



Department
for Education

Free school application form

Mainstream, studio and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

City of London Academy, Shoreditch Park

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	X	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	x	<input type="checkbox"/>
Section B: Outline of the school	x	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	x	<input type="checkbox"/>
Section E: Evidence of need	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Budget planning and affordability	x	<input type="checkbox"/>
Section H: Premises	x	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	x	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	x	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	x	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	x	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	x	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

x

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Rationale

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

City of London as Sponsor

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

The City works with London boroughs, the Greater London Authority, London Councils and other partners to provide services and strategic support throughout the capital. It is actively working to strengthen its relationships with these stakeholders so that children and young people are given the tools to be successful through an excellent and enriched education.

The City has a reputation for excellence and for providing quality services. It is also recognised for its links to businesses. The City also provides bursary support to pupils at King Edward's School, Witley, Surrey, and Christ's Hospital School, Horsham, West Sussex. Additionally it has the right to nominate governors to a number of other schools and educational bodies, including Emanuel School, part of the United Westminster Schools Foundation group of schools, and the Central Foundation Schools of London.

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These institutions value the historic links to the City of London, although they are not part of the City's direct schools portfolio. There are also education bodies on which the City has Board representation, which provide provision for over-18s, such as the Guildhall School of Music and Drama, City Literary Institute and City & Guilds.

Building on its extensive experience, the City is actively seeking to extend its support for schools in areas where there is need. The City of London first became an academy sponsor in 2003 when it opened the City of London Academy, Southwark. Since that time the City has gone on to sponsor a further two secondary academies: City of London Academy, Islington (in joint sponsorship with City University) and The City Academy, Hackney (in joint sponsorship with KPMG). In addition, the City sponsors Redriff Primary Academy in Southwark, and is presently in the process of opening a further two primary academies, one in Southwark, in September 2016, and one in Islington, in September 2017.

City of London Education Strategy Vision

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

City of London Education Engagement Activity 2013–2015

The City:

- spends over £30m per annum on educational initiatives and programmes;
- has a statutory responsibility for one maintained school;
- is the proprietor of three independent schools, and sponsors three secondary academy schools and one primary academy;
- is in the process of opening a further two primary academies;
- provides extensive youth music provision through the Centre for Young Musicians and Junior Guildhall, supporting over 5,000 pupils;
- funds over £2m worth of scholarships and bursaries in its schools;
- contributes over £350,000 per annum to support education for pupils from disadvantaged backgrounds in independent boarding schools;
- introduces over 18,000 young people to the Arts through the Barbican Centre, Guildhall School of Music & Drama and Centre for Young Musicians;
- supports the London Schools Symphony Orchestra, its outreach work and the City of London Festival;
- hosts 100,000 children annually in order for them to learn about London's history and culture;
- provides environmental outreach and extensive sporting facilities in the City Corporation's open spaces to over 12,000 children every year;
- introduces over 1,500 young people to future employment opportunities;
- supports over 400 school leavers moving into work placements within the City; and

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- provides over 40 apprenticeships through the City Corporation and City firms.

City of London Academies Multi-Academy Trust Vision

“All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

In particular, all of our schools provide learning experiences that reflect common characteristics for which the City of London is world-renowned.

The City of London, its schools and academies are all characterised by:

- *High expectations, aspirations, excellence and a belief that all can succeed*
- *A culture of combining creativity, innovation and enterprise, alongside tradition and continuity*
- *A history of developing people who are confident, resilient, compassionate and democratic”*

City of London Academies – ‘Foundations of Excellence’

All City academies are expected to exhibit the five attributes of Outstanding educational provision. These simple and effective principles are the essential drivers that deliver Outstanding outcomes for learners and are key to the success of City of London academies. They are:

1.	<i>High expectation leadership</i>	Dynamic and skilled leadership from school leaders and governors founded in the core belief that all children can succeed.
2.	<i>Exemplary behaviour</i>	Behaviour for learning based on a set of defined core values that promote respect, tolerance, probity, curiosity, resilience, creativity and independence.
3.	<i>Outstanding creative teaching</i>	Highly skilled teaching that inspires, engages, supports and challenges learners whatever their starting point.
4.	<i>Assessment that informs intervention</i>	Target setting and assessments systems that set challenging targets and provide data that supports intervention if that progress is not being made.
5.	<i>A challenging curriculum</i>	A formal curriculum that matches the high expectations of progress providing a range of high-status qualifications for each learner. A rich informal curriculum that supports the wider development of each learner through personal, sporting, creative and employer related experiences.

Impact and record up to date

As a result of strong leadership, a clear vision and effective systems of delivery and accountability, each of the existing City academies are judged Good or Outstanding by OFSTED with achievements above local authority and national averages. There is also an expectation that all academies should be Outstanding within three years of joining

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the Trust.

The City academies have some impressive results. The Sutton Trust report 2015, detailing the impact of academy chains on low-income students shows that the City of London is one of the top three academy chains in supporting disadvantage children and achieving significantly above average against all five measures of attainment, as well as being ranked in the top three chains overall. One of the first institutions to sponsor the initial academies programme, the City is responsive to the changing educational landscape and supportive of government initiatives to drive up educational standards. The City is seeking to establish this free school in an area of deprivation and educational need, where there is a demonstrable demand for places.

In terms of the City's academy expansion programme, the City receives requests to sponsor academies on a regular basis. Despite these many requests the City has been cautious not to expand too quickly, and ensure it has the necessary governance and infrastructure in place in order to ensure it can fulfil its obligations as an academy sponsor. The City as sponsor, and the MAT Board, has recently reviewed its governance arrangements and has put in place the necessary infrastructure to meet the demands of an academy chain of 9-12 academies which is the proposed number the City wishes to move towards. This has involved establishing a shared vision, strengthening the governance of the MAT and re-organising the structure ensure the effective delivery of this vision. The City has also been supporting the development of the MAT to provide coherence, stability and impetus for continuous improvement. Establishing City of London Academy, Shoreditch Park is one of four new academies the City is currently exploring, each being based in the three geographical areas in which the City is presently sponsoring academies, and therefore fitting into the geographical cluster model the City wishes to operate within going forward.

City of London Academy, Shoreditch Park

Our overarching vision is to found a school that will exemplify Outstanding secondary practice, evidenced by outstanding attainment and progress for all children. From the outset we wish to ensure that the work of the school is underpinned by shared values and ambitions to ensure that each school that becomes a part of the City of London Academies Trust will be graded as Outstanding within three years.

Our values, which reflect the way of life, beliefs and cultural context of our city and country, will be the foundation of the City of London Academy, Shoreditch Park. We wish for our children and our community to realise, espouse and promote these values.

Our vision, our values

We believe in a just society in which people are:

Enlightened

- Tolerant of other peoples, religions, traditions and lifestyles
- Aware of our common heritage and democratic traditions
- Understanding and respectful of all cultures and faiths
- Determined to promote equal opportunities, and treat everyone with respect

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Aspirational

- Prepared to meet challenges, and adapt to new situations
- Actively seeking opportunities for themselves, their family and community
- Committed to developing the maximum potential of each student academically, socially, culturally and spiritually
- Demonstrating the highest expectations of themselves and of others

Entrepreneurial

- Able to conceive a unique vision and influence others
- Creative in their ideas, resilient and determined in their actions
- Able to see opportunity in change

Adventurous

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

Compassionate

- Aware of the interdependence of all living things
- Willing to foster a community in which the talents of both staff and students are mutually recognised, valued and encouraged
- Motivated to help and care for others
- Thoughtful, thinking, creative and compassionate young adults able to take an effective role in the world

The City of London Academy, Shoreditch Park will be a non-selective, fully inclusive school. Pupils will be drawn from and reflect the local Hackney community, and with the exception of looked after children and siblings, admission will be by distance under a fair banding system. The model for the curriculum will be largely drawn from The City Academy, Hackney which, in the last two years of GCSE examinations, (2014 and 2015) achieved added value results of 1081 and 1067 placing it 2nd and 5th out of the 6212 schools in the country respectively. The cohort served would be of similar profile and prior attainment and there is every reasons to believe would be just as successful given similar expectations and quality of teaching

It is expected that 180 places will open in year 7 from September 2017, and that Shoreditch Park will be a fully occupied school by September 2022.

