

Free Schools - Proposal Form

**Batley Grammar School – resubmission (Oct 4th 2010) with
additional information requested**

The Proposal Form asks you for details on the educational rationale, aims and objectives, parental demand and premises of the proposed Free School. It also asks questions about the suitability of the provider(s) involved. All new Free Schools will be opened with the same legal status as Academies, in a binding agreement with the Secretary of State.

Please note, all information provided in this form will be published on the Department for Education website.

INITIAL DETAILS

Name (Please specify if you are the nominated representative of an organisation that wishes to set up a Free School)

██████████ (nominated representative and ██████████, currently an HMC 3-18 co-ed school which wishes to set up as an all-through inclusive Free School)

Name of your organisation

Batley Grammar School Trustees Ltd trading as Batley Grammar School

Address (of organisation or individual)

██████████

Batley
West Yorkshire

██████████

Email Contact

██████████

Telephone Number

██████████

Are you an existing independent school wanting to convert to a Free School?

Yes

If yes, please provide your 6-digit school unique reference number (URN)

107790

If no, please confirm the nature of your organisation (educational group / charity / business / parent group etc)
n/a

Please confirm whether your organisation is incorporated i.e. set up as a Company which is registered at Companies House. If so, please provide the Company Registration Number, Company Address and details of the Directors and Secretary. If not, please indicate the approximate date by which it will be incorporated.

<input checked="" type="checkbox"/> Yes, our organisation is incorporated
Company Registration Number: 6316638
Company Address: Batley Grammar School, [REDACTED], Batley, West Yorkshire, [REDACTED]
Details of Directors and Secretary:
Directors: [REDACTED]
Secretary: [REDACTED]
<input type="checkbox"/> No, our organisation is not yet incorporated
Approximate date by which it will be incorporated: n/a

What is the proposed age range of the Free School? Please include details of planned pupil numbers in each year group.

Batley Grammar School proposes to become an all-through inclusive Free School catering for pupils from Reception to 18.
A Free School providing all-through education is a fundamental element of the current school's pedagogical approach based on an all-through inclusive school with a common philosophy aims and objectives. It allows continuity of learning across all key stages with a consistent pedagogy, facilitates vertical learning routes, continuity

of care and serves families and the Local Authority well by reducing the number of parent journeys and contributing to the LAs Transport Action Planning.

It allows for consistency in pastoral care across the whole of a pupil's educational life, encourages two-way interaction between older and younger pupils, with older ones acting as positive role models. It also maximises the opportunity for the development of social responsibility, for example, older pupils are expected to look out for the younger pupils and be conscious to their needs.

It serves to develop a sense of community throughout the school, particularly with a vertical house system, celebrating events such as Founder's Day, taking part in productions, concerts and contributing towards collective fund raising and enterprise activities. It further allows for appreciation of the work of other classes, irrespective of age, through events such as school assemblies and facilitates cross key stage and cross phase continuity of learning with a consistent pedagogy and the integration of complementary teaching and learning methods.

An all-through school provides continuity for positive parental involvement and the strong ethos of belonging is not disrupted. These elements of the current school contribute towards the strong whole school ethos and we would look to continue and place great emphasis upon such an approach.

A child remains with the same group of children for the whole of their school life. This allows for close observation of strengths and weaknesses in different aspects of each child's development, enabling intervention where necessary. It also allows for observation of the progress of a child's learning development over a long period of time, ensuring that for example, late learners are not incorrectly classified as slow learners.

Resources will also be shared across the age range allowing older juniors to receive teaching and support from subject specialists and to share some of the secondary phase facilities.

The proposed numbers indicated in the table below are allowing for becoming a Free School from September 2011 and opening in existing accommodation.

To achieve this level of capacity we would not need a build.

Key Stage	Our proposed 2011 capacity
EYFS	32
KS1	36
KS2	72-78
Sub total Primary Phase	140-146
KS3	252
KS4	168
KS5	112
Sub total Secondary Phase	532
Total	672-678

When do you hope the Free School will start operating (for your first set of pupils)?

We hope to be able to open as a Free School from September 2011. We recognise that for the first year as a Free School exceptional arrangements may be put in place and that we would be running our Admissions procedure alongside the Local Authority's. In subsequent years we would be part of the Local Authority's Admissions procedure.

It is our intention to increase numbers to capacity from the bottom up in both the primary (Reception) and secondary (Year 7 and 12) phases. However, numbers in some classes in the primary phase are at capacity and we are currently operating a waiting list for those classes.

In which Local Authority area will the school be based? If you are near to a LA boundary, please include name of neighbouring LA(s)

Local Authority: Kirklees (North)

Neighbouring LAs: We are very close to the boundaries of **Leeds** (0.8km), and not far from **Bradford** (4.8km) and **Wakefield** (3.6km) and we currently admit children from all of these areas. **Calderdale** is 6.4km away and all of the aforementioned LA borders are closer than the furthest areas of **Kirklees** (15km+).

Is your Local Authority aware of your intention to set up a Free School?

Yes

(If Y please give details of your discussions with them so far)

We have had discussions with the Director of Children's Services in Kirklees and the Assistant Director for Learning and these are ongoing. We have now had two meetings with a further one scheduled for mid October to discuss ongoing strategic developments.

The Director indicated that she was "pleased that we had expressed a wish to work collaboratively with the LA to ensure that our plans for the school can, wherever possible, complement the developments in North Kirklees."

Have you discussed your proposal form with the New Schools Network?

(If Y please give details of your discussions with them so far)

We have kept the NSN abreast of our progress to date and ongoing developments with the DfE.

