, we expect and hope to have a truly comprehensive intake. The content of the CKS represents the minimum benchmark all pupils should strive to achieve. With the capacity to respond to intake, the CKS ensures no child is left behind or hindered

from reaching their full potential. The CKS is successfully delivered in US schools with mixed ability classes, a scenario we would replicate at Pimlico Primary. Teachers and teaching assistants would be trained to differentiate effectively, offering support for students who are struggling whilst also providing extension activities and challenge for most able to ensure that all students achieve to the maximum of their ability. For more details about the specific ways in which we would support pupils with additional needs and provide opportunities for our most able students please see below.

Civitas is adapting the CKS and its accompanying core materials (a resource book for parents and support for teachers) for two school years ahead of Pimlico Primary's intake at any one point, allowing ample time for teachers to plan ahead and devise schemes of work tailored specifically for the needs of our intake. The CKS adapted for UK primary schools will reflect the many diverse cultural landmarks within reach of UK schools. Located in central London, Pimlico Primary would exploit the multitude of historical landmarks, art galleries, museums and theatres to provide a living context for the content of the CKS. We intend to use these to make learning as experiential as possible, to bring the CKS to life and make it immediately relevant for the pupils.

Six core areas of learning, reflected in the CKS, would form the basis of Pimlico Primary's curriculum: English, mathematics, science, history and geography, arts and music.

English

Teaching children to read and write is, we believe, the absolute core mission of a primary school and the Core Knowledge Sequence places writing—a function of speaking, listening and reading—at the heart of the curriculum. Explicit literacy instruction would be delivered in English and endorsed and patrolled in all subjects. Every aspect of the curriculum is seen as an opportunity to improve literacy.

The CKS is grounded in the belief that knowledge builds on knowledge: children learn by building on what they already know. In order for pupils to improve their reading skills they need to be taught the phonemic awareness and synthetic phonics skills necessary to decipher the written code and they also need to be supplied with a broad, subject-rich knowledge basis in order to be able to better comprehend what they are reading and become stronger readers, readily able to recall details and form opinions. Pimlico Primary pupils and teachers would follow Read Write Inc's synthetic phonics programme alongside the CKS. The English component of the CKS includes a broad range of carefully selected literature—nonfiction, fiction, drama, poetry and sayings and phrases—appropriate for each year group and, where possible, complementary to units of study in other subjects. These texts are primarily intended to be read aloud to pupils, but where available and appropriate, Pimlico Primary would source graded readers to enable pupils to take pleasure in accessing the literature themselves.

Mathematics

A strong grounding in mathematics is vital for pupils' educational progression. Achievement in this subject is not only essential for success at GCSE, but is also seen as a vital skill by employers and universities. Moreover a firm grasp of numeracy is vital in order to function successfully in day-to-day life. The CKS builds mathematical content with increasing depth and complexity providing pupils with the knowledge and understanding they need to advance with confidence in mathematics through primary and into secondary education.

Science

The science component of the CKS nurtures pupils' curiosity of the world around them by combining experience with book learning, challenging pupils to develop and use scientific skills, acquire and apply scientific knowledge and make connections between scientific ideas and their application beyond the classroom. The content of the CKS develops the coherency necessary for pupils to make steady and secure progress in this discipline.

History and Geography

History and geography, of both the world and Britain, are, broadly speaking, taught chronologically. This chronology underpins a strong foundation for pupils' understanding of time and place, necessary to facilitate meaningful access to the past in all disciplines. We believe that a strong, clear comprehension of the way the world has developed also helps pupils understand why things are as they are today, as well as giving them an insight into themselves, a sense of belonging, and an understanding and tolerance of others.

Arts and Music

The Arts are an integral and highly valued part of the CKS, both as discrete subjects and as vehicles through which to enrich learning in other subjects. In addition to many opportunities for pupils to be creative themselves—through exploring different art forms, singing and dance—the CKS presents an inspiring selection of widely acknowledged art and musical works, many of which are on display in London galleries. In arts, the CKS illustrates important elements of making and appreciating art, emphasising important artists, works of art and artistic concepts. In music, the CKS illustrates important musical concepts and terms, whilst introducing important composers and works. Pupils would explore art from a variety of cultures. Throughout they would be given a strong sense of the relationship between art and its context as the subjects and periods studied would be carefully linked with topics in history and geography.

2. The Core Knowledge Sequence

In the table below is an outline of the topics covered in the CKS. For Years 1 – 6 this is currently being adapted for the UK by Civitas with the help of curriculum experts. ***There will be some changes to the topics to ensure that the curriculum is appropriate for the UK context however the table below broadly shows what will be covered.***

The content of the British geography and history section is currently being developed. The British history sections of the Civitas UK CKS will take a broadly chronological approach to British history from pre-history to the death of Queen Victoria. There will be a repetition of certain events that are important in the development of parliamentary democracy such as Magna Carta and the Glorious Revolution. As with the US CKS, the British geography content will, to a certain extent, parallel the themes of the history.

Core Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases
History and Geography	Time: I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future)	World: I. Geography: Spatial Sense II. Overview of the Seven Continents	World: I. Geography II. Early World Civilisations III. Modern Civilisation and Culture:	World: I. Geography II. Early Asian Civilisations III. Modern Japanese Civilisation	World: I. World Geography II. The Ancient Roman Civilisation III. The	World: I. World Geography (Spatial Sense; Mountains) II. Europe in	World: I. World Geography (Spatial Sense; Lakes) II. Early American

Core Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Space: I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts	British	Mexico British	IV. The Ancient Greek Civilisation British	Vikings British	Middle Ages III. The Spread of Islam and the “Holy Wars” IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors British	Civilisations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan British
Arts	I. Attention to visual detail II. Creating Art III. Looking and	I. Elements of Art II. Sculpture III. Looking at and Talking	I. Art from Long Ago II. Elements of Art III. Kinds of	I. Elements of Art II. Sculpture III. Kinds of Pictures:	I. Elements of Art II. American Indian Art III. Art of	I. Art of the Middle Ages in Europe II. Islamic Art and	I. Art of the Renaissance II. American Art: Nineteenth-

Core Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Talking about Art	About Art	Pictures: Portrait and Still Life	Landscapes IV. Abstract Art V. Architecture	Ancient Rome and Byzantine Civilisation	Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	Century United States III. Art of Japan
Music	I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs
Mathematics	I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V.	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation

Core Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Objects VI. Money	V. Measurement VI. Geometry	V. Measurement VI. Geometry	Measurement VI. Geometry	V. Measurement	V. Measurement VI. Geometry	V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre- Algebra
Science	I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies

3. Beyond the Core Knowledge Sequence

3.1. Reception

Covering the essential elements of the Early Years Foundation Stage, pupils would learn structure, routines and the other basic skills they need to learn, such as manual dexterity and the ability to sit still and concentrate. Our priority would be on beginning to teach pupils to read and write. We would introduce phonics instruction (Read Write Inc) so that pupils can begin to develop their phonemic and phonic understanding. Whilst Civitas' adaptation of the US CKS begins in Year 1, in the US version of the CKS there is an outline for content and skills for preschool and we would incorporate elements of this into the Reception curriculum as a preparation for starting the Civitas UK CKS in Year 1. Child initiated activities would be incorporated into the delivery of these subjects.

3.2. Phonics

We are committed to the systematic use of synthetic phonics for the teaching of reading and it has been used successfully at Pimlico Academy to raise literacy standards. At Pimlico Academy we have introduced a bridge group that has a primary specialist teacher for the core subjects with additional numeracy and literacy support delivered using a computer based phonics programme, Lexia, and Ruth Miskin's Read Write Inc programme. Phonics has also been used to great affect across KS3 with large numbers of pupils outside the bridge group also accessing Read Write Inc and Lexia. This has been extremely successful. Our intention is to use these phonics programmes for the teaching of reading at Pimlico Primary during Foundation and KS1 and then for remedial and revision work as necessary during KS2.

3.3. Modern Foreign Languages

At Pimlico Primary, as we are doing at Pimlico Academy at KS3, we would incorporate Modern Foreign Languages into our interpretation of the CKS because we consider languages to be a vital element of every child's education. All pupils would study French from Year 3 at Pimlico Primary and continue with this at KS3 at Pimlico Academy. This grounding in French at primary level would not only prepare them for success at Key Stage 3 and in the English Baccalaureate, it also has clear advantages in improving their skills in other areas. Learning another language can increase pupils' confidence in speaking and listening and also develops their understanding of the structure and roots of language which can have a positive impact on their abilities in English. Further, the opportunity to discover a new language expands pupils' horizons, introducing them to a new culture and country, which would complement their studies in history and geography, as well as enhancing the multicultural and inclusive ethos we aim to instil.

3.4. The Pimlican

The ethos of Pimlico Primary would be based around six core values, as it is at Pimlico Academy:

- We are dedicated to learning and achieving
- We lead by example
- We are open and honest
- We work together
- We respect everyone
- We are committed to our communities

In keeping with these values there are several core character traits, identified through discussion with students, teachers and governors at Pimlico Academy, that we would like all our students to develop. Each pupil should learn to be:

- Well Mannered
- Tolerant
- Open to contradictory ideas
- Selfless
- Literate
- Comfortable with one self
- Resilient
- Spiritually aware

These concepts would be integrated in every aspect of school life and, as well as being integrated into the CKS, would provide a focus for many assemblies.

3.5. Wellbeing

The holistic view that we take of the development of our pupils means that we think their social and emotional development is as important as them learning the content of the curriculum. Central to our vision is that all our pupils learn how to live happily and healthily so that they can be successful and fulfilled and make good choices for themselves.

Pupils who are experiencing social and emotional difficulties may under-achieve academically and/or develop behaviours which are harmful to themselves. This may be because of traumatic experiences they have had, illnesses, or difficulties at home. They also may be struggling to relate to their peers for a variety of reasons. Pimlico Academy has built a broad portfolio of highly effective and professional interventions from a range of external agencies and these would be accessed by the Assistant Head (Inclusion) for pupils at Pimlico Primary. These include a variety of therapeutic interventions such as drama therapy, art therapy, psychotherapy, and family therapy.

Physical health, including nutrition and fitness, also has an important role to play in pupil wellbeing as well as their ability to concentrate and learn. There would be two PE lessons per week as well as several after-school sports clubs for pupils to choose from and all pupils would be strongly encouraged to attend at least one per week. Free breakfasts would be offered to all pupils and fruit would be provided to all pupils at break and lunchtime.

All these elements of wellbeing would be covered extensively in assemblies and, where possible, would be integrated into lessons as well.

3.6. Raising Aspirations

The atmosphere at Pimlico Primary would be highly aspirational. Progress and success in academic, sporting, musical and creative areas would be strongly celebrated. Every child would be encouraged and expected to strive for the highest level of individual success and everyone involved in the school would share this mission. It is our aim that pupils would develop a love of learning for its own sake and the self-belief to set their goals as high as they want. The Raising Aspirations Programme at Pimlico Academy, which Future has led on the design, implementation, development and delivery of would be extended to Pimlico Primary. Through this programme we would bring in a range of role models to speak to and mentor pupils as well as take pupils on trips including visits to universities so that they would be exposed to, and become comfortable with, the idea of university as a place they should be aiming to go to from an early age. This would draw on the contacts and links, including more than one hundred speakers, which we have already developed for Pimlico Academy.

3.7. Pimlico Passport

At Pimlico Academy one of the tools that we have found to be highly successful for ensuring that students' learning is extended, both within and outside the classroom, is through the 'Pimlico Passport'. This is designed to broaden their experiences, develop their skills and raise their aspirations. This outlines a clearly mapped variety of activities, experiences and tasks for students to complete during each year they are at the academy. This is something we would extend to Pimlico Primary so that pupils are able to build on their experiences every year throughout their time at Pimlico Primary and Pimlico Academy. The draft content of the 'Pimlico Passport' is outlined below. The passport for Pimlico Academy is also included to demonstrate the progression that we plan for pupils.

Pimlico Primary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Help look after a school pet animal	Visit a city farm – feed farm animals	See wild animals in the zoo	Visit a farm outside London		
Take part in the Raising Aspirations speaker programme – e.g. meet a nurse or doctor and learn what they do	Take part in the Raising Aspirations speaker programme	Take part in the Raising Aspirations speaker programme	Take part in the Raising Aspirations speaker programme	Take part in the Raising Aspirations speaker programme	Take part in the Raising Aspirations speaker programme	Take part in the Raising Aspirations speaker programme
			Learn about different careers and what a university is	Learn about different careers and what a university is	Visit a London university	Visit Oxford or Cambridge
Learn a class song together		Learn a musical instrument				
Have a piece of your work on display	Have a piece of your work on display	Have a piece of your work on display	Have a piece of your work on display	Have a piece of your work on display	Have a piece of your work on display	Have a piece of your work on display
Take part in a class performance	Take part in a class performance	Take part in a class performance	Take part in a school performance – drama/ music	Take part in a school performance – drama/ music	Take part in a school performance – drama/ music	Take part in a school performance – drama/ music
					Read something aloud in school assembly	Read something aloud in school assembly

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Hear from Pimlico Academy students about life at secondary school	Take part in a fun activity with older students at Pimlico Academy
	Take part in at least one after school sports activity	Take part in at least one after school sports activity	Take part in at least one after school sports activity	Take part in at least one after school sports activity	Take part in at least one after school sports activity	Take part in at least one after school sports activity
			Take part in a least one non-sport after school activity – e.g. history club, art club, orchestra etc.	Take part in a least one non-sport after school activity	Take part in a least one non-sport after school activity	Take part in a least one non-sport after school activity
Try a new healthy fruit or vegetable	Try a new healthy fruit or vegetable	Try a new healthy fruit or vegetable	Try a new healthy fruit or vegetable	Try a new healthy fruit or vegetable	Try a new healthy fruit or vegetable	Try a new healthy fruit or vegetable Take healthy cooking lessons
		Learn about keeping safe – stranger/ danger etc – from visiting policeman/	Learn about road safety – visiting policeman/woman	Learn about fire safety – visit a fire station/ visit from a fireman/woman		

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		woman				
	Learn about keeping healthy from a visiting nurse – hygiene, diet, exercise etc.	Learn about healthy teeth from a visiting dentist				
Visit a London park or nature area	Visit a London park or nature area	Visit a London park or nature area	Visit a London park or nature area	Visit a London park or nature area	Visit a London park or nature area	Go on a residential trip in the countryside
Go on a local history walk	Visit a site of historical interest	Go on a local history walk	Visit a site of historical interest	Go on a history walk in a different area of London	Visit a site of historical interest	Go on a history walk in a different area of London
	Visit a science museum	Visit a historical museum	Visit an art gallery	Visit a science museum	Visit a historical museum	Visit an art gallery
				Go on a cinema trip	Go to see a play/ musical	
					Be a buddy/ mentor for a younger student	Be a buddy/ mentor for a younger student
Take part in charity fundraising activities	Take part in charity fundraising activities	Take part in charity fundraising activities	Take part in charity fundraising activities	Take part in charity fundraising activities	Take part in and help organise charity fundraising activities	Take part in and help organise charity fundraising activities

Pimlico Academy

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Visit a theatre / see a play	Visit a museum	Visit a music venue	Take part in a debate	Support a charity	Take part in a debate	Argue a case in a debate
Visit a gallery	Visit religious places (mosque, temple, church)	Publish an article, poem, story	Visit Parliament	Contribute to the school newspaper or write a letter to a newspaper	Represent Pimlico Academy	Take part in a trip abroad
Go on a walk	Make a presentation to your class	Exhibit a drawing, painting, sculpture	Organise an event	Hill walking	Support students in other years in their lessons	Represent Pimlico Academy
Learn to swim	Speak to an audience	Display a piece of work	Study a specialism subject	Take part in an educational visit related to the specialisms	Mentor a younger student	Take part in a class activity related to the name of your tutor group
Take part in a charity activity	Take part in a charity activity	Take part in study skills training	Take part in work placement scheme	Take part in 2 extra-curricular activities	Take part in a study day at university or a university visit	Mentor a younger student
Learn reflection skills	Take part regularly in two extra-curricular activities	Attend revision sessions	Take part regularly in two extra-curricular activities	First-aid course	Attend a careers fair	Take part in the Raising Aspirations speaker programme
Take part in circle time	Perform in music	Visit a university	Watch live sport	Attend revision sessions	Organise an event	Speak to a group of year 12 students about

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						the UCAS process and the importance of a good personal statement
Take part in the outward bound residential trip	Perform in drama	Cook a meal	Attend a careers fair	Take part in the Raising Aspirations speaker programme	Support a charity	
Be part of a group (sport, debate, school council)	Represent Pimlico Academy	Take part regularly in 2 extra-curricular activities	Take part in an outdoor extra-curricular activity	Attend a careers fair	Take part in the Raising Aspirations speaker programme	
Take part regularly in a sporting activity outside of PE lessons (martial art, yoga, keep fit)	Take part in the Raising Aspirations speaker programme	Learn to play a musical instrument	Take part in the Raising Aspirations speaker programme	Take part in a class activity related to the name of your tutor group	Take part in a class activity related to the name of your tutor group	
Take part in the Raising Aspirations speaker programme	Take part in a class activity related to the name of your tutor group	Take part in the Raising Aspirations speaker programme	Take part in a class activity related to the name of your tutor group	Support your community by helping a younger student, supporting a teacher, raising money for charity or giving time to a		

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				community project		
Take part in a class activity related to the name of your tutor group	Virtual travel through America	Take part in a class activity related to the name of your tutor group	Support your community by helping a younger student, supporting a teacher, raising money for charity or giving time to a community project	Virtual travel through Asia		
Virtual travel through Europe		Virtual travel through Africa	Virtual travel through Australia			

III. ORGANISATION OF LEARNING

1. The School Day

Pimlico Primary would offer a fully extended school day, starting with early morning breakfast clubs, including break and lunchtime activities, and finishing with after school homework and extra-curricular clubs during the week. A wide range of activities would be on offer including sporting, musical, creative and academic clubs that would broaden pupils' experiences, expand their curiosity, and spark a range of interests and passions, as well as providing older pupils with homework support. We feel strongly that if Pimlico Primary is to become one of the best schools in London, and our pupils are going to be able to achieve as well as, and compete alongside private school pupils in later life when they are looking at universities and jobs, they must have access to at least as many opportunities for learning and development.

