



CITY OF LONDON ACADEMY
ISLINGTON

WHERE STUDENTS SUCCEED

Academy Vision Statement

Education vision for City of London Academy, Islington

This document describes the educational vision and specification for City of London Academy - Islington with Richard Cloudesley Special School.

1. Introduction and education framework

1.1 Our aim is for the City of London Academy, Islington to be outstanding, both from the viewpoint of the stakeholders - the students, their families, the community, the staff, and the governing body - and from the judgement of external bodies such as Ofsted.

1.2 Research and best practice tell us that an outstanding school has:

An ethos and culture which:

- puts student learning and well being first
- is driven by a set of explicit values
- has a solution focused attitude

Effective processes which include:

- consistently high quality teaching for learning
- a regular dialogue about learning
- listening to students and giving them increasing responsibility
- regular coaching for students and staff
- data driven decision making
- leadership at all levels within the school, including students
- a coherent curriculum geared to helping students learn to learn
- extended learning opportunities through the community
- excellent student and family support systems

Systems and infrastructure which support continuous improvement such as:

- the use of time and teams within the school
- flexible grouping of students for different purposes
- ICT supporting learning and effective school operations
- networking with other schools and partners.

1.3 The process of becoming an outstanding Academy will focus on gaining the support of all the stakeholders to put these outstanding ingredients in place to the benefit of the students and the community.

1.4 We have structured this document under six main areas of activity. This six-fold framework will guide our educational approach throughout the development of the City of London Academy - Islington (COLA-I), and also the ongoing practices of the Academy.

The six areas of activity are:

1. Ethos, Behaviour and Inclusion (the learning environment).
2. Curriculum and Learning Pathways
3. Teaching and Learning
4. Community and Extended Schools
5. ICT and Information Management
6. Leadership, Organisation and Management

Section 2 notes the fundamental assumptions about the Academy (e.g. demographics, admissions etc).

Section 3 outlines the overall philosophy, vision and values of the Academy.

Section 4 describes the specialism and its influence on every other aspect of the Academy.

Section 5 addresses the ethos and culture of COLAI, including the specialism, inclusion policies, SEN policies, behaviour management and student involvement.

Section 6 covers the curriculum, including the 14-19 agenda.

Section 7 details the way in which teaching and learning is organised and led, including the approach towards personalisation.

Section 8 outlines the way in which the Academy draws on and contribute to the resources of the community. It also describes the extended school provision.

Section 9 outlines the ICT vision and refers specifically to ICT provision and development.

Section 10 describes the leadership, organisation and management of the Academy.

2. Academy identity and basic information

2.1. The Academy is called the City of London Academy: Islington (COLAI)

2.2. COLAI is a 11-19 Academy sponsored by the Corporation of London and City University. The number intended to admit will be four forms of entry with 125 pupils each year. There will be a 180 place sixth form which will admit students when places and the new facilities become available

2.3. Admissions are determined by 'fair banding' and distance. We will use the same testing and banding procedure that is used by other secondary schools in Islington.

2.4. Traditional terms and years are retained: COLAI offers summer school and other learning opportunities, subject to funding and needs analysis.

2.5. COLAI will offer an extended day and complementary children and family services to students and families, consistent with London Borough of Islington's strategy for Children's Services

2.6. COLAI will work within the area strategy for 14-19 provision.

2.7. COLAI will opened in September 2008, with all new building and refurbishment completed by September 2010.

3. Overall philosophy, vision and values

3.1. Passionate belief in the power of learning is at the heart of the Academy's practice. Our aims are to equip young people for fulfilling lives by growing and sustaining strong self-esteem, good interpersonal skills and confidence as independent learners.

3.2 The Academy is organised for every student's success, whatever their heritage, background or individual needs. Achieving this involves constant learning or refinement based on evidence of what is working for the students rather than being bound by convention and existing practice.

3.3 Learning is a collaborative process to which all staff will be committed. They work in a culture of trust and openness that promotes risk-taking and innovation. Teams work together to continuously improve practice.

3.4 Learning is personalised for students by using assessment to fine-tune teaching, consulting with students about how they learn best and offering a range of motivating pathways linked to their talents and aspirations. Students will be prepared for and take on

increasing responsibility for their own learning and for the effective running of the Academy community.

3.5 Learning is supported in workplace and community settings, as well as on the premises of the Academy. Parents are key partners in supporting students' learning.

