



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

CANARY WHARF COLLEGE 3

Unique Reference 06503

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Application checklist

| Name of task | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Have you completed the pre-application registration form by 5pm on Friday 22 November ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you established a company limited by guarantee? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Have you provided information on all of the following areas: | | |
| Section A: Applicant details | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section B: Outline of the school | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section C: Education vision | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section D: Education plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section E: Evidence of need | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section F: Capacity and capability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section G: Budget planning and affordability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section H: Premises | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you fully completed the budget plans? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | n/a | n/a |
| 7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | n/a | n/a |
| 8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received? * see page 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|-------------------------------------|--------------------------|
| <p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> | <input checked="" type="checkbox"/> | <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 | | |
| <p>11. Have you sent:</p> <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 that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p> | <input checked="" type="checkbox"/> | <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 'How to Apply' guidance;
- the funding agreement with the Secretary of State;

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

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

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

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

*Please note - Our original 2011 application which was agreed by the Secretary of State was later rejected on two grounds only. Firstly that the only site available was too small for a through school, and secondly that there was not enough secondary expertise on the governing board. This has now been fully addressed. See section I. However we have made a completely new submission at the request of the Department for Education.

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.

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Rationale

Canary Wharf College Ltd was set up as a trust in 2010 to meet the critical need for more pupil places in the Isle of Dogs. The ambition is to have three primaries feeding into a secondary school. Canary Wharf College 1 primary school was opened in 2011 and gained an outstanding inspection grading in every area in July 2013. The trust is set to open a second primary in September 2014 and, with this application, a third primary and secondary (all-through school) the following year, 2015. This through school will take in both primary and secondary pupils simultaneously. With the three primaries feeding in to the secondary school, the trust will be going a long way towards meeting the needs of the area.

Our vision is to contribute to addressing the shortfall in places on the Isle of Dogs. Our vision is also to provide our current and other local students the opportunity to continue their studies in a secondary College which reflects our ethos and outstandingly high academic and personal achievement.

The College's aim to live share and celebrate the love of learning is met by providing a wide-ranging dynamic education in which students develop their curiosity and enthusiasm in all areas of the curriculum. The curriculum is, and will be, responsive, reflecting changing student needs and other societal and economic needs.

Addressing basic need

Currently there is a lack of choice of schools and insufficient primary and secondary places for parents in the multicultural inner city community of Tower Hamlets. Tower Hamlets has one of the highest population densities in Inner London and by 2020 it is projected that there will be a further 31,500 new homes in the borough with the borough population expected to reach nearly 300,000 by 2020.

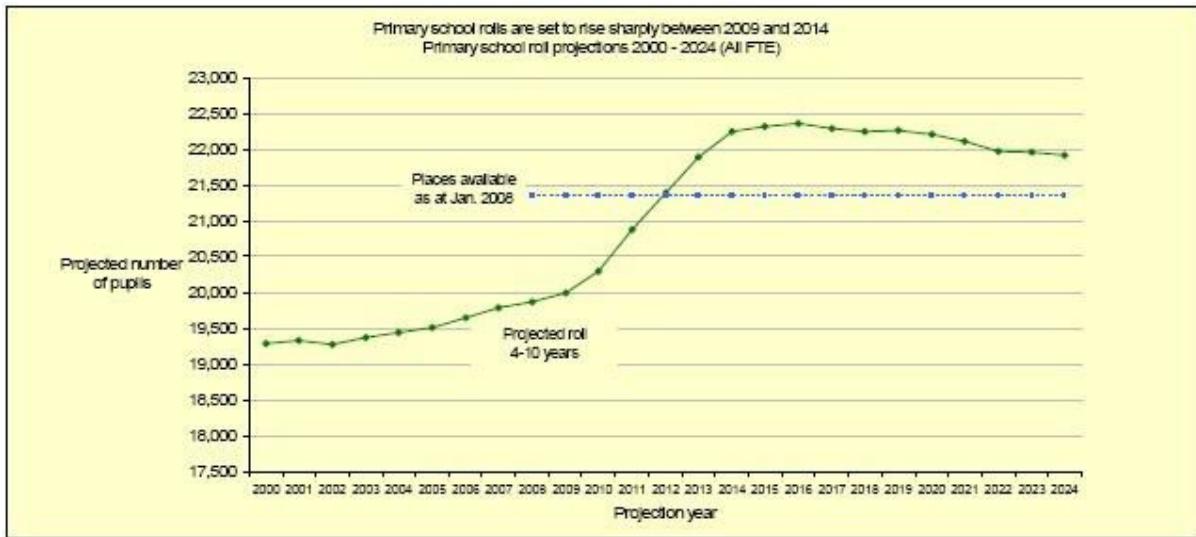
The lack of places is projected to increase in future years based on the high birth rate in the borough, the existing provision being significantly over-subscribed.

Primary

Minutes of a recent Tower Hamlets admissions forum meeting refer to the following concerns:

- Rapidly growing population of young people: population predictions indicate another 5,000 under-fives and another 14,000 five to eighteen year-olds in the borough by 2021
- Changing patterns of immigration are likely to mean more different ethnic groups in the borough, creating new demand
- Increasing budgetary constraints will form the context in which the higher demand will need to be met.

The graph below shows how primary school rolls in Tower Hamlets have risen sharply between 2009 and 2014 and that there will continue to be a shortfall in places through to 2024.



Source: Tower Hamlets Council Report 2011

According to the last update of the Office of National Statistics, Tower Hamlets has an above average increase in the number of households with children. At a recent Tower Hamlets Admissions forum meeting (11th Sept. 2013), it was admitted that the scale of need for pupil places is greater than has been planned for. Although the council has provided an additional 150 places at three primaries in the borough, and has welcomed the 100 places provided by the two new free schools (CET and our existing College). There is now a need for 837 more primary pupil places over the next ten years with the first 300 needed by 2018.

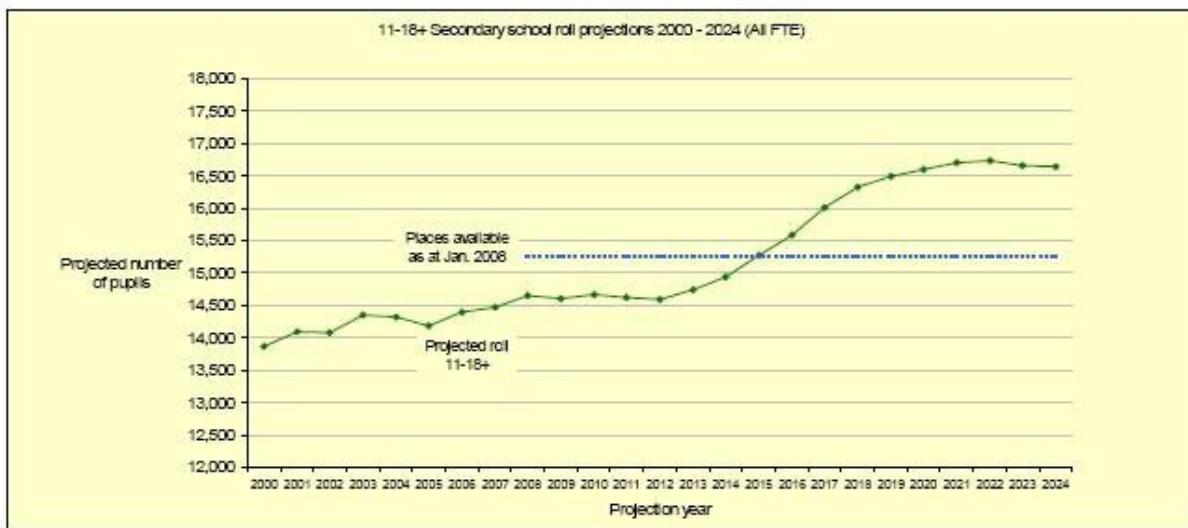
Secondary

At secondary age nearly 30% of parents do not gain a place for their child at their first choice school because of a shortage of places in areas where there is the greatest demand. The Pupil Placement Officer for Tower Hamlets stated recently that there will be additional demand for up to 1,360 more secondary school places over the next ten years. This is in addition to those which will be provided by Bow Secondary which will open in 2014.

In other words there needs to be a 40% rise in pupil places in order to meet capacity, with between 20 – 30% of the increase being specifically in the Isle of Dogs before 2017 (Source <http://www.london.gov.uk/webmaps/lsoa>). The Pupil Placement Officer said during the Admissions Forum on 24th September 2013 ‘We are very aware of the geographical need of distribution of places and this must be met particularly on the Isle of Dogs’.

In addition, the Interim Planning Guide for Tower Hamlets indicates that the Isle of Dogs is expected to provide at least 10,000 new homes and approximately 35,000 new jobs from 2006 to 2016, in accordance with the London Plan. In addition there is the proposed Wood Wharf development which includes 3,000 homes. The plan says ‘The council is seeking to achieve these targets in a way that creates truly sustainable communities in line with government objectives.’

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



Source: Tower Hamlets Council Report 2011

Offering higher standards than local schools

Overall, standards of achievement in the borough are not as high as they should be. For example, the achievement of secondary education is significantly below the national average particularly in the sixth form.

| National average | Local average |
|--|---|
| Ofsted overall effectiveness Outstanding: 13% Good: 43% Requiring improvement: 37% Inadequate: 8% | Ofsted overall effectiveness Outstanding: 15% Good: 37% Requires improvement: 44% Inadequate: 4% |
| GCSE/equiv. achievement 5+ A*-C grades: 53.4% | GCSE/equiv. achievement 5+ A*-C grades: 51.8% |
| Baccalaureate percentage % pupils achieving: 15.6% | Baccalaureate percentage % pupils achieving: 5% |
| A/AS/equiv. achievement Avg. point score per student: 744.8 | A/AS/equiv. achievement Avg. point score per student: 636.6 |

Source: Tower Hamlets Council Website 2013

Ofsted Grading of local primary schools in Tower Hamlets

In recent Ofsted inspections, six local primaries were judged to be good. Strengths included a learning environment where pupils felt happy and safe but there were important weaknesses. Most significant of these were inconsistency in phonics teaching and writing not embedded across the curriculum. Also in one school very nearby, governors and middle leaders were deemed not involved enough in checking the work of the school in order to help identify, and address, areas for improvement. . There are also three local secondary schools which Ofsted also judged to be good. Strengths included excellent relationships with parents carers, and the community. But the key weaknesses were insufficient challenge and not enough outstanding teaching to ensure that all students make rapid progress from their starting points. Significantly, in some of both the primary and secondary schools the most able were not extended enough.

| <input type="checkbox"/> | School type | Inspection Date | Inspection Outcome | Inspection Report | |
|--------------------------|---------------------------------|--------------------------|--------------------|-------------------|------------------------|
| <input type="checkbox"/> | Canary Wharf College | Free School - Mainstream | 03 July 2013 | 1 | Report |
| <input type="checkbox"/> | Harbinger Primary School | Community School | 28 November 2011 | 2 | Report |
| <input type="checkbox"/> | St Luke's C of E Primary School | Voluntary Aided School | 21 June 2012 | 2 | Report |
| <input type="checkbox"/> | Cubitt Town Junior School | Community School | 20 June 2012 | 2 | Report |
| <input type="checkbox"/> | Cubitt Town Infants' School | Community School | 04 July 2011 | 2 | Report |
| <input type="checkbox"/> | St Edmund's Catholic School | Voluntary Aided School | 21 November 2012 | 2 | Report |
| <input type="checkbox"/> | Arnhem Wharf Primary School | Community School | 19 June 2013 | 2 | Report |
| <input type="checkbox"/> | Seven Mills Primary School | Community School | 17 May 2012 | 3 | Report |

Canary Wharf College 3 will ensure that such weaknesses will not occur. For example, in relation to differentiation we will ensure that we have an excellent understanding of each student's needs and we will provide the necessary, detailed pedagogy to support them. This includes the needs of the most able, those on pupil premium and those who are below the expected level for their age. In relation to criticisms of management in local schools, we will ensure that managers at every level remain aware of students' achievements and will have clear strategies for dealing with issues as they arise; for example, middle managers' responses to any emerging weakness in teaching.

There are also criticisms of governors in local schools, principally their lack of understanding of issues, particularly students' achievement. The company's confidence in delivering higher standards on issues such as these is reinforced by Ofsted's recent "outstanding" judgement on Canary Wharf College 1.

Adding to choice/diversity of provision locally

Choice

Secondary places, including those for sixth form students, are limited on the Isle of Dogs with only one provider, George Green's School. This school will not provide enough places to meet demand. Over the next ten years, there will be a need for hundreds more places at secondary level on the Isle of Dogs.

Choice is therefore limited. With the desperate need for secondary places peaking to an all-time high in Tower Hamlets in 2017, there will be significant need for sixth form places in the following years.

In Tower Hamlets there is a lack of enthusiasm from sixth form students. The local authority has been so concerned about this that it has introduced a number of measures to encourage students to apply for a sixth form place. One, for example, is the 'Mayor's Education Award' for students to cover costs of text books and other needs. By providing a dynamic and attractive sixth form environment, responsive to the needs of students with a wide range of interests and abilities, we

will encourage students stay on into sixth form. What will make our sixth form different is a relevant and engaging curriculum and a wide range of extended day activities, currently not available for students in the borough. Examples include applied ICT linked to the development of Wood Wharf into 'Tech City' (to encourage digital technology in the UK); economics linked to the College's contacts in Canary Wharf and, especially but not exclusively for the less able, a course in music technology linked to East London Arts and Music. (Addressed in Section D)

Diversity

The Children and Families Trust Report, indicates that Tower Hamlets has the highest level of child poverty in the country:

- 50% of young people are in benefit dependent families
- 33% of families live on less than £20,000 per year.

Tower Hamlets has the highest free school meals entitlement in the UK - 52 % of students. Tower Hamlet's Poverty Needs Analysis (2010) of youth in poverty states many issues, which schools on the Isle of Dogs need to address. These issues are:

- Very limited access to safe outdoor spaces for playing and participating in physical activity
- Lack of safe social activities for older students. For parents this leads to a fear of their children becoming involved in gangs or drugs. For students this can mean a lack of social opportunities in their neighbourhood
- Many of the families include one or more students with behavioural issues. In many instances this results in a lack of social skills e.g. learning to make friends, interacting with others
- Limited leisure/play time for parents and students given other pressures
- Lack of personal space to play at home given limitations on size of homes
- Need for an appropriate environment in which to do school homework either because of a lack of physical space in the family home, or the presence of siblings with behavioural problems, which means the home environment, can be noisy and chaotic
- Some teenagers lack the necessary support to stay in school and focus on their education. Some have problems with attendance at school, and lack an ability to focus and apply themselves when in school. For some, this mirrors the experience of their older siblings, who have subsequently dropped out of school during or after their GCSEs with few or no qualifications
- For older teenagers, support and guidance around careers and training is a key unmet need

Our vision is to help to address these problems by providing a high quality, positive environment in which young people thrive, where study and homework can be carried out on site, and where an interesting range of activities including after school will engage and stimulate the older students. Challenge and progress will be high on the agenda.

Tower Hamlets is one of the most ethnically diverse areas in the country and there are stark inequalities. In our founding primary, out of 120 students in our second year of opening there were forty-six different nationalities and every one of the major faiths represented. There are many new communities moving into the borough, who will contribute to a changing community profile over the next ten years.

Our vision is to help young people from disadvantaged and racially mixed communities to have an outstanding education. The company's success in doing this already has been acknowledged in the recent Ofsted report.

Responding to parental demand

Within four terms of opening, Canary Wharf College 1 was the most popular school in Tower Hamlets per pupil place and had the longest waiting list of all the schools in the borough (see Annex 2 for parent comments). Within eighteen hours of announcing the additional year one places to be provided at our second primary we had nineteen respondents! Parents are clearly very interested in the Canary Wharf Colleges.

In addition to this clear expression of parental interest, we sought the views of five local church ministers, the Muslim council, as well as local community members with an interest in supporting the new all-through College.

Parents recognised (see appendix 2) that we provide and will provide:

- A strong Christian ethos which is nevertheless one that is open and welcoming to students of all faiths and ethnic heritages
- A high quality education
- Smaller class sizes
- A school where behaviour and attitudes are excellent
- A school where mathematics, technology and sciences are strong and where literacy and other subjects relevant to the students and the area receive good emphasis

Respondents also commented on the need for other local primary and secondary schools which offer outstanding education. Only one other primary and two other secondary schools in the whole of Tower Hamlets has been found by Ofsted to be 'outstanding'; and no schools other than Canary Wharf College 1 has this accolade on the Isle of Dogs.

Respondents noted that students' attainment in the only Isle of Dogs' secondary school (last Ofsted inspection report in 2013) is 'average' (the term used in the report) and the points for improvement were to raise the level of challenge, improve higher-order thinking, and make work more relevant to students. Parents and carers said they want a school that would address these issues as a matter of course.

Our planned longer working day was also welcomed as it would help hard-working parents and carers and support student engagement. Younger pupils would be cared for and also where the longer day would provide opportunities for extra-curricular activities for all age groups such as sport, modern languages and music. With many living in crowded high rise flats, respondents commented that post-school activities would be particularly important for our students.

Respondents also commented on the need for excellent behaviour and excellent attitudes to learning. They commented that the company is well placed to deliver this. Many noted the already clear strategies to promote good behaviour, attendance and punctuality.

One parent recently approached the CEO recently saying, [REDACTED] Currently, a looked after

student will happily discuss a given topic with the daughter of a medical consultant and a pupil premium student will carry out a science experiment alongside a company director's son. A school with a diverse socio-economic mix raises standards and provides support for the poorer members of the community.

Our vision is to respond to parental demand and create a school which addresses their needs and wishes right into the sixth form level of education.

Making Use of Academy Freedoms

The first key differentiator will be the way that teachers and students share the highest expectations. Our teachers will be familiar with students' regularly updated achievement data so that they will know and understand students' progress. As a result, they will be able to set appropriate work that will challenge students, whatever their level. Students will be encouraged all the time to believe in themselves and to tackle difficult work. In Canary Wharf College 1, we are achieving outstanding outcomes through the stimulating way we teach the subjects, placing much emphasis on students taking responsibility for their own learning and through the content of subjects themselves. Where appropriate, new methods such as 'flip learning' will be used. We will ensure that teaching meets the academic and social needs of each student and, except in extreme circumstances, all teachers will have Qualified Teacher Status.

The second big difference is how the ethos of the College will pervade all school life. The atmosphere of mutual support and cooperation will result in considerably reduced discipline problems, allowing teachers to teach and students to learn.

The ethos and expectations will be embedded in the primary schools, and will be maintained by having the majority of secondary students fed from the three primaries on the Isle of Dogs.

There will also be aspects of the curriculum which will be unique, helped by a longer working day. For example, in economics, we will exploit the unique location and contacts of the College with Canary Wharf and the City to ensure that students have an excellent understanding of personal, national and international political, financial and broader economic issues.

In science, we will ensure that students enjoy the excitement of new discovery. Canary Wharf College 1 already employs a science specialist and the students regularly work using advanced computer technology including iPads and PCs for programming.

Vision and Ethos

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

Our vision and ethos are already well-founded in the existing College where their impact has been judged to be outstanding. They will be reflected in all aspects of the work of the new College.

Our intention is to provide a College:

- With a strong ethos based on Christian principles which will permeate learning in all key stages by teachers acting as models; students treating each other in ways which are

expected of those respecting Christian values; and management making decisions which are also in line with Christian teaching

- Where students' academic progress and personal development in relation to their starting points is outstanding
- Where students who have already studied in the existing primary Colleges can continue to receive an outstanding quality of education and where students from the very diverse backgrounds of Tower Hamlets can also experience this too
- Where students who will enter the secondary part of the College from our primaries will experience a smooth transition and there will be many common elements to both primary and secondary
- Where students of the many faiths, languages and cultures of Tower Hamlets are welcome to enrich the learning of all students and appreciate cultural diversity
- Where freedom of speech will allow for students to think and act constructively as well as critically and gain an understanding of each other's point of view showing respect and tolerance
- Where those with special educational needs, disability and English as a second language are supported well and shown compassion by their peers
- Where money is spent wisely to support the teaching and learning of students including those supported by the pupil premium
- Where students will be encouraged to develop into informed, active learners who can explore, question, seek answers and solve problems and will care passionately about their community and the wider world
- Where young people will be nurtured into becoming confident, honest and competent citizens with excellent behaviour. Their spiritual, moral, social and cultural development will be fully supported
- Where academic and physical excellence is prized by all
- Where students are properly safeguarded, and feel safe and happy

The ethos will give a secure basis for human equality and lead to an awareness that it is not enough to just love those who are 'like you' but that all are made in the image of God and therefore all are valued. The ethos will give a motivation to protect the rights to freedom and choice, working against discrimination and exclusion, and for justice, fairness, acceptance, integrity and equal dignity.

The aim 'to live, share and celebrate the love of learning' achieves high standards of academic and social success appropriate to individuals and groups. This is provided in the current College by highly qualified professionals in a nurturing and caring atmosphere.

We will provide a dynamic, stimulating curriculum which is well tuned to students' academic and social needs and which reflects very well the world in which students live and will be living. It will ensure students' linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative development. There will be a strong emphasis on English, mathematics, economics and finance, technology and science supported by vibrant, programmes in creative arts, and personal, social and health education (PSHE) including careers education. We will emphasise depth rather than breadth.