We feel it is important that the Headteacher of Pimlico Primary is able to finalise the internal structure of the school day alongside their development of the curriculum. However we have provided below a provisional outline of the school day at Pimlico Primary which matches our vision for an extended school day. In later years we expect that we may need to consider structuring the day to allow for staggered break and lunchtimes in order to maximise the use which pupils can make of the outdoor space (at our preferred site) to play however this is something which the Headteacher would need to assess and decide once on-site.

Reception pupils would not be expected to access extra-curricular activities after school. However, their school day would be a little longer than that at many local primary schools in order to begin to prepare pupils for a fully extended day, which they would be strongly encouraged to access at least three times per week from Year 1.

	Reception	Year 1- 6
Optional Breakfast Club	8.45– 9	8.45 – 9
Supervised Pupil Arrival	8.50 – 9	8.50 – 9
Registration and Assembly	9 – 9.30	9 – 9.30
Lessons	9.30 - 11	9.30 - 11
Break	11 – 11.15	11 – 11.15
Lessons	11.15 – 12.45	11.15 – 12.45
Lunch	12.45 – 1.45	12.45 – 1.45
Circle Time	1.45 – 2.15	1.45 – 2.15
Lessons	2.15 – 3.45	2.15 – 3.45
After School Clubs	n/a	3.45 – 5.45

2. The School Year

The school year would consist of 190 days and would mirror the term dates used by other Westminster primary schools.

3. Timetabling

Our timetable would operate on a weekly cycle with 30 lessons each lasting 45 minutes. The following table shows the provisional proportion of lessons allocated to each subject area, subject to change by the Headteacher when they are developing the curriculum.

	English	Maths	Science	History	Geography	Arts	Music	MFL - French	PE	Lessons per week
R	8	7	4	3	2	2	2	-	2	30
Y1	8	7	4	3	2	2	2	-	2	30
Y 2	8	7	4	3	2	2	2	-	2	30
Y 3	7	6	4	3	2	2	2	2	2	30
Y4	7	6	4	3	2	2	2	2	2	30
Y5	7	6	4	3	2	2	2	2	2	30
Y6	7	6	4	3	2	2	2	2	2	30

IV. TEACHING AND LEARNING

At Pimlico Primary, as we do at Pimlico Academy, we would aspire to ensure that teaching promotes learning, progress and enjoyment for all pupils. The school's six core values would guide our practice:

1. We are dedicated to learning and achieving

Teachers, teaching assistants and pupils themselves would have high expectations in terms of pupil effort and learning. Effective support would be given to any pupil who is underachieving. Pupils would be expected to work hard independently, in pairs, small groups and as a class.

2. We lead by example

Teachers, supported by subject specialists from Pimlico Academy, would work to enthuse pupils with their subject knowledge whilst continually developing their own understanding of the core subjects and skills. Lessons would be thoroughly planned based on a conscious understanding of the pupils' prior learning and would exhibit a commitment to maximising the learning for all pupils. Teachers would employ a range of teaching styles appropriate for their classes and plan a variety of activities to engage and motivate pupils and consolidate their learning. Teachers would maintain good pace in lessons and ensure that time is used effectively to maximise learning. We are all learners and this is the culture which we would aim to create across the school for all teachers and pupils.

3. We are open and honest

Teachers would ensure that all pupils are aware of how well they are doing and what steps they need to take to improve. Assessment for learning strategies would be embedded in lessons to ensure that both pupils and teachers are aware of the learning which has taken place and the starting point for the next lesson. Work would be thoroughly marked and formative comments and clear guidance provide to pupils on how to improve. Time would be given for pupils to respond to this feedback and improve their work and understanding.

4. We work together

All pupils would be expected to be active learners and, as they reach the later years they would begin to learn to develop responsibility for their learning in preparation for transition to secondary education. A high priority would be given to fostering excellent relationships between teachers and pupils which are focused on learning. Teachers would ensure that pupils understand where they are and what they need to do to progress. Effective questioning techniques which involve and stretch all pupils would be used in lessons to gain a clear picture of the pupils' understanding and to revise teaching to address issues highlighted. Pupils would be encouraged to give feedback on their learning through questionnaires and focus groups.

5. **We respect everyone**

Teachers and teaching assistants would have high expectations of all pupils in terms of their behaviour. The atmosphere in lessons would be positive, focused and polite. Clear codes of practice would be put in place for the start and end of lessons, for independent work and for group work and group discussions. Pupils would be praised for their attitude, effort and work and on the occasions when they fail to meet our high expectations, this would be made clear to them. Classrooms would be arranged so that they are inviting to pupils and enable a positive learning environment.

6. **We are committed to our communities**

We would engage pupils in their learning by incorporating outside themes and interests in our planning. The CKS provides a structure which enables us to value our varied community and reflect its diversity within the topics covered in the classroom. The 'Pimlico Passport' would also offer opportunities for extending pupils learning both within and outside the classroom.

V. ENSURING ALL PUPILS ACHIEVE

1. Inclusion

Inclusion at Pimlico Primary would be lead by the Assistant Head (Inclusion) who as part of their responsibilities would be responsible for the tracking of pupil data and would also be the SENCO, oversee EAL provision and have responsibility for Gifted and Talented. They would be supported by the SENCO and the [REDACTED]

The Assistant Head (Inclusion) would work with the whole school community to ensure that all pupils have the opportunity to achieve to their potential. We believe that we need accurate and detailed information on all our pupils from when they first enter the school in order to plan our teaching effectively. The Assistant Head (Inclusion) would coordinate a variety of assessment processes, which would be supervised by [REDACTED] to meet this need including the Strength and Difficulties Questionnaire, English language tests, and questionnaires for parents and carers. The assessment processes would all have one key aim in mind: gaining a fuller understanding of the pupils in our school so that the Assistant Head (Inclusion) can support teachers in meeting the needs of pupils.

At Pimlico Primary, as there is at Pimlico Academy, there would be an emphasis on tracking the progress of individual pupils so that we can ensure that any pupil that is underachieving, based on their individual targets, is identified quickly and intervention is put in place to remove any barriers that are preventing them from learning and progressing. The Assistant Head (Inclusion) would be responsible for ensuring that a rigorous system is in place in order to do this.

2. Special Educational Needs

We hold an inclusive philosophy in meeting the needs of pupils and the priority would always be to ensure that all pupils are, as far as possible, taught alongside their peers and therefore guaranteed access to the core curriculum. The Assistant Head (Inclusion) would provide detailed advice, guidance and training to teachers and teaching assistants so that they are able to identify pupils who may need additional support and would also train them in a range of classroom strategies for differentiation and individualised support so that they are able to support pupils with additional needs within the classroom. These pupils would be identified as receiving 'School Action'.

Where there are concerns about a pupil – for example as a result of a teacher observing that their in-class strategies are not working, as a result of data tracking, or as a result of concerns raised by a parent, pupil or other member of staff – these would be taken to the Assistant Head (Inclusion). The Assistant Head (Inclusion) would then liaise with the pupil's teacher, and where appropriate their parent, to gather more information about the concern. Pimlico Primary Intervention Group, which would include the Headteacher, Assistant Head (Inclusion) and [REDACTED], would then meet regularly to review all cases of

concern and decide whether further assessments are needed and what intervention strategies should be put in place to support the student.

Students identified as needing support in addition to that provided by the class teacher then pupils would be provided with a tailor made package of support and would be identified as receiving 'School Action Plus'. This would include support from teaching assistants and the Assistant Head (Inclusion) in class and, where appropriate, in small group or one-to-one withdrawal lessons. The Assistant Head (Inclusion) would also have a broad portfolio of other specialists from outside agencies, such as therapists, who would be able to deliver professional and effective interventions which match pupil needs including individual and family therapy.

3. **English as Additional Language**

Pupils at an early stage of English language acquisition would, in line with the school's inclusive approach, receive as much support as possible in class. The flexibility of the CKS allows teachers to respond to such needs and teachers would be highly trained to support such pupils. However, there would be specialist intervention, coordinated through the Assistant Head (Inclusion) for pupils who need it in order to progress and achieve including in class and withdrawal support from trained teaching assistants and other professionals.

4. **Gifted & Talented**

At the heart of our ethos is a commitment to ensuring that all our pupils achieve to the maximum of their ability. Pupils who need additional support as a result of SEN or EAL, or any other reason should have quick and ready access to it. However it is just as important to us that those pupils who are achieving well are also making substantial progress in their learning. The CKS provides opportunities at every stage for teachers to challenge such pupils through extension activities, allowing them to develop an even deeper knowledge of the topics they are covering. Beyond that the Raising Aspirations Programme and the extensive provision of after school clubs will provide opportunities for them to thrive beyond the curriculum.

VI. ORGANISATION OF PUPILS

1. **Learning**

Pimlico Primary would be a one form entry school. Within each year group there would be one class of up to thirty pupils. All pupils who enter a particular year group would be in the same class and this class would be taught together as a mixed ability group for the majority of the time.

The focus on content knowledge, context and vocabulary in the Core Knowledge Sequence lends itself to writing as an indicator of performance and progress. This, in turn, facilitates differentiation by outcome, enabling successful implementation of the CKS in heterogeneous classes. The sequential structure of the curriculum does not hinder pupils without prior background knowledge: knowledge is steadily built from foundations that secure a platform to contextualise all aspects of the curriculum. Similarly, the sequential form of the curriculum does not hinder those children working at a higher level by allowing them to build on prior knowledge and make connections with other subjects. Heterogeneous classes allow for the fluidity of individual pupils' progress.

Where appropriate, for example where some pupils need additional support with a particular area of learning or where some pupils need additional challenge because they are achieving above the majority of the class and beyond their targets, there would also be withdrawal lessons and after-school activities provided by the Assistant Head (Inclusion) and other specialists, to ensure that no pupil underachieves. Where appropriate these would mix pupils from across year groups if pupils are at the same stage.

2. **Pastoral**

Each class would have a teacher and a teaching assistant assigned to them. As well as teaching the pupils they would have pastoral responsibility for their class. This is advantageous because they would know the pupils best which means they would be best able to identify when something is impacting on a child's learning and address the matter quickly. Where a matter raises concerns which indicate the need for additional support or intervention these concerns would be raised with the Assistant Head (Inclusion) as outlined in the procedures above.

Those pupils that choose to progress to Pimlico Academy for secondary school, where pastoral support is delivered through a house system, would be allocated to the same house as any older siblings that they have attending the Academy. This would allow us to maintain and further build relationships with families and provide better support to them.

3. **Extra-curricular/ Experiential Learning**

There would be a wide range of extra-curricular and experiential learning activities at Pimlico Primary provided on-site, using the facilities at Pimlico Academy, and making the most of the cultural and historical resources available

to us locally. Depending on the activity, these would be arranged for individual classes, for groups of interested pupils and at times for the whole school.

VII. PUPIL DEVELOPMENT AND ACHIEVEMENT

It would be important for us to achieve an 'Outstanding' rating by Ofsted, as we have at Pimlico Academy, as we believe this is something which is highly valued by prospective parents and is also important for staff morale. However our system of self-evaluation, whilst it would of course include the indicators measured by Ofsted, would not be based solely around the Ofsted framework as we believe that this is only a stepping stone to success and that the reach of our monitoring and evaluation must be far greater.

'The academy's self-evaluation process is collaborative and rigorous and includes significant input from the governing body which provides high levels of support and challenge to staff through, for instance, agreeing curriculum action plans, undertaking lesson observations and safer recruitment practice.' (Pimlico Academy, Ofsted, December 2010)

Progress against each academy target would be measured, monitored and evaluated on a regular basis and this would be reported to Governors at termly meetings. On an annual basis a review of each target would be carried out and areas for improvement in achieving or superseding the target would be identified. This would be reported to Governors at an annual Away Day meeting and their feedback would be used to finalise the school plans for development in the following year.

The progress of all pupils would be very carefully recorded against a range of indicators; academic, extra-curricular and pastoral. This would produce whole school, class and individual pupil data sets, as well as breakdowns by indicators such as FSM, EAL and ethnicity, so that we can ensure that every pupil – no matter what class they are in at school, and no matter what their background – achieves to the maximum of their ability.

At the core of our monitoring system would be a system for tracking indicators for every individual pupil. We believe that if pupils are to achieve to the maximum of their ability there must be a rigorous, sustained and personalised focus on them as an individual; we need to track very closely how they are achieving and progressing and intervene when something is preventing them from achieving as they should.

Accountability would be rigorously upheld through performance management. The Governors would be ultimately accountable for the school's success through their recruitment and then performance management of the Executive Head and Headteacher which would include regular governors' meetings where they would review progress against school targets and question plans for improvement. The Headteacher would put in place lines of reporting and a system for performance management of all other staff which would include monitoring the achievement of pupils, tracking behaviour, attendance and punctuality data, formal observations, learning walks, book scrutinies and pupil voice activities.

It would be important for the Headteacher and other members of the leadership team at Pimlico Primary to be involved in finalising the specific targets for Pimlico Primary. A provisional framework for self-evaluation including indicative targets which would need to be met in order to fulfil our vision for Pimlico Primary is outlined below.

1. Outcomes for Pupils

The academic achievement of pupils is the number one priority for Pimlico Primary. We believe that all pupils, whatever their backgrounds, can achieve highly and should be supported to achieve to the maximum of their ability.

In order to measure how successful we are being at helping pupils to achieve we would look at a combination of the overall attainment of every pupil as well as the amount of progress they make each year and between key stages. Aspirational targets, which expect pupil achievement to rank amongst the best schools in the country, would be set for every individual pupil as well as for whole school achievement.

We would monitor their attainment and progress against the national standards: the CKS would be carefully mapped against national indicators and pupils would take SATs at the end of KS1 and KS2 so that we can be sure that their skill levels are amongst the best nationally.

We would also develop our own system for assessing and monitoring progress for how well pupils are developing the skills and mastering the content of the Core Knowledge Sequence.

Attainment using National Indicators	All pupils achieve to the maximum of their ability	The attainment of each pupil is monitored rigorously against aspirational target grades which have been set for them
		Appropriate intervention strategies are in place for any child who is not on or close to their target grade at termly assessment points
	No particular group of pupils underachieves	All data is analysed by gender, ethnicity, FSM, LAC, SEN (including School Action, School Action Plus and Statement), EAL, and by ability
		Appropriate intervention strategies are in place for any group which is underachieving
	No particular class of pupils underachieves	Data analysis of the attainment of each class of pupils, compared with other classes in the school, and with the same year group in previous years
	Pupil attainment is at the level of the best schools nationally	School performance tables
		All pupils leave Pimlico Primary with a secure Level 4 in English and Maths
		A significant proportion (70%) of pupils leave with a Level 5 in English and

		Maths
Progress using National Indicators	All pupils make excellent progress	An aspirational target of 7 sub-levels of progress (using national indicators) during each key stage
		Pupils are expected to keep making progress and this is monitored through regular tests, teacher assessments, classwork and homework as well as termly formal assessments
		Appropriate intervention strategies are in place for any child who is not making excellent progress (even if they are achieving well i.e. strategies to extend learning for the gifted and talented)
	All groups of pupils make good progress	All data is analysed by gender, ethnicity, FSM, LAC, SEN (including School Action, School Action Plus and Statement), EAL, and by ability
Appropriate intervention strategies are in place for any group of pupils which is not making excellent progress		
Mastery of the skills and knowledge of the CKS*	All pupils develop the skills outlined in the CKS	Pupil portfolios of work including classwork and homework are assessed by class teacher and reviewed by senior staff on a half-termly basis
		Daily tests
		Topic tests
		Termly tests
	Pupils have excellent comprehension and recall of the knowledge within the CKS	Pupil portfolios of work including classwork and homework are assessed by class teacher and reviewed by senior staff on a half-termly basis
		Daily testing of key words and concepts
		Topic tests
		Termly tests

2. Teaching

At Pimlico Primary, as we do at Pimlico Academy, we would aspire to ensure that teaching promotes learning, progress and enjoyment for all pupils. Ensuring that teaching does this effectively would be one of the key measures of success for Pimlico Primary. A system of regular teacher observations and learning walks, as well as rigorous monitoring and focused discussion of pupil progress and achievement data, would be used to ensure that this is the case.