3.6 The leadership, organisation and management reflects the core values of integrity, respect and responsibility. Leadership is devolved to staff teams with a focus on achievement and responsibility for a specific cohort of students (e.g. a year group). Staff teams are organised primarily around student groupings to ensure teachers know how individual students and groups of students are progressing and to provide continuity within each Key Stage.

3.7 There is a strong student voice that gives them the opportunity to both lead and influence aspects of the work of the Academy and so develop responsibilities as tomorrow's citizens. Assessment and mentoring is designed to ensure students know how they are progressing and assist them in developing responsibility for their own learning.

The remainder of this document describes how we realise this vision in all aspects of Academy life.

4 Specialism

4.1 The specialism is Business and Enterprise with a particular focus on **leadership, critical thinking and creativity** (reflecting the expertise that the sponsors bring to the Academy). The provision reflects the values and philosophy of the Academy by developing personal responsibility and resilience, interpersonal skills, understanding of ethical issues and other competencies through challenging entrepreneurial teamwork assignments.

4.2 Leadership is about using influence to achieve common goals and involves self-awareness, self-management, social awareness and the ability to manage relationships. Leadership stems from personal maturity and development. We therefore teach students at the Academy how to reflect on themselves and their personal development. Time is explicitly set aside for this purpose, and this is reinforced through the integrated curriculum.

Leaders are people who motivate, inspire, demonstrate selflessness and think creatively. They help others to realise their potential through role-modelling personal maturity and discipline, and by setting organisational direction, values and culture. Effective leaders make a difference to their organisations and communities. The COLAI business ventures programme provides many explicit opportunities for this, in addition to those created in the everyday activity of teaching and learning.

Students and staff are given the opportunity to develop their leadership skills and apply them to a variety of situations. Distributed leadership is a feature of the organisation and is most apparent in its application to learning. Staff and students are given responsibility to take decisions within an agreed framework throughout the organisation.

4.3 Critical thinking is that mode of thinking about any subject, content or problem, in which the thinker improves the quality of his or her thinking by skilfully analysing, assessing and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored and self-corrective. Through the specialism and the curriculum subjects, students at COLAI are taught how:

- To raise vital questions and problems, and to formulate them clearly and precisely.
- To gather and assess relevant information, using abstract ideas to interpret it effectively
- To come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- To think openly within alternative systems of thought recognising and assessing, as need be, their assumptions and practical consequences
- To communicate effectively with others in working out solutions to complex problems

These approaches equip students to reach challenging academic targets as well as developing their ability to solve practical problems

4.4 The Academy exhibits creativity in everything it does. It is innovative in finding the most effective ways to meet students' learning needs in relation to student groupings and the use of time and staff teams. Staff and students continually reflect on their practice in order to improve learning outcomes.

We believe creative learning is a social activity and so the corridors and public spaces, common rooms and cafeterias provide the opportunity for staff and students to; meet and greet, discuss the play, point out the newspaper article and respond to a powerful learning environment. It is this buzz that is one of the distinctive aspects of COLAI. Our University sponsors have created this buzz on their site and we will use this experience to ensure that we continue to create this atmosphere of creative exchange.

All too often, there is a tendency to dismiss the concept of creativity as unrealistic, unachievable or something that only a few people can possess. At the Academy it is integrated into the culture and the curriculum. We believe in creating a lively dialogue between students, staff and the community in order to encourage questioning and promote a deeper understanding of 'real world' issues.

4.5 Part of the excitement of learning about business and enterprise is creating a business or other enterprise and working through the strategic, interpersonal, and delivery aspects of this. COLAI encourages its students to develop new ideas in conjunction with the community to provide a vehicle for them to gain as close to 'real-world' experience as possible.

COLAI ventures are judged and supported on the basis of their learning potential, commercial viability, and community impact. They are led and managed by students with external or staff sponsors as Chairs. Typically, we expect Key Stage 4 and 5 students to lead the ventures, with Key Stage 3 students participating in meaningful roles. This provides a vehicle for real mentoring to take place at all levels, helping to build strong relationships based on shared activities and objectives.

4.6 The Academy has the potential to adopt a second specialism.

5 Ethos, behaviour and inclusion

5.1 COLAI is an inclusive Academy that works with the staff and students not simply to accommodate difference but to use it as a learning resource to enhance the provision for all. Ethnic and religious diversity is expressed through activities, art, debate and discussion. The local community provide many resources and electronic communication is used to bring a global dimension to enable students to place themselves in an international context.

5.2 Students develop personal responsibility for their actions and awareness of the needs of others by devising and implementing a Code of Conduct with the staff and other members of the school community based on an agreed set of core values. The Code is clear and unambiguous and supported by a strong system of rewards and sanctions. Leaders within the staff and student body model the values in their behaviours and ensure their peers understand their responsibilities.