We will offer a broad range of examination opportunities at different levels reflecting the needs and interests of different students. This will include IGCSE, A level, BTEC and other forms of assessment including apprenticeships appropriate to the needs of the students. We will measure and record pupils' achievement regularly and use this information to challenge students and achieve outstanding outcomes for them. We will use assessment information as part of our vigorous self-evaluation and staff appraisal procedures. Students will be involved in self-assessment. The achievement of students with special educational needs and those supported by the pupil premium will be monitored very closely and changing needs responded to very quickly.

We will ensure the highest quality leadership and management. We currently have a highly capable, innovative CEO, senior management team and middle managers.

The benefits of an all-through school

The all-through Canary Wharf College 3 will receive secondary students from its two sister primaries as well as its own primary section. It will also receive students from the wider community in Tower Hamlets. For the students who come from the Canary Wharf College primaries, it will provide continuity of experience in ethos, curriculum, teaching methods, pastoral support and extra-curricular activities. It will provide continuity in expectation and challenge. It will ease the transition from primary to secondary. For some students, we may have to work extra hard and sensitively to establish our work and personal ethos. We will monitor the progress of these students very closely and respond accordingly. We already do this successfully in Canary Wharf 1.

We will ensure that there is no slowing of progress in Key Stage 3 as a result of transition. We are likely to use the same specialist staff teaching the core subjects in upper primary years as in lower secondary, ensuring integration and a smooth transition. In addition to this, by using the Cambridge 'secondary one' curriculum and by tuning the Cambridge Board primary to our already tried and tested unique primary curriculum we will ensure even smoother academic transition.

An all-through school will also provide other benefits; in particular, savings on resources such as staffing as a flexible team can work in both primary and secondary sections of the College. There will also be significant administrative savings, for example, in financial administration and the management.

At Key Stages 4 and 5 it is envisaged that most students will opt for an academic route. However it is recognised that for some students other routes will be more suitable. We will support this either in College or in collaboration with other providers in the Tower Hamlets area.

We recognise that enrichment produces a higher level of thinking and crosses other areas of the curriculum. We believe that celebration of all-roundedness is inspiring and will extend from the classroom in the form of drama, music, art, dance, physical education and games, ICT, private reading and use of the library. There will be debate, leadership, exploration, expeditions, outdoor learning and play. All activities and events within the school calendar will be used to heighten, broaden and stimulate the experience of a student attending the College.

The extended day programme will be developed using local skills found within the community, but in addition to supervised prep/homework time, activities will be offered by the College staff themselves. Students' efforts outside their academic study will be funnelled into recognised attainment through, for instance, the Associated Board of the Royal Schools of Music

examinations, the Royal School of Dramatic Arts and, for older students, the Duke of Edinburgh's Award scheme.

All activities will be available to students, in the primary and the secondary sections. The shared facilities will again allow rationalisation of resources, as well as the use of the considerable local facilities available.

The current College provides 370 extended day activity spaces per week for the 160 students on site. Ofsted, in its inspection report, recognised the high quality of the wide range of extra-curricular activities provided at Canary Wharf College 1 when it said that '*there is rich extra-curricular provision with high participation by pupils*'.

We will ensure that teaching meets the needs of students and that teachers and students share the highest expectations. Staff will know individual students well, whether in the classroom, playground or sports facilities. This welcoming and warm ambience will create an atmosphere conducive to learning. This works very well in the present primary and we will ensure that it continues into the new school.

As in our current College, we will provide for students of all abilities, respecting their different needs. This includes students with statements of special educational needs, students with English as a second language, students in receipt of pupil premium funding, and students with other needs. We will monitor the academic and social progress of all students very carefully. The Ofsted report for CWC 1 stated:

"The learning of disabled pupils and those with special educational needs, including those on school action and school action plus, is very well supported. Their needs are identified clearly and they receive carefully tailored personalised support and guidance, for example through the use of additional adults to provide effective support in lessons to meet their needs. As a result, they make similar progress to other pupils".

"New joiners, including those who are in the early years of learning English, are monitored very carefully and the school provides highly effective support following a precise diagnosis of their needs. Pupils who are eligible for the pupil premium make just as rapid progress as their peers."

We currently have an expectation that staff must adapt lessons depending on the circumstance while also respecting the syllabus or scheme of work. In this way, students benefit from engaging with their studies and gain interest at the thrill of finding things out and experiencing an unexpected event. The 'experiences of the moment' fuel interest and engagement in work and learning. This also works very well at the moment and we will ensure that it is a prominent feature in the new school.

Teachers will be leaders of learning placing emphasis on students asking questions, researching answers and coming to their own conclusions rather than listening to the teacher talk. In particular this expectation will be carried forward into the Key Stage 3 level of teaching where it is sometimes overlooked.

Aspirations and Outcomes

Key to all of the above will be the measurement of achievement for individual pupils and the school as a whole. The measurement of whether the College is achieving the distinctive vision and

character laid out above must relate to academic performance as well as the successful implementation of the ethos.

The governors of the company already review a number of key performance indicators to monitor progress appropriate for the existing College community and expected intake. They are involved in committees which meet regularly to observe and add creative vision to key areas. This will continue in the new school.

A range of outcomes will be used to evaluate the College. These include:

1. Attendance and exclusions

Target: Attendance remains above the national average and no students are excluded, (see table below).

2. Extended day activities

Target: Every student attends at least two activities per week; all students by Year 11 gain at least the Duke of Edinburgh's bronze award

3. Pupil performance data including SEN, pupil premium, looked after children and ethnic groups

Target: The majority of students at the end of Key Stage 2, Key Stage 3 and Key Stage 4 progress faster than the government's expected two to three levels. (See tables below) The vast majority of students in the sixth form seeking admission to university achieve the grades required. Those seeking access to other outcomes achieve the grades that enable them to do this. The achievement gap between SEN, pupil premium, looked after and ethnic groups closes faster than national expectations.

4. Achievement in non-core subjects

Target: All students study a balanced curriculum with a rich range of non-core subjects providing a breadth of learning with progress well above national expectations.

5. The quality of teaching

Target: The quality of teaching is consistently good or outstanding.

6. Spiritual moral, social and cultural achievement

Target: Students develop clear moral attitudes in line with the school's ethos; they work well together and have an excellent understanding of cultures other than their own. They understand the meaning and significance of intangibles such as beauty and love.

7. The safeguarding of all students

Target: Ensure students are protected from harm and that they feel safe and happy.

Summary

We are very sure parents will want their children to attend our College. There is a simple reason for this. Those parents who already send their children to the existing College understand its high quality and the outstanding rates of progress that students make. They want their children to continue to receive this outstanding education at secondary level and through into the sixth form.

Other parents in the borough know well the quality of the existing College and will be keen for their children to secure a place at both primary and secondary levels. Irrespective of ethnic or cultural background, they know that their children will be welcome and will thrive.

Based on our current experience, the lives of individual students will be significantly different once the College has been opened. They will become confident, eager, creative learners who benefit from the many opportunities we will provide.

Finally, the socioeconomic pattern within the Isle of Dogs will be positively impacted by the provision of an outstanding all-through school. Already parents who would have moved away once their children reached school age are now staying and this will continue at the next stage of transition if we are able to provide quality secondary education. With engaged and inspired students, youth gang culture will diminish and quality urban regeneration and community engagement will follow.

Section D: Education plan

The table below shows the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

| | Current number of pupils (if applicable) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------|--|------|------|------|------|------|------|------|
| Reception | | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| Year 1 | | | 40 | 40 | 40 | 40 | 40 | 40 |
| Year 2 | | | | 40 | 40 | 40 | 40 | 40 |
| Year 3 | | | | | 40 | 40 | 40 | 40 |
| Year 4 | | | | | | 40 | 40 | 40 |
| Year 5 | | | | | | | 40 | 40 |
| Year 6 | | | | | | | | 40 |
| Year 7 | | 40 | 40 | 150 | 150 | 150 | 150 | 150 |
| Year 8 | | | 40 | 40 | 150 | 150 | 150 | 150 |
| Year 9 | | | | 40 | 40 | 150 | 150 | 150 |
| Year 10 | | | | | 40 | 40 | 150 | 150 |
| Year 11 | | | | | | 40 | 40 | 150 |
| Year 12 | | | | | | 150 | 150 | 150 |
| Year 13 | | | | | | | 150 | 150 |
| Totals | | 80 | 160 | 350 | 540 | 880 | 1180 | 1330 |

Expected pupil intake

The new College is likely to be on the old Express Newspaper site in the centre of the Isle of Dogs, and discussions have already taken place between the developers and the EFA.

The College is planned to open in September 2015 with 2-class entry for both Reception and Year 7. Each class will have 20 pupils. The following year there will be another 2-class entry at Reception and Year 7. The reason for the small intake over the first two years is to establish the ethos of the College, and make use of the spare room capacity in the buildings of CWC 1 and CWC 2 which will in turn allow for more of our budget to be spent on the permanent CWC 3 building. This will also help with economies of scale in the early days when staff with subject degrees in the primaries can teach the Key Stage 3 students. Subject specialist rooms for art,

design technology, computing and science have been built in Canary Wharf 1, so these students will make use of these excellent new facilities.

When the first section of the new CWC 3 building is completed in September 2017, the students will migrate into it. This is the year that Tower Hamlets are critically short of secondary places. The new Year 7 in 2017 will be the full size of the normal year group with one hundred and fifty students in six classes of twenty five students. The Canary Wharf College ethos will be already set by the Year 8 and 9 students and there will be a full infant school, thus making good use of the new building.

The sixth form will start in 2019, the College will reach its capacity in September 2021 when there will be 1330 pupils. Once all three CWC primaries are full there will be approximately 120 pupils per year available for Year 7 leaving space for at least a further 30 pupils to join the Canary Wharf College community in Year 7. Class size in the secondary College will be twenty five students per class. The numbers joining from the primaries will ensure that the Canary Wharf College ethos will be strong, but the additional spaces will allow incomers to the area, or those wishing to make the transition to Canary Wharf College at Year 7, to have the opportunity to join the College.

The graded start is essential not only to make best use of current buildings, but also to help with economies of scale and create the Canary Wharf College ethos with the new intake of students. The rationale for our first intake being 2015 is so that our current top year students do not remain the 'pioneers' for their whole school life. This is also the rationale for introducing the sixth form in 2019.

At all three major transition entry points, i.e. 2015, 2017 and 2019, there will be a sufficient body of students with the Canary Wharf College ethos embedded to set the scene, and yet different group will be pioneering the way forward so that this does not fall on any one particular group for more than a few years. It also allows for efficient use of capital investment and phased building development, which is necessary in the current economic climate. Currently in two other local primaries students do leave in Year 4 and 5 as parents move away from the area due to the lack of choice of secondary provision. We need to make sure that our parents see that we are ahead of the game at every stage in order to keep the through numbers consistent and inspire confidence.

The pupil intake for the all-through College is unlikely to reflect the intake in the current College. Currently over twelve per cent of CWC 1 students are identified as having special educational needs, and with nearly half the students with English as an additional language. However, the number of looked after students and those receiving pupil premium funding are highly likely to rise as all the schools become more known in the community. We anticipate that the number of pupils who are gifted and talented is also likely to rise for the same reason.

With the recent CWC 1 Outstanding Ofsted report we anticipate a wider socioeconomic grouping being attracted to the College. Also, 173 homes of social housing has recently received planning permission just meters from the existing College. In the early days parents of those students on free school meals might have been reluctant to take further risk in sending their children to an unknown entity, but this is set to change as can be seen in the following tables, and now that Canary Wharf College 1 has been graded as outstanding.

Comparison of primary schools within 800 meters of Canary Wharf College

Data collected from the DfE website.

| | <u>Canary Wharf College –</u> | <u>Harbin-ger Primary</u> | <u>St Luke's CofE Primary</u> | <u>Cubitt Town Junior</u> | <u>Cubitt Town Infants'</u> | <u>St Edmund's Catholic</u> | <u>St Alfege with St Peter's</u> |
|--|--|---------------------------|-------------------------------|---------------------------|-----------------------------|-----------------------------|----------------------------------|
| Total number of pupils on roll (all ages) | 120 | 351 | 266 | 344 | 359 | 220 | 217 |
| Percentage of boys on roll | 54.2% | 49% | 48.1% | 49.1% | 49% | 47.7% | 49.8% |
| Percentage of girls on roll | 45.8% | 51% | 51.9% | 50.9% | 51% | 52.3% | 50.2% |
| Percentage of pupils with SEN statement or on School Action Plus | 12.5% | 15.7% | 4.9% | 9.9% | 5.8% | 6.8% | 10.1% |
| Percentage of pupils with English not as first language | 48.7% | 57.5% | 42.7% | 63.1% | 68.9% | 38.8% | 40.5% |
| Percentage of pupils eligible for free school meals | 5.0% | 40.2% | 45.9% | 54.7% | 45.2% | 28.2% | 37.4% |
| Percentage of pupils eligible for FSM at any time during the past 6 years. | 0% | 59.2% | 55.6% | 70.6% | 55.2% | 40% | 57.2% |
| Free school meals eligibility band | | High | High | High | High | Medium | High |
| Overall absence | 2.0% | 5.2% | 5.9% | 4.1% | 3.4% | 5.0% | 4.1% |
| Percentage of pupils below level 2 at end of KS1 | 0% - every pupil achieved level 2 in every area | 20% | 12% | | 18% | 14% | 11% |

In the table above it is evident that by the end of Year 2 all our students are achieving above the other students in the locality. The majority, (75%) of our current Year 4 students will be level 4 in all the core subjects by the end of the year, so our expectation of all students achieving level 4B or above in reading and maths and level 4 or above in writing by the end of their Year 6 is well founded. This is not seen in other local schools (see table over).

| School name | School type | % achieving Level 4 or above in reading, writing and maths | | % achieving level 4B or above in reading and maths and level 4 or above in writing | % making expected progress | | |
|---|------------------------|--|------|--|----------------------------|---------|-------|
| | | 2013 | 2012 | | Reading | Writing | Maths |
| England - all schools | | 75% | 75% | 63% | 88% | 91% | 88% |
| England - state funded schools only | | 75% | 74% | 63% | 88% | 92% | 88% |
| Harbinger Primary | Community School | 60% | 75% | 44% | 90% | 90% | 88% |
| St Luke's CofE Primary | Voluntary Aided School | 90% | 93% | 77% | 96% | 96% | 100% |
| Cubitt Town Junior | Community School | 73% | 71% | 57% | 77% | 91% | 91% |
| Cubitt Town Infants' | Voluntary Aided School | 86% | 91% | 77% | 95% | 91% | 91% |
| St Edmund's Catholic | Community School | 75% | 73% | 58% | 91% | 90% | 95% |
| St Alfege with St Peter's | Community School | 83% | 85% | 66% | 93% | 100% | 100% |

Source: http://webfronter.com/towerhamlets/claragrant/#m-liid_682077

Comparison of secondary schools within three miles of Canary Wharf College.

| | Langdon Park | George Green's Secondary | St Paul's Way Trust |
|---|--------------|--------------------------|---------------------|
| Total number of pupils on roll (all ages) | 887 | 1147 | 852 |
| Percentage of boys on roll | 52.6% | 54.9% | 57.2% |
| Percentage of girls on roll | 47.4% | 45.1% | 42.8% |
| Percentage of pupils with SEN statement or on School Action Plus | 14.4% | 15.9% | 11.2% |
| Percentage of pupils with English not as first language | 76.1% | 64.9% | 84.6% |
| Percentage of pupils eligible for free school meals | 61.3% | 57.9% | 67.0% |
| Percentage of pupils eligible for FSM at any time during the past 6 years | 87.4% | 79.0% | 80.0% |

Source: DfE website

The school terms will broadly fall in line with the local authority terms and half-terms will usually match those of Tower Hamlets. However all staff training days will be placed before the students return so that terms are not unexpectedly interrupted by inset days. Longer working days will offset marginally longer holiday periods so ultimately students will receive more than the recommended hours of tuition.

D1 The Curriculum plan

Our aim is to provide an ambitious curriculum which will serve the interests and needs of all students attending the College from this particular area of Tower Hamlets.

Curriculum Principles

The aim ‘to live, share and celebrate the love of learning’ is the basis for our curriculum vision. The new College will celebrate this love of learning by providing a wide-ranging dynamic and enriched education in which the students can develop their curiosity and enthusiasm in all areas.

Our curriculum will set out to nurture the diverse talents of the students fostering their intellectual, physical, spiritual, moral, social and cultural development. This will be achieved in a Christian environment but students will be welcomed from many different faiths and ethnic backgrounds and together, we will respect their differences. The academic curriculum will be designed to enable all students to achieve their full potential. In all years, they will receive a carefully structured curriculum incorporating a variety of educational experiences. They will be fully prepared for the next stage of their educational journey, achieving a high level of knowledge and understanding in literacy, numeracy, science, economics, technology and personal development.

Type of curriculum

The College will follow the statutory curriculum for the Early Years Foundation Stage. The Key Stage 1 curriculum will be based on that of the current College which extends learning rapidly with high expectations. Thereafter, each phase of learning up to age 16 will be linked to the framework provided by Cambridge International Examinations (CIE) through its secondary 1 and 2 (IGCSE) programmes. The choice of CIE and IGCSE is to link the College with an internationally recognised qualification of high standard. The use of ‘secondary one’ and IGCSE contributes significantly to a guarantee of challenge and ensures smooth transition which is an essential element in an all-through school as it will be taught by the same core staff who operate between key stage 2 & 3 across the schools. The other reason for this choice is due to our high level of international students who might join or leave the College and relocate abroad.

In all phases including the Early Years Foundation Stage and the sixth form, our chosen curriculum will enable us to provide opportunities for academic excellence and personal development across a broad range of subjects and enrichment opportunities. It will enable students to develop a balanced view of the world, will provide opportunities for them to work independently, ask their own questions, research them and come to their own conclusions. It will provide the skills necessary to enable them to function well when they leave the College. The Christian ethos, as we interpret it, will encourage students to adopt a thoughtful, humane and reflective approach to both their academic study and their personal development.

The subjects, the approach to personal development and the enrichment activities we have chosen all run throughout the school from Reception to the sixth form. Maths and technology are but two examples; so too is physical development including P.E. and music. Ofsted stated, “*There is a strong planning framework for the delivery of the curriculum, which is very well organised into sequential topics with good links across subjects. The wide range of learning experiences provided includes role play and good use of information and communication technology. There are successful, ambitious links and topics across subjects, which are culturally and ethnically diverse.*”

Curriculum content

The following table provides an idea of how the curriculum will be provided:

| Subject/other activity (e.g. enrichment) | KS1 Mandatory half hours per week | KS2 Mandatory half hours per week | KS3 Mandatory half hours per week | KS4 IGCSE and BTEC Compulsory only indicated |
|---|---|---|---|---|
| English | 8 | 8 | 6 | 3 - 4hrs |
| Phonics/grammar | 4 | 4 | To be within English | |
| Maths | 8 | 8 | 6 | 3 hrs |
| Science | 3 | 4 | 6 | 4 hrs |
| D&T | 2 | 3 | 4 | 1hr ECDL compulsory |
| ICT | 2 | 2 | 4 | + 2 hrs |
| Modern Foreign Language | 1 | 1 | 2 | 2.5 hrs optional |
| History | 2 | 2 | 2 | 2.5 hrs choice of subject |
| Geography | 2 | 2 | 2 | |
| RE | 2 | 2 | 2 | |
| Music | 2 | 2 | 2 | 2.5 hrs choice of subject |
| Art | 2 | 2 | 2 | |
| Drama | 1 | 1 | 1 | |
| PSHE to include citizenship | 2 | 2 | 4 | Life Skills 1 hr compulsory + 2.5 hrs optional |
| Economics | | | 2 | |
| Business studies | | | | |
| PE | 5-6 | 5-6 | 6 | 3 hrs (some in enrichment time) |

Early Years Foundations Year Curriculum

This will follow the statutory framework. We currently teach this outstandingly well in the founding College as confirmed by Ofsted.

Key Stages 1, 2 and 3

The following subjects will be compulsory:

- English
- Mathematics (+Statistics in KS3)
- Science (Physics, Chemistry and Biology at KS3)
- Information and Communication Technology (ICT)
- History
- Geography

- Religious Education
- Modern Foreign Languages
- Design and Technology
- Art and Design
- Music
- Physical Education
- Life Skills – PSHE, Citizenship and Economics

All secondary students will receive careers education and guidance appropriate to their age and interests.

Study of the above subjects will provide a sound foundation for learning. We believe that these subjects provide breadth and balance and will therefore appeal to the broad, developing interests of students from a multi-faith multi-cultural background. It includes economics as well as separate sciences. This reflects two important aspects of our distinctiveness: economics because of our unique proximity to one of the world's great financial centres, and science because we believe that science represents 'challenge' for mankind, which is also a hallmark of our College.

We intend to follow our own highly successful primary experience combined with the guidance provided by the Cambridge primary framework. As previously indicated, we will also use the Cambridge secondary 1 framework Years 7 – 9 leading to the secondary 2 framework based around IGCSEs in Key Stage 4. In practice, at primary level there is little difference between the Cambridge framework and our own practice in the existing College, except for our considerably higher expectations in the KS1 years which then in turn feed into the KS2 period. There is considerable experience of the CIE frameworks being used with students of a wide range of abilities. We are therefore confident of their suitability for our students but we will keep this under review.

The primary and secondary 1 frameworks provide a flexible curriculum which we intend to use to tailor to meet our needs. We will use the Cambridge Progression and Checkpoint tests to identify what students are learning, monitor their progress and report internally and to parents.

