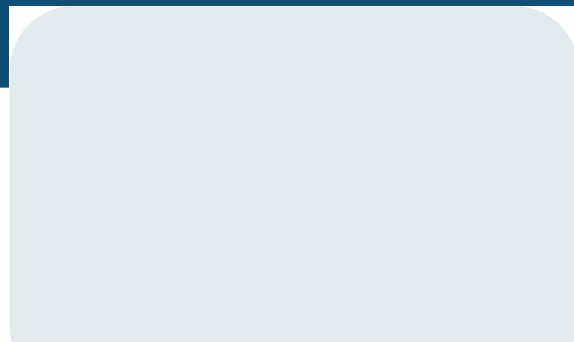


Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**



Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	n/a	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	n/a	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application		
1.	Name: ██████████	
2.	Address: Canary Wharf College 197 East Ferry Road London E14 3BA	
3.	Email address: principal@canarywharfcollege.co.uk	
4.	Telephone number: 020 7515 2328 ██████████	
About your group		
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	Yes
6.	If Yes, please provide more details: Company Directors ██████████ and ██████████ (married) ██████████ and ██████████ (married)	
7.	How you would describe your group:	An existing Free School sponsor
8.	If 'Something else', please provide more details:	
9.	Is your group seeking to open more than one Free School application in this round?	Yes
10.	If Yes, please provide more details: Canary Wharf College are seeking to grow the existing primary into a secondary school in line with the original agreed business case (Agreed by Michael Gove 7 th April 2011) accepting Year 7 students in 2014, <i>and</i> start and additional Primary in either 2014 or more probably to open 2015 (dependent on local developer or alternative site).	
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	

Details of company limited by guarantee	
13.	Company name: Canary Wharf College Ltd
14.	Company address: Canary Wharf College 197 East Ferry Road London E14 3BA
15.	Company registration number and date when company was incorporated: 07413883 20 th October 2010
16.	Does the company run any existing schools, including any Free Schools? Yes
17.	If Yes, please provide details: Canary Wharf College 197 East Ferry Road London E14 3BA
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
18.	Please confirm the total number of company members: five
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name: ██████████
	5. Name: ██████████

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] [REDACTED]
	2. Name: [REDACTED] [REDACTED]
	3. Name: [REDACTED] [REDACTED]
	4. Name: [REDACTED] [REDACTED]
	5. Name: [REDACTED] [REDACTED]
	6. Name: [REDACTED] [REDACTED]
	7. Name: [REDACTED] [REDACTED]
	8. Name: [REDACTED] [REDACTED]
	9. Name: [REDACTED] (recently appointed and awaiting CRB)
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	

24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international).</p> <p>Canary Wharf College has a non-denominational Christian ethos and is a designated school of religious character. This is monitored by an independent multi denominational Christian faith body comprised of four local ministers within Tower Hamlets who regularly visit and take assemblies at the college and provide input on admissions.</p>											
Existing providers												
25.	Is your organisation an existing independent school wishing to convert to a Free School?	No										
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	No										
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No										
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:											
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	Current:120 pupils Aged 4-8 years Capacity: 280 pupils Aged 4 - 11yrs										
30.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>No Ofsted visit yet, however participated in Ofsted survey of free schools as yet not published</p>											
31.	<p>Canary Wharf College Academic Results for 2011-2012</p> <p>Profile results at the end of Reception Year</p> <p><u>Pupils' overall attainment at the end of Reception year 2011/12 by gender compared to national averages</u></p> <table border="1" data-bbox="327 1621 956 1827"> <thead> <tr> <th>Gender</th> <th>Average point score</th> </tr> </thead> <tbody> <tr> <td>Boys CWC</td> <td>100.27</td> </tr> <tr> <td>Boys - National Avg</td> <td>79</td> </tr> <tr> <td>Girls - CWC</td> <td>103.56</td> </tr> <tr> <td>Girls - National Avg</td> <td>87.3</td> </tr> </tbody> </table> <p>Source (DfE, SFR 28/2011). There were 10 boys and 10 girls in this year group.</p> <p>Our results show us that both the girls and the boys performed well above the national average achieving significantly more than national progress. Overall achievement is excellent.</p>		Gender	Average point score	Boys CWC	100.27	Boys - National Avg	79	Girls - CWC	103.56	Girls - National Avg	87.3
Gender	Average point score											
Boys CWC	100.27											
Boys - National Avg	79											
Girls - CWC	103.56											
Girls - National Avg	87.3											

Pupils' progress

End of Year 1 overall average sub-levels progress over 2011/2012

Boys' maths	Girls' maths	Boys' reading	Girls' reading	Boys' speaking and listening	Girls' speaking and listening	Boys' writing	Girls' writing	Boys' science	Girls' science
3.50	3.17	3.63	3.58	3.13	3	4.0	4.58	3.38	3.08

End of Year 2 pupils' overall average sub-levels progress over 2011/2012

Boys' maths	Girls' maths	Boys' reading	Girls' reading	Boys' speaking and listening	Girls' speaking and listening	Boys' writing	Girls' writing	Boys' science	Girls' science
3.43	3	3.71	3.6	3.86	3.6	3.29	3.8	3.36	4

As can be noted in the above tables, both in Year 1 and in Year 2 pupils have overall progressed well beyond the approximate national expectation of between one and two sub-levels per annum, with both boys and girls exceeding an average 3 sub-levels progress over the course of 2011/12. (There are three sub-levels in every level and nationally a child in their six years at primary school are expected to complete two whole levels ie six sub-levels in total.)

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

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member of company

Print name: ██████████

Date: 29th November 2012

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

Section B: Outline of the school

1.	Proposed school name:	Canary Wharf College 2 – Name will fit final site Eg Canary Wharf College Leamouth
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	4-11years
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	Mixed
6.	Will your proposed school include boarding? No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. Yes	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	Interdenominational Christian
9.	Ethos will be set by the above	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	■■■■■ or ■■■■■

12	Please tell us how you found this site:	Approach from Building Developers [REDACTED] and [REDACTED] now advising Canary Wharf Group on [REDACTED]
13	The site is:	New development on [REDACTED] site
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	E14
15.	Local authority in which the proposed school would be situated:	Tower Hamlets (or could place in Newham)
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Newham
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Rationale

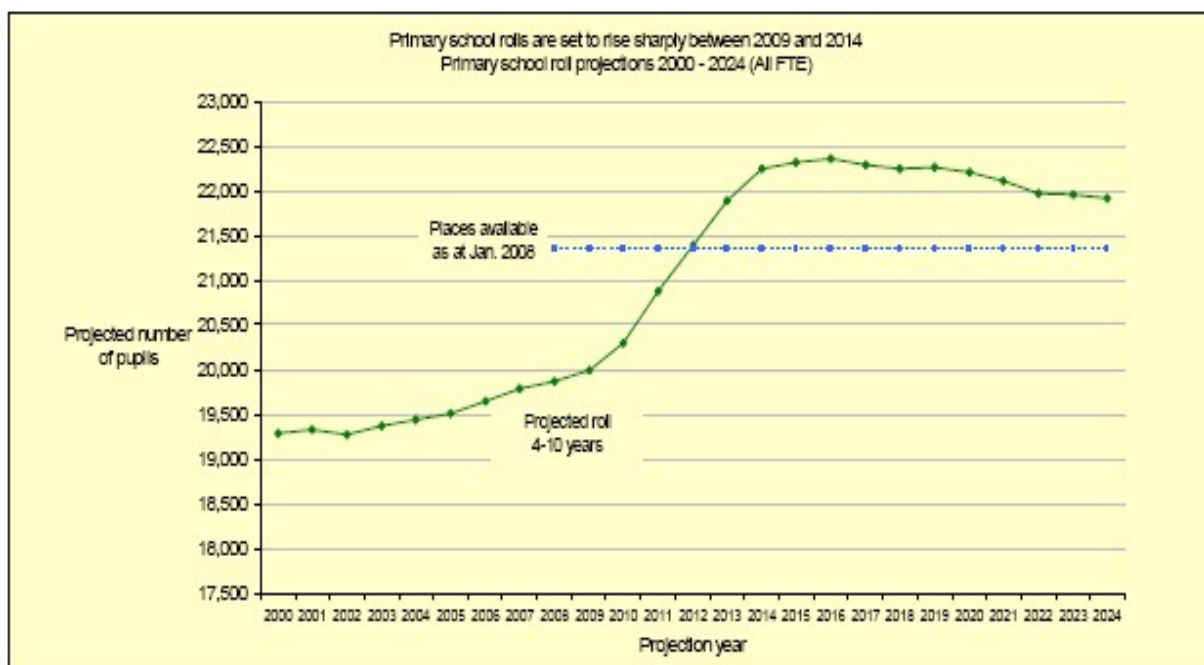
Currently there is a lack of choice of schools and not enough primary places for parents in the multicultural inner city community of Tower Hamlets. Few boroughs in the country can have such a diverse socio-economic community in such close proximity.

According to a variety of Local Authority statistics, Tower Hamlets has one of the highest population densities in Inner London and by 2020 it is projected that there will be a further 31,500 new homes in the borough with the borough population expected to reach nearly 300,000 by 2020. This why the Trust formed the original college in the Isle of Dogs and is looking to start another primary.

The absolutely critical shortage of pupil places within Tower Hamlets is for reception children. According to the previous CEO of Tower Hamlets, the borough needs five more primary schools and two more secondary schools to meet demand for places. The admissions officer for tower Hamlets confirmed that there were over seventy children unplaced this year in the reception age group. Our proposed age range is 4 – 11 years.

Due to the increase in population in the Borough of Tower hamlets it is expected that parental demand for places at Canary Wharf College Leamouth will exceed the number of places available for the foreseeable future.

The graph below shows how Primary school rolls in Tower Hamlets are set to rise sharply between 2009 and 2015.



Source: Tower Hamlets

Some other key Tower Hamlets child poverty related data include:

48% of children are in benefit dependent families

33% of families live on less than £20,000 per year

Tower Hamlets has the highest free school meals entitlement in the UK (52% of children)”

Source: Children and Families Trust Report 2010

Tower Hamlets has the highest level of child poverty in the country with 48% of children in the borough living in poverty and alongside this, 66% of children live in low-income households. 50% of children are in benefit dependent families and Tower Hamlets has the highest free school meals entitlement in the UK (52% of children).

The inequality is stark: whilst the average salary for those working in Tower Hamlets is nearly GBP 69,000, 33% of families are living on less than GBP 20,000 per annum. This means that Tower Hamlets is the third most deprived borough in the country so investment in quality education is essential and it needs to be free.

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

There is, therefore, a need for new schools that seek to strive for high pupil and parent aspirations within a vibrant, disciplined and safe learning environment. Our aim will be to ‘Live, share and celebrate the love of learning.’ This will be achieved in a Christian environment welcoming children from different faiths and backgrounds. Our Christian ethos means that we place an emphasis on spiritual development as well as academic, social and personal development. We encourage all children of whatever faith or none to attend assemblies and participate in all aspects of College life. We have no formal links to any particular Christian church, denomination or organisation.

The curriculum will have a particular focus on Mathematics, Science and Technology whilst being strongly supported by the Creative Arts. Sport will also be high on the agenda. It is envisioned that use could be made of the four local Power Leagues AstroTurf pitches, Millwall Park, Tiller centre swimming pool and the sailing and kayaking centre all within the Isle of Dogs. There is also the largest inner city farm within walking distance, and the Sea Scout centre on a nearby dock. In our current school much was made over the Olympic period with a visit from an Irish Olympic high jumper and a whole day gymnastics focus, as well as what would be considered the normal sports days and events.

We are a group of parents led by an experienced Principal and educational consultant who are living in Tower Hamlets. We would like to encourage high quality education with smaller class sizes of approximately twenty children, which would be appealing to *all* families whether disadvantaged or relatively prosperous in the Tower Hamlets area. This appeal will come from outstanding results within a vibrant cultural mix in an environment of high expectations. Parents will be attracted to Canary wharf College by its smaller class sizes, high staff pupil ratio, and focus on subjects which will lead to employment in the area. With a multi ethnic society (in the most recent application of Reception children fifteen different countries were represented

by the twenty baptism certificates received), small class sizes are essential to promote language development and enable individual focus so as to encourage children to aspire to outstanding outcomes. The age range fits in with the many quality Nurseries available in the area and our pupils will feed into the secondary school which we also hope to develop. A vibrant extended day curriculum with give breadth of educational opportunities as will the specialist taught music and sport on the curriculum from the earliest years. These specific qualities are not available in other maintained schools in the area.

The Christian ethos whilst welcoming those of other faiths and cultures will help ensure a wide socio economic mix so that looked after children can learn alongside children whose parents are medical consultants or high financiers, and Hindu, Muslim and Jew will mix without prejudice. This has been demonstrated to great effect in our current school. We have written the previous proposal, project managed and Founded the original Canary Wharf College which opened with the first wave of free schools in September 2011.

Vision and Ethos

The aim of Canary Wharf College is 'to live, share and celebrate the love of learning'. This will be achieved in a Christian environment welcoming children from different faiths and ethnic backgrounds.

The curriculum will set out to encourage the diverse talents of the children fostering intellectual, physical, cultural, moral and spiritual development.

With a strong emphasis on Mathematics, Technology and Science supported by a vibrant creative arts programme, the College will celebrate the love of learning by providing a wide-ranging dynamic education in which the children can develop their curiosity and enthusiasm in all areas of the curriculum. This STEM approach is increasingly vital in the education of pupils in our current economic climate. The study of these subjects will benefit all of us as scientists have an increasing role to play in inspiring the next generation both through sharing experiences and offering young people the chance to get involved in practical work in a real-life scientific environment. Our current school already employs a science specialist and the children regularly work using i-pads and relatively advance technology. Last Spring four year olds were observed filming the hatching of chickens using an iPad in the classroom. It is opportunities such as this which will attract parents.

The College will be a non-denominational Christian Faith School, this will be reflected in our ethos, which will be structured to both understand and appreciate other faiths as a way of enriching learning. This ethos will be used to help the children think and act constructively as well as critically and gain an understanding of each other's point of view. This will be encouraged to help the children develop into informed active learners who can explore, question, seek answers and solve problems and will care passionately about their community and the wider world.

The vision of Canary Wharf College is to promote high academic achievement by the use of small class sizes and a limited overall size of the College as a whole. This will enable each member of staff to know individual children well, whether in the classroom, playground or sports pitches, creating a welcoming and warm ambience

to develop an atmosphere conducive to learning.

The Christian ethos of the College will permeate learning and value judgements at all key stages. Students will be encouraged to speak with confidence using their own faiths to enrich the culture and learning of other students. The freedom of speech will allow for students to think and act constructively as well as critically and gain an understanding of each other's point of view. They will be encouraged to develop into informed active learners who can explore, question, seek answers and solve problems and will care passionately about their community and the wider world.

The ethos will give a secure basis for human equality and lead to an awareness that it is not enough to just love those who are 'like you', but that all are made in the image of God and therefore all will be valued. It will give a motivation to protect the rights to freedom and choice, working against discrimination and exclusion, and for justice, acceptance, integrity and equal dignity. Surrounded by a Christian ethos the young people will be nurtured into becoming confident and competent citizens.

Communication will be deemed as a vital element to keeping staff, pupils and parents happy, so they are able to feel part of the workings of the school. This will be accomplished through the 'open door' policy of the Leadership Team, regular newsletters, website, customary parents' meetings and full written annual reports.

The Principal or a Leadership Team member will stand at the school entrance most mornings so parents can 'touch base' and sort out minor problems immediately.

In order to support the local working families, we will operate an extended day from 8.30 am to 4pm for all children with an optional further hour of extended day activities for infant children and two hours for junior children. The aim is for our Extended Day Activities to grow steadily over the next few years so that we will eventually provide over two hundred and fifty enrichment activity places per week for our children. (Our current free school has already met this target). It is hoped that local educational activity groups will be attracted to use the school premises for holiday activities in art and music for the local children.

Canary Wharf College Leamouth aims to be actively engaged in charitable work in the local community; our children will be able to sing at local residential homes, and we hope to have occasions such as a Harvest Festival, when we will donate goods to the local Food Bank which operates locally to serve the most vulnerable. The school will have a 'Charity for the Year' which the children will raise money for to help their understanding of wider world needs.

We will employ and train staff from the community, as well as outside the community and work with local young people interested in work experience. Staff will receive regular training, some of which will lead to further qualifications.

Social events for parents of the College will regularly take place to build a sense of belonging to the College community. Termly open events will be run to encourage prospective parents. Local residents and neighbours will be welcomed to attend these. It is envisioned that in the long term the school will become a centre of benefit to the public in the local community offering courses in a variety of areas such as 'Parenting Skills', or, as in our current school financial management skills.

We will support local environmental initiatives, such as 'Safe Routes to School'; encouraging environmentally-friendly travel to our school and we will be working

closely with the Community Travel Advisor. Currently 85% of children come from within 700 meters of the college.

A key characteristic of the learning will be a certain degree of spontaneity. This is often deemed to be a trait of early years and infant education. However, there will be an expectation for staff to adapt lessons depending on the circumstance. For instance on a snowy day, an art lesson for Year 4 children, who might have been going to learn a key skill of joining 'pinch pots' to make clown heads, would be altered to creating snowmen instead. No difference in the key skills learnt, but a subtle change would bring about a sense of engagement. The experience of the moment will fuel the interest and engagement of the work and learning.

Another characteristic of the school will be to recognise that an enriched curriculum produces a higher level of thinking, and crosses other areas of the curriculum. The vision will be to learn, think, and pursue interests with enthusiasm across and beyond the curriculum. Canary Wharf College will be a place where classroom life is enriching, teaching and learning flourishes and so do the students and those who teach them. We are determined that enlivened teaching should enrich all children in the College, irrespective of age, ability level and potential, subject, topic or activity.

Canary Wharf Community will share in a belief that celebration of all-roundedness is enriching and broadening, and enrichment extends from the classroom to drama, music, art, dance, games, and activities, IT, private reading and use of the library, debate, leadership, exploration, expeditions, outdoor learning, and play. An exemplification of enrichment through thematic learning could be when Year 3 students might go on a weekend outward-bound trip to an activity centre in the country. Lessons prior and after this event would be linked into their experience.

Discussions in Personal Social Health and Education (PSHE) about sacrifice and resourcefulness in the face of adversity would take place. All activities and events within the school calendar will be used to heighten, broaden and stimulate the experience of a student attending the College.

Music, art and drama will be core to building the confidence of the students. This too will enhance the more academic curriculum. The College will attach much importance to celebrating pupils' individual and team successes. Their achievements will be acknowledged in assemblies and in the regular newsletters. Whether it be a rosette for achievement in a chess championships, or 'player of the week' in rugby, it will be recognised and credit attributed.

A student elected College Council will be set up to obtain pupil's views and encourage pupil voice (and action). Such recognition will aim to build confidence and encourage pupils to participate in activities both within and outside the College.

Canary Wharf College will promote the spiritual, moral, cultural, mental and physical development of pupils at the school. The College will take account of the distinct but interlocking ways in which children learn and develop between the ages of 4 and 11. All children and students will have well over two hours sport a week on their timetable with options to elect for more sporting activities after school. It has long been recognised that a foundation of physical fitness laid down in childhood wards off long term inactivity and poor physical health. Physical activity also promotes team spirit, and raises the level of alertness and attentiveness in a child. As few of the children at Canary Wharf College have gardens and only minimal play areas, it is essential to have this in the timetable.

We are fully supportive of the principle that Every Child Matters, and every child at our school, whatever their background or circumstances, will have the support they need.

Pastoral Care will be at the heart of everything we do at Canary Wharf College. We will aim to give our students the best start in their education, in a safe, caring and nurturing environment. The student's welfare and happiness will be our primary concern and we work carefully with parents and where necessary, other outside agencies, to ensure this. The class teacher will be the key person in this, with overall responsibility for the student's pastoral care. Canary Wharf College staff will aim to be available and open to discuss any welfare concerns a parent might have.

A system of 'Pastoral Memos' will be instituted, whereby these can be posted in a significant place for a day on the staff Understanding of a student's circumstances brings about a culture of empathy in times of need, and this is of unique value in engaging in a student's learning journey.

Overcrowding in Tower Hamlets housing is a major constraint on children/students who are learning at college but have little or no space at home to study.

The College will offer extended day activities and homework space. This will be of paramount importance to the success of the children's education. Tower Hamlets' Analysis regarding the needs of children in poverty states many issues, which could be addressed by extended day activities. These issues are described in the study as follows:

“(No) access to safe outdoor spaces for playing and participating in physical activity.

Safe social activities (lacking) for older children and teenagers. For parents this leads to a fear of their children becoming involved in gangs or drugs. For children this can mean a lack of social opportunities in their neighbourhood.

Many of the families include one or more children with behavioural issues. In many instances this results in a lack of social skills e.g. learning to make friends, interacting with others.

Limited leisure/play time for parents and children given other pressures.

Lack of personal space to play at home given limitations on size of homes.

Need for an appropriate environment in which to do school homework either because of a lack of physical space in the family home, or the presence of siblings with behavioural problems, which means the home environment, can be noisy and chaotic.

Source: Tower Hamlets Council – Child Poverty Needs Analysis 19/07/2010

As the children grow older and have more homework, 'prep' time for Key Stage 2 children will be available with some extra academic supervision so children can study and seek encouragement where necessary in an environment conducive to self-study.