5.3 Policy and practice in relation to ethos, behaviour and inclusion is built securely on the aims and philosophy of the Academy in 4 layers:

- An inclusive ethos for the Academy community as a whole. Shared behavioural expectations is based upon the notion of citizenship and the core values of integrity, respect and personal responsibility developed with students.
- Universal provision for students to meet a diversity of need through the personal tutor and mentoring, individual learning plans with learning goals for social development, partnership with parents and access to Extended School services.

- Achievement and faculty-based teams of staff systematically reflecting on barriers to learning and taking responsibility for developing innovative ways of better matching learning arrangements to students' individual needs.
- For the most challenging students, personalisation is built on to provide targeted individualised support from a team of well trained support staff working with both students and their families, in partnership with parents and, where necessary, external agencies or other schools.

The co-location of Richard Cloudesley School opens up innovative opportunities to bring out the best in students at both schools through shared social and learning experiences. The reciprocation of expertise between staff at COLAI and Richard Cloudesley School offers opportunities to improve individual provision, particularly for those with complex learning difficulties.

5.4 Every student has a personal tutor and an individual learning plan, which will include goals in areas of interpersonal behaviour. Parents/carers will contribute to the plan. Personalisation and choice will mean that provision for learning is more generally well matched to students' motivation. Student health and emotional wellbeing are taught as part of the curriculum in KS3 and KS4. The Academy will gain accreditation from the National Healthy School Standard. Through the local extended schools provision (either on-site or locally), students and parents will have access to services related to health and development.

5.5 Achievement Teams of staff use data to identify and respond systematically to issues that are proving to be generic barriers to learning or obstacles that are stopping particular individuals making progress.

5.6 We understand that Islington is seeking a borough-wide commitment to facilitate cross-site working (part of the 14-19 agenda), improve behaviour (through collaborative arrangements between Islington schools such as the managed moves programme) and raise the public perception of Islington students. COLAI is supportive of this process and intends to continue to contribute to it.

5.7 Intensive support for students with particular needs is organised through a Student and Family Support Team working within Partnership Plans formulated with students, their families, their tutor and, where relevant, external services. The plans are extensions of the individual learning plans that all students will have. The Student and Family Support Team consists of staff with roles within the Academy and the community and will be led by a designated senior manager. The organisation and delivery of support will exceed requirements and expectations laid out in the SEN Code of Practice.

5.8 We recognise that ethos, behaviour and inclusion are all strongly influenced by other aspects of the school; students that are engaged in a relevant curriculum and dynamic teaching are far more likely to behave appropriately than those who are bored. We will therefore give as much attention to curriculum as to direct interventions on behaviour.

6. Curriculum and Learning Pathways

6.1 Our aim is to unlock the learning potential of all our students. The curriculum can either help or hinder the Academy in achieving this. It is critical that the curriculum provides a coherent framework for the development of all students that is more than a collection of individual subjects. Initially we will use this framework for the KS 3 integrated curriculum. Over time, we anticipate extending this framework into KS 4. At all times we will ensure students can be accredited through GCSEs and that the requirements of the National Curriculum are met

6.3 Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include:

- open-ended, problem solving activities and investigations
- organised debates
- hands-on experimentation
- analysis
- reflection

6.4 Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer assessment within the programme.

6.5 The Academy operates a 30-hour week made up of 24 hours of timetabled learning activity, and 6 hours of Agreed Learning Activity (ALA) time. This is achieved without changing teachers' pay and conditions as they currently operate in the school (26 ¼ hours at work, 2x20 minutes of supervision duty, 1 hour per week for meetings and time for working with parents). The additional learning time will be created by:

- Eliminating 'registration' 'tutor' periods and formal daily assembly (which in a typical school take up to half an hour per day or up to two and a half hours per week). Assembly will usually be 'virtual' - broadcast via classroom ICT facilities
- Eliminating 'homework' other than in ALA time.
- Staggering teacher hours on-site as required
- Creating opportunities for teachers to work longer hours for more money if they wish

The way in which time is used in each year and Key Stage is outlined below.

6.6 Year 7 students spend between half and two-thirds of their week following an integrated curriculum, which will assist them in the transition to secondary education and concentrate on developing their literacy, numeracy, information and communication, learning and social skills to enable them to be effective individual learners and team members. The integrated curriculum covers English, Humanities including Business and Enterprise, and Mathematics and Science. These are all studied in the same 'home base' teaching rooms. In addition, the Arts, Technology, Physical Education and a Modern Foreign Language and some Science are thematically linked to the integrated curriculum, but are studied in specialist accommodation. ICT skills will be developed through the integrated curriculum and during Agreed Learning Activity time.