When asked to provide greater evidence of demand and explain the undercapacity of the school currently we sought further advice from the NSN and have worked together to add clarity to some sections and remove any ambiguity.

SUITABILITY OF PROVIDER

The Secretary of State will consider each proposal on its merits, and take into

account all matters relevant to that proposal. Generally, he would expect that all proposals will comply with all aspects of the rigorous suitability and vetting tests throughout the application process, including due diligence and CRB checks and will reject any proposers who advocate violence, intolerance, hatred or whose ideology runs counter to the UK's democratic values.

Do any of the following apply to the organisation (or any consortium member), or to (any of) its director(s)/partners/proprietor(s) or individual applicants (select Y/N):	
Is in a state of bankruptcy, insolvency, compulsory winding up, receivership, composition with creditors (including any Individual Voluntary Arrangement), or subject to an Administration Order or any legal proceedings concerning their solvency?	No
Has been convicted of a criminal offence?	No
Is involved in any illegal activities?	No
Has not fulfilled obligations related to payment of taxes?	No
Is guilty of serious misrepresentation in supplying information?	No
Is not in possession of relevant licences or membership of an appropriate organisation where required by law?	No
Is barred from certain work with children as a result of being:	
[a] included in the list of those barred from Regulated Activity with children, kept by the Independent Safeguarding Authority? Or	No
[b] included in the list kept under section 1 of the Protection of Children Act 1999(4) (list of those considered by the Secretary of State as unsuitable to work with children)? Or	No
[c] subject to a direction of the Secretary of State under section 142 of the Education Act 2002 (5) (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)? Or	No

<p>[d] disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000(6)?</p> <p>For further information on [a], [b], [c] and [d], please contact the CRB www.crb.homeoffice.gov.uk.</p>	<p>No</p>
<p>Is disqualified from registration under Part 10A of the Children Act 1989(7) for child minding or providing day care?</p>	<p>No</p>
<p>Is disqualified from registration under Part 3 of the Childcare Act 2006(8)?</p>	<p>No</p>
<p>Is a member, or has been a member in the past, of a proscribed organisation?</p>	<p>No</p>
<p>If the answer to any of these questions is “Yes” please give details below: n/a</p>	

EDUCATIONAL RATIONALE, AIMS AND OBJECTIVES

Briefly outline your reasons for wanting to set up a Free School. Max 200 words.

What we want to do:

We wish to convert to a Free School and, as an existing Independent school, are aiming to **return** to the maintained sector as an all-through inclusive school to offer equality of opportunity, and contribute to community cohesion by bringing together children and families from a wide range of different cultures.

Who we are now:

We are currently a 3-18 HMC multicultural, co-educational independent school with pupils both of wide academic ability and from diverse social backgrounds. Evidence from our ISC Catchment Area Analysis indicated that the demographic makeup of our intake is atypical for an independent school with one third of households coming from the MOSAIC group D. In fact one third of our Sixth Form receive the Educational Maintenance Allowance (EMA).

Why we want to do this:

We have a long (400 year) history of being a school at the heart of the community; an educational flagship, educating a wide spectrum of pupils in a deprived area and being a mechanism for aspiration and social mobility. This is in line with our Founder’s aims when Batley Grammar School was established, that the *‘school would provide a broad education for all boys (at that time) within the old parish of Batley (which extended to Birkenshaw, Gomersal, Morley and Ossett) who wished to enter higher education or the professions’*.

In modern terms the school was established for public benefit and has developed to become an all-age, fully co-educational school. Many of the current pupils do still come from within the 'old parish' boundary. Increasingly we are unable to meet the demand for means tested bursaries and consequently have to deny as many pupils as we accept each year the quality of educational provision.

The Free School policy is a way to re-enter the maintained sector as a maintained community school so we do not have to charge school fees in an area where families are clearly unable to afford independent education.

We want to provide local 6th form provision for girls and boys in Batley where, currently, there is no such provision for boys.

We believe that we could provide the necessary stability for the continuing uncertainty in relation to the future educational landscape in North Kirklees. We would raise aspirations and improve educational standards in the local area and beyond and the table below gives our comparative data.

1. Current School – Educational attainment of Batley Grammar School pupils as compared with pupils both nationally and in the Local Authority from 2005 – 2009.										
	GCSE 5+ A* -C					GCSE 5+ A* -C inc English and maths				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
National Average	56.3	58.5	60.8	64.8	70	44.3	45.3	46.0	47.3	49.8
LA Average	50.9	52.8	55.4	61.2	65	39.1	40.7	42.8	45.4	45.4
Batley Grammar School	91	89	94	93	100	80	83	94	78	94
CVA Scores	2005		2006		2007		2008		2009	
LA Average	981.3		988.9		992.5		994.3		956.76	
Batley Grammar School	VA 1041.4		Once VA became contextual, figures for an Independent school were not issued. Until then Batley Grammar School regularly had the highest VA scores of any school in Kirklees.							

Please set out the Free School's aims and objectives. You should also describe:

- the teaching methods that will be used and whether the Free School will follow a particular philosophy (e.g. Montessori);
- the outline of the Free School's proposed curriculum, including any religious ethos;
- how the Free School will improve pupil learning and ensure strong discipline;

Max 2000 words.

Ethos

The existing 400 year old school has a traditional culture and ethos and although called a 'Grammar' school this is in name only. Our ability profile is much broader than is typical in the selective independent sector.

Strong academic tradition is complemented by a highly supportive and effective pastoral ethos, evidenced by the recent ISI report (Feb 2010):

“Relationships within this multi-cultural school are very good, the friendliness and respect with which pupils treat each other being very noticeable.”