We will continue to use existing National Curriculum levels as well, depending on the outcome of government decisions. This is because the fine monitoring of students' progress provided by the use of 'sub-levels' enables swift focus on a student who is not progressing and intervention tuition. We may also continue with the use of other assessment tools such as PIPs which provides a base line on entry to the Early Years Foundation Stage and MidYIS and ALIS with older students.

We will be able to use the additional resources provided by CIE to support our delivery of the curriculum.

The proposed Cambridge-based curriculum will benefit from:

- Clear learning objectives in English, mathematics and science for each year of primary and secondary 1 education
- A focus on developing knowledge and skills in core subjects as an excellent foundation for future study
- An introduction to key applications students need to learn to become literate in ICT

- A clear identification of learners' development in each year with identified progression throughout the years of primary education
- Compatibility with aspects of the curriculum that we wish to introduce which are relevant to our students alongside those covered by the Cambridge framework
- Suitability for students whose first language is not English, with an optional curriculum for English as a Second Language

It will also provide us with national and international benchmarks. The Cambridge curriculum also ensures appropriate progression. Its content is divided into progressively more complex stages which we will follow. We will also administer statutory tests, as required by government.

Key Stage 4

In Year 10 and 11 all students study the core subjects: an integrated English language and literature course (examined as two IGCSE subjects), maths and either the doubled combined science (which counts as two IGCSE's), or the triple certificate sciences (which counts as three IGCSE's). They will also study PE and 'Life Skills' – which is a combined RE, PSHE, citizenship and economics programme with early careers education and guidance.

A full complement of IGCSEs and BTEC courses will be offered as options. Students can choose from a suite of IGCSE subjects such as art and the performing arts, Design and Technology, Business and economics, and Languages. As well as BTECs in subjects such as economics and business, computing, and health care. However, those taking BTEC or similar will take IGCSEs in the core curriculum subjects. In the sixth form we will be equally flexible. It is our intention that every student will have core the knowledge to make a profitable contribution to the future.

All students will begin IGCSE or BTEC courses in year 9.

The curriculum will be reviewed and evaluated annually to ensure skills and knowledge are being developed systematically as pupils progress from one year to the next. It will also be reviewed to ensure that it remains relevant.

Links will be explored between different areas of the curriculum to give pupils opportunities for research and to find things out for themselves and establish relatively complex connections.

ICT will be embedded in learning from the earliest days within the College and its function will be as a tool to aid teaching and learning. Computing and computer science will be taught. As in the founding College, in each classroom there will be a designated area for computers, with iPads or laptops being available for every student to support their learning. Use of these for homework will increase and pupil premium money will be used to ensure those least able to afford it will be supplied with technology which will allow access to the internet. 'Flip learning' for older students will gradually become embedded in subject areas which would benefit from this approach.

Students working hard in the classroom need a balance of fresh air and physical activity; and they need to develop good habits now in preparation for possibly sedentary careers. That said, at Canary Wharf College we recognise not everybody wants to play competitive sport, particularly in Key Stages 3 and 4. So, as part of our PE curriculum, and the associated fixture opportunities, we will offer a wide range of lifestyle activities such as Pilates and Zumba.

Local facilities include an indoor swimming pool (Tiller Centre is already used by the current College's Year 3 students), a basketball court (Millwall Park), tennis courts (Victoria Park), hockey pitches (East London Hockey Club in Mile End), Astroturf Football, cricket (using lottery-funded cricket nets outside CWC 1), the local sailing centre (currently used by our Year 4 students), kayaking and rowing (currently used by our staff and Governors!). We already have a close relationship with Mudchute Farm where there is an equestrian centre.

We would also encourage performance athletes to join, train and compete with local clubs as appropriate.

Qualifications - The Sixth Form

Canary Wharf College 3 will be an inspiring environment in which students can extend their knowledge and develop the skills they will require for higher education and on into their working lives.

A key feature of the sixth form at the College will be its size. It will be small enough for all students to be known by both tutors and peers. There will be an induction programme in the summer term for students to bond, learn and have fun together. The programme will run at the end of the summer term after IGCSEs, through to August, so easing the transition into sixth form. (See Transition section).

We will expect all our students to be active and involved in the life of the College. Our preferred route for students will be an academic path to lead them into quality higher education. Ambition for our students will remain high until they leave the College. Students will work with students lower in the school becoming 'student leaders' and 'peer mentors'.

The Post 16 curriculum will offer a wide range of A-level courses together with level 3 BTECs, either run exclusively by our College or in collaboration with partner colleges. We will provide some level 2 courses within the BTEC family along with other vocational provision to meet the majority of learners' needs. We intend to offer a wide range of stimulating courses at AS and A2 levels for each of the compulsory IGCSE subjects. In addition to this, we also expect to offer "life skills" – a course in philosophy/ethics as a foundation for all aspects of life including business ethics.

In Year 12 students will study 3 or 4 AS levels or a BTEC Subsidiary Diploma and 1 AS level and "Life Skills"; or a Level 2 BTEC / IGCSE course. Students will have to study for IGCSE maths and English if these qualifications have not already been obtained.

In Year 13, students study A2 or a BTEC Diploma + 1A2 level plus "Life Skills".

Decisions for which courses a student will follow will come at the normal times and guidance for this would be given well in advance of the decision making time.

All students will make a choice from the subjects available, these will be: Fine Art, Textiles, Photography, D&T, Music, Music Technology, Physics, Chemistry, Biology, Human Biology, Computing, Maths, Further Maths, RS, Philosophy, Geography, History, English Literature, MFL, Economics, Business Studies, PE.

BTEC qualification would be available in Engineering, Science, Health & Social Care, Business Studies, and Information Technology

Tutor Periods for sixth formers will focus on life skills and being a sixth form student. Towards the end of the first year, the emphasis will shift to university or college application. In the second year, students will have a tutor who will guide them through the UCAS applications and help draft their reference. These will normally be staff with a specialism in their chosen area.

We are aware of the current review of A-level and AS level stand-alone provision outlined in the Secretary of State's letter of 22 January 2013 to the Office of Qualifications and Examinations Regulation (Ofqual).

Where the A-level or BTEC routes are inappropriate we will assist students into traineeships and apprenticeships, both of which can be very fine-tuned to the needs of the individual.

www.apprenticeships.org.uk We will also link with other local specialist colleges such as

- Tower Hamlets Sixth Form which offers apprentice schemes, and courses in carpentry, joinery, bricklaying and electrical installation
- The East London Academy of Music or Dance
- The London Enterprise Academy
- City Gateway which offers a curriculum made up of specialist vocational courses in subjects such as Sport Fitness, Customer Service, Beauty, Childcare, Media, Youth Work and Hospitality and Catering - all sectors with growing job opportunities linked to possible future careers in the local area. Links have already been established with [REDACTED]; [REDACTED], as we have both navigated our way through the free school process.

All of the courses at the College will require a great deal of commitment. Students will be expected to conduct independent research and read widely in order to support their regular practical activities, essays and coursework.

As part of their "Life Skills" course all Year 12 and 13 students will participate in the active citizenship scheme of community and charity work. This links to a programme of visiting speakers throughout the sixth form, including authors, artists, scientists and business leaders, will provide students with an inspirational insight into the working life. It will also link with the Duke of Edinburgh's Award Scheme. (See Enrichment activities).

The requirements for entry into the sixth form will be 6 A* - C IGCSE's, including English and mathematics.

In helping students make the right choices about their education and training, we will involve our own specialists in careers education and advice but will also collaborate closely with relevant external bodies. This education and advice will build on that provided in the PSHE programme in KS3 and 4 and will be tailored to the needs of sixth formers. We are mindful of government guidance in these matters, in particular, the guidance in 'Securing Independent Careers Guidance' (2012).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181051/securing_independent_careers_guidance_a_practical_guide_for_schools.pdf

Life in the sixth form at Canary Wharf College 3 will be a rich experience which will not only focus on academic attainment. Prefects will be appointed, and there will be annual ‘House Plays’ directed and organised by the older students. There will be an annual musical festivals, charitable fund raising which will encourage students to devise inventive, colourful events such as variety and fashion shows, international evenings, sponsored carol singing, auctions and rock concerts.

In summary, sixth form students will benefit from excellent teaching, enriching opportunities and a supportive community, so that they will be well prepared for their chosen pathways into further education or employment.

Enrichment activities

The Extended Day Activity Programme will take place each afternoon after school. This will be similar to our founding College where students are able to choose from a variety of activities; currently 370 spaces are available weekly. There is an extended day programme co-ordinator who works to provide a wide-ranging and dynamic programme. Staff from within the College choose to provide some of these activities such as ‘scratch programming’, cooking, creative arts, storytelling, film club, construction crew and drama. Other staff are contracted in for activities such as for Taekwando, gymnastics, fencing or chess. Staff who run an activity are paid an additional hourly rate, as are the contractors. Sponsorship from local businesses and independent schools keeps costs low. Currently it costs £3.40 for an hour’s activity (less than the cost of two cups of ‘Costa’ coffee is the aim!). Pupil premium money will be used to provide many of the opportunities for free to students unable to afford these activities as already takes place in the founding College.

Ofsted stated of the founding College, “*There is rich extra-curricular provision with high participation by pupils.*”

When students reach Year 12 they will be encouraged to provide some of the activities for the youngest of students so developing their own leadership skills and sense of community partnership.

As part of the curriculum each year group will go on an ‘outward bound’ trip during the summer term from the earliest age. Our current Year 2 students camp for a night in the countryside and our older students spend three days at an outward bound centre. These trips will gradually lengthen in time and develop in terms of challenge, eventually leading into The Duke of Edinburgh’s Award schemes, and development projects overseas. For students in Key Stage 3 links will be forged with the Scouts and Sea Scouts, and one or two classics language classes will be available linking with Thornton’s education online tuition services. Sponsorship for these so far has been obtained from independent schools, building companies, and parents. As I write another £750 has been donated by a local business owner and as the company increases in scale we expect to attract greater sponsorship interest from local businesses.

For older students in Key Stages 4 and 5 we will aim to nurture independence of mind, enabling our students to step out with confidence as global citizens of the future. Links which the CEO has in developing countries will be utilised and students interested in mechanical engineering may spend time in their holidays working alongside Zambian students in a mechanical engineering college in Ndola.

In line with our Christian ethos, voluntary work will be encouraged through links with the local community and churches such as helping at the local food bank, visiting the elderly and community painting and gardening projects.

For the sixth form will create an “Enrich/Extend/Enjoy” Programme to stretch the students beyond the curriculum remit, for instance, the theme ‘Arts and Letters’ might be chosen. Within this, there might be three strands:

- Bloomsbury Brilliance
- Séraphine to Canary Wharf College Reels
- Paper and Print

Academic departments, or parents and guest speakers from the community would be invited to provide a series of twilight workshops and lectures to broaden the students’ intellectual horizons. All students will be encouraged to attend. This unit might incorporate theatre/opera trips, talks on printing and a trip to the V&A, an illustrated history of art lecture on the Bloomsbury set, plus perhaps a thought provoking and insightful talk on Virginia Woolf and Monk’s House.

Assessing and meeting the needs of all pupils

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

The pupil intake for the all-through College is unlikely to reflect the intake in the current College. Although currently only a small percentage of the students are identified as having special educational needs, the number of looked after students and those receiving pupil premium funding are highly likely to rise as all the schools become more known in the community. We anticipate that the number of pupils who are gifted and talented is also likely to rise for the same reason. The number of looked after students and those receiving free school meal allowance are also highly likely to rise as both schools become more known in the community. Nearly half the students have English as an additional language, and currently 46 different nationalities are represented.

Assessment and its use – general principles

We intend to continue with our successful assessment system that is currently used in Canary Wharf College 1. Apart from Reception which follows the required assessment and recording procedures, students in Key Stages 1 – 3 will be termly assessed by teachers and their progress recorded based on sub-levels. The data will be recorded using our computer-based recording system. The results of the assessments are regularly reviewed by individual teachers and by year group teachers working together. Teachers respond to the assessment data in their teaching, thus ensuring that students’ strengths and weaknesses are responded to. The teachers’ assessments are regularly moderated. Links have been forged with Britannia Village Primary, an outstanding maintained school in nearby Newham, and also by Tower Hamlets local authority. In Key Stages 4 and 5, assessment is based on projected grades. The Oasis Trust have invited us to have close links with their Silvertown Academy due to start in September 2014 (into which Britannia Village students will feed), and it is foreseen that we will link closely regarding moderation of the older students with them. Students of all ages are given targets which they, in part, create because they

are involved in their own assessment. Results will be reported to governors every six months by the education governor in a formal, written report. This is the practice in the founding College, described by the Ofsted inspector as “*data rich*”.

Achievement support - Special Educational Needs

The College is aware that some students have special educational needs in some learning areas at the same time as being gifted and talented in others. For example, a student may be dyslexic but also a talented mathematician. The arrangements for assessing students' learning and planning their learning progression are fundamental to meeting the needs of all students, including those with particular gifts or with special educational needs or disabilities.

Care will be taken to identify and support the minority of pupils with learning difficulties and disabilities. We will use our current system for identifying pupils who need additional help, suitably modified for age and need. Students' progress will be closely monitored. When necessary, students will be given Individual Education Plans (IEPs), which will provide clear targets for their improvement. All students on the SEND register will have numeracy and literacy lessons with their peers and their teachers, in collaboration with the Special Educational Needs Co-ordinator (SENCO), will ensure that appropriately differentiated and supported work is given at all times. Each SEN student will have a written IEP. Students may then be withdrawn from the classroom in the afternoons for focused interventions lasting approximately half an hour. Early intervention has proved to be the most effective so the Intervention programme might look like this:

| Year Group | Intervention |
|------------------------------|--|
| Early Years Foundation Stage | Colourful Semantics/Talk for Learning |
| | Phonics |
| | Motor Control Activities/Letter and Number Formation |
| | Number and Counting |
| | Speech Therapy Programmes |
| KS 1 & 2 | Colourful Semantics |
| | Talking Friends (social skills) |
| | Phonics/Reading Support |
| | Motor Control Activities and Hand writing |
| | Letter and Number Formation |
| KS 3 & 4 | Behaviour Support |
| | Touch Typing |
| | Dyslexia Support |
| | Maths Small Group Tutoring |
| | Social Awareness Skills |
| | Use of Technology |
| | Focused Spelling and Grammar |
| | Phonics/Reading Support |
| | Essential Life Skills |
| | Language and Communication Support |
| | Behaviour Support |

The current SENCO for Canary Wharf College 1 is a highly experienced qualified teacher with a National Award for SEND Co-ordination. She will be an administrative staff member overseeing the achievement support in all three Colleges. As the College grows more qualified SENCOs will be employed under her leadership. The SENCO is expected to work not only with the teachers who are involved with the students but also with Teaching Assistants in organising and delivering intervention groups, lead training sessions covering the range of interventions and generally be on hand to advise where necessary. Where students have statements, the SENCO will arrange pupil planning meetings co-ordinating all the appropriate parties and outside agencies.

For example, a student on the autistic spectrum might arrive at the College with a care plan. The Principal, having visited the student in the previous learning environment and having agreed to take him, would then pass on the day to day provision for learning to the class teacher and SENCO who would arrange the transition process with the student's current school. Training will be provided to all staff so they are familiar with what to expect before the student arrives. The Principal will appoint a higher-level teaching assistant with an understanding of autism funded from the statement package. The learning of the student will be principally overseen by the student's class teacher who would liaise daily with the TA and regularly with the SENCO and where appropriate the parent or carer. A case meeting will be held at eight week intervals involving specialist outside help from the local autistic school, parents, SENCO, class teacher and TA.

The number of pupils involved with outside agencies is liable to be high and the current College already has established links with the Speech and Language Team and the Hearing Impairment Team within Tower Hamlets. Our current SENCO has also made referrals to Educational Psychologists (both from the local authority and, due to speed being of the essence with special needs students, using private specialists). Staff training will be organised from an Occupational Therapist who might advise on interventions and resources related to the students with Dyspraxia within the school and also those students with motor control difficulties, to lectures from the Autistic society, depending on the needs of our current students.

Gifted and Talented – including differentiation of work and appropriate challenge

The overall approach to teaching and learning at Canary Wharf College 3 will enable all students to develop personal interests and talents and will encourage student's talents to be uncovered. Those who are particularly able in any area of the curriculum may be identified as gifted and talented and will be extended.

We envisage the provision of a challenging enrichment programme. For instance able musicians will compose works for Christmas carol concerts, able literacy students will write the weekly school news bulletin, able technology students will maintain the website. In Canary Wharf College 1, a group of Year 2 and 3 students, particularly able in literacy, work once a week with a volunteer who is a sub-editor of the Financial Times. Also a group of students wrote a Christmas poem which was set to music by a Year 4 clarinet player. This was performed to over one hundred parents. Maths is already setted across the year groups as there is such a variation in ability and students move up year groups for literacy. Students can currently challenge each other on-line and other students world-wide through the internet using 'Mathletics'. These practices will continue throughout the new College.

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

English as an additional language including supporting strategies

All pupils have a right to be educated alongside their peers. At the College we will be fully committed to meeting the needs of those pupils with English as an additional language so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. Over 110 languages are spoken in the homes of pupils attending schools in Tower Hamlets. Bearing this in mind, English language teaching is vital to an inclusive curriculum; it will be essential that teachers at Canary Wharf College 3 develop their English language teaching skills, as there will be a high proportion of bilingual pupils.

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

- Speak a little more slowly than they usually do – allowing time after asking a question for them to listen, think and work out what has been said
- Clarify by ensuring they understand instructions and by asking them to repeat what they have to do
- Use shorter sentences and simpler language instructions
- Demonstrate using gestures, pictures, or anything else visual
- Comment on what the children or students are doing
- Avoid colloquialisms or explain them if they are used
- Demonstrate clearly how to say a word or sentence

It will be important to make a clear distinction between EAL pupils and those requiring Individual Achievement Support (IAS). If, in regard to a student learning English as an additional language, it is discovered through assessment that learning is hindered and the pupil requires achievement support, teachers and specialist language staff will work closely with the Special Educational Needs coordinator to enable the student to reach his or her full language potential. A student having been identified as having language needs will first be given support within the classroom. The EAL tutor will liaise with teachers to assist planning, student support within the classroom and progress.

Looked after students and those who may have behavioural, emotional and social difficulties

Students with behavioural, emotional and social needs and those who are ‘looked after’ will be given particular support as has been the case with a few of the students at CWC 1. Unless stability and security can be quickly established for these students, learning simply will not take place. Close co-operation at the earliest opportunity with partner agencies and the parents or carers is key to successful integration of these students into the school working environment and to help gain the student’s confidence. Teachers will also employ strategies to help establish friendships and to give praise and encouragement. The SENCO will monitor progress in close co-operation with the class teacher parents and carers.

Physical Disabilities

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

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

The post of Special Educational Needs Co-ordinator (SENCO) includes responsibility for students with special educational needs under the Special Educational Needs and Disabilities Act 2001, and the SEN Code of Practice; and also for gifted and talented pupils. This teacher’s role is to:

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

The College will keep a register of students with disabilities and parents/carers will always be kept involved fully. Learning will be at the heart of the College with all staff having high expectations for these pupils.

Role of staff, and school resources including use of technology

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

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

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

Where deemed advantageous for the student, technology will be used. As in the founding College, each class will contain a computer area with three computers available for use with Foundation Stage and KS1 children. iPads will be available for recording work photographically and on video, and for individual use. Phonics Bug reading books and Mathletics will be available online for children to access from home. Staff will be able to communicate regularly with parents at the end of the working day or by email.

Monitoring progress of students and effectiveness of intervention

Teachers will work closely with the SENCO when monitoring progress. Regular assessment, monitoring and recording of a student's progress will take place termly or more frequently if necessary. There will be termly reviews of progress using the College assessment plans in relation to Individual Education Plans. These, in conjunction with whole class assessment monitoring, moderation with other schools, and regular testing will ensure a clear picture of an individual student's progress and whether the intervention is producing the effect desired. A meeting at the start of each term will gauge the effectiveness of the previous terms intervention. Close co-operation between external professionals, the student's teacher, parent or carer and SENCO will ensure the best results for every student.

Role of external agencies and links with parent and community groups

Students with special educational needs and disabilities will be identified early, and will be supported in making good progress. Specialist support from outside specialists such as speech and language therapists, clinical psychiatrists and educational psychologists will be used. Students in the founding College have needed all of the above and the school has worked closely with these outside agencies and parents as required. The Company has decided to create an 'achievement support fund', and sponsorship money from this and ordinary school funds have been used to provide swifter support from outside agencies by using professionals from the London Children's practice. This has proved to be successful in providing specialist intervention considerably faster than would otherwise be possible. The new College will use this same arrangement.

SEN code of practice and the Equality Act 2012

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

A card from the parents of an autistic student at the existing College was received by the CEO last term which sums up the approach which we will deliver. [REDACTED]

We are aware of future changes being made in relation to the care of those with special educational and other needs and will make changes to our code of practice when necessary.

The full Canary Wharf College 1 SEN policy is available on the College website which will be reviewed for the new through school: www.canarywharfcollege.co.uk

Transition

We have effective measures in place to support students to be successful when they enter the College and we aim to have similar rigorous strategies when they leave.