Pupil's experiences will be significantly enhanced by a high quality Extended Day

Programme offering an excellent range of activities to meet the needs of pupils of different ages and promote individual interests and new opportunities.

The Extended Day Programme will be developed by using local skills found within the community such as: Cooking, mini-tennis, football, bash & bang band, sports, dance, construction club, art, badminton, judo, fencing, dance, and drama

To support this vision pupils will be drafted into 'Houses' on entry to the college and Inter-House activities and competitions will contribute strongly to pupils' educational experience and achievement and to developing their self-esteem and self-belief. The College will attach much importance to pupils' individual and team successes. Their achievements will be acknowledged in assemblies and in the regular newsletters.

Aspirations and Outcomes

Key to all of the above will be the measurement of achievement for individual pupils and the school as a whole. The measurement of whether the college is achieving the distinctive vision and character laid out above must relate to academic performance as well as the successful implementation of the ethos.

The governors of the college will regularly review a number of key performance indicators to monitor progress appropriate for the college community and expected intake. They will be involved in a number of committees which will meet regularly to observe and add creative vision to key areas of the college.

These performance indicators will include both pupil achievement data and management data to evaluate the success of the college as follows:

1. College vision aims and culture

Annual whole school self-evaluation will take place providing the basis for a strong development/improvement plan. Information in these plans will indicate appropriate priorities and the actions needed to deliver them. The financial budgets will demonstrate proper costings. The needs and aspirations of not only the college, but also the community will be taken into account and a general inclusive and approachable culture will be demonstrated.

2. Admissions, Attendance and Exclusions

The college will adopt the same admissions policy as the current college which will be inclusive whilst recognizing the aims of the college. Oversubscription will be carefully monitored. Numbers and percentages of pupils excluded either permanently or for a fixed term will be brought to Governing Board meetings, as will percentages relating to attendance, absence, and persistent absence. Internal data and collated figures will be reviewed by the relevant Governing Board Committee. Clear strategies to promote good attendance and punctuality will be set out for parents in a parent contract, and both verbal and written communications where necessary.

3. Extended Day Activities

The longer working day will meet many of the needs of local parents however an extensive extended day activity programme will enhance provision for the community and governors will monitor the sustainability and success of the programme. Within four terms of establishing the founding College 240 spaces per

week are available on our extended day activity programme and it is envisaged that the same emphasis will apply to the new school.

4. Pupil performance data including SEN, looked after children figures and ethnic groups

The education governor (a former director of Tribal inspection group) will work closely with the Principal to monitor and provide a report to the governing board on the achievement of pupils. It will show how well our pupils are doing in assessments compared with other similar school nationally. It will identify the percentage of those with special educational needs, those that are 'looked after children', have English as an additional language and are in minority ethnic groups.

The following quote from the Education Governor's report to Governors demonstrates the assessment of reception pupils after one year in the founding College.

Assessment and its use

Reception pupils are teacher assessed within six weeks of entering college and their progress is monitored regularly throughout their time in Reception leading to the completion of the Early Years Foundation Stage Profile. In addition the Reception Pupils take the PIPS (Performance Indicators for Primary Schools) baseline assessment with an end-of-Reception follow-up assessment so that accurate, external measurements are available to confirm teacher moderated assessment.

The college has adopted PIPS for use from Reception on entry upwards. This compares pupils' performance in college to national data in the core subjects and monitors overall 'value-added' achievement. It is externally marked by Durham University and so it provides a useful moderation measure for our teacher assessments in every year group. The college is currently seeking partnership with another to provide additional moderation.

Our regular teacher assessment is recorded through Early years Foundation stage characteristic points and 'assessing pupil's progress' (APP) sheets for each child in reading, writing, mathematics and science and these are regularly updated onto the ICT data system (Pearson Management Information System) used in the college.

The assessment package on this system allows teachers to record summative assessment in all the core subjects at various points including the end of each school term, collating progress by both sub-levels and points. Therefore each teacher can track the progress of each child across the academic year. This system also tracks pupil progress across academic years and key stages to provide a complete picture of educational progress throughout the primary phases of education.

Teachers are now provided with regular tracking summaries for each pupil on a termly basis or more regularly if appropriate. This data is supplemented by teachers' personal on-going assessment records.

Baseline Assessments

The results of baseline assessments indicate that in Reception, in the PIPS baseline assessment in 2011/12, 80% of the college's pupils in mathematics, and 70% of pupils in reading were judged to be average for their age though with a skew to the

less able in the remaining 30%.

Profile results at the end of Reception Year

Pupils' overall attainment at the end of Reception year 2011/12 by gender compared to national averages

Gender	Average point score
Boys CWC	100.27
Boys - National Avg	79
Girls - CWC	103.56
Girls - National Avg	87.3

Source (DfE, SFR 28/2011). There were 10 boys and 10 girls in this year group.

Our results show us that both the girls and the boys performed well above the national average achieving significantly more than national progress, with the girls performing very slightly better. This is significant given the overall average starting points. The main reason for girls doing slightly better is that one of the boys with additional needs joined the school late in the year and, despite focused teaching and very good progress, did not achieve as highly as the rest and so lowered the boys' overall point score.

According to the DfE, Nationally, 59% of children were deemed to have achieved a 'good' level of development represented by achieving 6+ points in each category (DfE SFR 29/2011). For Canary Wharf College 100% of the Reception cohort achieved 6+ points in almost all categories. The exception is writing where 3 children received a point score of 5. Two of these children were already identified as needing extra support and a 5 point score for them represents very favorable progress. The third child joined the school half way through the academic year and is referred to earlier in this report. Again, his attainment represents very favourable progress.

A large proportion of the Reception cohort achieved 8+ points and this is excellent. However it is noted that the percentages are lower in the 8+ point category in reading, writing and calculating and addressing this now part of our planning and delivery to meet our high expectations. Notwithstanding this, our view is that because of the average achievement of children at baseline and excellent performance of all children including the high percentage of children in the 8+ category, overall achievement is excellent.

Analysis by groups in Reception

Pupils' attainment at the end of Reception year in 2011/12 by free school meals (FSM) and special educational needs (SEN)

	Average point score
Free school meals - CWC	94
Free school meals - National Avg	78
Special educational needs - CWC	94
Special Educational needs - National Avg	39

Sources: (DfE SFR 29/2011).

There was 1 pupil receiving free school meals and 2 pupils with special educational needs.

In the college, the average points score for the two pupils identified by the college as having special educational needs was 94 points with the national average being 39 points. There were no significant differences in performance between the areas of learning. This comment also applies to the one looked after child who is also a SEN child and the only child on free school meals in this cohort.

Similar methodology was used to measure attainment by the end of Key Stage 1, and in addition to regular termly assessment, and annual Pips assessment moderation with another school of children's work will take place.

5. Achievement in non-core subjects

The achievement in non-core subjects and quality of teaching will also be regularly monitored through regular assessment and work scrutiny.

It will be clear from Pupils' engagement in their learning as to their enthusiasm in discussing subject material.

Art and design and technology work will be kept in pupils' own portfolios which travel with them through the school. These should demonstrate pupils' developing artistic awareness in a variety of media including printing, painting, drawing and three dimensional sculpture and ceramic work.

High quality drama and musical performances will be held on a regular basis. When pupils enter the college they are unlikely to be able to speak audibly to large groups of people. Through frequent opportunities given, all children will progress in this area and enjoy performing both speaking and in singing.

The specialist PE teacher will hold pupil assessment records which follow them through the school. These records will focus on skills development and show significant progress in each of the sporting areas, as these are visited and revisited.

6. The Quality of Teaching

Teachers will have qualified teacher status.

All the teaching assistants will have higher education qualifications and good spoken English. Staff should have a good knowledge of the individual child and a desire to make each child's development as personal as possible - to extend and support each child.

There will be a regular programme of lesson observation by the Principal and Leader of Learning Programmes and lessons will also be observed by the education governor. Lively, well-structured lessons with clear objectives, which are well understood by pupils will be encouraged. With suitable differentiation to meet the different needs of individuals.

As in the founding College there will be a standardized form of lesson planning and lesson plans will be regularly sampled by the Leader of Learning Programmes to

maintain quality.

Curriculum focus weeks will inspire a high level of pupil engagement in learning.

There will be an active programme of continuing professional development linked to staff appraisal procedures.

7. Spiritual Moral, social and cultural achievement

When they first come to the college, pupils may have experienced a number of different nurseries or none. Some will interact well with others, but some may just play and learn alongside their peers and find sharing adult attention a challenge. Simple commands such as making a line for assembly and listening attentively to a story and joining in a song are new experiences. Many lack the confidence expected for their age.

We place considerable significance on pupils understanding each other and showing respect and patience. We will know we are successful when individual children's behaviour has improved. Group attitudes will be developed and monitored. Whole school activities will encourage enhanced learning at home. Such as in the founding College when a literacy week was held all the children arrived in a costume representing a book character of their choice. The same high level of pupil participation and parental support was demonstrated when every child arrived in their own or chosen National dress for an Olympic opening parade around Millwall Park.

8. The safety, behaviour and attendance of pupils

The founding College has all the required policies including those for safe recruitment, child protection, behaviour, anti-bullying, first aid, supervision and health and safety. All pay regard to current national guidance. Staff are properly trained in safeguarding. The designated person (the Principal) has undertaken the appropriate level of training, which is updated every two years. The Safeguarding Governor has also undertaken the same advanced training. It is a policy of the college to train all staff in paediatric first aid.

There are regular risk assessments including fire risk and risks on visits. The results are properly recorded.

As a result of these sound policies and staff understanding, pupils will have an excellent understanding of how to be safe.

Compared with other local maintained schools attendance at the founding College is high at 96% with very low unauthorized absence at 0.4%. Attendance issues are followed up very quickly and in the few instances where there have been more persistent problems, the College works hard with parents to resolve the difficulties and have been universally successful.

The behaviour of pupils when the founding College started was often challenging but the really impressive feature was the way that all quickly learnt the college's expectations and made these expectations their own. The founding College maintains bullying, incident and accident logs. There have been no exclusions since the school opened.

In monitoring and meeting the above mentioned Key Performance Indicators Governors will know that they have fulfilled their vision especially in the successful delivery of the chosen curriculum and that the ethos has been creditably fulfilled.

In the founding college Recruitment procedures follow those laid down in *Safeguarding children and safer recruitment in education* (DfE 2006). There is a properly constituted single central register containing the details of all staff, governors and others in regular contact with the college. There are appropriate arrangements for checking supply staff and other contracted persons. Relevant staff and governor files are maintained, allowing the single central register to be verified.

Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		40	40	40	40	40	40	
Year 1		40	40	40	40	40	40	
Year 2			40	40	40	40	40	
Year 3				40	40	40	40	
Year 4					40	40	40	
Year 5						40	40	
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		80	120	160	200	240	280	

The College is set to open in September 2014 with 2-class entry for Reception and Year 1. Each class will have 20 pupils. Each following year there will be 2-class entry at Reception. The College will realise its capacity in September 2018 where there will be 280 pupils.

Section D: Education plan – part 2

D1 – Curriculum rationale: the rationale for your chosen curriculum, including an explanation of how it will improve outcomes.

The aim 'To live, share and celebrate the love of learning in a Christian environment' is the ethos of Canary Wharf College. The College will celebrate this love of learning by providing a wide-ranging dynamic education in which the children can develop their curiosity and enthusiasm in all areas of the curriculum. High standards of academic success will be achieved through individual attention, provided by highly qualified teachers in a nurturing and caring family atmosphere. Our curriculum will set out to nurture the diverse talents of the children fostering intellectual, physical, cultural moral and spiritual development. Children will be welcomed from many different faiths and ethnic backgrounds and together will respect their differences.

The pupil intake for the college is likely to reflect the intake in the current college with over a quarter of the children identified as having special educational needs, and with half the children with English as an additional language. The number of looked after children and those receiving free school meal allowance are highly likely to rise as both schools become more known in the community. The breadth of the curriculum model outlined below has already been delivered in the founding College with outstanding results within the first year of opening.

The academic curriculum at Canary Wharf College will be designed to enable all children to achieve their full potential. The children will receive a carefully structured syllabus based around the National curriculum incorporating a variety of educational experiences and they will be well prepared for the next stage of their educational journey, achieving a high level of numeracy, science and technology. The assessment level of the National curriculum will be used, but the expectation is that as pupils progress they will achieve above and well above these levels especially in Maths where National curriculum expectations are relatively low. (See Key performance indicators in section C Aspiration and outcomes). The whole school curriculum will be modelled on that of those used in independent education with particular emphasis on specialist taught subject teaching as much as possible.

In Literacy the acquisition of reading, writing, speaking and listening skills will be systematically developed as pupils move through the College. Additional time for phonics and grammar learning and teaching will be inserted into the timetable.

Prior to entry Parents will be invited to a new parent induction afternoon, and after the first few days they will be invited to attend a parent evening to meet with their child's teacher. A structure transition will be established to ensure a smooth entry into the new school learning environment. The Foundation stage co-ordinator will visit the nurseries of all the children prior to entry to observe the child in a familiar environment, and small groups will be welcomed over the first few days.

On entry pupils will undergo a baseline assessment, with phonics test and SATS at Key Stage 2 to be taken if they are still in existence. Alternative measurement initiatives as directed by the Secretary of State will be followed. Alongside these children will be monitored annually through teacher assessment and these will be moderated through Durham University Performance Indicator in Primary Schools papers. These are used in over 50 countries, and measure the potential of over 1

million children and young people between the ages of 3-19 every year. The Principal has used these over the past ten years and found them to be remarkably accurate and they provide an excellent indicator of achievement across both independent and state sectors of education.

It is the expectation that the most able children will continue up into the secondary level of the college for which an application for funding is being made alongside this application. It is expected that all children except those with particularly high levels of special educational needs should achieve level 5 in Literacy, Maths and Science at the end of Year 6. See Key Performance indicators in Section D5.

Differentiated work will allow more able children to achieve very high standards and the less able to be supported. Subject policies will be written for all subjects, and the curriculum will be reviewed and evaluated annually to ensure skills and knowledge are developed systematically as pupils progress from one year to the next.

Productive pedagogies will be used by teachers to consider whether their teaching and assessment practices enable all pupils to be engaged in intellectually challenging and relevant curriculum regardless of background. This will be achieved through reflecting on their classroom practice with colleagues, designing curriculum focus and learning experiences, and working together to achieve intelligent decisions about individual children's needs. Links will be explored between different areas of the curriculum to give pupils opportunities for research and to find things out for themselves and establish relatively complex connections. Deep understanding will be achieved when they grasp these complex relationships and understand topics in a holistic and integrated way. So for instance the current students in the founding College have been involved with the design of the new college playground which linked to their mapping skills taught in Year 1. Real problems arising from the shape and size of the plot provide opportunity for engagement and use of integrated knowledge. Excellence within teaching and learning will be developed through book scrutiny; monitoring and sharing good practice amongst all staff and at all levels within the College, and continuous assessment.

ICT will be embedded in learning from the children's earliest days within the College and its function will be as an integrated tool core to learning and delivery of learning. Throughout each key stage learning will be linked to the national curriculum. In each classroom there will be a break out corner of computers, and i-pads or laptops will be available for every child as felt necessary or required for their learning.

Specialist teaching in music and physical development will contribute effectively to pupils' wider intellectual development. Varied and challenging opportunities for pupils' social, aesthetic and creative development will be strongly encouraged through art, drama, music and sport. In the first years specialist PE and Music staff will be used from the other College.

At every stage, the educational experience of pupils will be enriched with visits to places of interest and visiting groups and speakers. This balanced curriculum at every stage of the child's journey will encourage an on-going enthusiasm for learning as already witnessed by DfE advisors at the current College.

Staff who are employed at Canary Wharf College will be expected to be flexible;

able to teach a range of subjects as well as specialising in one. This will be particularly required as students move into KS2 and staff will teach these students in their specialist subjects.

Parents too will be encouraged to have high expectations and will be informed of their child's progress through regular meetings with staff and in the annual written report, regular newsletters as well as informally on a day-to-day basis where necessary. Parents will be encouraged to work with the college to support pupils to acquire the essential skills and attitudes for work and a high level of parent understanding of their child's learning needs will be encouraged so that a strong partnership is built between the home and college.

D2 – Curriculum plan and organisation of learning: the structure of the curriculum, content of the curriculum, including co- or extra-curricular activities, and the structure of the school day, week and year. You should also explain how pupils are grouped for academic and pastoral purposes.

The areas of study to be taught by the College for the Foundation Stage are directed by statutory requirement, The National Curriculum, The Primary Framework and The Primary National Strategy will influence the curriculum.

Some parts of the curriculum will gradually draw above the National Curriculum levels such as in Maths, Literacy and Science as the pupils benefit from the high level of adult input in their earliest years.

The school terms will broadly fall in line with the local authority terms and half-terms will usually match those of Tower Hamlets, however all whole staff inset training days will be placed before the children return so that terms are not unexpectedly interrupted by inset days which can be extremely irritating to the hard pressed working parent! Longer working days will offset marginally longer holiday periods so ultimately children will receive more than the recommended hours of tuition. The structure of the weekly timetable will follow the “Timetabling the primary curriculum” guidance book (QCA published July 2002). In addition an additional 30 minutes of phonics will be added daily after morning breaktime followed by the hour of literacy four days a week. This had had proven benefits in the current college. Sport will also be extended from the recommended one hour per week to nearly three hours a week. This is possible due to the longer working day.

The following table shows approximate number of period allocation per week, where a period is at least 30 minutes.

Subject	KS1	KS2
English	8	8
Phonics/grammar	4	4
Drama	1	1
Maths	8	8
Science	3	4
D&T	2	3
ICT	2	2
History	2	2
Geography	2	2
Art	2	2
Music	2	2
RE	2	2
PSHE	2	2
French	1	1
PE	5-6	5-6

The following three example timetables show subjects taught by specialist staff in greyed out boxes.

Canary Wharf College – Timetable Reception

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:30	Supervised welcome to morning				
	8:40	Whole School Registration				
Ass-embly		Whole School Assembly	Assembly	Hymn Practice	Reflection Time	Class/Visit or Assembly
1	9.05					
2	9.40					
	10.15	KS1 Play (TA coffee)	KS1 Play (TA coffee)	KS1 Play (TA coffee)	KS1 Play (TA coffee)	KS1 Play (TA coffee)
	10.30.	Reception Play	Reception Play	Reception Play	Reception Play	Reception Play
3	10.45					
4	11.20	Music with SC	PE	Outside Learning	Outside Learning	
5	11.55	Outside Learning	PE		Outside Learning	Outside Learning
	12.30	Lunch	Lunch	Lunch	Lunch	Lunch
6	1.00	Long Play with Yr 1	Long Play with Yr 2+3	Long Play	Long Play with Yrs 2 &3	Long Play with Yr1
7	1.30					Music (meet with SC or RR)
8	2.00		Library			PE - short (meet with SC or RR)
9	2.30	PE - short	2.45. Avoid Outside		2.45. Avoid Outside	French (meet with SC or RR)
10	3.00				PE	
11	3.30				PE	

Canary Wharf College – Timetable Year 1

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:30	Supervised in outside play area				
	8:40	Whole School Registration				
Ass-embly		Whole School Assembly	Assembly	Hymn Practice	Reflection Time	Class/Visitor Assembly
1	9.05	Maths	Maths	Maths	Maths	Spelling & Dictation
2	9.40	Maths	Maths	Maths	Maths	Music with LC
Coffee	10.15	Playtime	Playtime	Playtime	Playtime	Playtime
Supervise	10.30.	Snack time	Snack time	Snack time	Snack time	Snack time
3	10.45	Phonics	Phonics	Phonics	Phonics	Maths mental maths and tables
4	11.20	Literacy	Literacy	Literacy	Literacy	French with SD (meet with SC)
5	11.55	Literacy	Literacy	Literacy	Literacy	PSHE
	12.30	Lunch	Lunch	Lunch	Lunch	Lunch
6	1.00	Long Play with Reception	PE	Drama led by HS	Geography	Long Play with Reception
7	1.30	Music with SC	PE	RE	Geography	DT
8	2.00	ICT	Short snack & change Science	PE	PE	DT
9	2.30	ICT Short snack & play	Science	PE	PE	DT Short snack & play
10	3.00	History	Science	Short snack & Change RE	Short snack & Change Art	Library
11	3.30	History	Science	RE	Art	Library

Canary Wharf College – Timetable Year 3

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:30	Supervised in outside play area				
	8:40	Whole School Registration				
Ass-embly		Whole School Assembly	Assembly	Hymn Practice	Reflection Time	Class/Visitor Assembly
1	9.05	Maths	Maths	Maths	Maths	Spelling & Dictation Maths tables No EB
2	9.40	Maths	Maths	Maths	Maths	French with SD (See SC) No EB
Coffee	10.15	Playtime	Playtime	Playtime	Playtime	Playtime
Supervise	10.30.	Snack time	Snack time	Snack time	Snack time	Snack time
3	10.45	Phonics & Grammar	Phonics & Grammar	Phonics & Grammar	Phonics & Grammar	PE Swimming
4	11.20	Literacy	Literacy	Literacy	Literacy	PE Swimming
5	11.55	Literacy	Literacy	Literacy	Literacy	PE Swimming
	12.30	Lunch	Lunch	Lunch	Lunch	Lunch Supervise class No EB
6	1.00	Music – Recorders With SC	Long Play with Reception	PE with Year 2	Long Play with Reception	Art No EB
7	1.30	Science	ICT	PE with Year 2 Girls and Boys sep	DT	Art No EB
8	2.00	Science	ICT	Change & Snack	DT	Art 2.15. Change & Snack
9	2.30	Science 2.45. Snack & Change	ICT 2.15. Snack & Play	Drama led by Keri New	DT 2.15. Snack & Play	Library No EB
10	3.00	PE	Geography	PSHE with LC	History	RE with CP
11	3.30	PE	Geography	Music with SC	History	RE with CP

The Early Years Foundation Stage (EYFS) Reception curriculum will be built

around the the statutory seven areas of learning and development and the educational programme, so providing an excellent introduction to college life. Communication, language and literacy skills will be developed so that the children have a solid foundation on which they can build.