From Vision and Values to Reality – the City Experience

Using the experience, leadership capacity and collective resources of our family of schools, we intend to create academies that will embody our ideals and instil young people with the skills and mindset to take a lead in their community. We cannot overstate our belief that the ‘cultural capital’ present in London needs to be more widely deployed to fire the imaginations of a new generation.

The City academies draw down from the exceptional range and quality of resources in order to provide students with a distinct ‘City Experience’. This is every learner’s entitlement to high-quality academic, creative, sporting, linguistic and personal development opportunities. It ensures that the broader vision of the City Academies Trust is realised, and supports the curriculum decisions that deliver a unique learning

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experience for the students who attend City academies.

City Resources Available to Support Students

The City believes that creativity and creative thinking are fundamental to the future economic wellbeing of our city and our nation. Sitting at the heart of one of the great cultural capitals of the world, we believe it to be the Shoreditch students' heritage and their entitlement. For this reason, one of the key components of our new school will be an 'extended day with an extended cultural offer', which draws upon the extensive City resources outlined below:

- The City has a high concentration of arts and cultural organisations.
- The City has 11,000 acres of open spaces, which include various commons, heath and forest land, parks, gardens and a cemetery.
- The London Metropolitan Archives use their collections to bring history and social issues alive.
- The Barbican Centre and the Guildhall School have effective partnerships with City fringe and East London boroughs.
- The Museum of London runs curriculum-based programmes that cater for both primary and secondary education, including in archaeology, art, citizenship and classical studies.

As part of our offer, every young person will have the opportunity to participate in breakfast clubs and extended day lessons and activities. In this way we will ensure that all young people access extended opportunities in the creative arts, music, dance, drama and sport. We will provide summer camps for our children specifically to extend and enrich their cultural experience and appreciation of their city. We will work with City charities and the Livery companies to ensure that these opportunities are affordable to all young people and free to those in receipt of Pupil Premium.

Supporting Teachers

Our existing academies have enormous experience in monitoring and coaching teachers. Quality teaching is augmented by early intervention with short-term, evidence-based intervention programmes, which accelerate young people's progress in areas where they may have fallen behind. This is underpinned by rigorous assessment and monitoring of teaching and its outcomes for young people. In keeping with our ethos, our teaching will promote discussion and dialogue between students and their teachers. We intend to deploy more specialist teachers to support the learning. As well as specialists in music and PE we intend to build on existing practice supported by secondary specialist colleagues from other City Academies. The proximity of the secondary school (CoLA Islington, and The City Academy Hackney) to the proposed site makes the deployment of specialist teachers as well as access to specialist facilities and equipment a practical reality

Capacity

However compelling the vision, however strong the belief, its' efficacy depends on the capacity to deliver quality education from the outset.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The City of London Academies Governance and infrastructure Arrangements

A strategic view has been agreed at the highest level within the City of London Corporation, with the MAT Board, on the expansion of the MAT, and the number of academies it should seek to sponsor over the next five year. New articles and a new structure have been adopted along with a Scheme of Delegation, in order for the Trust to realise the overarching vision of up to 12 Outstanding academies, the present applications taking it from six to ten schools by September 2019. The MAT has also strengthened its infrastructure with the appointment of a Chief Executive Officer, along with the City of London Corporation as sponsor providing an Academies Programme Director who will enhance expertise and develop capacity at the centre in order to turn the vision for the City's academies into a reality.

Leadership and Staff Resource

Good leadership from the Principal will be supported and developed alongside the outstanding leaders already present in the Trust. Furthermore, as the school grows there will be the opportunity for current outstanding senior and middle leaders in existing City of London academies to apply for senior posts at City of London Academy, Shoreditch Park. This is seen as a positive feature of the growth of the Trust, in that talented staff can be retained and provided with career progression opportunities within the wider family of schools that Shoreditch Park would be joining. The relationship between Shoreditch park and other City of London academies is key to the school's ability to grow and thrive.

Financial Resources

Many starter schools face the difficulty of generating sufficient income from pupils to maintain an infrastructure beyond the classroom. It is our ambition not only to meet an immediate and pressing need for school places, but also to offer a radically different approach to education and care, providing parents with a real choice in the locality. The school will be serving a diverse population in an area with a need for secondary places. Evidenced by the level of need and parents' demands for the City of London Academies Trust to sponsor this school, the MAT believes that numbers will grow rapidly, making the school both financially viable and academically successful.

Summary

In this context, we believe that a strong, unifying Trust espousing traditional British values and combined with high expectations, quality-first teaching and an extended cultural offer will be a transformative force within the local community. We are confident that with the sponsorship and support of the City of London and the City of London Academies Trust, and the wider support of City of London schools, we can make a lasting and fundamental difference to the lives of children and young people in Hackney.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Numbers on role at the existing school who will be offered a place at the new academy	2017	2018	2019	2020	2021	2022	2023
Reception	N/A							
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							100	100
Year 13								100
Totals		180	360	540	720	900	1000	1100

2016 intake based on estimates from first preference data.

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan that is consistent with the vision and pupil intake

All applicants will need to complete the table of subjects and hours provided below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 3			Two-year Key Stage 3 – Years 7 and 8 only
English	4/5	Mandatory	
Mathematics	5	Mandatory	
Science	4	Mandatory	
PSHCE	1	Mandatory	Including careers
PE	1	Mandatory	
Spanish/French	2	Mandatory	
Design and Technology	2	Mandatory	
Business/ICT	1	Mandatory	
RE	1	Mandatory	
History	1	Mandatory	
Geography	1	Mandatory	
Music/Drama/Art	4/5	Mandatory	
Additional Studies	3	Mandatory	Support and enrichment three times per week
Assembly Tutor Time	1	Mandatory	
Key Stage 4			Three-year Key Stage 4 – Years 9, 10, 11
GCSE English and Literature	5	Mandatory	EBACC
GCSE Mathematics	5	Mandatory	EBACC
GCSE Triple Science	6	Mandatory	Extended EBACC pathway – Sets 1 and 2
GCSE Double Science	6	Mandatory	Core EBACC pathway – Set 3
Science Level 1 Certificate	4	Mandatory	City BACC Pathway (up to 15 students)
GCSE History/Geography	3	Mandatory	EBACC
GCSE Spanish/French	3	Mandatory	EBACC
PSHCE and RE	1	Mandatory	Core
PE (not examined)	2	Mandatory	Core
Additional Studies	1	Mandatory	Support and enrichment
GCSE Art and Design	2.5	Option	
GCSE Drama	2.5	Option	
GCSE PE	2.5	Option	
GCSE Music	2.5	Option	
GCSE RE	2.5	Option	
GCSE ICT	2.5	Option	
GCSE Textiles	2.5	Option	
GCSE Catering	2.5	Option	
GCSE Media Studies	2.5	Option	

GCSE Art and Design	2.5	Option	
BTEC Business (L1 and 2)	2.5	Option	City BACC Pathway (15 students)
BTEC Sport (L2)	2.5	Option	City BACC Pathway (15 students)
ICT – ECDL	2.5	Option	City BACC Pathway (15 students)
Projected Sixth Form offer – Linear A-levels unless otherwise stated			
Option A			
BTEC Business Level 3	6	Option A	
Business Studies	6	Option A	
Chemistry	6	Option A	
Music	6	Option A	
History	6	Option A	
Mathematics	6	Option A	
Option B			
BTEC Business Level 3	6	Option B	
Physics	6	Option B	
English Literature	6	Option B	
Further Mathematics	6	Option B	
Sociology	6	Option B	
Psychology	6	Option B	
Option C			
Economics	6	Option C	
Biology	6	Option C	
Drama	6	Option C	
Art and Design	6	Option C	
English Literature	6	Option C	
Computing	6	Option C	
Option D			
Spanish/French	6	Option D	
Government and Politics	6	Option D	
Mathematics	6	Option D	
Physical Education	6	Option D	
Geography	6	Option D	
Psychology	6	Option D	
PE and Duke of Edinburgh	2	Mandatory	
PSHCE and Tutorial support	1	Mandatory	

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

D1 – an ambitious and deliverable curriculum plan that is consistent with the vision and pupil intake

The Vision

The City Academies Trust provides high status curriculum pathways in line with point 5 of our 'Foundations of Excellence'.