Aim	Success Measured By
Lessons are engaging, well structured, follow the CKS and are well differentiated using Assessment for Learning strategies to ensure the progress of all pupils within the class	Six formal observations per year for each teacher show that all teaching (100%) is at least 'Good' and frequently (50%) 'Outstanding'
	Regular Learning Walks focused on different themes
Teachers give detailed feedback to pupils on their contributions in class as well as classwork and homework	Lesson observations
	Learning Walks
	Book/ Work scrutinies
Pupils make good progress and comprehend the content of the curriculum well	Attainment, progress and comprehension data from regular tests, assessments, classwork and homework show that pupils are on or above target and that no pupils or particular group of pupils are falling behind (or if they are that appropriate intervention is in place)
	Book/ Work scrutinies
Pupils enjoy their lessons and feel that they are making good progress	Behaviour and Attendance/ Punctuality Data
	Feedback from pupils: at least 90% positive

3. Pupil Safety

All staff and Governors believe that the school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development and welfare of the individual child. We would take great care to ensure that pupils are safe and that they understand what constitute unsafe situations. We recognise that Governors and all staff, including volunteers, have responsibilities and an active part to play in this and in protecting our pupils from harm.

Stringent safeguarding procedures would be put in place and there would be a range of policies for promoting and ensuring safe conduct including a behaviour policy and an equalities policy.

Aim	Success measured by
Pupils feel safe at school	Feedback from pupils and parents (e.g. during lesson observations, surveys of parents and pupils, pupil focus groups) is overwhelmingly positive (95%), no complaints from pupils or parents
	Attendance is high: 96% or better
Pupils feel able to seek support	Feedback from pupils and parents is overwhelmingly positive: 95% or better
	Pupils approach staff for support
The school environment is calm and safe	Feedback from pupils and parents is overwhelmingly positive
	Feedback from external agencies and other visitors to the school is overwhelmingly positive
	Behaviour in all lessons (100%), as seen through lesson observations and learning walks, is at least good and in a high proportion (75%) of lessons is exemplary
	There are minimal/ no incidents of bullying or violence and any that do occur are dealt with rigorously and immediately
Rigorous safeguarding procedures in place and consistently followed	Report to every Governors meeting about Safeguarding and Child Protection
	Regular (at least termly) checks by the named member of staff for safeguarding that all procedures are being carried out consistently and rigorously e.g. CRB checks of all new staff, training for all staff

4. Pupil Wellbeing

Ensuring the wellbeing of all our pupils would be at the heart of everything we do. We want all our pupils to be happy and healthy – physically and emotionally – and we would do everything we could to bring this about. Our aim would be to help our pupils understand how to be healthy and to give them the strategies to look after themselves as they grow and mature, both during their time with us and beyond. We would also offer a range of support including workshops on child development and health and wellbeing for parents.

Aim	Success measured by
Parents and pupils are aware of the importance we place on pupil wellbeing	Feedback from parents and pupils
	High numbers of applications for places at Pimlico Primary: oversubscribed within three years
Pupils and parents are comfortable raising concerns with the school	Pupils and parents raise concerns with the school
Enhanced Healthy School Status acquired to help raise the profile of pupil wellbeing within the school as well as the community	EHSS acquired within first year of opening
All pupils know that a healthy lifestyle includes eating a balanced diet including fruit and vegetables and regular exercise	Pupil feedback shows all students have that understanding by the end of Year 6
	Good uptake of after school sporting/fitness related extra-curricular activities: all pupils in Year 1 and above attend at least one per week
	Staff modelling of behaviour: all eat (for free) in restaurant at lunch, eat fruit, drink water
	Staff modelling of behaviour: significant number of staff involved in running after school fitness activities in sports they like
Pupils all eat healthily	Good uptake of free breakfasts at Pimlico Primary including high proportion of FSM pupils
	Good uptake of free fruit provided at Pimlico Primary: all pupils eat at least two pieces of fruit per day (provided at break and lunch)
	All pupils who are entitled to FSM are registered for FSM
	FSM pupils all eat a healthy, balanced hot meal for lunch in the restaurant
	All pupils eat together in the restaurant and any that don't eat school food bring a

Aim	Success measured by
	healthy packed lunch
Pupils begin to learn how to prepare healthy food	All Year 6 pupils have cooking lessons
Pupils all exercise regularly	All pupils have 2 PE lessons a week
	Good uptake of after school sporting/ fitness related extra-curricular activities; all pupils in Year 1 and above attend at least one per week
Parents understand how to help their child be more healthy emotionally and physically	High uptake of parent workshops at Parents' Evenings

5. Behaviour, Attendance and Punctuality

For pupils to learn and achieve it is essential that they attend school every day on time, behave well when they are there so that they can listen and respond to what their teachers tell them, and do not have their learning disrupted by the misbehaviour or lateness of other pupils. As well as impacting on achievement misbehaviour and poor attendance can also be indicators of social or emotional difficulties which need addressing. It is therefore essential that these indicators are rigorously recorded and tracked for every individual pupil and that pupils and their parents understand the link between their behaviour, attendance and punctuality and achievement.

	Aim	Success Measured By
Behaviour	Pupils understand that outstanding behaviour is a prerequisite for their own achievement and that poor behaviour unfairly disrupts the learning of others	Feedback from pupils
		Lesson Observations
		Learning Walks
	Parents understand and are supportive of the Behaviour Policy	All parents sign the home-school agreement upon entry of their child
		Parents do not complain about sanctions given to pupils such as mandatory attendance at after school catch-up sessions
	Behaviour in lessons is at least good and frequently exemplary	Lessons Observations
		Learning Walks
		Recorded data of behaviour incidents (every Time-Out, Catch-Up Session and Exclusion would be recorded) shows that there are low numbers of incidents
		Feedback from pupils, parents and visitors
	Behaviour during break, lunch and	Recorded data of behaviour incidents (every Time-Out, Missed

	Aim	Success Measured By
	after school activities, as well as outside the school gates is at least good and frequently exemplary	Playtime and Exclusion would be recorded) shows that there are low numbers of incidents Feedback from pupils, parents and visitors as well as the local community
	Where behaviour is a cause for concern pupils receive appropriate intervention	Pupils with repeated incidents of misbehaviour or extreme incidents of poor behaviour such as bullying and violence and referred to the Intervention Group and suitable actions are taken to assess and then address the causes of their poor behaviour
Attendance	Pupils understand that full attendance (other than for authorised reasons such as illness) is a prerequisite for achievement	Feedback from pupils
		Attendance is high: at least 96%
	Parents understand and are supportive of the attendance policy	All parents sign the home-school agreement upon entry of their child
		Attendance is high: at least 96% with no pupils missing school for family holidays etc Parents do not complain about sanctions given to pupils such as mandatory attendance at after school catch-up sessions
Punctuality	Pupils and parents understand that punctuality is important for ensuring that they do not miss out on lesson time and that they do not disrupt the learning of others	Pupils are punctual

6. Beyond the Curriculum

Integral to the ethos of Pimlico Primary would be the importance of extending learning beyond the classroom and beyond the curriculum to make learning more engaging, to expand pupils' horizons, to raise pupils' aspirations and to develop pupils into confident, happy, tolerant and engaged citizens.

In order to achieve this there would be several strategies in place including: Pimlico Core Values, The Pimlican, The Pimlico Passport, the Raising Aspirations Programme, Extra-curricular after-school activities and the frequent use of trips and speakers for experiential learning through the curriculum.

	Aim	Success measured by
Pimlico Core Values	Pupils are aware of and understand the reasons behind the school values	Values regularly used as a basis for assemblies
		Feedback from pupils
		Lesson Observations
		Learning Walks
	Pupils behave according to the school values	Lesson Observations
		Learning Walks
		Good behaviour, attendance and punctuality
		Pupils receive school prizes based on teacher recommendations of pupils who particularly embody school values
	The wider community is aware of the values which Pimlico Primary stands by	Feedback from the community
		Feedback from parents
Teachers model the school values	Values regularly used as a basis for assemblies	
	Lesson Observations	
	Learning Walks	
The Pimlican	Pupils develop the character traits of The Pimlican	Using level descriptors for each characteristic class teachers grade each pupil on each character trait on a termly basis. All pupils attain a secure level for every characteristic by the end of Year 6
		Lesson Observations
		Learning Walks
		Feedback from pupils
		Feedback from parents and the wider community
The Pimlico Passport	Pupils complete their passport	Pupils receive a stamp in their passport upon completion of each activity. Passports are monitored at

	Aim	Success measured by
		the end of each term, and each year, to ensure pupils are given the opportunity to complete every activity.
Raising Aspirations Programme	To instil all our pupils with the belief that they can be successful	Feedback from pupils
		Attendance and punctuality figures show pupils believe there is a value in coming to school because doing well will mean they can be successful
		Behaviour figures show pupils are behaving well because they believe that behaving well and concentrating on learning will lead to success
		Achievement and progress data show pupils are working hard
	To encourage all our pupils to find things they are passionate about and explore these	Attendance at after-school extra-curricular activities
		Pupils complete the activities in the Pimlico Passport
		Pupils hear from a range of speakers
	To ensure all our pupils know what university is and what the benefits of going to university are	Feedback from pupils
		All pupils visit a university in Year 5 and Year 6
		All pupils meet university students in Year 5 and Year 6
		Visiting career speakers asked to talk about their time at university and the value of going to university
	To provide pupils with an indication of the vast range of jobs that they could choose from and the understanding that there are a vast range of jobs/ career paths available to them	Pupils hear from at least one career speaker in every year they are at Pimlico Primary
	Parents are supportive of the Raising Aspirations programme and encourage their children to aim high	Feedback from parents
		Feedback from pupils
		Parents attend special raising aspirations events for pupils and

	Aim	Success measured by
		parents
Extra-curricular Programme	Pupils have the opportunity to try out new things and find things they enjoy doing	Attendance at extra-curricular activities is high. All pupils strongly encourage to attend at least two clubs per week from Year 1 (one sporting, one non-sporting) and preferably three.
Experiential Learning	The curriculum is brought to life so that it is engaging for all pupils	All pupils have at least one curriculum related school trip per year (in addition to those in the Pimlico Passport)
	Class teachers bring in speakers, drama companies and peripatetic staff wherever possible into the classroom	Lesson Observations
		Learning Walks
		Visits by any outside speakers etc recorded so that the frequency which teachers use them can be monitored

7. Community

Integral to the vision for Pimlico Primary is the idea of a school rooted in its local community which has high engagement with parents and encourages pupils to contribute to their community. As a core value of the school this would influence everything that we do.

	Aim	Success measured by
Pupils	Pupil feedback is sought on learning and other aspects of school life	Regular pupil voice activities
	Pupils understand the importance of helping others and are tolerant of others	Feedback from pupils
		Pupil progress against Pimlican level indicators
		Lesson Observations
		Learning Walks
		Community is a regular theme in assemblies
Pupils are actively engaged in the local community	Feedback from the community	
	All pupils participate in charity events for and with local community organisations	
Parents/ Families	Parents are supportive of the school ethos, values and rules	Feedback from the local community
		All parents sign the Home School Agreement
		Attendance and punctuality data
		Lack of complaints by parents
	Parents are engaged in their child's learning	Parents choose this school for their child as shown by number of applications
		All parents have a copy of 'What you Year x child needs to know'
		Parents regularly access the Managed Learning Environment to access data about their child and review what homework they have been set
		High attendance at Parents' Evenings (95%)
		High attendance at parent workshops (70%)
		Regular contact between class teacher and parents
Parents are engaged in	Feedback from parents	

	Aim	Success measured by
	the life of the school	High attendance at events such as concerts, book days, sports days, awards days etc
The Local Community	The local community has a positive opinion of the school	Feedback from the local community
	The school is involved in the life of the local community	The school participates in community events and supports local community organisations
	The local community contributes to the life of the school	Local universities provide student speakers and offer visits and tours
		Local businesses support the school by offering speakers to come and talk to pupils
		School fundraising efforts bring in money from the local community
Local councillors and the MP visit the school to talk to pupils and staff		

8. School Finances

Ensuring that we are able to provide the best possible education for all our pupils, maximising the opportunities and support we are able to provide them, is fundamental to the vision for Pimlico Primary. As a result we feel it is essential to have high quality direction and management of the school's finances so that we can ensure that resources are deployed effectively and efficiently. Outlined below are the procedures that would be put in place to ensure this is achieved.

	Procedures
Financial Planning and Monitoring	Annual budget prepared by Headteacher and Director of Finance and Operations and approved by Governors
	Monthly monitoring of budget by Finance Committee of Governors
	Monthly accounts distributed to all budget holders, meetings to discuss variance from budget arranged if necessary
	A rolling forecast for the year is kept and updated as new information comes to light
	Monthly review of balance sheet
	Audit
Procedures	All expenditure approved in advance by the relevant budget holder using a purchase order
	All invoices checked against purchase orders and approved for payment by the relevant budget holder
	Petty cash, expenses and credit card transactions must be approved by the budget holder
	All expenditure processed by the Finance Department at Pimlico Academy
Procurement	All procurement to involve competitive tenders from a number of suppliers and in depth interviews where necessary
	Standard practice on larger items to involve obtaining three quotes
	Governors approval required for any contract with a value greater than £5000
Staffing	Staffing structure and allocation of responsibilities to closely match the needs of the school to ensure that no staff are underloaded
	All Teaching Staff and Teaching Assistants would be required, as part of their contract, to support with extra-curricular provision to keep costs down
Use of Space and Resources	Efficient use of resources to ensure there is no waste/ over-resourcing
Additional Funding	The Director of Finance to ensure that all funding available is applied for
	As part of the monthly review of the balance sheet any surplus cash is invested to optimise income as well as security
	Lettings of the school premises to be maximised when unused by the school

VIII. BEHAVIOUR, ATTENDANCE AND PUNCTUALITY

For pupils to learn and achieve it is essential that they attend school every day, behave well when they are there so that they can listen and respond to what their teachers tell them, and do not have their learning disrupted by the poor behaviour or lateness of other pupils.

At Pimlico Academy this was an early focus and Ofsted recently noted that:

‘An excellent pastoral system and academic guidance, together with a stimulating learning environment, has resulted in students feeling safe and highly valued. They display respectful, exemplary behaviour and good leadership qualities. The vast majority are highly motivated and enjoy school greatly. Attendance and punctuality are exemplary.’
(Ofsted, December 2010)

In order to outline the approach we would want taken to behaviour, attendance and punctuality we have put together two draft policies which can be seen below:

1. Behaviour Policy
2. Attendance and Punctuality Policy

1. **Pimlico Primary Behaviour Policy (Draft)**

1.1. **Aims of the policy**

- To support the values of Pimlico Primary in every aspect of school life
- To preserve the sanctity of learning in the classroom
- To support pupils in owning their behaviour and choosing the right options
- To be simple, workable and consistent

1.2. **Core Values**

Our role as a school is to promote the very best in every pupil and to that end we have created the set of Pimlico values which we expect everyone at Pimlico to live up to. These values are:

- We are dedicated to learning and achieving
- We work together
- We are open and honest
- We lead by example
- We respect everyone
- We are committed to our communities

The rules and systems of the behaviour policy are there to support and encourage the pupils to live up to the values by making it explicitly clear which behaviours do not fit in with them.

We believe that all behaviour is learnt behaviour and our role is to model positive behaviour and to create mutual respect between adult and student. We believe it is essential to separate the behaviour from the individual and that every mistake offers the choice to put things right.

1.3. **Core Principles**

Every member of staff has to manage pupils whose behaviour can disrupt learning. The more we share common practices, the more likely we are to reach common solutions to poor behaviour.

1.4. **Core Strategies**

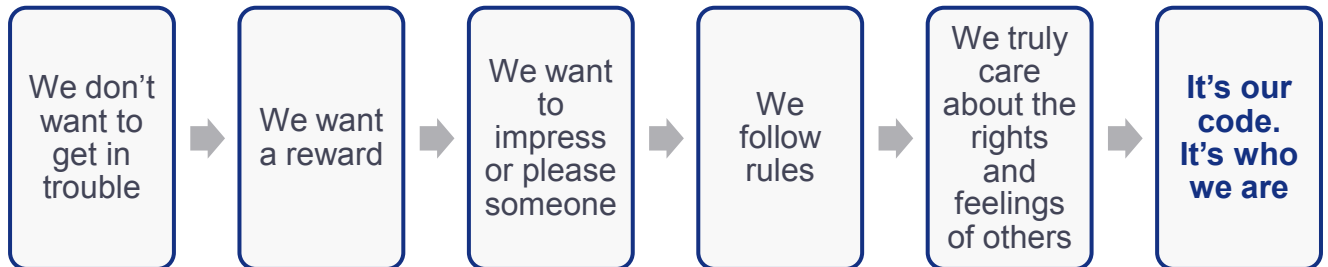
Pupils are more likely to engage in learning and not engage in off-task activity if staff use a range of strategies including:

- High expectations of every student
- Applying the rules, routines, sanctions and rewards consistently
- Dealing with all incidents immediately.
- Fairly deploying a range of techniques and strategies to deal with behaviour
- Using language of mutual respect (shouting at pupils is not acceptable)
- Avoid over-reaction and confrontation
- Adopting a positive approach to problem solving

1.5. Core Outcomes

Pupils at Pimlico Primary will, for the most part, be operating at level 6 on the behaviour levels.