Similarly, mathematical learning will give practical experience of pattern, number and shape. Specialist teachers will deliver quality physical education using a variety of equipment; specialist music teaching and a variety of artistic activities will encourage expressive creative development. A knowledge and understanding of the world will be learnt through interactive play and focused activities. Children's personal, social and emotional development will be delivered through assemblies, college performances and broadened by stimulating outside play on a soft-surfaced area nearby, complete with climbing frames, play house, slide, and a variety of outdoor toys.

Children will learn to read using a phonics-based method (Jolly Phonics). Activities offered will use a range of styles in a stimulating way with clear planning and constant assessment. All learning styles will be included when planning. Independent learning areas will be included such as writing tables, role play areas, and creative activities. Physical education and specialist music teaching will take place regularly. Information gained from nurseries for each individual child will inform the differentiated planning. Close contact with parents is envisioned.

There will be thorough on-going evaluation and assessment for and of learning through:

- Observations
- Conversations with colleagues
- Meetings with parents
- Evaluation comments written on planning
- Photographic evidence.

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

Profile results at the end of Reception Year for the first year of the Founding college.

Pupils' overall attainment at the end of Reception year 2011/12 by gender compared to national averages

Gender	Average point score
Boys CWC	100.27
Boys - National Avg	79
Girls - CWC	103.56
Girls - National Avg	87.3

Source (DfE, SFR 28/2011). There were 10 boys and 10 girls in this year group.

Our results show us that both the girls and the boys performed well above the

national average achieving significantly more than national progress. Overall achievement is excellent.

Key Stages 1 and 2 Teaching of Mathematics and Literacy and other subjects

Pupils will be organized in class groups with two classes of twenty children in each year group. Opportunities for progression by stage as opposed to age will be given to children from their earliest days at the college. This will be accommodated by the high staff pupil ratio within each year group. For instance Year 1 phonics will consist of four groups with each group being led by a teacher or teaching assistant each day. These will be grouped according to ability across the year group (as opposed to just within the class). Similarly children will be grouped according to ability in Maths. In the founding College some exceptionally gifted children work with the year above them for Maths and some literacy, this is in line with our high expectations and vision to extend the most able. Close relationships with parents will be forged to support the weaker pupils and pupil premium money will be used to encourage engagement in school for those most vulnerable.

Mathematics

Children will follow the national numeracy strategy with termly tests and regular assessments at the end of each unit of work. Children will be assessed and grouped according to mathematical ability and properly challenged through planning and delivery that meets their specific competence irrespective of chronological age. Gifted mathematicians will be extended. Children will be able to work with others who are at the same stage in the curriculum and appropriate support will be given to both the more able children and those who need more time to learn. All work will be differentiated, and grouping pupils by ability in English and Mathematics in Years 1 & 2 will allow them to progress at their own best pace. Children from Year 3 onwards will be setted for Maths, English and Science.

Canary Wharf College will aim to ensure that all children have a sound knowledge of mathematical principles, which they can confidently and competently apply to formal problems and to everyday life. Children will be encouraged to enjoy mathematics classes, feel secure about their ability to think clearly and logically and gain pleasure from finding solutions. Mathematics will not only be taught as a subject in its own right but also so that children are encouraged to use their mathematical knowledge in cross-curricular situations. Children will be taught an understanding of mathematical vocabulary and to use this appropriately. All children will experience a mix of formal mathematical teaching and practical activities and investigative work.

Children will become proficient in handling mental and written calculations. They should become secure in all four rules of number, coping with progressively more complex work. Children will learn to follow mathematical rules and will be given a wide experience of practical and investigative work to understand the processes. Children will be encouraged to relate their work to their own experiences, play games involving number skills and to create their own mathematical challenges.

Numeracy will be the major area of mathematics for KS 1 & 2, but the curriculum will also include shape, space and measurement and the handling of data.

Curriculum focus days will be a regular twice termly event in the school calendar, so there will be Maths challenge days, when enthusiasm for the subject will be

raised through a variety of activities for all ages.

Reading

Children take the necessary time to consolidate their alphabetic and phonic knowledge, using the jolly phonics scheme so that they are able to tackle unfamiliar words when reading. They will be introduced to new phonics sounds and decoding skills individually as part of their individual reading activity with an adult and in group sessions. All children will be given a reading book to take home at the earliest opportunity, with the expectation that parents will support their child in learning to read. Phonics Bugs with its web based access to pupils at home will be used from Year 1 with PM reading scheme in Year 3. Reading and discussion of literature in general, including newspaper items will take place in the extended form time (or snack and play time) on the afternoon timetable for all ages.

The 'Microlibrarian' system will be used, so students can search for relevant titles and read reviews of literature by other students.

Writing

Children will be encouraged to write independently from an early stage. The teaching of phonics, spelling and handwriting will complement this process and will be used systematically in order to support writing and to build up speed. Writing will also be encouraged at an early age on the computer. Handwriting and type writing will be encouraged in equal measure.

The specific teaching of writing will take several forms. There will be shared writing sessions where the whole class or groups write a piece of text together. This will give children the opportunity to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher. This will also be used to teach grammar and spelling rules, to demonstrate features of layout and presentation and to focus on editing and refining work. The children will also be given opportunities to work independently on a given task. These will involve writing in all forms, and will be differentiated according to ability.

In all areas of writing children will be encouraged to work out spellings independently before asking the teacher. When producing a piece of written work children should be encouraged to develop an awareness of space and layout from the earliest stages, thinking about the placing of headings, margins and the look of the text on the page.

Staff will be encouraged to use writing opportunities creatively and for a purpose, for instance children and students having been on an outing or having received a visitor (such as a poet) might be encouraged to use the opportunity to remind themselves of how to write a formal letter of thanks. Having been stimulated by the opportunity of a visit to the Sailing Centre, students should be encouraged to write an imaginative essay of a voyage up the river using the sight and sounds of the water building on their experiences and knowledge. All these opportunities encourage the students to be more attuned to their surroundings and to make use of what is available within their day-to-day environment.

Speaking

Children will be given opportunities to discuss their views and express themselves in a variety of contexts in all areas of the curriculum. They will be encouraged to speak independently both to adults and children, and in front of larger groups both

through assemblies and drama productions.

They will be given opportunities to visit the theatre, and the College will encourage visiting theatre groups and story-tellers.

The Teaching of Science

Science lessons will be practical as well as theoretical and opportunities to study outside the classroom will be sought. Other areas such as mechanical engineering and food technology will be encouraged and links with industry both in the UK and abroad will be established for the older children. The children will undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. In early stages children will observe, explore and be encouraged to ask questions about living things, materials and phenomena. They will begin to work together to collect evidence to help them answer questions and to link simple scientific ideas. They will learn evaluate evidence and consider whether tests are fair. They will use reference material to find out more about scientific ideas. They will be encouraged to share these ideas and communicate them through drawings, charts and tables.

A certain spontaneity will be expected from staff when it comes to their learning, so for instance a child bringing in a bunch of Tulips might notice that they have 'grown' in the water. The students would be encouraged to keep a chart of this, to see how much they continued to grow in just water before the petals fell off. Or a Reception child on painting a fire cone at Christmas might spot a seed which has fallen out, so could be encouraged to put it in a pot of soil and water it, to see if it would grow into a tree.

As the children progress and gain further skills and knowledge, they will begin to apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. Children will start to appreciate the positive and negative impact of scientific developments on the environment and in other contexts. They will carry out more systematic investigations by working on their own and with others. They will use a wide range of reference sources and will learn to communicate their ideas using a growing diversity of scientific language, diagrams, charts and graphs. Colourful and explanatory pie charts and graphs will be encouraged using the ICT available and on hand.

Design Technology

Design Technology as well as Maths and Science will be a core subject for every child to develop practical skills and make products using computer aided design skills. In the early stages children will learn to think imaginatively and talk about what they like and dislike when designing and making. They will build on their early childhood experiences of investigating objects around them and will explore how familiar things work, by talking about, drawing and modelling their ideas. They will learn how to design and make things safely and start to use ICT as part of their design and making.

As children progress they will work on their own and as part of a team on a range of designing and making activities. They will think about the purpose of products and the needs of the people who use them. Children will plan what has to be done and identify what works well, and what could be improved, in their own and other people's designs. They will draw on their knowledge and understanding from other areas of the curriculum and employ computers, using control technology,

databases, spreadsheets and design programs.

Children will develop design skills, including generating and developing ideas, clarifying a task, creating design proposals, communicating ideas, planning and evaluating. They will acquire and refine the practical skills associated with making, including working with materials and marking out, cutting and shaping, joining and combining, finishing and evaluating. They will learn to apply scientific skills, such as predicting and fair testing and to apply mathematical skills, for example measuring, drawing and interpreting tables, graphs and bar charts.

Information Communication Technology

Information and Communication Technology (ICT) facilities will be such that pupils will use ICT quickly and efficiently across the curriculum. It is envisaged that Canary Wharf College will attract major ICT sponsorship from the business community in which the College will be based. ICT will be embedded in learning from the children's earliest days within the college and its function will be as an integrated tool core to learning and delivery of learning. The college aims to ensure that they are independent and confident users of technology by the end of their primary education. The children will learn to use databases, document preparation, file management, and spreadsheets. They will also learn to use ICT not only to organise and make their work, but also present it in the most appropriate form for their audience. Technology will be integrated throughout the whole curriculum. The children will be able to use the internet for topic research. For instance Year 1 children might be talking about holidays, and using 'Google earth' could share their travel from home to the country or coast with their classmates. They could also gain their first understanding about mapping skills by looking at the school building from a satellite picture. Year 2 children could use software such as 2Simple to create storybooks, choosing different fonts and typefaces to enhance their work. All students will be taught about 'safe surfing' and understand the issues of 'cyber bullying'. The priority in the development of the ICT curriculum will be that any use of technology must always be in support of children's learning and progress.

Creative Arts

A key feature of this college in addition to the prominence of Maths, Science and Technology will be a strong emphasis on Creative Arts and Physical Education throughout this particular period of learning, so that students are actively engaged when not in academic study. (See below.) Sponsorship to enable all students to learn a musical instrument will be sought. Recorder will be taught to all children from Year 2. Choirs and recorder groups will be run in lunch hour so that all children can have the opportunity to attend.

Arts links will be established with the many London galleries and theatres. The school will put on an annual performance, which the other students and children will attend, and visiting theatre companies and trips to theatres will be encouraged and sought. This will broaden the horizons of the students at the College and will open doors of opportunity to enrich and enhance not only their current learning, but also their life chances.

Both music and art will be skills based curriculum with each area being covered on a rotational basis every year, and each year more skills being added. For instance in ceramics the following skills would be developed as outlined.

Reception	Learning to kneed and roll clay
Year 1	Learning mark making with different tools
Year 2	Shaping object and building on mark making skills
Year 3	Rolling coils for coil pots
Year 3	Pinch pots
Year 4	Introduce real clay (as opposed to air hardening clay) – understand beating down and simple classes
Year 5	A consolidation of individual skills with joining techniques using slip and using glazes effectively
Year 6	Introduction of simple slab technique and innovatively using a variety of glazes.

Physical Education

Physical Education (PE) will be given a high priority and pupils will learn a variety of water sports such as sailing and rowing from Year 4 as well as other competitive sports. Sports fixtures will be arranged against other schools for Year 3 children, and much will be made of learning such a popular team sport. Swimming will also be available for Year 3 children.

Dance will take place in the central hall and led by one of the staff. End of term dramatic performances will include dance as well as drama. So a Year 3 child might have a dance lesson on a Monday, a football coached session on a Wednesday, swimming on a Thursday morning and a sporting fixture against Cubbitt Town School Year 3 children the following week. A Year 5 student might have football after lunch on a Tuesday, sailing at the Docklands Sailing Centre on a Wednesday and swimming on a Friday morning at the local Tiller Centre, and may choose to attend an Extended Day Dance Activity after school on a Monday. Basic First Aid courses will also be taught as part of the science curriculum in Years 3 & 6. Year 6 students will have bicycling proficiency courses using 'Boris bikes' as part of their sports programme of learning.

Extended Day Activities

In addition to well over two hours a week of sport and dance on the curriculum, students will be given many opportunities to attend Extended Day Activities at minimal costs. It is envisaged that during the holidays external activity groups will run sport and art courses in the College facilities for the students. Outward bound and adventure experiences will be offered to all students as part of their learning within school. It has long been recognised that a foundation of physical fitness laid down in childhood wards off long term inactivity and poor physical health. Physical activity also promotes team spirit and raises the level of alertness and attentiveness in a child. As many of the children at Canary Wharf College do not have any gardens and only minimal play areas, it is essential to have this in the timetable.

The curriculum will be skills based with each sport being covered on a rotational basis every year, and each year more skills being added. For instance in hockey the following skills would be developed as outlined

Reception	Learning bi-lateral control of the ball
Year 1 & 2	Gaining more control of the ball individually or with a partner

Year 3	Looking at passing a ball and shooting a ball
Year 3	Start to introduce to more of team dynamics, team skills
Year 4	Introduce single sided hockey skills with using open sided and closed side of the stick
Year 5	A consolidation of individual skills and triangular working in a team setting
Year 6	Match tactics and scenarios

Foreign Languages

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

Children who are not bilingual in English plus another language will be encouraged to learn one other foreign language.

Religious Education

Children at Canary Wharf College originate from many nationalities, cultures and faith groups. As a college we aim to celebrate this diversity and offer a welcoming and inclusive environment for all. The College will be recognised as a college with interdenominational Christian ethos. Religious Education (RE) will provide an opportunity to live, share, celebrate and learn of these differences within our college and the wider communities, celebrating diversity and challenge stereotypes. RE will contribute to the curriculum by developing children's knowledge and understanding of religion, and the religious beliefs, practices and traditions that have an influence on individuals, communities and cultures. It will enable children to respond to important questions related to spiritual development and the meaning and purpose of life.

In RE lessons, as well as PHSE and our Collective Worship Programme, children will be invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that, for some people, belief in a spiritual dimension is important. Canary Wharf College will encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience. Religious education also strongly supports the College's Citizenship Programme by introducing children to the significance of belonging to a community, the diversity of communities in the wider world, and their application to moral and ethical issues and cultural influences on religious practice. Close contact has already been established between a variety of Christian churches working in the community, and emails have been exchanged with the heads of the local Muslim community.

Sex and Relationship Education

Sex and Relationship education will be taught throughout the college as part of PSHE curriculum. As sanctioned by legislation, parents will have the right to withdraw their children from these lessons after consultation with the Principal. Any child who is withdrawn from Sex and Relationship Education lessons will be supervised and provision will be made for him / her to work separately alongside another class of children where Sex and Relationship Education is not being

taught.

House System: Pupils will be in the direct care of their form teacher and high standards of academic success will be achieved through individual attention, provided by highly qualified professionals in a nurturing and caring family atmosphere. A strong sense of responsibility will be engendered by giving responsibility posts to key year groups and the college will have a vertical 'house system'. Pupils will be drafted into 'Houses' on entry to the college and Inter-House activities and competitions will contribute strongly to pupils' educational experience and achievement and to developing their self-esteem and self-belief. The College will attach much importance to pupils' individual and team successes. Their achievements will be acknowledged in assemblies and in the regular newsletters.

D3 - Staffing: an explanation of your staffing structure, with a description of the roles and responsibilities of the key members of staff.

As the Lead Proposer and creator of Canary Wharf College Sarah Counter is the Principal of Canary Wharf College. The governors will appoint a Head of Canary Wharf College Leamouth possibly from within the current staff of the founding College or, by external advertisement.

Staffing Cost See section G "staffing costs and payroll summary"

Qualified teachers will teach all pupils. These teachers will be responsible for a class and have designated non-contact time within their timetable. There will be one teacher per class. Therefore we achieve the following staffing needs commensurate with the increasing pupil numbers:

Year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
	no. of staff	no. of staff	no. of staff	no. of staff	no. of staff	no. of staff
Head	1	1	1	1	1	1
Leadership	2	2	2.75	3.5	3.5	4
Teachers	4.5	7	10	12	15	16.5
Teaching Assistant	3.75	5.25	7.25	8.5	10.5	10.5
Admin/Other	2.5	3.75	4.25	5.5	6.25	6.25
Total	13.75	19.00	25.25	30.25	36.25	38.25

All teaching staff will be paid on the Canary Wharf College Pay scale, which will be in line with the National Teachers Pay and Conditions Document. All support staff will be paid on Canary Wharf College Pay scale, which will be in line with the National Joint Council scales.

Teachers pay will rise incrementally only if performance meets expectations.

Leadership Team

Both colleges will be overseen by the Principal. Canary wharf College Leamouth will be led by a Head. The long-term vision is that as the College expands a Leadership Team for the new college will be formed. The Leadership Team will gradually increase to provide a Leader of Pastoral Care, a Leader of Learning Programmes and a Leader of Operations and Extended Day Activity Programme. A staffing structure such as laid out below will be used for the College.

The Leadership Team will be made up of either highly experienced staff or those staff who show particular drive, talent and vision. They will take responsibility for the leadership and development of the College and assist the Principal and Head in moving the College forward. This Leadership Team style of management is one, which the Principal has used before and found it to be flexible and efficient. It enables Key Leadership staff to remain teaching for a larger portion of their timetable, and it means that each member is using their specific strengths. In the older hierarchical style of pyramid leadership, positions of responsibility become blocked and younger staff can become frustrated with no route open to Leadership. With this flatter, expandable and contractible style of Leadership, enthusiastic members of staff can see attractive possibilities ahead of themselves.

A Leadership Team member will have a one-hour Leadership Team meeting scheduled into their timetable and will be expected to attend an additional early morning staff meeting at 8.15 am. In addition to their Leadership Team responsibility they will be expected to be a subject co-ordinator in their area of expertise. A Leadership Team Member will have some additional periods of cover-non-contact time.

Qualified Leaders of Learning

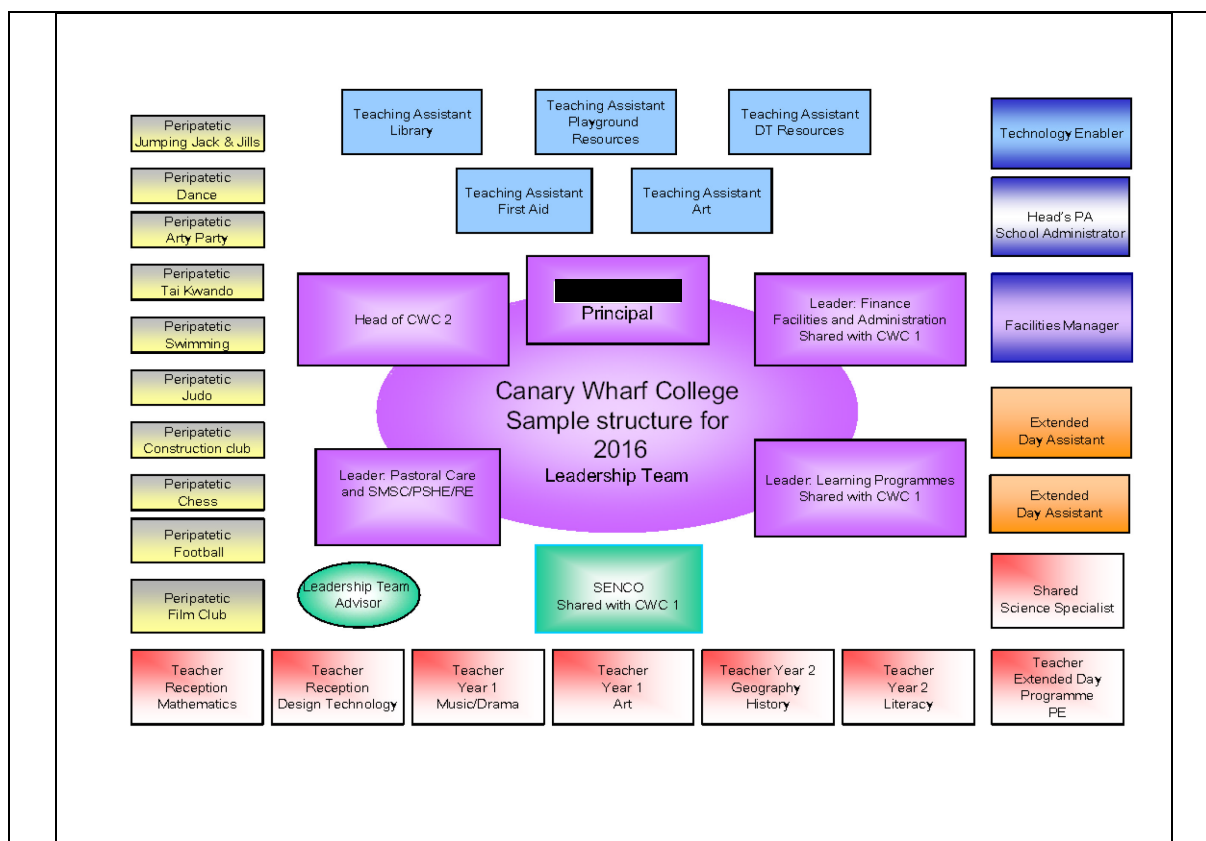
In Key Stage 1 each class of approximately twenty children will have a qualified teacher and a teaching assistant. With eighty pupils in the first year there will be four qualified teachers appointed in addition to the Head. Key Stage 2 classes will be operated with one qualified Leader of Learning per class with an additional Teaching Assistant.