“A formal curriculum that matches the high expectations of progress providing a range of high status qualifications for each learner. A rich informal curriculum that supports the wider development of each learner through personal, sporting, creative, and employer related experiences.”

Special Needs and Students with Core Deficits

The support arrangements and curriculum offer for students with special needs, or deficits on entry, will be addressed through specific curriculum experiences and interventions. There will be a strong emphasis on acquiring the basic numeracy and literacy skills required to succeed in formal GCSEs with an adapted curriculum programme to support this. The 3 year foundation GCSE pathway curriculum, additional studies and one to one intervention programmes, which are so successful in other City of London Academies will be introduced at Mount Carmel.

More Able Students

More able students will be challenged through classroom teaching which is creative and develops higher level thinking skills through meta-cognitive experiences. 'Stretch mathematics' developed by City of London schools is an example of a simple in class methodology to challenge the most able. The extended EBACC curriculum pathway to GCSE and the high level sixth form curriculum will also provide opportunities for challenge and high level attainment.

'The City Experience' - A Curriculum that Supports and Challenges

At all City of London Academies there is an expectation that all learners will make exceptional progress. The formal and informal curriculum entitlement for all students is known as 'The City Experience' it involves 5 strands:

Academic

We will not compromise on students achieving exceptional levels of academic progress. We provide rigour in our teaching while ensuring that we engage students' interest and inspire them to achieve the highest academic standards. Behaviour is expected to be exceptional, classrooms are focused and students are required to complete their classwork, and the regular homework we set them, to the best of their ability.

D1 – an ambitious and deliverable curriculum plan that is consistent with the vision and pupil intake

Creative

Creative learning experiences are promoted across all subjects and the creative subjects themselves have high status in our academies. Every student has access to a wide range of creative opportunities through the formal curriculum, Additional Studies, trips, concerts and productions.

Sporting

Our commitment to healthy lifestyles means that we encourage wide participation in sports and fitness. We have regular fixtures for all sports teams and students are expected to take pride in representing the academy. Our academies in turn take pride in nurturing our students' individual talents and collective success.

Linguistic

Speaking another language is an invaluable life skill in the 21st century, globalised economy. For that reason, every child is expected to study at least one foreign language and take formal examinations in their own language to promote, value and recognise their own culture and heritage.

Personal

We believe that academic success and the wider personal development of students go hand in hand. Any school should play a vital role in allowing students to develop a range of wider personal attributes that will help them to succeed in later life. The academy places a great deal of importance on politeness, kindness, responsibility and respect. We promote these core British values through our high expectations in all our academies.

The model

The model for this curriculum is drawn largely from the City Academy, Hackney, which the City co-sponsors. The academy has, in the last two years of GCSE examinations (2014 and 2015) achieved added value results of 1081 and 1067, placing it second and fifth respectively out of the 6212 schools in the country. The cohort served would be of similar profile and prior attainment, and there is every reason to believe that Shoreditch park would be just as successful given similar expectations and quality of teaching.

Extra Learning Time – ‘Additional Studies’

In this model there are 6 hours of taught lessons every day with an extra 50 minutes of compulsory Additional Studies for all students, three times a week. During Additional Studies, students undertake homework and enrichment activities, and receive specific targeted support in small groups and ‘one to one’ sessions with teachers and support staff. Additional sports, drama and music activities will also be provided, supported by

D1 – an ambitious and deliverable curriculum plan that is consistent with the vision and pupil intake

links with other City academies and the wider resources of the City.

Key Stage 3 and 4 Allocations

There will be a two-year Key Stage 3 with an emphasis on core EBACC subjects. This will ensure that deficits in English and Mathematics can be addressed and students will be prepared for option choices at the end of year 8. Students will embark upon a three-year GCSE programme in order to maximise the opportunity of ensuring curriculum coverage and examination preparation.

Key Stage 4 Pathways

There will be three distinct pathways at Key Stage 4, centred on the principle that 90% of students will be expected to sit, and be successful in, EBACC GCSEs.

1. Extended EBACC pathway: offered to the top students and would encompass Triple Science and more challenging options
2. EBACC pathway: the vast majority of students would follow this pathway
3. City BACC: a bespoke pathway for up to 15 students who will study Mathematics and English GCSE and a range of other Level 1 and 2 courses in preparation for progression to employment or further education

A curriculum map exemplifying how the Key Stage 3 and 4 pathway curriculum will work in practice is show below.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
KS3	7	English (5)			Dra			Maths (5)			Science ()			Bus/ICT	MFL	HS	Geo	RE	Tech	Art	Mus	Dra	PE	PHSE	Assem / Tutor	Tut	Add st	Add st	Add st	Add st	Add st	Add st			
KS4 Extended	8	English (5)			Maths (5 5)			GCSE triple science (5)			Ebac- MFL			Ebac- History/Geography			Option 2		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5									
EBACC	8	English (5)			Maths (5 5)			GCSE triple science (5)			Ebac- MFL or Art			Ebac- History/Geography Or RE			Guided Option		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5									
Set 1 4	10	English (5)			Maths (5 5)			GCSE double science (5)			Ebac- MFL or Art			Ebac- History/Geography Or RE			Guided Option		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5									
Extended	11	English (5)			Maths (5 5)			GCSE double science (5)			Ebac- MFL or Art			Ebac- History/Geography Or RE			Guided Option		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5									
Foundation	8	English (5)			Maths (5 5)			GCSE double science (5)			Ebac- MFL or Art			Ebac- History/Geography Or RE			Guided Option		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5									
at 4 lower abill	10	English (5)			Maths (5 5)			GCSE double science (5)			Ebac- MFL or Art			Ebac- History/Geography Or RE			Guided Option		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5									
11	11	English (5)			Maths (5 5)			GCSE triple science ()			Vocational Qual			Art			RE			Guided Option		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5						
CBACC	8	English (5)			Maths (5 5)			GCSE triple science ()			Vocational Qual			Art			RE			Guided Option		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5						
15 students	11	English (5)			Maths (5 5)			GCSE triple science ()			Vocational Qual			Art			RE			Guided Option		Option 1		PE	PHSE	Assem / Tutor	Tut	Eng p5	Mat p5						

Additional Studies

As part of our offer every young person will have the opportunity to participate in breakfast clubs and extended day lessons and activities. In this way we will ensure that all young people access extended opportunities in the creative arts, music, dance, drama and sport. We will provide summer camps for our children specifically to extend and enrich their cultural experience and appreciation of their city. We will work with City charities and the Livery companies to ensure that these opportunities are affordable to all young people and free to those in receipt of Pupil Premium.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

The Model

Setting targets, and monitoring and driving improvement will be completed and measured through an assessment system that is being widely employed by City academies and other high performing schools.

Baseline Assessment

Students will have a baseline CATs test to determine banding for entry. This will be used in conjunction with the new KS2 data in order to establish starting points from which targets will be set. Students will be given a starting level on a scale from 0 to 9, which replicates the new GCSE levelling system. Foundation subjects will have targets set on the basis of an average of the KS2 Mathematics and English levels moderated against CATs scores.

Student Targets

All students will be expected to make a minimum of four levels of progress through KS3 and 4. A student who arrives at expected levels at the end of KS2 would be given a starting level of 1 and be expected to make at least four levels of progress and achieve the national benchmark at the end of KS4 or 5.

Academy Targets

Academy targets will be set on the basis of 90% of students achieving four levels of progress by the end of year 11 in all subjects.

Tracking, Monitoring and Intervention

Progress will be monitored five times per academic year, and reports and consultation meetings arranged with parents. Students will have their progress tracked and next steps identified in a tabulated tracking sheet in the front of their exercise books.

D2 – measuring pupil performance effectively and setting challenging targets

Student progress will be assessed against GCSE grade criteria with results entered online. These will be automatically colour coded against their expected progress, with students on amber or red attracting directed intervention and further parental engagement.