Reception

When they first start school, to prepare for entrance into Reception, we have effective procedures for meeting parents and their children both in the College and in their existing Nursery. Pupils have an induction day where they come to the College in a small group to be in the learning environment and meet their teachers. We also have effective procedures for obtaining information of a student's achievements and their specific needs. Parents will receive a helpful welcome pack and will be also directed to our website for further help.

In subsequent years, we ensure effective transition between year groups. The relevant teachers will liaise and use the centralised assessment data system which is already in operation at the founding College. Centralised student files will also be accessible to teachers and provide an excellent basis for analysis of students' performance, behaviour and attendance. Students will remain in their houses as they transfer between classes and into the Secondary school, so that the family groupings will continue. This vertical system is key to an atmosphere of reciprocal support, learning and guidance by students and staff. Inter-House events range from sport to quizzes, languages to humanities – in fact across the whole College – and are an integral part of the House identity and the healthy House competition. House charity links will also be developed.

We emphasise that being an all-through College will greatly ease transition because staff will operate in both the primary and secondary parts of the College. This will reassure students as well as ensuring that students' needs are better understood in the secondary College.

Years 6 to 7

When students move into the secondary College, there will be a transition week. This will also enable the new Year 7 students to become familiar with their new surroundings and meet a number of core staff in whose care they will be the following term. 'Catch up' sessions for old and new students entering the senior school will be available through the summer holidays for students who need this. This will consist of an hour a day in Maths, English and Science & Technology. It will be funded out of pupil premium money and additional government transition funding.

Year 11

The Pre-Sixth Form Course will also help students joining the College at this level to develop the English language, mathematical and academic skills needed to be successful in their chosen studies, and future academic careers. The course will also enable students to gain an awareness of a broad range of academic subjects, and to fully engage with the school's community and active social life.

Transition Course Structure pre sixth form running from mid-June to end of August

| English | Reporting in Speech and Writing | Investigating Spoken and Written Information |
|--|--|---|
| English lessons will be taught by highly qualified and experienced English language teachers. The small groups will help students to perform to their maximum potential, developing their language skills up to Cambridge Board Upper Intermediate Level. Students will also have the chance to establish excellent friendships during the Pre-Sixth Form course, and will gain confidence, mutual respect and cross-cultural understanding as their studies progress. | This will aim to improve the level of students' English language and will focus on their speaking and writing skills. They will be introduced to a variety of writing and speaking strategies and encouraged to apply these strategies to a range of text types and tasks. They will study vocabulary on many different topics including some of their other modules such as Introduction to the Social Sciences and The Scientific World. | This will aim to improve the level of the students' English language and focus on their reading and listening skills. They will be introduced to a variety of listening and reading strategies and encouraged to apply these strategies to a range of text types and tasks. They will study vocabulary on many different topics including some of their other modules such as Introduction to the Social Sciences and The Scientific World. |

| Mathematics | The Scientific World | Scientific Principles, Ethics and Enquiry |
|---|---|---|
| This will aim to provide the student with a solid grounding in mathematics and statistics, and helps you to develop the skills which are fundamental to the study of a wide range of A Level disciplines. The principles of algebra, geometry, trigonometry, graphs, probability and other statistical techniques will be explored and they will be encouraged to apply these concepts to solve mathematical problems. During the module they will prepare for an IGCSE in Mathematics if not already achieved. | This will aim to introduce the student to the main characteristics of the different sciences and will encourage them to examine a range of issues in relation to these subjects. They will discuss key developments in science, medicine and technology and will discuss the impacts of these developments for modern society. The module will also focus on key vocabulary relating to science and technology. | This will aim to build upon the topics introduced in The Scientific World module and discuss principles and ethical considerations governing scientific research in a range of areas such as medicine and technology. Experimental, investigative and critical thinking skills will be developed by learning how to conduct research productively and safely in a laboratory and how to collect, log and present data appropriately and accurately. |
| Culture and the Arts | Personal, Social and Health Education | Introduction to the Social Sciences |
| This will aim to introduce the students to a wide range of topics related to popular culture and the arts, with a particular focus on literature, art, fashion and the media. They will be encouraged to explore the history of many different artistic genres and link key trends and famous works to wider British society. They will also be expected to form opinions on artistic/cultural debates and join in discussions on these topics. | This will aim to introduce the student to a wide range of topics, including personal identity, healthy lifestyles, citizenship, relationships, risk and stress management and embracing diversity. They will learn to form opinions on a variety of issues and will develop their abilities to express these opinions and feelings in a positive and confident way. | This will aim to introduce the student to the main characteristics of the different social sciences and encourages you to examine a range of social issues, both in the UK and globally. They will learn about life in the UK and compare it with life in other countries. They will also focus on key vocabulary relating to the social sciences and other humanities. |
| Business Enterprise and Economics | Research and Critique | Canary Wharf College Vision and Ethos |
| This module will aim to introduce the student to basic business and economic principles and encourage them to examine the practical application of these concepts through a range of case studies. They will discuss the internal and external factors which influence both business practices and the implementation of economic policy. The module will also focus on key terminology relating to business, accounting and economics. | This will aim to introduce the student to a range of research techniques and develop your skills in identifying appropriate and reliable research methods. They will learn how to design and plan a feasible research project, identify appropriate secondary sources and articulate their findings, both orally and in writing. | This will aim to introduce the student to the vision and ethos which drove the founders of the College to create the organisation, the challenges of running the business and the broad Christian ethos on which the College is founded. Key College traditions such as the House structure and behavioural expectations would also be explained. |

Year 13

In preparation for leaving school at whatever time and level, our careers co-ordinator will help. There will be many pathways available to students. An active programme of careers education will begin in Year 9, where students will learn about the world of work and develop the skills with which to make informed decisions about their futures. This takes place in the “Life Skills” course and

continues in Year 10, where exploration of the myriad employment opportunities open to our students becomes a key part of the programme.

In Year 11, students face choices about their futures and we will seek to support them through this important process. Students will take the Futurewise test which, through psychometric assessment, seeks to identify students' strengths which then can inform their choice of A Levels and future careers. Colleagues from the Independent Schools Career Organization (ISCO) will conduct one-to-one interviews with the students and create individual plans which form the basis of each student's research. Students will also be given their own dedicated careers adviser at the College, who offer personalised support until the end of their sixth form experience. The ISCO is part of 'The Inspiring Futures Foundation' which is a not for profit organisation founded to provide careers advice for young people.

A weekly speaker programme in Year 12 will bring the world of work actively into the lives of our students. They will hear from, and engage with, professionals from a diverse range of careers. Our speakers will serve to illustrate that career paths are rarely linear and that the successful employee of the future will need a range of transferable skills to satisfy the requirements of a changing workplace. The weekly programme will also include visits from a range of universities who are able to advise on the best ways for students to maximise their chances of gaining a place. There will be CV workshops using industry experts who will ensure that students leave with a professional document on which they can continue to build. Open days and subject experience days at universities will be crucial components in a proactive and exciting careers programme.

The final year at Canary Wharf College 3 will begin with students' applications for their post-school education and work choices. They will be completed under the careful tutelage of each student's careers adviser. Interview practice and subject-specific mentors will be on hand to augment support at this crucial time. We will also make use of our Directors extensive business network which will be built to offer mentoring, work experience opportunities and career guidance.

While many of our students are likely to be destined for higher education institutions in this country, we will be also committed to supporting those students who are interested in applying to universities around the globe, including the USA, Europe, Hong Kong and Australia.

Our careers programme will be robust, as the world of work becomes an increasingly competitive and confusing environment, particularly for young people, the College will ensure that our students are thoroughly prepared to meet the challenges of the 21st century workplace.

D2 Measuring Pupil Performance

Assessment will be a fundamental part of teaching which personalises students' learning. It will be an integral part of all teaching. Through careful assessment and the setting of realistic but challenging targets for students of all abilities, higher standards will be promoted. It will also inform planning and will contribute to curriculum development.

Students will have opportunities to evaluate their own work and to respond to the teacher's marking. Primary students will be familiar with the highlighting assessment for learning system of "Think = pink, Great = green". Students should feel that through self-evaluation they have some ownership of this process and that their achievements will be recognised. Assessment will offer all

students an opportunity to show what they know, understand and can carry out now and in the future through the setting of ambitious but also realistic targets. Assessment will also provide an opportunity to monitor the progress of different groups of students including those with special educational needs and those in receipt of pupil premium funding.

Regular work scrutiny both in subject areas and across year groups will take place and external monitoring of achievement with other outstanding schools will take place. See Assessment table under Measuring Performance and Target setting.

Tracking students' achievement and target setting

During a pupil's first few weeks in the College we will undertake a baseline assessment based on the learning and development requirements of the Early Years Foundation Year framework. Thereafter, students will be assessed constantly through teacher observation leading ultimately to the completion of their Profile. Under present arrangements, the local authority will moderate the results in the Profile.

Beyond the EYFS though to the end of Year 9, as previously indicated CIE tests will be used in English, mathematics and science. We will also use Cambridge's 'ICT Starters' structured assessment <http://www.cie.org.uk/qualifications/academic/primary/ictstarters/overview?Year=p>

Cambridge provides reports after marking the tests which will provide us with important progress and attainment information. Also, as mentioned, we may also continue to use National Curriculum levels and other assessments.

In the sixth form, there will be regular marked coursework and testing linked to the different specifications being followed by the students.

A computer-based assessment data recording system will be used throughout the primary and secondary parts of the College, thus ensuring ready access to the results to aid teaching focussed on students' identified strengths and weaknesses. This will be regularly monitored by the strategic leader of assessment.

Careful, regular analysis of students' performance in class and in homework will also contribute to tracking students' progress. There will be a rigorous marking policy. We will use all our information to set challenging targets for each student.

Measuring performance and target setting

The company currently have an effective self-evaluation process and detailed development plan. This was recognised by Ofsted in its recent inspection. The CEO has lectured on this to the Independent Schools Association. We intend to maintain this successful practice.

Currently in the founding College self-evaluation by all staff and Governors forms the basis of the development plan which sets out clear targets for the forthcoming year. The self-evaluation process consists of a series of performance indicators and some self-evaluating questions which are grouped under the headings used by Ofsted on inspection: leadership and management, the achievement of students, quality of teaching, behaviour and safety, leadership and management including governance plus students' conceptual development. In addition there are separate pages for the Foundation Stage, students' ICT skills, partnership with parents and the community,

grounds, maintenance & health & safety. Having created the development plan it is agreed by the governing board in the October meeting each year. The Principal identifies the termly targets in the termly report to governors who monitor progress throughout the year. We also ask parents and carers and students how we are doing. In the new all-through College, there will be a meaningful and effective College Council as for each of the primaries.

At the heart of our self-evaluation will be the measurement of academic achievement for individual pupils and the school as a whole. The measurement of whether the College is achieving the distinctive vision and character laid out above will relate to academic performance as well as the successful implementation of the ethos. Staff and governors of the College regularly review a number of key performance indicators to monitor progress appropriate for the College community and expected intake. These performance indicators include both pupil achievement data and management data to evaluate the success of the College as follows:

1. Admissions, Attendance and Exclusions

Target: All but a very few students admitted are from the Isle of Dogs and have attended one of our Canary Wharf College feeder schools. Attendance does not fall below 95% and the number of fixed and permanent exclusions will be well below the national average.

Clear strategies to promote good behaviour, attendance and punctuality will be set out for parents and students in a contract, and in both verbal and written communications where necessary. Compared with other local maintained schools attendance at Canary Wharf College 1 is high at 96% with very low unauthorised absence at 0.4%. Attendance issues are followed up very quickly and in the few instances where there have been more persistent problems, the College works hard with parents to resolve the difficulties and has been universally successful. We intend to follow the same procedures in the new school. Numbers of students excluded either permanently or for a fixed term as well as attendance data will be brought to governing board meetings.

2. Extended Day Activities

Target: Every student attends at least two activities per week, all students by Year 11 gain at least a bronze Duke of Edinburgh's Award

The longer working day will meet many of the needs of local parents. However an extensive extended day activity programme enhances provision for the community and governors will monitor the sustainability and success of the programme. Within six terms of establishing existing the College 370 spaces per week are available on our extended day activity programme and it is envisaged that this will increase with the opening of the new school building. See D1 Enrichment activities.

3. Student performance data, including SEN, looked after students figures and ethnic groups

Target: all students will progress well and the achievement gap between SEN, looked after and ethnic groups gradually close the longer the student is in the College.

Teachers will regularly assess students' progress in all subjects and we will have efficient IT software which enables us to monitor all students' progress very carefully including the progress

made by different groups of students. This is similar to the founding College where in the recent Ofsted inspection, the inspector said that the College is 'data-rich'. Senior staff and the education Governor will be constantly involved in reviewing data with the results regularly reported to the full Governing Board. As at present, there will be independent, bi-annual reports on students' progress written by the education governor (an HMI and quality assurance report monitor) so that governors can take an independent view. As a result teaching will be, very responsive to students' needs.

Monitoring of student progress

| | Autumn | Spring | Summer |
|-------------------------|--|-------------------------------------|---|
| Reception | PIPs Baseline Assessment | EYFS profile | PIPs Follow up assessment + EYFS profiles |
| Year 1 | APPs | APPs | APPs + PIPs |
| Year 2 | APPs | PIPs + APPs | APPs + KS1 SATS |
| Year 3 | APPs | APPs | APPs + PIPs |
| Year 4 | APPs | APPs | APPs + PIPs |
| Year 5 | APPs | APPs | APPs + PIPs |
| Year 6 | APPs | APPs | PIPs + KS2 SATS |
| Year 7 | CB Progression and checkpoint tests | CB Progression and checkpoint tests | MidYIS + internal exams |
| Year 8 | CB Progression and checkpoint tests | CB Progression and checkpoint tests | MidYIS + internal exams |
| Year 9 | CB Progression and checkpoint tests | CB Progression and checkpoint tests | MidYIS + internal exams |
| Year 10 | CB Progression and checkpoint tests | CB Progression and checkpoint tests | Yellis + internal exams |
| Year 11 | CB Progression and checkpoint tests | CB Progression and checkpoint tests | IGCSEs |
| Year 12 & 13 | Sixth Form – A levels and B TECH examinations regularly marked course work. ALIS | | |

Key: PIPs, MidYIS, Yellis and ALIS - Tests from the Centre for Evaluation and Monitoring (CEM) at Durham University. CEM systems are measurement tools that provide information about student's attainment, progress and attitudes. The information their systems provide is used to personalise learning, and is also used to aid school self-evaluation. They all involve assessment, data processing, analysis and interpretation. The information which is generated allows information to be seen at student, class, subject and school level. Their systems help teachers identify an individual's strengths and weakness, spot high fliers or those who may need additional support. The information is also be used to inform management decisions and target setting.

APPs Tests Assessing Student Progress are devised to link with the National Curriculum modules. These may be replaced by the Cambridge Board (CB) progression and checkpoint tests however in 2015/16 a dual process may take place until we are satisfied a robust assessment system is in place.

Parent liaison will be a priority at the College and face-to-face parent meetings in the autumn and spring terms are supported by a full written report to parents in the summer term where the results of the student's progress is shared. Annual written reports to parents and carers and discussions with them will focus will on students' academic achievements in the subjects studied and on their personal development. Emphasis will be given to the targets agreed with the students and parents and carers will be asked to support them with appropriate work at home. Between reporting periods, we will ask parents to monitor homework and, where we have concerns, we will arrange to meet with them on a termly basis. We are also exploring the development of our ICT communication systems to provide shared, on-line, real-time access to student-related information.

The achievement of students with special educational needs and those supported by the student premium will be monitored very closely and changing needs responded to very quickly. The College will be committed to seeking out and establishing links and strong working relationships with a variety of external agencies such as educational psychologists, speech and language therapists, health care staff, and behaviour support teams, to ensure that the full needs of their students can be recognised and met. This will be initiated on an as needed basis in the first instance. Our present practice was also noted very positively in the recent Ofsted report on the founding College.

Students will be heavily involved in the self-assessment of their work in order to support both engagement and improved achievement.

4. Achievement not only in core but also non-core subjects

Target: All students study a balanced curriculum with a rich range of non-core subjects providing a breadth of learning.

The achievement in non-core subjects and quality of teaching is also regularly monitored through regular assessment and work scrutiny. It will be clear from students' engagement in their learning as to their enthusiasm in discussing subject material.

Art and design and technology work are kept in students' own portfolios which travel with them through the school. These demonstrate students' developing artistic awareness in a variety of

media including printing, painting, drawing and three-dimensional sculpture and ceramic work. Visits to art galleries will regularly take place for all students.

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

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

5. The Quality of Teaching

Targets: The quality of teaching engages students in their learning to a level where they want to pursue research in their own time. With 90% of students gaining 5 A*- C grades at IGCSE, and at KS2 SATS 98% gain level 5 or above if they have been in the College from Reception

We regard these targets as realistic in general given our likely intake but we will review them constantly, depending on the nature of each year's achievement.

Teachers will have qualified teacher status except in exceptional circumstances. All the teaching assistants will have higher education qualifications and good spoken English. Coaches will be suitably qualified, for the most part at Level 3. Staff will have a good knowledge of the individual student and a desire to make each student's development as personal as possible - to extend and support each student.

There will be a programme of lesson observation by senior staff and lessons will also be observed by the education governor. This will be conducted to a regular cycle, ensuring that all staff are seen teaching at least once a year and more often if there are weaknesses and support is required. It will be linked to our CPD programme. Lively, well-structured lessons with clear objectives, which are well understood by students, will be expected with suitable differentiation to meet the different needs of individuals. To support the differentiation, we will expect teachers to maintain a close eye on the data for students' achievement so that there can be rapid intervention if necessary.

There will be a standardised form for lesson planning and lesson plans will be regularly sampled by senior staff to maintain quality.

We will run a programme of curriculum focus weeks to inspire a high level of student engagement in learning.

Monitoring the quality of teaching

The results of all assessment will be studied carefully by senior management and with teachers and their implications for teaching and learning considered very carefully. Intervention will be quickly introduced for students who appear to be on a plateau with their learning or who are struggling.

We will use as a basis for the appraisal and improvement of teaching, government guidance on teaching standards - <https://www.gov.uk/government/publications/teachers-standards>. Within this, the achievement of students will be an element in the appraisal of teachers. However, appraisal criteria will be more than solely based on students' academic achievement; they will also be linked to students' personal development as well as the teacher's attitude to the College ethos and culture.

In line with government guidance, pay for all staff will be linked to performance in line with the professional review and development policy.

The companies approach to this area at the founding College was noted by Ofsted who stated, *"Professional development and coaching are part of the school's systematic approach to developing the skills of all staff. Strong practice is shared and much thought has been given to the teaching partnerships in some year groups so that teachers' skills complement each other."*

Staff know that they will be held accountable for the progress that pupils make and that the quality of their work will be considered when making decisions about salary progression. They have targets linked to school improvement priorities and their performance is reviewed. There is an active programme of continuing professional development linked to staff appraisal procedures."

6. Spiritual Moral, social and cultural achievement

Target: Students feel safe and happy in a secure learning environment

When they first come to the College, pupils may have experienced a number of different schools. Some will interact well with others, but some may find the new environment a challenge. Many may lack the confidence expected for their age.

Pastoral Care will be at the heart of everything we do. We will aim to give our students the best start in their education, in a safe, caring and nurturing environment. The student's welfare and happiness will be our primary concern and we work carefully with parents and other outside agencies, to ensure this. The new College's staff will aim to be available and open to discuss any welfare concerns a parent might have. We recognise the importance of being healthy. We consider that a foundation of physical fitness established when young wards off long term inactivity and poor physical health. Physical activity also promotes team spirit, and raises the level of alertness and attentiveness in a student.

The College will attach much importance to celebrating students' individual and team successes. Their achievements will be acknowledged in assemblies largely run by students and in regular newsletters. Whether it is a rosette for achievement in a chess championship, or 'player of the week' in rugby, it will be recognised and credit attributed. As with the current College, a student-elected council will be set up to obtain students' views and encourage students to have a voice and see the subsequent action. Such recognition will aim to build confidence and encourage students to participate in activities both within and outside the College. A strong sense of responsibility will be engendered through giving responsibility posts to key year groups, and there will be a vertical 'House' system. We place considerable significance on pupils understanding each other and showing respect and patience. We will know we are successful when individual student's behaviour has improved. Group attitudes will be developed and monitored. Whole school

activities will encourage enhanced learning at home. Students of every age will be aware of those in social and physical deprivation, with older students carrying out voluntary work overseas after Years 11 and 12.

We will promote students' spiritual, moral, social, cultural, mental and physical development through a strong PSHE programme and all else we do in the school. At the founding College we currently work hard to develop students' confidence by helping them to succeed, responding positively to their mistakes and encouraging them to demonstrate courtesy and good manners to one another. We encourage showing respect through listening to one another in class, working as a team and showing concern for a fellow student who is upset. These are significant elements in our ethos and practice and we will maintain them in the new school.

Moral issues will figure strongly in PSHE and all that we do. Pupils will learn the ability to distinguish right from wrong and show an ability to make responsible judgements by such things as learning not to take things that belong to others, owning up and receiving praise for owning up, and not joining in with poor behaviour. They will be taught confidence to act consistently in accordance with their own principles and not to listen to someone else who might be encouraging them to do wrong. There will be a strong behaviour policy and effective anti-bullying procedures including cyber-bullying. Students will be very clear on who to turn to if they feel bullied.

Ensuring respect for one another will be an important feature and all students will have a good grounding in the faiths and cultures represented in the school. We will provide the opportunity for students whose first language is not English to take examinations in their home language where possible.

