

Contents

Page

Section 1: Applicant details	2
Section 2: Outline of the School	4
Section 3: Educational Vision	5
Section 4: Education Plan	7
Section 5: Evidence of Demand and Marketing	17
Section 6: Organisational Capacity and Capability	22
Section 7: Premises	27
Section 8: Costs and Financial Viability	29

Appendices are in alphabetical order at the end of the document

Section 1: Applicant details

Details of Company Limited by Guarantee	
Name: CET Primary School Ltd.	
Company address: c/o The Moat School London [REDACTED]	
Company registration number: 07650208	
Main contact	
Name: [REDACTED]	
Address: [REDACTED] London	
Email address: [REDACTED]	
Telephone number: [REDACTED]	
Members and Directors	
At present there are two company directors (members of the company) as shown below. The rest of the names below represent proposed Governors who will join parent governors and Headteacher as the project develops.	
Name:	[REDACTED] [REDACTED]
Name: Position:	[REDACTED]
Name: Position:	[REDACTED]
Name: Position:	[REDACTED]
Name: Position:	[REDACTED]
Name: Position:	[REDACTED]
Name: Position:	[REDACTED]
Name: Position:	[REDACTED]
Name:	[REDACTED]

Position: [REDACTED]
Related organisations
Yes. The Company Limited by Guarantee does have any links with another charitable organisation.
<p>CET's efforts in establishing a school in Westminster North was the result of an approach by the [REDACTED] at the Learning Store in the Mozart estate. For further details see section 6.</p> <p>CET has sponsored this application and the shares in CET Primary School Ltd are held by the directors on behalf of CET.</p> <p>CET Primary will be able to draw on the educational and administrative experience of CET in the successful development of a new school.</p> <p>CET is sponsoring this application with a view to establishing a small group of primary schools in London in areas of high deprivation which would share specialist teaching, support and training resources with the aim of providing excellent primary education for children of all abilities and aptitudes.</p> <p>The Constable Educational Trust Charity No: 1068445</p> <p>If your organisation is an existing independent school, please provide your six digit unique reference number. Not applicable</p>

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date:

Section 2: Outline of the school

Proposed school name:	CET Primary School							
Age range:	4-11							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	56	56	56	56	56	56	56
	Year 1	28	56	56	56	56	56	56
	Year 2		28	56	56	56	56	56
	Year 3			28	56	56	56	56
	Year 4				28	56	56	56
	Year 5					28	56	56
	Year 6						28	56
	Year 7							
	Year 8							
	Year 9							
	Year 10							
	Year 11							
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No							
Is this an application for a single-sex school? If so, please tick the relevant box.	Y / N. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Westminster							

Section 3: Educational Vision

The Constable Educational Trust has long since recognised the difficulty in educating children with different learning styles and particularly those with Specific Learning Difficulties (SpLD).

The Moat School was founded by CET in 1998 for children with SpLD between the ages of 11 to 16. This specialist independent school offers an intensive and structured learning programme, teaching the National Curriculum to enable success in public examinations and personal development. In 2010 more than three quarters of its students achieved very good GCSE results.

Often children come to the Moat School at the age of 11 having reached the end of their primary education without their educational needs being met.

The Trust also recognises that there is a desperate shortage of mainstream primary school places in London, which is where CET could have the most impact. CET has identified eight state primary schools that are closest in proximity to its proposed site at the corner of [REDACTED], of [REDACTED] ([REDACTED]). These are St Peter's C of E School, St Mary Magdalene C of E Primary School, St Saviour's C of E Primary School, Edward Wilson Primary School, Our Lady of Dolours RC Primary School, St Stephen's C of E Primary School, St Mary of the Angels RC primary School and Essendine Primary School. Six of the eight identified schools have a religious designation; CETPS will have no religious designation and will be open to children of all faiths.

Of these eight schools, one has no surplus places, five are nearly full with very few places and two have slightly more surplus places. Just one of these schools is rated 'Outstanding' by Ofsted, while four are rated as 'satisfactory'. The other three are rated as 'Good'. While the percentage of children reaching Level 4 at KS2 across the borough is at 73 per cent, amongst the eight closest schools CET has identified, three have no pupils at all that achieved Level 4 at KS2 (source: PfS Free School Kit mapping). Two schools are below the borough average and three are above it, indicating the area could benefit from the element of competition that would be introduced by a school run by CET, which has already demonstrated experience of running an outstanding school.

There is a high number of pupils who are eligible for free school meals in the area - five of the eight schools have more than 45% of pupils eligible for free school meals, against the borough average of 35.3%. CET's vision is to create an 'outstanding' primary school where all children can achieve to the very best of their ability, whatever their background or individual learning needs.

CET believes that through "early identification and early intervention" the cost of educating many of these children during their secondary school years could be

dramatically reduced if their primary school years allowed them to reach their potential and overcome any difficulties at an earlier age.

The Trust's aim is to manage a group of mainstream maintained sector schools in disadvantaged areas where in some classes 30% of pupils have specific learning or language difficulties. It is hoped that the second school will be in Westminster. The Trust's approach of using "early identification and intervention" could reach significantly more children than is possible with its one existing school and potentially have a major impact on teaching and learning in London and the UK.

CET schools would be mainstream primary schools serving the needs of all children, inspired and informed by the Moat School's ethos, experience and commitment to high quality teaching.

In brief CET's educational vision is based on a fundamental belief that good education has the power to transform life chances. It also demonstrates its commitment to:

- the highest quality teaching to enable all children to achieve their potential
- the early identification of literacy, language, and processing difficulties
- establishing and promoting good parent/carers, pupil and school relationships

CET Vision ... linking the CET ethos

What would a new CET Mainstream Primary School look like?

A CET Primary School would be one,

- that performs at a high level by adding value to all pupils and encouraging achievement across a broad range of subjects
- that develops a broad range of highly qualified specialist teachers in terms of subject teaching and specialist interests, including SpLD and SEN
- that is resourced adequately to identify, and address, literacy, language, and processing difficulties
- that is committed to providing good access to high quality ICT for pupil use as well as utilising a full range of ICT teaching and learning resources
- that provides an extended day
- that encourages children to enjoy their learning
- that encourages children to support and respect each other
- that supports children's emotional and social well being, recognising that it has a key bearing on their ability to do well at school
- that has a strong sense of, and good links with, its community
- where staff/pupil ratio is central to planning and is seen as relevant to the quality of the teaching and the educational experience
- where high quality in-classroom support is provided to assist the learning of identified pupils
- that has a dynamic, tailor made and diverse curriculum designed to meet the needs of the pupils
- that recognises the importance of good parent/carers and school relationships and recognises that "all children can achieve their potential"

- has good relationships and working links with other local primary and secondary schools

Section 4: Educational plan

1. Overview

The fundamental element defining this new school will be its ability to successfully combine key elements from the Independent sector within State education provision. Independent education tends to be outcomes focused; always mindful of the next step and always promoting competition. Fee paying parents/carers want to know as much detail about the package of experiences and outcomes as possible.

The Moat School takes this issue of transparency very seriously and has a full and developed understanding of its own provision, its strength and the areas to be developed. The school is verbally presented to tribunal judges when deciding pupil placements. This is often done in minute detail, looking at the school's unique package of resources and its outstanding track record. Evidence of all our claims have been analysed, defined and presented. The ability to describe what we do, how we do it and why it works concisely and intelligently is essential. Like The Moat, the CET primary school (CETPS) must be entirely transparent in terms of its structure, methods and aims in order to gain credibility and attract pupils. Below is a summary of the CETPS proposal for a new kind of primary education.

2. Admissions

CETPS' Admissions policy will be in accordance with the School Admissions Code, the School Admissions Appeal Code and admissions law as it applies to maintained schools.

The school will be secular in nature and will welcome applications from all members of the community. CETPS will be a local school for local children.

CET is aware that in the first year of opening it may not be possible for CETPS to be part of the Local Authority's co-ordinated admissions scheme. In order that the CETPS represents a real choice for local parents the admissions timetable for the school in its first year of operation will follow the Local Authority's timings as far as possible. The anticipated timetable for admissions in 2012/13 will be as follows:

1 November 2011 – opening date for admissions

16 January 2012 – closing date for admissions

4 April 2012 – offer letters sent to parents/carers
Parents/carers will then have 15 days to accept the offer.

Open events will be held during the admissions timetable in order that parents/carers can come and visit the school. Parents and carers will also be able to make appointments to visit the school outside these times if they are unable to make the scheduled events.

All communications materials will be made accessible to the community and will be available in English, as well as the two main community languages of Bengali and Somali.

If it is not possible for CETPS to be a part of the Local Authority's co-ordinated admissions scheme in the first year of operation CET will work closely with the Local Authority to ensure that all channels used to publicise the borough's primary school admissions timetable are used to inform parents/carers of the CETPS option. CETPS will work as closely with the Local Authority as possible to ensure that parents/carers in the borough are aware of all their options.

When there are more applicants than there are places available, places will be allocated in the following order:

1. Children in public care and other children who are deemed by the Council's Fair Access Panel to have a particular need that justifies priority.
2. Children who have an exceptional medical or social need, requiring attendance at a particular school that specifies the school as the placement school. Reports or letters from suitable professionals, such as GPs, Consultants or social workers, will need to support these needs. If this information is not provided at the time of application, it could affect whether or not a child is allocated a place. All information submitted will be regarded as confidential.
3. Children with a statement of Special Educational Need whose statement names CETPS
4. In-borough children who, when the waiting lists are in operation, have not been offered a school place may, at the school's discretion, be prioritised under this criterion if it appears unlikely that they would subsequently be offered a school place from the waiting lists.
5. Children who have siblings (by which is meant full, step-, half- and adopted siblings living in the same household) at the school.
6. Children living closest to the preferred school, measured by the shortest route by road or maintained footpath, accompanied as necessary, from the 'seed-point' of their home to the nearest pedestrian school gate used by the relevant year group.
7. Accessibility of private or public transport will not be considered. All distances will be measured using a computerised geographical information system.

Notes:

- Criterion 5 6 will be used as a 'tie-breaker' should any of the first four criteria be oversubscribed.