Intervention will fall into three broad levels:

1. In-class teacher intervention by explicitly targeting support and challenge for underachieving students
2. Providing wider support from the pastoral team
3. Providing specific Additional Studies intervention support, such as catch-up sessions and/or one to one learning programmes

Parental Communication and Engagement

Progress reports will be available online. They will also be sent to parents as they are completed, five times a year. There will be one parent meeting organised with subject teachers for each year group and two consultation meetings with tutors in order to assess overall progress, examine targeted next steps and allow the student to present their own view of their progress.

Parental panel meetings will be arranged where there are concerns over a wider range of subjects, during which strategies to support the academic progress of the child will be discussed.

Teacher Accountability

Heads of Faculty and Heads of House will have termly meetings with senior staff to discuss each student who is a cause for concern. They will identify strategies for improvement, monitor strategies and revisit the performance of these students at the next meeting, and adjust strategies to ensure that implemented methods are effective.

Performance management targets will mirror and support the achievement targets of the academy as a whole. It is expected that 90% of all students will achieve four levels of progress over KS3 and 4, and this will also be set as a baseline target for the majority of leaders, managers, and teaching and support staff.

Assessment Target and Tracking Sheets

An example of the student self-assessment sheet is shown below. This embodies the expectations of four levels of progress for all, communicates next steps to students and helps parents and students monitor their progress along the expected academic trajectory. Versions of this tracking document have been deployed widely across City of London academies and adopted across many schools and academies throughout the country. They are highly effective because they turn aspirational targets into practical

D2 – measuring pupil performance effectively and setting challenging targets

steps for students and help to embed the culture of extremely high expectations in all students, teachers and leaders in the school.

KS4 Target Sheet - English/Maths

House: AG LG MG NG

Name: _____

Teacher: _____

Subject: _____

Teaching group: _____

Students are expected to progress at least two levels over a Key Stage. This is equivalent to three sub-levels per year.
Highlight the column that shows your KS2 level (or average level). It is this level that is used to calculate your GCSE target grade.

KS2 level (or average of non-core subject)	Old grading		3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a
	New grading		1-	1	1+	2-	2	2+	3-	3	3+	4-	4	4+
End of Year 10 target	Old grading		D	D	D	C	C	C	B	B	B	A	A	A*
	New grading		4-	4	4+	5-	5	5+	6-	6	6+	7-	7	7+
Target GCSE grade	Old grading		C-	C	C+	B-	B	B+	A-	A	A+	A*-	A*	A*+
	New grading		5-	5	5+	6-	6	6+	7-	7	7+	8-	8+	9

Current grade	Date	Topic/skill	Your target	How far have you got?	
	Aut. 1			Started to meet:	
				Partially met:	
				Fully met:	
	Aut. 2			Started to meet:	
				Partially met:	
				Fully met:	
	Spr. 1			Started to meet:	
				Partially met:	
				Fully met:	
	Spr. 2			Started to meet:	
				Partially met:	
				Fully met:	
	Sum. 1			Started to meet:	
				Partially met:	
				Fully met:	
	Sum. 2			Started to meet:	
				Partially met:	
				Fully met:	

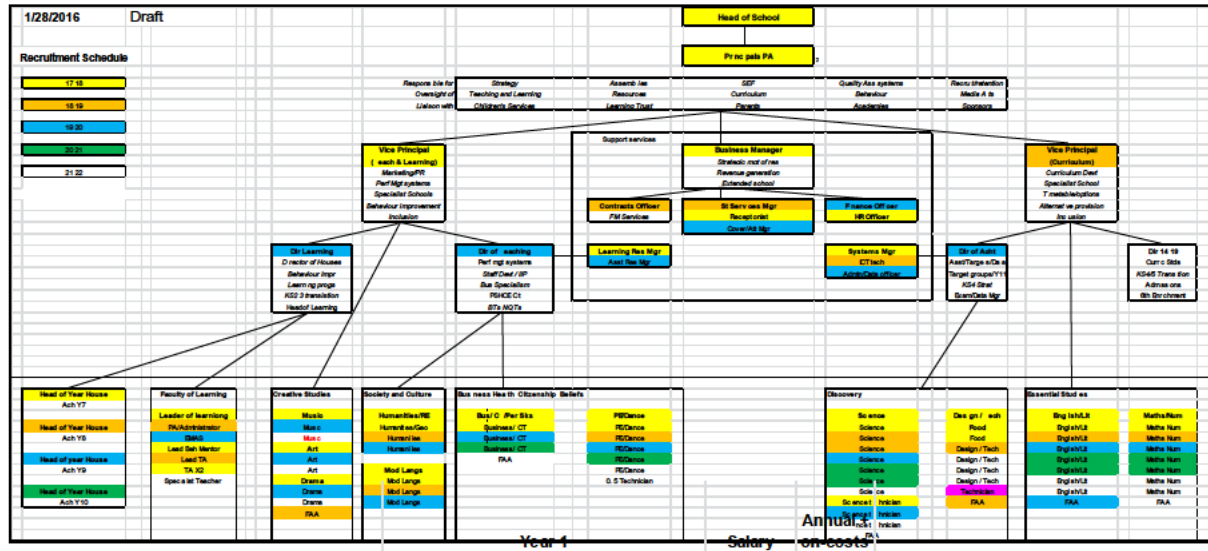
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

The staffing structure document shows the year 1 staffing based on a full 180 cohort and the expectation that there would be a per pupil funding unit of 10. Current market rates have been input for leadership, teaching and support staff posts. The planned expansion of staffing from year 1 onwards is shown through the colour coded key, which maps the year on year expectation of increases in staff to match the growth in student numbers and the planned curriculum development.



Year 1	Salary	Annual on costs
Head of School		
PA		
Vice-principal (T+L)		
Business Manager		
Systems Manager		
HR Officer bought in service from MAT		
Contracts Mgr bought in service from MAT		
Finance Officer Bought in service from MAT		
Receptionist		
Learning resources/librarian		
Subject Leader English		
Subject Leader Maths		
Subject Leader Science		
Subject Leader Humanities		
Subject Leader Languages		
Subject Leader Business/ICT		
Subject Leader Technology		
Subject Leader Drama		
Subject Leader Creative (Music)		
Subject Leader Art		
Subject Leader PE		
Head of Year		
English Teacher		
Maths/Science Teacher		
Maths Teacher		
Science Teacher		
PE Teacher		
Geog or Hist Teacher		
Leader of Learning		
LSA Support (SEN bud)		
LSA Support (SEN bud)		
Lead Beh mgr		
Science technician		

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

The City of London Academy, Shoreditch Park will be a non-faith mixed school. At the foundation of the academy will lie values which reflect the way of life, beliefs and cultural context of our city and our country. We want all of our children and our community to realise, espouse and promote these values. These are aligned to those which support the shared vision of City of London Academies, namely...

- *High expectations, aspirations, excellence and a belief that all can succeed*
- *Combining creativity, innovation and enterprise, alongside tradition and continuity*
- *Developing people who are confident, resilient, compassionate and democratic*

A detailed explanation of the vision and ethos of City of London schools is included in section C1. This vision is inclusive and aims to provide access to all students of all faiths and cultural backgrounds access to the best educational opportunities.

Admission to all City of London Academies is fundamentally based on distance and preference with fair banding to ensure a wide ability base.

The formal curriculum of the school and 'The City Experience' provide opportunities for students to work together and to develop strong common attributes that are evident in successful learners and fulfilled adults irrespective of faith, culture or race. The attributes of self-worth, resilience, respect, hard work and compassion will be fostered and promoted through the expectations, teaching and wider curriculum of the school.

The school will promote fundamental British values including those of democracy, freedom, the rule of law, respect, tolerance and safeguarding. The academy will ensure that these values are reinforced regularly through an assembly programme, personal and social education, curriculum opportunities and through the general life and work of the academy. More specifically there will be opportunities to address these values in the following ways:

Democracy

Students will have many opportunities for their voices to be heard. This will be through an active and vibrant student council, prefects, house captains and tutor representatives, with a robust election process which will provide students with a model for democratic process. The school council will be an outlet for students to

D4 – the school will be welcoming to pupils of all faiths/world views and none

share their ideas, interests and concerns through regular meetings with teachers and the Principal.