This integrated curriculum includes dedicated time for literacy and numeracy skills development.

Agreed Learning Activity time is used for:

- ICT skills development
- Learning coach discussions
- Personalised learning through half termly projects related to the integrated curriculum.

6.7 In Year 8 the offer is similar to that for Year 7 but with a slimmer integrated curriculum. Both Years are organised so that flexible groupings can occur with some mixed ability teaching and some grouping by ability. The organisation of teaching within time blocks is delegated as far as possible to the Achievement Teams working with particular cohorts of students so that decisions can be made as close as possible to the point of delivery (within an agreed framework), which in turn reinforces the concept of distributed leadership throughout the Academy.

6.8 In Year 9 all students follow separate subjects. Some students will already be following accelerated programmes on the vocational or academic tracks, or have heavy engagement in a COLAI venture. Throughout Year 9 there is an increased emphasis on career guidance and mentoring advice.

6.9 The 14-19 curriculum offer is based around a core in the foundation subjects in Key Stage 4 and a series of options which will include the specialism, vocational subjects, traditional GCSEs and (where appropriate) work-based learning.

In Key Stage 5 the Academy liaises with the local consortium to ensure that students are provided with a range of AS levels and either one or two diploma courses leading to vocational qualifications. To enhance the range of subjects on offer in the Upper School, students will also be given the opportunity of on-line learning for subjects not available in the Academy.

Islington is currently engaged in a process for developing the 14-19 curriculum offer across the borough, consistent with the 'One Islington' vision. COLAI is part of this process, with representation on the 14-19 Board and through involvement in the development process. Our specialism of Business and Enterprise is unique within Islington and this enables us to contribute skills and learning opportunities to other local schools and the College. Equally, we are able to draw on specialist skills from other schools.

The Academy offers the Business Administration and Finance Diploma (available from 2009). We will also seek to offer the Manufacturing, ICT and Retail diplomas as they become available, potentially in partnership with other 14-19 institutions. Additional courses may be developed to suit any second specialism

6.10 Although this is an age and Key Stage-based description of the curriculum, pathways are flexible to allow students to gain GCSE and other accreditations early. For example, we

- Encourage early accreditation in ICT (e.g. the European Drivers License)
- Provide opportunities for more able students to take accelerated academic or vocational courses as appropriate. Students will be given the opportunity to begin GCSE courses in Year 8 or use ALA time to take GCSEs early
- We seek to offer GCSE courses in KS 4 within one year (with double time allocation), allowing Year 10 and Year 11 students to mix and take courses together. This allows students to re-take courses in which they need to strengthen their qualification level, but also to take AS or other options during Year 11

7. Teaching and learning

7.1 The approach to teaching and learning is designed to support personalisation and to produce lifelong learners. Enabling students to understand their own learning, their strengths and how to become more effective learners, and being able to link their learning goals to aspirations and motivation is at the centre of practice.

7.2 Every student at the Academy has an Individual Learning Plan so that progress can be carefully tracked and targets regularly reviewed. The Individual Learning Plan is reviewed with the student, teacher or mentor and parents/carers every term. It identifies academic, personal development and learning to learn targets, strengths that need to be exploited and weaknesses that have to be addressed. Staff assessments, self and peer assessment and parent/carer assessments feed into the process and are used to set new targets. As students progress through the Academy they are given a small but increasing part of the week for self directed study where they are able to access guidance but are expected to follow online courses, complete course work and defined/negotiated projects as part of Agreed Learning Activities time.

7.3 Teachers are required, as a minimum, to use the range of pedagogy, including ICT, which is described in the Key Stage 3: National Strategy: Pedagogy and Practice, including:

- Lesson design for inclusion
- Starters and plenaries
- Modelling
- Explaining

- Group work
- Active engagement techniques
- Assessment for learning
- Classroom management

Teachers also have an Individual Learning Plan derived from the Performance Management system which will be supported through the Continuing Professional Development offer which will be a feature of Academy organisation. The line manager is the coach.

7.4 Learning is also supported in the home, in workplaces and community settings as part of the students' transition into adulthood.

7.5 The efficacy of teaching and learning is relentlessly evaluated by reviewing timely assessment data in Achievement Teams of staff, responsible for particular student cohorts, so that they can fine tune teaching and generate practical responses to underperformance.