Such an ethos with its inherent discipline and strong moral code appeals widely across all communities.

The Free School, which will evolve from the current school returning to the maintained sector, would be willing to play a major role in developing the academic future in North Kirklees.

The Free School will be committed to its ethos in its teaching and its human relationships. It will give a high priority to the spiritual and moral development of its pupils and it will continue to stress the worth of every human being. In essence it will continue to be a first rate educational environment in which *‘Every Child Really Matters’*.

School Philosophy:

We aspire to be a ‘school of choice’ by being a caring and supportive school where we identify, encourage and develop the talents and qualities of each pupil from Reception to 18. We are committed to enabling pupils to thrive and pursue excellence in all areas and, in so doing, helping them to prepare for adult life as confident, independent and respectful members of a caring society.

Educational aims:

- A. To encourage the highest achievement levels of which pupils are capable and, in so doing, to promote a love of learning.
- B. To promote and develop the physical, spiritual, moral and social well being of all pupils.
- C. To create a caring environment with well-mannered, respectful, hard working and happy pupils showing consideration for others.
- D. To develop self-respect, self-esteem, self-confidence and self-discipline.
- E. To promote teamwork between pupils, parents and staff.
- F. To develop responsible and enthusiastic individuals with a growing ability to work as independent learners.
- G. To equip pupils to understand the world beyond school and to make an effective contribution to it.

As a Free School the Trustees would further aim :

- H. To be a flagship school and a “centre of excellence” to encourage the sharing of expertise and the raising of aspiration throughout the area.

Promoting the ethos and culture will be essential to achieving success, attaining each pupil’s personal best and addressing underperformance. The Trustees are committed to offer a distinctive educational experience to all pupils within a broad, inclusive curriculum and a culture of high expectation.

Key elements include:

Admissions:

We fully intend to follow the admissions code and we will not select on ability. Banding will be applied to the Year 7 applications to ensure a comprehensive intake.

Our oversubscription criteria will be on the basis of:

1	Pupils with statements of special needs where the Free School is named on the statement
2	Children who are looked after by a local authority in accordance with Section 22 of the Children Act 1989 at the date of the relevant applications for admission is made
3	Pupils who, on the date of admission, will have an older sibling on the roll of Free School
4	Of the remaining places-half will be offered to pupils living nearest to the Free School and the other half will be offered to remaining applicants by random allocation

To ensure that we are reaching out to more deprived pupils and families in our area we have already informed them of our attention via the following methods:

- information sent home via the local junior schools
- contact with local religious and community organisations e.g. mosque Imams
- via the local papers

In due course we would be listed in the Local Authority's Common Application Form and would wish to raise awareness through Local Authority support networks e.g. Kirklees Parent Partnership to ensure that we reached all sectors of the community.

Achieving Excellence - The Trustees are confident that high academic traditions can be transferred to an all through inclusive school. High standards in learning and teaching across the curriculum will encourage the highest achievement levels of which pupils are capable and, in so doing, promote a love of learning. The aim is to inculcate at all levels, the values and aspirations of excellence, communicate high standards and expectations. Staff will be provided with all the necessary support to be able to 'deliver' excellence in and out of the classroom and a big focus in the current school is sharing best practice.

Achieving Personal Best - The Free School will aim to ensure that pupils achieve their personal best by fulfilling every aspect of their potential; academically, personally and socially. A number of features will assist:

- Teaching and support staff believe that high aspirations in pupils will significantly lift achievement and they are committed to meeting individual pupil needs.
- Well qualified staff will effectively transfer their wealth of expertise in curriculum terms to the new context.
- The Free School will be of an optimum size so that staff will genuinely know all pupils by name.
- Tracking of progress for all pupils will be extremely thorough.

360° Education and Personal Development – A key aspect of the Free School will be the importance placed upon the education and personal development of the whole child. The Free School aims to continue the work of the current school in this area and will be committed to promoting and developing the physical, moral and social well being of all pupils. Class sizes will be designed to create a caring environment with well-mannered, respectful, hard working and happy pupils showing consideration for others whilst at the same time being supported and encouraged to

develop their self-respect, self-esteem, self-confidence and self-discipline. All students will be encouraged to participate in sports, music, and/or other activities such as the Duke of Edinburgh Scheme or the CCF. The Free School will work to ensure there is something to interest every pupil rather than a few pupils involved in every activity.

Extended Provision and Wrap Around Support – Total support will be provided for pupils and staff to ensure that they achieve their personal best. The Free School will develop a highly individual approach using its up to date management systems to track performance and support pupils. Additional strategies, to those currently implemented in the current school, will support pupils in and out of school hours. These would include:

Before and After School Club
Breakfast Club
Holiday Programmes
ICT Learning Gateways

Inclusion – The Trustees are of the opinion that the new Free School should benefit pupils of all abilities. The philosophy will be to endeavour to give all pupils access to the mainstream curriculum with flexible setting or streaming as necessary.

Specialism - Initially the school would wish to explore a Mathematics specialism but would welcome an opportunity to work alongside an institution offering an ICT focus. The combination of strong applied ICT with potential for very strong Mathematics teaching would provide a formidable team with opportunities to reach beyond the schools and stimulate genuine employment opportunities. Mathematics is an area of considerable strength in the current school, reflecting much best practice in its pedagogical approach. The Trustees envisage significant cross-trust and cross-authority engagement to enrich this programme at the Free School. The Mathematics department has recently enjoyed a move to the classrooms within a new £500,000 purpose build extension for the school.