Individual Liberty

Within school pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we will educate and provide boundaries for young people to make choices safely. Students will be encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, will be consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils will be taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Mutual Respect

As a community, mutual respect will be at the heart of our values. Young people will learn that their behaviours have an effect on their own rights and those of others. All members of the school community will be expected to treat each other with respect, Posters an expectation reiterated through all assemblies and our Behaviour Policy.

Tolerance of Those With Different Faiths And Beliefs Including None

The school will be situated in an area of an increasingly diverse cultural nature and we are fully aware of the importance of promoting tolerance and acceptance of those with different faiths and beliefs. Assemblies will be regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Members of different faiths or religions will be encouraged to share their knowledge to enhance learning within classes and the school.

We will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Safeguarding

Strong safeguarding policies and procedures exist across the City of London academies, which will be adopted at Shoreditch Park. These include well established referral pathways for concerns about students' welfare including those set out around the Prevent duty – both within local authority safeguarding processes and in terms of referral to the Police and other agencies.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

There is a clear rationale for establishing a secondary academy in the south east vicinity of the London Borough of Hackney. By 2021 the London Borough of Hackney (reports that it) will need an extra 11 forms of entry at secondary school – or 1,650 places – equivalent to two new secondary schools.

Additionally, in autumn 2015 the London Borough of Hackney outlined how *“Hackney Learning Trust currently provides places for 83% of Hackney resident pupils transferring to secondary school each year [however]... our projections show that in order to continue meeting the demand for secondary places in the borough, there is a need to provide even more additional secondary places”*.

Demographic evidence indicates too that in recent years the London Borough of Hackney has experienced significant growth in pupil numbers as a result of a growing birth rate, inward migration and pupil yield as a result of housing.

Structured canvassing undertaken by the City of London Academy, Shoreditch Park community engagement team in winter 2016 indicated that enough firm registrations of interest in the school exist to make the establishment of it in the south-east vicinity of the London Borough of Hackney a viable undertaking. 100% of the parents who have registered an interest in their children attending City of London Academy, Shoreditch Park live in the nearby/commutable postcode areas including N1, N16, E8 and E5. Essentially, the establishment of the secondary academy would widen choice at the secondary phase for Hackney-based parents, carers and the diverse community which it would serve.

The quality of secondary provision in the London Borough of Hackney is judged to be strong, with 13 of the 14 secondary schools assessed by Ofsted as good or better and 99% of secondary school pupils attending a good or outstanding school. However, there is also room for improvement in performance, as 6 of the 14 secondary education providers that are located in the London Borough of Hackney had KS4 (GCSE) results for 2014/2015 which were below the average percentage (60.4%) for the local authority

E1 – provide valid evidence that there is a need for this school in the area

area. Indeed, the number of pupils currently on roll at these 6 establishments exceeds the proposed number of places available at City of London Academy, Shoreditch Park.

Approaches to establishing need and demand

The City of London Academy, Shoreditch Park project team implemented the following process in order to attain firm registrations of interest for their proposed school:

- Face-to-face canvassing using structured promotional materials – including a requisitely informative flyer
- Undertaking of a supplementary on-line registration of interest process, via the dedicated web-site for the proposed school
- Ensuring engagement with all sections of the south-eastern vicinity of the London Borough of Hackney’s communities, including those with specific faiths and no faith
- Promotion through the local Hackney-based media which reported the ambition to establish the City of London Academy Shoreditch Park
- Attaining support from local primary schools, including them sending their parents a text message informing them about the proposed new secondary education option

We attained the requisite registration of interests via (a) face-to-face and (b) online survey/registration of interest response form. Face-to-face community engagement was undertaken at the following locations and settings:

- Thirty potential pipeline primary schools located across the London Borough of Hackney
- Community settings such as the Hoxton Library, Shoreditch Library, the Britannia Leisure Centre in Hoxton, Hoxton Market and Kingsland Shopping Centre
- Faith settings such as churches and Shoreditch Masjid Trust mosque

The website: www.cityoflondon.gov.uk/newacademies provided parents and members of the London Borough of Hackney communities with the opportunity to learn more about the proposed school, to register their interest and to ask questions about the application. Parents and stakeholders who wished to learn more about the proposed establishment of City of London Academy, Shoreditch Park – potentially before registering their interest – were directed to its website for more information about the school. The City of London Academy, Shoreditch Park project team also sent out communications through social media including via the school’s dedicated Facebook page. Those parents who were keen to learn more about the City of London sponsored secondary academies were encouraged to research and/or contact any of its existing portfolio of inner-London schools – including The City Academy Hackney – to get a flavour of how they operate, be assured of their very high standards and their general approach to education. Regular updates and communications will continue to be sent to those who have registered an interest in City of London Academy, Shoreditch Park.

Marketing materials

E1 – provide valid evidence that there is a need for this school in the area

A specific information flyer was designed to provide an outline of the proposed City of London Academy Shoreditch Park, and the key characteristics that will underpin it. When the City of London Academy, Shoreditch Park community engagement team were undertaking face-to-face canvassing with prospective parents, the informative flyer was always handed to each one. This flyer contained specifics about the type of education provision which the secondary school will offer – including an explanation that the school would:

- help meet the significant demand for a new secondary school serving communities within the London Borough of Hackney
- have a commitment to high expectations, aspirations and excellence
- place emphasis on (a) healthy lifestyles through the encouragement of wide participation in sports and fitness (b) the study of at least one foreign language

Proximity and area of residence of parents expressing an interest

An Evidence of Demand data capture form (which was also incorporated within our information flyer) invited parents to provide the following details (so as to register an interest):

- Name of parent/carer
- Name and date of birth of child(ren)
- Postcode
- Contact e-mail
- Would [a] City of London Academy, Shoreditch Park be your first choice?

The demand that we attained centred on the postcodes in close (commutable) proximity to the preferred (N1 postcode) location for the City of London Academy Shoreditch Park.

A total of 475 parents (who were raising a combined total of 671 children) supported the establishment of the City of London Academy, Shoreditch Park and stated that it would be a first choice. Additionally, 421 children being raised by these parents represented a pipeline cohort from September 2019 onwards.

Table E1: Area of residence of 2017 Pledges/Entry for secondary school Year 7

Home Postcode of Child	Number of First Choice children eligible for 2017 Year 7 Admission
N1	30
E5	20
N16	13
E8	12
E2	4
E9	2
EC1N	2
Total	83

Table E2: Area of residence of 2018 Pledges/Entry for secondary school Year 7

E1 – provide valid evidence that there is a need for this school in the area

Home Postcode of Child	Number of First Choice children eligible for 2018 Year 7 Admission
N1	31
E5	21
N16	9
E8	12
E2	3
E9	5
Total	81

Evidence of basic need

Table E3: Projections for population(s) of 10 – 19 year olds (source ONS 2013)

LA area: Hackney	2016 Population	2018 Population	% change by 2018	2022 Population	% change by 2022 (from 2016)
10 – 14 years	14,000	15,000	+6.6%	16,000	+12.5%
15 – 19 years	13,000	13,000	none	14,000	+7%
0 – 19 years	27,000	28,000	+3.5%	30,000	+10%

The above table indicates that in volume terms, the number of 10 – 19 year olds resident in the London Borough of Hackney locality is projected to increase by 3,000 children between the years 2016 – 2022, which in turn will have a significant impact on secondary school's capacities in the local authority area.

Additionally a number of new housing developments have been (a) recently completed or are (b) set to take place in the (south-east vicinity of the) London Borough of Hackney, which will increase the local population of young families and children – for example:

- An ongoing development by London & Quadrant Housing Trust on the Haggerston West and Kingsland estates will replace over 400 homes with (an increased quantity of) 761 new flats and houses
- The London Borough of Hackney's intention to develop the Colville estate locality of Hoxton (near to Shoreditch Park) with approximately 900 homes of between one and four bedrooms
- The London Borough of Hackney has a borough-wide 2,760-home estate regeneration programme, which is one of London's largest schemes for building (new) homes for social renting, shared ownership, and private sale

As was outlined in the introduction to this section of the application, the London Borough of Hackney currently already has a relatively high level of demand for

E1 – provide valid evidence that there is a need for this school in the area

additional secondary pupil places. Analysis of the Department for Education’s annual school capacity survey published in May 2014 indicated that that the volume of secondary school pupils in the borough is projected to increase in number by 2,726 pupils between the school years 2016 – 2017 → 2020 – 2021 (see Table 4).