8 Community and Extended Schools

Direct and indirect opportunities for learning is greatly expanded through the Extended School arrangements. Community links, especially with our partner City University add depth within school provision. Family learning and community use of facilities help build partnerships with parents. Before and after school activities are especially beneficial for students in disadvantaged economic and/or family circumstances.

To enhance the chances and opportunities for all students the Academy runs a comprehensive programme of before and after school, Saturday and holiday activities (subject to demand). These range from Key Stage 3 booster classes to sport and recreation activities. They form part of the student Individual Learning Plan and provide additional leadership activities through the Duke of Edinburgh's Award, Youth Sport Awards etc. City University contribute to this programme through Bridge and Taster courses and provision for the Gifted and Talented.

We set up a Family Centre to provide both learning opportunities and support for families. A variety of adult learning opportunities are available to the local community. The Academy is a learning centre for the local community throughout the day and the year and those within the local community with expertise to contribute will enhance the learning opportunities for students.

8.4 The co-location of Richard Cloudesley School provides access to scarce expertise to support students with more complex needs. Reciprocal collaboration between teachers both extends the curriculum offer to Richard Cloudesley students and assists planning for COLAI students with learning difficulties. The relationship gives informal routes to speech, physio and occupational therapists linked to Richard Cloudesley.

Partnership working with external agencies is channelled through Achievement Teams since these are linked closely with students and their families through the Termly Learning Conferences. This enables students, families, the Academy and outside agencies to work in an alliance to find solutions to concerns and broker specialist arrangements rather than referring problems onward and out. This way of working ensures that efforts are focused on shared goals and plans, and that Academy staff gain knowledge and experience from working with external colleagues in the way that they do from one another in the Academy, building long term capacity and expertise in the Academy.

COLAI is a community Academy, contributing to the community and drawing on its resources. Most importantly, COLAI develops students as citizens that are capable of self-management and leadership, consistent with the London Borough of Islington's vision of the borough as one of "thriving communities in which people are involved in the decisions that affect their lives"

COLAI ventures are an important interface with the community. We involve the community in developing our plans for ventures, which are judged on their community impact, as well as their commercial viability. We engage members of the local and business community to act as sponsors and Chairs of these ventures. In addition to business-oriented ventures, we

support students in using their ALA time to bring their business and enterprise skills to other, non-commercial activities such as Sure Start or The Prince's Trust.

COLAI is also a gateway to the wider world; ICT is used to bring a global dimension to enable students to place themselves in an international context. We seek opportunities to create partner schools in London, across the UK and internationally.

We recognise that many people in the local community will have limited access to ICT. COLAI is committed to working with the local community to improve access, and provide learning and leisure opportunities for them. Our intention is to spend time working with the local community to define their needs and understand how COLAI can best contribute. Our stakeholder engagement plan as outlined in an Appendix will help us achieve this objective.

9 ICT and Information management

9.1 ICT is critical to realising the vision for the Academy. It:

- Provides the underpinning for students achieving the core competency of Managing Information;
- Provides the main tools to support independent learning - for research, undertaking assessments, communicating with near and distant tutors and creating e-portfolios;
- Enables 'anywhere and anytime' learning;
- Provides timely data on student progress to inform teachers' planning.
- Supports regular communication with parents
- Supports collaborative learning amongst students

9.2 Our fundamental approach is that ICT is a tool - a modern version of the pencil and paper. Although students need some initial lessons in handwriting, handwriting is not a goal in and of itself. ICT's principal value comes through making other learning more effective. We see ICT being used at five (overlapping) levels within the Academy;

- Devices that raise students' personal productivity. Every student needs to have some device that they can use for managing and storing their Individual Learning Plans, work, email, web and lesson plan access etc.
- Classroom arrangements and facilities that enable productive group or collaborative work. We believe that the vast majority of ICT skills (e.g. use of spreadsheets etc) can be most effectively taught through online courses, rather than whole-class teaching. The advantages of this approach are two-fold: it provides an early, highly structured opportunity for Key Stage 3 students to engage in self-directed learning and it liberates ICT leaders to focus on the teaching of ICT in context in the rest of the curriculum. Because of this approach we do not see the need for dedicated ICT classrooms. In class-based lessons, students will work collaboratively on particular tasks.
- Tools and facilities that support whole-class teaching. Traditionally this means an interactive whiteboard. We like to complement this with classroom-based display screens. Ideally, the lesson plan includes plans to fill each of the classroom displays with relevant information, resources or ideas. These tools are supported by cameras, video conferencing or other facilities as appropriate and enables inputs from specialists from outside the Academy.
- A Virtual Learning Environment and information management systems (linking assessment for learning data, lesson planning etc). The Virtual Learning Environment supports the ICT skills curriculum, provides access to lesson plans, learning support materials, and student learning data. Parental access to their children's learning data is an important requirement. Islington is currently developing the ICT specification for its Building Schools for the Future process, and it may be that COLAI will become an additional partner to this process.