- Any offer of a place on the grounds of proximity is conditional on the child living at the address provided on the closing date for application. A business address, a childminder's address, or any address other than the child's home will not be accepted. Proof of address will be sought and may be the subject of further investigation.
- Children with a statement of special educational need will be allocated a place in accordance with the current practice.
- These criteria will apply to all applicants, regardless of the borough they live in.
- The school will reserve the right to check the information parents/carers have given on the application form and will withdraw the place if false information is given or important information has been deliberately withheld.

Casual admissions

If a new resident to the area/borough wants to apply for a place for their child in Years 1 through to 6 (or Reception after that year has already started), they will have to contact the School Office to obtain an application form and/or will need to arrange a tour of the school.

Class Size Legislation

Class size legislation will ensure that 4, 5, 6 or 7 year olds cannot be taught in a class of more than 30 pupils (other than in very exceptional circumstances). CETPS will aim to teach classes of no more than 28 children.

Parents/carers have the right to appeal to the Governors if their child is not offered a place at the school. Once offered a place at the CETPS, parents will be informed of the school induction process that will allow the opportunity for parents and children to visit the school during the summer term prior to admittance.

3. Curriculum and Organisation of Learning

The School Year will run in accordance with other local schools in order to ensure that where families do have children in secondary or other primary schools inconveniences are kept to a minimum.

Teaching days	190
INSET	5

See attached sample curriculum plan for Humanities and Science in Appendix A.

The Teaching Day

08:40 until 16:00 for Years 5 and 6

09:00 until 15:40 for Years 3 and 4

09:00 until 15:15 for Reception and Years 1 and 2

Reception classes will operate in two sessions within this time frame.

Curriculum Content

Curriculum design at the CETPS will contain conventional central elements but will also deliver diversity and opportunity for all. Paying special attention to the design of the Programmes of Study and Schemes of Work as well as the design of grouping and the construction of the timetable will aim to assist children in developing their skill, talent and interests to the highest possible level.

Maintaining enthusiasm for learning in moving to the next stage of education will be a central goal.

ICT and multimedia delivery will underpin the established multi-sensory toolkit of the classroom and lesson plan. Awareness, however, will also be paid to the learner's experience of their environment so that stimulation will be targeted and not arbitrary. Noise and light levels will be considered in every room and every lesson in order to ensure that the classroom will work for pupils on the autistic spectrum and for those with attention deficit who often find the average primary classroom a difficult place in which to think and work.

The Curriculum will include:

- Literacy
- Numeracy
- Science
- Languages
- Arts: Drama, Music and Art
- Sport, Health and Welfare
- Design Technology
- Humanities: History and Geography
- ICT
- Food and Nutrition

See a model of study programmes and sample timetable describing one model for daily lesson delivery, breaks and lunch in Appendix B.

Literacy and numeracy taught under the subject headings of English and Mathematics will be taught on a daily basis and for no less than five hours each week.

A **vertical curriculum** will be employed in the teaching of literacy and numeracy in order to create carefully constructed ability groups working at an appropriate pace towards personal targets. Children in Years 1 and 2, 3 and 4 and 5 and 6 will be combined in the construction of these groups in order to create positive peer dynamics and a mutually supportive learning environment across the school.

This will allow for important diagnostic and observational work with those struggling to catch up with, or acquiring these essential skills. It will also allow children with greater ability to move at their own pace and achieve at a higher level.

All children will participate in a monitored home reading project that will be enabled as an online library facility. Parents/carers will be assisted in developing skills to support reading at home.

Online and ongoing maths revision and homework will be provided for all children with access to a PC at home. ICT access will also be provided at school to enable all pupils to participate.

In addition to the subjects listed above the CETPS curriculum will include a range of enrichment subjects to be embedded into the curriculum and offered in club form after school. All teachers will be expected to be able to offer at least one enrichment subject in conjunction with a team of shared external providers. For example in the case of martial arts the 'sharing' will take place by working in conjunction with other CET schools. These sessions will be taught in mixed age groups according to ability and interest.

At least one enrichment subject will be a compulsory curricular element in Years 5 and 6.

Enrichments

- Robotics
- Spanish
- Choir
- Orchestra
- Latin
- Yoga
- Martial Arts
- Dance
- Competitive sport
- Enterprise
- Screen printing
- Drama

This is not an exhaustive list but a sample of enrichments that have been previously and successfully run at a CET school.

Outdoor Education

Opportunities to travel and to extend learning beyond the classroom will be essential to all learners. Residential outdoor educational experiences will form part of the curriculum on offer from Year 4. There will be an additional, optional, recreational and sporting trip to be offered every two years for any pupils from Years 4/5 or 6. Water sports or skiing will be the most likely options. Extended payment plans and pre-planning will be offered to assist parents in incorporating this expense.

4. Pupils with Special Educational Needs

CETPS will be able offer those with additional needs particularly special attention. CET has a wealth of experience in this area and a highly motivated and experienced staff that is able to provide a support hub around which services in their primary schools can turn.

Identification

Early identification is often fundamental in the progress and development of a child with learning needs. It is a key element of the CET mission statement. The model for teaching early years, reading skills, literacy and numeracy will allow for diagnostic processes to take place, monitoring and support to occur and progress to be made.

Using standardised assessments rather than SATs examinations a baseline will be created for each child allowing a visual tracking system to be created enabling staff and parents to monitor the reading age, reading comprehension, spelling age and level of numeracy acquired by their children.

Staff Specialism

Offering all CET teachers continuous training with skilled SpLD and Speech and Language Therapy (SaLT) specialists at the Moat School, will ensure that support is embedded in the classroom rather than obtained via an unqualified Teaching Assistant or on a withdrawal model.

Laptops will be made available for identified students and network advice provided on the use, efficiency and maintenance of good systems and network practices.

CET has a policy of employing graduate Teaching Assistants and for providing training to Level 3 in working with children with SpLD.

Therapeutic provision; including Occupational Therapy, Speech and Language Therapy and Psychotherapy will be offered to children, by onsite CET professionals.

Children who continue to require additional provision will be supported in applications for statutory assessment.

The environment will be regularly risk assessed and developed to allow access to students with a wide range of abilities in line with the Disability Discrimination Act.

SEN and Measured Outcomes

One of the main findings of the recent Lamb Report into Special Educational Needs was that very often a school measured, developed and promoted its provision rather than its outcomes for those with additional needs. CETPS will look to use nationally established

base-lining tools such as those produced at the CEM centre at the University of Durham to measure the progress of all children including those with SpLD and SEN. It would be expected that **all** children could be making progress at a statistically significant rate.

5. The Organisation of Pupils

Pastoral

Pupils will be organised into Form Groups of up to 28.

Two Form Groups will be created in each Year from Reception to Year 6.

The Form Teacher will be assisted by a Form Teaching Assistant who will work together to monitor and promote the well being of each pupil. All pupils will join one of four Houses lead by a House Parent who will form a second layer of pastoral support. As a more experienced member of staff the House Parent will provide support and guidance concerning issues of well being, behaviour and child protection to both parents/carers and teachers under the direction of the SENCo. Healthy competition and ownership are the principles that underlie the House system; children build personal bonds with the school and with other children across the age and ability range. Siblings will not necessarily be placed in the same house. Houses will also provide opportunities for celebration to ensure pupils feel a sense of commitment to and inclusion in the full life of the school.

Curricular

From Year 1 literacy and numeracy will be delivered in ability groups according to individual need and personal targets. Children will be taught in partial vertical groupings with the adjacent Year group 1 and 2, 3 and 4, 5 and 6.

In Years 3 and 4 children will be taught in ability groups for all core elements including Science and Humanities.

In Years 5 and 6 children will be taught in ability groups for all subjects except PSHE, PE and Enrichment.

However, it is important to underline that a child is not “streamed” but “setted”. The sets may be different for each subject and the sets may change during the year if that is appropriate and applicable.

The principles of setting and a more ‘middle school’ approach in creating specialist learning environments, especially in Years 5 and 6 forms part of the transition process (primary to secondary) that CET believes is essential in developing successful lifelong and collaborative learners.

6. Pupil Development and Achievement

Having established clear and measurable aims, set out below, CETPS management structure provides clear lines of accountability for staff under the Headteacher. A carefully monitored appraisal system will focus on specific competencies and professional standards providing clear indicators of the level of that performance. In addition, opportunities for CPD will flow from the same system.

CETPS will use the following methods for monitoring and measurement at the school:

- Progress and attainment data obtained using PIPs* and supplemented by regular standardised testing
- Literacy and numeracy development of all learners by an established rewards system and visual reporting system
- Maintain excellent attendance figures
- Take up and success of new learning opportunities and experiences through a varied enrichment and outdoor education programme
- Places obtained at secondary schools having provided preparation and advice about both state and independent sectors – including common entrance examinations and verbal and non-verbal reasoning tests used by Grammar Schools
- Behaviour standards by using a developed behavioural process such as ‘Responsible Thinking’ while monitoring and recording statistics to establish trends and communicate with parents
- Quality of information via its reporting system and website about curriculum content and pupil progress
- Inspection feedback
- Pupil and staff recruitment and retention

*PIPS (Performance Indicators in Primary Schools) provide an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child’s academic potential. Comparison of academic attainment with academic potential, and also with previous academic performance, allows teachers to build a powerful profile of individual progress for every child throughout the primary phase.

7. Behaviour Attendance and Exclusion

In order to make expectations extremely clear to parents on matters of attendance the following guidance will be issued:

“There is a statutory requirement for schools to maintain attendance registers showing the attendance of pupils at each session when the school is open to pupils, and to show a distinction between ‘authorised’ and ‘unauthorised’ absence. Schools are also required to publish rates of unauthorised absence in their prospectus and the Annual Governor’s Report to parents.”

Roles and responsibilities within school

The school will endeavour to maintain close, effective and positive links with parents/carers. At the beginning of the school year, or at the admission of a new pupil, the Headteacher will inform parents/carers of the school's expectations with regard to attendance and punctuality. Further reminders will be included in the school newsletters.