Table E4: Projected increase(s) in pupil numbers at secondary level up to 2020 – 2021 school year (DfE 2014) for the London Borough of Hackney

LA area: Hackney	2016 – 2017 Pupil forecast	2018 – 2019 Pupil forecast	% change by end 2019	2020 – 2021 Pupil forecast	% change by end 2021
Pupil Numbers	14,000	15,527	+9.8%	16,726	+16.3%

The table below presents the London Borough of Hackney’s own analysis in terms of a forthcoming need for more secondary school places and forms of entry. The table indicates that by 2021 – 2022 the borough requires 11 extra forms of entry at secondary school level.

Table E5: Projections for the number of additional secondary school places needed up until 2021 (London Borough of Hackney 2016)

School Year	Number of secondary school places	Total Hackney estimated children	83% of the cohort plus 274 out borough children who are likely to gain places at Hackney schools	Additional number of places needed to meet this number	Additional FE needed based on the number of places available
2016 - 2017	2,331	2,589	2,423	92	3
2017 - 2018	2,331	2,665	2,486	155	5
2018 - 2019	2,331	2,711	2,524	193	6
2019 - 2020	2,331	2,846	2,636	305	10
2020 – 2021	2,331	2,760	2,565	234	8
2021 – 2022	2,331	2,889	2,672	341	11

In terms of (further) reported pressure for school places in the London Borough of Hackney locality: an article published in the Hackney Citizen in March 2015 reported how the London Borough of Hackney will “face a shortage of 750 secondary school

E1 – provide valid evidence that there is a need for this school in the area

places by 2020”.

Finally, educational standards across the London Borough of Hackney are relatively high and improving. However, 6 of the 14 secondary education providers that are located in the London Borough of Hackney had KS4 (GCSE) results for 2014/2015 which were below the average percentage (60.4%) for the local authority area. The number of pupils currently on roll at these 6 establishments exceeds the proposed number of places available at City of London Academy Shoreditch Park

Please tick to confirm that you have provided evidence as annexes:

E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

The City of London Academy, Shoreditch Park community engagement team carried out demand gathering activities in the environs of south west Hackney and discovered significant support for the educational provision that it proposes to offer.

Proximity and area of residence of parents expressing an interest

An Evidence of Demand data capture form (which was also incorporated within our information flyer) invited parents to provide the following details (so as to register an interest):

- Name of parent/carer
- Name and date of birth of child(ren)
- Postcode
- Contact e-mail
- Would [a] City of London Academy, Shoreditch Park be your first choice?

The demand that we attained centred on the postcodes in close (commutable) proximity to the preferred (N1 postcode) location for the City of London Academy Shoreditch Park. A total of 475 parents (who were raising a combined total of 671 children) supported the establishment of the City of London Academy, Shoreditch Park and stated that it would be a first choice. Additionally, 421 children being raised by these parents represented a pipeline cohort from September 2019 onwards.

Table E1: Area of residence of 2017 Pledges/Entry for secondary school Year 7

Home Postcode of Child	Number of First Choice children eligible for 2017 Year 7 Admission
N1	30

E2 – successful engagement with parents and the local community

E5	20
N16	13
E8	12
E2	4
E9	2
EC1N	2
Total	83

Table E2: Area of residence of 2018 Pledges/Entry for secondary school Year 7

Home Postcode of Child	Number of First Choice children eligible for 2018 Year 7 Admission
N1	31
E5	21
N16	9
E8	12
E2	3
E9	5
Total	81

The team was able to hand out an informative flyer and answer questions about the proposed secondary school, the City of London sponsored existing academies and, on occasions, free schools in general. Parents were able to make an informed choice about the school, including as our flyer outlined that the school would deliver a brand new inclusive school that would welcome local children and families, including those with special needs. The City of London Academy, Shoreditch Park community engagement team that canvassed and attained registrations of interest received a briefing at the outset of the application process which reinforced and emphasised the ethos of the existing (inner-London) City of London sponsored existing academies and the ethos and vision of the (proposed) new Academy. The project team was briefed on how to explain the key features of the proposed secondary school to parents who they canvassed and to local stakeholders. Verbal feedback and feedback via social media from the parents who our project team engaged with included:

“... the proposed location on Shoreditch Park would be ideal”.

“I like the fact that it would be like the City of London Academy Islington...”.

Essentially, in developing this application, the City of London Academy, Shoreditch Park community engagement team consulted with and endeavoured to inform:

- Local parents and families
- (Other) local residents and community members
- Local faith groups including local churches and local mosques
- Local businesses and employers
- London Borough of Hackney/The Learning Trust

Generating community engagement

Essentially, we believe that the open, inclusive and educationally sound ethos of the

E2 – successful engagement with parents and the local community

proposed City of London Academy, Shoreditch Park attracted registrations of interest from across the locality we propose to reach and serve. Underpinning and seeming through our entire marketing strategy was the need to communicate to parents – across the south west Hackney community – that the school will enhance a diversity of choice, continue to improve academic standards and develop community cohesion for local families.

The table below outlines the methods and marketing/communication actions undertaken by the City of London Academy, Shoreditch Park community engagement team.

<p>Distribution of flyers and face-to-face canvassing</p>	<p>Approximately 5,000 flyers which explained the ethos of City of London Academy, Shoreditch Park and which promoted the school website were distributed:</p> <ul style="list-style-type: none"> • throughout the south west Hackney vicinity including via local (pipeline) primary schools • at local places of worship, including churches and other faith settings such as Shoreditch Masjid Trust mosque • at local community hubs, i.e. Hoxton Market and the environs of Kingsland Shopping Centre • at local libraries, such as Hoxton Library and Shoreditch Library • at local leisure providers, such as the Britannia Leisure Centre in Hoxton <p>During the period February 2016, members of the City of London Academy, Shoreditch Park community engagement team canvassed parents and invited registrations of interest at these settings.</p>
<p>Electronic canvassing and registration of interest collation</p>	<p>The City of London Academy, Shoreditch Park web-site: www.cityoflondon.gov.uk/newacademies included a link to a registration of interest page. The link to this page was widely distributed (including via global text message), to parents whose children attended local primary schools. The web-site link was also published on the information flyer.</p>
<p>Facebook and Social Media</p>	<p>The local community was informed about the proposal via the City of London Academy, Shoreditch Park page: www.facebook.com/NewCityAcademies and a specific twitter feed: twitter.com/NewCityAcademy</p>
<p>Promotional/Open Events</p>	<p>The City of London, Academy Shoreditch Park community engagement team organised and facilitated two Open Events (both held at Whitmore Primary School in Hoxton), in order to inform local parents about the proposed school. Both events were attended by a combined total of 50 parents and members of the community.</p>

E2 – successful engagement with parents and the local community	
Text campaign promoting the school	Local primary schools sent a text message to their parents that incorporated the City of London Academy, Shoreditch Park website and outlined how support could be registered.
Word of mouth	Our experience was that once the local community learnt about the proposal for the City of London Academy, Shoreditch Park, they spread the word to others and we subsequently received communications offering encouragement and support, plus registrations of interest.
Local media	In February 2016, the London Borough of Hackney published an article about the proposed the City of London Academy Shoreditch Park in its in-house community newsletter: www.hackney.gov.uk/w-hackneytoday . Hackney Today has a print run of 108,000 copies and is delivered free to every Hackney-based home and business in the borough, each fortnight.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)

[Add lines as appropriate]

F1 (a) Skills and experience of your team

[Insert a short commentary on your plans to manage the pre-opening project here.
Table expands]

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap

[Add more lines as appropriate]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust, and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust, and drive improvement in the new free school

Structure and Governance

The City of London Academies Trust is a Multi-Academy Trust (MAT) that is responsible for a number of academies. The governance function is carried out by the trustees, with a smaller group of company members that has the power under company law to amend the Trust's articles of association and to remove trustees and under the articles of association, to appoint trustees. The MAT trustees are responsible for the same three core governance functions performed by the governing body in a maintained school (setting the direction, holding the Headteacher/Principal/Executive Principal/CEO to account and ensuring financial probity).