9.3 ICT can also create an important sense of identity for the community, through Academy radio, broadcasting, blogs etc. It is intended that the facilities for Academy radio will be included in the specification, as will opportunities for broadcasting. Students will be given every encouragement to use these facilities for COLAI ventures or other Academy community activity (e.g. the creation of the 'virtual assembly')

9.4 The vision laid out here has several important implications for teacher skill development

ICT teachers need to learn the skills that will enable them to move from instructing large classes in basic skill acquisition to having a coaching role; helping students understand what skills are required, how they can be acquired, and monitoring every student's progress through the online coursework

All teachers need to understand how ICT can be used for curriculum enrichment. This is far more than adding the odd sound or movie clip to illuminate a point in whole-class instruction. It means, for example, geography teachers understanding how a lesson on populations can be enriched by using spreadsheets for demographic analysis, or how video editing can support a science experiment. ICT leaders (which will certainly involve students) need to focus their attention on helping teachers plan for lessons that are rich in ICT because it helps the learning, rather than teaching ICT for its own sake.

10 Leadership, organisation and management

10.1 The leadership, organisation and management embodies and conveys the values and characteristics the Academy is seeking to instil in its students. Leadership, critical thinking and creativity are demonstrated by staff and fostered through opportunities for students. The model of school leadership is highly distributed across staff with a strong student voice as described earlier.

10.2 The Academy is organised into three schools-within-schools by Key Stage; KS 3, KS 4, KS 5. Richard Cloudesley will form the fourth school-within-the-school onsite. This change has been successfully implemented elsewhere, and the Academy provides proven training and professional development programmes for staff to enable them to succeed in their roles.

10.3 The leadership team has clearly defined responsibilities and accountabilities. Together they are responsible for all aspects of the performance of the Academy and are expected to add value through a cycle of self-evaluation and continuous improvement.

Significant leadership responsibility is devolved to the Learning Leaders for each year group, the subject leaders and the Achievement Teams in Key Stage 3.

Student leadership is central to our interpretation of the specialism, and we seek to provide leadership opportunities throughout the Academy. Students are involved as stakeholders in the building design, building on the practices outlined in the Joined Up Design For Schools project. We are committed to ensuring that students influence the practices of the Academy as well as the infrastructure. They have a clear role as co-authors of school policy and have formal and informal mechanisms of expression. The formal arena for the student voice mirrors the staff organisation. Each year group forms a Learning Council that will have the remit of reporting on peer progress and identifying where learning is going well and where there are barriers to progress. This Learning Council is formed initially from the stakeholder participation process. We also encourage the development of informal mechanisms and support students in developing websites, blogs, radio or TV stations for the Academy and community.

10.4 City University has a physical presence on site to enable students to access advice about their studies and applications to Higher Education. The University staff, students and alumni are a resource to the Academy to raise student aspirations as mentors and role models.

10.5 Management and leadership is informed and supported by a Management and Information System which will help to:

- Save time and raise standards throughout the Academy

- Improve pupil performance
- Manage attendance and behaviour
- Manage finance and resources
- Enable efficient curriculum and timetable planning