It is expected that Mathematics themes will run through the curriculum in every year group, with projects and coursework tasks providing regular opportunities for pupils to develop their understanding of the importance of Mathematics in the world outside the classroom. The Free School will continue to engage in and seek to expand the extensive range of curricular and co-curricular activities in this area.

It is envisaged that another specialism would be seriously considered to complement the first. This could be in Science or, given the school's international dimension, in Modern Foreign Languages. It is expected that this will be decided during the next stage of the project.

Innovation

As part of its remit to create new educational standards through innovations, the Free School will explore developing the following programmes:

Specialism – see above

Pattern of schooling – the Free School will look to build upon the principles of the current school and develop a School Year/Week/Day that leads to intensive teaching and busy children provided with a wealth of both curricular and extra-curricular opportunities.

Curriculum and Curriculum Development – In the Free School it is vital that high levels of individual achievement are possible for pupils of all abilities and the current traditions of the school will be brought forward in support of that approach. Additionally, it is important that the new Free School offers a curriculum that is adapted to suit the needs of each pupil and develop responsible and enthusiastic individuals with a growing ability to work as independent learners. With this in

mind, the Free School will look to develop teaching and learning schemes for pupils of all abilities including those with special educational needs and those requiring learning support. The school will operate a Literacy and Numeracy programme to support pupils who operate below the functional skills level.

Primary Phase Curriculum/Teaching Methods/Testing standards

Key stage	Subjects	Teaching methods	Testing standards: formative and summative
EYFS Reception	Foundation Stage profile curriculum as followed by EYFS in the maintained sector. Next steps in each child's learning will inform future planning. Jolly phonics reading approach starts in Reception.		Teacher assessment by: Foundation Stage profile assessments against the 9 grades in each area with regular recording of individual next steps. This will continue to be moderated by the Local Authority EYFS adviser.
KS1	Numeracy, Literacy, Science, ICT, Topic, Creative Curriculum: Art, Music, PE, Food Technology, RS and PSHE	The current school presently follows most aspects of the most recent National Curriculum, an integrated curricular approach with emphasis on class teaching rather than subject specialism. Whole class, small groups, themed days/weeks, outdoor curriculum, use of ICT, much emphasis on first hand experience e.g. via educational visits.	Raise online throughout Primary phase NFER (GL) Numeracy and Literacy testing for each year in Primary phase Performance Indicators in Primary Schools (PIPS) allows teachers to build a powerful profile of individual progress for every child throughout the Primary phase.
KS2	Numeracy, Literacy, Science, ICT, History, Geography, Art, Music, PE, Food Technology, DT, RS and PSHE, Modern Foreign Languages and Latin and Mandarin taster sessions	Promotion of individual learning and research from years 2→6. Some cross phase teaching in years 5 & 6 with secondary phase staff particularly in languages, ICT, PE and with mathematics specialism. Individual 1:1 with teaching assistants and learning support intervention as needed, particularly with ESL children.	Ongoing teacher assessment with triangulation between planning, teacher assessment and outcomes in child's work with moderation of portfolios. (The replacement for SATS would be considered if and when that happens) Termly reporting to parents either via parental consultation evening or written reports. Where pupils are underachieving, individual action plans are drawn up in conjunction with pupil, parents and school.

Secondary Phase Curriculum/Teaching Methods/Testing Standards

Key stage	Subjects	Teaching methods	Testing standards: formative and summative
KS3	Maths, English, Science, Geography, History, Modern Foreign Languages, ICT, Art, Technology, Music, Drama,	Whole class, small groups/pairs, individual research and independent learning, 1:1 with LSA s	Raise online throughout Secondary phase. Ongoing teacher assessment

	PE/Games, Classical Civilisation/Latin, RS, PSHE,	and/or SEN department staff as appropriate. Use of ICT, Setting in core curriculum is monitored termly.	with quality assurance and moderation within faculties/departmental areas to inform planning throughout secondary phase.
KS4.	Core: Maths, English, Science, Modern Foreign Languages, PSHE, PE/Games Choice of: Geography, History, ICT, Art, Technology, Music, Drama, Classics/Latin, RS, Business Studies, PE, Additional Modern Foreign Language Childcare and Health, Travel and Tourism, Public Services (further vocational pathways may be offered in partnership with other organisations for the Free School cohorts)	Teaching methods in the Free School will continue to follow the excellent best practice currently set out in the current school. As well as the wide range of pedagogy employed to deliver the subject curriculum, the school delivers what it calls "Whole School Curriculum". These are skills for learning that are based around the 'Framework of Personal Learning and Thinking Skills' (QCA) and '16 Habits of Mind' (Costa & Kallick 2000).	We currently undertake MIDYIS in Year 7 but are considering the pros and cons of continuing with the MIDYIS → YELLIS → ALIS pathway or switching to CATS in Years 7 and 9. (The replacement for SATS at the end of KS3 would also be considered if and when that happens) GCSE, BTEC and/or NVQ summative assessments will be taken, as appropriate to the individual pupil's needs
KS5	Choice of A levels from: Maths, English, Biology, Chemistry, Physics, Geography, History, Modern Foreign Languages, ICT, Art, Technology, Music, Drama, PE/Games, Classical Civilisation, R.S., Business Studies, Psychology, Media Studies; Distance Learning courses: Law, Critical Thinking In addition pupils will be able to do community/voluntary work and an extended project alongside A levels to qualify for the AQA Bac. All pupils will follow an Enrichment programme involving PSHE and a Careers Progression Module run in partnership with Leeds Metropolitan University (giving them 30 UCAS points in successful completion).	Each term, each year group has a different focus, for example, in the Spring Term Year 7 pupils evaluate feedback and set goals with success criteria for their development and work. The school has a monitoring system for these skills for learning and has derived a list of attributes and qualities that a learner at the School is expected to obtain. Examples: respectful, polite, well-mannered and with a clear set of moral values.	AS/A2 examinations will be undertaken in the 6th form, with some students following the AQA Bacc. Target setting takes place throughout all years and weekly tracking occurs for the 6 th form. Half termly monitoring of every pupil's progress in relation to targets set. Termly reporting to parents either via parental consultation evening or written reports. Where pupils are underachieving, individual action plans are drawn up in conjunction with pupil, parents and school.