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

7. The safeguarding of all students

Target: Ensure students are protected from deliberate harm.

This includes issues such as pupils' health and safety, bullying, including cyber-bullying (by text message, on social networking sites, and so on), racist abuse, harassment and discrimination, use of physical intervention, meeting the needs of pupils with medical conditions, providing first aid, drug and substance misuse, educational visits, intimate care, internet or e-safety, issues which may be specific to a local area or population, for example gang activity, appropriate arrangements to ensure school security, taking into account the local context.

The behaviour of pupils when the existing College started was often challenging but the really impressive feature was the way that all quickly learnt the College's expectations and made these expectations their own. Consistency in managing behaviour will be established through class teacher guidance, and the clearly communicated behaviour policy. Also, staff will be trained in behaviour management skills with a clear induction process, peer observation and sharing of good practice. Our approach to behaviour will also follow the ethos and principles of the College, based on students having a clear view of what is wrong and a willingness to accept their faults as well as their strengths. The existing College maintains bullying, incident and accident logs. There have been no exclusions since the school opened.

We have considered various means of reward and sanction and are likely to use the 'Vivo miles' scheme <https://www.vivomiles.com/#!home>

Leadership and management will be clear about their statutory responsibilities regarding safeguarding and the steps they are taking to develop good practice beyond the statutory minimum with effective policies and procedures adopted. The approach will be similar to the founding College where there is a properly constituted single central register containing the details of all staff, governors and others in regular contact with the College. There are appropriate arrangements for checking supply staff and other contracted persons. Relevant staff and governor files are maintained, allowing the single central register to be verified.

Staff are properly trained in safeguarding. The designated person (the CEO) has undertaken the appropriate level of training, which is updated every two years. The Safeguarding Governor has also undertaken the same advanced training.

It is a policy of the College to train all staff in paediatric first aid. Also that safer practice in recruitment should be reflected in every stage of the process. The College has all the required policies in place including those for safe recruitment, child protection, behaviour, anti-bullying, first aid, supervision and health and safety.

Risk assessments will be thorough and the College will be physically secure. HMI praised the effectiveness of the arrangements in the existing College in the last Ofsted report. As a result of these sound policies and staff understanding, pupils will have an excellent understanding of how to be safe.

D3 Staffing structure

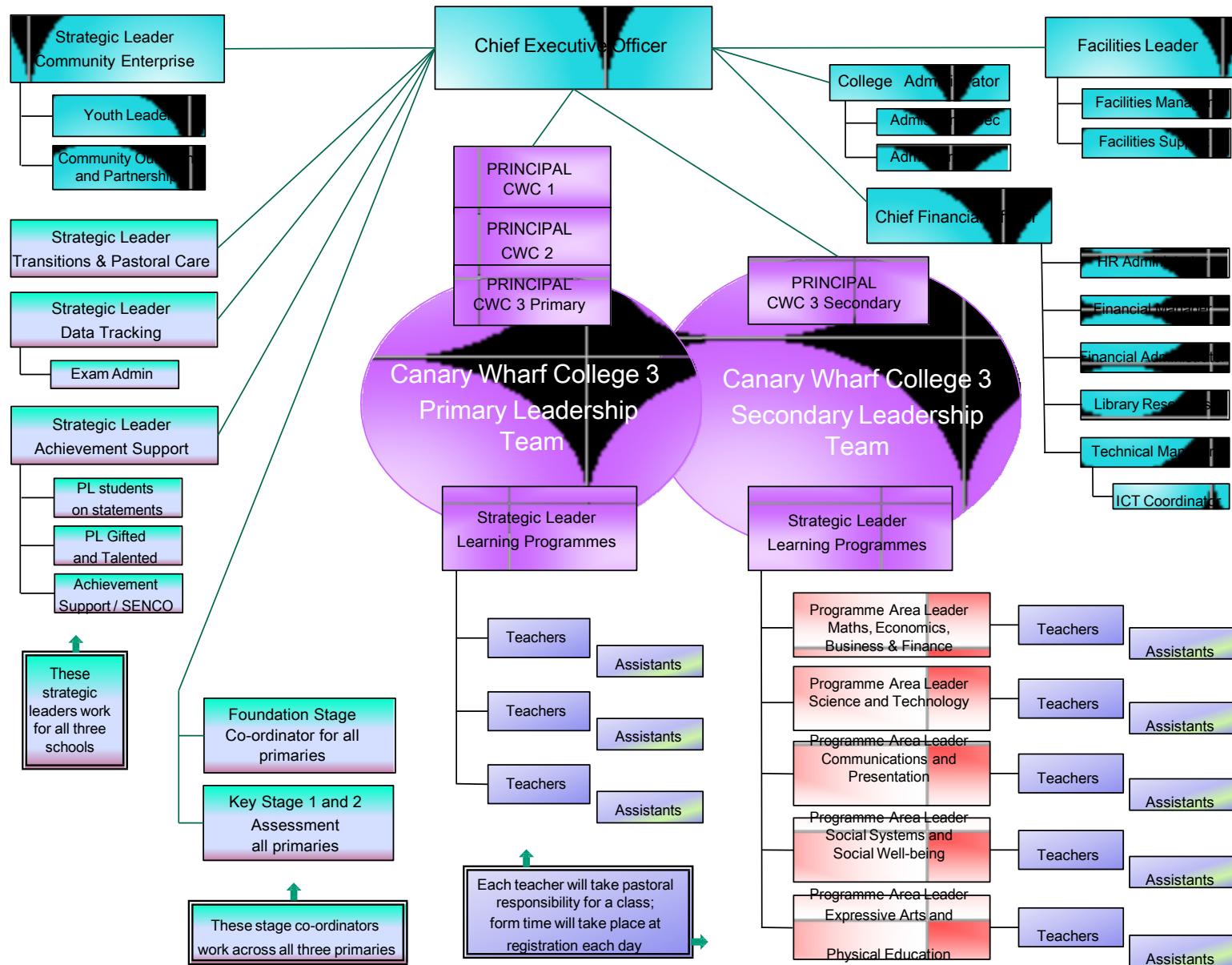
As the Lead Proposer and [REDACTED], [REDACTED] the [REDACTED]. The governors will appoint a Principal designate of the secondary section of Canary Wharf College and a separate Principal designate of the primary section. Both will report to the CEO.

See section G "staffing costs and payroll summary"

Qualified teachers will teach all students except in exceptional circumstances. These teachers will be responsible for a class and have designated non-contact time within their timetable.

Staff Roles, experience and expertise

See organisation chart overleaf.



Central Services Team (Turquoise)

All three Colleges will be overseen by the Chief Executive (CEO). The Chief Executive officer is highly experienced in founding schools and colleges having already overseen the founding of two primaries in Tower Hamlets and a tertiary college of education in Zambia, plus the opening of Canary Wharf College 2 in 2014.

The Chief Finance Officer (CFO) will oversee the finances for all three Colleges assisted by a finance manager. The CFO is experienced in school finance and sixth form finance. There will be an HR administrator to support the CFO. He will oversee the role of the Technical Manager, ICT coordinator and library resources.

The Facilities Leader will oversee all three College estates within the Isle of Dogs and understand the mechanical and engineering aspects of the buildings.

There will be four Strategic Leadership Positions. Those chosen to fill them will work closely with the CEO as part of the central team and will have a crucial responsibility for presenting information, explaining organisational expectations and developments and demanding accountability from colleagues, students and parents. In fulfilling their role they will provide leadership to everyone involved in the life of the three Colleges.

Strategic Leader Data Tracking – This post holder will track the progress of all students using a sophisticated Management Information System. They will encourage regular assessment which will provide a data rich environment where anomalies and differences in student progress can be quickly spotted and intervention swiftly put in place. They will also direct performance management data to the relevant personnel and oversee the examination administration.

Strategic Leader Achievement Support – This post holder will have detailed knowledge of raising student achievement through the provision of targeted support. Their core purpose will be to provide professional leadership which will secure high quality innovative learning opportunities, to those most vulnerable. They will be responsible for gifted and talented students and those with statements, and will play a key role in supporting, guiding and mentoring learning support staff and colleagues within their area.

Strategic Leader Transitions and Pastoral Care – This post holder will be responsible for ensuring smooth transition and integration of students into the College at all levels from other learning environments. They will be expected to guarantee success and opportunity for all learners and will be responsible for guidance and welfare.

Strategic Leader Community Enterprise – This post holder will be responsible for maintaining and developing links with the community and local business, particularly those in Canary Wharf. They will have particular responsibility in the development of revenue generation and sponsorship as a source of extra funding for the Colleges' activities. They will manage the facilities of the Colleges so as to create opportunities for learning in the broader community as well as those directly associated with the Colleges. They will have staff to encourage community outreach and partnership especially focusing on potential careers

opportunity as well as a youth leader working to raise awareness of current and local youth issues.

Leadership Teams (Purple)

In both primary and secondary sections of the College, the Principals will be supported in their roles not only by the Strategic Leaders in the central services team, but also by a Strategic Leader of Learning Programmes.

Strategic Leaders of Learning Programmes – These post holders will be responsible for guaranteeing access to and engagement in the most effective and creative learning programmes throughout the College. They will be a representative of the principals at all times. The Leaders of Primary Learning Programmes will work closely together providing support for one another and creating between them a common curriculum which will reflect the high expectations of learning in the primary Colleges. In each College they will liaise with the teachers, each of whom will champion a specific curriculum area for which they will be responsible.

In the senior school the Leader of Learning Programmes will encourage innovation and development with each of the Programme Area Leaders, raising issues with possible solutions which impede, hinder or support the delivery of learning programmes. They will lead, manage engage and inspire the team of Programme Area Leaders as their line manager.

Secondary Programme Area Leaders (Red)

These post holders will have responsibility for their subject learning programmes and for securing high standards in line with College policy. They will play a key role in supporting, guiding and motivating colleagues within their subject area. They will need to evaluate the effectiveness of performance of their subject area, monitor the curriculum and student progress and allow this to inform future priorities and targets for their subject area.

Programme Area Leader Maths, Economics, Business and Finance will be responsible for and have teachers in their department delivering the subjects as described within the job title.

Programme Area Leader Science and Technology will take responsibility for teachers of Biology, Physics and Chemistry along with teachers of design technology and computing.

Programme Area Leader Communications and Presentations will be responsible for English and Modern Foreign language teachers.

Programme Area Leader Social Systems and Social well-being will lead teachers of PSHE & Careers, Geography, History, RE with Philosophy and ethics.

Programme Area Leader Expressive Arts and Physical Education will be responsible for teachers of Drama, Art, Music, Dance, PE for Boys and PE for Girls.

Teachers (Violet)

In Key Stage 1 each class of approximately twenty students will have a qualified teacher and a teaching assistant. With forty pupils in the first year there will be two qualified teachers appointed in addition to the Principal. Key Stage 2 classes will be operated with one qualified class teacher per class with an additional half-time teaching assistant.

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

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

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

Phased Growth

The following table shows the phased growth staffing plan that can deliver a suitable interim curriculum plan as the school grows to capacity. Please note that where % of staff are used in the earlier years the corresponding percentage of time to make their roll full-time will be used in the other two primaries. Please see full breakdown in the G4 spread sheet.

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|------------------------------------|---------|-----------------------|------------------------------|---------------------|---------|---------|---------|
| Central Service Team | | SL = Strategic leader | PAL = Programme area leaders | PT= Primary teacher | | | |
| CEO | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| CFO | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| HR Administrator | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Facilities Leader | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Foundation Stage co-ordinator | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| KS1 & KS2 Assessment | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Achievement Support/SENCO | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| SL Data Tracking and Timetabling | | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Community Outreach and Partnership | | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| SL Community Enterprise | | | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| SL Transitions and Pastoral Care | | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| SL Achievement Support | | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Youth Leader | | | | 0.3 | 0.3 | 0.3 | 0.3 |
| PL Gifted & Talented | | | | 0.5 | 0.5 | 1.0 | 1.0 |
| PL Students on Statements | | | | 0.5 | 0.5 | 1.0 | 1.0 |

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|---------|---------|---------|---------|
| Central Administration & Premises | | | | | | | |
| College Administrator | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Admissions Sec | 0.5 | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Facilities Manager | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Technical Manager | | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Finance Manager | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Admin - Examinations | | | 0.5 | 0.5 | 0.5 | 1.0 | 1.0 |
| Library Resources | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Facilities 1 | | | | 0.5 | 0.5 | 1.0 | 1.0 |
| Finance Admin | | | | | | 1.0 | 1.0 |
| ICT Co-Ordinator | | | | | | 1.0 | 1.0 |
| Administrator 1 | | | | | | 1.0 | 1.0 |
| Senior Leadership Team | | | | | | | |
| Secondary Principal | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| SL Learning Programmes | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Primary Principal | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| SL Learning Programmes Primary | | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Programme Area Leaders | | | | | | | |
| PAL Expressive Arts & PE | 0.3 | 0.3 | 0.3 | 0.5 | 0.5 | 1.0 | 1.0 |
| PAL Science + Design & Technology | 0.3 | 0.3 | 0.3 | 0.5 | 0.5 | 1.0 | 1.0 |
| PAL Maths Economics Business & Finance | 0.3 | 0.3 | 0.3 | 0.5 | 0.5 | 1.0 | 1.0 |
| PAL Social Systems | 0.3 | 0.3 | 0.3 | 0.5 | 0.5 | 1.0 | 1.0 |
| PAL Communications | 0.3 | 0.3 | 0.3 | 0.5 | 0.5 | 1.0 | 1.0 |
| Primary Teachers | | | | | | | |
| PT Reception 1/FS | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Reception 2 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Music 1 | 0.2 | 0.5 | 0.7 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT PE 1 | 0.2 | 0.5 | 0.7 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT MFL 1 | 0.2 | 0.5 | 0.7 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Year 1/KS 1 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Year 1 2 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Year 2 1 | | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Year 2 2 | | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Year 3 1 | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Year 3 2 | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| PT Year 4 1/KS2 | | | | | 1.0 | 1.0 | 1.0 |
| PT Year 4 2 | | | | | 1.0 | 1.0 | 1.0 |
| PT Music 2 | | | | | 0.2 | 0.4 | 0.6 |
| PT PE 2 | | | | | 0.2 | 0.4 | 0.6 |
| PT MFL 2 | | | | | 0.2 | 0.4 | 0.6 |
| PT Year 5 1 | | | | | | 1.0 | 1.0 |
| PT Year 5 2 | | | | | | 1.0 | 1.0 |
| PT Year 6 1 | | | | | | 1.0 | |

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|---------|---------|---------|---------|
| PT Year 6 2 | | | | | | | 1.0 |
| Secondary Teachers | | | | | | | |
| Sec PL English | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Maths | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec MFL | 0.3 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Sec Music | 0.3 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Sec PE | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Business Economics & Finance | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Geography | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL PE Girls | | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Physics | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Chemistry | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Biology | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL DT | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Computing | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL PSHE & Careers | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL History | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL RE Philosophy & Ethics | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL MFL | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Art | | | | 0.5 | 1.0 | 1.0 | 1.0 |
| Sec PL Music | | | | 1.0 | 1.0 | 1.0 | 1.0 |
| Sec PL Drama | | | | | 1.0 | 1.0 | 1.0 |
| Sec PL Dance | | | | | 1.0 | 1.0 | 1.0 |
| Sec PL PE Boys | | | | | 1.0 | 1.0 | 1.0 |
| Additional 100+ teachers added 2018 - 2021 to fit with growth of College and in fill departments see section G | | | | | | | |

Phased Leadership of Through School

The Central Services Team will oversee the workings of the three Colleges. It is important that our central services team should not be compared to central teams in large MATs which provide governor-like oversight of the independently run schools. With the exception of the CEO, there are no additional layers of management and just a few extra heads beyond what would be required in a single through school of 1330 pupils. Indeed we propose to take advantage of the limited number of schools in the MAT and their physical proximity to streamline the actual work on finance, facilities, ICT, assessment and data tracking, achievement support etc. It is our view that this scale of sharing provides the most efficient use of skills and time without requiring more organisational layers to manage and co-ordinate.

In the first year the Principal of CWC 1 will oversee the Year 7 Students and the Principal of CWC 2 will oversee the reception children until 2016 when Principals of the Primary and Secondary sections will take up their position. However finance has been allocated should it be decided that temporary accommodation should be used instead. In any event as they will be Principals Designate from January 2016 they need to be costed into the finance for two

whole terms therefore we have erred on the side of prudence and included a full 1.0 of cost in 2015/16.

The Strategic Leader of Data tracking will be appointed in 2016 as data for the first eighty pupils will be tracked within the other two Colleges.

The other Strategic Leaders will be appointed from the most dynamic and successful of the programme leaders as the departments grow. Many of the subject staff will teach in the upper years of the primaries into the Key Stage 3 years to provide suitable transition for the students.

The CEO has found that appointing high quality staff and using their strengths to be the most effective way of developing a strong creative staff body. Staff will be used across the primaries and Key Stage 3 classes to ensure smooth transition of students. Too much emphasis on specific hypothetical forward planning can stifle resourcefulness and creativity. For instance a current able young Foundation Stage teacher might mentor a GTP student whilst being developed professionally on the middle leadership development programme at the National College, she might then move in 2014 to co-ordinate all four foundation stage classes across two Colleges on the opening of the second College. Two years later having received sufficient Leadership development she might become champion of Pastoral Care or Assistant Head to the principal of the third primary. When there was an inspection recently at the founding College all except one teacher was either being mentored or mentoring another staff member. While the staff remain learners the students will be taught by bright engaged individuals. Staff will need to be flexible and resourceful and the College will use their strengths to the full.

Teachers

All roles and responsibilities should make the most of staff strengths and all leadership staff, in any of the Canary Wharf College working environments, will be required to be adaptable, innovative, creative and ready to face challenge.

As in the founding College all teaching staff will receive a minimum two hours a week of 'cover–non–contact' time. The guidance on work time regulations for teachers will be adhered to and no member of staff will be expected to cover more than thirty hours within a working year. All teaching staff will be contracted to work 8.30 am – 4.30 pm with an additional one hour and fifteen minutes on a Monday afternoon to accommodate the weekly staff meeting. A teacher working on a flexible day contract will be expected to be present at the staff meeting and timing on this day would have to be adjusted accordingly.

Specialist PE and music teachers will be employed in the primary, and this will enable the cover-non-contact time to take place. All staff employed in the early days of the new College will be required to show courage adaptability and grace given the workload and expectations, which are natural for a start-up venture such as this.

Assistants

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

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

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

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

Support Staff

From the beginning there will be an administrative role that will include functions as diverse as College Administrator, Secretary, Receptionist, Admissions and HR. The College Administrator who will operate from the central service will oversee the day to day administration and act in an advisory capacity. The Directors will give valuable support on a pro bono basis as required, and staff from the founding College will also assist where needed.

We will also need a Facilities Leader to look after the premises, everything from site security and technical problems to minor repairs. The Facilities Leader from the founding College will work half-time for the new College and will oversee day to day practical jobs as necessary. However the need to provide adequate cover for long days, and such duties as locking and unlocking will be shared across the whole team until we have more premises personnel.

It is recognised that there will be a significant increase in human resources and additional administrative support will be made available for this shared across the Colleges. It was agreed at the most recent strategic governors' meeting to purchase the 'Croner' information system which is regularly updated to ensure quality HR management and governance.

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

Supply Staff

When we need staff cover, our first line of attack will be from the existing employed staff before using supply / agency staff. In order to cover in the College extra 'slack' in the staffing has been allowed. Therefore to teach one class of pupils full-time we have staffed the school at 1.2 staff per class. Classes covered by known teachers or teaching assistants fare much better than classes covered by unknown supply staff. No teaching assistant would be expected to cover a class of students on their own for more than half a day, and if in the rare incidents an alternative teacher is unavailable over a period longer than half a day, another teaching assistant would be drafted in from a different class to work alongside their colleague. Work for the pupils in the unexpected absence of their teacher would always be set by a teacher or member of the Leadership Team for the teaching assistant. A supply staff insurance contract will be taken out for longer periods of staff absence as in the founding College. Protocol supply agency has already proved to be most effective in supplying quality staff when necessary.

Staff for Extended Day Programme

There will be an Extended Day Programme Co-ordinator who will work to provide a wide-ranging and dynamic programme across all three Colleges. Charitable sponsorship keeps the cost of activities down and all students on free school meals are offered two activities a week paid for out of the pupil premium. (See Extended Day Activity section earlier) This person is likely to be a PE teacher working on a flexible day.

D4 Inclusivity

The aim of the College is to live share and celebrate the love of learning in a Christian environment whilst welcoming those of other faiths or none.

Students at the College will originate from many nationalities, cultures and faith groups. Notwithstanding our Christian basis, we will aim to celebrate this diversity and offer a welcoming and inclusive environment for all. We will celebrate diversity and challenge stereotypes.

Religious Education will provide an opportunity to live, share, celebrate and learn of these differences within our College and the wider communities of Tower Hamlets and beyond. A normal hour's RE lesson will contribute weekly to the College's curriculum by developing students' knowledge and understanding of religion, and the religious beliefs, practices and traditions that have an influence on individuals, communities and cultures. It will enable all students to respond to important questions related to their spiritual development and the meaning and purpose of life.

In our collective worship programme, students will be invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that, for some people, belief in a spiritual dimension is important. We will encourage students to consider the answers offered by different faith groups to questions of meaning and purpose and problems within society and their own experience.