Form teachers will be responsible for marking the register at the beginning of the morning and afternoon sessions. All teachers will monitor attendance and will encourage good attendance as part of their role. Form staff will be responsible for informing the Deputy Head of any concerns they have about the attendance of pupils in their class.

The Deputy Head will be responsible for the day-to-day management of the attendance policy and for ensuring that good liaison exists between the school, parents/carers and other agencies.

Administrative staff will be responsible for marking pupils who are late in the class register. Children who arrive after 9.10 am will be marked as late in the register. If parents have informed the school of the reason for this lateness in advance and it has been authorised, the lateness will be marked as an authorised absence. If this has not happened, then the lateness will be marked as an unauthorised absence. Administrative staff will use their discretion as to which, if any, parents/carers should be contacted about a pupil's non-arrival at school, and will consult with the Headteacher if necessary.

Governors will be responsible for providing support and encouragement for the good attendance of pupils. Parents/carers will be responsible for informing the school early in the day if a child is to be absent due to illness. On return to school a letter should be provided stating the reason for the absence.

The expectation will be that parents/carers will not plan to take pupils out of school for holidays during term time. All families will be actively encouraged to avoid taking children out of school at the start of a new term. Where parents/carers wish to book a term time holiday, a written request for authorised absence will need to be sent into school prior to the booking. Except in exceptional circumstances, term time holidays will not be authorised.

In particular cases where a pupil's absence from school is a cause for concern, or where there has been a pattern of absence, the school will make contact with parents on the first day of absence. When parents/carers do inform the school of their child's absence the school may authorise absence but the fact that a parent/carer supplies a reason does not automatically authorise the child's absence. In some cases the school will request medical certificates etc. The school will authorise an absence for a reason such as a family bereavement. Absence will not be authorised for shopping, family days out etc.

Managing Behaviour

The sharing and application of a clear set of rules and expectations, efficient and sensitive classroom micro skills, good lesson planning and an appropriate learning environment, will be able to create good behaviour management. Clearly defined and managed Pastoral structures will create a supportive and safe learning environment, which will create a positive school culture. Key features will include:

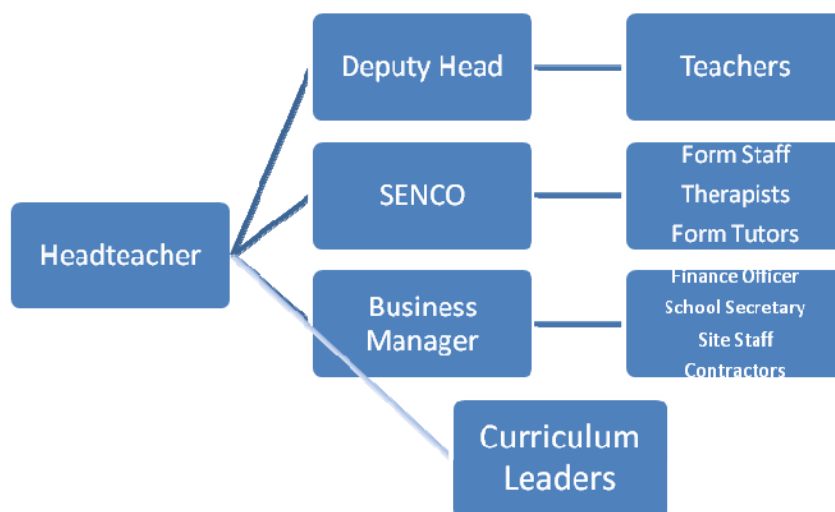
- Frequent and meaningful praise and rewards systems
- A consistent behaviour management process
- Clearly defined sanctions
- Positions of responsibility for pupils
- Peer mentoring
- Prefectship
- School Council
- Specialist SpLD and therapeutic support for staff and pupils
- High expectations and aspirations.

The School Charter or School Rules will be agreed by the Headteacher but created in each CET school by the staff and pupils. This Charter will be shared with all stakeholders and promoted and modelled in daily exchanges.

Uncooperative and unhelpful behaviour will be managed by an effective system. The system will provide a clear and practical guide for action in the form of a process in school, data storage, analysis and monitoring and a process and form for communicating with parents/carers.

Repeated and/or serious or violent behaviour will be fully investigated and the subject of further disciplinary action. The range of sanctions from time-out, detention to temporary or permanent exclusions form part of a discipline policy agreed and signed by parents/carers on entry. All processes of exclusion will be implemented in reference to the current guidance from the Department.

1. Management structure



Each member of the management team will take on additional, clearly defined and communicated whole school responsibilities.

The SENCo will provide an important advisory role to the Pastoral Team with regard to safeguarding, child protection, statutory assessment and progress monitoring. The SENCo will also provide a training programme and advice for staff.

The Deputy Head will provide an important operational link with the educational administrator in managing cover, events and trips but will also be responsible for professional standards amongst teaching staff. Reporting, planning and assessment form important parts of the job description.

The Curriculum Leaders will take on curricular development working with the Headteacher to maintain a progressive and exciting educational submission that will ensure outcomes inform practice and development.

The Headteacher will work at all levels to support and develop the school and its staff in line with the expressed aims of the Trust and the specified needs of the school and its community. It is an aim to enable and empower senior and junior staff in order that they can develop new skills and competencies will be essential.

The Headteacher will ensure that accountability, competency and authority remain balanced in all roles so that the school works effectively and moves forward.

2. Community Engagement

A high proportion of children in Westminster are from ethnic minorities and CETPS will work closely with the community it serves to ensure that the school plays a full and purposeful part in community life. We will ensure that all our communications are offered in English, as well as the key community languages of Arabic, Bengali, Albanian and Kurdish.. During our initial consultations around the CETPS we have formed relationships with various community groups in the area and we would expect these to grow and blossom. The formal consultation around the CETPS proposal will include questions around community provision and we will seek views on how the CETPS could support its community. During this period we will also conduct face to face meetings with community leaders to explain the proposal and gather their ideas on the community role that CETPS could play. We are mindful of complementing, rather than duplicating, existing community provision.

We will acknowledge and celebrate pupils' heritage and culture within the school to help foster interest and understanding in difference, as well as looking for shared experiences. We will involve parents and carers in all aspects of school life and will ask for their input into specific projects such as reading with the children, or sharing their skills and experience to support scheduled curriculum activities.

We will develop the local relationships we already have with community groups to identify ways that pupils can be involved in local community activities and volunteering.

Within the CET team there is a wealth of industry and social enterprise experience and contacts. We will utilise this knowledge base to identify opportunities to help raise pupil's aspirations by giving them real-life insights into the types of jobs and careers they may wish to work towards during secondary school and beyond. We will also identify local entrepreneurs who can share their experiences with pupils and assist in developing a careers culture. In addition we will:

- Actively involve parents and carers in school review and development
- Develop and support an active PTA
- Promote of the successes of the pupils in our school and local community
- Institute a next steps programme involving role models from the community to assist in developing a careers culture
- Offer a whole school reading programme to promote literacy among pupils as well as their families
- Develop an outdoor education programme to facilitate learning beyond the classroom

Section 5: Evidence of demand and marketing

Unlike many other groups wanting to establish a Free School in London, the Constable Educational Trust is not parent or teacher based, but a group of education professionals that have considerable experience in setting up and managing The Moat School in Fulham from funds raised charitably.

It has been widely reported in the media that London has a shortage of primary schools.

“London Councils have warned that the shortage of school places across the capital has become critical with a predicted shortfall of around 70,000 over the next four years. The shortage is largely concentrated in primary schools but begins to feed through into secondary schools in the 2014/15 school year. According to data from 33 London boroughs, the 70,000 shortfall in permanent school places increases sharply over the next four years, from around 10,000 in the current school year to around 18,500 in the 2014/15 school year.”(London Councils press release 4 April 2011)

‘A baby boom has triggered record shortages of primary school places for this autumn in some of the most highly populated parts of England, it has emerged. In Essex, Bristol, Leeds and parts of London, hundreds of extra places are needed, a Guardian poll of 17 councils found.’(Guardian poll 8 April 2011)

CET has embarked upon detailed research into pupil, parent/carer and community demands in specific areas of certain London boroughs where there is a high level of disadvantaged families.

In April 2011 CET employed the services of an education communications agency, [REDACTED]. A consultation campaign began on 5 April. The aim of the consultation work was to assess whether there was a demand for a Free Primary School in any of the five selected areas.

Marketing strategy

CET consulted on proposals in six inner London boroughs; Westminster Tower Hamlets, Camden, Haringey, Hackney and Kensington & Chelsea.

A press release was sent to local newspapers (see Appendix C) and online content was placed across a number of community and parenting websites (mumsnet, netmums etc). Posters were displayed in a range of community venues. Press coverage is shown at Appendix D. One of CET’s key messages was that although it was consulting on free primary schools in five identified areas of primary place shortage, if there was demand for a CET primary school in another area it would follow this up and respond. This

application is based on additional demand that came from Westminster, following publicity for the five initial areas.

A news story was published in the Evening Standard, which led to CET being contacted by ██████████ of the charity Real Action, which works with parents/carers and pupils in some of the most deprived wards of Westminster and adjoining areas, particularly in the W9, W10 and W2 post code areas. Real Action provides a range of local services including a Saturday literacy programme for children and their parents/carers. ██████████ was able to provide insight into the needs of local families, and an overview of existing educational provision. It was agreed that CET would see if there was in fact parental/carer demand for a local CETPS.

Appendix E clearly demonstrates demand for a CETPS from parents/carers whose children will start Reception and Year 1 in September 2012. The numbers for each year group are as follows:

Born between 1st September 2006 and 31st August 2007 – 14 children
Born between 1st September 2007 and 31st August 2008 – 30 children
Born between 1st September 2008 and 31st August 2009 - 29 children

Some parents/carers have two children and have indicated interest for Year 1 and Reception separately. These parents have, of course, been counted twice as the object is to show number of children not parents/carers. The majority of responses were from completed print questionnaires, while some parents/carers did complete the questionnaire online.

Audiences are defined as parents / carers with children who were born between 1 September 2006 and 31 August 2009.