Canary Wharf College employs a variety of staff from those who are skilled, practiced and knowledgeable to the less experienced but still motivated staff. This will be reflected in the new college. Each teacher will co-ordinate a subject in their area of strength, and be champions for this area with other staff. They will be expected to lead training insets for their peers, monitor the progression of the subject and will have authority over a small curriculum budget.

A mix of experience amongst the staff will present development opportunities for less experienced teachers to grow their skills as well as providing a balanced budget. For the more experienced teachers, this will provide the opportunity to further their career, either by raising their skill levels as a teacher, or by taking on a leadership position.

In order to make maximum use of staff capabilities, staff maybe requested to work flexible days / hours within any working week. For instance the current Head of PE at CWC (1) starts the day later, but runs the extended day activity programme.

Staff structure for predicted staffing in 2016



Please note; The Principal and The Leader of Finance and Facilities will be shared with the founding Canary Wharf College so enhancing financial savings. We are committed to serving all the children in our community, and wish to make provision for children with special educational needs. To this end, we plan to appoint a SENCO, which will represent a significant investment in a highly qualified member of staff. It is not certain yet when the right time to appoint them will be, not least because our needs will be entirely dependent upon the needs of the children who choose to enrol at the College. Consequently, we may need a SENCO from any stage in our development. In the absence of certainty, we have planned for the SENCO from the founding College to act as the SENCO for the first two years, we will then appoint a SENCO who will work part time in the year 2015/16, and full time thereafter.

It is difficult to provide a schematic organogram for the opening year or indeed for the full college as these would be hypothetical as they are very dependent of the quality of skills found in each newly appointed employee and what skills can be used from the existing college. The Principal has found that appointing high quality staff and using their strengths to be the most effective way of developing a strong creative staff body. Too much emphasis on specific hypothetical forward planning can stifle resourcefulness and creativity. For instance a current able young Foundation Stage teacher might mentor an GTP student whilst being developed professionally on the middle leadership development programme at the National College, she might then move in 2014 to co-ordinate all four foundation stage classes across both colleges on the opening of the second school. Two years later having received sufficient Leadership development she might become leader of Pastoral Care. This area which at the opening of the college initially fell under the

Heads role would become hers so that the Head could take on more responsibility for the overall leadership of the growing staff body which up to now the Principal had covered.

The whole vision for the Leadership team approach allows for fluidity of movement and responsibilities. In one school the Leader of Pastoral care could have responsibility for all the Teaching Assistant professional reviews, but at the other college this could fall to the Leader of Learning Programmes. Likewise in one school a Leader of Operations and Staff Logistics could take responsibility for the Extended Day Activity Programme, but in the other school this might fall to the Head of PE. The Leader of Learning Programmes will oversee and collate the performance data of pupils using the outcome of Pips tests and data collated on the e1 Pearson management information system. All roles and responsibilities should play on staff strengths and all leadership staff in any of the Canary Wharf College working environments will be required to be adaptable, innovative, creative and ready to face challenge.

As in the current college all teaching staff will receive a *minimum* two hours a week of 'cover – non – contact' time. The guidance on work time regulations for teachers will be adhered to and no member of staff will be expected to cover more than forty hours within a working year. (See Sample School Timetables above showing cover – non – contact of teacher as greyed out periods.)

All teaching staff will be contracted to work 8.30 am – 4.00 pm with an additional one hour and fifteen minutes on a Monday afternoon to accommodate the weekly staff meeting. A teacher working on a flexible day contract will be expected to be present at the staff meeting and timing on this day would have to be adjusted accordingly.

Specialist PE and music teachers will be employed (Also in time science), and this will enable the cover-non-contact time to take place. All staff employed in the early days of the College will be required to show courage adaptability and grace as the workload and expectations, which are an outworking of a start-up venture such as this will require these skills.

Teaching Assistants

Every class in Key Stage 1 will have a dedicated teaching assistant. Key Stage 2 classes will share one between the year group. We believe that Teaching Assistants have a very significant role to play in the life of the College, both in the classroom, on the games pitches and in our commitment to engage closely with our parents.

Teaching Assistants will be given areas of responsibility to oversee such as the general tidiness of the library or art resources. This will give them a sense of worth and will be of tangible value to the College community. In general, they will be recruited locally, and will be provided with opportunities to develop their skills and careers both within and beyond Canary Wharf College.

In order to make maximum use of finance, Teaching Assistants might be asked to work flexible days or shorter days depending on the required time. For instance a Teaching Assistant arriving at 9.30 am and leaving at 2.30 pm would work 67% of the working week, and yet would be present in school to hear some children reading before break, and present for all the break and lunch time cover.

Although Teaching Assistants will take the major role in cover for playtimes, breaks and lunch times, there will always be one teacher in attendance at the end to ensure quality behaviour management and authority. The Lead Proposer has found from experience that although seemingly valuable teacher time is lost, in the long run much is gained both in terms of overall discipline within the school. Teachers can observe their class of children at play and interacting in an unstructured environment, which is beneficial to all concerned.

Support Staff

At Canary Wharf College the precise structure and arrangement of the support team is subject to a number of variables, for which it is not entirely possible to control at this stage, such as the precise requirements of the premises and the nature of ICT in five years' time. Consequently, we have budgeted for a support team that could successfully support the College, and which is consistent with good practice with its peer group. However, we note here that the context in several years' time may mean that the Board of Governors will approve amendments to this plan on the basis of the considered recommendation of the Principal or obvious changing circumstances.

From the beginning there will be an administrative role, that will include functions as diverse as the College's Secretary, Receptionist, Head's Personal Assistant, PR and there will be a Finance assistant. These roles will be carried out by two people on a part time basis, but both roles will expand until it is fulfilled by one full time employee. The Proposers will give valuable support on a pro bono basis as required, and staff from the founding College will also assist where needed.

We will also need a member of staff to look after the premises, everything from site security and technical problems to minor repairs. The long term situation sees us employing two full time members of staff. However the need to provide adequate cover for long days, and also for holidays creates an issue especially in the first two years, when it is simply not viable to employ a full-time premises staff member (as has been the case in the founding College). We assume that duties such as locking and unlocking will be shared across the whole team until we have full-time premises personnel. The facilities manager from the Founding college will oversee day to day practical jobs as necessary.

The whole team, teaching and non-teaching alike, will share lunch and break duties in the first few years. This will be particularly important because we will not have a dining room. Instead, children will bring their own packed lunches and eat in their classrooms. Due to the multi-cultural nature of the children it would not be possible in a school of this size to cater for all the children effectively. In the founding College children bring a variety of nutritious lunches in line with the food policy which was written by parents. Children who are well fed learn well, and parents tend to provide nutritious meals which they know their child will eat. A 'spin off' from this is that children (and staff) quickly become aware of the diversity of food available and are educated in the different culinary delights from around the world as they watch their peers eat everything from noodles, porridge and rice to pasta, dumplings and bread!

Supply Staff

When we need staff cover, our first line of attack will be from the existing employed

staff before using supply / agency staff. In order to cover career development training, sickness and PPA (or cover-non-contact as it will be known in the college) extra 'slack' in the staffing has been allowed. Therefore to teach one class of pupils full-time we have staffed the school at 1.2 staff per class. Classes covered by known teachers or teaching assistants fare much better than classes covered by unknown supply staff. No teaching assistant would be expected to cover a class of children on their own for more than half a day, and if in the rare incidents an alternative teacher is unavailable over a period longer than half a day, another teaching assistant would be drafted in from a different class to work alongside their colleague. Work for the pupils in the unexpected absence of their teacher would always be set by a teacher or member of the Leadership Team for the teaching assistant. A supply staff insurance contract will be taken out for longer periods of staff absence as in the Founding college.

Staff for Extended Day Programme

The Extended Day Activity Programme will take place each afternoon after school. In time there will be an Extended Day Programme Co-ordinator who will work to provide a wide-ranging and dynamic programme. Within four terms of the opening of the founding College 240 activity spaces are on offer for the 120 children. It is envisaged that this will be the same for CWC 2. Currently the PE teacher arrives at 9.30 am and leaves at 5.30 pm. Instead of running a specific class of children he runs, and co-ordinates the activity programme. Charitable sponsorship keeps the cost of activities down and all children on free school meals are offered two activities a week paid for out of the pupil premium.

D4 – Meeting All Needs: the strategies and means by which the school will meet the various needs, both SEN and others, which various groups of pupils may have.

Achievement support

At Canary Wharf College, it is a fundamental objective that each child becomes the best they can be by pursuing their own talents and that there is no upper limit for achievement providing it is deemed by the College as in the interest of the child.

The pupil intake for the college is likely to reflect the intake in the current college with over a quarter of the children identified as having special educational needs, and with half the children with English as an additional language. The number of looked after children and those receiving free school meal allowance are highly likely to rise as both schools become more known in the community.

Special Educational Needs

The College is aware that some children have special needs in some learning areas or activities at the same time as being gifted and talented in others. For example, a child may be dyslexic but also a talented mathematician. The arrangements for assessing children's learning and planning their learning progression are fundamental to meeting the needs of all children, including those with particular gifts or with Special Educational Needs or Disabilities. Care will be taken to identify and support the minority of pupils with Learning Difficulties and Disabilities. A system for identifying pupils who need additional help will be put in place and their progress will be closely monitored as it is at the founding College.

When necessary, pupils will be given Individual Education Plans (IEPs), which will provide clear targets for their improvement. Staff will also be fully aware of more able pupils and those who are gifted or talented and take account of their needs when planning.

Gifted and Talented – including differentiation of work and appropriate challenge

The overall approach to teaching and learning at Canary Wharf College will enable all children to develop personal interests and talents and will encourage children's talents to be uncovered. Those who are particularly able in any area of the curriculum may be identified as gifted and talented and will be extended accordingly.

The Proposers envisage the provision of a challenging enrichment programme, which will be closely linked to the College's provision for gifted and talented pupils. For instance, in the founding College, a group of Year 3 & 2 students particularly able in literacy, work once a week with a volunteer who is a sub-editor on the Financial Times. Maths is setted across the top two year groups as there is such a variation in ability and talented musicians regularly play in assembly and perform to their peers..

At Canary Wharf College we will recognise that the high standards of leading effective learning is one of the most important factors, which determines the realisation of potential of all pupils; where the role of task commitment, motivation, environmental stimulation and creativity creates the most suitable conditions for nurturing talent. The pupils' abilities should be recognised and valued as appreciation of their achievements makes an important contribution to their development. Through a consideration of the model of shallow, deep and profound learning we aim to equip the pupils with life-long learning skills which will prepare them to become experts and able to teach themselves, becoming learners and re-learners in the future. The pupils will be encouraged to engage in the higher order levels of thinking.

English as an additional language including supporting strategies

All pupils have a right to be educated alongside their peers. At Canary Wharf College we will be fully committed to meeting the needs of those pupils with English as an additional language so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. Over 110 languages are spoken in the homes of pupils attending schools in Tower Hamlets. Bearing this in mind, English language teaching is vital to an inclusive curriculum; it will be essential that teachers at Canary Wharf College, where there will be a high rate of bilingual pupils, develop their English Language Teaching skills.

The normal literacy timetable will be extended with an additional half hour daily to be specifically dedicated to phonics/grammar teaching. In addition staff will be encouraged use the following tactics to support all children and students with speech language and communication needs:

- Speak a little more slowly than they usually do – allowing time after asking a question for them to listen, think and work out what has been said.
- Clarify by ensuring they understand instructions and by asking them to

repeat what they have to do.

- Use shorted sentences and simpler language instructions.
- Demonstrate using gestures, pictures, or anything else visual.
- Comment on what the children or students are doing.
- Avoid colloquialisms or explain them if they are used.
- Demonstrate clearly how to say a word or sentence.

It will be important to make a clear distinction between EAL pupils and those requiring

Individual Achievement Support (IAS). If, in regard to a pupil learning English as an additional language, it is discovered through assessment that learning is hindered and the pupil requires achievement support, teachers and specialist language staff will work closely with the Special Educational Needs coordinator to enable the child to reach his or her full language potential. On the other hand, EAL needs should not prevent gifted and talented learners from being recognised as such. A child having been identified as having language needs will first be given support within the classroom. The EAL tutor will liaise with the class Teachers to assist planning, child support within the classroom and progress.

Looked after children and those who may have Behavioural emotional and social difficulties

Children with behavioural, emotional and social needs and those who are 'looked after' will be given particular support as has been the case with a few of the children at the founding College. Close co-operation from the parents or legal guardians are key to successful integration of these children into the school working environment. Unless stability and security can be quickly established for these children, learning simply will not take place, so all steps to succeed at the earliest opportunity to gain the child's confidence and cooperation will be sought.

Physical Disabilities

The approach to teaching and learning will ensure individually tailored learning with early identification of abilities and needs allowing appropriate support to be targeted at those who need it. If a child has a disability they will be treated no less or more favourably than any other child. Wherever possible, reasonable adjustments will be made to ensure that pupils with disabilities are not placed at a substantial disadvantage. The building will be wherever possible Disability Discrimination Act compliant in relation to access.

How the needs will be identified and Strategies to meet the needs

Identification may have taken place at nursery level, in which case information will be transferred during the Nursery visit by the Foundation Stage Co-ordinator. However many specific needs will be initially identified by the class teacher who will alert the SENCO.

As the College nears full financial viability it will establish and develop a post of Special Educational Needs Co-ordinator (SENCO) whose role will include responsibility for children with special educational needs under the Special Educational Needs and Disabilities Act 2001, and the SEN Code of Practice; and

also for gifted and talented pupils. This teacher will:

- Support teachers in early identification of, and planning for, children with specific needs.
- Monitor progress across the College for children with special needs, EAL, or exceptional talents or gifts, and advise on interventions as required.
- Make arrangements for first language assessments where necessary.
- Ensure regular liaison with class teachers.
- Train teachers in inclusive strategies.
- Monitor children who may be at risk of not making the progress they should.
- Co-ordinate specialist support services.
- Co-ordinate multi-disciplinary meetings.
- Deliver 1:1 and group intervention using a range of tools and programmes to boost children's achievements where additional funding allows.
- Deliver INSET training on specific strategies.
- Encourage parental involvement in supporting their child's progress.

The College will keep a register of children with special educational needs and disabilities and a register for those pupils assessed as talented and gifted and parents will always be involved fully in all aspects of the College's work with children who have special educational needs and disabilities or who are considered to be gifted and talented. Learning will be at the heart of the college with all staff having high expectations for the pupils. Learning by 'doing and sharing' will be the core culture of the college.

Role of staff, and school resources including use of technology

In view of the high level of special educational needs and English as an additional language students identified within the Tower Hamlets area, a brief outline of the special educational needs provision is as follows:

All staff will be involved in the implementation of the school's Individual Special Education Needs policy and will be fully aware of the procedures for identifying, assessing and making provision for such pupils. Teachers will be fully involved in providing for the needs of the pupils in their care in School Action Minus, School Action and School Action Plus Categories, by writing Individual Educational Plans and collecting additional information for the SENCO and other agencies.

Teachers will be responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Where deemed advantageous for the child, technology will be used. As in the founding College, each class will contain a computer area with three touch screen computers available for use with Foundation Stage & KS1 children. I-pads will be available for recording work photo graphically and on video, and for individual use. Phonics Bug reading books and Matheletics will be available online for children to

access from home. Staff will be able to communicate regularly with parents at the end of the working day or by email.

Monitoring Progress of students and effectiveness of intervention

Teachers will work closely with any Individual Special Education Needs tutors employed to support a child either from the local authority or specific agencies. The Individual Special Educational Needs tutors should liaise with the class Teacher and SENCO on planning, on pupil response and on progress. Regular assessment, monitoring and recording of pupil's progress will take place along with termly reviews of Individual Education Plans. These in conjunction with whole class assessment monitoring, moderation with other schools, and Pips testing will ensure a clear picture of an individual child's progress and whether the intervention is producing the effect desired. Close co-operation with the relevant professional, child's teacher, parent and SENCO will ensure the best results for every child.

Role of External agencies and links with parent and community groups

Children with special educational needs and disabilities will be identified early, and will be supported in making good progress. Specialist support will be utilized from outside specialists such as speech and language therapists, clinical psychiatrist and educational psychologists as extra government funding allows specific support to each individual child. In the first year of the founding College children have needed all of the above and the school has worked closely with these outside agencies and parents as required. After many frustrated attempts at involving support from the Special educational Needs department in the local authority the founding College it has decided to create an achievement support fund, and sponsorship money from this and ordinary school funds have been used to speed up attention from outside agencies by using professionals from the London Children's practice. This has proved to be successful in gaining swift attention and screening of children allowing specialist intervention considerably faster than would otherwise be possible. This same tactic will be used by the new school.

Specialist advice will be sought from charities such as the autistic association if children with these specific needs are placed in the school, and parenting classes provided by the church which meets in the founding College could be used to assist parents with behaviourally challenging children.

SEN code of practice and the equality Act 2012

Whatever the child's ability, from the least able to the most able, whether they have English as an additional Language or behavioural emotional or social difficulties, the College aims to identify learning needs early; make appropriate provision where possible, including the use of external support services as appropriate; monitor progress regularly and frequently; and work closely with parents to enlist their support in ensuring that their child is meeting their individual learning goals.

The SEN Code of Practice is being revised. The new code that will replace the current code of practice, will be reduced in length. The most significant change in the new code of practice is that it will be a new single piece of statutory guidance

on special educational needs that reflects the new 0-25 system, bringing together guidance into one consistent system. It will include information on the provisions set out in the bill such as the local offer, personal budgets, joint commissioning, assessments and education health and care plans.

The full Canary Wharf College SEN policy is available on the college website: www.canarywharfcollege.co.uk

D5 – Monitoring Pupil Progress: targets for the whole school and individual pupils, and explanation of how these will be monitored and used to ensure progress for pupils and professional development for staff.

Proposed Targets and measurement of delivery of the educational vision including achievement strategy

Assessment at Canary Wharf College will be a fundamental part of teaching, which personalises children's learning. It will be an integral part of normal teaching practice, which will take into account the ongoing development of the individual child. Through careful assessment higher standards will be promoted by improving the quality of teaching and learning. It will also inform planning and will contribute to change and curricular development.

Assessment at Canary Wharf College will aim to have a positive effect on motivation and self-esteem, but it will also address children's weaknesses or difficulties. Children will be encouraged to see the process as empowering them to achieve higher standards and to promote their development as learners. Children will have opportunities to evaluate their own work and to respond to the teacher's marking. Children should feel that through self-evaluation they have some ownership of this process and that their achievements will be recognised. Assessment will offer all pupils an opportunity to show what they know, understand and can carry out.

Assessment will also provide an opportunity to monitor equal opportunities, differentiation and progress. Formal assessment in the early stages of Canary Wharf College will concentrate on literacy and mathematics but the aim is to ensure the fullest possible coverage of all curriculum areas as the children progress through the college and will also take into account the pupil's personal and social development.

Proposed success measures (key performance indicators) for the whole school and individuals, including teaching

The governors of the college will regularly review a number of key performance indicators to monitor progress appropriate for the college community and expected intake. They will be involved in a number of sub-committees which will meet regularly to observe and add creative vision to key areas of the college.

These performance indicators will include both pupil achievement data and

management data to evaluate the success of the college as follows:

1. College vision aims and culture

Annual whole school self-evaluation will take place providing the basis for a strong development/improvement plan. Information in these plans will indicate appropriate priorities and the actions needed to deliver them. The financial budgets will demonstrate proper costings. The needs and aspirations of not only the college, but also the community will be taken into account and a general inclusive and approachable culture will be demonstrated.

2. Pupil performance data including SEN, looked after children figures and ethnic groups

The education governor (a former director of Tribal inspection group) will work closely with the Principal to monitor and provide a report to the governing board on the achievement of pupils. It will show how well our pupils are doing in assessments compared with other similar school nationally. It will identify the percentage of those with special educational needs, those that are 'looked after children', have English as an additional language and are in minority ethnic groups.

3. Extended Day Activities

The longer working day will meet many of the needs of local parents however an extensive extended day activity programme will enhance provision for the community and governors will monitor the sustainability and success of the programme. Within four terms of establishing the founding College 240 spaces per week are available on our extended day activity programme and it is envisaged that the same emphasis will apply to the new school.

4. Tracking Pupils' Achievements and Target Setting and analysis for institutional self-evaluation

During a child's first few weeks in college they will be assessed according to the Early Years Foundation Stage Profile (EYFSP). The Durham University Performance Indicators in Primary schools (PIPs) a comprehensive benchmark system, will be used as part of the assessment process throughout Canary Wharf College. On entering Reception children will be assessed using the PIPs on entry baseline assessment test. This system will be continued right throughout the College with annual assessment. (This will also be used for the secondary phase) Pips tests will provide independent data of pupils' performance in the core subjects; English, Maths, reading, writing, and Science (KS2).