The daily life of the College will present opportunities for students to learn about Christian beliefs, under the leadership of senior staff. There will be a chapel for prayer, small services and personal reflection within the College building. Currently the company has close relationships with local church leaders with three of them, each from a different denomination, meeting regularly to pray with the CEO, Leadership Team and staff. Students will visit churches nearby as part of the Religious Education syllabus, and to celebrate the major festivals in the Christian calendar. Other faith places of worship such as the local synagogue and mosque would be visited too.

The Christian ethos will also strongly support the College's citizenship programme by introducing students to the significance of belonging to a community, the diversity of communities in the wider world, and moral and ethical issues and cultural influences on religious practice. Close contact has already been established with people and organisations of different faiths in the community. For instance a local Sikh police officer recently invited the CEO to join the Board of Governors at the Sikh school.

The Christian ethos of the College will be particularly reflected in the life skills curriculum which will carry throughout the College taking at least an hour a week of time (discussed below). This will not be directly Christianity related but based on the ethics of Christianity and the practical outworking of the nature of servanthood and sufficiency which for the mixed faith and multicultural background of our students is particularly fitting. Dress codes will have clear guidance but will reflect tolerance of other cultures - for instance girls who wish to wear headscarves may do so as long as the fabric is plain, lightweight and royal blue. The headscarves should be folded under the chin, taken round to the back of the neck and the ends tucked in so as to conform to health and safety requirements. Headscarves would need to be worn so that the blouse can be seen.

As part of exploring common values amongst all our students, our life skills programme will play a significant role. The compulsory course provided for every year group in the College will cover specific topics and issues relevant to students. Some of these topics will contribute formally to later A-level and other work in the sixth form. We are very conscious of the argument often voiced by adults after they leave school that much of what they have learnt

at school was academic and did not adequately prepare them for the many practical issues they have to face as adults.

Students will increasingly gain an understanding of being a citizen in their community. They will be encouraged to:

- Raise money and give to other charities and learn about sponsorship through sponsored events. Each class or year will elect a representative who will sit on the school council who will nominate a local charity for the year
- Understand the value of accessing learning through the library and on-line
- Understand the difference between poverty and wealth when highlighted on news briefs and in assemblies/geography
- Be prefects and take responsibility for whole College duties, from taking activities for younger students or directing House plays, or collecting up lost property - all these sorts of activities promote an understanding of society's structures
- Be part of a team. Not only in sports, but also in drama productions, music events, and dance
- Stand and speak regularly in school and appear in concerts, debates and shows frequently to promote courage and confidence

Strong links will be established with the local community and a volunteer programme established. There will be work experience which will help the students gain life skills. This is a key educational tool, which will enable them to see themselves as they might be in the future, and give them a vision as to how to move forward into the work place.

There will be opportunities to work overseas so as to gain an understanding of other cultures and lifestyles which will promote tolerance and understanding. The new College will have connections with aid charities and intends to provide tailored experiences for young people overseas. For instance a connection of the CEO Year 10/11 or sixth form student who has clear technology abilities might join a small team of students and travel with a leader to Ndola, Zambia and live in a tertiary college of mechanical engineering for ten days to experience life as a mechanical engineering student, or a student keen on child care might spend time working in a South African orphanage looking after the bereft children of aids victims. Another of our Directors works for an African Bank present in 35 sub-saharan countries with access to several educational/charitable projects.

As previously indicated, the existing College has significant links with projects in developing countries as well as key businesses in Canary Wharf and the City. The College will aim to encourage and develop its links with these global businesses which have a tag line of 'think global act local'. These business and commercial links will impact on courses in the more formal curriculum as well as providing work experience and other knowledge through visits and visitors to the College.

Topics selected will depend on the age and needs of the students at the time but our current plans are to include substantial elements on:

- Personal finance including pensions; understanding business and commerce including small businesses and sole trading; renting and purchasing living accommodation; work experience; relationships at work; insurance; careers education and advice
- Sex and relationship education including family/partnership relations; boyfriends and girlfriends and issues such as having a baby; attitudes to pornography, e-safety and computer abuse
- Cycle, car and home maintenance including understanding utility supply; health issues including how to stay healthy; drug and smoking addiction
- The organisation of health and welfare services in the UK including the benefit system
- Principles of central government including forms of democracy, dictatorship, capitalism and communism as evidenced in different countries; how government works in the UK at different levels including local government in England, Scotland, Wales and Northern Ireland and the European Union
- Human rights; the press and freedom of speech including its limits; statutory discrimination; the Equality Act and its implications including, for example, a study of disability; morality, ethics and choice
- Relationships with the USA and other major powers; the role of the United Nations; international law and reciprocal agreements between nations; the reasons for war

There will be much opportunity for students to innovate and find things out for themselves under guidance from teachers and parents. There will be visits to relevant organisations as well as visitors to the College.

In relation to sex and relationship education, parents will have the right to withdraw their children from these lessons after consultation with the Principal.

The life skills programme will continue into the sixth form.

The House system

The House system will also support equality and understanding between students, and will reflect the Christian ethos of being a family together. Students will be in the direct care of their form teacher but equality and understanding will be achieved through the many activities that will be organised by the House. Students will be drafted into Houses on entry to the College and inter-house activities and competitions will contribute strongly to pupils' educational experience, support cooperation between students and develop their self-esteem. The College will attach much importance to pupils' individual and team successes. Their achievements will be acknowledged in assemblies and in the regular newsletters.

The house system will be vertical so that older students will mix with younger ones, developing a shared ethos between all.

Section E1: Evidence of need – part 1

Canary Wharf College 3 is being set up as a direct response to a shortage of pupil places in the borough. See Section C.

- Column A provides the proposed number of places in each year group.
- Column B provides the number of children of the relevant ages whose parents have indicated that they will choose the proposed CWC 3 as their first choice school.
- Column D shows the demand (column B) as a percentage of the places available i.e. $D = (B/A) \times 100$.

| | 2015 | | | | 2016 | | | |
|-------------|------|-----|---|------|------|-----|---|------|
| | A | B | C | D | A | B | C | D |
| Reception | 40 | 71 | | 178% | 40 | 71 | | 178% |
| Year 1 | | | | | | | | |
| Year 2 | | | | | | | | |
| Year 3 - 6 | | | | | | | | |
| Year 7 | 40 | 46 | | 112% | 40 | 58 | | 145% |
| Year 8 | | | | | | | | |
| Year 9 - 13 | | | | | | | | |
| Totals | 80 | 117 | | 146% | 80 | 129 | | 161% |

Section E 1: Evidence of need – part 2

There is a critical need for school places in Tower Hamlets and, in particular, the Isle of Dogs where housing development has been extensive in recent years. There have already been acute shortages of primary places, and by 2017 this will also be the case for secondary school places. The Pupil Placement Officer for Tower Hamlets stated at the admissions Forum in September 2013 that there will be additional demand for up to 1,360 more secondary school places over the next ten years. This is in addition to those which will be provided by Bow Secondary which will open in 2014 (see Section C Page 9 & 10).

The attainment standards of the existing local secondary school is below that of the national average at Key Stage 4 and this has been so for the last 3 years (see table below).

This educational shortfall has been recognised by parents, who have shown us great support. They are confident that we, as a group that has already demonstrated the ability to provide high quality education in the area, will be able to reproduce this success.

As stated directly by the previous Chief Executive of Tower Hamlets Council in person to the CEO. “*Tower Hamlets needs five new primary schools and two new secondary schools*”. Over the last two years, continued housing development in the E14 area has further compounded this deficit. There is a significant deficit of primary places and also secondary places. In the June 2013 Tower Hamlets admissions forum meeting it was stated that, “*Children in Poplar and Isle of Dogs will be travelling to a school further than two miles due to lack of school places*”. See Section C.

Evidence of low standards

Attainment standards of the closest Secondary School to our preferred site are below the national average. George Green’s School is the only Secondary School to serve the catchment area of our preferred site.

Performance table (DFE, Dec 2013) for George Green’s School

| | KS 4 % achieving 5 (A*-C) GCSEs (or equivalents-including maths and English) | | KS 5 % achieving 3 or more A level (A-E) |
|------|--|------------------|--|
| | School | National Average | |
| 2012 | 55 | 59.4 | 14 |
| 2011 | 48 | 59.0 | No data |
| 2010 | 49 | 53.5 | No data |

The table below shows the performance of the closest Primary Schools to our preferred site, all of which are served by only one local secondary school, George Green’s School. The discrepancy of standards from primary to the secondary provision is marked with relatively good results in the primaries turning into relatively poor results at Year 11.

| Primary School | KS2 % Achieving Level 4 or above in English and Maths |
|----------------|---|
| Seven Mills | 85 |
| St Alfege's | 94 |
| St Edmunds | 95 |
| St Lukes | 93 |
| Harbinger | 75 |
| Cubitt Town | 76 |
| Arnhem Wharf | 76 |

Please refer to Section C for further details regarding attainment.

Evidence of Demand from parents and young people

A total of 345 signatures have been received so far in support of the new through school as of 31st December 2013.

Details from the parental petitions collected in the neighbourhood showed 145 interested children, counted according to the number of children rather than the number of parents, ie if both parents signed for the same child the interest was only counted once.

Electronic Petitions were also conducted and 200 registered their support with expression of interest of the school being their first choice.

This data was entered into a database so that the children could be grouped according to interested year of entry to the school (see table for evidence of need).

All parents who signed up were made aware of the Christian faith ethos of the school. We are confident that this ethos meets the needs of local parents. (see appendix 2 which although relates to current parents, they live meters from new parents) At the last count we had forty six different nationalities represented in the College and students from all the major world faiths happily integrated into the College. Different faiths and cultures are represented amongst the staff too. The Christian ethos clearly does not come across as a bar to those of other cultures and faiths within the community.

Current Parent Consultation Questionnaire – 3rd/ 4th December

Canary Wharf College

| | | |
|---|----------------------------|------------|
| Child's Name | Postcode..... | Email..... |
| Please answer Yes or No as appropriate and add any comments (with reference to the numbered question) at the end. | | |
| 1. Canary Wharf College 3 – Currently due to open September 2015. This will be a through school providing education for primary and secondary aged children. Do you think there is a need for another secondary school in the Isle of Dogs area? | Yes/No | |
| 2. The vision of the College is "To live, share and celebrate the love of Learning in a Christian environment whilst welcoming those of other faiths and all cultures." Do you feel this would provide a suitable ethos for your child to learn? | Yes/No | |
| 3. The potential sites are currently on the Isle of Dogs. Do you feel that this would be a suitable area for the school? Do you feel that it has suitable public transport links? Do you foresee any other transport issues with the College? | Yes/No Yes/No Yes/No | |
| 4. It is proposed that the College will be purpose built and it is hoped that a large outdoor learning area will be available at the back of the school (if this is not available a safe area will be provided on the roof) Do you think these current proposals will provide the kind of learning environment you would like for your child? | Yes/No | |
| 5. Along with every school there are issues such as increased activity and noise, as well as benefits in providing much needed educational spaces and employment. Do you think the College will have any particular adverse impact on the surrounding area? | Yes/No | |
| 6. Admissions criteria will follow the statutory Government guidelines. To maintain the inter-denominational Christian ethos of the College, preference will be given to those who can declare a basic Christian faith (no adherence to any particular church will be required). Such preference will allocate places up to 50% of the children attending. The remaining places will be allocated to children living closest to the College from the community. Children already attending Canary Wharf College 1 or 2 will be given through passage into the secondary school. Additional spaces will be provided for students not currently attending Canary Wharf College. Do you think these admissions criteria are fair and straightforward? | Yes/No | |
| 7. Are you happy with the Governors of Canary Wharf College entering into a funding agreement with the Secretary of State? | Yes/No | |
| Please write any additional comments below. Please sign if you are happy to be contacted with further information about the college. | | |

Wufoo form on CWC website New Through School Support Survey

We are currently collecting signatures to measure the level of support for new schools in our area. We may share this information with the Department of Education as part of our application for a new through school for children aged 4-19.

Canary Wharf College already has a thriving Primary School on the Isle of Dogs with a second primary starting in September 2014 and is looking to start a through school in September 2015. The College has Christian ethos and aims to Live, Share and Celebrate the Love of Learning in a Christian environment whilst welcoming those of other faiths and cultures. Admissions will provide 50% of places to those that meet the faith criteria and we welcome everyone else to apply for the 50% community places. The College, subject to funding, will start its Secondary School in 2015.

Canary Wharf College was the first Free School to open in Tower Hamlets. The College promotes quality subject teaching by specialist staff in smaller class sizes with particular emphasis on Maths, Science and Technology. There will be a vibrant sports programme with three hours a week of sport on the timetable and an extensive extended day curricular programme on offer.

Admissions will comply with the schools admissions code. If oversubscribed, first priority will be given to children from the College primary departments, thereafter as a designated school of religious character the remainder of the places will be offered on a 50% faith and 50% community basis.

For more information regarding Canary Wharf College visit www.canarywharfcollege.co.uk. Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign. Please return this form to the school.

Parent's Name First Last

Postcode

Child's Name First Last

Child's Date of Birth DD / MM / YYYY

I would Select Canary Wharf College as my 1st Choice for my child(ren). Please Tick. Yes

I would apply for which type of place. Please Select.
Faith/ Community

MAP OF POTENTIAL PUPILS

Map plotted using postcodes collected from the petition. The number in the circles represent the number of pupils living in the area. Indicated on the map is also the proposed CWC 3 all-through school site. Interested pupil numbers are over 200, pupils living more than 2.5 miles not plotted. The greatest density of potential pupils (169) is around the proposed site on the Isle of Dogs.

Section E2 – Successful engagement with the community

Consultation Conducted

The Academy Trust was formed in October 2011 when the company was registered as a company limited by guarantee. It is now a Multi Academy Trust with a second primary due to open in 2014. Prior to the submission of this Business Case, Canary Wharf College 1 was established in the area and actively engaged in consultation for an all-through school with key stakeholders in relation to their proposals. Therefore the original consultation for the CWC 1 formed the basis of the current proposed all-through school.

Directors of the College have been actively engaged with the local community at all levels and this consultation has already provided an exciting opportunity for bolstering the links between individual members of the community and Canary Wharf College, as did the consultation for Canary Wharf College 2. Views were collated through discussions, meetings, emails, letters and the extensive responses for all three Colleges which sites are within an 800 metre radius of one another.

All the information gathered has been used to develop our proposals. Advice regarding Marketing, and PR has been sought from consultants on a pro bono basis. A summary of consultation events are as follows; they have been wide and broad and all supporting documents are available on request from Canary Wharf College.

| Key stakeholders were deemed to include: | Main methods used to gather stakeholder views |
|---|---|
| <ul style="list-style-type: none">• Parents• Local residents and businesses• Local primary schools• Local secondary schools• Local and national politicians• Local professionals and community workers• Local Authority• Acting Chief Executive of the Borough• Faith groups• Children's groups, nurseries, wrap around care providers etc | <ul style="list-style-type: none">• Individual face to face meetings with key stakeholders, e.g. local professionals and community workers• Public consultation events• A questionnaire distributed in paper and online format available from website• Group meetings e.g. Tower Hamlets Admissions Forum• Overt press coverage• Emails and letters• Advertising leaflets• Meeting with Tower Hamlets Admissions Forum |



Canary Wharf College



New All Through School

- 2011 Opened its first Primary School on the Isle of Dogs
2013 Ofsted graded the College as Outstanding
2015 Canary Wharf College 3 planned to open



197 East Ferry Road, London, E14 3BA www.canarywharfcollege.co.uk

Telephone: 0207 515 2328 admissions@canarywharfcollege.co.uk

To register an interest visit
our website

Applying to Canary Wharf College (CWC3)

Canary Wharf College is expanding from 2015 to take two classes of Year 7 students and an increased number of Reception children. By 2017, with the increase in newly built local housing, the need for Secondary places with in the Isle of Dogs community will be critical.

Canary Wharf College was founded in 2011 by an educationalist with a group of parents, specifically for the Isle of Dogs community to meet the acute need in the area. It already operates an outstanding primary school and aims to continue this success in the new college.

Our secondary students will be studying a Cambridge Board Syllabus to prepare them to take iGCSEs and ultimately, if appropriate, A'levels. All places will be allocated according to our published admissions policy.

In the first instance please complete the Registrations of Interest Form found online.

Please visit www.canarywharfcollege.co.uk for more information.

Consultation for a through school actually started three years ago, as the original College was to be a through school. This has been reinforced through recent community engagement which has secured a continued positive response to the prospect of a through school on the Isle of Dogs. The following timeline shows the range of consultation activity:

September 2010

- Consultation meeting with local parent and Lawyer
- Consultation meeting with local education consultant who has worked over last decade in Tower Hamlets schools
- Consultation meeting with local community worker – supportive of school with Christian ethos (now a parent at the current College)
- Consultation meeting with local parent and Doctor, received letter of support. Engaged her support to join Board of Governors when established. Now our Chair of Safeguarding committee and Special educational Needs Governor

October 2010

- Consulted with local people - shopkeepers, dry cleaners, cafes, hair dressers regarding their perception of the need for a Free School with a Christian Ethos – unanimous positive feedback

November 2010

- Website launched
- Information leaflets to Local Nurseries, local shop keepers, dry cleaners, cafes etc.
- First consultation event attended by at least fifty parents
- Notice of support from one Nursery manager posted on Nursery Building
- Consultation Meeting with Tower Hamlets Director of the Department for Children Schools and Families and Service Head of Learning and Achievement
- Questionnaires starting to be completed on paper and online
- Two weeks later a second consultation event attended by approximately another 60 parents
- Consultation meeting with [REDACTED] - [REDACTED] [REDACTED]

December 2010

- Consultation meeting with four local church ministers regarding Christian Ethos of Free School and admissions criteria – now meet weekly with this group for prayer in the College premises – three of them have children at our current College
- Canary Wharf Magazine for month of December publishes full page editorial and advertises consultation event
- The Wharf newspaper publishes item on proposed Free School in Canary Wharf and advertises consultation event
- The Docklands Newspaper publishes item on proposed Free School
- Third consultation event attended by over fifty parents
- Over eighty online and paper questionnaires printed and delivered by hand to the DfE

January 2011

- Email written to the Communications Officer at the council of Mosques in Tower Hamlets requesting meeting with representatives from the Muslim community - Received response wishing us all the best with the school.
- Email written to Inter Faith Group requesting meeting
- Wharf Newspaper print full page feature with large photograph
- The East London Advertiser announces approval from Rt. Hon Michael Gove MP
- Principal meets with Tower Hamlets Heads consultative on 25th January 2011. This is a group of Head Teachers representing Primary, Secondary and Special schools in the area along with the Director of the Department for Children Schools and Families and Service Head of Learning and Achievement.
- One hundred and sixteen questionnaires completed.

September 2013

- CEO meets with [REDACTED] – [REDACTED] – discuss need for secondary places as well as primary
- Parent open morning full to capacity – new through school vision announced
- CEO (current principal) attends Tower Hamlets Admissions Forum
- The Wharf, (circulation c52,000) the Docklands (circulation c24,000) and East End Life newspapers publishes item on proposed new Free School in Canary Wharf and advertises parent event and website

October 2013

- Two additional parent open mornings full to capacity
- Email written to Inter Faith Group requesting meeting

November 2013

- One thousand information leaflets distributed to Local Nurseries, local shop keepers, dry cleaners, cafes etc.
- Two additional parent open mornings full to capacity
- PDf emailed to all current parents to send out virally
- Two current parent teacher meetings at which through school vision is expanded in four presentations.
- Interdenominational faith meeting meets

- Request received from Oasis Trust for an individual representing our community to sit on the newly formed Council of Silvertown Academy in order to cement links

December 2013

- Two Parent open mornings full to capacity (additional one had to be inserted)
- CEO attends Tower Hamlets Admission forum and again assesses extent of need in Isle of Dogs – assured it is high
- Leaflets distributed in Asda with students bag packing
- Leaflets distributed at London City airport while students carol singing
- Leaflets distributed outside local schools
- Evening parents meeting of parents with current year 4 and 5 who were given a questionnaire
- Eight week Classified advert taken in London Irish Press

January 2014

- Business case submitted
- Inter faith group now prays regularly for the College and the College has very close links with London City Mission, Quaystone Baptist Church, Local Church of England churches and the Pentecostal church.
- By 31st December 2013 over 345 signatures obtained for this through school

The school is intended to be located on the site of a disused print works. The impact of the school in terms of site and buildings should be minimal; however immediate local residents will be consulted. Early indications are that there will be nominal disruption due to only one side backing onto residential gardens, the rest being Dock or offices with easy access to the site of the old print works from the main road.

The impact on the local community terms of perceived need

All of those consulted state that there is a need for another school in the area including Tower Hamlets pupil admissions forum in September 2013 (see Section C). On 14th December 2013, [REDACTED] stated his high level of concern over the potential influx of Romanian and Bulgarian children when people from eastern European countries gain the same rights to work in the UK as other EU citizens on January 1st 2014. Already the current College has received enquiries from Bulgarian immigrants. A dense community of social housing called ‘Island Point’, including three and four bedroomed homes, is shortly due to be built a few hundred meters between the CWC 1 and planned CWC 3 sites.

Community perception on admissions

[REDACTED]
Last week the CEO received this email from a parent [REDACTED]

See Appendix 2 for parent perception of current College taken from the Tower Hamlets admissions website in 2013. Each of the 196 lines is a different parent.