A cohesive set of messages was prepared about the proposed school's core benefits;

- Using expertise and knowledge, distinct to CET through its achievements in the successful Moat School, the school will identify areas of difficulties and of potential in every student, so as to deal with these at an early age – 'Early Identification and Early Intervention.'
- The school will look beyond just the academic and will establish firm relationships with families to help every individual child achieve their highest potential – families have a chance to become much more involved in the development of their child through the Free School.
- Established teaching methods will support high academic attainment and progress. Teaching will acknowledge that children learn in different ways and have different strengths.
- The proposed school will be at the heart of the community, providing places to meet and learn for pupils' families and friends.

The core messages were supported by research into the need for the Free School in each of the targeted areas, drawing on statistics about the number of primary places available and the number of primary age children in residence in a borough.

A number of communications resources was prepared for the initial five boroughs; a leaflet with a tear-off questionnaire incorporated (returnable by Freepost) and a website that included an online version of the questionnaire. The design for these was bright, attractive and engaging (see Appendix F). A press release was publicised in the local newspapers (see Appendix C) and online content was placed across a number of community and parenting websites (mumsnet, netmums etc), as well as putting up posters in community venues. Press coverage is shown at Appendix D.

All written media content explained who was involved in CET, included biographies and a short version of the vision for a new school plus the opportunity and invitation to get involved. Those interested were directed to more information on the website.

CET asked people to register their interest and asked their

- Name
- Address
- Postcode
- LA area,
- Email
- Child's name
- Child's date of birth
- Whether they would be interested in receiving more information and being kept up to date with developments

Research and contact

Clearly the communications output needed to be targeted and researched in order to achieve the best results within the time frame. Marketing was kept within a tight geographical radius for each borough – within two miles of the proposed site of the school in each case. This was to ensure that only parents who lived sufficiently close to the proposed school benefited.

In Westminster CET concentrated efforts in W9, W10 and W2. These areas were identified in conjunction with [REDACTED] and Real Action as areas of social deprivation where CET's early identification and intervention approach could have a positive impact. A dedicated telephone message line for people to leave messages was offered. Details of calls received and action taken are available at Appendix G.

Evidence of parental demand

The approach was centred on identifying where to reach parents who have young children. Particular emphasis was placed on identifying parents with children who were born between 1 September 2006 and 31 August 2009 and who would start Reception in 2012 and 2013, and Year 1 in 2012 concentrating on areas within a two mile distance from postcodes of potentially identified premises. The approach focused on securing a

parent/carer name, address, telephone number, email, name of child(ren) and their age as a means of indicating parent demand.

There is clear demand for a CET primary school in Westminster with 73 parents of children in the age range indicating interest. A breakdown showing children's ages and post codes is at Appendix E and clearly shows the number of parents that want to send their children to a CET primary school. The majority of responses were from completed print questionnaires, although some parents did complete the questionnaire online.

Consultation and equality of opportunity

Identifying stakeholders

In consulting on a proposal for a new primary school for Westminster all stakeholders to the project will be identified. It is anticipated that these will include other local schools (primary and secondary), nurseries and other pre-school providers, as well as Children's Services Department and the Early Years Team, local residents, local community, youth and children's groups, including Real Action, community venues, local politicians and Local Authority post-holders, trade unions, plus the database of parents and carers who had expressed interest in the proposal prior to the formal Business Case application.

A stakeholder grid will be prepared in order to have a clear picture of the groups and individuals for whom a proposed new school will have most impact; this will ensure that consultation resources are allocated accordingly. The consultation period will be long enough to allow all stakeholders to have their say while being mindful not to compromise the time frame of the proposed school.

A stakeholder consultation specialist will be used to ensure that a comprehensive and timely campaign in accordance with consultation best practice and in line with Data Protection legislation is carried out.

Key questions and timings

Stakeholders will be asked the fundamental question of whether they support the CET proposal and whether they support CET's involvement. The consultation materials will also provide information on the mission and values of the proposed school, admissions policy, curriculum, the governance structure, a milestones timeline and details about CET.

The consultation will include open questions in order that stakeholders have the opportunity to express a range of views on the proposals. Best practice guidance suggests that the consultation period should last for three months.

Publicising the consultation

CET will ensure that the consultation is properly publicised using a full range of channels including local media (including local community language media), online, posters in local community venues. CET will also proactively contact stakeholder groups and venues identified and ask them to make leaflets available to their users. CET will continue to work with Real Action and other local groups to build a comprehensive set of contacts within organisations and amongst individuals working with children in Westminster and will use this network to reach out to stakeholders.

Full details of the proposal and accompanying consultation will be posted on the CET website, as well as in specially produced leaflets. Stakeholder views will be invited and they will be shown how to respond through clearly identified channels. These will include online and via written form returned by Freepost. A 24 hour message line will be available in order that interested parties can request a call back from a member of the CET team. There will be opportunities for stakeholders to meet with the team face to face via a series of public meetings and 'surgery' style drop-in sessions. There will be a range of time slots at different times of the day available in order to be accessible to those with work and family commitments. Every effort will be made to ensure that venues selected for face to face meetings are fully wheelchair accessible.

All communications materials will be made available in appropriate community languages as well as in Braille. CET will also utilise its community relationships to ensure that community leaders, Sure Start professionals and others who work with stakeholders for whom English is an Additional Language can translate the offer for their users. CET will ensure that community translators are available at meetings on request. CET will ensure that its website meets current DDA legislation.

Managing feedback

CET anticipates that the majority of feedback on the consultation will take the form of completed questionnaires. Where feedback and questions fall outside this they will be responded to accordingly. For example, the website will feature an FAQ section which will be added to as the consultation progresses to give stakeholders ready access to additional information. The 24 hour message line and an [REDACTED] email address will give stakeholders a chance to put individual questions and to request feedback from a member of the CET team. CET will work to a response protocol to ensure that there is clarity within the team around who will answer what type of questions and also that they are answered in a timely fashion. CET will ensure that a record of all feedback and actions taken by the team is kept. Where questions and feedback are not answerable during the consultation phase a holding response will be given to the stakeholder to that effect.

CET will capture all responses to the consultation using a robust system of data capture, which will include recording responses at face to face meetings. This quantitative and qualitative data will form part of a final consultation report. The report will also highlight key issues raised during the consultation and show how CET proposes to address those.

CET will prepare a contingency plan which will define our approach to resolving any consultation issues.

Marketing strategy for CETPS

During the consultation phase CET will ask stakeholders if they would like to be kept informed of the progress of the Free School application, including being notified if and when the admissions process is open. Communications materials will make it clear that admissions to the school will follow the same process as the Local Authority's admissions process. Materials will also make clear that registering an interest in the school does not mean that parents/carers are applying for it.

This data gathering work will give CET its first database of interested parents/carers to whom marketing information will be sent. CET will maintain and build links with the wide range of community and other groups who were contacted to establish demand for the CETPS and with whom CET will have grown relationships during the consultation phase. These include groups such as Sure Start Centres, local libraries, local soft play centres, doctors' surgeries, faith groups and churches, the local National Childbirth Trust (NCT) group as well as online communities.

Face to face marketing has worked extremely well during the 'establishing demand' phase and CET expects that face to face will continue to be an important channel throughout consultation and into marketing the school. CET expects to identify a group of community advocates who can play a role in marketing the school. These are likely to be a mix of community leaders, parents and others who will take part in marketing events, provide quotes for local media work and so on.

For the first 2012 intake CET expects to produce an engaging prospectus that will be available in community languages and in Braille. Stocks of prospectuses will be made available at a wide range of community venues, as well as available online to download for those who have computer access. CET expects to produce posters for display locally. Local media (English and community language, print and online) will be used to announce the new school and to publicise Open Events. In the event that it is not possible to show prospective/carers around the school premises CET will select an alternative, accessible venue and provide visual displays of the school in order that parents/carers have the best possible information on which to base their choice.

CET will ask all parents/carers who attend Open Events to register and to opt-in to receiving further information about the school. This will enable CET to grow its database. All communications will make it clear that parents/carers whose children are due to start primary school after 2012, i.e. 2013 and beyond can still register with the school and be sent CETPS's regular school and community update, be informed of Open Events and other social events taking place at the school etc.

Section 6: Organisational Capacity and Capability

Background of CET

CET was established by a group of parents whose experience of finding suitable secondary education for their own children had proved very difficult. Their belief was that all children and particularly those with extra challenges should have the opportunity of receiving the specialist education they needed, within reasonable travelling distance whilst remaining at home with their families.

In 1993 a meeting was held between interested parties who were concerned about the lack of educational facilities for secondary aged children whose learning styles made learning in traditional mainstream settings difficult. A committee was formed and research was undertaken in all the elements needed to establish a school. A year later the Constable Educational Trust was established with four Founding Trustees.

Although specialist and independent, the Moat School was possibly London's first Free School and opened its doors in 1998 to five pupils. It has achieved its initial aim "to advance the education of children disadvantaged by dyslexia or having other specific learning or language difficulties". However CET's fundamental aim "**to advance the education of children** and particularly children disadvantaged by dyslexia or having other specific learning or language difficulties" (The Constable Educational Trust Limited, Mem. & Arts) is the basis of its particular interest in Free Schools.

CET Schools Management

In late 2009 the Trust approved a proposal from its [REDACTED], to undertake a study to examine the opportunities that may arise with the proposed introduction of Free Schools, with the intention of extending its reach consistent with its objectives. Since this initiative was being led by the Chairman and in accordance with good governance practice, a sub-committee of the Trust was set up to monitor and support the project, chaired by [REDACTED] [REDACTED].

The project team led by [REDACTED] includes [REDACTED], bringing to bear her experience of setting up a new school and particular experience of property matters, and [REDACTED]. The study was supported by [REDACTED] "Lessons from the Front 2009" and a Teach First alumnus, who had extensive discussions with specialists in primary education and who organised a seminar with primary school teachers and academics where our ideas were explored and tested.

At present only [REDACTED], [REDACTED], works full time for the [REDACTED], works four days a week. The rest of the Board are available for advice and consultation on an ad hoc basis.