The MAT's governance models recognises the importance of company members being able to use their powers to effectively hold the trustees to account. Some separation between those serving as trustees and those serving as members exists, and is desirable, in order to achieve robust accountability, but also a degree of overlap. The directors/trustees have delegate power, through a Scheme of Delegation, over the day-to-day governance of each academy by sub-committee of the MAT Board known as a local governing body (LGB). The structure and governance proposal has been formulated after receiving expert legal advice, is consistent with DfE expectations and is in pursuance of the City's Education Strategy objectives.

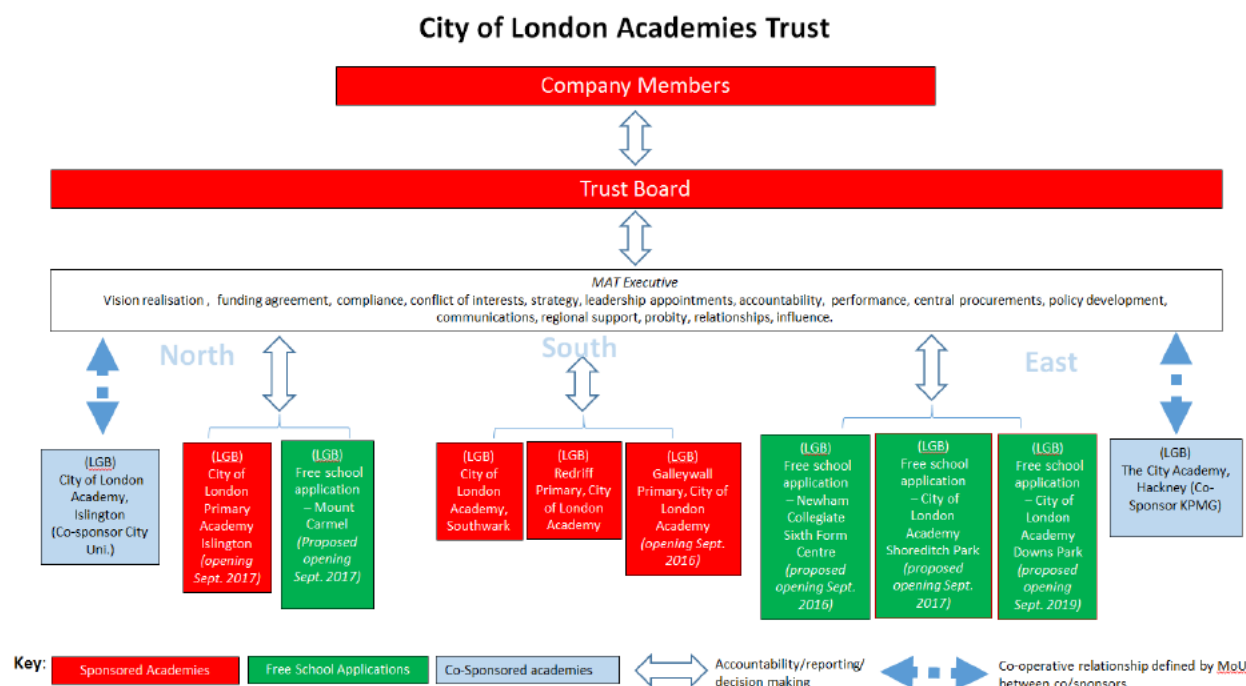
The City Corporation, as sponsor, has the right to appoint company members following an appropriate appointment process, with the MAT Board appointed by the City Corporation, also as sponsor. MAT trustees hold the Executive Officers to account for the MAT's performance, and the Executive Officers as individuals are also accountable to members of the Trust.

The MAT is responsible for each of the City Corporation's sole sponsored academies. The City of London maintains its oversight of the MAT through its rights of appointment of company members and the majority of directors/trustees. In addition, the City Corporation nominates governors for appointment by the trustees to the local governing bodies. The make-up of the local governing bodies is a matter for the MAT Board (having regard to

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust, and drive improvement in the new free school

any government requirements, eg inclusion of parent governors). The Chief Executive Officer, who is accountable to the MAT trustees, leads executive functions.

The MAT's structure is shown on the diagram below (schools in green are bid submissions at this stage, while schools in blue are co-sponsored academies and the dotted blue arrows therefore represent the partnership relationships that exist and do not denote a formal governance arrangement).



Delegation of Authority

Trustees delegate governance functions (usually within appropriate financial limits) to academies in the chain through a Scheme of Delegation. This provides substantial school local governing body (LGB) autonomy, with lines of accountability to the MAT in order to ensure adherence to the overall educational vision, and to provide mechanisms to deliver excellent student outcomes and financial probity. These delegations can always be withdrawn in appropriate circumstances, as provided for in the MAT governing documents. It is vital that the MAT strikes the correct balance in order to ensure academies are able to exercise autonomy in their day-to-day operations, in the interests of their local communities, while ensuring there is proper accountability to and support of the overall City Education Strategy. Each LGB will have a membership which reflects the skills and experience needed for the three core governance functions they are responsible for, with a minimum body of seven with parent, local authority, and Headteacher representation.

Regional Clusters

As the City Corporation, as sponsor, already has established academies in three London

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust, and drive improvement in the new free school

boroughs, namely Islington, Southwark and Hackney, setting up regional clusters enables the strengthening of its commitment as a sponsor of existing academies, establishes effective local governance structures, enables resources to be shared within the geographical area, creating a sustainable chain of City Corporation academies, and develops local partnership opportunities within the surrounding community. As the City Academy, Hackney and City of London Academy, Islington are standalone academies, the existing memoranda of understanding between the co-sponsors is being revised and maintained in order to continue to provide clarity as to the co-sponsors' relationships and expectations.

Each of the City Corporation's family of schools, including the three independent schools, comes together once a term at the City Headteachers' Forum. Strong regional relationships have been developed here, and it is intended that this grouping may take on a more formal role as a Headteachers' Advisory Board.

This governance arrangement ensures that clear accountability structures are in place and establishes a clear and shared vision for each of the City Corporation's schools, while ensuring each academy maintains its individual identity reflecting the needs of the community in which it is based. It effectively delivers accountable leadership and governance of MAT academies, and ensures that the statutory duties of the MAT and its academies are fulfilled. This supports the development of the MAT to provide coherence, stability and the impetus for continuous improvement in sole-sponsored City academies. The MAT also reports into the City of London Corporation Education Board, which retains oversight of the City Corporation's academies offer.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site

[Add text here. Table expands]

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability

The model and budget forecast is based on the successful and sustainable City of London Academy model of curriculum and staffing used at The City Academy, Hackney. This Academy has been in the top 5 schools in the country in the last two years for pupil progress and has provided this excellent standard of education within budget. Indeed it is an expectation that all Academies will manage their costs to remain within the budgets they are allocated, providing for revenue expenditure and making provision for depreciation through the accumulation and management of reserves.

As would be expected of the City of London there is an explicit responsibility placed on the leadership and local governing body to set and manage budgets, which are approved by the trust board, according to the scheme of financial delegation which is regularly monitored by the CFO and subject to external audit.

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps;
- ensure that any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document;
- refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section;

Attachments;

- **Confirmation email from Regional Schools Commissioner**
- **Letter of support from [REDACTED], Hackney Learning Trust**
- [REDACTED]
- [REDACTED]

Confirmation email from Regional Schools Commissioner

From: [REDACTED] On Behalf Of Martin.POST@education.gsi.gov.uk
Sent: 19 February 2016 10:56
To: [REDACTED]
Subject: RE: RSC Confirmation of sponsor Free School capacity - City of London

RSC Confirmation of sponsor Free School capacity and capability

Dear [REDACTED]

We have already met and discussed your capacity, but I have not yet emailed you to put it in writing. Given the City of London Corporation's track record and capacity I am content to agree the trust have a capacity to open **4 free schools** in the next four years, one project in North West London and South Central and three in North East London and East of England.