Media & Online Coverage

The Media has been keen to talk about the current school on the radio, and in the press, with public announcements and advertisements in a variety of papers, magazine and journals.

<http://www.canarywharfcollege.co.uk/page/?title=News+Archive&pid=23>

The School website is probably one our most essential communication and marketing tools and shows all key policies, photos of Canary Wharf College Students at work, videos taken by and of the pupils and most importantly our weekly parents' newsletters, as well as a Principal's blog – we will be creating a new website as we move into being a multi academy trust. Photographs and Videos on the website market the cross cultural nature of the Colleges.

There is a Canary Wharf College Facebook forum and 'Mumsnet' is regularly monitored.

Consultation and Engagement with Local Authority

The Local Authority has been pragmatic in their support. [REDACTED]

Engagement with Local Nurseries

The CEO has met with a number of Nursery Heads in Tower Hamlets, all of whom welcomed the prospect of more choice in the area for their parents and have been happy to receive leaflets advertising the Colleges. The CEO and Early Years Foundation Stage Co-ordinator were welcomed for coffee to the local Surestart nursery. Contact is regular and ongoing with the Headteachers of these nearby Nurseries:

Arnhem Wharf School , Barkantine Nursery, Blackheath High School For Girls Nursery Crossharbour and Children's Garden Nurseries, Harbinger Primary, Holy Family R.C. Poplar, Island House Playgroup, Lanterns Art Nursery, Little Unicorn - Canada Square, Mudchute Park Day Nursery, Old Church Nursery, Pier Head Preparatory Montessori School, Rainbow Playgroup - Calders Wharf, Riverhouse Montessori, Robert Owen Early Years Centre – Greenwich, St Luke's Primary School, St Winifreds Day Care, Kennington, The Children's House Nursery – Bow, Matilda Community Nursery - E1, Ellen Wilkinson Nursery - E6

We also have good links with local after school care providers - Muddy Boots & Parkview.

Engagement with Local Head Teachers

The CEO has consulted other Heads and Principals. She has spent time at other academies - Walworth Academy in Kennington, and Nottingham Academy as part of her Academy Diploma. She visited the Chelsea Academy last summer and most recently two of the Oasis Academies to study ethos and branding as part of her Executive Principal's course at the National College. She has also been invited to visit both secondary and primary schools in Tower Hamlets. She has linked with a primary Head in neighbouring Newham for moderation. All these Heads have been supportive of the project in this area of great need.

The meeting with the Chair of Governors, Head and students at Mulberry Secondary School in Tower Hamlets endorsed the vision of the College regarding the importance of enrichment both in the curriculum and especially in the Extended Day curriculum opportunities. The Head of Mulberry, which is in Tower Hamlets too, emphasised the desperate poverty of many of the students with 25% of them being classed as in severe child poverty.

Engagement with Local Faith Groups

Local Faith groups have been consulted.

The two Church of England Ministers from St Peter's Barge Church and Christ Church at the north and south end of the Isle of Dogs respectively wrote letters and emails of support for the original school and they have both been consistently supportive on a number of occasions, visiting the College, meeting with the CEO and taking assemblies at the existing College. [REDACTED].

All four local church ministers have been consulted over the formation of the admissions criteria, and Governance of the Colleges. The ministers were very keen for a tight Christian admissions code, to give preference for church children, however this was not the vision of the CEO nor one that the original members had in mind, and the Directors felt that it would exclude many 'nominal' Christians with a basic desire to have their child educated in a Christian environment, and also the Eastern block Christians from Polish, Greek, Bulgarian and Russian orthodox churches. The Directors felt that the current policy would encourage applications from the potential influx of immigrants and therefore remains beneficial to all. (See [REDACTED]'s comment above in *The impact on the local community in terms of perceived need*.) As an interdenominational Christian approach was preferred, the admissions code was set accordingly. However despite this all the Christian ministers on the Isle of Dogs remain keen supporters of the College and four of their children are educated in the existing College!

Other faith groups have also been consulted. A request for a meeting with the Council of Mosques has been sent, and we have received an email from the Communications & Grants officer, [REDACTED] wishing us 'all the best with the school'. The phone number of the local Imam has recently been obtained through an employee at the current College and this will be followed up by the CEO.

Formal Consultation

Meetings were held with current parents of Canary Wharf College on November 12th & 20th 2013. All current parents are supportive of a secondary school starting. Nine open mornings for prospective primary parents took place between September and December. A well-attended meeting for parents of older children from the community was held in December, and further consultation events will take place over the next two terms on a regular basis as more information on the proposed site and progress of the application becomes available. A statutory consultation period will be undertaken once the application has been approved when leaflets will be distributed or emailed to:

- Sporting venues - the local Rugby, Football and Cricket club, Sailing Club, Swimming pool, and other sports clubs
- Prospective parents who were on the school's mailing list
- All local Residential properties closest to the prospective school will be leafleted by hand
- Leaflets left for clients to take in Doctors Surgeries, Dentists, Hairdressers, Local Library

There will be:

- Posters posted on community notice boards
- Advertisements placed in the local papers in advance of events - Docklands Paper (circulation c24,000), The Wharf, (circulation c52,000), East End Life (circulated to over 100,000 households), East London Advertiser
- Articles in local places of worship and parish magazines or equivalent

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

The Directors of the current multi-academy trust will oversee the opening of the through school in the same way they have for the previous two schools.

The Directors of the Canary Wharf College 1 Free School opened it in a very short space of time and under difficult circumstances. They brought it through to achieve an Outstanding Ofsted rating in every area just two years from the signing of the funding agreement.

The Canary Wharf College Company intends to set up the new school using largely the same team but now including a newly appointed Director who was the founding Principal of a successful secondary academy.

The current [REDACTED], [REDACTED] has overseen the founding and setting up of three schools in Tower Hamlets (two of them free schools). [REDACTED]

The overall approach is for the core team of CEO and CFO to do much of the pre-opening work. They will be supported by the Principal Designate of CWC 1 who will assist with the curriculum for Years 7 and 8, by the College's Early Years Foundation Stage Co-ordinator who will assist the setup of the primary section of the through school, and also by the team of Directors as described below. Additional capacity will be generated by recruiting increased administrative support and backfilling of current tasks.

The CEO will be freed up to work on the pre-opening phase in 2014/15 as her current responsibilities as Principal of the current school will pass to our CWC 1 Principal Designate [REDACTED] in September 2014. [REDACTED] has already been recruited and is working as Assistant Head at present.

We do not intend to procure external help, other than the usual legal and accounting professional services.

Finance

The bulk of the financial work required will be the responsibility of [REDACTED], the existing [REDACTED]. [REDACTED]

[REDACTED]'s work will be assisted and reviewed by [REDACTED], [REDACTED]. [REDACTED] runs the department overseeing the help that BDO provides to Free Schools and Academies. Another Director and member of the Finance committee

[REDACTED], [REDACTED], will provide additional financial oversight and review.

There are many financial systems and arrangements which are either existing and available to the new school, or which in any case are run at a Company level and do not need to be duplicated. The Financial accounts system and the school MIS system are being upgraded in 2014 to manage multiple schools.

There will be significant work, however, to prepare the budgets and forecasts as the application progresses towards Funding Agreement and to set up the accounting arrangements for the additional school and the purchase of new equipment and services. This will coincide with increased financial and facilities activity for the re-development of the permanent site for the second primary which is also scheduled to open in 2015, having been in temporary accommodation.

To mitigate this, the Company is recruiting this year additional book-keeping and facilities management resources to allow [REDACTED] to focus sufficient time on the financial management and forecasting for CWC 3.

Education

The curriculum for the primary years in the through school will be the same as the existing schools with some modification taking place when revisions are made in the light of the publication of the new primary curriculum and the Cambridge Board curriculum.

In addition to the CEO who has experience of secondary and tertiary education as outlined, five other educational experts will provide expertise and assistance in setting up the secondary section of the College:

[REDACTED]

[REDACTED]

[REDACTED]

Other Areas of Expertise

The key areas of additional expertise required for Pre-Opening are:

Project management – this will be overseen by [REDACTED] who will devise and agree the plan, with tasks and dates. [REDACTED] did this work for the opening of the existing school and the second primary. [REDACTED] will be in day to day control of the work and the staff involved. [REDACTED] will also manage the work of the Directors where they are directly involved with activities on the plan; she may require the assistance of the Chair of Directors in keeping the tasks on schedule!

Marketing and Consultation – this will be the responsibility of the HR, Marketing and Comms Committee to devise a detailed plan and ensure it is resourced by suitable volunteers. The College has had considerable success in finding such volunteers in the past. Directors [REDACTED] and [REDACTED] are currently working on the Consultation and will continue in this role.

Communications – a Communications plan will be devised by the HR, Marketing and Comms Committee chaired by [REDACTED]. Interviews with the media will normally be handled by [REDACTED]. The committee has available some excellent expertise among the parents in placing stories in the local media and keeping coverage positive.

HR and Recruiting – this will be handled by [REDACTED] together with the Leadership Team and [REDACTED] who is the Director responsible for HR. As well as the staff for the through school, we will at the same time be recruiting new teachers and other staff for the existing schools which are still growing towards their full complement of pupils. We plan to use some of the pre-opening funding to recruit additional administrative support for the recruitment processes.

ICT – We have a contract for ICT for the current school, but provision for new schools is out of scope. We are in the process of planning the ICT arrangements for the second primary opening in 2014. Relevant considerations are that the second primary will be on a temporary site for the 2014 /15 year and also that we understand the EFA are re-negotiating their ICT framework contracts for 2015. We therefore intend to make interim arrangements

for the year 2014/15 by extending our current arrangements to support the second temporary site. We will then review the new possibilities with the EFA, and will probably embark (during the pre-opening period for the through school) on a significant ICT implementation project to support all the schools into the future. This will be planned and managed by the ICT Committee chaired by [REDACTED].

Sites and Building – the CWC work on securing of a suitable site will be the responsibility of [REDACTED] working with the EFA, assisted by [REDACTED] and [REDACTED]. The procurement and management of any associated refurbishment or building programme will be managed by the building team consisting of [REDACTED], [REDACTED] and [REDACTED].

Workload

The new school will be able to benefit from many existing educational arrangements which will be re-used from the current schools. These include the primary schemes of work and overall curriculum, policies for education, administration and curriculum, and the outline timetable. In addition, there are a host of detailed processes that can also be re-used including:

- New staff induction and staff handbook
- Homework and reading schemes
- Academic assessment system
- PE systems with uniform management
- Lunch and snack arrangements, playground management
- House system with positive behavioural system (being developed for an older age group)
- Welfare, Health & Safety, and Risk assessment systems
- Special Educational Needs register, with identification and management systems

Also on the plus side, recruitment of staff for the new school will take place alongside the recruitment of additional staff for the 2015 intake to the current schools. There will be one set of advertisements and interviews from which staff for both existing and new schools will be selected. Strengths of individual staff members in any of the schools will be used to enhance the learning within the first opening years.

A final element in our favour is the plan to accommodate the initial cohorts of CWC 3 students in the two existing schools which will not yet be at capacity with their own students. This removes the many issues associated with finding, equipping and commissioning a new site which (to judge from our experience so far) is a major consumer of resources and time.

We do recognise, however, that the management time required to pursue the application with the DfE and to set up the new school will be significant, and will coincide with the oversight of a major building project at the second school.

In the critical pre-opening period, it is likely that we will need some additional administrative support to assist the CEO to keep track of all the tasks and activities. This may be a recent graduate, intern, volunteer parent or work experience role. This work is planned to be

funded by the start-up grant, but may be at no cost if a suitable person can be found at the time.

We have carefully considered the workload during the school year 2014/15 arising from the existing school CWC 1, the setup and first year of operation of CWC 2, and the pre-opening work on CWC 3. We believe our CEO, staff and Directors, together with the planned recruitment, will provide sufficient capability and capacity through this period.

Summary

For the period up to September 2015, the Canary Wharf College Team will have sufficient resources to work on the various areas described. The key resources are the CEO, the CFO, and the Directors.

The following table shows the team who will be responsible for the work in pre-opening. The Available Time column shows the time available specifically for work on CWC 3 pre-opening. The hours are averaged, and some periods will require much more work than others.

| Name | Core applicant group | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|----------------------|------------------------|-------------------------------|---------------------------------|
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 16 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 8 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 4 |

| Name | Core applicant group | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|----------------------|------------------------|-------------------------------|---------------------------------|
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 12 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 3 |

F1 (b) Skills gap in pre-opening

| Skills/experience missing | How you plan to fill the gap |
|-----------------------------------|------------------------------|
| None | |
| Principal Designate for Primary | Not required for pre-opening |
| Principal Designate for Secondary | Not required for pre-opening |

F2 Accountability and decision making post opening

The Structure of the Company

The Multi Free School Company

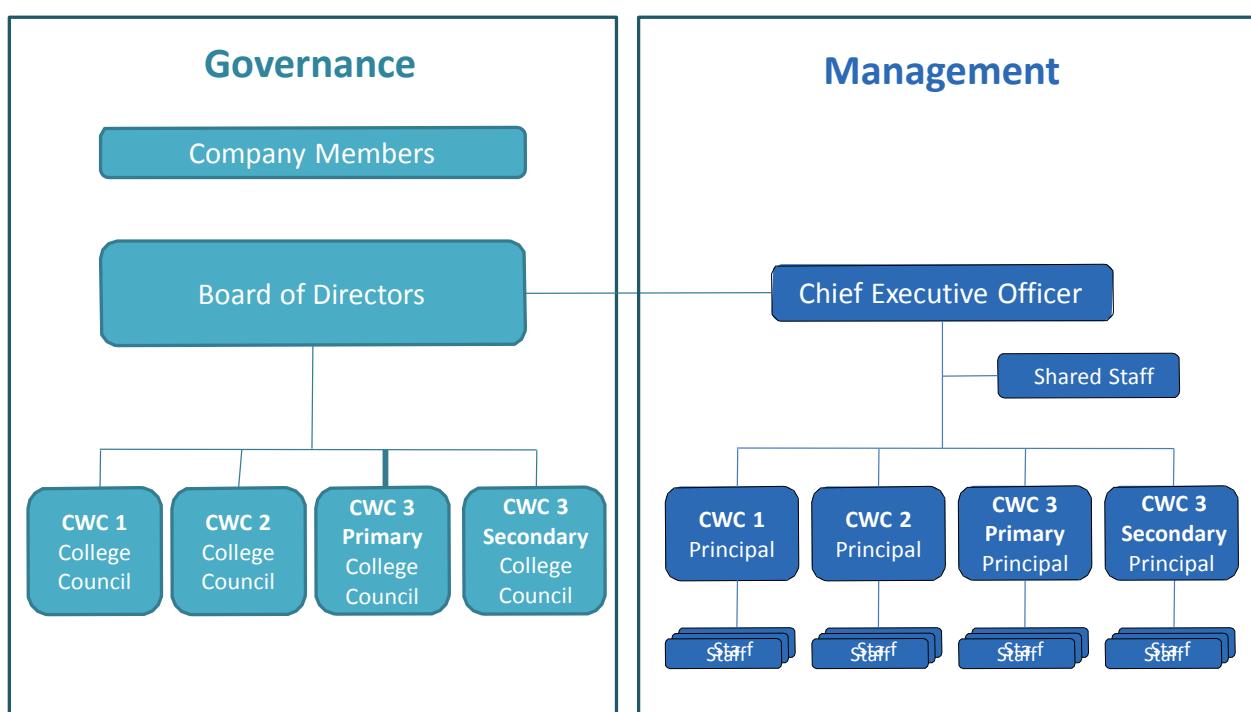
The new school proposed in this application will be managed by the existing Multi Free School Company (Canary Wharf College Ltd) which already runs the CWC 1 Free School and the second primary due to open in September 2014. The Company's current Articles of Association conform to the Multi Free School model articles. The Company is accountable for the performance of all the schools through its Board of Directors.

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

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

Each school will have its own College Council which will be chaired by a Director. The College Council will be advisory, at least in the early years.

Canary Wharf College Structure



Canary Wharf College sees our two primary schools plus this proposed through school as the full extent of our current ambition and the governance arrangements have been designed to work for a small number of schools. It is recognised that if we open or acquire additional schools then some of the arrangements will need to be modified.

The arrangements outlined below are taken largely from our Directors Handbook which details the various roles and responsibilities and how the organisation is governed.

The Company Members

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

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

The Board of Directors

The Directors carry the responsibility for the governance of the Company and its schools. The Board is responsible for the strategic leadership of the organisation and for its success and financial stability. Much of the day to day management is delegated to the CEO, but the Board retains the final responsibility for the actions of the Company. All of the current Members are also Directors. The Principals of each of the Colleges will be in attendance at Directors meetings.

The College Councils

College Councils provide a forum to discuss issues related to each school, and an escalation route to the Directors.

When first constituted, the executive governance responsibilities will be retained by the Board of Directors, and the College Councils will be advisory. In the light of experience, and particularly if the number of schools run by the Company increases, some powers may be delegated to the College Councils.

The Council will consist of the Chair, the CEO, the College Principal and two elected Parent representatives.

The chair of each College Council will be a director on the Board of Directors. Individuals on the College Council will not, unless they are the chair (or co-opted onto the council from the Board) be either directors at company law or trustees at charity law.

The Councils will meet once each term and the minutes of the meetings will be considered by the Board of Directors.

The CEO and Principals

The Board of Directors have appointed [REDACTED] as the full time [REDACTED] to manage the day running of the schools and the Company. The Board will assist the CEO to appoint a primary Principal and a secondary Principal for the through school. Both Principals will report to the CEO who will manage and appraise their work.

The CEO is responsible for the internal organisation, management and control of the Company's schools and for the implementation of the strategic framework established by the Board of Directors. The CEO will delegate some of those powers and responsibilities to the

new school Principals in the light of practicality and the experience and ability of the individuals.

The Directors have delegated to the CEO responsibility for formulating the majority of the policies and targets for the College, and these are then presented to the relevant Directors committees for review and agreement. The CEO is responsible for the implementation of the various targets and policies thus established by the Governing Body, with support as appropriate from the Directors.

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

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

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

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

Roles and Responsibilities of the Board of Directors

Role

The Board of Directors' key responsibilities are:

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

A Director's conduct is subject both to the provisions of the Charities Acts and those of the Companies Acts as well as the Education Acts and a number of related items of legislation. The Board of Directors therefore seeks to ensure that it is kept abreast of relevant Acts of Parliament and Statutory Regulations.

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

Composition

The Articles of Association allow the Members of the Company to appoint up to twelve Directors. There are ten current Directors on the current Board, including two parent-elected Directors, one of whom is the current Chair.

It is the aim of the Company that, between them, the members of the Board of Directors should be able to speak with knowledge and experience of matters likely to come before them and to possess collectively those skills necessary for good governance. We believe that at present the composition of the Board provides an excellent set of skills and coverage of the required areas.

Chair of Directors

The Chair is elected each year and has a vital role in providing friendship, guidance and support to the CEO, and also the Principals and the Leader of Finance and Facilities. The Chair makes every effort to work in a very close relationship with them based on trust and honesty.

Term of Office

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

Conflicts of interest

A Director may not have a financial interest in the Company. On appointment, a Director is asked to register any particular interests which might affect the Company, and a formal declaration is made each year.

It is a standing agenda item at all Directors meetings and committees for attendees to examine the agenda for each Meeting and to declare any potential conflict of interests.

On any topic where there may be a conflict between the interests of any person and the interests of the Company, that person should withdraw from the meeting and should not vote. In a situation where the principles of natural justice require a fair hearing and there is any reasonable doubt as to the person's ability to act impartially, he or she should also withdraw from the meeting and not vote. Where a Director has a pecuniary interest in any matter he or she should withdraw from the meeting and not vote. If there is any dispute as to whether or not a person must withdraw from a meeting the Chair of Directors will decide on this.

Confidentiality

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

Committees

The Board of Directors delegates some of its authorities to committees where detailed review and scrutiny takes place. The role of each committee is to monitor its area of management or policy and to provide the full Board of Directors with information and reports on that particular area of responsibility at regular intervals or when requested.

Committees all work across the three schools. The list of committees is given below and we currently see no need to make any of these specific to each school.

Each committee consists of at least three Directors. The committees may also co-opt external advisors, or members of staff as appropriate with the CEO and Principal's agreement. Directors must constitute a majority of the members of the committee and at all meetings. The CEO will serve on all the committees. The Principals will normally be in attendance on all the committees. The Board appoints a Chair for each committee who must be a Director.

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

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

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

Intervention

It may be necessary from time to time for the Directors to intervene in one of the Company's schools. Issues may be raised to the Directors through several routes including through the CEO, Principal or other staff, through the College Councils or through contact with parents.

All such issues are referred in the first place to the CEO, and any action plan must first be agreed with her. If the issue is urgent, discussion and action would take place outside the normal round of Directors' meetings. Intervention may take the form of a visit from the Chair or other appropriate Director, or the organisation of a meeting or event with Director input.

F3 (a) Proposed Directors

The current Board of Directors have reviewed their capabilities, which are currently being road-tested as we work towards opening the second primary school in September 2014. The Board has significant strength in all the key areas needed including education, finance, leadership, project management, marketing and HR.