A range of options for curriculum organisation is already underway; including study visits by staff to other schools, where a variety of curriculum arrangements operate, so that staff can begin to assess the value of different options in the context of the new Free School. With all of these options the Trustees would approach the next stage with an open mind and would look for innovation where it was clear that it was in the best interests of the pupils.

The Trustees are aware that for an all-through inclusive school to be successful, with a 3FE Year 7 intake, there will be a need for planned collaboration in partnership with other 14-19 providers so that an appropriate range of courses covering both academic and vocational routes may be offered. Therefore, in due course, some vocational course may be offered in partnership with other external providers as part of a collaborative approach; this will be explored during stage 3 of the project. Discussions with E-ACT regarding this have already been initiated.

Behaviour and Positive Discipline – A well structured positive discipline framework exists in the current school which places a strong emphasis on moral responsibility. It allows pupils to grow in a mature realisation that they have control over behavioural decisions and are able to reflect on the consequences they make. This system, which is used in many maintained schools especially in Education Leeds, was introduced four years ago after consultation with and training by staff at Prince Henry's School, Otley. Benchmarking confirms that our approach already compares well against best practice in the maintained sector.

Pastoral Care and Student Support – As part of the commitment to the education of the whole child the school will have a comprehensive pastoral system building on the strengths of the highly effective system currently in place in the current school. This will be in addition to the comprehensive PSHE programme. Further development will enable closer monitoring of the progress and well being of each individual pupil ensuring that their needs are met at each stage in their schooling.

Regular and personal contact with parents and carers together with regular progress reports will be the key to of a successful Free School. The Free School will run education evenings for parents and carers to familiarise them with strategies to support their children and provide a further forum for promoting teamwork between pupils, parents and staff.

Extra Curricular Development and Enrichment – Batley Grammar School places great importance on the education of the whole child and as such, with over 40 different extra-curricular clubs and societies, places considerable emphasis on extra curricular development. Much holiday time will be used for Combined Cadet Force activities, school camps, Duke of Edinburgh expeditions, sports and leisure activities, language trips and so on.

Information and Communication Technology (ICT) – In moving to Free School status the sponsor would look to the opportunities provided by ICT investment to support e-learning in every area. Leading edge technology will give the Free School a real advantage in developing the most advanced and effective methods for teaching and learning in addition to being used to enhance pupil tracking and assessment for learning. Web access to an on line curriculum will be a medium term goal and arrangements are already in hand to visit new academies to assess the possibilities. Use of e-communications with parents and carers will enable regular educational and pastoral updates and enhance the current communication provision.

Community Links, Partnerships and Outreach– The current school has formal educational links/partnerships with Huddersfield University and Leeds Metropolitan University. As part of its commitment to the local and wider community, the Free School will seek to extend its involvement with partnerships that not only bring community expertise into school but that also provide an outreach programme to serve the community. For example the school has an exceedingly strong Combined Cadet Force (CCF) and Duke of Edinburgh Scheme and recognises the further potential here to develop CCF opportunities with other schools.

Collaborative community based work would enable pupils to develop a greater understanding of the world beyond school and make an effective contribution to it. Use of shared expertise and facilities/resources could promote improvement in the local and wider community.

Staff Development –In preparation for the transition to a new Free School the staff development programme will focussing upon a curriculum enabling all pupils to be challenged and achieve highly alongside learning and teaching approaches in an inclusive, all ability environment.

International Links – The current school currently has international links and 10% of Sixth Form pupils are international pupils. The Trustees would hope to retain this provision and further develop

these links, not only as part of the Free School's main specialism but also as part of a wider commitment to the personal and academic development of every pupil. Trips and exchanges and links with international organisations will be a feature of the new Free School. However they recognise there is no precedent for this and would not wish this aim to delay progress in becoming a Free School.

SEN/LDD – The Free School will have first class SEN/LDD provision based upon the principle of inclusion. Innovative techniques for tackling learning difficulties will be implemented and there will be a particular focus on all aspects of literacy. The current Learning Support Provision would be expanded (to a larger learning support team led by a specialist teacher) incorporating better ICT facilities to assist the teachers/staff with less able pupils and an anticipated greater number of special needs children.

Creativity – Through the study of Art, Design and Technology, Drama and Music, pupils will develop creative intelligence in activities that foster their self-esteem, self-respect and self-confidence.

The Free School will take steps to encourage parents to share the ethos and expectations of the Free School, and thus to support their children's aspirations, by building strong community links and offering support to parents where appropriate.

The Trustees believe this proposal is an outstanding opportunity for a cost effective Free School that will be an educational flag ship in North Kirklees, enabling more local children of all abilities to benefit from the expertise, experience and commitment of the current school community.

What are your organisation's core areas of work / aims? Max 500 words.

As an existing school and registered charity, Batley Grammar School's core area of work is to meet its charitable object, as set out in the Charity Scheme, that is, 'to advance the education of boys and girls by the provision of a day school, to include a preparatory division in or near Batley. The land, with the school buildings thereon, is to be appropriated and used for the purposes of the school.'