Please upload this email alongside your final application form and complete the shorter **capacity and capability** section. Please note this email is not an endorsement of your application as a whole and does not imply it will be approved.

If you have any further questions please contact [REDACTED] via RSC.SCNWLON@education.gsi.gov.uk.



www.education.gov.uk

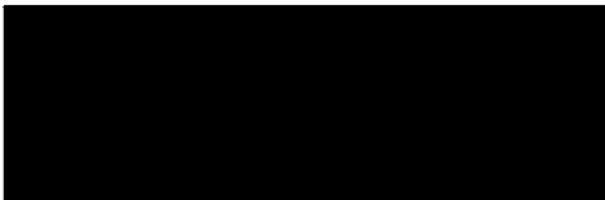
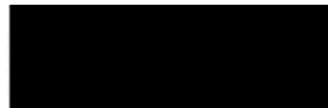


Department for Education

The original of this email was scanned for viruses by the Government Secure Intranet virus scanning service supplied by Vodafone in partnership with Symantec. (CCTM Certificate Number 2009/09/0052.) This email has been certified virus free. Communications via the GSi may be automatically logged, monitored and/or recorded for legal purposes.

Letter of support from [REDACTED], Hackney Learning Trust

Hackney Learning Trust
1 Reading Lane, London E8 1GQ
T. 020 8820 7000
learningtrust.co.uk
hackneyservicesforschools.co.uk



23rd February 2016

Dear 

Academies in Hackney

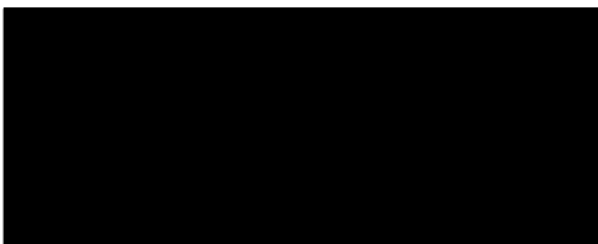
Thank you for your letter dated 15th February 2016 in which you propose to submit an application to open two new secondary schools in Hackney.

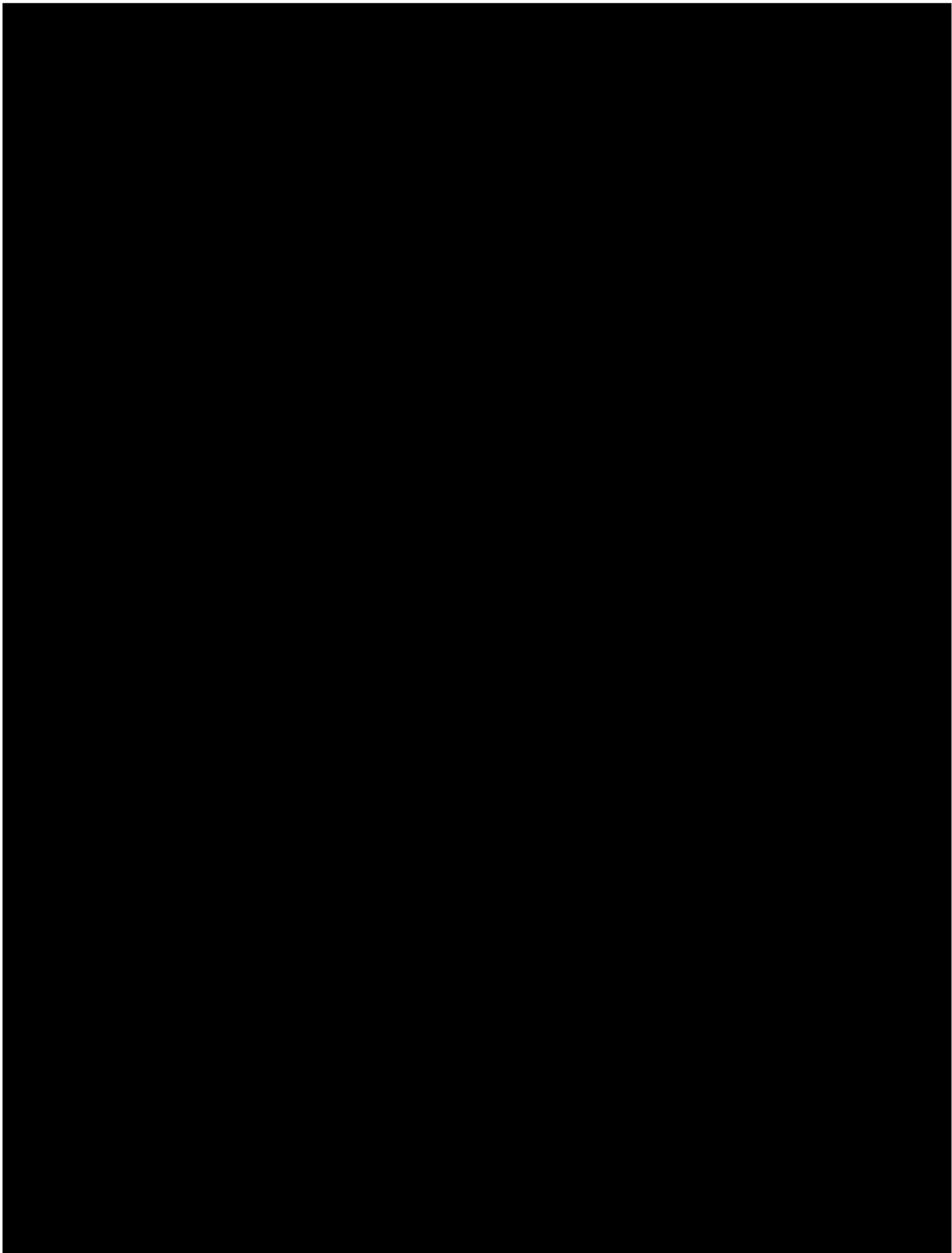
The London Borough of Hackney and Hackney Learning Trust fully support The City of London's application to open two new secondary academies, one in 2017 and one in 2019. These new schools are needed to meet an increasing demand in pupil admissions across Hackney. The development of these two academies are important to meeting this increasing demand.

The continuing support of the City of London is invaluable and we believe that you share our focus on the future and how we ensure our pupils and students attain great success. We value all the work that City and Hackney have achieved together so far and hope to continue to do more in the future.

We look forward to working with you.

Yours sincerely,





CV template

CV template		
1	Name	██████████
2	Area of expertise (ie education or finance)	██
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation; • position and responsibilities held; and • length of time in position. <p>This should cover the last four years. If not, please include additional roles.</p>	<p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p>
		<p>Name:</p> <p>Position:</p> <p>Dates:</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification; • professional body membership number; and • how your qualifications are maintained. 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*– C GCSE including 	

CV template		
	<p>English and Mathematics results or, for 16 to 19, average point score per entry and per student for Level 3 qualifications; and</p> <ul style="list-style-type: none"> school's 'Best 8' value added scores for the years you were in post, if applicable. 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> your subject/department's results for the years you were in post, compared with your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*– C GCSE including English and Mathematics results or, for 16 to 19, average point score per entry and per student for Level 3 qualifications. 	
6	<p>Brief comments on why your previous experience is relevant to the new school.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template



		<p>[Redacted]</p>
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7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
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8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>
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CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation; 	[REDACTED]
	<ul style="list-style-type: none"> position and responsibilities held; and 	[REDACTED]
	<ul style="list-style-type: none"> length of time in position. <p>This should cover the last four years. If not, please include additional roles.</p>	[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification; professional body membership number; and how your qualifications are maintained. 	[REDACTED]
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*– C GCSE including 	[REDACTED]

CV template		
	<p>English and Mathematics results or, for 16 to 19, average point score per entry and per student for Level 3 qualifications; and</p> <ul style="list-style-type: none"> school's 'Best 8' value added scores for the years you were in post, if applicable. 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and Mathematics results or, for 16 to 19, average point score per entry and per student for Level 3 qualifications.</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school.</p>	

CV template		
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted]
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all</p> <ul style="list-style-type: none"> - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package <p>please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
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Reference: DFE-00222-2015



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