The Board of Directors is therefore not planning to change from the current Board which is detailed in the following table:

| Name | Role on governing body | Summary of relevant expertise | Available Time (hours per week) |
|------------|------------------------|-------------------------------|---------------------------------|
| [REDACTED] | [REDACTED] | [REDACTED] | Part of full time role |
| [REDACTED] | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | [REDACTED] | [REDACTED] | 16 |
| [REDACTED] | [REDACTED] | [REDACTED] | 4 |
| [REDACTED] | [REDACTED] | [REDACTED] | 4 |

| Name | Role on governing body | Summary of relevant expertise | Available Time (hours per week) |
|------------|------------------------|-------------------------------|------------------------------------|
| [REDACTED] | [REDACTED] | [REDACTED] | 6 |
| [REDACTED] | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | [REDACTED] | [REDACTED] | 4 |
| [REDACTED] | [REDACTED] | [REDACTED] | 4 |

Directors on College Councils

As described in Section F2, the College Councils will be advisory groups for each school. The Council will consist of the Chair, the CEO, the College Principal and two elected Parent representatives.

The Chair will be one of the Directors. It is not yet decided which of the Directors will take on this role for each of the schools.

F3 (b) Skills gap for governing body

In the first half of 2013 we conducted a review of the skills of the Directors in the light of the proposed application for a through school. We concluded that we had a significant gap in secondary headship experience. We also noted that we did not have anyone with experience in a multi-academy trust, although [REDACTED] has experience of the issues they face.

We are delighted that we have been able to recruit [REDACTED] to the Board, [REDACTED]. At present, therefore, we believe we do not have any significant gaps in the skills of our Board of Directors.

| Skills/experience missing | How you plan to fill the gap |
|----------------------------------|-------------------------------------|
| None | |

F4 Recruiting a high quality Principal

CEO and Principals

The overall running of the Company's schools will be delegated by the Board of Directors to the CEO. [REDACTED] has been appointed to this role.

During the first year of opening, 2015-16, the CEO will act as the Principal of the new school, both primary and secondary parts. At this point, the through school will consist of 40 Year 7 pupils accommodated in CWC 1 premises, and 40 Reception pupils housed on the CWC 2 site.

In January 2016, the Directors will assist the CEO to appoint Principals Designate for both the primary and secondary sections of the through school. The secondary PD will act for the remainder of that school year as [REDACTED], Principal of CWC 1 where the first Year 7 pupils will be temporarily located. The primary PD will act as Assistant Head in one or more of the primary schools, depending on need.

By September 2016, it is envisaged that the first development phase of the new school will be complete and the initial cohorts (by this time Year 1 and year 8) will move in, together with additional Reception and Year 7 admissions. The PDs will take over as Principals at this point.

Benefits of CEO as Initial Principal

This approach is the same as we have used for CWC 2, where we have recruited a new Principal for CWC 1 and [REDACTED] will be the principal of CWC 2 for the initial year of opening. The approach has a number of benefits:

- It will maximise the use of [REDACTED]'s experience in starting new schools..
- It allows the incoming Principals to understand and absorb the Canary Wharf College ethos over several months before becoming Principals.
- It allows time for the Principals to be thoroughly assessed and gives assurance that they will be able to take on the Principal's role successfully.

To be Principal and CEO may look challenging at first sight, but there are a number of reasons why this is practical, as well as desirable:

- There will be only four classes of students in the first year
- Many of the headship tasks will be undertaken by the Principals of the two existing schools as the students will be on their sites – questions of facilities and day-to-day operation will necessarily be managed by them.
- For educational matters, the primary teachers will be assisted by the existing Foundation Stage Co-ordinator, and the secondary teachers by [REDACTED] who has extensive experience of Year 7 students.
- The Principals Designate will be in post from January 2016 and will play an increasing role in the leadership of the two school sections and the preparation for the move to the permanent site.

Recruiting Principals

Recruiting for the Principals Designate will start in 1Q 2015 with the objective of appointment by Easter 2015. This will allow any candidates who have to give two terms' notice to do so, and will otherwise provide some leeway in the event that a first round does not produce the required calibre of candidates. The process will be as follows:

- Directors will select a panel of at least three governors to establish appropriate shortlisting criteria and a sifting process as well as the first and final interviews
- Key dates will be set for short listing, interviews and Governing body meeting to agree selection
- The application pack will be drawn up by the CEO with clear job specifications and job descriptions in consultation with education Governors ensuring compliance

with recruitment and equalities legislation (The Principals' roles and responsibilities are as described in Section F2)

- Appropriate assessment exercises and interview questions will be developed
- Salary level range will be set commensurate with the responsibility of the job by the HR committee
- The post will be advertised online in the Times Educational Supplement and through head hunting agencies
- The relevant paperwork to support the selection process will be kept as a safe and secure record

Administrative help will be used to place the advert in the media, produce the application packs and supporting information, handle expressions of interest from potential candidates, arrange pre-visits from interested candidates, issue invitations to interview and manage queries, schedule interviews and meet and greet candidates on the day.

The Principals will report to the CEO and in the case of the secondary school is likely to be a highly experienced secondary leader with previous deputy/assistant head or possibly headship experience. Similar criteria will apply for the primary school principal, although here the appointment may come from within the current staff at the other Colleges.

The opportunity to set up a school from its inception does not come often and will draw the kind of courageous and visionary leaders that we need, although it is recognised that the challenge of living and working within Tower Hamlets may deter some candidates. Marketing the College correctly in the advert will be crucial to attracting the quality of candidate we desire. Also important will be the professionalism of the paperwork and handling of the whole interview process. We believe that a role as Principal in an outstanding team at Canary Wharf College will be attractive to ambitious, high calibre candidates.

F5 Educational track Record

The Education track record at Canary Wharf College was summarised in the recent Ofsted Inspection Report as follows:

This is an outstanding school.

- *Pupils throughout the school learn exceptionally well and make rapid progress.*
- *Teaching is outstanding because lessons are very well planned with clear structures. Resources are very carefully designed to motivate pupils, and richly engaging learning experiences capture their interests.*
- *The success of the school is largely due to the leadership provided by the headteacher, which is very strong and reflects dedication and commitment. She has very effectively built a highly committed staff team.*
- *Senior leaders have successfully planned and formed a new school. Links with parents and carers are exceptionally strong and help the school to meet the needs of the pupils.*
- *The governing body shows a high level of commitment to the school, as demonstrated by its members' regular visits and the active support they provide.*
- *Robust systems for monitoring the performance of teachers ensure the developmental needs of staff are met. Staff say how much they value the support they receive and how their planned professional development and opportunities to review this help them address the school's priorities.*
- *The spiritual, moral, social and cultural development of pupils is promoted very well through a wide range of activities.*
- *Pupils' extremely good behaviour is a major contributory factor in the high standards they reach. Pupils concentrate really well during lessons, treat each other with respect and consideration, and enjoy excellent relationships with the staff.*
- *There is rich extra-curricular provision with high participation by pupils.*

The full report of the inspection in July 2013 may be viewed at:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137016>

Our results show that both the girls and boys performed well above the national average, achieving significantly more than the approximate national expectation of two sub-levels per annum. Published performance results can be found here:

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137016#>

The 2012 RAISE report says little at present because the school has been open such little time and it is not yet possible to publish statistical trends. In 2012/13 the results were:

- **EYFS** pupils have almost all either achieved or exceeded national expectations in the different areas
- **Year 1** pupils' progress in maths varied between 3 sub-levels over the year to 5 sub-levels. In English and science, the picture was almost the same.

- **Year 2** in maths, all bar two students made 3 or 4 sub-levels of progress. Most made 3 sub-levels with attainment in the range of 2a to 4c. It was a similar pattern in reading and speaking and listening and writing. In science, most pupils made 3 sub-levels of progress and the attainment was in the range 2a to 3c.
- **Year 3**, in maths, sub-levels of progress ranged from 1 – 4, the majority being 2 and 3 with six 2's which is a little more than elsewhere. There was a similar pattern in reading. In writing, only one pupil made 3 sub-levels of progress; the rest made 2. In speaking and listening, there was again a strong preponderance of 2's. In science, there was again a preponderance of 2's. Although lower for CWC, this is still well above government expectations. Attainment in Year 3 ranges from 2a to 4c with a preponderance of 3's.

Students overall make exceptional progress.

The primary source of educational expertise is the CEO, [REDACTED]. [REDACTED] has demonstrated in the setting up of the two existing Canary Wharf Colleges that she possesses the required skills and experience to deliver our vision.
[REDACTED]

[REDACTED] is closely assisted (and challenged) by our Educational Governor -
[REDACTED]. [REDACTED]

We have recently recruited [REDACTED] to the Board of Directors who has a remarkable record in secondary education. [REDACTED]

The College also has one of the existing Teaching staff, [REDACTED], designated as Foundation Stage Co-ordinator. [REDACTED]

F6 Capacity to Expand

Expansion Plans

By the time the through school opens, Canary Wharf College will have demonstrated its capacity to open and run an outstandingly successful school while at the same time opening two more schools and running two sizable building projects. This has been (and will continue to be) achieved through the drive and expertise of the CEO, supported by a highly motivated staff and a well-qualified and active Board of Directors.

Once the through school is operational, Canary Wharf College Ltd will be running a secondary school of over 1,000 students and three feeder primary schools totalling more than 800 students. At present this is the full extent of the ambition of the College Directors – we do not intend to apply to open more schools. There are a number of contributory reasons for this:

1. The vision to transform the educational provision on the Isle of Dogs will be complete.
2. The economies of scale needed to run a viable group of schools will have been achieved. The Directors see little further advantage in growing larger, and indeed some diseconomies of scale would start to appear with increased complexity of organisation and the need for more layers of governance and co-ordination.
3. There is no appetite for empire building among the Directors.

The Company recognises that it may be prevailed upon to help with other schools in the future. However, we do not at this stage plan to build in any significant staff or governance capacity to cope with this since our resources will have been provided for the purpose of running the existing schools.

However, we will always remain ready to do what we can for other schools with advisory or practical help, provided that we can do so without compromising our existing educational provision. The CEO manages requests for assistance from other schools and groups, often on a consultancy basis with proceeds going to the school.

We do not intend to purchase any additional services for governance or capacity reasons.

Improvement and Oversight

Improvements are documented and managed through each school's Development Plan. The plan is developed by the Principal who, together with the school staff, looks at each area of the school's operation and sets targets for changes and improvements. The Development Plan is a detailed document with each task assigned to an owner with a date. The Plan for each school is presented to the Directors for approval in the Autumn Term meeting and the Principals make reports on progress against the targets at the Directors Meetings each term.

Improvement is also driven through the appraisal system in which each member of staff has a yearly appraisal of their work. The results are documented and any areas for improvement are set as objectives. The CEO conducts the appraisals for the Principals. The CEO also has an annual appraisal conducted by the Chair of Directors and the Chair of the HR Committee.

Oversight for the schools and Principals is managed on a day-to-day basis by the CEO. This is one of the key benefits of the CEO role, in that we have immediate capacity and capability to intervene quickly across all areas of the schools.

The Board of Directors also exercises strategic oversight of the College through its meetings and committee structure. Each committee will be attended by the CEO and also by the Principals of the schools who will typically each provide a report on the relevant area for their school for the committee to review. The currently established committees are listed at the end of Section F2.

Each committee identifies and manages risks appropriate to their area, and sets mitigation and contingency plans. Our Risk Management Policy sets out how risks are to be ranked, with the most important risks brought on a regular basis to the main Directors Meeting.

The College Councils provide an opportunity for the elected Parents to discuss issues with the College leadership. Minutes of Council meetings will be reviewed by the Directors and any issues which could not be resolved or which are otherwise important will be considered by the Directors.

Financial Oversight

The Company's finances are primarily managed by our [REDACTED] [REDACTED].
[REDACTED]

[REDACTED]'s work is overseen by the CEO and also by [REDACTED]. [REDACTED]

External oversight is provided by our Responsible Officer (an independent paid professional) and our accountants [REDACTED]. Financial controls are fully documented in our Finance Procedures Manual and are carefully adhered to.

Financial Capacity and Performance

For the year ended 31 August 2012, the College made a surplus of [REDACTED], although [REDACTED] relates to funding for fixed assets which were capitalised during the year.

For the year ended August 2013, the surplus was [REDACTED] of which [REDACTED] was capitalised, most of this relating to the purchase of the CWC 1 site for [REDACTED] and the initial work on the new building.

The College has had all cohorts full since opening, and there is every prospect of maintaining this track record, given the popularity of the school and the increasing pupil numbers requiring places in Tower Hamlets, and in the Isle of Dogs in particular.

The finances of the Company are therefore in excellent shape with revenue surpluses of 14% carried over from 2011/12 to 2012/13, and 16% the following year. This has been achieved with only 20 pupils per class through careful budgeting and controls and an ethos throughout the College of spending money only on what is important and effective.

Internal and external audit reports have recorded no adverse opinions. We believe this track record stands the Company in good stead to manage CWC 3 finances appropriately.

F6(a) Shared services team

Our shared services team for 2014/15 (when we will have two schools open) provides some economies of scale through sharing the CEO, CFO, Foundation Stage co-ordinator and SENCO, together with some facilities management and administration.

With the opening of the additional through school and through the period of growth to capacity, this sharing of resources will be significantly extended. This approach should not be compared to central teams in large MATs which provide governor-like oversight of the independently run schools. With the exception of the CEO, there are no additional layers of management and just a few extra heads beyond what would be required in a single through school of 1,330 pupils.

Rather, we propose to take advantage of the limited number of schools in the MAT and their physical proximity to streamline the actual work on finance, facilities, ICT, assessment and data tracking, achievement support etc. We do propose Key Stage education co-ordinators, but even they will teach for 60% of their time.

There is a significant number of staff in our final state Shared Services Team (25) because each is able to do their job for all three Canary Wharf Colleges rather than just one. It is our view that this scale of sharing provides the most efficient use of skills and time without requiring more organisational layers to manage and co-ordinate.

We recognise that this approach will only work for a limited number of schools in the MAT. If the number of schools were to increase, we would need a different model with much of the work going back into the individual schools, and with a larger team at the centre just doing co-ordination.

In addition to the simple cost savings in sharing the resources, there are a number of additional advantages to this approach to shared services:

- Accommodation for the team will mostly be on the larger through school site because our two primary sites have extremely limited space. Most of the team would be needed anyway for the through school, so this is not a significant burden on the through school facilities.
- There will be reduced expense on supply teachers with a larger pool of local teachers to cover across the schools when necessary
- The running of the schools will not just cheaper but better. This applies to management, education and administration. We can pay higher rates for individual roles to attract a higher calibre of staff, and the work will to a greater extent be performed by staff dedicated and trained for the purpose.

The shared-service function will be managed by the CEO who will performance manage the strategic leadership staff. The four Principals will be the 'customers' of the service and will make their views and requirements clear during the course of the normal management meetings, and will have significant input into the day to day work of all the shared staff.

We are planning that [REDACTED] will specifically monitor the work of the shared services team, since he has the required professional experience from his work with Oasis. This oversight will include occasional documented reviews of the team's performance and effectiveness.

The shared services team are listed in the table below. Note that:

- This is the full team planned for when the through school is at capacity in 2021/22
- They are all full time roles, with proportions of the costs allocated across the schools
- Proportion shows the amount of each resource allocated to CWC 3
- Costs are the portions of the final 2021 costs which will be allocated to CWC 3
- The start dates are shown in the left column as the team builds up
- These roles are shown in turquoise on the organisation chart in Section D3

| Name / Start | Role in central service team | Proportion | Cost |
|--------------|--|------------|------------|
| [REDACTED] | [REDACTED] | 0.3 | [REDACTED] |
| [REDACTED] | [REDACTED] | 0.3 | [REDACTED] |
| [REDACTED] | [REDACTED] | 1.0 | [REDACTED] |
| [REDACTED] | [REDACTED] | 0.3 | [REDACTED] |
| 2015 / 16 | Key Stage 1 & 2 Assessment | 0.3 | [REDACTED] |
| 2015 / 16 | Achievement Support / SENCO | 0.3 | [REDACTED] |
| 2015 / 16 | Facilities Leader | 0.3 | [REDACTED] |
| 2015 / 16 | Facilities Manager | 1.0 | [REDACTED] |
| 2015 / 16 | Admissions Secretary | 1.0 | [REDACTED] |
| 2015 / 16 | HR Administrator | 0.3 | [REDACTED] |
| 2016 / 17 | Strategic Leader Transitions and Pastoral Care | 0.3 | [REDACTED] |
| 2016 / 17 | Strategic Leader Data Tracking | 0.3 | [REDACTED] |
| 2016 / 17 | Community Outreach and Partnership Manager | 0.3 | [REDACTED] |
| 2016 / 17 | Financial Manager | 1.0 | [REDACTED] |
| 2016 / 17 | Technical Manager | 1.0 | [REDACTED] |
| 2017 / 18 | Strategic Leader Community Enterprise | 0.3 | [REDACTED] |
| 2017 / 18 | Strategic Leader Achievement Support | 1.0 | [REDACTED] |
| 2017 / 18 | Exam Administrator | 1.0 | [REDACTED] |
| 2018 / 19 | Programme Leader - Students on Statements | 1.0 | [REDACTED] |
| 2018 / 19 | Programme Leader - Gifted and Talented | 1.0 | [REDACTED] |
| 2018 / 19 | Facilities Support | 1.0 | [REDACTED] |
| 2018 / 19 | Youth Leader | 0.3 | [REDACTED] |
| 2018 / 19 | Library Resources Manager | 1.0 | [REDACTED] |
| 2020 / 21 | ICT Coordinator | 1.0 | [REDACTED] |
| 2020 / 21 | Finance admin | 1.0 | [REDACTED] |
| 2020 / 21 | Administrator | 1.0 | [REDACTED] |

F6 (b) Shared services costs

The table below shows details about the total running cost of the shared service, and how this is made up from contributions in the years before and after CWC 3 opens.

| Name of school (planned NOR) | Budgeted contribution to MAT shared service | |
|--|---|------------|
| | 2014/15 | 2015/16 |
| Canary Wharf College 1 – primary (280) | [REDACTED] | [REDACTED] |
| Canary Wharf College 2 – second primary (280) | [REDACTED] | [REDACTED] |
| Canary Wharf College 3 – primary and secondary (1,330) | [REDACTED] | [REDACTED] |
| Totals | [REDACTED] | [REDACTED] |

At capacity, the total costs of the shared services team to CWC 3 is [REDACTED] per pupil. For this the school will receive the following services:

- Line management of the Principals
- All financial planning and administration
- All facilities management
- All admissions work
- All assessment data tracking
- Timetabling service
- Educational coordination across the schools
- Teaching time from the co-ordinators
- Leadership of pastoral care and transition management between schools
- Technical and ICT services for all the schools
- Leadership and resources for SEN and G&T
- Exam and other administration
- Community relations and outreach

Section G: Budget planning and affordability

Sections G1&G2

Introduction

[REDACTED]

Section H: Premises

See the Excel application form.

Annexe 1 – CVs of current team

[REDACTED]

[REDACTED]

CV – Chair of Governors

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Current roles [REDACTED]

6. Brief comments on why
your previous
experience is relevant
to the new school [REDACTED]

7. **Optional:** brief
comments on how the
role you played helped
to raise standards in
any or all of your three
previous roles. [REDACTED]

8. Reference names(s)
and contact details [REDACTED]

CV - Chief Financial Officer

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]
4. **For finance only:**
details of professional qualifications [REDACTED]
6. Brief comments on why your previous experience is relevant to the new school [REDACTED]

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

CV – Governor

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]
6. Brief comments on why your previous experience is relevant to the new school [REDACTED]
8. Reference names(s) and contact details [REDACTED]

CV – Governor

1. Name [REDACTED]
2. Area of expertise [REDACTED]
[REDACTED]
3. Details of your last three roles [REDACTED]
4. **For finance only:** details of professional qualifications [REDACTED]
6. Brief comments on why your previous experience is relevant to the new school [REDACTED]

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

CV – Governor

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]
4. **For finance only:** details of professional qualifications [REDACTED]
6. Brief comments [REDACTED] on why your previous experience is relevant to the new school

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

CV – Governor

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]
6. Brief comments on why your previous experience is relevant to the new school [REDACTED]
7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles. [REDACTED]
8. Reference names(s) and contact details [REDACTED]

CV – Governor

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]
6. Brief comments on why your previous experience is relevant to the new school [REDACTED]
7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8. Reference names(s) [REDACTED] and contact details

CV – Governor

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]

6. Brief comments on why your previous experience is relevant to the new school

8. Reference names(s) and contact details

CV – Governor

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]

6. Brief comments on why your previous experience is relevant to the new school

8. Reference names(s) and contact details

CV – Governor

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]

6. Brief comments on why your previous experience is relevant to the new school

7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
[REDACTED]

8. Reference names(s) and contact details Provided on request.

CV – Principal Designate Canary Wharf College 1

1. Name [REDACTED]
2. Area of expertise [REDACTED]
3. Details of your last three roles [REDACTED]
6. Brief comments on why your previous experience is relevant to the new school [REDACTED]
7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles. [REDACTED]
8. Reference names(s) and contact details [REDACTED]

CV – Foundation Stage Co-ordinator

1. Name [REDACTED]
2. Area of expertise Education
3. Details of your last three roles [REDACTED]

6. Brief comments on why your previous experience is relevant to the new school
7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8. Reference names(s) and contact details Available on request

Annexe 2 – Community perception of College

Canary Wharf College - Prospective Parent Comments

196 parents express a preference for Canary Wharf College for their Reception Child in September 2013. This made it the most popular school in Tower Hamlets per pupil place after just four terms of opening

Notes – Each line is a different parent comment which was optional to fill; these are all the comments, not just a selection.

[REDACTED]