Within this object, the Charity also has to maintain its buildings and estate, as well as a number of restricted and unrestricted funds, which are held for purposes in connection with the development of the school's facilities, the provision of bursaries and for other educational purposes.

The Trustees' aim is to secure the future of the school as a Free School by retuning it to the maintained sector.

We understand that our current Nursery provision is not covered under the Free School's Policy, but we would hope to continue to run our Nursery alongside the Free School.

Once we have opened as a Free School in our existing buildings with a capacity of 672-678 we would hope, in the future, to further expand to provide an all-through school of approximately 900 pupils. Demand and registrations of interest suggest this would be sustainable in the future and enable a further increase in capacity with a modest, 'value for money' build option:

Key Stage	Build option for the future	Total
EYFS	32-48	
KS1	48	
KS2	96	

This would allow for a 2FE in the primary phase and a Year 7 annual cohort of 120.

Primary Phase	Sub-total	216-232
KS3	360	
KS4	240	
KS5	120	
Secondary Phase	Sub-total	720
Total	All-through inclusive school	896-912

What capacity and capability do you have (or have access to) in order to deliver the educational vision set out above? Please indicate the resources, experience and expertise (educational and legal) that you have or have access to. Max 500 words.

Governance – the school is currently supported by an active Governing Body of committed individuals' *with a wide and appropriate range of skills that they use generously for the good of the school*' (ISI Feb 2010). The ISI report also recognised that the *'Governors have a clear vision of what they would like to achieve in the areas of education, resources and staffing when funds allow'*. They have already identified and started to address gaps in their skills set needed to effectively meet the demands of being a Free School Governing Body as outlines in the Trustees section on page 17).

Leadership and Management – *'The quality of the leadership and management is good and the senior managers are aware of the school's strengths and where development is needed'* (ISI Feb 2010). The head and others in her team have had many years experience in both maintained and independent schools. A detailed school development plan is based upon clear analysis and departmental development plans are constructed with reference to this. The ISI recommendation to increase the members of the senior management team has been implemented ensuring there is sufficient time to monitor the quality of the school's provision.

Teaching – the school has an excellent teaching resource of 39 staff, all of whom have indicated they intend to transfer to the Free School. They are well-qualified and have outstanding subject knowledge, along with the experience of teaching across all age groups. A number of members of staff, including the Heads of Mathematics, English and Science, have recently been recruited from the maintained sector and are taking a leading role in the curricular preparations to become a Free School as reported by ISI (Feb 2010) *'Some recently appointed Heads of Department have brought new energy and initiatives which the school hopes will bring positive results'*. We recognise that we will have to expand the teaching staff and capabilities to deal with the increasing pupil body and such an increase will be commensurate with the increase in pupil numbers.

SEN/LDD – the school has a Learning Support department, headed by a qualified SENCO who has moved to us from the maintained sector. The departmental team effectively supports children (from 5-18), both in and out of the classroom, with learning difficulties associated with Asperger's syndrome, Dyspraxia, Dyslexia, Bilateral hearing loss and Acromesomelic Dysplasia. We have no statemented pupils and the aforementioned examples are at School Action equivalent. We anticipate significant expansion of this provision when we become a Free School.

ICT – The ICT infrastructure is managed by the IT manager with much experience in administering the school's SIMS, FMS, Office, e-mail, internet, VLE and video

conferencing facilities, servers and workstations. ICT facilities are available in all classrooms and interactive whiteboards are in most. All data is processed and managed through Capita SIMS and FMS software. Use of data in academic, pastoral, administrative and financial areas has been a focus for development and expansion in recent years facilitated by investment commensurate with our current status.

Catering – The Catering department have been awarded the Kirklees Gold Award for Healthy Choices and their 5* Health and Hygiene Award. However, we recognise the need to further improve the quality and variety of food (ISI Feb 2010) provided and a full review of the catering provision to include menus, personnel skills, funding levels and facilities has been undertaken. An action plan has been drawn up to address this complex situation and is now being implemented. We currently have a number of children on bursary support who would be entitled to free School Meals and we realise this will be a growth area in the Free School.

Financial/Business Management – The recent ISI report recognised that '*Financial oversight is thorough, the bursar providing good support.*' The Bursar leads the team of support staff and has extensive experience in commercial, financial and technical management both in and out of education. Supported in this role the team has experience in banking, building, grounds and estates management.

The principle pillars of any modern business are Quality, Environment, and Health & Safety. The school's quality systems will be a holistic approach to the quality of education, the infrastructure in which that education is delivered and all the supply chains that support that delivery.

Professional Support Services – The school currently engages a number of professional support services to compliment its in house expertise. These include:

- Kirklees Careers Advisory service
- Kirklees Children's services
- Kirklees Child Protection Unit
- Emergency Planning Kirklees Council
- Accountants/Auditors – [REDACTED]
- Legal/Employment - [REDACTED]
- Health and Safety – [REDACTED]
- Architecture/Building/Estates – [REDACTED] (Architects)
- Police service
- Fire Brigade
- School Nurse
- Educational Psychologists

Do you have plans to work with a 3rd party organisation? If so, please include their details below and set out the intended nature of that relationship (for example, a contract, co-sponsorship arrangement, informal partnership).

The Free School would be sponsored by the Batley Grammar School Trustees Ltd. Whilst we currently have no plans to have an external sponsor, we would continue our formal educational partnership arrangements with Huddersfield University and Leeds Metropolitan University.

We have already investigated the potential to work in collaboration with other educational providers in the area, including the LA and the proposed Free School group at Birkenshaw. We see this as an area for potential expansion as it becomes clearer which other local authority schools will also pursue academy status. The school currently uses the Food Technology facilities of the boys' school: Batley Business and Enterprise College.