“Why do you do what you do?”



1.6. Our Rules

Our rules for a calm, orderly and safe learning environment are:

- We listen to staff and follow their instructions immediately
- We arrive at school and for all our lessons on time
- We wear the uniform correctly and proudly at all times
- We bring the right equipment for learning
- We listen to other pupils
- We raise our hands and wait to ask or answer questions
- We respect other people and their property
- We walk in the corridors and respect the school environment
- We do not have chewing gum, music players or mobile phones in school (mobile phones can be left at reception in the morning)
- We are proud of our school and each other

1.7. Behaviour Management

Within the classroom, all pupils have the right to a positive and safe learning environment. In the playground, pupils have the right to a friendly and fun environment. In order to ensure this, our staff members and teachers will encourage good behaviour at every given opportunity and immediately deal with unacceptable behaviour which may be in the form of:

- Disruption in class through time wasting and disturbing others
- Disruption in the playground or at lunch time by ignoring instructions and talking back
- Disrespectful language or gestures such as swearing
- Verbal or physical aggression including threats, punching, fighting, kicking etc.
- Bullying whether verbal, physical or emotional
- Vandalism of school property

We trust that all teachers will know when the need arises for a pupil to be removed from a lesson or play group given that their behaviour may be affecting the ability of the other pupils to learn or play amicably or risking the safety of anyone in the room. All staff will receive training on our behaviour

policy. The key strategies that they will be trained to use to effectively manage behaviour in the school are outlined below.

1.8. Praise

The best strategy for behaviour management is the consistent and regular use of praise. Thanking and praising those pupils who are doing the right thing reinforces their actions and behaviours and encourages other pupils to behave similarly in the hope of receiving similar praise and attention. Much of the poor behaviour exhibited is in a bid to receive attention from the teacher. If that attention is focussed on reinforcing positive actions and behaviours, then the need to behave badly is removed.

Pimlico Primary uses a range of different systems to reward pupils for achievement, effort and behaviour. These include: school expectations including behaviour levels and school rules on display in every classroom and school corridors, verbal praise, well done cards and stickers for good work in class, weekly celebration of pupil achievements in assemblies, certificates to take home and show parents for good achievement, effort and behaviour and, annual awards and prizes for achievement as well as demonstrating the Pimlico Values.

1.9. Positions of responsibility

Pupils who behave poorly are often demanding attention from the teacher. A positive way of giving this attention is to give the pupil a position of responsibility in the classroom, such as handing out the books/equipment, helping less able pupils, writing on the board, running the plenary of the lesson etc. Pupils should be given positions of responsibility in every lesson.

1.10. Non-verbal responses to poor behaviour

- Eye contact
- Finger on lips
- Shaking of head
- Approaching the pupil and standing next to him/her
- Patrolling the work area
- Setting time limits

1.11. Rule Reminder

A rule reminder is a useful way of refocusing a pupil or group of pupils on the classroom rules. Using the words “rule reminder” can become particularly effective if they are commonly used in your lessons to set expectations and to indicate that you feel the situation is becoming serious in your eyes.

1.12. Move Seats

Seating plans are required for every classroom, and in themselves have a strong influence on class behaviour. Even so, some pupils may be influenced

by those next to them or around them. Moving a pupil to break up pupils who are negatively influencing each other often resolves the behaviour issue.

1.13. Time-out

Sometimes a pupil may benefit from having some time to cool down and refocus themselves away from the influence of their classmates. Used only when absolutely necessary and **never for more than 5 minutes** this can be an effective way of dealing with particular behaviours. Pupils will stay in the classroom but be seated away from the rest of the class for five minutes to reflect on their behaviour.

During playtime a pupil may benefit from a similar period of cooling off. In this case they will be instructed to sit by the wall for five minutes.

1.14. Loss of playtime

Pupils misbehaving during playtime who continue to misbehave during and/or after a time-out may miss their next playtime.

1.15. Catch-up

Pupils misbehaving in class who continue to misbehave during and/or after a time-out, and those who do not complete their homework, may be required to attend an after-school catch-up session.

1.16. Referral to the Intervention Group

Pupil behaviour is often a sign of other problems that a pupil might be experiencing. Where this is a concern it should be referred to the Intervention Group (which will include the [REDACTED]). The Intervention Group will discuss the concerns and what actions are needed to address these.

1.17. Exclusion

Most disciplinary matters can be dealt with by the teacher in charge. However, persistent and repeated misbehaviour or any form of bullying will be reported to the Headteacher.

Where necessary a pupil may be internally excluded for the rest of the day. They will be provided with work to do whilst sitting in the classroom of another teacher e.g. Year 1 pupil to Year 2 class, Year 2 pupil to Year 3 class.

In some instances, the Headteacher may consider a fixed period or permanent exclusion if all other strategies have not been effective or there is:

- Risk to the welfare of pupil or staff members
- Serious disruption in school

- Risk of damage to or loss of school property.

Permanent exclusion will always be the very last resort.

1.18. Working with Parents

All parents are expected to sign a home-school agreement which lays out the behaviour expectations for their child when their child is admitted to the school. Parents will be kept informed of any behaviour which causes concern. We believe that this is an especially effective way of modifying behaviour if a child knows parents and teachers are both working together. In the case of persistent and repeated misbehaviour, or any form of bullying, a meeting with parents will be arranged. Parenting workshops will also be provided for all interested parents to access on a regular basis including at all Parents' Evenings so that they can learn strategies for how best to support their child. Where appropriate, if a pupils' behaviour is causing concern, additional support including advice and family therapy will be provided.

1.19. Monitoring, Evaluation and Review

The Governing Body will review this policy annually, and assess its implementation and effectiveness through evaluating the school's data on behaviour both in and outside the classroom and through feedback from the Headteacher as to how well the policy is working and the extent to which it is applied consistently by staff and supported by parents.

1.20. Dissemination of the Policy

Displays of the behaviour levels and the school rules are be posted in every classroom as well as in common areas. The full Behaviour Policy is available on the school website.

2. **Attendance and Punctuality Policy (Draft)**

It is our aim to provide our pupils a warm, friendly and safe environment; one that encourages them to strive for the highest level of individual success. When pupils are absent or frequently late they miss vital learning putting themselves at risk of underachievement. Poor punctuality also disrupts the class environment and takes away valuable learning time from the whole class. Ensuring good attendance and punctuality of all our pupils is therefore a high priority at Pimlico Primary.

2.1. **Aim of the policy**

- To support the values of Pimlico Primary in every aspect of school life
- To ensure that high levels of attendance and punctuality are maintained across the school
- To inform parents of the importance of attendance and punctuality
- To be simple, workable and consistent

2.2. **Core Values**

As a school, it is our role to promote the very best in each of our pupils. This is made possible with high levels attendance and punctuality given that it allows our pupils to make the most of the opportunities available to them.

2.3. **Core Strategies**

In order to consistently maintain high attendance and punctuality, the school will employ the following strategies:

- Create a friendly and positive atmosphere so that every child feels secure and valued both within the classroom and on the playground.
- Ensure that both parents and pupils are aware of the importance of attendance and punctuality and the school requirements.
- Expect and encourage pupils to view attendance and punctuality in a positive manner.
- Reward all pupils if they achieve 100 % attendance and punctuality during the school year.
- Ensure that attendance records are routinely maintained and have a procedure in place to enquire about any student's absence from school.
- Apply the school rules, procedure, sanctions and rewards consistently.
- Adopt a positive approach and use a language of mutual respect.
- Communicate effectively with other agencies such as the Education Welfare Service where a pupil is frequently absent.

2.4. **Core Expectations**

The primary responsibility rests with parents to ensure that their child regularly attends schools on time. This is necessary for pupils to be able to make the most of the education offered to them. In this context, **parents** will be expected to:

- Recognise the importance of regular attendance and punctuality and encourage their child to do the same
- Ensure that their child arrives to school on time, properly dressed, with the right equipment and ready to learn
- Notify the school as soon as possible if their child is unable to attend school and specify the reason for the absence as well as the expected date of return. This may be done in person, in writing or by telephone.
- Ensure that their child is picked up from the school on time and to notify the school if there are any delays.
- Send a written note when an appointment has been made with a doctor, dentist, optician etc during school hours. Pimlico Primary must receive this note before the arranged appointment unless it is an emergency.

In order to ensure a welcoming and secure environment, the following is expected of our **pupils**:

- To arrive at school regularly and on time
- To respect themselves, their teachers, their peers and school property
- To listen staff and follow their instructions immediately
- To befriend others and enable a sense of belonging
- To be proud of their school and each other

2.5. Procedures

The school will maintain a detailed record of a student's punctuality and attendance. This is not only a statutory requirement but it also helps us to ensure the wellbeing and achievement of all pupils. The procedure is as follows:

2.5.1. Late arrival

- Pupils are expected to arrive at school between 8.50 and 9.00 A.M.
- Arrival after 9:00 A.M. will be recorded as being late in the register by the class teacher.
- As advised by the Westminster Educational Welfare Officer (EWO), children who arrive after 9:15 A.M. will be recorded as being absent for the morning session.
- Parents will be contacted by the Assistant Headteacher (Inclusion) if their child arrives late more than three times in one week or if their child has been persistently late during the course of one term.

2.5.2. Late collection

- The school day ends at 3:45 P.M. and our pupils are expected to be collected from the school on time. Pupils who are not collected by 4:00 P.M. will be taken to the school office by their teacher who will make every effort to contact their parents.
- From the second year of the school being open, after school clubs will be held at the school for Years 1 - 6. In this case, all pupils (including Reception) who are not pre-registered for after school clubs and not collected on time will join an after school club whilst the school office attempts to contact their parents and until their parents can collect them.

- All late collections will be recorded by the teacher and parents who arrive late will be required to sign for their child and the time of collection will be recorded.

2.5.3. Unauthorised absence

- If leave from the school has not been authorised, then the absence of a pupil will be recorded by the teacher and the school will try to contact parents by telephone. If there is no response, then a letter will be sent to the parent. Any absence that has not been explained will count as an unauthorised absence.
- If there is any cause for concern, for example when attendance is below 85% in any term, the reasons will be investigated and, where appropriate, discussed with the Education Welfare Officer.

2.5.4. Authorised absence

- In case of an emergency i.e. sickness or any other valid reason, parents are expected to inform the school by telephone as soon as possible. This should be followed by a letter from the parent to the school.
- If the absence is anticipated in advance, parents are expected to notify the school in advance and specify the reasons and predicted duration.
- Parents with children who are persistently absent for medical reasons will need to provide written verification by a medical professional.
- In exceptional circumstances, pupils may be allowed a maximum of 10 days leave during a school year, at the discretion of the Headteacher. Parents must send a written request to the Headteacher requesting authorisation. Where authorisation is given for leave, but pupils do not return after the 10 days, this will not be authorised and they will be taken off the school register. Parents must then re-apply for a place upon their return.

2.6. Monitoring and Reporting

Attendance and punctuality figures will be reported termly in the Headteacher's report to Governors. Data returns to the LA and DfE will be completed as requested.

A colour coded system will be used to monitor attendance and punctuality. This is described below together with the staff responsible for taking action, where needed, at each level of attendance. If either attendance or punctuality, or both, are a cause for concern then this will be investigated and appropriate action agreed by the Intervention Group.

Colour	Attendance/ Punctuality	Concern	Staff Responsible
Green	100-96%	No concern	Class teacher
Yellow	95.9%-90%	Concern	Class teacher / Assistant Head (Inclusion)
Amber	89.9% -80%	Risk of	Class Teacher/

Colour	Attendance/ Punctuality	Concern	Staff Responsible
		underachievement	Assistant Head (Inclusion)
Pink	79.9% -60%	Severe risk of underachievement	Assistant Head (Inclusion)/ Education Welfare Officer
Red	0%-59.9%	Extreme concern	Assistant Head (Inclusion)/ Education Welfare Officer

IX. COMMUNITY

In the three years since opening, Pimlico Academy has successfully developed strong links with a range of local organisations and individuals including the local authority, our MP, local businesses, schools, charities, faith groups and universities. As well as raising the profile of the school amongst South Westminster organisations and residents, these links have been hugely beneficial to our students, giving them valuable skills and experiences as well as teaching them the importance of making a positive contribution to their communities. Our belief that schools should be deeply embedded in their local communities would be continued and strengthened if we were to move into the primary sector.

‘The Principal, his management team and the sponsors have provided strong leadership in engaging a wide range of external partnerships, including local communities and parents. These, along with the excellent in-house Raising Aspirations programme, have underpinned the success of the academy.’(Pimlico Academy, Ofsted, December 2010)

3. Core Knowledge

The CKS is designed to give pupils a broad understanding of the world around them. The way that Core Knowledge builds upon what pupils learn year upon year, means that our pupils’ awareness of themselves and others would increase as they learn. Our pupils would gain a thorough understanding of the histories of different peoples and cultures through a curriculum which is multicultural and inclusive to all. Such an educational background would give our pupils an excellent appreciation of the values of modern society as well as the ability and desire to make their own contribution.

4. Values and Ethos

At Pimlico Primary pupils’ moral development would be integral to school life. There would be a strong system of values, based around six core school values which are outlined above, that we hope would help to create a happy and cohesive school environment. Assemblies would be used extensively to discuss moral issues, set out how we expect our pupils to conduct themselves, and promote the characteristics of the Pimlican. This system would have a vital role in the early development of our pupils into confident individuals who relate well to those around them and are committed to playing an active part in their society. A culture of inclusivity, respect for others and equal opportunities would be central to our ethos, and would be reflected in our commitment to act in line with the Equality Act 2010 at all times.

5. Pupil Voice

Pupils would be encouraged to give feedback on their learning through questionnaires and focus groups and more informally (particularly in the younger years) through lesson observations and learning walks. They would be encouraged to develop the capacity for reflection and comment so that they learn

how to become engaged members of their school community and through this develop the skills to become active and engaged members of the wider community in later life.

6. **Parents and Families**

We believe that a parent's engagement in their child's education has an enormous impact on that child's educational success. For this reason, and as is the case at Pimlico Academy, parents and families would form a vital part of the school community at Pimlico Primary and we would endeavour to involve them at every level.

We would expect the families of Pimlico Primary to make a full commitment to support the school's educational vision in order to maximise their child's attainment as well as their enjoyment of school life. This would include an expectation that parents ensure that their child's punctuality and attendance at school is excellent, make sure they complete any homework and enable and encourage them to take part in extra-curricular activities, holiday programmes and other opportunities provided by the school. We would expect all parents to sign up to these expectations as part of a home-school agreement.

The CKS facilitates meaningful involvement in the curriculum in school and at home by means of a series of resource books which embellish the content of the CKS. This series, *What Your Year __ Child Needs to Know*, would be available for parents and teachers would be expected to draw heavily on their contents in homework exercises. This series enables parents to follow and understand what their child is learning at school and why; it allows them to question their child on what they are learning, discuss relevant topics at home and support them with school and homework. In addition, special sessions on Core Knowledge topics would be held for parents throughout the year to provide them with the skills and confidence to support their child's learning. Regular parents' evenings, which all parents would be required to attend, would provide further opportunities to discuss each child's progress and advise families on how they can continue to support them.

We also have a strong belief in a school's responsibility to support children and families beyond the academic curriculum. Nutrition would be an important priority for us and after-school workshops for pupils and families on nutrition, including cooking lessons, would be provided. Parents' evenings would also be used to provide workshops on how parents can improve their child's mental, emotional and physical health.

We are very aware of the need for specific support for some families and this is an area we have extensive experience in through our work with families at Pimlico Academy. We would work hard to ensure that any issues are quickly identified and plan to provide opportunities for therapeutic support for families at Pimlico Primary where needed.

7. **The Local Community**

As well as contributing to the school community, Pimlico Academy pupils are actively encouraged to contribute to the local community through the extensive links which the Academy has built with local charities and other organisations. Key to this are the four house charities; all students are involved in fundraising and volunteering for the local charity which their house supports which include The Pimlico Toy Library (which provides toys to disadvantaged families), A Moveable Feast (a healthy living project for local Arabic and Bangladeshi residents), The Abbey Centre (a local community centre) and The South West Fest (a summer community festival). Engagement with these charities has included students making and selling items to fundraise for the charities, meeting with elderly residents, representing the Academy at community events and collaborating on projects such as the creation of a recipe book with local people. These activities have given students responsibility, taught them to work effectively with people from different backgrounds and encouraged them to consider the needs of others; skills and attributes which will be of value throughout their lives. We would like to extend this work by developing links between these four key local charities and Pimlico Primary with pupils at Pimlico Primary getting involved in fundraising and volunteering for the charities.

Alongside charities, Future and Pimlico Academy have good relationships with local residents' associations, faith groups and with a number of local businesses which have supported us by offering excellent work experience opportunities to our students. We have also collaborated effectively with our feeder primary schools in order to offer them specialist teaching in subjects such as languages and to prepare their pupils for the transition to secondary school. We would hope to extend these relationships to Pimlico Primary.

Our existing standing in the local community and the relationships we have already built place us in a strong position as we progress our plans to move into the primary sector, strengthen and develop our involvement in the community and create a truly local community primary school.