Collaborative Interest

Following a PR drive to determine parental demand the Trust was approached by [REDACTED]. the [REDACTED] at the Learning Store, a charity that runs literacy classes for both adults and children.

Real Action, a community-led educational charity, was set up in 1996 to provide an effective educational solution to some of the most challenging educational problems in a neighbourhood designated as exceptionally and considerably disadvantaged. The charity operates from The Learning Store in the heart of north Paddington, in a neighbourhood with high crime levels adjoining the Mozart Estate, north of the Harrow Road. Real Action specialises in sourcing, developing and delivering proven-effective, structured basic education programmes, capable of transforming the literacy of local children, teenagers and adults.

[REDACTED]

Corporate Structure, Governance and Management

The Charity and the Moat School are incorporated and managed by a Governing Council that maintains control of the funds retained and is solely responsible for their disbursement. All members are Governors of the School, Trustees of the Trust and Directors of the Company limited by guarantee. The Headteacher, who is not a member, has the responsibility for the day-to-day running of the school and reports formally to the Governing Council on all matters relating to the school once a term. She also meets with the Chairman and Executive Director on a regular basis.

CET draws on a wide range of experience and knowledge that encompasses education, law, accountancy, PR and communication, commerce and property. CET has the resources and experience necessary to develop CET Primary Schools without a third party interest. However, the team will be appropriately expanded as the project proceeds. At this time we cannot identify any area of skills gap within our organisation.

The Role of the Governor at a CET Primary School

Before the school opens, the Governing Body's primary roles will be to:

- Form the Executive Committee that will oversee the set up of the school
- Recruit the Principal Designate
- Create the policies and practices that it will follow after the school opens (e.g. regularity of meetings, committees, induction of new governors).

At this stage it is envisaged that Governors will not only meet regularly, but will also be available for ad hoc meetings and conference calls as the need arises

After the school has opened, the Governing Body is responsible for the strategic direction of the school. Its role is to set the overall direction, monitor and evaluate performance and determine key policies. The level to which governors focus on the day-to-day management of the school will depend on:

- the level of their skills and interest
- the capability of the Principal
- the particular challenges facing the school

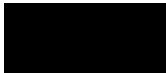
At this stage Governors will at the very least need to be available for Board and sub-committee meetings once a term.

Recruitment of Governors

Brief biographies are set out below for those currently in the CET team, including those Trustees on whose experience we are drawing. It is expected that some of the existing Governors of the Moat School will join the Board of the CET Primary School. However, Governors will also be recruited from the wider community by advertising locally and through the Governors One Stop Shop.

Nominations for Teacher and Parent Governors will be sought once the school is open. Further details of those who will have specific roles within CET primary school's Board of Governors are set out in section 1.

There are no known or declared conflicts of interest.







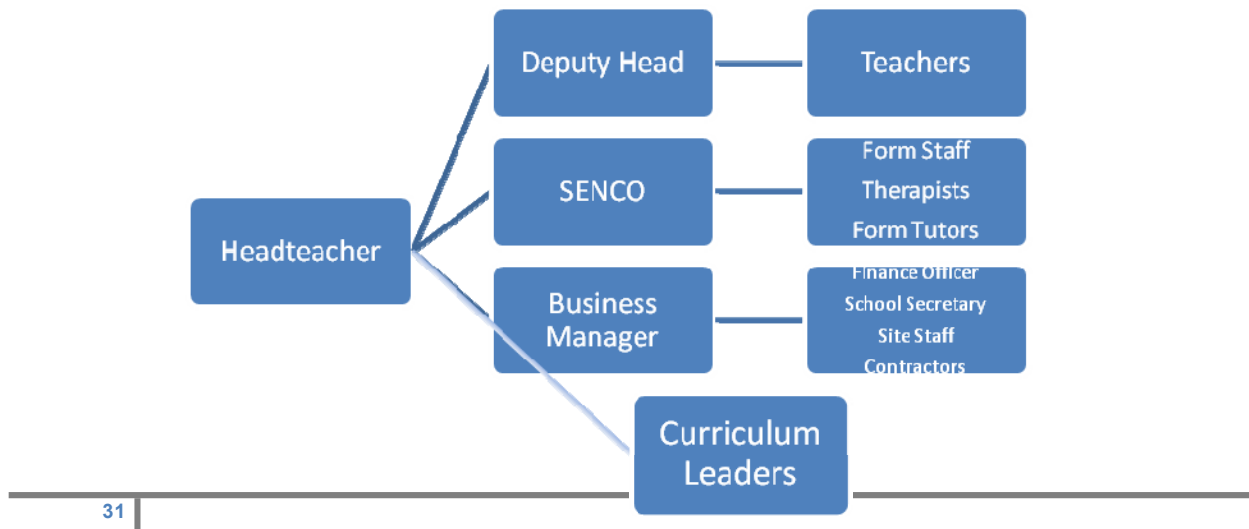
Primary School Management

CET will seek to recruit a Headteacher with exceptional leadership qualities. The ideal candidate will need to have passion, drive and vision and be able to work with the whole community. A Headteacher who is dynamic, determined, approachable, visionary and an inspirational leader having high expectations of both achievement and behaviour. A Headteacher who will raise the aspirations and achievement for pupils and will stamp out educational disadvantage, who will improve teaching and learning through their influence on staff motivation, commitment and working conditions. The candidate must be able to motivate and inspire both pupils and staff with the ability to develop strong relationships with staff, pupils, parents, governors and other stakeholders.

The process of recruiting a Headteacher will commence as soon as CET's proposals are accepted by the Department, in order to allow a headteacher to have sufficient time in post pre-opening and give two terms notice to their employer. Advertisements will be placed in the usual print media, including the TES, Guardian Education and local media. It is possible a specialist recruitment agency will be used. It is envisioned that a Headteacher will be appointed at least two terms before the opening of the School

Once appointed, the Headteacher is expected to have a leading role in the recruitment of the senior leadership Team.

Management Staff structure



Each member of the management team will take on additional, clearly defined and communicated whole school responsibilities.

The SENCo will provide an important advisory role to the Pastoral Team with regard to safeguarding, child protection, statutory assessment and progress monitoring. The SENCo will also provide a training programme and advice for staff.

The Deputy Head will provide an important operational link with administrators in managing cover, events and trips but will also be responsible for professional standards amongst teaching staff. Reporting, planning and assessment form important parts of the job description.

The Curriculum Leaders will take on curricular development working with the Headteacher to maintain a progressive and exciting educational submission that will ensure outcomes inform practice and development.

The Headteacher will work at all levels to support and develop the school and its staff in line with the expressed aims of the Trust and the specified needs of the school and its community. To enable and empower senior and junior staff in order to develop new skills and competencies will be essential.

Accountability, competency and authority will need to remain balanced in all roles if the school is to move forward – it is the duty of Headteacher to ensure this.

Staffing

The following grid shows staffing levels at full capacity. For details of how the numbers of staff will be increased over time in line with pupil numbers please see section 7: Costs and Financial Viability plan.

Headteacher	Leadership	FT	1.00
Deputy Head	Leadership	FT	1.00
Teacher	Teaching Staff	FT	1.00
Teacher Assistant	Education Support	FT	1.00
School Secretary	Admin/Support Staff	FT	1.00
General admin and reception	Admin/Support Staff	FT	1.00
Finance Officer	Admin/Support Staff	FT	1.00
IT Administrator	Admin/Support Staff	FT	1.00
Caretaker	Admin/Support	FT	

	Staff		1.00
Business Manager	Admin/Support Staff	PT	0.40
Lunchtime supervision	Admin/Support Staff	PT	0.13
SENCo	Leadership	FT	1.00
SaLT	Education Support	FT	1.00
Occupational Therapy	Education Support	FT	0.50
School Counsellor	Education Support	FT	0.50

Recruitment of Staff

The Headteacher will seek to recruit a committed staff of teachers that are subject specialists. The process of recruiting staff will commence a 1½ terms ahead of the school opening so as to give enough time for a statutory notice period. Advertisements will be placed in the usual print media, including the TES, Guardian Education and local media. It is possible a specialist recruitment agency will be used.

Section 7: Premises

Premises search

After establishing a demand for a Free School, CET set about finding vacant buildings or land where a primary school could be built.

The difficulty has been searching for premises too early, as landlords and property owners were reluctant to agree to enter into discussions with third parties some time in the future. Nor were they willing to wait before marketing their properties. So the search for premises has been left as late as possible.

CET responded to this difficulty by focusing their search on derelict and unused properties within social housing developments that would not be attractive to property developers. In any other London borough this would be property or land that had no real commercial value. However as Westminster is one of the most desirable London boroughs for residential property, the search has been fraught with difficulties.

Despite this CET managed to identify three possible sites. The first, an area of land very close to the Westway, in [REDACTED], was discounted as it had extremely poor air quality and therefore not suitable for a primary school. The second was a public house, The Windsor Castle that had gardens to the rear. The building has remained unoccupied for 18 months and the present owners have recently had their planning application to demolish the building and to build a hotel turned down. There is a large car park to the rear of this property that accommodates six cars and three garages. The site is owned by Westminster and although it could accommodate a CET school parking spaces are protected in this area. The third site is the building to the front [REDACTED], at present the building houses Westminster Street Cleansing department, but it could be the subject of acquisition from Westminster Corporate Asset Portfolio department.

Details of the site

CET was introduced to a large site located just off the [REDACTED], in [REDACTED] by a senior Westminster planner. This is potentially an ideal location in a densely populated area of North Westminster. CET would seek to occupy a portion of this area.

CET's aim would be to redevelop a section of the site to:

- improve the physical environment
- provide education, skills and training to children and adults

- improve access to social and community facilities

Description of the site

This site was originally part of the St Mary's Hospital Planning Brief, [REDACTED]. The uses which occupy the site today relate back to the historic use of the site, providing supported housing for people with learning and physical disabilities. The brief outlines the need to provide and deliver additional specialist housing to meet the needs of Westminster's residents. It is approximately 0.4 hectares and is bounded by [REDACTED] to the north and [REDACTED] to the east and south. NHS Westminster and the Westminster's Corporate Property Unit share similar objectives for the site. The site is currently owned by the Secretary of State for Health and its development is at the Public Consultation phase. CET has been added to the list consultation contacts to be contacted at the time of consultation.