Data from other termly teacher assessment will also be collected on the college Pearson e1 system and this will be overseen and managed by the Leader of Learning Programmes.

In the Reception Year, structured observations of pupils' progress in learning will be regularly carried out and recorded against the goals within the EYFSP. This provides on-going assessment of the tasks and activities that individual children are working on.

Regular information on pupils performance will be shared with their parents/carers (see paragraph below)

A variety of intervention strategies will be employ to ensure that pupils are 'on track' as follows:

Staff meetings will be planned to discuss assessment, identify children who may need extra support and to give feedback. Handovers from one class teacher to another will be planned for at the end of each academic year and all notes on children / students will be explained. Pupils will have regular informal chats with their class teacher to discuss their progress. Pupils will be encouraged to self-evaluate their work and progress and participate in goal orientated learning objectives. Effective questioning will be used to gauge a child's / student's understanding with clear alternative explanations given where needed. A member of the Leadership Team or a class teacher will meet with certain pupils who may be identified as needing extra support with their learning; behaviour/effort charts will be established to support this where necessary. Samples of children's work will be kept and displayed around the college.

5. Achievement in non-core subjects

The achievement in non-core subjects and quality of teaching will also be regularly monitored through regular assessment and work scrutiny.

It will be clear from Pupils' engagement in their learning as to their enthusiasm in discussing subject material.

Art and design and technology work will be kept in pupils' own portfolios which travel with them through the school. These should demonstrate pupils' developing artistic awareness in a variety of media including printing, painting, drawing and three dimensional sculpture and ceramic work.

High quality drama and musical performances will be held on a regular basis. When pupils enter the college they are unlikely to be able to speak audibly to large groups of people. Through frequent opportunities given, all children will progress in this area and enjoy performing both speaking and in singing.

The specialist PE teacher will hold pupil assessment records which follow them through the school. These records will focus on skills development and show significant progress in each of the sporting areas, as these are visited and revisited.

6. The Quality of Teaching

Teachers will have qualified teacher status.

All the teaching assistants will have higher education qualifications and good spoken English. Staff should have a good knowledge of the individual child and a desire to make each child's development as personal as possible - to extend and support each child.

There will be a regular programme of lesson observation by the Principal and Leader of Learning Programmes and lessons will also be observed by the education governor. Lively, well-structured lessons with clear objectives, which are

well understood by pupils will be encouraged. With suitable differentiation to meet the different needs of individuals.

As in the founding College there will be a standardized form of lesson planning and lesson plans will be regularly sampled by the Leader of Learning Programmes to maintain quality.

Curriculum focus weeks will inspire a high level of pupil engagement in learning.

There will be an active programme of continuing professional development linked to staff appraisal procedures.

7. Spiritual Moral, social and cultural achievement

See Section C

8. The safety, behaviour and attendance of pupils

See Section C

In monitoring and meeting the above mentioned Key Performance Indicators Governors will know that they have fulfilled their vision especially in the successful delivery of the chosen curriculum and that the ethos has been creditably fulfilled.

All staff will participate in a whole college self-evaluation and the Principal will liaise closely with the education Governor, [REDACTED] who will work with her and the Leader of Learning programmes in reviewing assessment procedures and pupil progress.

Monitoring, Reviewing and reporting of success measures with pupil assessment and tracking systems

Our regular teacher assessment will be recorded through Early years Foundation stage characteristic points and 'assessing pupil's progress' (APP) sheets for each child in reading, writing, mathematics and science and these will be regularly updated onto the ICT data system (Pearson Management Information System) used in the college.

The assessment package on this system allows teachers to record summative assessment in all the core subjects at various points including the end of each school term, collating progress by both sub-levels and points. Therefore each teacher will be able to track the progress of each child across the academic year. This system also tracks pupil progress across academic years and key stages to provide a complete picture of educational progress throughout the primary phases of education.

Teachers will be provided with regular tracking summaries for each pupil on a termly basis or more regularly if appropriate. This data will be supplemented by teachers' personal on-going assessment records.

In Reception through effective use of teachers and quality teaching assistants with

excellent spoken English, both the girls and the boys will be expected to perform well above the national average achieving significantly more than national progress. Given the overall average starting points which is expected to be in line with those of the founding College this will be significant.

According to the DfE, Nationally, 59% of children were deemed to have achieved a 'good' level of development represented by achieving 6+ points in each category (DfE SFR 29/2011). In the founding Canary Wharf College 100% of the first Reception cohort achieved 6+ points in almost all categories. Our view is that because of the average achievement of children at baseline and excellent performance of all children including the high percentage of children in the 8+ category, overall achievement is excellent.

There would be a similar expectation for Reception children in the new college.

Phonics attainment would be measured at the end of year 1. Success would be measured as being at least in line with if not exceeding the national average given the uncertainty and validation of the phonics test itself. Reading irrespective of comprehension seems to lack authentication in the view of the proposer. However in the first year of the founding College

65% Year 1 pupils passed the national phonics test. This compared favourably with 33% of pupils who passed in the national pilot project phonics test and 58% per cent of Year 1 pupils who achieved the expected level in phonics in 2012 nationally.

KS 1 success would be defined by all but 10% of any one cohort gaining well above average (level 2) attainment in all subjects. In the first year of the founding College both the boys and girls performed significantly better than national results in nearly all areas. All but one statemented pupil achieved well above the national average of level 2 regardless of ethnic background.

Likewise KS2 success would be defined by all but 10% of any one cohort gaining well above average (level 4) attainment in all subjects. With the majority gaining significantly better than national results this being attributed to specialist teaching in science and in many of the non-core subjects such as PE, Music, French and Design Technology. (Data of founding College not available).

Pupils progress would be defined as successful when all pupils exceeded the national expectation of one level in a year. In the founding College both Year 1 and in Year 2 pupils progressed overall beyond the approximate national expectation of around one level or 2.5 sub-levels with both boys and girls exceeding an average 3 sub-levels progress over the course of 2011/12. Variations in performance would be noted and form the basis for responsive teaching for specific individuals. This too was regardless of ethnic background.

In the first year of the founding College all Year 1 pupils identified by the college as having special educational needs achieved an average of 3.50 sub levels progress in all core subjects while all Year 2 special educational needs pupils achieved an average sub-level progress of 3.67 across core subjects and did significantly better than national results.

However this would be above the average expectation in the future as some

caution is advised when considering the statistics as the categories contained small numbers of children, which are not statistically significant.

Further accountability of success will be achieved through the professional review and development appraisal system of staff. This will take place annually. Each individual staff member will be held accountable for the delivery of their job description and individual targets will be set. Although the pay of teachers will reflect that of the teachers' pay and conditions document, incremental increase in pay will be directly linked to delivery of these targets and not automatic as in the maintained sector.

Reports of pupils progress to parents/carers. Involvement and views of parents/carers with improving their child's progress

The Reception children's class teachers will be available at the beginning of each year for parents to meet them and learn of the general expectations for the year ahead. Assessments through observations will continue throughout the year and parents will be made aware of the progress their child has made through the two further parent meetings in early November and late February. Parents' can discuss and seek clarification at these meetings on their child's progress and indeed at any point they can arrange an individual meeting with their child's teacher. Further publication of pupil achievement will take place in the child's individual end of year report.

In Years 1 to 6, the approach to termly target setting and daily observations of progress will be continued as for the younger children.

In addition, the children will be taught to assess their own progress with the teacher / assistant, or as a class. This approach, together with learning activities and objectives planned jointly with the children, will enable the children to begin to learn how to self-correct and contribute to the assessment of their own progress.

There will be weekly spelling and maths tests, each child will have an individual reading record, and in the front of English and Maths books target sheets will be placed; these will demonstrate improved performance. Annual reading and spelling ages will be taken and parents will be notified of these results.

At the end of every year all children will complete the Performance Indicator in Primary colleges (PIPS) papers. This is a standardised assessment system that is designed to monitor pupils' educational progress throughout the primary phase.

Each year the child's teacher will be available at the beginning of each year for a parent to meet them and learn of the general expectations for the year ahead. In the Autumn and Spring Terms parent meetings will be held between the class teacher and parents to discuss individual children's targets and progress; a record of these meetings will be kept. Annual written reports will be completed for each child covering their progress in the key areas of language, maths, and science, as well as general progress in all other subjects.

In the event of Canary Wharf College staff considering that a child, for whatever reason, is making insufficient progress, and then a specific review meeting with parents will be held.

As all children will be assessed on a regular basis it is anticipated that the child's class teacher will quickly spot any delay or lapse in progress or learning and steps will be taken to support the child. Equally a child who is deemed as capable will be

extended in their learning wherever it is deemed to be in the interest of the child. Regular meetings on their child's progress as outlined above with parents will ensure good links between college and home. The PIPS testing will affirm the levels of progress on each child as they pass through the college.

D6 – Admissions: the outline of your admissions policy, including your oversubscription criteria.

The current admissions policy for the founding College, supplementary admissions form and minister's reference template are all available on the college website under the admissions section.

The current Policy for 2013 is shown below. The Policy for the new school will have minor changes due to location and measuring points, and may contain changes which are agreed by the Directors in the determination of the 2014 Policy. The PAN for the new school will be 40.

Our Ethos

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

Our Christian ethos means that we place an emphasis on spiritual development as well as academic, social and personal development. We encourage all children of whatever faith or none to attend assemblies and participate in all aspects of College life.

We have no formal links to any particular Christian church, denomination or organisation.

The admissions policy of the College seeks a balance between those who come from a Christian background and those who come from other faith backgrounds or no faith background.

We ask all parents applying for a place at Canary Wharf College to respect our ethos and its importance to the College community. This does not affect the right of parents who are not of the faith of this College to apply for and be considered for a place here.

Admissions in 2013/14

Canary Wharf College will comply with the Schools Admissions Code.

Age of Admission

The College was opened in 2011 and is a Primary School for children aged 4-11. However, for 2013/14 it will have children only up to Year 4 and older children above Year 4 cannot be admitted. The normal age of transfer from the College will be 11.

Children born on and between 1 September 2008 and 31 August 2009 would

normally start primary school in Reception in the school year beginning in September 2013. The College provides for the full-time admission of all children offered a place in the Reception year group from the September following their fourth birthday. There is no nursery at the College.

Parents have the right to request that the date their child is admitted to school is deferred until later in the school year or until the child reaches compulsory school age in the school year. A child's attendance at school does not become compulsory until the start of the term following their fifth birthday. Where entry is deferred, the College will hold the place for that child and not offer it to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

Where parents choose to defer entry, the College would expect that the child would start at the beginning of a new school term or half term. Where a parent of a 'summer-born' child (15 April – 31 August) wishes their child to start school in the autumn term following their fifth birthday, they will need to re-apply for a place at the correct time.

Parents can request that their child takes up the place part-time until the child reaches five years of age.

Places Available

The College will admit 40 children into Reception classes in September 2013; the College's Published Admissions Number (PAN) is therefore 40. A maximum of 20 places per class will be admitted.

The College will admit children with a statement of Special Educational Need that names the College.

Applying for a Place

Applications for places at the College will be made in accordance with the Local Authority's co-ordinated admission arrangements, and will be made on the Common Application Form provided by the Home Local Authority where the child resides. Applicants should also complete the Supplementary Information Form, available on the College website or on request to the College. Applications for Faith places cannot be considered without a Supplementary Information Form returned to the College by the closing date.

The closing date for applications is 15 January 2013 and the date on which families are sent notification of the outcome by the Local Authority is the 17th April 2013.

Late Applications

Applications received after the 15 January 2013 closing date will be treated as late applications unless there is evidence to show that the application or amendment could not reasonably have been made on time. A new preference or change in the order of preferences will not be accepted after the closing date unless the circumstances are deemed to be exceptional. Late applications will be given a lower priority and will be dealt with after all on time applications in the first round of offers on 17 April 2013. If the College is oversubscribed late applications will be

refused and placed on the waiting list in accordance with the admission criteria.

Where the College has determined there are exceptional circumstances for the late submission of an application it will be treated as 'on time' and, where possible, considered alongside existing applications.

Admissions Criteria

If the College is under-subscribed, all applications will be accepted.

Where the College is over-subscribed, applications will be considered against the criteria set out below. Places will be allocated to applicants in the following priority order:

1. Children looked after by the local authority including adopted children who were previously looked after and children who leave care under a special guardianship or residence order
2. Children whose parents are Founders of the College
3. Applicants who meet the criteria for Faith Places (up to 50% of total places)
4. Applicants who meet the criteria for Community Places

Faith Places

Faith Places are designed to help to maintain the College's Christian ethos and its designation as a school of Religious Character. Faith places will be offered to those who are able to meet either of the following criteria:

- Children whose parents are associated with a Christian church or chapel
OR
- Children who have been Baptised or Dedicated in a Christian church or chapel

Either of these criteria will establish eligibility for a Faith Place. No preference will be given for meeting both criteria.

If applications for Faith Place are less than 50% of the total places, all the applications will be accepted and the balance of the places will be allocated as Community Places.

If applications for Faith Places are over-subscribed, those living closest to the Reference Point will be given priority. Applicants not offered Faith Places will be considered against the criteria for Community Places.

Community Places

Community Places are available to all applicants. Community Places will be offered in the following order of priority:

1. Children with exceptional need
2. Siblings of children on the roll of the College at the time of admission
3. Children who live closest to the Reference Point

Definitions and Explanatory Notes

Founders of the College

Founders of the college are defined as the Proposers, and those who have provided specific assistance, advice, guidance or support to the Proposers in the preparation of the Application and Business Case for the College. Only one child is expected to be admitted under this criterion in 2013.

Church Association

Association with a church means attendance at worship meetings or services on at least 12 occasions with the last 12 months. . A Vicar's/Minister's letter will be required, which must confirm that in his/her opinion the association was not made for the sole purpose of securing a College place. Families who have moved into the area within the previous year will need to provide a Vicar's/Minister's letter to confirm that they were associated with a church in the place where they used to live. Emails will be acceptable in place of letters.

A Christian church or chapel refers to those churches that are members of Churches Together in Britain and Ireland or are members of the Evangelical Alliance, or international mainstream Christian churches in fellowship with them.

Baptism or Dedication

A Baptism or Dedication certificate will be needed, or else a letter from a Vicar/Minister to confirm the event.

Reference Point for Measuring Distance

The College has chosen Mudchute DLR Station as the Reference Point for measuring distance. The exact location is the top of the steps at the south entrance to the station on East Ferry Road.

The measurement from home to school is determined using The Local Authority's computerised mapping system in conjunction with Ordnance Survey maps and Post Office address data. The distance is measured from the centre point of the address to the Reference Point in a straight line (as the crow flies). Distances measured by other means or internet websites are likely to result in different calculations that should not be relied upon as evidence that the Local Authority's distance calculation is incorrect. The LA's measurement system is designed to be reliable and consistent.

If applicants share the same address (for example, live in the same block of flats or shared house) priority will be given by random allocation. Should more than one child have the same distance a decision will be made using random allocation. If a tie-break involves twins, triplets or other multiple births, Canary Wharf College will offer places over the published number to accommodate the children.

Exceptional Need

Priority can be given, at the discretion of the Governors, to children with an agreed exceptional medical or social need that can be best met by attendance at this school. This can include the parents', carers' or other family members' medical conditions and the family's social needs. These applications **must** be supported by at least one report from a relevant professional, eg a doctor or a social worker.

Siblings

Sibling refers to brother or sister, half brother or sister, adopted brother or sister,

step brother or sister, foster brother or sister or the child of the parent/carer's partner where the child for whom the College place is sought is living in the same family unit at the same address as that sibling.

Operation of Waiting Lists

Subject to any provisions regarding waiting lists in the LA's co-ordinated admission scheme, the College will operate a waiting list. Where in any year Canary Wharf College receives more applications for places than there are places available, separate waiting lists for Faith Places and Community Places will operate, and will be kept until the end of the Autumn term. These will be maintained by the College and it will be open to any parent to ask for his or her child's name to be placed on a waiting list, following an unsuccessful application.

Each added child will require the list to be ranked again in line with the oversubscription criteria. Priority cannot be given to children based on the date their application was received or their name was added to the list.

Confirmation of Address

The address used must be the child's address at the time of the closing date for applications. Parents must make sure that the application form they complete is accurate and must contact the College if there are relevant changes to their application after it has been submitted. Places may be withdrawn if false information is entered on the application form. Those offered a place will be required to provide acceptable independent proof of their child's address, and also to present the child's birth certificate for inspection. Parents who do not provide evidence of their child's address as requested, or provide conflicting or inconclusive information, may have the place withdrawn, even if it has already been accepted.

When parents live separately, the address used should be the one that their child usually lives at and attends school from. If a child lives equally with both parents at different addresses, parents may be asked to provide acceptable proof that this is the case and should make clear which address should be used for the purposes of this application.

D7 – Behaviour, Attendance and Well-being: strategies for promoting good behaviour and good attendance, an explanation of the school's approach to safeguarding and detail on how pupils will be supported pastorally.

Pupil Organisation and Support

In Canary Wharf College students will be drafted into 'Houses' on entry to the college and Inter-House activities and competitions will contribute strongly to pupils' educational experience and achievement and to developing their self-esteem and self-belief.

Pupils will be organised in class groups of no more than 20 children per class.

All children will have a class teacher who teaches the children a portion of their lessons and will take charge of the direct pastoral needs of the child and their general academic progress. As the children progress through the school more and more of their lessons will be specialist taught. Even at the youngest age PE,

French and music will be specialist taught. It is the view of the founder and Principal that the major reason for high academic standards in many independent schools is due to teaching by subject specialists at a very young age.

Tower Hamlets has the highest levels of child poverty in the country.

- 48% of children are living in poverty according to the National Indicator 116
- 50% of children are in benefit dependent families
- 33% of families live on less than £20,000 per year
- Tower Hamlets has the highest free school meals entitlement in the UK (52% of children)
- 1 in 12 children live in homeless households (temporary accommodation)
- Tower Hamlets has one of the youngest populations in the country; 54,300 people are 19 or younger. Of these 66% live in low-income households.

Source: London Borough of Tower Hamlets: Children poverty Needs assessment Pub 2010

Great emphasis will be placed on ensuring that strong pastoral support is given to each pupil through developing strong relationships with parents and carers. This support will include:

- Parent / School contracts - these will be distributed at the time a place is offered to a pupil, and parents will be required to sign this on acceptance of a place.
- Behaviour plans to support those who require additional input (see 5.1.2 Organisation)
- Parent and pupil surveys - Parents will be asked to fill in short questionnaires on a regular basis. This will include questions regarding the pupils' enjoyment of school, their safety, progress and appropriateness of the curriculum, homework and promotion of healthy lifestyle, information and communication, pastoral care, personalised learning.
- A school council elected at an appropriate age to represent pupil views
- A strong Spiritual, Moral Social and Cultural Ethos (see below) Staff Training and Ratio to Maintain Pupil Attendance, organisation and Support

A high level of staffing per pupil will ensure that maximum attention is given to the individual child. A whole school approach in terms of differentiation of work, discipline, and pastoral care will be established. A clear staff induction process along with a staff handbook based on that of the founding College will be ready for the opening of the College. Before the school actually opens all staff will receive training in safeguarding, paediatric first aid, and behaviour management and expectations for children at the College.

Promotion of Good Behaviour, Positive Relationships and Attitudes

Crime in Tower Hamlets remains significantly higher than the national average - and a sizeable stumbling block to progress in the community. Teaching the children

the consequences of poor behaviour and crime, and the value of taking responsibility for one's own actions will need to be high on our educational agenda.

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

Pupils will be encouraged:

- To imitate the respectful relationship between staff, and learn to accommodate their differences and respect the integrity of individuals with different cultures and needs.
- To lead others in worship through song and prayers when they share their innermost thoughts and feelings. Pupils will be encouraged to write their own music in lessons, and compose their own tunes to given words.
- To talk about their own religion and cultural festivals, and those of others such as Hanukah, or Eid. A local Jewish parent will be invited to share the meaning of Hanukah with the Year 1 children and Year 2 children will learn from a local Muslim parent about the festival of Eid as part of the RE curriculum.
- To gain an understanding of their emotions through participating in weekly circle or reflection time, assemblies and in drama.
- To express their views in these times or in class discussions.
- To share what animates and inspires them through discussion and at high times such as festivals and birthdays.

Visitors will be invited to share the arts (such as poetry) with the students and this in turn will inspire their own thoughts and feelings. In dramatic and musical performances pupils' ability to think in terms of the 'whole' will be developed and they will also learn interdependence and courage in standing up and performing to an audience mostly consisting of strangers. In the first term each class will present two assemblies with every student taking part, and there will whole school presentation involving dance and music at the end of the Christmas and Spring-Terms.

Through planting bulbs and seeds and looking at the flowers brought into school they will develop a sense of awe and wonder at the beauty of the world. So far as is possible in an inner city school interest in growing plants will be encouraged by the Lead Proposer's own enthusiasm for gardening. It is intended that children will also build links with Mudchute Farm, which is the largest inner city farm in the UK and walking distance from the school. The permanent home of the school has just been confirmed, and there are allotments close by. When one is available, groups of students will be encouraged to own a Canary Wharf College allotment and to grow their own vegetables and flowers.