**SECTION 5:
EVIDENCE OF DEMAND AND MARKETING**

SECTION 5: EVIDENCE OF DEMAND AND MARKETING

I. EVIDENCE OF DEMAND FOR PRIMARY PLACES IN SOUTH WESTMINSTER

There is a significant shortfall in school places in Westminster. In September 2009, 193 children did not have a school place. A significant further increase in demand for primary school places in South Westminster is anticipated by Westminster Council over the next few years; this is shown by the map below of Westminster where seven of South Westminster's primary schools (in Section 5) are expected to have excess demand by 2016. Westminster Council have estimated that South Westminster will, as a result, require at least one and possibly two additional forms of entry by 2016.



II. EVIDENCE OF PARENTAL DEMAND FOR PIMLICO PRIMARY

1. Demand Estimation

In addition to investigating the need for additional primary school places we have begun to consult with the local community to gauge the demand for Pimlico Primary. Estimations of demand were calculated through the two main surveys:

- Parents of Pimlico Academy students
- Prospective parents and members from the local community

The two surveys aimed to identify the following:

- If prospective parents and local residents would like to see a new primary school in the area with close ties to Pimlico Academy
- If prospective parents / parents with children below the age of five would be more likely to send their child to Pimlico Primary
- Factors that parents take into consideration when choosing a primary school

In addition, a third survey of Pimlico Academy students was undertaken to gauge their support for Pimlico Academy and their feedback on our plans.

1.1. Demand for Entry in 2012/13 & 2013/14

The results of our surveys have enabled us to establish a clear demand for Pimlico Primary amongst our target group – prospective parents who live in the local SW1 area. We are also pleased to report that we have received extremely positive feedback from students, their parents and local residents.

From those sampled there is a clear demand for Pimlico Primary and the following table illustrates the specific demand for entry in 2012 and 2013 so far.

Number of children who would be of reception age and whose parents would be more likely to send them to Pimlico Primary	
2012/13 Entry	2013/14 Entry
24	26

Please find copies of our student, parent and community surveys appended to this section as **Appendix I, II and III** respectively. A table detailing the parents, listed by postcode, with children eligible for entry in 2012 and 2013 who would be more likely to send them to Pimlico Primary is appended as **Appendix IV**. More information on the key findings from the surveys is detailed below.

1.2. **Strong Support for Pimlico Primary**

Both our Pimlico Academy parent & local community surveys have revealed strong support for a new primary school. Specifically, our surveys show that almost **91.43%** (224/245) of respondents have stated ‘**Yes**’ they would like to see a new primary school in Pimlico with close links to and similar ethos to Pimlico Academy.

Another interesting finding is that the most commonly chosen factors of importance in choosing a primary school were quality teaching, after school clubs and the availability of healthy & nutritious meals. These are factors on which we place great importance. These are also some of the things that Pimlico Academy students like most about Pimlico Academy i.e. after school clubs and activities and the restaurant were ranked as the second and third favourite things by students. Several students also specifically commented that they liked their teachers.

In this context, we believe our strategy to establish a primary school with the same ethos as, and close links to Pimlico Academy would be popular amongst local parents and generate demand in the long term.

2. **Process/ Community Engagement**

Since November 2010, we have met with key stakeholders, attended local community events and conducted surveys with local residents. In our conversations we outlined the following points and asked for feedback.

- Our ethos of high expectations and our belief that all students can achieve.
- Our vision for an inclusive and multicultural primary school, where all students would feel safe and cared for.
- Our plans for a high quality curriculum and excellent teaching.
- Our commitment to the provision of an all round education including access to a wealth of extra-curricular opportunities.
- Our belief in the importance of promoting student wellbeing starting with the provision of healthy and nutritious meals and snacks.
- The benefits for a primary school that would come from being linked to a highly successful local secondary school. For instance, Pimlico Primary would have access to Pimlico Academy's brand new state of the art facilities.

The table on the following page specifies our key activities to engage with the community.

	Stakeholder	Mode of Communication / Feedback	Response & Outcomes
1.	Pimlico Academy – Staff	Regular staff meetings	<ul style="list-style-type: none"> ▪ Pimlico Academy teachers and staff have been extremely positive and have offered their support in the development of the primary school.
2.	Pimlico Academy – Students & Parents	<p>The plan for establishing a primary school was discussed with students during their tutor period. They were then asked to complete a brief survey anonymously.</p> <p>A letter was sent out to all parents along with a short survey asking for their views on the Academy and thoughts on the plans for a primary. We also sent versions in Bengali and Arabic to parents from these communities to ensure that the process was as inclusive as possible.</p> <p>Additionally, there have been articles in the school newsletter ‘The Pimlican’ and information was published on the Pimlico Academy website to inform everyone and ask for their feedback.</p>	<p>Students have been very supportive and enthusiastic -</p> <ul style="list-style-type: none"> ▪ Over 93% of our Year 7 students would recommend Pimlico Academy to their siblings and family ▪ 141 students with siblings below the age of 5 would recommend Pimlico Primary if the school is created. These students have a total of 174 siblings below the age of 5. ▪ Almost 80% of our year 7 students (with siblings below the age of 5) would recommend ‘Pimlico Primary’ to them. ▪ Several students have offered to become student ambassadors to promote ‘Pimlico Primary.’ <p>Of the parents surveyed, 89% (80/90) would like to see a new primary school in Pimlico with a similar ethos to, and close links with, the Academy.</p> <p>96.74% of parents would recommend Pimlico Academy to others.</p>
3.	Westminster City Council	<p>Future met with the Leader of Westminster City Council and the Cabinet Member for Children’s Services in the summer of 2010 and again with the Leader of WCC in early 2011.</p> <p>Future met with one of the Tachbrook Ward Councillors in early 2011.</p>	Westminster Council have been very positive about the prospect of Future’s closer involvement in the local primary sector.

	Stakeholder	Mode of Communication / Feedback	Response & Outcomes
4.	Head Teachers of local primary schools	Head teachers of all local primary schools were sent a letter informing them of the proposal and were personally invited to meet with [REDACTED] to discuss its feasibility given the rising demand for additional places and a non denominational primary school.	[REDACTED] has had individual meetings with Head Teachers from several schools; some were upset by the implication that we did not think they were doing a good enough job (since we talked about the low reading ages many of our students arrive with). Through this process we have tried to allay some of their concerns.
5.	Community Organisations	<p>Since November 2010, we have attended community events such as 'The Winter Festival' at the Abbey Centre and we have met with a range of local organisations including:</p> <ul style="list-style-type: none"> ▪ South Westminster Renewal Partnership ▪ A Moveable Feast ▪ A Mobile Crèche ▪ Pimlico Mothers and Children's Association ▪ Westminster Muslim Welfare Trust. ▪ Dream Arts ▪ South West Fest ▪ Edutain ▪ London Early Years Foundation 	<p>Through the contacts we made through meetings with local community organisations, we were able to arrange visits to particular events such as playgroups, crèches and activity and social sessions for parents and toddlers. This allowed us to talk to parents, discuss our plans and ask them to fill out our survey. Some of the events and sessions where we met with prospective parents included:</p> <ul style="list-style-type: none"> ▪ <u>The Abbey Centre</u>: A local community centre which hosted 'The Winter Festival' (at which many local community organisations and local parents were present) and holds events and play sessions such a 'Music and Movement for Under 5s' which we attended and spoke to parents at the end. ▪ <u>The Westminster Muslim Welfare Trust</u>: Members congregate regularly for prayer sessions and we spoke to members at the end of their prayer sessions. ▪ <u>Crèche at the Migrants Resource Centre</u>: We spoke to parents as they were dropping off and collecting their children. ▪ <u>Cardinal Hume Centre</u>: This is an advice centre. They have a family play drop in session and we attended this to talk to parents.

	Stakeholder	Mode of Communication / Feedback	Response & Outcomes
			<ul style="list-style-type: none"> ▪ <u>Pimlico Mothers and Children's Association</u>: They hold Arabic classes every Saturday at Pimlico Academy and we spoke to parents as they were dropping off their children. <p>We have also approached parents and conducted surveys in local public spaces – markets, parks and the library. We specifically targeted areas such as [REDACTED] (close to the [REDACTED] which is one of the most deprived areas in South Westminster and close to the sites we have identified), [REDACTED], [REDACTED] and [REDACTED]</p>
6.	Residents Association	The Dolphin Square Residents Association next to Pimlico Academy was contacted and a meeting was held with the President of the Association.	Since then a brief letter of information has been sent and it may be possible for Future to publish an article on the Primary School in the Resident's newsletter.

In addition the Westminster Chronicle published an article in December about the proposal. At the end of the online version of the article they asked 'Do you think there is a need for a new primary school in Pimlico? Let us know your thoughts by leaving a comment below.' One person has commented and they said:

██████████ (██████████)

Our engagement with the community is ongoing and will continue over the coming months. However, as our key findings prove, our meetings with local residents, and the parents of prospective primary pupils have already brought out very positive results, reinforcing our belief that there is a very real need and high demand for a new high quality non denominational primary school in the area.

III. STATUTORY CONSULTATION

In accordance with the statutory requirements in Section 10 of the Academies Act 2010, we plan to carry out a six week consultation with local parents and residents. During this period, we would inform the community of our proposal for Pimlico Primary and our plan to hold a public consultation. This will be publicised through:

- Our network of community organisations
- The publication of prospectuses, posters and leaflets with feedback forms
- Notices on the websites of Pimlico Academy and Future.

We plan to provide information on our vision for Pimlico Primary and outline our specific plans for the education that it would offer. The community would be invited to send written and electronic responses to the following questions:

- Would you like Pimlico Primary to be established?
- Would you consider sending your child to Pimlico Primary?
- If so, would you like to know more about Pimlico Primary?

We would also hold coffee mornings at Pimlico Academy for anyone from the local community who would like to ask us about our plans. The coffee mornings would be led by [REDACTED] and representatives from Future Academies. At these events information leaflets with feedback forms and copies of the prospectus would be made available. Members of the local community would be able to ask about the plans and provide us with comments/ feedback on these.

In addition to the feedback form on the consultation leaflet, on all our publications and websites the [REDACTED] address would be publicised for the community to email us with their responses to the consultation questions.

Responses to the consultation questions would be collated and published. We would attempt to respond to any concerns that the community has through mediums such as our websites and potentially through the local media.

IV. MARKETING PLAN

We have a comprehensive plan in place to market the primary. We aim to:

- Ensure prospective parents select 'Pimlico Primary' as one of their top choices for their child
- Engender and maintain support amongst the local community and other stakeholders

In order to achieve these objectives the following activities would be carried out.

1. **Targeting Prospective Parents and Key Stakeholders**

Our plan is to specifically establish a non denominational one form entry primary school in close proximity to Pimlico Academy in order to be able to offer some of our students the possibility of an all through educational experience. Central to our vision for 'Pimlico Primary' is the creation of a truly inclusive community school. Our marketing strategy would therefore engage prospective parents in terms of their:

- Location: Broadly, we plan to target South Westminster and more specifically, residential areas surrounding Pimlico Primary and Pimlico Academy. Significant effort would be made to target prospective parents in areas of high deprivation. In Westminster, there are pockets of deprivation with over 2000 children aged 0-15 in income deprived households. One area, just south of St James's Park tube station (very close to our favoured site) is in the top 15% of areas of deprivation in the country and several others near the southern boundary are in the top 20 or 25%. It is the children in these areas who currently have very limited school choice (with only two state maintained community primary schools in South Westminster that are non-denominational) that Pimlico Primary would seek to serve.
- Age of Child: While our immediate plan is to target parents with children ready for entry in 2012 and 2013, we plan to use to this process to build demand for our school in the medium to long term.

Simultaneously, we plan to target the key stakeholders relevant to our catchment area. This would enable us to engender political and community support and build relationships which would enable Pimlico Primary to contribute to, and work with, the local community.

2. **Advertising and Marketing**

Our engagement with the community since November 2010 has led us to build a database of prospective parents who expressed an interest in applying to our primary school as well as local community organisations who can help us access local parents. From September 2011, we would take the following steps to market and publicise Pimlico Primary.

2.1. Our message

Given that some of our future pupils may not have been born yet, and / or their parents aren't thinking about schools yet, we plan to campaign in a way that would reach them and allow us to brand Pimlico Primary as a community school committed to high educational achievement and all-round provision through national / local newspapers, websites such as Mumsnet etc.

2.2. Timeline

In order to disseminate information and inform prospective parents and other stakeholders, we plan to undertake the following activities.

Date	Form	Content	Distribution / Dissemination
Early September 2011 - ongoing	Individual Meetings	<p>In order to engender wide support for our school and build on existing relationships, and inform key stakeholders about the plans for 'Pimlico Primary' we would write to the following people/ groups to inform them that we are in the Business Case stage and explain that we are putting together plans to open Pimlico Primary in 2012. We would also explain the details of the statutory consultation and invite them to meet with us again if they would like to discuss the plans:</p> <p>This would not only help us publicise our plans but help us build long lasting relationships with organisations who may later contribute to the life of the school.</p>	<p>Letters would be sent directly to our contacts at the following organisations:</p> <ul style="list-style-type: none"> ▪ Councillors from Westminster City Council ▪ Head Teachers from local primary schools such as Millbank & Churchill Gardens ▪ Residents Associations ▪ Head of organisations such as the London Early Years Foundation, A Moveable Feast, The Westminster Muslim Welfare Trust, Pimlico Mothers and Children's Association
September 2011	Student and Parent Ambassadors	<p>Through our initial consultation with students and parents of Pimlico Academy, we have a significant list of young people and parents who are keen to advocate for Pimlico Primary and the success of Pimlico Academy. We believe that they are our greatest asset and in this context, we plan to facilitate the:</p> <ul style="list-style-type: none"> ▪ selection of student ambassadors ▪ selection of parent ambassadors 	<p>Once students have been selected we would meet with them to update them on the plans and discuss ways in which they can advocate for 'Pimlico Primary' e.g. as ambassadors at Open Evenings.</p> <p>We would write to our existing prospective parents inviting them to a meeting to inform them of progress. We would discuss with particularly supportive parents, and especially parents who have children at Pimlico Academy, the possibility of them acting as ambassadors e.g. at Open Evenings/ Community Events.</p>

Date	Form	Content	Distribution / Dissemination
Early September 2011	Website & Mailing List	<p>A Pimlico Primary website would be created to provide prospective parents and other stakeholders information including:</p> <ul style="list-style-type: none"> ▪ Latest news and developments ▪ Date and time of open days, parent evenings and consultation sessions ▪ Responses to frequently asked questions ▪ A downloadable version of the school prospectus and a form to request a hard copy ▪ A mailing list which they can join ▪ A form which they can use to register their interest ▪ Feedback form <p>A specific mailing list would be created to inform, regularly update and respond to any queries from prospective parents and other stakeholders. This would include all the contacts we have built from our initial community consultation.</p>	<p>A link to the website would be made available in all communication materials including:</p> <ul style="list-style-type: none"> ▪ Press releases ▪ Leaflets & posters ▪ Specific websites such as Pimlico Academy and Future as well as potentially parent websites such as mumsnet
Early September 2011	Leaflet and feedback form	<p>The leaflet would be printed in English, and possibly also Arabic and Bengali, Large Print and Braille, and would provide the following details:</p> <ul style="list-style-type: none"> ▪ Summary 'Pimlico Primary' vision, ethos, curriculum and model ▪ Date and time for parents evenings and consultation meetings ▪ Website link for parents to register their interest and provide feedback ▪ Contact details (email and postal address) 	<p>These would be mailed to households across South Westminster, residents' associations, local community organisations and to parents of Pimlico Academy students. We would ensure that households from the living in disadvantaged areas close to the site receive all the necessary information.</p> <p>They would be placed strategically in doctor's surgeries, libraries, local community centres such as the Abbey Centre, sports</p>

Date	Form	Content	Distribution / Dissemination
			<p>centres, crèches, nurseries and toddler groups in the area.</p> <p>We also plan to draw on the support offered by local organisations parents ██████████ to further distribute leaflets through their mailing lists.</p>
<p>September 2011 onwards</p>	<p>Prospectus</p>	<p>With the help of a highly experienced design company, a comprehensive school prospectus would be printed for prospective parents. This would detail our vision and ethos as well as our plans to ensure the excellent provision of:</p> <ul style="list-style-type: none"> ▪ Teaching ▪ Curriculum including sports, art and drama ▪ Tracking, Intervention & Support ▪ Pastoral Care ▪ Special Educational Needs ▪ Beyond the Classroom – school trips & volunteering ▪ After School Clubs & Activities ▪ Healthy Living – Nutrition 	<p>The prospectus would be initially distributed electronically to parents on our mailing list and other interested stakeholders.</p> <p>Hard copies would be made available to prospective parents on school open days, parents evenings and may be directly picked up from Pimlico Academy.</p>
<p>September 2011</p>	<p>Posters</p>	<p>Visually attractive posters with the Pimlico Academy logo would be produced. These would include details on the dates for parents’ evenings and consultation sessions, a link to the website and our contact details.</p>	<p>With permission, these would be placed in prominent locations such as:</p> <ul style="list-style-type: none"> ▪ Pimlico Academy ▪ Early Years Centres ▪ Crèche (for e.g. at the Migrants Resource Centre) ▪ Westminster Muslim Welfare Trust ▪ The Abbey Centre ▪ Local libraries ▪ Community Noticeboards