The site is large, and CET would not seek to use all of the available area, but in line with its objectives and with space in London at a premium, CET aims to demonstrate that a primary school doesn't necessarily need a large area, but can be built to maximise its potential within a constrained space but offering an economic and ergonomic educational facility with a playground on the roof if necessary. At full capacity the school will have a roll of 350 pupils.

CET vision for the new school building

CET aims to provide a comfortable, child-friendly learning environment. The school will provide a balance between the need for appropriate and useful technology and a variety of settings to respond to the needs of a diverse range of learners. Classrooms will be bright open spaces and provide a combination of teaching areas for whole classes, small groups and 1:1 tuition experiences.

An awareness of over-stimulation in relation to levels of light and noise will be central in the design of the school interior to ensure the optimum levels of confidence and focus for even the most distractible or sensitive child. The school will strive for the optimum levels of access to meet the needs of the disabled or sensory impaired learner. Further information is detailed in the CET Education Plan.

Appendix A

CURRICULUM PLAN HUMANITIES

	AUTUMN 1	AUTUMN2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	Foundation Skills - Time and chronology, Personal History, The world around me, People I know, Language of time and measurement					
YEAR 1	Navigating School	The local area	Homes	The local area 100 years ago	Going to the seaside	Toys
YEAR2	India	Who is Van Gogh?	The River Thames	London	Who is Florence Nightingale	The Great Fire of London
YEAR 3	Traffic	World Connections	Ancient Egypt	Numbers in geography	Local Heroes	Under the earth
YEAR 4	Henry VIII	Schools of the past	Mountains	Geography in the news	A village in Asia	The beach
YEAR 5	The Romans	Rivers	The Victorians	The Victorians	Coasts	Field Study
YEAR6	WWII	Britain since 1945	Greek Civilization	Greek Civilization	Passport to the world	My next move

CURRICULUM PLAN SCIENCE

	AUTUMN 1	AUTUMN2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Ourselves	Pushes and Pulls	Light and Dark	Sorting and using materials	Sound and hearing	Growing plants
YEAR2	Variation	Forces and movement	Using Electricity	Plants and animals in the local environment	Health and growth	Grouping and changing materials
YEAR 3	Materials	Magnets and Springs	Rocks and soils	Helping plants to grow well	Teeth and eating	Light and Shadow
YEAR 4	Friction	Solids and liquids	Keeping warm	Moving and growing	Circuits and conductors	Habitats
YEAR 5	Earth, sun and moon	Life cycles	Changing state	Changing sound	Gases around us	Keeping Healthy
YEAR6	Interdependence and adaptation	Reversible and irreversible changes	Micro organisms	Changing circuits	Forces	Project

Appendix B Sample Timetables

Example Year3 timetable	8:40 - 9:40	9:40 10:00	10:00 - 11:40	11:40 12:40	12:40 - 14:20	14:20 14:40	14:40 - 15:40						
Monday	ENGLISH	B R E A K	MATHS	SCIENCE	L U N C H	SWIM	RE	ASSEMBLY	B R E A K	FRENCH	LIBRARY & STORY		
Tuesday	ENGLISH		MATHS	MUSIC		QUIET READ	FRENCH	GAMES		ASSEMBLY	DRAMA	STORY	
Wednesday	SCHOOL ASSEMBLY		ICT	MATHS		PE	QUIET READ	ENGLISH		FRENCH	ART		
Thursday	ENGLISH		SCIENCE	MATHS		ENRICHMENT	FRENCH	HUMANITIES		HUMANITIES			
Friday	QUIET READ		GAMES	ENGLISH		MUSIC	MATHS	PSHE		ASSEMBLY	PSHE	REWARD TIME & STORY	

Example Year 5 Timetable	8:30 9:00	9:00 - 10:00	10:00 10:20	10:20 - 12:20	12:20 13:20	13:20 - 16:00					
Monday	A S S E M B L Y	DT	B R E A K	DT	ENGLISH	MATHS	L U N C H	FRENCH	PE	ART	
Tuesday		HISTORY		ENGLISH	SCIENCE	MATH		FRENCH	GAMES		
Wednesday		MATHS		RE	FRENCH	ENGLISH		FORM TIME	GAMES	BREAK	ENRICHMENT
Thursday		ICT		ENGLISH	MATHS	PSHE		FORM TIME	DRAMA	GAMES	
Friday		GEOGRAPHY		MATHS	FORM TIME	MUSIC		ENGLISH	SWIM	SCIENCE	



Appendix C Press release

PRESS NOTICE

Tuesday 12 April 2011

A new free primary school for London?

Parents and carers in five different London boroughs are being asked whether they would be interested in sending their child to a free primary school set up and run by the Constable Educational Trust (CET). The move comes following widespread reports of a London-wide shortage of primary provision in the capital.

CET is looking for a suitable site in London to open a brand new, state-funded primary Free School and has targeted the five areas; Camden, Hackney, Haringey, North Kensington and Tower Hamlets as areas where there is a demand for additional primary places. They are asking parents to sign up to say whether they would be interested in a CET primary school opening in their area in September 2012.

The new CET primary school would be mainstream and will support high academic attainment and progress. However drawing on its substantial experience, the school would also ensure that there was early identification and intervention where children showed problems with language, literacy and processing.

Children would be taught the National Curriculum as well as Modern Foreign Languages, a range of sports, ICT and creative subjects.

CET has 17 years of experience in setting up and running an independent school in South West London. As a parent, [REDACTED] has personal experience of setting up The Moat School in Fulham, for children with dyslexia and other special educational needs at which 70% of the pupils are state funded.

Parents with children who will be aged four between 1 September 2011 and 31 August 2012 are being asked to visit the CET website www.cetrust.net to register interest. Registering interest does not in any way mean that parents have signed up to or registered for a new school.

[REDACTED] said; 'I would really encourage anyone who has a child who will be aged four between 1 September 2011 and 31 August 2012 and who is interested in increasing the options for their child to register. We have a huge amount of experience in opening and running a highly successful school and we are convinced that we can use that experience to enhance the educational choices on offer in London.'

Ends

Contact [REDACTED]

Notes to editors

1 CET is approaching five boroughs in London to gauge interest in their proposals.

2 Free Schools are non-profit making, independent, state-funded schools. There is not a 'one-size-fits-all' approach. They are not defined by size or location: there is not a single type of Free School or a single reason for setting them up. Free Schools could be primary or

secondary schools. They could be located in traditional school buildings or appropriate community spaces such as office buildings or church halls. They could be set up by a wide range of proposers - including charities, universities, businesses, educational groups, visionary teachers or committed parents - who want to make a difference to the educational landscape. They might be needed because there simply are not enough school places in a local area and children have to travel too far to the nearest school. More information is available from the DfE website at this link.

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/>

3 More information about CET's proposals can be found at www.cetrust.net The website will be live from 12 noon on Wednesday 13 April.

Appendix D Media Coverage



Charity offers parents a new school choice

18 Apr 2011

An education charity is offering to set up a primary school in one of the "black holes" of London where extra school places are most needed.

The Constable Education Trust has pinpointed five boroughs and is asking parents whether they want a free school in their area.

The state-funded primary could be opened in [Camden](#), Hackney, Haringey, North Kensington or [Tower Hamlets](#) by the trust, which runs an independent school in Fulham for children with special educational needs and dyslexia.

The new school would be mainstream but pupils with language and literacy problems would be identified early.

London Councils says 10,000 extra primary school places are needed to ensure all children are taught in permanent buildings next year.

guardian.co.uk

CRIBSHEET



Cribsheet 18.04.11

What are teachers talking about? Behaviour, behaviour, behaviour

- [Comments \(3\)](#)



•

- [guardian.co.uk](#), Monday 18 April 2011 12.23 BST
- [Article history](#)

Education news from around the web

- Writing in the Independent, [\[redacted\]](#), argues that [Cameron's betrayal of the middle class](#) means:
"We're about to see the fury of the middle classes losing their university places to poorer students with worse qualifications."
- The academies programme has been given fresh support by LSE researchers who find that [turning a school into an academy improves its performance](#) – and that of neighbouring schools, [\[redacted\]](#) reports in the FT.

- The BBC has a video about the [rise of sexual bullying in schools](#) and the way girls are often blamed for 'bringing it on themselves'.
- David Attenborough tells the Telegraph he's amazed at [how little young people know about the natural world](#), but admits they know a lot more than he does about computers.
- An education [charity is offering to set up a primary school](#) in one of the "black holes" of London where extra school places are most needed. The Constable Education Trust has pinpointed five boroughs and is asking parents whether they want a free school in their area. The new school would be mainstream but pupils with language and literacy problems would be identified early, the Evening Standard reports.
- At the other end of the education scale, the Daily Mail reports that the [cost of privately educating a child](#) to 18 could soar to more than £360,000 - after Winchester College, a leading public school, became the first to raise its annual fees past the £30,000 mark. It's 4.6% fee hike means parents will be forking out £31,350 per pupil for the next academic year. Other high-charging schools including Eton are expected to announce their fees for 2011-12 in the next few weeks.
- A survey by the home insurer ██████████ claims [more than half of university students will live at home](#) with their parents by 2020. It says the student population could plunge in many towns, leading to a drop in property prices and rental markets. Crime and vandalism will go up, as properties are left vacant.
- Changes to [schools admissions procedures](#) could make the system less fair, according to the Advisory Centre for Education. The charity fears the new rules will make it easier for schools to cherry pick the students who are easiest to teach, ██████████ reports on the Local Schools Network.

East London Advertiser, Thursday April 11, 2011

Parents quizzed over new school

Parents are being asked if they would be interested in an independent free primary school being set up in the East End.

It would be run outside local authority control by the Constable Educational Trust which is looking at Tower Hamlets and neighbouring Hackney as possible areas of expansion.