Appendix 1: Examples of Learning Pathway Stories

	Bob	Ali	Nadine
Year 7	<p>When I got to COLAI I thought I wasn't any good at learning. We had special time in Y7 for things that mattered to you - I had a mentor who gave me reading support. In lessons we did a lot of group work and problem solving. I found that there were things that I was really good at.</p>	<p>We spent a lot of time with one teacher who really knew us well - and could link your learning projects to things you were interested in - I spent half a term on a great project on Istanbul.</p>	<p>In Year 7, most of our subjects were integrated - I enjoyed the team investigations but we could also do a lot of independent research.</p>
Year 8	<p>I started the Duke of Edinburgh Award in Y9 and got the bronze award. The Academy helped me carry on and I got the silver in Y10. I finished the gold at college - I went to India and helped dig a well. I also started the EDL ICT course.</p>	<p>We had more separate subjects in Y8 but still had ALA time for choosing things you wanted to do. I also did the EDL in ICT - my dad was really impressed with all the things the certificate said I could do! We raised a lot of money for Academy council charity with our Enterprise Challenge - we sold a lot of calendars, got all the Academy teams and groups to pose - even some teachers.</p>	<p>In Year 8, I started accelerated Maths and got my GCSE early in Y10 - this gave me more time to take options that would help me become an engineer. We had great fun in enterprise lessons - I remember we designed and sold hats on the internet.</p>
Year 9	<p>I met my Year 9 targets - not brilliant but OK. The extra literacy and numeracy lessons paid off. I also started level 1 Resistant Materials course - and that was great to do something I felt was really practical and would be of some use to me later. I also got my ICT certificate.</p>	<p>All our lessons were taught as separate subjects - this helped us concentrate on SATS and helped with making option choices. We also got to taste other subjects that were on offer in Y10. After Year 9 assessments we had different sorts of work experience.</p>	<p>As well as doing really well in Year 9 assessments I also got certificates in Business and Enterprise and ICT. There was a good choice of courses for Y10, some you could do in one year so I was able to opt for single sciences as well economics in the business and enterprise option.</p>
Year 10 & 11	<p>I took GCSEs in maths, English and single science as well as PE and Citizenship. Two-thirds of my time was taken up by the manufacturing diploma and I got a level 2 in Y11. ALA time gave us the opportunity to work with younger students, and I did some mentoring. The college was really impressed by my CV and the skills and experience I had of working with others.</p>	<p>As well as GCSE maths and double awards in English and science, I took a diploma in Business admin and finance - worth 4 GCSEs. I also did a double option in Food technology and Catering. I want to run my own business when I finish college.</p>	<p>Because of the 1 year options - I got Chemistry and Maths GCSE in Y10, I was able to take Spanish in Y11 and AS Chemistry. I also got GCSE in English and science double awards, PE, Citizenship, ICT, physics, biology, music and history. We still had ALA time with work experience and community projects - COLAI certainly kept us busy!</p>

Appendix 2: Vision for co-location with Richard Cloudesley

Philosophy and vision

1. The Academy sponsors' aspiration to be *'an an inclusive Academy that works with the staff and students not simply to accommodate difference but to use it as a learning resource to enhance the provision for all,'* and that *'leadership, organisation and management will reflect the core values of integrity, respect and responsibility,'* sets promising foundations for effective partnership to the benefit of all the young people educated on the site.
2. The RCS has the following mission statement that serves as a touchstone for practice.
 - a. We aim to empower our pupils with dignity and self-reliance:
 - b. To provide an environment in which the pupil is given opportunities to learn and which promotes the development of communication, awareness and independence.
 - c. To promote the development of self-advocacy and worth and encourage understanding and tolerance of others.
 - d. To enable each pupil to have access to the national curriculum and to recognise that due to their physical disability many pupils will need to follow an individual programme that allows access at a level appropriate to their needs.
 - e. To provide an environment that allows for success and which increases self-confidence and capacity for enjoyment.
 - f. To equip each pupil to play their part in the wider community.

This is consistent with the overall philosophy, vision and values set for COLAI, in particular:

- a. the aim to *'equip young people for fulfilling lives by growing and sustaining strong self esteem, good interpersonal skills and confidence as an independent learner'*.
- b. The intention that *'a strong student voice ... gives them the opportunity to both lead and influence aspects of the work of the Academy and so develop responsibilities as tomorrow's citizens.'*

Inclusive learning

3. The aim is to enable as many RCS students to join COLAI classes as possible, with appropriate support. We wish these pupils to be fully fledged class members, so that:
 - a. There are differentiated learning objectives and activities matched to the needs of RCS and COLAI pupils.
 - b. Teachers and support staff from both schools working together to ensure lessons are suited for all the pupils in the class.
 - c. RCS students centrally are sat centrally rather than on the periphery.
 - d. There is space for RCS pupils to work with peers and adults.
 - e. There is a location for 1:1 work in the classroom.
 - f. Pupils are able to participate through systems suited to pupils with and without physical difficulties.
 - g. All pupils start and end lessons together as one group.

COLAI pupils will be offered opportunities to join RCS classes, on the same basis with approximately matched numbers of pupils from the special and mainstream schools.