Date	Form	Content	Distribution / Dissemination
September 2011 – January 2012 (and later if necessary)	Stalls at Community Events	<p>We plan to have a stall at community events held in South Westminster (for e.g. the Winter Festival at the Abbey Centre). At each event, prospective parents and the wider community would have the opportunity to:</p> <ul style="list-style-type: none"> ▪ Speak to representatives from Pimlico Academy and Future who would be closely involved in the development and running of Pimlico Primary. ▪ Pick up copies of the Pimlico Primary and Pimlico Academy prospectus. ▪ Register their interest ▪ Provide feedback 	<p>The following would be made available in the stall:</p> <ul style="list-style-type: none"> ▪ Posters ▪ Leaflets ▪ Prospectus ▪ Feedback form
November 2011 - January 2012	Coffee Mornings, Parents Evenings & Open Days	<p>Regular coffee mornings would be held for our existing prospective parents to keep them updated about developments and to respond to any questions or concerns they have to keep them engaged and ensure that their interest so far converts into applications.</p> <p>A number of open days and evenings would be held at Pimlico Academy and when/if feasible, also at the Primary School site.</p> <p>The aim of parent’s evenings and open days would be to provide prospective parents a clear sense of the school’s ethos and everything it would have to offer its pupils as well as to allay any concerns they may have. Parents would have the opportunity to hear from and meet with:</p> <ul style="list-style-type: none"> ▪ [REDACTED] ▪ Lead Teacher – Head and Reception Teacher 	<p>Information on parents evenings and open days would be on:</p> <ul style="list-style-type: none"> ▪ Websites: Pimlico Primary, Pimlico Academy, Future and other relevant sites such as Mumsnet ▪ Prospectus, Leaflets and Posters ▪ News articles

Date	Form	Content	Distribution / Dissemination
		<ul style="list-style-type: none">▪ Future Team▪ Student Ambassadors▪ Parent Ambassadors <p>At the end of the event, parents would be able to register their interest, take a prospectus and fill in a feedback form.</p>	

V. COST IMPLICATIONS

The following specifies the estimated cost implications of our marketing plan

		Quantity	Estimated Cost (£)
1.	Prospectus	2000	5495
2.	Poster / marketing materials for event stands		500
3.	Leaflet (6 page – A5 size)	3000	865
4.	Website		5000
5.	Distribution & mailing		1000
Total cost			£ 12860

Student Survey

We are looking into the possibility of opening a new primary school nearby that would have very close links with Pimlico Academy. We would like to know if you think this is a good idea and if you would recommend a 'Pimlico Primary' to other people so we would be very grateful if you would answer the questions below.

1. What year are you in? _____
2. How long have you been at Pimlico? _____
3. Would you recommend Pimlico Academy to your friends / siblings? Yes No
4. Do you think it would be good if we opened 'Pimlico Primary' and this had close links to Pimlico Academy? Yes No
5. Do you have any siblings who are below the age of 5 and have not yet started at primary school? Yes No
6. If yes:
 - How many? _____
 - If we opened a primary school would you recommend it to them? Yes No
7. What do you like about Pimlico Academy? Please tick as many boxes as you like:

Quality Teaching & Curriculum <input type="checkbox"/>	Access to Art & Sports Facilities <input type="checkbox"/>	Library <input type="checkbox"/>
Availability of Healthy & Nutritious Meals <input type="checkbox"/>	An Inclusive, Secular & Multicultural Ethos <input type="checkbox"/>	Pastoral Care <input type="checkbox"/>
Quality support for children with Special Educational Needs <input type="checkbox"/>	After School Clubs & Activities <input type="checkbox"/>	Others (Please Specify) _____
8. If you would like to be part of a student ambassador for 'Pimlico Primary' please leave fill in your name and tutor group below.

Name:

Tutor Group:

Pimlico Primary Survey

We are currently collecting surveys to measure interest for a **community primary school** in Pimlico. This would be run by Future (the sponsor of Pimlico Academy) in collaboration with Pimlico Academy. We would be very grateful if you would answer the following questions and return this survey to Pimlico Academy by the ___ November. This would allow us to determine the demand for ‘**Pimlico Primary**’ if we were able to set this up.

1. Do you currently **live in Pimlico**? Yes No
What is your **Postcode**? (This will allow us to see which
2. areas have the greatest need for, or interest in, Pimlico Primary) _____
3. Would you **recommend Pimlico Academy** to your friends & Yes No
family?
4. Would you like to **see a new Primary School** in Pimlico with Yes No
a similar ethos to, and close links with, Pimlico Academy?
Do you have any **children who have not yet started Primary School**? If so,
5. please help us by completing the table below:

Pre-Primary	Current Age (Please Specify)	Have you decided on a primary school?		Do you want them to go to Pimlico Academy when they are older?		If we opened a primary school with close ties to Pimlico Academy, would you be more likely to send them there?	
		Yes	No	Yes	No	Yes	No
Child 1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. When choosing a primary school, which of the following factors would be very important to you? Please tick as many boxes as you like.

Quality Teaching <input type="checkbox"/>	Good Curriculum <input type="checkbox"/>	New Art & Theatre Facilities <input type="checkbox"/>
New Sports Facilities <input type="checkbox"/>	New Library <input type="checkbox"/>	After School Clubs & Activities <input type="checkbox"/>
Availability of Healthy & Nutritious Meals <input type="checkbox"/>	An Inclusive, Secular & Multicultural Ethos <input type="checkbox"/>	Pastoral Care & Support <input type="checkbox"/>
Quality support for children with Special Educational Needs <input type="checkbox"/>	Others (Please Specify) _____	

7. If you would be happy for us to contact you further about this or would like to be

kept informed about progress please provide your details below:

Name.....
Email.....
Telephone / Mobile.....
Address.....

Pimlico Primary Survey

We are currently collecting surveys to measure interest for a community primary school in Pimlico that would be run by Future (the sponsor or Pimlico Academy) in collaboration with Pimlico Academy. We would be very grateful if you would answer the following questions so that we can start to see how many people in the community would be interested in sending their children to a 'Pimlico Primary' if we were able to set this up.

1. Do you currently **live in Pimlico**? Yes No
2. What is your **Postcode**? (This will allow us to see which areas have the greatest need for, or interest in, Pimlico Primary) _____
3. Have you heard of Pimlico Academy? Yes No
4. Do you have any children? Yes No
 If Yes: Do any of your children attend Pimlico Academy? Yes No
 If yes: Would you recommend Pimlico Academy to your friends & family? Yes No
5. Would you like to **see a new Primary School** in Pimlico with a similar ethos to, and close links with, Pimlico Academy? Yes No
6. Do you have any **children who have not started Primary School**? If so, please help us by completing the table below:

Pre-Primary	Current Age	Have you decided on a primary school?		Do you want them to go to Pimlico Academy when they are older?		If we opened a primary school with close ties to Pimlico Academy, would you be more likely to send them there?	
		Yes	No	Yes	No	Yes	No
Child 1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. When choosing a primary school, which of the following factors would be very important to you? Please tick as many boxes as you like.

Quality Teaching	<input type="checkbox"/>	Good Curriculum	<input type="checkbox"/>	New Art & Theatre Facilities	<input type="checkbox"/>
New Sports Facilities	<input type="checkbox"/>	New Library	<input type="checkbox"/>	After School Clubs & Activities	<input type="checkbox"/>
Availability of Healthy & Nutritious Meals	<input type="checkbox"/>	An Inclusive, Secular & Multicultural Ethos	<input type="checkbox"/>	Pastoral Care & Support	<input type="checkbox"/>
Quality support for children with Special Educational Needs	<input type="checkbox"/>	Others (Please Specify)	_____		

8. If you would be happy for us to contact you further about this or would like to be kept informed about progress please provide your details below:

Name.....

Email.....

Telephone/ Mobile:

Address.....

Postcode of prospective parent(s)	Number of children who would be of reception age and whose parents would consider /be more likely to send them to Pimlico Primary	
	September 2012 Entry / Age	September 2013 Entry / Age
SW1P [REDACTED]	3	
SW1V [REDACTED]	3	
SW1V [REDACTED]	3	
SW1V [REDACTED]	3	
SW1P [REDACTED]	3	
SW1H [REDACTED]	3	
SW1P [REDACTED]	3	
SW1V [REDACTED]	3	
SW1V [REDACTED]	3	
SW1P [REDACTED]	3	
SW1V [REDACTED]	3	
SW1P [REDACTED]	3	
SW1P [REDACTED]	3	
SW1E [REDACTED]	3	
SW1V [REDACTED]	3	
SW1 [REDACTED]	3	
Postcode not provided	3	
SW1P [REDACTED]	3	
SW1P [REDACTED]	3	
SW1V [REDACTED]	3	
SW1W [REDACTED]	3	
SW9 [REDACTED] (Parent of Pimlico Academy student)	3	
SW11 [REDACTED] (Parent of Pimlico Academy student)	3	
SW1P (grandparents answered on behalf of the daughter who is planning on moving to the area)	3	
SW1V [REDACTED]		2
SW1W [REDACTED]		2
SW1V [REDACTED]		2
SW1H [REDACTED]		2
SW1V [REDACTED]		2
SW1V [REDACTED]		2
SW2 [REDACTED]		2
SW1W [REDACTED]		2
SW1V [REDACTED]		2
SW1 [REDACTED]		2

Postcode of prospective parent(s)	Number of children who would be of reception age and whose parents would consider /be more likely to send them to Pimlico Primary	
SW1P [REDACTED]		2
SW8 [REDACTED]		2
SW1P [REDACTED]		2
SW1V [REDACTED]		2
SW1P [REDACTED]		2
SW1W [REDACTED]		2
SW1P [REDACTED]		2
SW1P [REDACTED]		2
SW1V		2
SW1P [REDACTED] (Grandparents answering on behalf of their daughter who is planning on moving to the area)		2,2
SW1V [REDACTED]		2
SW1P [REDACTED]		2
SW1E [REDACTED]		2
SW1V [REDACTED]		2
SW1W [REDACTED]		2
SW1V [REDACTED]		2
Total number of pupils	24	26

SECTION 6:
CAPACITY AND CAPABILITY

SECTION 6: CAPACITY AND CAPABILITY

I. FUTURE ACADEMIES AND FUTURE

Future Academies was established as a Company Limited by Guarantee in 2008 (6544332). (Memorandum of Association and Articles of Association attached separately). It has three Directors: [REDACTED] and [REDACTED]

Future Academies is the Company through which Future, a charity set up in 2005 by [REDACTED] to help young people, sponsors schools. One of Future Academies' strengths as an Academy Sponsor is the experience it is able to draw on from the trustees and staff of Future in the worlds of entrepreneurship, business (including private schools), education and the voluntary youth sector, the connections that these bring and the connections that are continually made through the different aspects of the work we do. Before embarking on the Pimlico Academy project, the key principals of Future spent a year visiting schools in both the UK and the US in order to develop our vision of how an academy can transform the lives of the young people it serves. The practices we observed then, our ongoing research including regular school visits in the UK, and our experience at Pimlico Academy, would be used to ensure that Pimlico Primary is outstanding.

Future Academies has been the sponsor of Pimlico Academy since September 2008 and the principal expertise and experience that Future Academies would bring is that gained as the sponsor of Pimlico Academy. Through this project we have developed experience of the legal processes involved in setting up a school and have lawyers with specialist knowledge of these processes. We have people with the skills needed to provide the necessary financial, legal, strategic and educational input and oversight for both the setting up and running of a new school. We have also built relationships with the local community including residents, parents, business owners, community organisations and the local authority that would be essential for setting up a new primary school in the area.

Future provides support including research, administration, programme support and contacts to Future Academies and Pimlico Academy, and it would offer similar support to Pimlico Primary. Having a dedicated staff that is able to help in this way would be a valuable resource for Pimlico Primary as it has been for Pimlico Academy.

II. PIMLICO PRIMARY GOVERNANCE

Governance, including financial and strategic oversight, of Pimlico Academy is delegated by the Directors of Future Academies to the Pimlico Academy Governing Body which includes governors appointed by Future Academies, a Local Authority representative, an elected parent governor and, ex-officio, the Principal, Senior Vice-Principal and Director of Finance and Operations of Pimlico Academy.

Future Academies would set up a new governing body to fulfil the same role for Pimlico Primary. This would be a small, dynamic body and would include [REDACTED] and [REDACTED], the [REDACTED], the [REDACTED] and the [REDACTED] would also attend governing body meetings.

During the setting up of Pimlico Primary, planning and oversight would be coordinated through the Pimlico Primary Steering Group which would include members of the Pimlico Primary Governing Body, Pimlico Primary Staff, Future Staff, Representatives from the Department for Education and other experts as necessary. This project would be the top priority for Future. Once Pimlico Primary has been established the Pimlico Primary Governing Body would start to meet to provide financial and strategic oversight. Meetings would begin prior to the opening of Pimlico Primary and would be held on a regular basis. Once Pimlico Primary is open meetings would be held at the start of every term (six times per year) for which governors would receive progress reports against the agreed self-evaluation framework which is outlined in Section 4. In addition there would be an annual Away Day meeting between Governors and the Senior Leadership Team of Pimlico Primary to review progress and agree improvement goals for the next year and beyond. Through monitoring progress against the self-evaluation framework governors would hold the Headteacher and Executive Head accountable for the success of Pimlico Primary.

III. CORE TEAM

Details of the key members of the team, including the expertise and experience they bring, that have already been identified are outlined below.

	Current Role/s	Pimlico Primary Role	Expertise and experience
[REDACTED]	▪ [REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	▪ [REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	▪ [REDACTED]	▪ [REDACTED]	[REDACTED]
[REDACTED]	▪ [REDACTED]	▪ [REDACTED]	[REDACTED]
[REDACTED]	▪ [REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	▪ [REDACTED]	▪ [REDACTED]	[REDACTED]
[REDACTED]	▪ [REDACTED]	▪ [REDACTED]	[REDACTED]
[REDACTED]	▪ [REDACTED]	▪ [REDACTED]	[REDACTED]
[REDACTED]	▪ [REDACTED]	[REDACTED]	[REDACTED]

IV. PIMLICO PRIMARY STAFFING STRUCTURE

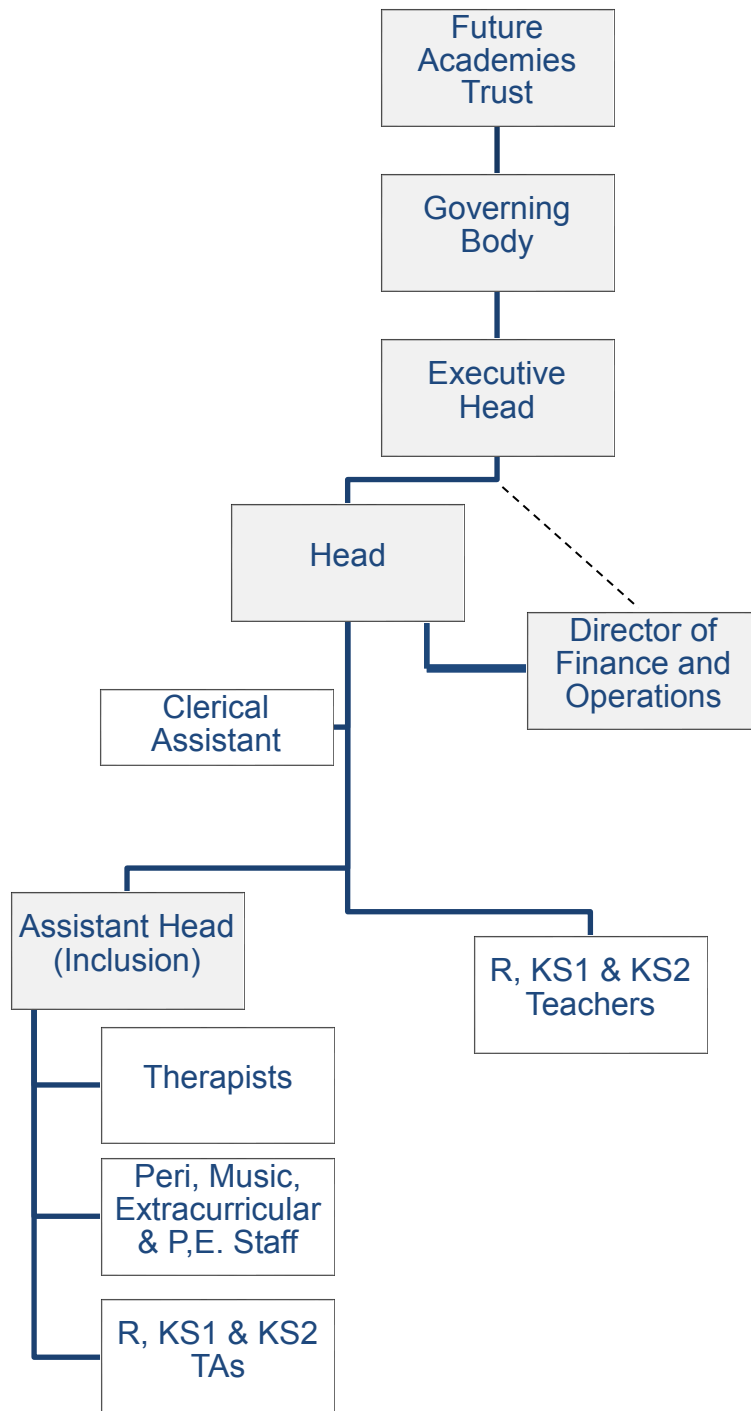
Once the Headteacher Designate is appointed they would take a lead role in finalising the staffing structure and lines of accountability. To aid planning a draft staffing structure which would be suitable for delivering the educational plan outlined in Section 4 and, using the funding formulas in the financial template, is financially viable under scenarios ranging from 80% to 100% capacity, has been put together with input from [REDACTED] and [REDACTED]. The proposed staffing structure and how it would change each year until the school is at full capacity is outlined below.