Initial contact has been made with Heckmondwike Grammar School (Academy 2010) to look at ways of sharing resources e.g. staff CPD and INSET.

We have met with E-ACT (the Howden Clough Academy competitor bid winner). The focus was how their 'academies might benefit from a relationship with an outstanding provider such as ourselves' by us providing:

- input on raising aspirations
- post 16 expertise in specialist teaching subjects
- work on behaviour
- access to good practice of every aspect of running schools
- highest quality use of data and systems that support this
- leadership at all levels

In turn, we have discussed the possibility of us linking into their vocational learning pathways.

We have met with the SLT at Bradford Academy to consider aspects of good practice in the context of a wider ability intake, adequate provision for those pupils in internal and external inclusion and related INSET for our staff.



The school will continue to identify best practice in procurement, projects and estate management, and monitors its performance against these standards, grounded in an evidence base of information and assurance. The school will also promote and fosters collaborative procurement across other Free Schools/Academies/providers in the region to deliver better value for money and the best education for all children in the region.

The Trustees are also keen to explore further opportunities for developing closer links with local businesses in addition to the existing business links of the current school.

Please name the key individuals / trustees involved in setting up the Free School (if available). Please also indicate whether trustees have been chosen and their roles confirmed. Please provide details of employment of these individuals and any conflicts of interest you believe might arise.

The key individuals/trustees involved in setting up the Free School would be:

The Batley Grammar School Trustees:

 Local Councillor
Consultant Anaesthetist
Businessman (retired)
Emeritus Professor ()
Local Councillor

Quantity Surveyor/Magistrate (retired)

Deputy Head Teacher (retired)

Solicitor (retired)

Accountant

Accountant/Magistrate (retired)

General Practitioner/Parent governor

All the above have been selected as Trustees of Batley Grammar School in accordance with the Memorandum and Articles of Association and the Standing Orders.

Other key individuals include:

Head

Bursar and Clerk to the Governors

Educational Consultant/ Academy Advisor to the Trustees

The Trustees are currently in the process of expanding their membership to meet the demands of the maintained sector and reviewing the sub-committees they currently run. They have identified the following skills areas necessary to complement those of existing Trustees: architecture/surveying, project management, human resources, educational leadership in the maintained sector.

The Trustees currently meet as a whole group once a term but their sub committees meet more frequently and governors visit school on a regular basis for training, individual contact with specialist staff and lesson observations. Their collective time, in school, for all of the above is in the region of 507 hours, which averages out at approx. 42 onsite hours per governor in addition to attendance at events such as concerts, productions etc.

It is anticipated that the Trustees would work with other key individuals, including some of the professional advisers previously engaged by the school on recent projects, during the development stages and transferring to become a Free School.

There are no conflicts of interest at present and a register of interests is maintained by the Trustees.

The Trustees intend to expand the School Management Team for the Free School, looking to recruit from the maintained sector and bring additional maintained sector expertise to the existing team.

EVIDENCE OF DEMAND

What evidence of local parental demand do you have? For example, a petition or a declaration from interested parents or pupil number projections for the area. Max 200 words.

We have interest from 1,103 potential pupils to attend Batley Grammar School as a 'Free School' from September 2011.

The school roll (currently just under 350) is limited by parents' ability to pay fees. There are many more potential parents to whom we are unable to offer sufficient financial assistance, despite the grants and bursaries awarded each year.

The increasing number of bursary applications which the school is unable to support reflects the increasing demand for the current school as a Free School.

Since announcing our intentions, enquiries and registrations have increased dramatically. In the first two months after our announcement of intention we received as many of these as we would normally receive annually.

Our recent survey of both current and prospective families concurs with our anecdotal evidence. Because this was done over a relatively short timescale these already large figures will more than likely be an underestimate.

Current parents- Survey of intention (all replies are stored in school either in paper format or electronically)

Parents were asked to indicate if they intended to keep their child/children in the school when it became a 'Free School'.

Number of replies from 248 families covering 335 pupils	328
% replies	97.9
Yes response:	322
No response: (2 of these leaving at end of KS4)	5
Undecided response:	1
Those wanting siblings to attend (for entry between 2011 and 2016)	86
Total demand for places amongst current parents:	408

Prospective parents – Registration of interest in attending Batley

Grammar School as a 'Free School' (all replies are stored in school either in paper format or electronically)

This group were asked to submit a registration of interest, in Batley Grammar School as a Free School, for 2011 and beyond

Number of families	517
Number of children for 379 those families	606
Number of families/children already registered for entry in Sept 2011 <u>in addition to</u> current parents and those registering an expression of interest above	89
TOTAL INTEREST TO DATE (without any official announcement of a start date)	1,103 pupils

The estimated number of children in the LA for 2010-2011 is 60,742.

We are led to believe that approximately 800 children leave the North Kirklees area daily to attend schools in other LAs such as Leeds and Bradford. We believe that an educational flagship such as we aim to provide in the North Kirklees area, would result in a greater retention of children in North Kirklees.

1. The Free School will increase the number of non selective, high quality, free places for the local and wider community in a high performing school
2. This will be particularly beneficial in Years 12/13 as it will provide high

quality sixth form provision in a geographical pocket of North Kirklees currently without easy access to such provision, especially for boys.

What is the proposed capacity (number of pupils)? Max 200 words.

We currently have 335 pupils in the school from Early Years to Sixth Form. In 2011, based upon our demand figures (1103) we plan to have 672-678. In future years, we plan to expand to 896-912 pupils to meet the needs of the area as explained in our organisation's core area of work and aims.