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

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

- Learning not to take things that belong to others

- Owning up, and receiving praise for doing so (although not for the erroneous act itself!)
- Not joining in with poor behaviour and knowing when to tell an adult
- Listening to others points of views and being respectful, especially in class and assembly

Learning to Act Consistently in Accordance with Their Own Principles

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

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

Although there is no shortage of jobs in the borough, many local people do not have the support, confidence or necessary skills to take advantage of the work on their doorstep. Canary Wharf College will aim to prepare pupils for their future economic well-being through the development of skills which contribute to social and economic well-being and, the acquisition of workplace skills.

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

Gaining an Understanding of Being a Citizen in the Community

Children from an early age will be encouraged to:

- 'Play' with money and cash registers in their various role play areas (or in the case of older children understand how to set up a bank account).
- Raise money and give to other charities and learn about sponsorship through sponsored events. Each class will elect two representatives who will sit on a fundraising committee chaired by the Head boy and / or girl who will nominate a local children's charity for the year.
- Understand the value of accessing learning through the library and on-line. Class visits to the local library will also take place so that children are aware of it in their community.
- Understand the difference between poverty and wealth when highlighted in assemblies / geography.
- Be monitors and take responsibility for classroom duties, collecting and delivering registers - all these sorts of activities promote an understanding of society's structures.
- Be part of a team - be it in sports (there will be an annual competitive sports day in which all children will compete), drama productions, music events, and dance.

- Stand and speak regularly in school and appear in concerts and shows at least twice a year to promote courage and confidence.

Consistency in managing behaviour will be established through class teacher guidance, and a clearly communicated behaviour policy. Also, staff will be trained in behaviour management skills with a clear induction process, peer observation and sharing of good practice.

Graduated Discipline Policy

There will be a whole school reward and merit system which will be set up in order to ensure consistency within and between year groups; the desired objective being to encourage students in academic achievement, individual success and good behaviour. If a student performs well in any of these areas they will be awarded a gold star, which is placed on a five-pointed yellow star.

When a student achieves five stars they will visit the Principal who puts a merit award sticker into the centre of the yellow star and writes the student's name in a book with the names of other students in the same 'House' also achieving a merit award. On the following Monday their name is read out in assembly, and, along with other members of their 'House', they stand to be applauded.

If a student receives three merit awards in a term, they receive a 'House' certificate as a sign of particular contribution to their 'House', and if a student receives five merit awards in a term they receive a special pencil (or pen for older students) in assembly.

Some classes may have a subsidiary system of encouragement, for instance three 'smilies' equal a gold star. In any class just fewer than half the students will gain their 'House' certificate by half term, and the rest may get their 'House' certificate by the end of term. Only about three students in each class would be awarded a pencil each term.

Gold stars are only ever removed by the Teacher who is responsible for the student's class, as only they can know the full picture of what is happening in that student's life at any given point.

Inevitably, there are times when pupils display inappropriate or unacceptable behaviour. It will be our policy that every opportunity should be given for the child to turn their bad behaviour around and choose to do the right thing. If there is serious misconduct then a graduated system of sanctions will be developed by the Principal, which will ensure fairness; clear guidance to the pupil about what the school's behavioural expectations; and the appropriate involvement of parents in being informed of their child's unsuitable behaviour at an early stage, and in discussions with school staff and, where necessary, the Governors and external agencies if further action is deemed to be necessary.

Multi- Agency Support

Canary Wharf College will be committed to seeking out and establishing links and strong working relationships with a variety of external agencies, e.g. educational psychologists, speech and language therapists, health care staff, behaviour support teams, to ensure that the full needs of their pupils can be recognised and

met. This will be initiated on an as needs basis in the first instance. In the Founding college links have been established with 'The Children's Centre' and regular screening of children and diagnosis of those with specific needs takes place independently of the Local Authority using finance from our Special Educational Needs Fund.

Exclusions

The Canary Wharf College Exclusions Policy will aim to follow the national exclusions policy and appeals process.

The safety of pupils

Canary Wharf College has all the required policies including those for safe recruitment, child protection, behaviour, anti-bullying, first aid, supervision and health and safety. All pay regard to current national guidance. Staff at the founding college understand the policies and they are properly implemented.

Regular nutritious food intake encourages concentration and application of children enabling them to gain the maximum benefit of the education on offer. Healthy eating will be encouraged in both lesson and non-lesson times. All children will bring their own packed lunches and a clear food policy written by the founding parents will be available to parents. Children will receive free fruit daily.

Staff will be properly trained in safeguarding. The designated person (the Principal) has undertaken the appropriate level of training, which is updated every two years. The [REDACTED] [REDACTED] has also undertaken the same advanced training. Other staff will all received one day NSPCC training shortly after appointment and will be re-trained on the required three-yearly cycle. It is a policy of the college to train all staff in paediatric first aid. No staff member will be permitted to administer medication to individual pupil except an asthmatic inhaler or epipen. Parents of children requiring medication during the school day are allowed to visit the college to administer it and the college will work closely with a parent regarding children's specific needs if they need long term or regular treatment for conditions such as diabetes.

There will be clear procedures to deal with bullying, including homophobic bullying. The college "Preventing Bullying Policy" will be adopted. Children have a right to feel welcome, secure and happy so that they can achieve their maximum potential. Should bullying exist, a child must feel confident enough to approach a member of staff to deal with the situation in question and the policy aims to produce a consistent school response to any bullying incident that may occur. The Principal will set the school climate of mutual support, praise and celebration for success, and encourage an ethos in which bullying is regarded as unacceptable. Children at Canary Wharf College should feel they are important and belong to a friendly and welcoming school, thus bullying is less likely to be part of their behaviour. In addition, and wherever possible, the curriculum will be used to reinforce correct social behaviour and to help the children to develop strategies to dissipate any bullying which may arise. Canary Wharf College aims to make all those connected with the school aware of our opposition to bullying and our support of the DfES

guidance document 'Safe to learn: embedding anti-bullying work in schools'. The school will maintain bullying, incident and accident logs.

Recruitment procedures will follow those laid down in *Safeguarding children and safer recruitment in education* (DfE 2006). There is a properly constituted single central register at the founding College containing the details of all staff, governors and others in regular contact with the college. This and appropriate arrangements for checking supply staff and other contracted persons will apply to the new college. Relevant staff and governor files are maintained, allowing the single central register to be verified and this will continue.

There will be regular risk assessments including fire risk and risks on visits. The results will be properly recorded.

As a result of these sound policies and staff understanding, pupils will have an excellent understanding of how to be safe. For example, they have an increasing understanding of being discriminating with adults and different situations, and they have increasing awareness of healthy eating and the values of exercise.

Technology enhances learning, and if used wisely will raise pupil outcomes. The college will do as much as it can to ensure students get the most from it, by encouraging responsible online behaviour. The college aims to involve the staff and children in the development of their school's e-safety policy which can minimise risk and embed important principles such as:

- keep personal information private
- consider the long-term implications of any content posted online
- do not upload or post inappropriate, offensive or illegal content to their own or other online spaces
- read and adhere to any website's terms of conditions of use – including those around age restrictions.

Children will be advised of safe use of search engines and those which are suitable for children and young people.

Social Networking is becoming increasingly popular in schools to support learning and encourage creative use of the internet, and publish and share content. These technologies need to be used in a safe and responsible way, and appropriate online behaviour will be encouraged. The college will train staff and helpers to maintain a professional level of conduct in their use of technology and online behaviour.

D8 – Ethos: explain how your school will allow all children from the local community to participate and achieve, with direct reference to your vision, ethos, and principles.

Canary Wharf College is a designated school of religious character with an interdenominational Christian ethos. The aims of the college is "To live, share, and

celebrate the love of learning in a Christian environment whilst welcoming those of other faiths and cultures”.

Canary Wharf College has a spiritual policy which encompasses four strategic areas of learning:

- Personal, Social, and Health Education (PSHE)
- International and Global Citizenship
- Religious Education (RE)
- Collective Worship

These four areas of the curriculum are closely intertwined with the ethos of the school.

The themes of PSHE thread their way through the Assemblies and Reflection times in a three year cycle. These themes are viewed from a Christian perspective and enlarged through stories, songs, dramas, visual displays, puppets, as well as smaller discussion groups within the classroom environment during reflection times.

The multicultural citizenship of the school is embodied as members of staff and children alike share their own faith and heritage through the celebration of festivals pertinent to their faith, or spiritual events within their lives. Each individual is encouraged to share and celebrate the highs and lows of their own lives and individual faiths. Other cultures are investigated, celebrated and respected through general curriculum topics.

Within the dedicated RE lessons the fundamentals of the Christian faith are taught, and as children progress through the school they learn how these can play an active part in their own lives if they so choose. The Islamic faith is studied in Year 2 and the Jewish faith is studied in Year 3. They learn the basics of the three faiths, alongside their specific celebrations and festivals. The personal experiences of living their faith, such as unique apparel and dress, different foods, and customs are shared openly by both staff and children. In these areas parents too are encouraged to contribute where possible. Mutual respect for the differences between faiths is encouraged, leading to an understanding of different cultures from an early age.

Our collective worship is Christian based, but on occasions when other faiths are the focus will respect and celebrate the differences.

Canary Wharf College also offers considerable spiritual, moral and social benefit to the wider community in encouraging the use of its building on Sundays by a local Christian Church Group.

We strive to promote pupils’ spiritual, moral, social and cultural development, and prepare all pupils for the opportunities, responsibilities and experiences of life through:

- ◆ guiding pupils’ spiritual, moral, social and cultural development – in particular distinguishing between right and wrong
- ◆ providing pupils with knowledge of, and insights into, values and beliefs
- ◆ enabling them to reflect on their experiences in a way that enhances their

self-knowledge and spiritual awareness

- ◆ broadening their knowledge, understanding and appreciation of their own beliefs and cultures and those of others
- ◆ developing pupils' integrity
- ◆ helping them to be responsible, caring citizens, with an understanding of their rights and responsibilities
- ◆ promoting equal opportunities
- ◆ fostering pupils' self-esteem and emotional well-being
- ◆ the formation of worthwhile, satisfying and lasting relationships based on respect for others and themselves
- ◆ enabling pupils to respond to opportunities, challenges and responsibilities, to manage risk and cope with change and adversity.

The school ethos, effective relationships throughout the school, Collective Worship and Curricular activities all make a significant contribution to the development of spiritual, moral, social and cultural education. The general curriculum, and particularly Religious Education, PSHE and Citizenship, Art and Music, provides many opportunities to further spiritual, moral, social and cultural education.

Spiritual Development: The teaching of Religious Education at Canary Wharf College has been developed to engender an understanding of the distinctive nature of religion and the contribution of religious and spiritual insights to the meaning of life. Our children begin to know and understand the traditions and beliefs of Christianity and other faiths, so that they may discover the knowledge, skills, understanding, qualities and attitudes that they need to foster their own inner lives and non-material well-being.

The Assembly Programme is used to promote spiritual awareness, as pupils can worship, reflect on beliefs and values and develop a sense of awe and wonder at the world around us. The spiritual dimension is an important aspect of Art and Design, Music, Drama and other Curriculum areas. The human response to great art and music is not solely one of knowledge but of emotional and spiritual responses.

Understanding the cultural beliefs of people, studied in History or Geography, can impact on the sense of our own humanity and spirituality.

Moral Development: Children's understanding of the differences between right and wrong, moral conflicts, and concern for others, are promoted throughout the school day in all subjects and activities as appropriate. The children are taught about making responsible decisions, the consequences of their actions, and making personal choices as they grow up.

Social Development: Children should be able to relate to, and work with, each other. At Canary Wharf College, we aim to enhance a child's ability to understand their rights and responsibilities within their families, school and other communities. It is important that children develop a sense of belonging, a willingness to participate and to make an active contribution. All children without the top year

(Year 3) take on a position of responsibility within their last three terms. Class room tasks are distributed to children on a day-by-day basis in the lower part of the school. In all lessons and activities, the children are encouraged to share, co-operate and take an active role. They are also urged to act with courtesy and consideration for others.

Cultural Development: In order that pupils acquire an understanding and respect for traditions, including those of their own culture, the school initiate a wide range of extra activities.

The Assembly and RE Programmes recognise the diversity within our multicultural society and children study the wide range of traditions and beliefs represented within our school. Children and staff from different cultures are encouraged to share their beliefs and customs with the rest of the school community. The School Curriculum is enriched by members of the community who come to share their experiences with the children.

Personal and social development is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development.

Through PSHE we aim

- To help our children to develop self-confidence and a feeling of worth.
- To develop a caring and considerate attitude towards themselves and others.
- To help our pupils to understand and manage their feelings.
- To enable our pupils to make informed choices about their lives.
- To help our pupils to form and maintain meaningful and healthy relationships.
- To encourage our children to make healthy choices about their lives.
- To understand how society works.

At Canary Wharf College, we see the ultimate goal of PSHE as to prepare our pupils for life beyond our school. PSHE covers four main areas. They are:

- Respect
- Responsibility
- Leadership
- Life Skills

Responsibility: We believe it is important for all people to accept that our choices have consequences. Each pupil, at Canary Wharf College, regardless of age, is expected to take responsibility for his or her actions. Children will be taught that making excuses or refusing to be held accountable are not acceptable, be it at school or in the 'real' world.

Respect: Pupils at Canary Wharf College will be treated with respect and courtesy at all times by staff. Pupils are expected to act the same to both staff and their fellow schoolmates. Staff will consistently and firmly correct and lack of manners

or civility shown by pupils.

Leadership: At Canary Wharf College we believe that all our pupils can be leaders, Being a leader is not about shouting the loudest or being 'in charge' all the time. It is about working hard, setting an excellent example for others and learning to think for one's self. At Canary Wharf College, we give our pupils the opportunity to be leaders today, to better prepare them for being leaders in the future.

Life Skills: PSHE plays an important role in developing the key skills of effective communication, decision-making, managing change and working with others which are essential for success at school in further and higher education, training and employment. It also develops other skills which support learning, including coping with stress, managing emotions and accessing support.

Exercise and Health

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved well-being.

Exercise and play should be a regular part of a young child's day-to-day life. Children who are physically active also perform better in school. At Canary Wharf College, we believe in regular play, both indoors and outside. We have access to a large park area with a well-equipped play area and also make use of outside instructors for activities such as martial arts. As the school expands, we plan to organize sporting teams and clubs. Such groups are important not only for exercise and fun, but to cultivate a strong sense of school spirit.

As Canary Wharf College does not provide a lunch service, we encourage parents to make healthy choices when preparing their children's school food and there is a food policy with helpful suggestions written by parents on the website www.canarywharfcollege.co.uk. The planned provision for PSHE and citizenship should not sit separately from other aspects of the school: it should be integral to a whole school approach that embodies the principles of personal and social development and active citizenship.

The values and ethos of the school will not only be made explicit in PSHE and citizenship, they will at times be shaped by what happens in PSHE and citizenship.

The development of appropriate values is fundamental to PSHE and citizenship. There will be explicit teaching around values, but it has been said that values are essentially caught rather than taught. It is of central importance for all members of staff (not just teachers) to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations.

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values clarification and problem solving.

Visits to places of worship, local government and business premises, sports centres, health centres, libraries, museums, environmental centres, places of natural beauty, galleries, and theatres, will greatly enrich the PSHE and citizenship provision.

How will sensitive and controversial issues be handled?

Sensitive and controversial issues are certain to arise in PSHE and citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE and citizenship is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views and this includes creationism.

Religious Education

At Canary Wharf College, Religious Education provides an opportunity to live, share, celebrate and learn of differences within our school and the wider communities. It is a subject that celebrates diversity and challenges stereotypes. RE contributes to the school curriculum by developing children's knowledge and understanding of religion, and the religious beliefs, practices and traditions that have an influence on individuals, communities and cultures. It enables children to respond to important questions related to spiritual development and the meaning and purpose of life.

At Canary Wharf College RE plays an important role, and is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, (one hour per week) as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that, for some people, belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious education also strongly supports the school's citizenship programme by introducing children to the significance of belonging to a community, the diversity of communities in the wider World, faith rules, and their application to moral and ethical issues and cultural influences on religious practice.

The Aim of Religious Education

The aim of RE is that: 'Religious Education will support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.'

RE provides opportunities for children to:

- ◆ develop their knowledge and understanding of Christianity and other religions in Britain
- ◆ explore issues within, and between, faiths, to help children respect different religions and traditions
- ◆ learn about religious and ethical teaching

- ◆ develop their sense of identity and belonging
- ◆ prepare them for life as citizens
- ◆ reflect on, and analyse, their own beliefs, values and practices.

Legal Requirements

In accordance with the law we provide religious education for all children registered at the school.

The Scheme of Work

The scheme of work for Religious Education covers all the three main monotheistic religions of the world. RE is taught throughout the year and is planned in units to cover a term linked to the SEALS curriculum.

Inclusion and differentiation for children with SEN and EAL are taken into account within the teaching of RE and we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our children and staff in order to make RE relevant and interesting to our children. One way of doing this is through our links with local religious communities and places of worship.

Through RE, children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects. In particular we are developing the cross curriculum links between Art, ICT, Design Technology, Drama and Literacy *appropriately* through the teaching of RE.

‘A boundless drop in a boundless ocean’ – these little drops make the ocean

Canary Wharf College addresses the needs of the children not only as citizens of the future, but also as citizens within the culture of today. We aim for our education to meet the needs of the population, so that children can use and apply their knowledge. The changing values in society are taken into account, and the importance of play and a first-hand experience based approach is recognised; not just within the early years. At Canary Wharf College we feel that it is key to develop learning dispositions for life, resilience, communication skills, and team building and relationship skills, as we no longer live in a society where a job is for life. Children as citizens in an international community need to be aware of society and their place in it.

At Canary Wharf College we feel that the development of learning aspirations is central, enabling children to have a concept of their own future and the place of education within it. We try to promote co-operative learning that brings forward individual skills, strengths and knowledge for the good of the group.

The Every Child Matters agenda to enable everyone to make a positive contribution, has encouraged the school to recognise personalised needs in learning, coupled with assessment procedures and processes that take account of this and of the holistic development of the individual. Imagination and creativity are nurtured by valuing efforts.

In the Foundation Stage, learning related to International Citizenship is located in several of the Early Learning Goals: Personal, social and emotional development, Knowledge and understanding of the world and Creative development, which include learning about emotional wellbeing, knowing who you are and where you fit in and feeling good about yourself. Learning at this stage also covers developing respect for others, social competence and a positive disposition to learn. These are all key aspects in helping learners develop the knowledge, skills and understanding in order to play an effective role in society at local, national and international levels.

We try to have a balance between knowledge based learning, and skills to use and apply, including subject links across the curriculum, with greater flexibility to learning. Critical thinking skills and processes have been developed, and more relevant and appropriate assessment has been put in place. Above all, the ethos of 'To live, share and celebrate the love of learning in Christian ethos whilst welcoming those of other faiths and cultures' runs through to the staff in their own personal development, which in turn has affected the children's learning.

International Citizenship is more than a subject to be taught and learnt. It is integral to the ethos of our school learning environment. International Citizenship is recognised as essential for the holistic development of the individual, to enable them to take their place in society. International Citizenship feeds into everything else, with a key role to play in developing ethos and values. It is integral to the curriculum, and currently implemented through a variety of approaches such as assemblies, cross curricular subject links, individual class and year group reflection time, theme days/weeks, children's self-evaluation events, child led assemblies celebrating other cultures. It is also about developing chance opportunities.

The use of ICT provides a context for international citizenship. It is envisaged that in time our staff and children will establish constructive links by sharing knowledge and ideas with other schools.

At Canary Wharf College we value what the diversity of race and culture brings to our British society and do not see Britishness as a specific concept to be imposed on the children. Neither is it 'mixing up' every child, but a matter of relating their own identities and celebrating them. (Teaching 'God save the Queen' for the recent jubilee celebrations in the Founding college was interesting!) In History children understand about Britain, the world, and interdependence. We hope that our international citizenship stance in education reflects this.

How International Citizenship contributes to the global community

International Citizenship education is key to the Every Child Matters agenda, to making a positive contribution to the community. Canary Wharf College children have less independence than earlier generations and they need to be out in the community, to see it for themselves, to care about and to be involved with it. There is a need to promote self-esteem, especially amongst minority cultures, and this is addressed by encouraging staff and children to share their faith and traditions. We feel that there is an economic imperative for children to contribute and develop dispositions for personal development in order to contribute to the community and make informed choices. Children are encouraged to research into global issues, and be informed by issues of the moment and real examples. The children raise money for various charities. This empowers the children to an understanding that they can, and do, make a significant difference to other citizens' lives. International

Citizenship is not viewed as a 'bolt on' agenda, but is seen as an essential and integral part of the ethos of the learning environment.

Collective Worship

'In the light of the Christian traditions of Great Britain, collective worship is to be wholly or mainly of a broadly Christian character'. (ERA 1988, Education Act 1993)

ERA (1988) and the Education Act (1993) state that acts of worship may contain certain elements drawn from a number of different faiths but that, within each term, the majority of acts of worship must be wholly, or mainly, of a broadly Christian character.

Canary Wharf College is a designated school of religious character with an interdenominational Christian ethos. At Canary Wharf College, our collective worship reflects our Christian ethos "To live share and celebrate the love of learning in a Christian environment whilst welcoming those of other faiths and cultures". There are a few occasions when other faiths are the focus during collective worship (for example, festivals, holy days, etc.).