4. RCS pupils will have access to a wide range of mainstream curriculum content, experiences and accreditation through being able to tap into COLAI classes and exploiting possibilities for pupils to experience work related learning on site such as in the kitchens. This will be reciprocated through COLAI students joining RCS pupils in enrichment projects.
5. Integration into COLAI lesson would usually aim to have 2-3 rather than a sole RCS pupil. Classrooms will have the following features:
 - a. Café style seating that facilitates peer group working
 - b. Interactive whiteboards with touch options
 - c. Switch based 'Voting' systems enabling pupils with physical disabilities to respond on an equal footing to others.
 - d. Easy access to ICT network points wherever pupils are situated in the room
 - e. The provision of appropriate height adjustable work surfaces.
 - f. A thought-through approach to transporting and storing RCS pupils equipment and belongings.
6. The curriculum would be matched across the two schools with a shared curriculum map, including:
 - a. an integrated curriculum with the common component subjects and themes.
 - b. a common approach to lesson and medium term planning
7. RCS will establish a programme of enrichment opportunities available for COLAI pupils to join that are linked with prestigious partners such as the London Symphony orchestra.
8. Therapists' expertise will support learning for young people across the two schools in relation to need, with teachers and therapists using a common assessment language that enables practical classroom approaches and focused individual education plans for all those that would benefit.

An accessible and disability friendly environment.

9. In addition to the new accommodation being matched to DDA requirements our vision is for all staff who encounter RCS pupils around the site to be able to have a basic understanding of young people's disabilities and be able to use some basic sign language.
10. Communication symbols will be well represented especially where pupils are asked to make choices, for example lunchtime menus.
11. Journeys around the school will be eased through pictorial signage and wall or floor colour routes that will benefit new COLAI pupils and others with SEN in addition to those attending RCS.
12. Displays and decorations will use images that celebrate people with disabilities.
13. There will be a variety of informal and safe social areas used by both sets of pupils, although with one exclusive place only for RCS pupils.
14. Pupils from both schools would be able to choose to spend non class time in a range of spaces that are geared to:
 - a. sensory experiences;
 - b. games / physical activity
 - c. quiet informal conversation
 - d. organised table top style activities

Community Contribution & Participation

15. Young people have a range of informal and formal opportunities to socialise and contribute to the life of the school.
16. Lunchtime clubs are offered by both RCS and COLAI staff and be available to both sets of pupils.
17. Pupils in the two schools will be able to make a positive contribution through:
 - a. being involved in each others school events and productions;
 - b. involvement in student representative bodies.
 - c. RCS pupils will have access to sports facilities in lunchtimes to countervail restrictions due to morning and evening travel.
18. Cultural celebrations will involve parents and families associated with both of the schools.

Shared and consistent expectations

19. High expectations of behaviour and achievement will be evident in the way pupils relate to each other and the way staff relate to young people in both schools. These will be captured and publicised through common codes for conduct, courtesy and movement around the school.
20. The two school staffs will share a common approach to young people based on measured responses e.g. T-CUP (Total Control Under Pressure)
21. The codes of conduct, courtesy and movement will be developed through a process that fully involves both school communities and is based on shared core values. The consistent implementation will be monitored and the impact evaluated by a standing group (referred to below under Structures).

Organisation and management

22. Structural links will assist the sharing, development and maintenance of good practice through:
 - a. An RCS teacher being an attached member of COLAI subject teams for CPD, curriculum development, sharing differentiation strategies and coordinating provision.
 - b. Identifying a form and teacher in each COLAI year group designated as the starting point for integration efforts.
 - c. The synchronisation of management and staff meeting schedules across the two school to enable teams to work together when required.
 - d. A standing working group composed of members from both schools with responsibility for reviewing the culture and implementation of shared codes across the two schools and recommending ways to improve these further.
 - e. A joint committee of governors to meet (termly?) to which both headteachers are accountable in relation to working relationships in the school.
23. Therapy resources for RCS students will be consolidated with those that would be accrued for other students in COLAI to create a single team resource offering a coordinated approach alongside education professionals to the development of policy and provision for individuals, including;
 - a. All pupils having a named lead professional
 - b. Therapy and learning plans being unified into a single plan with shared objectives.
 - c. Therapists working as a team to support young people from both schools under the direction of the headteacher of RCS.

As part of a principle of streamlining and unifying services it is proposed that both schools access and plan provision to services such as Connexions through a single route.

24. Training would be provided from with the RCS/ Academy resources to ensure staff of both schools are able to respond in appropriate ways to students with different needs. All new staff to the schools should undertake an induction programme that includes; disability awareness, an understanding of key functional difficulties, some basic Makaton
25. COLAI staff linked to supporting integration for RCS pupils in each year group would undertake additional training that would include the following and would be able to join RCS staff's ongoing CPD opportunities.