It follows reports of a London-wide shortage of primary provision, especially in overcrowded inner city areas. The trust, which has 17 years' experience in setting up and running the Moat School in Fulham, plans to leaflet parents at play groups and nurseries from Tuesday to see if there is demand in East London.

Camden New Journal

62 pupils facing wait for place in Camden - But, Belsize Park parents plan new community school under govt' legislation

██████████
Published: 14 April 2011

by ██████████

FAMILIES living in a “black hole” between primary schools will be forced to travel for up to two hours each day or opt for private education.

That is the warning from a group of parents in Belsize Park as the families of 62 pupils living in Camden were told they do not yet have a school place for September.

The parents, who are hoping to set up a new community school under the government’s free school legislation, have stepped up their campaign in the wake of the news.

Town Hall education bosses say they are “confident” every child in the borough will have a place in time for the start of term, but the group argue the new figures are evidence the council has failed to deal with the ongoing problem.

██████████, who chaired a meeting on Friday, said: “I’ve lived in Belsize Park for 15 years. You may think there are so many great schools nearby that your children are bound to get into one of them. The reality is very different.”

In 2009, the council spent £160,000 refurbishing the temporary Courthope Education Centre as an emergency response to a crisis that saw more than a hundred primary school age children without places.

The Town Hall insist they will not need extra classes this year since spaces will become available before September as parents turn down unwanted offers.

██████████, who has a young son, lives on ██████████, just metres away from Fleet Primary. But she failed to get a place at the school – or any of her other five choices. She was offered Carlton in Kentish Town, making it impossible for her to walk her son to school. ██████████ said: “I don’t drive so to reach the school I will need to take a bus to Kentish Town station and then walk as there is no bus going directly to the school. It will be very inconvenient.”

Following the release of primary school places, educational charity the Constable Educational Trust (CET) has also expressed interest in opening a free school in Camden.

██████████, said: “I would really encourage anyone who has a child who will be aged four between September 2011 and August 2012 and who is interested in increasing the options for their child to register.”

Camden Council’s education chief Councillor Heather Johnson said: “The vast majority of parents have received an offer at the primary school of their choice. Unfortunately, we haven’t been able to offer places to 62 families in the initial round of offers. However, there will be several rounds of offer-making between now and summer.

“We know from experience that a proportion of our school places will become available over time.”

Pictured: ██████████, Councillor Tom Simon and ██████████ at the meeting of concerned parents last Friday.



The school will take pupils of all ages

Haringey free school to plug shortage of primary school places



Monday, April 18, 2011
4:38 PM




A SHORTAGE of primary school places has prompted a group of business moguls to bid to set up their own school.

- [Your view](#)
- [Email](#)
- [Print](#)
- [Got a story?](#)

Dubbed the Academy of Entrepreneurial and Sporting Excellence (AESE), its aspiring founders say a lack of available places in Haringey is forcing parents to look further afield.

But they hope their plans for a joint primary and secondary school - to be opened under the coalition Government's free schools scheme - could prove a valuable lifeline to families.

AESE  who works in law and lives in Tottenham, said: "Last year, 36 families didn't have places for children to start primary school in September.

"The council say they want a new primary school and the borough is desperately short of places, but they don't have the money. So, without working with us, we're not likely to get another primary school."

There are 2,381 places available for admission in Haringey's primary schools starting this September.

But demand for reception places is expected to rise to 3,478 by 2020 - a far greater number than the borough can currently cater for unless further capacity is created.

██████████ is in talks with Haringey Council about how best to develop their plans. But as a “free school”, the funding, curriculum and administration would be entirely separate from the council.

The group, comprised mostly of teachers and business men and women, said it also feels compelled to set up its own school after being dismayed at what it calls “failing” standards in the borough’s secondary schools.

“Unless families take action to address the issue themselves, their children will be forced to attend underperforming schools against their wishes,” said ██████████.

Meanwhile, the parent-led Constable Educational Trust (CET) has also thrown its hat into the ring, asking families if they would support an application to open its own free primary school by September 2012.

The trust has earmarked Haringey as a “suitable site” for a new school because of its dwindling number of available school places.

If successful, they said children will be taught foreign languages, Latin, computer studies, art and a range of sports, on top of the national curriculum.

██████████ said: “We have a huge amount of experience in opening and running a highly successful school and we are convinced that we can use that experience to enhance the educational choices on offer in Haringey.”

CET already runs The Moat School in Fulham, for children with specific learning difficulties.

Eden Primary School, a Jewish school open to all faiths and based in Tetherdown, Muswell Hill, is the first of the borough’s free schools to open in September this year.

A council spokeswoman said: “We are happy to explore ideas to address the shortfall in school places in the borough.”




**HARINGEY
INDEPENDENT** [Groups
call for backing for two new free school proposals
in Haringey \(From Haringey Independent\)](#)
TOP STORIES [RSS FEED](#)

Groups call for backing for two new free school proposals in Haringey

7:20am Saturday 23rd April 2011

TWO new free schools are being proposed for Haringey as voluntary groups look to take advantage of government legislation.

A group of parents, teachers and business leaders have teamed up in a bid to open the [Academy of Entrepreneurial and Sporting Excellence](#) in Tottenham in September next year. The group feel that children from the area are discriminated against in later life because of the reputation of Haringey's schools, and want to equip children with business skills.

, who is leading the bid, said: "Having to attend underperforming schools would have a permanent detrimental effect on our children's futures.

"There are approximately 4,500 Haringey schoolchildren who are due to start secondary school next year – but due to the fact that many Haringey schools are performing so badly, around half of these children have apparently chosen schools outside the borough.

"As the system does not select by ability, this could mean that a straight 'A' student could be sent to a very poorly performing school and this will affect the college that child is able to get into and also the University that child will have access to."

The group were denied permission to set up the school this year at a site in Bruce Grove by Haringey Council, and are currently looking for a new building to house the school.

The proposal would see only 450 students enrol, and teachers would give them the opportunity to take GCSE exams in Year 9, with A Levels available in Year 11.

Results at Haringey's secondary schools have improved in recent years, although three of the borough's schools [failed to meet the Government's new benchmark of five or more GCSEs at grade A* to C, including maths and English, in January.](#)

██████████ added that the group would be open to teaching primary school children as well if there was sufficient demand in the borough.

Meanwhile, another group is calling on parents to prove there is demand for a new primary school in Haringey as it searches five London boroughs for a site, also to open next year.

The Constable Educational Trust currently runs The Moat School in Fulham which caters for children with dyslexia or other special needs.

But the trust [want to open a mainstream school](#), while still focussing on early intervention for children who are identified as having learning difficulties.

██████████ said: "I would really encourage anyone who has a child who will be aged four between September 1, 2011, and August 31, 2012, and who is interested in increasing the options for their child to register.

"We have a huge amount of experience in opening and running a highly successful school and we are convinced that we can use that experience to enhance the educational choices on offer in Haringey."

There are 2,381 places in Haringey's primary schools for this September, but an increasing population is putting pressure on the borough's facilities.

Plans for the schools must be submitted to the Department for Education by the start of June.

Free schools are schools run by groups of parents, teachers, charities, trusts, religious and voluntary groups.

They will be set up as academies and be funded directly by the Government.

The idea was a key plank of the Conservatives' manifesto during the build-up to the General Election, but academies have been criticised for being expensive and diverting funding from existing schools.

As appeared in the Haringay online Community blog May 8 2011

For the residents of Haringay in the borough of Haringey

██████████

Proposal for New Primary School (Free School) Register your interest by 27th May

- Posted by [REDACTED] on May 8, 2011 at 5:24pm in Community Information & News
- [View Discussions](#)

I was in the library earlier today and came across a leaflet entitled "Concerned about getting the right primary school place for your child in 2012?". Damn right I am!

The leaflet is published by the Constable Educational Trust who say "CET wants to increase your options by opening a brand new, state-funded primary school (aka free school) in your area in September 2012. We will focus our initial proposal to open a new school on the area of London where there is most demand. If you think this should be your area then we would encourage you to get as many people as you can, who have children starting primary school in September 2012 to sign up."

I know nothing about this particular organisation, or the wider political view on the "free schools" debate; but I do know I would like as many options to be available for me to consider so I am certainly going to sign up.

You need to "sign up" before 27th May 2011. The leaflet provided a Freepost Form to complete (Freepost [REDACTED]). But I think you can also e-mail your details to [REDACTED]

The form reads:

"By providing the following details you are only indicating your interest, not applying for a place. If you have a child who will be aged 4 between 1st September 2011 and 31st August 2012 and you would like to have a Constable Educational Trust primary school in your local area, please complete the following"

ConservativeHome's Local Government Blog

Free schools planned for Lambeth, Grimsby, Enfield, Boston, Sheffield....

Some free schools get more attention than others. The one opening in my ward this September, the [West London Free School](#), founded by [REDACTED] has already attracted a lot of attention. I suspect that [REDACTED] [Michaela Community School](#) in Lambeth is sure to be one of the high profile ones. I very much hope and believe it will succeed. She has already written a powerful [piece \(£\)](#) for The Sunday Times about it.

But running alongside is the quiet revolution. Not all the proposals will come to fruition. Not all of those that come to fruition will succeed. Most that do will make the local papers rather than the national press. Yet there is sufficient evidence already to show that the state monopoly, which previously on the rich could escape, is crumbling for the rest.

In Grimsby a free school is [planned](#) for the Nunsthorpe Estate. [REDACTED] believes that the existing secondary schools do not allow children "to reach their full potential." She has "moral support" from Cllr Tony McCabe of Lib Dem-run North East Lincolnshire. As I write 523 parents have [signed up](#).

In London a charity called the Constable Education Trust is [offering](#) a free school for Camden, Hackney, Haringey, Kensington or Tower Hamlets.

In Enfield a third free school is [proposed](#) with local Conservatives shoeing tremendous leadership.

In Boston the Phoenos Foundation, which already runs two schools has [plans](#) for a free school.

In Sheffield a school catering for children with cerebal palsy [believes](#) switching to free school status would reduce delay and bureaucracy in placing children with them.