If parents request that their child(ren) be wholly or partly excused from attendance at religious worship in the school, this shall be respected. However it is expected that parents chose to send their child to a school with a clear Christian ethos and as such the expectation is that children of all faiths and cultures attend where possible. Much of the Spiritual moral and social culture of the school is delivered through the collective act of worship.

The Purpose of Collective Worship

- ◆ To contribute to a sense of unity and community for the school as a whole.
- ◆ To promote spiritual, cultural and moral development.

Principles of Assemblies at Canary Wharf College

Assemblies should be pupil-centred, related to pupils' own experience and concerns. They should acknowledge diversity, and pupils should take an active part in assemblies.

Assemblies should be educational. They should have a purpose and relate to other curriculum activities. Assemblies should be consistent with the aims of Canary Wharf College and advance pupils' learning.

Assemblies should be spiritual: a time for reflection and individual worship.

Aims of Collective Worship

- ◆ To provide the opportunity for an experience of worship.
- ◆ To reflect on the values and concerns of the school and the community it serves.
- ◆ To deepen and widen a child's emotional response.
- ◆ To enable children to gain insights into ways in which people express themselves according to the tenets of their faith.

- ◆ To promote respect and sensitivity for the beliefs and values of others.

Objectives of Collective Worship

To develop a sense of:

- ◆ awe, wonder and mystery
- ◆ interdependence with the natural world
- ◆ pattern, sequence and order
- ◆ self-worth and the worth of others.

To develop an awareness:

- ◆ that life involves choices of belief/attitude/behaviour/relationships
- ◆ that there are issues of meaning, purpose and value in life.

At Canary Wharf College the principles of all assemblies are that they should be:

- ◆ inclusive
- ◆ educational
- ◆ spiritual

and contribute to the moral, social and cultural development of children. They include Christian worship and are seen as special times when children can feel secure, relaxed and part of a community.

Whole school assemblies will take place on Mondays, Tuesdays, Wednesdays and Fridays

On Mondays the Assembly is led by the Principal when the whole school meets to celebrate children's achievements in and out of school and focus on the theme of the week.

A short period of reflection/discussion is held in individual classes on Thursdays. Currently during this time the Principal meets with a group of local ministers from within the area which have been brought together by the founding of the college in the Isle of Dogs.

On Fridays the Assemblies are taken by class groups in rotation. Meetings generally last for ten to fifteen minutes.

Planning

Assemblies are planned on a weekly basis, incorporating a theme that fosters spiritual, cultural and moral development. Themes include:

- ◆ religious events
- ◆ special days
- ◆ special events in the life of Canary Wharf College
- ◆ topics being undertaken

At the founding Canary Wharf College there is much for which to be thankful, much to praise, much to hope for and request, and we introduce these elements in our assemblies.

The themes teach the children to reflect on serious affairs and offer them the chance to respond through a variety of activities: songs, music making, hymns, drama, role-play, the visual arts, silent thought, prayer and discussion.

Assemblies

- ◆ Meetings are arranged to develop a sense of occasion.
- ◆ Children are expected to enter and leave quietly.
- ◆ While the children are in the chapel/library, they sit in class groups on the floor.
- ◆ Music, often in harmony with the theme, is played at the start and end of the assembly either piano or CD.
- ◆ A hymn or song, appropriate to the theme of the week, is sung and the overhead/data projector might be used to project suitable images.
- ◆ Visiting speakers are regularly invited.

Parents have the right to withdraw their child from acts of worship. Parents at Canary Wharf College will be respectfully asked to reflect on whether they wish their child to miss out on a significant part of the spiritual, moral, social and cultural aspect of the college. Arrangements will be made for any child who is withdrawn from collective worship. Parents wishing to withdraw their child will be asked to provide an alternative quiet activity for their child to undertake during this time whilst under the supervision of a member of staff.

Uniform: The school has a clear uniform dress code with trousers available to girls as well as boys. Currently no item on the uniform list costs over £20. The list is available to view on the college website: www.canarywharfcollege.co.uk

Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	40	c87 *			40	c74*		
Year 1	40	C68			40			
Year 2					40			
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

*Signatures still in collection and likely to rise

Section E: Evidence of demand – part 2

The main methods used to gather stakeholder views have been:

- Individual face to face meetings with key stakeholders, e.g. local professionals and community workers
- Public consultation events
- A questionnaire distributed in paper and online format available from website
- Group meetings e.g. Head's consultative
- Overt press coverage
- Emails, letters

All the information gathered has been used to inform this section of the application. Advice regarding Marketing, and PR has been sought from local consultants on a pro bono basis.

A summary of consultation events are as follows, they have been wide and broad and all supporting documents are available on request from Canary Wharf College.

Key Professionals within the community were consulted on the vision for Canary Wharf College at every stage.

Evidence of Need and Demand

The second Canary Wharf College (Leamouth) will open in September 2014 with 40 children taught in two classes of 20 pupils (Reception). The College roll will then increase annually until it reaches full capacity. This steady growth will enable the ethos and practice of the educational vision to be established securely with both children and staff.

There are insufficient primary and secondary places in Tower Hamlets and this is projected to increase in future years based on the high birth rate in the borough. The existing provision is **significantly** over-subscribed.

Tower Hamlets has the highest levels of child poverty in the country. Using the National Indicator 116 measure (the proportion of children who live in families in receipt of out of work means-tested benefits and those families in receipt of tax credits where their reported income is less than 60% of the median income) **57% of children in the borough live in poverty**. Alongside this 66% of children live in low-income households – the Child Poverty Act 2010 makes a commitment to reduce this to 10% nationally.

Some other key Tower Hamlets child poverty related data include:

- 48% of children are in benefit dependent families
- 33% of families live on less than £20,000 per year

- Tower Hamlets has the highest free school meals entitlement in the UK - 52% of children”

Source: Children and Families Trust Report 2010

There is, therefore, a need for new schools that seek to strive for high pupil and parent aspirations within a vibrant, disciplined and safe learning environment. Our aim will be to ‘Live, share and celebrate the love of learning.’ This will be achieved in a Christian environment welcoming children from different faiths and backgrounds. Our Christian ethos means that we place an emphasis on spiritual development as well as academic, social and personal development. We encourage all children of whatever faith or none to attend assemblies and participate in all aspects of College life. We have no formal links to any particular Christian church, denomination or organisation and work amicably with all churches and those of other faiths in the area. The current Canary wharf College just under half the faith places filled with the rest being filled form children within the community.

Growth in Demand within the Borough of Tower Hamlets

Due to the increase in population in the Borough of Tower Hamlets it is expected that parental demand for places at Canary Wharf College Leamouth will exceed the number of places available for the foreseeable future, as they do at the founding College.

The graph below shows how Primary school rolls in Tower Hamlets are set to rise sharply between 2009 and 2014.

There is a demand for places for children particularly in the infant and junior age group in Tower Hamlets, which is currently not being met. 2007-2008 Tower Hamlets statistics show that out of the 256 primary college appeals lodged in this period only eight appeals were decided in favour of the parents. This means a significant number of disappointed families.

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

Source: Minutes of the Tower Hamlets Council Meeting held on 12.1.10 show that in Tower Hamlets

“By 2016 another 6 forms of entry is needed, and by 2022 further 9 forms of entry (making 17 in total). Most new schools are 2 or 3 form entry so this means some 6 or 7 new primary schools are needed in the next 10 years.

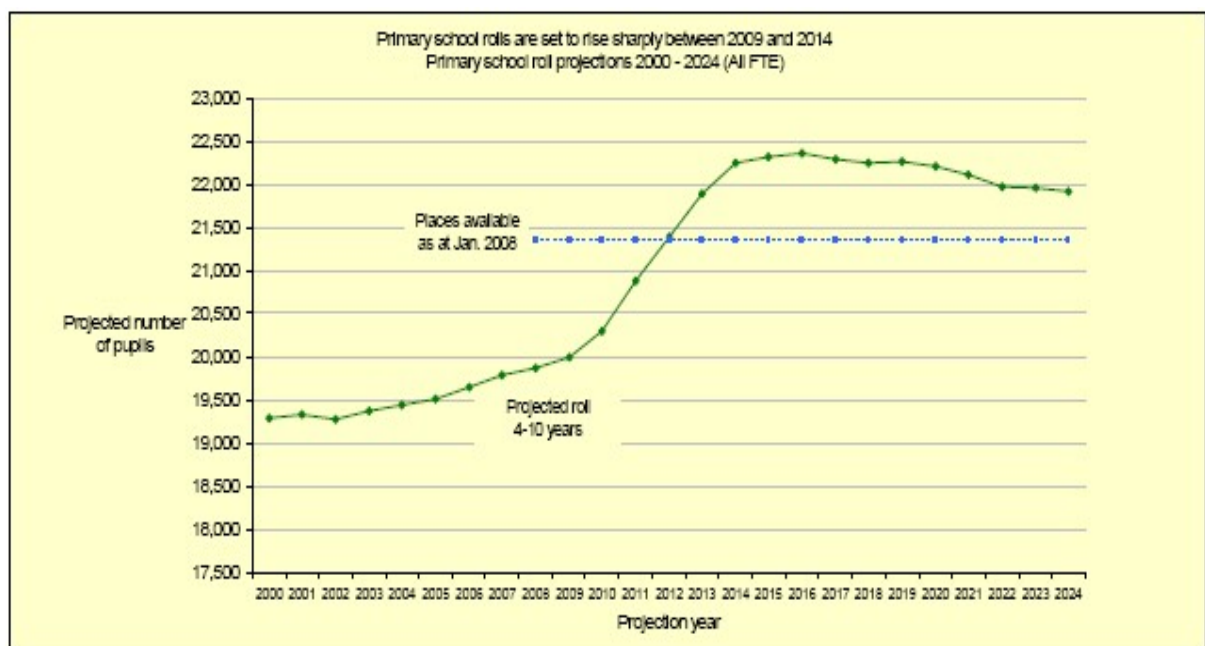
For secondary, another 27 forms of entry are needed by 2022. At Secondary age nearly thirty percent of parents do not gain a place for their child at their first choice of Local Authority School; dissatisfaction runs high”.

Source: Head of Admissions Terry Bryan at the Tower Hamlets admissions forum December 2012 attended by [REDACTED] [REDACTED]

“There will also be additional demand for up to 585 secondary school places, which exceeds the capacity of the only secondary college on the Isle of Dogs, George Green’s College.” Source: Interim Planning Guide for Tower Hamlets

The graph below shows how Primary school rolls in Tower Hamlets are set to rise sharply between 2013 and 2018

Source: Tower Hamlets



According to the last update of the ONS household projections, Tower Hamlets is a district with an average increase in the number of households with children that is above the countrywide average and above the average of Inner London.

Between 2008 and 2033, the ONS expects an increase in the number of households with one dependent child by 26% in Tower Hamlets (England: 20%) an increase with households of more children by 22% in Tower Hamlets (England: 15%).

In absolute terms this suggests for Tower Hamlets an annual average increase in number of one-child households by 76, two-children households by 44 and households with three or more children by 68 **per year**. These numbers show that there will be increasing demand for primary- and secondary colleges in the area.

In addition “The Isle of Dogs is expected to provide at least 10,000 new homes and approximately 35,000 new jobs from 2006 to 2016, in accordance

with the London Plan. In addition to the London Plan target, a further 2,000 homes and 30,000 jobs are expected to be provided by 2016. The Council is seeking to achieve these targets in a way that creates truly sustainable communities in line with Government objectives.” (Source: Interim Planning Guide for Tower Hamlets 2010)

The Lead Proposer was in an affable meeting with the Chief Executive Officer of Tower Hamlets, Kevan Collins, on 10th January 2011. He told her that there was a demographic need for five new primary colleges and two new secondary colleges within the borough. Canary Wharf College (Docklands) which opened in September 2011 has to date fulfilled only one of the primary school requirements.

Why choose Canary Wharf College?

It is intended that Canary Wharf College Leamouth opens and takes two classes of Reception children in 2014. Given that there are over sixty registrations of interest for this age group already, it is unlikely that there will be any problem filling the spaces.

Every open morning the founding College holds are oversubscribed (at least one and sometimes two a month). Parents are attracted to the college because of the small class sizes of only twenty children, and the high staff pupil ratio of one teacher and a teaching assistant in every infant class. They want the longer working day with the vibrant extended day activity programme which fits in with their own work pattern. They like the traditional broad Christian ethos that pervades the culture of the school (as opposed to one particular denomination’s traditions). They enjoy the cross cultural and socio economic mix which is welcomed at the college. All faiths and cultures are welcomed and are starting to be represented in the staff too. Above all new parents, and those looking to send their children in 2014 are aware that the results of academic achievement from all year groups of children in just the first year of opening are quite outstanding and as one volunteer said, “I chose to volunteer at your school because when I checked all the websites of schools in Tower Hamlets yours was by far the best, and your children seem to be having a complete ball!”

Evidence of Demand from the Local Community

The support from the community has been overwhelming from car parking supervisors and cafe owners to dry cleaners, hairdressers and facilities managers. One local nursery proprietor wrote a letter in support of the college and pasted it to the nursery door. All seem to be in favour of more college places.

The new college (whether it is sited on the [REDACTED] site) is in an area with a dearth of primary schools and many parents from this quarter of the Isle of Dogs have to bus their children out of the borough (at the cost of *millions* of pounds to the Local Authority every year). [REDACTED] the [REDACTED] from Tower Hamlets admitted in a meeting at the admissions forum last month (Dec 2012) that without the two recent Free schools taking 100 Reception

children Tower Hamlets would lay themselves open to court proceedings over their lack of provision of school places.

Evidence of Demand from Local Head Teachers

During a meeting with [REDACTED] (Corporate Director - Children, Colleges and Families), [REDACTED] (Service Head - Learning and Achievement), [REDACTED] (Chair of Full Consultative and [REDACTED]), [REDACTED] (Chair of Primary Consultative and [REDACTED]), [REDACTED] (Chair of Secondary Consultative and [REDACTED]) and [REDACTED] (Chair of Special Consultative and [REDACTED]) it was clearly stated the colleges in Tower Hamlets were full to overflowing and children are having to go outside the Borough to other colleges. It was stated that neighbouring boroughs are considering opening their children's centres to older children as there are insufficient places for Reception age children as they leave their nurseries.

Evidence of Demand from Parents

Such is the anticipation through word of mouth - even before opening the website, that parents were writing letters to gain a place at the Canary Wharf College (Docklands) for their children. Three consultation events were held for members of the public and parents. These were attended on each occasion by over fifty families. After one of these events we received an email from a parent stating that her Reception child was forced to travel eight stops outside the Borough to receive an education.

[REDACTED] Interest has continued to grow since the establishment of our first free school with additional enquiries being logged on a regular basis.

Over two hundred families registered an interest within a few months, and there are now currently over a hundred children registered for Reception in September 2013 with a week to go to the closing deadline.

Eighty five per cent of children at the founding College in the heart of the Isle of Dogs in Tower Hamlets come from within 750 meters of the college. We have pages of 'sign up in support of Canary Wharf College' sheets containing many signatures and email addresses gained from around the community.

[REDACTED]

Example of sign-up sheet taken at a recent local event.

Evidence of Demand from Local Churches and Faith Groups

A meeting was held early in the conception of Canary Wharf College which was attended by the following [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]), [REDACTED] (from City of Peace Presbyterian Church which is part of London City Mission which meets in the St. Johns community centre and runs cafe forever in the centre of Isle of Dogs).

All three ministers were tremendously supportive, offering help and advice

and have written emails and letters of support as follows:

[REDACTED], [REDACTED], St Peter's Barge, West India Quay

[REDACTED], Quaystone Baptist Church Dockland Island Settlement

[REDACTED], City of Peace – London City Mission - neighbourhood church

[REDACTED] – [REDACTED] and the [REDACTED] [REDACTED] have also been in touch and are enthusiastic about the College.

Other faith groups have also been consulted. A request for a meeting with the Council of Mosques was also sent, and we have received an email from the [REDACTED], [REDACTED] wishing us 'all the best with the school'.

Media Support for Canary Wharf College

Local media have been very interested in the College, with many highly supportive (to date) articles, editorials and features. Our expansion into a second primary school will be of utmost interest to the media. Below is a sample of the press received by Canary Wharf College (Docklands 4-11).

December 2010

- 'Canary Wharf Magazine' for month of December publishes full page editorial + advertises consultation event
- 'The Wharf' newspaper publishes item on proposed Free School in Canary Wharf + advertises consultation event
- The 'Docklands Newspaper' publishes item on proposed Free School

January 2011

- The 'Docklands Paper' announces finding of the premises
- The 'East London Advertiser' announces approval from Rt. Hon Michael Gove MP
- 'The Wharf' Publishes item announcing approval from Rt. Hon Michael Gove MP

February 2011

- 'Docklands and City Magazine'
- 'London Homes and properties'

July 2011

- The Docklands News 'Funding deal means College will be able to open it's doors'

August 2011

- Dockland and East End Advertiser ‘Work begins on Canary Wharf College building’

Sept 2011

- EDP24 ‘Free school Canary Wharf College officially opens its doors’

August 2012

- Wharf.co.uk ‘Canary Wharf College strives to meet demand’

All this media publicity has led to a steady flow of interest and registration of children for the college. The ‘Docklands Paper’ offered a free advertisement to help with the consultation process. In addition to this the college received over eight hundred visitors in its first year of opening.

Impact of the College on the Parents and the Community

As can be seen from the quotes above and below, the huge demand for places at the College, there is clearly a need for another school, which will go a small way towards alleviating the chronic shortage of places in the local schools. In the area where the current school is based, businesses benefit from increase passing trade. Opening the school to the community and the Extended Day Programme has helped to ease some of the factors, which underpin child poverty in the area. With the school in its permanent site in the Docklands Settlement Centre, the community has gained by having a completely refurbished community centre and sports facilities. Currently the centre is much used at week-ends, after school, and in the evenings. The school premises will become a facility for the community as a whole and will encapsulate the early vision of the Docklands Settlement Centre Trust.

The following quotes are from social networking sites.

████████████████████ says ████████████████████

Impact on Other Schools

Canary Wharf College Leamouth will sister with Canary Wharf College (Docklands 4-11) and work collaboratively rather than in competition with other local primary colleges. The Lead Proposer has been invited by the Director of Children Schools and Families to be part of the Head’s consultative. Canary Wharf College will not have significant impact on applications of other local schools.

The main reasons for this are:

- We have a relatively small intake, just forty children in each year group.
- Local Primary schools are oversubscribed, as described above.
- Demographics show an increase in the need for primary places, as described above.

We have already made contact with the local Heads and will continue to foster a long term, mutually supportive relationship with them. The Lead Proposer

has already visited four different school and numerous nurseries in the area where she was warmly welcomed and encouraged to meet and share with the students and children.

Section F: Capacity and Capability

F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

The Structure of the Trust

The Multi-Academy Trust

The new school proposed in this application will be managed by the existing Academy Trust (Canary Wharf College Ltd) which already runs the Canary Wharf College Free School.

The current Articles of Association are based upon the DfE standard model documents for a single Academy. To include the new school, the Articles will be amended to conform to the Multi-Academy Trust (MAT) model articles.

The MAT will ultimately be accountable and responsible for the performance of both schools.

Each school will have its own Local Governing Body and be represented on the board of the Multi-Academy Trust. The local governing bodies of the individual schools will operate subject to delegation to them of powers from, and control by, the MAT.

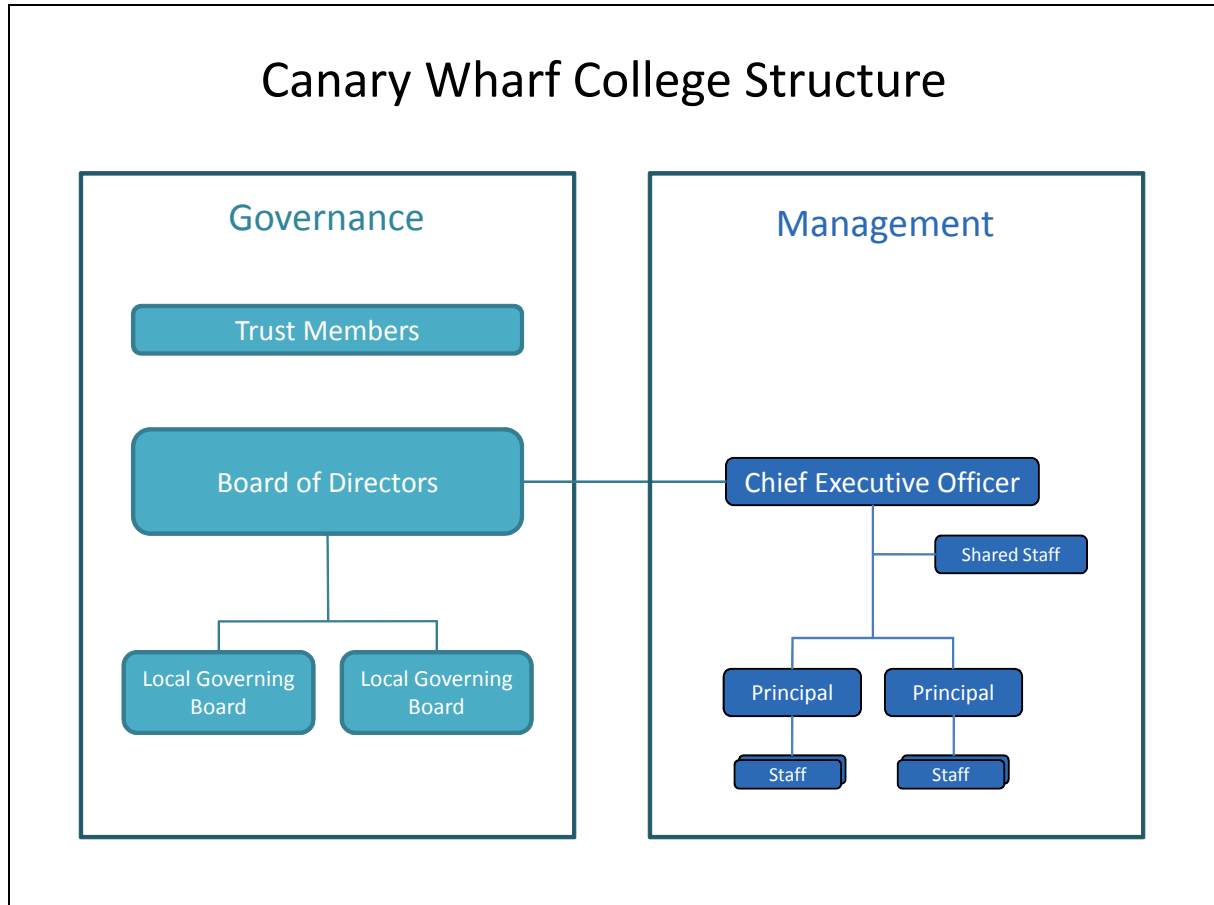
The MAT will, to the extent that it is permitted through the Funding Agreement, combine some of the individual Academy's budgets and use the money to fund shared services to achieve economies of scale.