We understand that our proposed capacity for 2011 and beyond is more than our current occupancy of 335. The proposed capacity has to be considered in the light of the current capacity and the relevant mitigating circumstances. We know that we can fill this because we have unfortunately had to turn away pupils (on a regular basis) due to financial difficulties, even though they were keen to come to our school.

People do not turn down the places offered because of results or because they do not like the school – such decisions are made purely on a financial basis and we are simply unable to meet the increasing demand for means tested bursary support. We interview all our Year 11 pupils moving into post 16 education and the overwhelming reason they give for leaving us is due to their financial circumstances.

As can be seen from the table below, the school has only ever been near capacity as an independent school (over the last 33 years) with significantly high levels of government funding via the Assisted Places scheme.

Batley Grammar School (BGS), School Roll 1988 – 2010

FP (Fee Paying), SS (Senior School), AP (Govt. Assisted Places), JS Junior School)

Year	SS FPs	APs	JS FPs	Total	% of Current Capacity**	Notes
1988	378	257		635	94	<i>Under the Government at the time Heckmondwike Grammar School (HGS) became Grant Maintained and was able to expand its catchment area and increase from 3FE to 5FE. BGS lost FP pupils because HGS was free.</i>
1989	389	251		640	95	
1990	376	240		616	92	
1991	367	241		608	90	
1992	343	253		596	89	
1993	325	257		582	87	
1994	317	269		586	87	
1995	272	270		542	81	<i>*Request made to DES for extra APs and was granted</i>
1996	257	305*		562	84	
1997	235	334*		569	85	
1998	246	263		509	76	
1999	243	214		457	67	
2000	239	176	44	459	68	<i>Junior School started</i>
2001	251	117	74	442	66	
2002	271	62	74	407	61	<i>Number of people able to afford fees in such a deprived area has</i>
2003	284	33	80	397	59	

2004	290	1	95	386	57	<i>always been limited</i>
2005	287		90	377	56	
2006	281		92	373	56	<i># 2008 –the Governors introduced means tested Sixth Form Assisted Places. Most of these external places have been taken by boys from the boy’s school due to the lack of local Sixth form provision for boys in Batley. Prior to this LSC money used to fund a small number of 6th form places for boys but this was discontinued.</i>
2007	262		112	374	56	
2008	223	#	115	338	50	
2009	246	#	106	352	52	
2010	237	#	108	345	51	
<p>** These figures are expressed as a % of current capacity due to building developments having occurred in interim</p> <p>Decreasing school roll since 1988 is due to the removal of the Assisted Places scheme combined with the local community’s inability to afford school fees in this area .of relatively high deprivation Decreasing roll is not due to decreased popularity. Bursary support provided by the school to each subsequent Year 7 cohort has increased to maintain numbers and in 2009 bursary support was double that provided for the 2005 cohort. We turn away as many Year 7 pupils as we accept and lose year 11 pupils due to the inability to provide further means tested bursarial support. We would be the school of choice for many more families in the locality and wider area.</p>						

PREMISES

What steps have you taken to identify a potential site? Please include details of the geographical area the school seeks to serve; a list of any sites you have considered; and any discussions you have had to identify a suitable site. If known, please include the proposed location, premises and postcode of the Free School.

The proposed Free School would occupy the site of the current school, Batley Grammar School, at OS grid reference: [REDACTED].

The site is 6 hectares in total which includes 4 hectares of playing fields which are rented from the Local Authority on long term lease.

The buildings are in a good state of repair and recent developments on site, namely a sixth form centre with additional classroom and a music suite have allowed the sympathetic blend of modern building with the historic architecture.

The current school has not only the organisational and financial capability but also the physical capacity to open as an all-through inclusive Free School in the existing in the buildings in September 2011.

The existing buildings could accommodate up to 672 on roll from Reception to

6th form. Our square metre floor area for classrooms and teaching areas is approx. 2232m² which would accommodate our 'proposed 2011' capacity of 672-678.

However as indicated in core areas of work and aims we would hope to expand further with additional build in the future to approximately 900 pupils.

Whilst the additional build would allow for further senior school capacity in the future, there would be a significant increase in the accommodation for the primary phase (where we currently have waiting lists for some classes and both nationally and regionally numbers are on the increase). This would allow the primary phases to double in size and feed almost half the pupils through to the secondary phase in due course for each new cohort. This would be an important factor in retaining the ethos and meeting the aims of the school.

The Batley Grammar School Trustees have identified land within the current footprint where there is the potential for additional buildings to accommodate numbers such as these and initial pro bono work carried out by the school architects have resulted in a first draft footprint design to this effect and confirmed that it would be a very low cost project (in academy terms) delivering excellent value for money and, as a very strong and popular local brand, enabling the school to better meet the anticipated demand.

Further information

Please note, all information provided on this form will be published on the Department for Education website. Information that you supply on this form may be shared with (a) the New Schools Network and (b) the Local Authority in which you wish to set up the Free School. Information about the New Schools Network can be found at <http://www.newschoolsnetwork.org>.

Submission of this form will be treated as consent, from both you and anyone else whose personal data is contained on this form, to the sharing of this information as set out above.

In addition, information that you provide on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

Next Steps

Please email completed Proposal Form to freeschools.registration@education.gsi.gov.uk

You will hear back from a named official at the Department for Education, who will offer you advice on how best to progress your application. The Secretary of State will make a judgement on the potential of the project based on criteria relating to educational aims and objectives, evidence of demand, potential

premises, suitability of provider and any other relevant considerations to decide whether the proposed Free School project should move into stage 3, namely that of drawing up a business case and plan.