2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Executive Head	Executive Head	Executive Head	Executive Head	Executive Head	Executive Head	Executive Head
Headteacher	Headteacher	Headteacher	Headteacher	Headteacher	Headteacher	Headteacher
Director of Finance and Operations	Director of Finance and Operations	Director of Finance and Operations	Director of Finance and Operations	Director of Finance and Operations	Directors of Finance and Operations	Director of Finance and Operations
			Deputy Head	Deputy Head	Deputy Head	Deputy Head
Assistant Head (Inclusion)	Assistant Head (Inclusion)	Assistant Head (Inclusion)	Assistant Head (Inclusion)	Assistant Head (Inclusion)	Assistant Head (Inclusion)	Assistant Head (Inclusion)
						Family Welfare Officer
	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher
		Teacher	Teacher	Teacher	Teacher	Teacher
			Teacher	Teacher	Teacher	Teacher
				Teacher	Teacher	Teacher
					Teacher	Teacher
						Teacher
Reception TA	Reception TA	Reception TA	Reception TA	Reception TA	Reception TA	Reception TA
	Year 1 TA	Year 1 TA	Year 1 TA	Year 1 TA	Year 1 TA	Year 1 TA
		Year 2 TA	Year 2 TA	Year 2 TA	Year 2 TA	Year 2 TA
			Year 3 TA	Year 3 TA	Year 3 TA	Year 3 TA
				Year 4 TA	Year 4 TA	Year 4 TA
					Year 5 TA	Year 5 TA

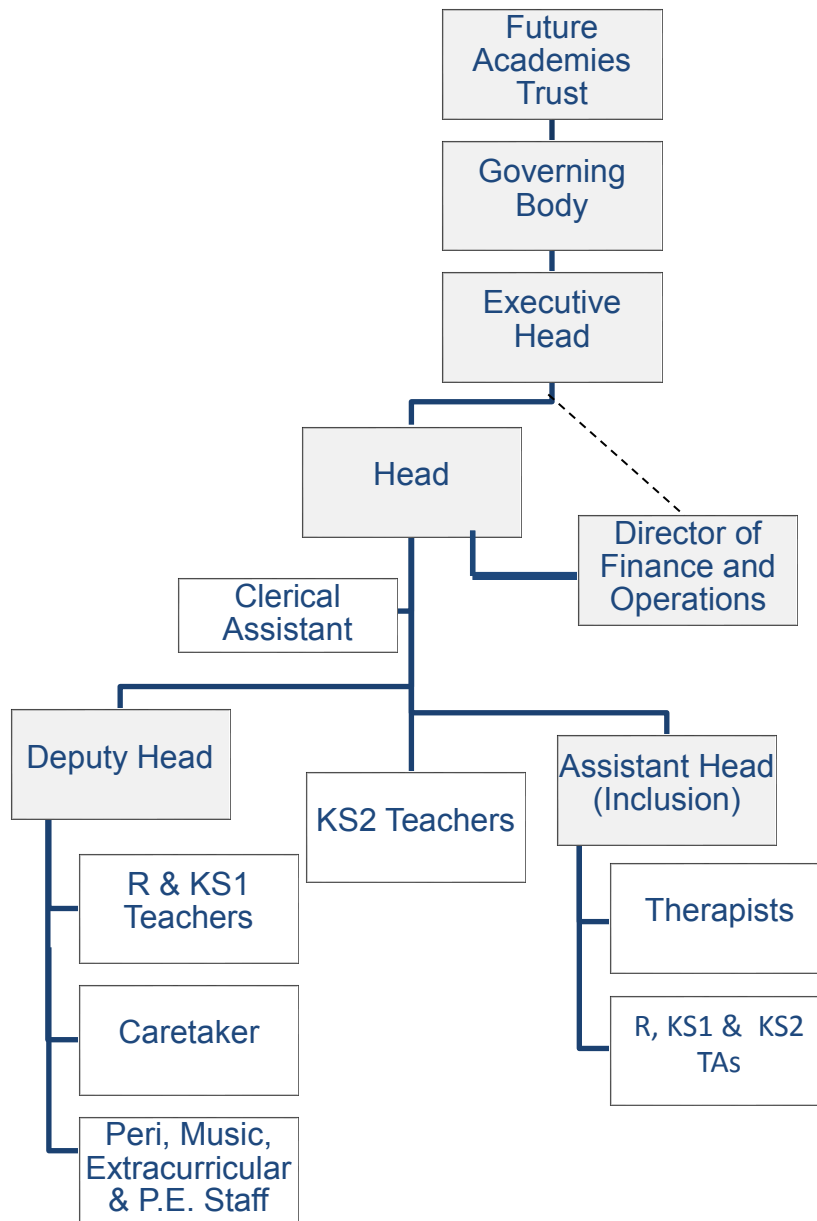
2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
						Year 6 TA
Clerical Assistant (Part-time)	Clerical Assistant (Part-time)	Clerical Assistant (Part-time)	Clerical Assistant (Full-time)	Clerical Assistant (Full-time)	Clerical Assistant (Full-time)	Clerical Assistant (Full-time)
			Caretaker	Caretaker	Caretaker	Caretaker
Peripatetic: therapists, other intervention professionals, music and PE teachers, extra-curricular staff	Peripatetic: therapists, other intervention professionals, music and PE teachers, extra-curricular staff	Peripatetic: therapists, other intervention professionals, music and PE teachers, extra-curricular staff	Peripatetic: therapists, other intervention professionals, music and PE teachers, extra-curricular staff	Peripatetic: therapists, other intervention professionals, music and PE teachers, extra-curricular staff	Peripatetic: therapists, other intervention professionals, music and PE teachers, extra-curricular staff	Peripatetic: therapists, other intervention professionals, music and PE teachers, extra-curricular staff
Support staff and professional services from Pimlico Academy	Support staff and professional services from Pimlico Academy	Support staff and professional services from Pimlico Academy	Support staff and professional services from Pimlico Academy	Support staff and professional services from Pimlico Academy	Support staff and professional services from Pimlico Academy	Support staff and professional services from Pimlico Academy

V. ORGANISATION STRUCTURE

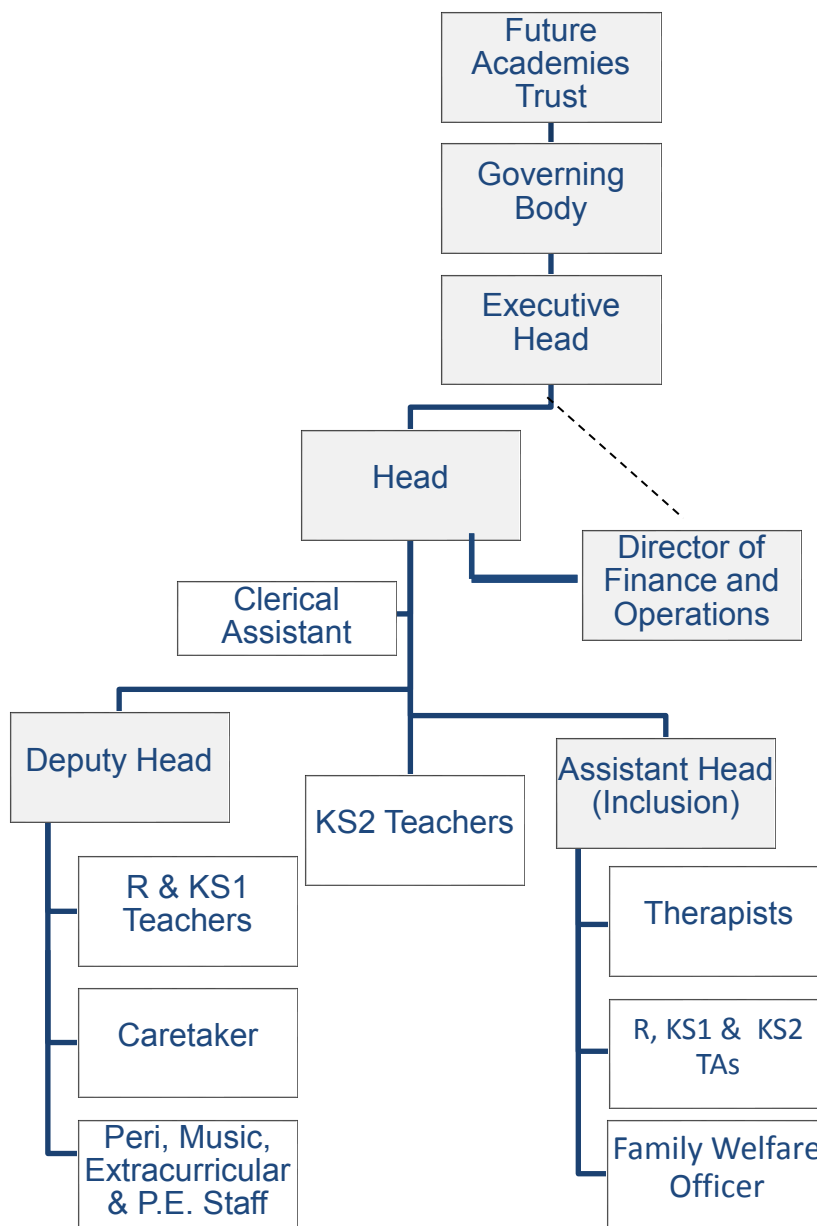
1. 2012/13 to 2014/15



2. 2015 /16 to 2017/18



3. 2015 /16 to 2017/18



VI. PIMLICO PRIMARY STAFF ROLES AND RESPONSIBILITIES

A flexible ethos would be established from the start and would be particularly necessary in the early years of the school when staff numbers are low. All staff would be expected to have a can-do, willing attitude and model the academy values at all times. When recruiting we would be looking for high calibre individuals with the necessary skills and experience who are committed to our vision that all young people can achieve if given the right support and encouragement and that by working with us to create one of the best schools in London we can make a life changing difference in our pupils' lives. Teachers would be expected to support the model of an extended day; they would all be expected, as part of their normal duties, to be involved in the provision of extra-curricular clubs.

Role	Start Date	Job Description/ Responsibilities
Executive Head	2012/13	<p>In order to deliver our vision for Pimlico Primary and Pimlico Academy to work closely together using a shared ethos, values and curriculum we believe it is important to have strategic leadership which is able to oversee the development and planning of both schools. We want to be able to offer an all-through educational experience which provides outstanding teaching and support for all pupils at every stage of their education. This would require joint planning; for example to allow Pimlico Primary to make use of facilities at Pimlico Academy and in order to facilitate joint curriculum and lesson planning time between staff from both schools.</p> <p>We believe that the proven track record ██████████ at successfully implementing our vision of an outstanding school means that he is best placed to take on this role. As well as providing strategic leadership, including help with recruitment of senior staff at Pimlico Primary, and ensuring that planning is coordinated at every level across Pimlico Primary and Pimlico Academy, he would be able to provide advice, support and mentoring for the Headteacher at Pimlico Primary.</p> <p>We propose that this role would be bought in as a professional service from Pimlico Academy.</p> <p>██████████ CV has been enclosed as Appendix I</p>

Role	Start Date	Job Description/ Responsibilities
Headteacher	2012/13	<p data-bbox="651 236 2022 416">Our staffing structure includes a Headteacher who would share the teaching of one class, together with the Assistant Head (Inclusion), for 40% of the time in the first three years after opening. We plan to gradually reduce the teaching burden of the Headteacher as we gain additional classes at Pimlico Primary so that they are able to manage the additional duties that would come with such expansion of pupils and staff.</p> <p data-bbox="651 459 2022 639">The Headteacher would lead the development of Pimlico Primary during the set-up including overseeing the plans for the conversion of the site, development of schemes of work and an assessment framework and tools for evaluating pupil mastery of the Core Knowledge Sequence, systems for monitoring and evaluating school effectiveness, school policies, and the recruitment of pupils and other staff for the school.</p> <p data-bbox="651 683 2022 970">They would have overall responsibility for the day to day running of the school. Under the oversight of governors and the Executive Head they would be responsible for the curriculum, behaviour management, ethos and culture, structure of the school day, staffing and recruitment, HR and financial management (with support from the Director of Finance and Operations), parent and community relations as well as development planning and self evaluation. They would also have responsibility for KS1 during the first three years and then take on responsibility for KS2 from year four onwards. They would also lead in the provision of parent workshops on the Core Knowledge Sequence.</p> <p data-bbox="651 1013 2022 1157">We would be looking for someone absolutely enthused by, and committed to, our vision for education including the provision of an all-through educational experience, who is an experienced primary teacher (preferably across the key stages), who is willing to work under the direction of [REDACTED], and work closely with Future Academies.</p>
Director of Finance and Operations	2012/13	<p data-bbox="651 1198 2022 1332">In order to ensure that the financial management of Pimlico Primary is rigorous and efficient we would want to have someone who is very experienced in that role. They would have responsibility for preparing and overseeing the budget and audit, liaising with the Headteacher to ensure the effective management of resources, putting in place all service contracts and</p>

Role	Start Date	Job Description/ Responsibilities
		<p>securing good deals on educational resources, uniform, supporting the Headteacher with HR, setting up and managing school banking and overseeing the processing of income and expenditure. They would also support the Headteacher with issues relating to the premises.</p> <p>We believe the most cost effective way to provide this for Pimlico Primary is as a bought in Professional Service from Pimlico Academy where we have a highly experienced and effective [REDACTED]</p> <p>The Director of Finance and Operations would also act as the Business Manager for all the services provided to Pimlico Primary from Pimlico Academy.</p> <p>[REDACTED] CV has been enclosed as Appendix II</p>
Deputy Head	2015/16	<p>As the school expands there would become a need to remove the teaching burden and responsibility for oversight of KS1 from the Headteacher so that they are able to manage the additional duties that would come with such expansion of staff and pupils as well as the responsibility they would then take on for KS2. There would also be the need for additional help sharing the load of leadership and management responsibilities.</p> <p>From the fourth year we propose to recruit a Deputy Head whose fundamental task as a member of the school leadership team would be to support the Headteacher in implementing the vision of Pimlico Primary and support in the rigorous process of self-evaluation and development planning that would be expected of the School's leadership.</p> <p>They would teach 40% of one class and would have responsibility for Foundation and KS1. They would also take on additional responsibilities for assessment and data, the managed learning environment and website, extra-curricular provision, experiential learning, The Pimlican, Raising Aspirations, Gifted & Talented, line managing the caretaker and the fitness and nutrition aspects of Healthy Schools.</p>

Role	Start Date	Job Description/ Responsibilities
Assistant Head (Inclusion)	2012/13	<p>The fundamental task of the Assistant Headteacher (Inclusion) would be to assist the Headteacher in implementing the vision of Pimlico Primary that all pupils can achieve and that all pupils should receive the support they need in order to achieve to the maximum of their ability.</p> <p>They would be responsible for ensuring that all individual pupils, and groups of pupils (e.g. SEN, EAL, Gifted and Talented, those on the Child Protection Register and Looked After Children), are achieving and receiving the support they need. This would involve:</p> <ul style="list-style-type: none"> ▪ implementing appropriate monitoring systems which track indicators of pupil achievement and risk of underachievement as well as systems of assessment to identify pupils who are underachieving and pupils with additional needs ▪ providing training and support to other staff to help them identify, and put in place strategies for, children with different needs ▪ observing teaching with a specific focus on inclusion and differentiation of learning ▪ putting together a range of targeted interventions including a range of therapists for pupils and families who need that kind of support ▪ providing in class support and withdrawal lessons for pupils who need them ▪ putting in place a system of regular feedback for parents and liaising with parents to assess pupils' needs and provide them with advice and support where needed ▪ responsibility for healthy schools including the running parenting and wellbeing workshops at all parents' evenings ▪ supporting the Headteacher in safeguarding and promoting the welfare of pupils ▪ overseeing the content of the website and managed learning environment to ensure that parents, prospective parents and the community have easy access to appropriate information about their child and the school ▪ overseeing transition to secondary school <p>They would also teach one class for 60% of the time. As the school expands and there are more pupils that need assessments and intervention, there would be the need for someone to take on some of these responsibilities (including Gifted & Talented, aspects of Healthy Schools, website and MLE as well as data) and these would be taken on by the Deputy Head.</p>