The MAT will be the single employer for all staff, which simplifies administration, facilitates better staff development and allows flexibility around sharing resources to meet the needs of the individual schools.

We would expect that the Secretary of State will replace the existing funding agreement with a new master funding agreement with the Academy Trust, and supplemental funding agreements for the individual schools.

The current Board of Governors would become (by virtue of the current Directorships) the Board of Directors of the MAT.

Canary Wharf College Structure



The Trust Members

The Trust Members provide the formal ownership of the company and act as guarantors. The guarantors give an undertaking to contribute a nominal amount in the event of the winding up of the company. Canary Wharf College Ltd has five Members – the original four founding Members plus the current Chair of Governors.

It is the job of the Members (like shareholders) to own the company, appoint Directors and to approve the accounts.

The Members are required to have an annual general meeting. Although these are organised and chaired by the Directors, only the Members can vote and pass resolutions. All Directors have the right to be present and to speak. The Members can also have other meetings.

The Board of Directors

The Directors carry the responsibility for the governance of the Trust and its schools. The Board is responsible for the strategic leadership of the organisation and for its success and financial stability. Much of the day to day management is delegated to the CEO, but the Board retains the final responsibility for the actions of the Trust. All of the current Members are also Directors.

The Local Governing Boards

The chair of each Local Governing Board will be a director on the Board of Directors. The Local Governing Board will operate as a committee of the Board of Directors. Governors on the Local Governing Board will not, unless

they are the chair, be either directors at company law or trustees at charity law.

Each Local Governing Board will have two elected Parent Governors.

When first constituted, almost all of the executive governance responsibilities will be retained by the Board of Directors, and the Local Governing Boards will be largely advisory. In the light of experience, and particularly if the number of schools run by the Trust increases, further powers may be delegated to the Local Governing Boards.

The CEO and Principals

The Board of Directors will appoint a full time Chief Executive Officer to manage the day running of the schools and the Trust. It will also assist the CEO to appoint a Principal for each school who will report to the CEO.

The Board will delegate to the CEO the powers and responsibilities currently delegated to the Principal of the existing school.

The CEO will delegate some of those powers to the new school Principals in the light of practicality and the experience and ability of the individuals.

The CEO is responsible for the internal organisation, management and control of the Trust's schools and for the implementation of the strategic framework established by the Board of Directors.

The CEO is responsible for the implementation of the various aims and policies established by the Governing Body. As "lead professional" the CEO will be responsible for formulating and implementing the policies and for leading the College towards the set targets. The Governors will work with the CEO in formulating any such targets and policies and will support the CEO in the implementation of them.

When establishing the strategic framework and reviewing progress the Board of Directors will consider any advice given by the CEO. The main mechanisms for the strategic planning process are the schools' development plans, post Ofsted inspection action plans and schools' self-evaluations.

The CEO will have full responsibility for the recruitment of staff in the Trust but will be expected to liaise with the HR Governor in respect of any senior appointments.

The CEO has to give enough information for the Directors to feel confident that the delegated responsibilities have been met.

The Board will hold the CEO to account through advice and guidance, challenge during Directors meetings and a yearly appraisal process linked to the award of salary increments.

The Board of Directors

Role

The Board of Directors should exercise its powers and functions fulfilling a largely strategic leadership role in the running of the Trust. Its key responsibilities are:

- To ensure that the Trust meets the object and obligations set out its Articles of Association and meets the requirements detailed in our Funding Agreement with the Department for Education
- To ensure that the Trust and its schools comply with the many legal obligations which derive from its status as a Company, a Charity and Schools
- To determine the key policies and procedures and lay down the strategy that will enable the schools to provide the best possible education for present and future pupils
- To set targets for the schools, and monitor and evaluate progress
- To ensure the management and control of the Trust finances

As the Trust is incorporated, it has legal personality and the Directors act on its behalf. A Director's conduct is subject both to the provisions of the Charities Acts and those of the Companies Acts as well as the Education Acts and a number of related items of legislation. The Board of Directors must therefore ensure that it is kept abreast of relevant Acts of Parliament and Statutory Regulations.

In addition to its statutory responsibilities, the Board of Directors is also aware of the responsibilities that it owes to the pupils of the schools, their parents and the staff. The Board is accountable to the government, the public and to parents for the way in which the schools are directed and managed.

Composition

The Board of Directors of the Trust is required to have a minimum of three Directors. The Articles of Association allow the Members of the Trust to appoint up to twelve Directors. There are nine current Directors on the current Board, including the Principal and two elected Parent Governors.

It is the aim of the Trust that between them the members of the Board of Directors should be able to speak with knowledge and experience of matters likely to come before them and to possess collectively those skills necessary for the good governance of the Trust.

It is essential that all appointed Directors recognise and support the fact that the Trust's schools are designated schools of Religious Character (faith schools) with an interdenominational Christian ethos.

Appointment for all Directors is conditional upon a satisfactory disclosure record check by the Criminal Records Bureau, as well as a check of the Children's barred list.

Chair of Directors

The Directors elect one of their number as their Chair at the first meeting in a school-year. The Directors can decide to elect a Vice-Chair to support the

Chair. No employee of the Trust is eligible to become Chair or Vice-Chair.

The Chair has a vital role in providing friendship, guidance and support to the CEO, and also the Principals and the Leader of Finance and Facilities. He or she will make every effort to work in a very close relationship with them based on trust and honesty.

Minutes of Meetings

The minutes of the meetings of the Board of Directors are taken by the Clerk to the Directors. If he is not present at a meeting of the Board of Directors, one of their number will be asked to take the minutes. No meeting of the Board of Directors should take place without minutes being taken and decisions recorded

Duties Owed to the Trust

Each Director will be expected to participate in the business of the Board of Directors and to make up his or her own mind about the issues presented. All Directors should act in the interests of the Trust as a whole. In particular, the elected Parent Directors are not elected to serve or represent the narrow interests of the parents but should take account of other stakeholders and the overall success of the Trust and its schools.

Directors have a duty to act on behalf of the Trust with the same degree of skill and care as an ordinary prudent person would in relation to his or her own business affairs.

Directors are not able to profit from their position either by remuneration or by securing business contracts with the Trust. Directors are public servants and as such must not use public monies or official business for personal benefit. There is a positive duty to act in good faith when acting on behalf of the Trust.

A Director should not act outside the terms of Articles of Association. There is a duty on each Director to ensure that decisions are taken in accordance with that document. As the Trust is a charity, it is the responsibility of the Directors to ensure that the assets are used only for charitable purposes in order to maintain the Trust's charitable status.

Term of Office

Directors should normally expect to serve for a term of four years, with the possibility of renewal.

Those Directors having responsibility for special policy areas shall hold that responsibility for such time as may be agreed with the Board of Directors in the management of the Trust. Continuity at all levels is an important quality.

Resignation

A Director can resign his office by written notice to the Chair. A Director appointed by the Members of the Trust shall cease to hold office if he/she is removed by the Trust. A Director who is absent without permission from all meetings held within six months has to cease to hold office.

Conflicts of interest

A Director may not have a financial interest in the Trust. On appointment a Director will be asked to register any particular interests which might affect the Trust.

On any topic where there may be a conflict between the interests of any person and the interests of the Trust, that person should withdraw from the meeting and should not vote. In a situation where the principles of natural justice require a fair hearing and there is any reasonable doubt as to the person's ability to act impartially, he or she should also withdraw from the meeting and not vote. Where a Director has a pecuniary interest in any matter he or she should withdraw from the meeting and not vote. If there is any dispute as to whether or not a person must withdraw from a meeting the Chair of Directors will decide on this. The Agenda for each Meeting should be examined for items posing potential conflict of interests and attention drawn to this before discussion of that matter commences.

Confidentiality

Information provided to the Directors or discussed at the meetings of the Board of Directors is clearly confidential insofar as it has not otherwise been made public. Such information must not be discussed or disclosed outside the Board of Directors.

Directors' Responsibilities for Risk Management

The Charity Commission requires charities to include a statement in the trustees' annual report confirming that all major risks to which the charity is exposed have been reviewed and systems have been established to mitigate those risks.

The Risk Committee is responsible for determining the major risks to the Trust, their likeliness to materialise, their potential impact and possible countermeasures. Other committees should discuss the key risks in their area, and escalate to the Risk Committee and risks which require a further level of management or mitigation.

Canary Wharf College has a "risk register" which demonstrates the results of the risk assessment process. This register is monitored and updated on a regular basis.

Directors' Responsibilities for Admissions

The Board of Directors is the Admissions Authority for the Trust's schools. This means it sets the Admissions Policies, ensuring that they meet the requirements of our Funding Agreement. In particular, the Policies must comply with the Schools Admissions Code, and must also comply with the co-ordinated admissions arrangements of the Local Authority.

As Admissions Authority, it is also responsible for deciding whether applicants comply with the requirements for the various types of places, and ranking them according to the over-subscription criteria in the Policies. It must ensure that any appeals against refusal of a place are heard by an independent body in compliance with the Schools Appeals Code.

These responsibilities are largely delegated to the Admissions Committee, but it is the Board of Directors which retains the overall responsibility for admissions.

Committees

The Board of Directors can delegate some of its authorities to committees. Meetings of the various committees will take place as required at times and venues to be agreed. All meetings of committees must be minuted. The

minutes should be sent as soon as possible to the members of the committee for approval. After three days (in which the committee members can amend the minutes if necessary) the Chair of the committee will forward these minutes to the Chair of Directors, the CEO and the Clerk to the Directors.

The role of each committee is to monitor its area of management or policy and to provide the full Board of Directors with information and reports on that particular area of responsibility at regular intervals or when requested.

Each committee consists of at least three Directors. The committees may also co-opt members of staff as appropriate with the CEO and Principal's agreement, or external advisors. Directors must constitute a majority of the members of the committee and at all meetings. The CEO will serve on all the committees. A new Director on appointment will be asked whether he or she wishes to sit on one of the committees and, if so, on which. The Board will then decide any changes to the committee memberships.

The Board appoints a Chair for each committee who must be a Director. The Chair organises the meetings and chairs them. The Chair of a committee liaises with the Chair of the full Board of Directors. The Committee Chair gives the reports in the meetings of the Board of Directors.

The Directors may appoint from amongst their number Directors with special responsibility for areas of policy and the monitoring of such policies. The Director may be asked to chair a committee for this area of policy.

The committees can make decisions on issues in line with their terms of reference. If the committee cannot make a unanimous decision, or if the matter is likely to be contentious, the issue has to be passed onto the full Board of Directors.

If a committee discusses and plans to decide on issues with financial impact, the Finance and Audit Committee needs to be notified in advance. The minutes of that meeting have then to be forwarded to the Chair of the Finance Committee. The Finance Committee can veto any decision with financial impact. A veto by the Finance Committee can be overtaken by a decision of the Board of Directors taken with simple majority.

Any committee member having a conflict of interest in relation to business discussions at any meeting should declare that interest at the outset or as soon as the conflict is realised. That member may be asked to withdraw from the meeting.

The Board of Directors has set up the following committees and will establish other committees as needs arise:

- Finance and Audit
- Risk Management
- Safeguarding (Child Protection)
- Education
- Health and Safety
- Facilities Development and ICT
- Human Resources, Marketing and Communications
- Admissions

The Canary Wharf College Team

This application has been prepared by the current Directors of the Trust, and in particular by the Principal, together with financial input from the College's Leader of Finance and Facilities (Bursar).

As set out in the following sections F2-F5, the Canary Wharf College Trust intends to pursue the application and set up the new school using largely the same team with some supplementary help from a Principal Designate and some additional resources who will be recruited to join the College staff. We do not intend to procure external help other than the usual legal and accounting professional services.

The current team is introduced at this point in the following short CVs:

[REDACTED], Principal

Recent Appointments

- [REDACTED]

Personal Summary

[REDACTED]

Professional Contributions

- [REDACTED]

Relevant Training Courses and Events Attended

- [REDACTED]

Other Interests

- [REDACTED]

[REDACTED], Chair of Governors

[REDACTED]

[REDACTED], Vice-Chair of Governors

[REDACTED]

[REDACTED], Director

[REDACTED]

[REDACTED], Director

[REDACTED]

[REDACTED], Director

[REDACTED]

[REDACTED], Director

[REDACTED]

[REDACTED], Director

[REDACTED]

[REDACTED], Director

[REDACTED]

[REDACTED], Leader of Finance and Facilities

[REDACTED]

F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Education Expertise



Workload

On the plus side, the new school will be able to benefit from the existing educational arrangements which will be re-used from the current school. These include the schemes of work and overall curriculum, educational, administrative and curriculum policies and outline timetable. In addition, there are a host of detailed processes that can also be re-used including:

- New staff induction and staff handbook
- Homework and reading schemes
- Academic assessment system
- PE systems with uniform management system
- Lunch and snack systems, playground management
- House system with positive behavioural system
- Welfare, Health & Safety, and Risk assessment systems
- Special Educational Needs register, and identification and management systems

Also on the plus side, recruitment of staff for the new school will take place alongside the recruitment of additional staff for the 2014 intake to the current school. There will be one set of advertisements and interviews from which staff for both existing and new schools will be selected.

However, the Management time required to pursue the application with the DfE and to set up the new school will be significant, and will coincide with the oversight of a major building project at the current school.

The Trust proposes to recruit the Principal Designate for the new school to start in Sept 2013. As a senior leader, he or she will act in 2013/14 as both a deputy for Sarah Counter as well as having responsibility for the new school. The post will be funded partly by the existing College funds and partly from the start-up grant for the new school.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

Financial Expertise



Workload

There are again many financial systems and arrangements which are either existing and available to the new school, or which in any case are run at a Trust level and do not need to be duplicated.

There will be significant work, however, to prepare the budgets and forecasts as the application progresses towards Funding Agreement and to set up the accounting arrangements to cope with multiple schools and the purchase of new equipment and services. This will coincide with increased financial and facilities activity for the re-development of the existing site which is also scheduled to open in 2014.

To mitigate this, the Trust intends to provide additional book-keeping and facilities management resources to allow Peter Young to focus sufficient time on the financial management and forecasting. The facilities management work will be funded from the existing College grants as it will be focussed on the existing buildings. The new school is likely to be a new build or refurbishment and will not need significant facilities work outside the building contractors employed until it is operational.

The additional book-keeping work will be funded through the new school start-up grant as it will be in the nature of back-fill to allow the work on the new school to be done. A new intern is due to start this term.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

Areas of Expertise

The key areas of additional expertise required are:

1. **Project management** – this will be overseen by [REDACTED] who will devise and agree the plan, with tasks and dates. Peter did this work for the opening of the existing school. [REDACTED] will be in day to day control of the work and the staff involved. [REDACTED] will also manage the work of the Governors where they are directly involved with activities on the plan; she may require the assistance of the Chair of Governors in keeping the tasks on schedule!
2. **Marketing and Consultation** – this will again be the responsibility of the HR, Marketing and Comms Committee to devise a detailed plan and ensure it is resourced by suitable volunteers. The College has had considerable success in finding such volunteers in the past. [REDACTED] is currently working on the Consultation and will continue in this role.
3. **Communications** – a Communications plan will be devised by the HR, Marketing and Comms Committee chaired by [REDACTED]. Interviews with the media will normally be handled by [REDACTED]. The committee has available some excellent expertise among the parents in placing stories in the local media and keeping coverage positive.

4. **HR and Recruiting** – this will be handled by [REDACTED] together with the Principal Designate and [REDACTED] who is the Governor responsible for HR.
5. **ICT** – Our current contract for ICT is with RM, but provision for a new school would be out of scope. The ICT arrangements for the new school will be discussed by the Facilities Development and ICT Committee chaired by [REDACTED] and then by [REDACTED] and [REDACTED] with the EFA. While there are existing ICT facilities that could be extended to the new school, we will need to consider carefully the best approach. The website for the new school is likely to be an extension of the current website. The ICT Committee has sufficient resources to work with the website provider and determine the required approach. The task of populating the site is likely to fall to the Principal Designate.
6. **Sites and Building** – the securing of a suitable site will be the responsibility of [REDACTED] working with the EFA, assisted by [REDACTED]. The procurement and management of any associated refurbishment or building programme will be managed by the building team consisting of [REDACTED], [REDACTED] and [REDACTED].

Workload

For most of the period up to September 2014, the Canary Wharf College Team will have sufficient resources to work on the various areas described. The key resources are the Principal, the Principal Designate, the Governors, and the Leader of Finance and Facilities (with additional facilities and book-keeping resources as described).

In the critical pre-opening period, it is likely that we will need some additional administrative support to assist the Principal to keep track of all the tasks and activities. This may be a recent graduate, intern, volunteer parent or work experience role, and may be part time. This work is planned to be funded by the start-up grant, but may be at no cost if a suitable person can be found at the time.

F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

CEO and Principals

The overall running of the Trust's schools will be delegated by the Board of Directors to the CEO. This is effectively the role that [REDACTED] has today and the Board envisage that the change of title from Principal to CEO will not require a recruitment process.

The Directors plan to assist the CEO to appoint a Principal Designate for the new school in September 2013. The role would be part-funded from the start-up grant and will have responsibilities as described in Section F2. Such a leader will report to the CEO and is likely to be a candidate for a first Headship and may be in NPQH training, rather than the experienced Head who would be needed to take sole responsibility.

Staff Development

██████████ has written:

██████████

Governors

The Trust has been able to recruit a highly able team of Governors, as can be seen from the CVs at the end of Section F1. We have recently introduced a formal policy on the recruitment of new Governors and are in the process of sounding out a potential additional education governor who is a highly experienced Head. In the recent Parent Governor election, there were four very able candidates of whom we could only choose one to fill the vacancy.

Section G: Initial costs and financial viability

Introduction



Section H: Premises

The Irish Development company [REDACTED] has recently invited the college to build a school on the [REDACTED] in Tower Hamlets.

Conversations have also be had with one of the Board Directors for [REDACTED] regarding a school on the shortly to be developed [REDACTED] and an advisory report to the Board has been submitted.

The College might also be interested in starting a primary in Beckton in response to an email via NSN regarding this.

There is no question of the need within Tower Hamlets for a new Primary School. Until we have confirmation that funding will be given for this proposal the trust cannot pursue any of these property leads in further depth. Experience has proven that without assurance of any funding, developers are not willing to enter into deep discussions and as we as a trust are unable to negotiate on our own behalf, any further progress in this area is not possible until outline funding for the proposal is assured.

Relationships with the LA have always been civil and they have taken the pragmatic approach in view of their needs and shortage of places. (Fourteen new high rise tower blocks are to be erected on the Isle of Dogs over the next four years - this is in addition to the Leamouth and Wood Wharf estates).

The Directors of canary Wharf College have no preference as to whether they would prefer either the [REDACTED] or the [REDACTED] site. This will depend on the availability of tenure once outline funding of the project has been agreed.

- Both sites would be suitable for our school.
- Both sites will be equally short of space as space is at such a premium in this area of the country.
- Both sites will require use of local amenities for sport. Both development sites have plans for these.
- Both sites have relatively close DLR railway stations, and bus transport will be available, however given that there is a no car policy for staff (except the Principal) and over 85% of children at the founding College live with 750 metres there will be little transport issues.
- Both sites will be purpose built new schools. (The Principal is advising the canary wharf group on outline necessities.
- Both sites are close to deep water (all children in the area are used to docks!)
- Both buildings will have to meet noise, light, ventilation and air quality building regulations.

The biggest restraint on both developments will be pure cost.

No development in the Canary Wharf vicinity will appear to give value for money in this most expensive of real estate areas in the country, but the government will have to meet this head on, as it has already done in a magnanimous way for the founding College to provide in this the poorest borough in the country for the most needy of children.