Role	Start Date	Job Description/ Responsibilities
Family Welfare Officer	2018/19	As the number of pupils expands it would become necessary to provide support for the Assistant Head (Inclusion) with support in liaising with families and following up on family concerns, providing pastoral support to pupils, dealing with attendance, dealing with child protection issues, liaising with outside agencies and running parenting and healthy living classes. Their role would also include responsibility for first aid and medical support.
Teacher	One per year from 2013/14	<p>All teachers would be expected to:</p> <ul style="list-style-type: none"> ▪ Be outstanding classroom teachers who rigorously plan and prepare and use effective strategies to support the learning of all pupils ▪ Support and maintain the ethos of the school including the values and behaviour policies by modelling these in their own behaviour and consistently upholding and enforcing the expectations of the behaviour policy ▪ Communicate frequently and effectively with parents, keeping them well informed about their child's progress and suggesting ways in which they can support their child's learning including through the running of parent workshops ▪ Continuously and rigorously monitor and evaluate student's progress ▪ Provide feedback on progress to pupils, their parents, and to the Headteacher ▪ Respond appropriately and quickly to the results of monitoring e.g. classroom strategies, referral to the Assistant Head (Inclusion) ▪ Keep their classroom environment well organised and make good use of display to support learning
Teaching Assistant (TA)	One per year from 2012/13	<p>One TA would be allocated to each class.</p> <p>Their role would include providing in class support to pupils and withdrawing individuals or groups of pupils for intervention where necessary under the direction of the Assistant Head (Inclusion). They would also be required to provide supervision for before school, break and lunch and would be involved in running extra-curricular clubs including the breakfast club and after school clubs as part of their contract.</p>

Role	Start Date	Job Description/ Responsibilities
Clerical Assistant	PT (75% FTE) 2012/13 FT 2015/16	<p>Clerical support would be needed during term time from the start on a part-time basis. This would increase as the number of pupils, classes and staff increase and would therefore be expanded to full-time in the fourth year.</p> <p>The role would include answering the phone, dealing with visitors and deliveries, PA to the principal, letters and typing for all members of staff, purchasing, uniform and lost property, data input, collection of school lunch money, handling petty cash, first aid, general administration including updating and monitoring of the website and putting together the school newsletter. They would also provide additional supervision where required.</p>
Caretaker	2015/16	<p>In the first three years Facilities Management would be provided by Pimlico Academy staff and the Clerical Assistant. As the school expands it is anticipated that there would be a need for a full time caretaker to fulfil this role and relieve the burden on the Clerical Assistant.</p> <p>The person taking on this role would be expected to be particularly flexible and hands on providing support wherever it is needed. Key duties would include: maintaining the premises including managing lettings, repairs and maintenance, grounds maintenance, managing subcontractors and all cleaners, alarms, utilities etc. It would also involve cleaning duties, additional supervision around the school, key-holding for evening lettings, as well as undertaking maintenance, painting and deep cleaning during holiday periods.</p>
Peripatetic Staff	2012/13	<p>Various peripatetic staff would be needed to provide specialist therapeutic interventions, PE/ sporting extra-curricular clubs and specialist music teaching both as part of the curriculum and extra-curricular clubs. They would be hired based on their specialist skills as well as their experience working with children.</p>
Other	2012/13	<p>Pimlico Academy staff would provide professional services to Pimlico Primary including support and advice for inclusion provision, specialist subject expertise, transition expertise, primary pedagogy expertise, banking and processing of income and expenditure, and advice on various other matters including child protection, behaviour and attendance. Where staff are providing</p>

Role	Start Date	Job Description/ Responsibilities
		services to Pimlico Primary they would be directly accountable to the Headteacher of Pimlico Primary for that work. Any disagreements would be resolved by the Executive Head.

VII. RECRUITMENT

Our experience as the sponsor of Pimlico Academy shows that probably THE most important factor in determining the success of a new school is the recruitment of an excellent leadership team. Central to the success of the Academy has been a strong leadership team which supports and challenges all staff in striving for their best and models excellent practice throughout the school.

At Pimlico Primary we propose a leadership team which consists of an Executive Head, Director of Finance and Operations, Headteacher, Deputy Head (from 2015/16) and Assistant Head (Inclusion).

With the proposed Executive Head and Director of Finance and Operations already identified the recruitment of the Headteacher would be one of our first priorities. Pimlico Primary Steering Group, led by [REDACTED] and [REDACTED] would expect to spend a great deal of time on the search, selection and interview process.

We would manage the process ourselves, with research and administrative support for the process provided by Future. We would reach out to the Future Leaders Network which has provided several of our Senior Leadership Team at Pimlico Academy, talk to our extensive network of contacts in education and also use traditional methods of advertising in print (TES) and online (including TESonline, Pimlico Primary website, Pimlico Academy website, Future website).

Once the Headteacher is in place and has time to review the educational plan and staffing structure we would then look to recruit the other staff needed for the first year with their input. As the staffing structure stands at the moment this would include the Assistant Head (Inclusion), a Reception Teaching Assistant and a Clerical Assistant, as well as necessary peripatetic staff (although Pimlico Academy already has a range of excellent peripatetic staff who could provide much of the therapeutic, sporting and music provision). Again we would use the Future Leaders Network and our contacts in education. We would also advertise, as appropriate for each role, in the TES (in print and online), through Russell Group and other high achieving university career services, on Pimlico Primary, Pimlico Academy and Future's websites, and using other online recruitment websites which have proved very effective for support staff recruitment at Pimlico Academy such as [REDACTED]

As part of our recruitment strategy we would lay out in detail the vision for Pimlico Primary and make clear the expectations we have for our pupils and the consequent expectations we have for all our staff. We want to find people who are committed to making a life changing difference in the lives our pupils. In return we are committed to providing our teachers with an excellent environment for teaching, the support they need to develop and become outstanding, and appropriate awards for success, as well as excellent back office support in order to help free them up to focus on pupil attainment.

CURRICULUM VITAE

PROPOSED EXECUTIVE HEAD: 

Personal Details 

Qualifications 

Summary 

Context 
▪ 

Responsibilities

Achievements

Context 
▪ 

Responsibilities

Achievements

Context 
▪ 

- 

Responsibilities

Achievements

Context

Achievements:



CURRICULUM VITAE

PROPOSED DIRECTOR OF FINANCE AND OPERATIONS: [REDACTED]

Name [REDACTED]
Address [REDACTED]
Phone [REDACTED]

Mobile [REDACTED]

Email [REDACTED]
Education [REDACTED] ▪ [REDACTED]

Professional Experience

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Languages [REDACTED]

IT skills [REDACTED]

Interests [REDACTED]

SECTION 7: PREMISES

SECTION 7: PREMISES

Pimlico Primary would seek to act as a feeder school for Pimlico Academy and serve the area of South Westminster where, as we have demonstrated in Sections 3 and 5, there is a shortage of high quality non-denominational primary schools, and a projected need for an additional one or two forms of entry by 2016 at the latest. It is our intention that Pimlico Primary would not just feed into Pimlico Academy but that the two schools would work very closely together and, in effect, provide an all-through educational experience for the students who attend Pimlico Primary and then Pimlico Academy. In order to achieve this we need to find a site which is located close to Pimlico Academy so that the schools can share staff, resources and facilities.

We have conducted an extensive site search within the SW1 postcode area over the past nine months. This included conversations with Westminster Council to see if they have any sites that could accommodate a primary school. This has led to us exploring a couple of options, the most promising of which was the former [REDACTED] on [REDACTED]. This is the closest site we have found to Pimlico Academy, currently vacant and available to lease but not large enough to accommodate an entire primary school.

Our search revealed that a large proportion of the available non-residential space in the area is office space. If planning permission can be obtained this is something we are willing to explore. However this is an expensive option and sites rarely have any available outside space which is increasingly problematic the further away they are from Pimlico Academy.

As part of our initial application to open a Free School we also held conversations with the Department for Education about potential sites. We expressed an interest in the possibility of exploring the use of space within the government estate which is no longer needed/ underused. This led to discussions about the possible use of space within the DfE itself. There is no outside space available with this option, and there are uncertainties over the length of tenure which is a concern for us, however we are keen to explore this possibility further since it can provide adequate room in a space that can be entirely self-contained and it is not far from Pimlico Academy.

Whilst thinking about the use of government property, of which there is much in South Westminster, we also heard about the closure of the Civil Service Sports and Social Club. This is a property that we think has great potential as a site for Pimlico Primary and is our preferred site because it provides a building which is entirely self-contained, is large enough to contain the whole of Pimlico Primary, is for sale which would allow us to ensure the location of the school for the long-term, has outdoor space available and is not far from Pimlico Academy.

The table below lists the sites currently available in the area, in our order of preference, with a more detailed analysis of their suitability.

Details		Positive Features	Issues & Risks
I. [REDACTED]			
Distance from Pimlico Academy	15 - 20 minutes walk	<ul style="list-style-type: none"> ▪ Proximate to Pimlico Academy ▪ Building would be large enough to house the entire primary school and therefore provides a stable long-term solution. ▪ Building is highly suitable for conversion/ refurbishment because of the current layout and space available. It already has rooms which would be suitable for assemblies, indoor PE, extra-curricular activities, a kitchen/restaurant area and smaller rooms which could be converted into classrooms. This would keep the costs of refurbishment down. ▪ It is situated on a quiet side lane which would provide safe, off-road access. ▪ There is some outdoor space. This is small but would be suitable for informal play and some sports/ fitness activities during PE lessons 	<ul style="list-style-type: none"> ▪ The site would provide more space than is needed to begin with which potentially means there is wasted space initially; however we may be able to find a way to lease out some of this space and this is something we would look to investigate. ▪ The property is currently still off-market but the freeholders are expecting, and may have already had, expressions of interest because this is a prime location for development and are looking for these ideally to be in by the end of May. However the property would need planning permission for any change of use.
Freeholders	[REDACTED]		
Tenure	Freehold available - The closure of the centre is currently planned for the end of May with the intention of selling the site.		
Size	C1400Sq m This would provide enough space for the school at full capacity of 210 pupils and would provide space for a small nursery, should we decide to have one, as well		
Estimated cost	£1.5-5.5m (with the higher estimate based on residential use)		
Outdoor Space	Has a car-park on site which could be converted		
Current Use	Recreation and Conference Centre until the end of May.		
Planning Commission	Currently have planning permission to demolish the current building.		

Details		Positive Features	Issues & Risks
	<p>Planning permission required for D1 use</p>	<p>and after school.</p> <ul style="list-style-type: none"> ▪ There is a school across the road who we could potentially discuss sharing facilities with. ▪ The site is proximate to the outdoor PE facilities at Pimlico Academy and the swimming facilities at the [REDACTED]. ▪ The indoor sports facilities already on site would be ideal for leasing out to the community to bring in additional funds for the school. ▪ The freeholders are looking to sell quickly. The property is currently still off-market but they are expecting, and may have already had, expressions of interest because this is a prime location for development. ▪ Initial estimates of the site's value indicate that this site would be good value in comparison to the current alternatives. 	

Details		Positive Features	Issues & Risks
II. [REDACTED]			
Distance from Pimlico Academy	15 - 20 minutes walk	<ul style="list-style-type: none"> ▪ Proximate to Pimlico Academy ▪ Initial indications from PfS were that the site could be suitable for housing a primary school comfortably on the ground floor. ▪ There is a separate entrance on the corner of [REDACTED] and [REDACTED] which would provide a suitable entrance for the primary school and would mean that the school could be entirely self-contained thus mitigating against possible safe-guarding concerns. ▪ If the only cost involved is that of refurbishment then it would be extremely good value for money since its availability indicates currently underused space already being leased by the government. 	<ul style="list-style-type: none"> ▪ The DfE lease on the building only runs until 2017. If DfE chooses not to renew the lease, an alternative site could be required in a few years time if the lease is prohibitively expensive and / or landlord is unwilling to extend the lease for the ground floor. ▪ Planning permission and landlord consent would be required to use part of the site for educational purposes. ▪ If the lease is not extended, there would be additional costs involved in reinstating the premises to their original condition as offices and then moving to and refurbishing a new site.
Leaseholder	Department for Education		
Tenure	Lease is due to expire in 2017		
Size	Adequate – have not been able to get the exact size of the space yet.		
Outdoor Space	None		
Planning Commission	Planning permission required		
III. [REDACTED]			
Distance from Pimlico Academy	Two - five minute walk	<ul style="list-style-type: none"> ▪ Excellent location given its close proximity to Pimlico Academy. There is no dedicated outdoor 	<ul style="list-style-type: none"> ▪ Too small - this site would only provide a temporary solution. Another larger site would need to

Details		Positive Features	Issues & Risks
Freeholders /Landlord	Westminster City Council	<p>space which is not ideal however it is close enough to use Pimlico Academy facilities for PE without the need for transport in a minibus.</p> <ul style="list-style-type: none"> ▪ Low cost compared to other local lease options. ▪ Already D1 ▪ Westminster Council have indicated that they would prefer a community organisation to use the building. 	<p>be identified in a couple of years time to house a full primary school and a move would be disruptive and would incur costs such as returning the [REDACTED] to its original state and refurbishing a second site.</p> <ul style="list-style-type: none"> ▪ If a larger site could not be identified at a later stage we would have to consider the possibility of a split-site primary school which would not be ideal
Size	4253 sq ft		
Estimated Cost	In the region of £120,000 per annum		
Planning Permission	Suitable for D1 use		
IV. [REDACTED]			
Distance from Pimlico Academy	15 minutes walk	<ul style="list-style-type: none"> ▪ Proximate to Pimlico Academy ▪ Would provide enough space for the whole primary school once full and therefore would provide a stable, long-term site. ▪ Given that we would initially require a small space which would gradually increase year on year (as the school fills up from Reception to Year 6), this site offers us the possibility of leasing one of the two 	<ul style="list-style-type: none"> ▪ Expensive ▪ Lacks outdoor space ▪ We would need planning permission and landlord consent
Freeholder & Landlord	[REDACTED]		
Size	Two self-contained but connected buildings; one has 12,542 sq ft and the other 7,004 sq ft		
Outdoor Space	None		

Details		Positive Features	Issues & Risks
Estimated Cost	£14.65m for both buildings; the larger building (17 Grosvenor Gardens) is on the market for £9.4m and the smaller (15 Grosvenor Gardens) is on the market for £5.25m .	self contained buildings until we need the entire space. <ul style="list-style-type: none"> Freeholder would allow non-residential decent quality occupiers 	
Planning Permission	Currently categorised as B1 office space; would require planning permission for D1 use.		
V. [REDACTED]			
Distance from Pimlico Academy	15 - 20 minutes walk	<ul style="list-style-type: none"> Proximate to Pimlico Academy A self contained three bedroom town house forms part of the property. This could provide accommodation for a Head Teacher or potentially additional teaching space if permission could be obtained 	<ul style="list-style-type: none"> Expensive Lacks outdoor space Does not provide enough space for the complete primary school so we would probably need to identify another site in a few years which would incur disruption and moving costs. It is a Grade II listed building We would need planning permission and landlord consent
Freeholder	[REDACTED]		
Tenure	103 years left on the lease		
Size	11,716 sq ft & 1,970 sq ft of residential space attached		
Outdoor	None		

Details		Positive Features	Issues & Risks
Space			
Estimated Cost	£45/ sq ft i.e. £527,220 per annum plus annual rent for the residential space is £41,604 per annum and ground rent is £675 per annum (subject to review)		
Planning Permission	Required for D1 use		
VI. [REDACTED]			
Distance from Pimlico Academy	Two - five minute walk	<ul style="list-style-type: none"> ▪ Excellent location given its proximity to Pimlico Academy. Even if there was not enough space for a play area, Pimlico Academy space could be used, as too could potentially the space at [REDACTED] if an arrangement could be made with that school. ▪ Already D1 ▪ WCC would like to develop this space. ▪ Had discussions with WCC about taking over this school and/or working with them to develop the 	<ul style="list-style-type: none"> ▪ An existing primary school currently uses the site as additional playground space and the loss of this space could cause resentment from that school and possibly parents as well. ▪ Although we've had discussions with Westminster we have not made any progress towards a decided course of action and it is unclear what their position is. We are currently waiting to hear further from them but this is beyond our control.
Freeholders /Landlord	Westminster City Council (WCC)		
Size	Relatively Small		
Outdoor Space	Unlikely		
Current Use	Additional Play Space for [REDACTED]		
Planning Commission	Suitable for D1 use		

Details		Positive Features	Issues & Risks
		surplus space there for an additional primary school.	<ul style="list-style-type: none"> It is unclear when exactly development would be able to start.
VII. [REDACTED]			
Distance from Pimlico Academy	15 - 20 minute walk	<ul style="list-style-type: none"> Proximate to Pimlico Academy Large enough to house the entire primary school 	<ul style="list-style-type: none"> This currently houses PfS and it is unclear when/ if this site will become available. Lease is due to expire in 2014 which means it may not provide a long-term solution; would need to get landlord permission to convert for educational purposes and discuss possible extension of the lease with them. The site is very large; too big in the short and probably longer-term as well making it likely to be an expensive option. No outdoor space We would need planning permission.
Landlord	Leased by the Government		
Tenure	Lease is due to expire in 2014		
Size	Large		
Outdoor Space	None		
Planning Commission	Planning permission required		

SECTION 8
INITIAL COSTS AND FINANCIAL VIABILITY

SECTION 8: INITIAL COSTS AND FINANCIAL VIABILITY