In Southwark, as well as the [London Bridge Free School](#), a primary school, there are proposals from the [Compass Schools Trust](#) for a secondary school.

Appendix E

Westminster

Children born from 1 September 2006 to 31 August 2007

postcode
W11
W9
W9
W10
NW8
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W9
W10
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w10
W9
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W10

Children born from 1 September 2007 to 31 August 2008

Postcode
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W2
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W10

Appendix G Messages to the hotline

We have received two messages to the hotline in the period. The first from an individual requesting a leaflet having read the media coverage in the Evening Standard, this was sent. The second was from the charity Real Action, [REDACTED] who was called back directly and whose organisation has since become very involved in the project.

Appendix H Venues and canvassing

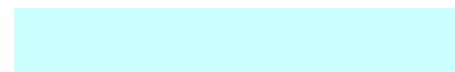
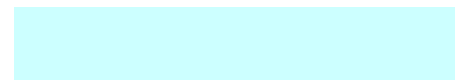
- [REDACTED] has spoken with parents at Real Action's Butterfly Saturday Reading Group (note that Real Action is targeted at deprived wards including Queen's Park, Harrow Road, Westbourne etc). It also covers The Mozart Estate which is a large area of social housing.
- The main marketing activity has been on-street canvassing around the area of Harrow Rd, including W1 and W9. This has consisted of showing parents and carers information about the proposed school and CET and discussing whether they feel there is a need for a CET primary school in their area.

Name of Proposed School	CET Primary School
--------------------------------	---------------------------

Local Authority Area	Westminster
-----------------------------	--------------------

Proposed Opening Date	September 2012
------------------------------	-----------------------

Type of School	Primary
-----------------------	----------------



General

- ▶ The financial plan template is provided as a framework to enable you to build up the income and expenditure projections for your proposed school in a consistent way.
- ▶ **You should only input data in cells highlighted in blue.** Figures already in highlighted blue cells are there for illustrative purposes only and should be amended to fit the circumstances of the proposed school.
- ▶ Financial forecasts should be prepared on the basis of your best estimates relating to the proposed school, including the financial implications of its planned accommodation.
- ▶ Assumptions underpinning the forecasts must be stated on the assumptions tab within this spreadsheet, including items where the estimates are based on benchmarking information.

g , p g y
Academies Financial Handbook. You may find it helpful to refer to this handbook in preparing your financial forecasts. For example, forecasts should be prepared on the "accruals" basis of accounting, which means that you should recognise expenditure in the accounting period in which it is incurred, which may be earlier than when the invoice is actually paid. You can access the handbook through this link -

[Academies Financial Handbook.](#)

- ▶ Balance sheet and cash flow forecasts are not required for new schools.
 - ▶ Where your application contains other (i.e. non DfE / YPLA) income and expenditure streams, you should highlight any implications on cash flow should that income be delayed or expenditure deferred.
 - ▶ Depreciation of fixed assets is normally accounted for as an item of expense to write off the capitalised cost of an asset over its economic life. This is sometimes seen as helping to provide a fund for the eventual replacement of the asset.
 - ▶ Depreciation should be recorded as an item of expenditure to the extent which the underlying asset has not been wholly financed by a capital grant.
- However, where the asset has been wholly financed by a capital grant, eg from the DfE, there is no need to account for the depreciation in your forecast.
- ▶ As a minimum, forecasts should cover the following timeframes to allow for one year cohort build up each year to steady state:

Secondary (11-16)	2012/13 to 2016/17
Secondary (11-18)	2012/13 to 2018/19
Primary	2012/13 to 2018/19
16-19 School	2012/13 to 2016/17
All-through	Until pupil numbers are predicted to reach full capacity/ steady state

▶ Forecasts for years 2019/20 to 2021/22 do not need to be completed unless pupil numbers are still projected to be building up in those years.

▶ Forecasts should be prepared on an academic year (September to August) basis.

Cover Sheet

▶ Name of Proposed School: Please input the name of your proposed school.

▶ Local Authority Area: Please select the local authority area in which you expect your school to be based from the drop down menu.

▶ Type of School: Please select the type of school proposed from the drop down menu. If the age range of your school does not match an available option, please use 'Other'

Pupil No Input

▶ Pupil numbers in each cell should be the total number of pupils on-roll in that phase per year.

▶ Please enter all data for primary phase in rows 21-27 and for 11-16 secondary phase in rows 32-40

▶ The 16-19 rate per pupil can be found by using the ready reckoner on our website; however this will not be available until **April 2011**. Once available, this can be inputted into cell B45 (it has a pink border). Grant funding income for 16-19 provision is then calculated from the pupil numbers input in line 46 multiplied by the estimated rate per pupil input in cell B45.

▶ The average percentage of pupils eligible for Free School Meals (FSM) in a local authority at primary and secondary level can be found at the DfE Statistics site using the link below and the document you will need is Excel spreadsheet entitled "These excel sheets contain Local Authority tables produced from FINAL data, added 17 June 2010".

<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

If you have an alternative estimate of the FSM rate (e.g. based on nearby schools), you may use that. Please include an explanation of any alternative rate used in your assumptions.

YPLA Grant Income

- ▶ YPLA pays all grant income for pupils aged 5-18 in Free Schools.
- ▶ Grant funding income will be automatically generated according to phase, the pupil numbers input and local authority area selected.
- ▶ Grant funding income for 16-19 provision is calculated from the pupil numbers input and the estimated per pupil rate obtained from YPLA and input in cell B45 on the Pupil No Input tab.

- ▶ The route and process for funding of nursery places in Free Schools is yet to be confirmed. You may wish to enter estimated funding figures for nursery places in your Free School until these details are available. Any estimated nursery income should be included in the Income and Expenditure tab and related expenditure included in relevant lines of the pay and non-pay tabs.
- ▶ Other Grant Income from YPLA: As Academies, Free Schools will be re-imbursed for insurance and local authority rates. Please enter these costs in rows 24-29 (the corresponding amounts should be included as expenditure).

- *N.B. The funding rates used in this spreadsheet are the 2011/12 figures, as per the Free Schools ready reckoner available on the DfE website. Funding rates for 2012/12 and beyond are not known at this stage, and are subject to work on the wider reform of the school funding system.
The grant income shown in this spreadsheet does not therefore represent the budget that a Free School will get if opening in 2012/12, but is included to give you an indication of the level of funding you can expect.*

Payroll

- ▶ Please insert relevant data for each staff type on a single line. For example, all teachers on similar pay should be included in same line with total number included in column T onwards.
- ▶ Data must be entered for each year.
- ▶ Some sample data has been entered for illustration purposes. You should over-write this data.
- ▶ For an explanation of a column heading, please hover over the relevant heading
- ▶ Please complete required fields and totals will automatically will be transferred to income and expenditure (I&E) summary sheet.
- ▶ You may find it helpful to visit the Schools Benchmarking Website, which provides details of how much maintained schools spend on staffing costs -

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

Non Pay

- ▶ Some items listed on this sheet are for illustration purposes only, you can over-write this data.
- ▶ You can insert rows, if you wish to expand on a particular item but please do not delete any existing row in any circumstances. Any rows inserted by user can be deleted.
- ▶ You may find it helpful to visit the Schools Benchmarking Website, which provides details of the non-staff costs typically incurred by maintained schools -

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

The benchmarking information does not cover the costs of purchasing and providing services that only an Academy or Free School will need.

The following are average costs per Academy for certain services:

- Auditors remuneration - £15k
- Legal and professional fees - £45k
- Bank interest and charges - £3k

These average costs relate mainly to large secondary schools so should be adjusted down for smaller schools.

Start up Grant funding

- ▶ Books, Materials and Equipment Grant: for each applicable phase and year, enter the planned number of additional pupils. Enter 0 for years after the school has recruited to each year group. E.g. a new 1FE primary school would enter 30 for the first seven years and then 0. Nursery pupils are ineligible.
- ▶ Management training and post opening staff recruitment: enter the number of relevant post per year in cells E20/E21 and row 22 respectively
- ▶ Senior staff diseconomies funding: enter the planned capacity of the school when full (excluding nursery) in cell E28 (e.g. in the example above it would be 210). Enter the salaries including on-costs (i.e. employer pension and NI contributions) for any posts for which you hope to claim staff diseconomy funding in cells E33-E37. You may add one additional post in line 38 if you need support

- ▶ Assessed Start Up Funding: We would not normally expect Free Schools to need any additional funding support. However, if you think your school will need exceptional additional funding, please enter the amount per year in line 44, giving a brief explanation of why this funding is necessary in the box at line 46. Any exceptional funding requested should also be explained in your proposal.
- ▶ To estimate how much start-up funding your school might receive, please use the details set out in the start-up guidance, following the link below -

[Start up Guidance](#)

I&E Summary

- ▶ Please enter any anticipated income from sources other than YPLA grant funding in rows 12-19.
- ▶ All expenditure information is automatically translated from the Payroll and Non Pay sheets.
- ▶ You may find it helpful to visit the Schools Benchmarking Website, which provides details of how maintained schools spend their income.

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

Assumptions

- ▶ Please state all the assumptions made for income and expenditure. These could include the following;
 - a) Recruitment assumes full capacity in each year
 - b) Pupil recruitment is assumed to grow at steady rate until steady state is reached.
 - c) 6th form provision assumed to follow 5th year of pupil recruitment in secondary school

Sensitivity Analysis

- ▶ Your application should also include detailed assessment of how you would manage your budget and remain financially viable if only 90% of places were filled, and/or if your Free School Meal pupils were less than planned, as you would only be receiving funding for the pupils recruited. You might find it best to provide this as an amended version of this financial spreadsheet.

► If you are assuming significant income from sources other than DfE grant eg. third party contributions, you should provide a detailed assessment of how you would manage your budget and remain financial viable if these contributions were significantly less than expected. You might find it best to provide this as an amended version of this financial spreadsheet.

Printing

Each tab has been set up to print on A4

Department for
Education









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The grant income shown in this spreadsheet does not therefore represent the budget that a Free School will get if opening in 2012/12, but is included to give you an indication of the level of funding you can expect.*

Payroll

- ▶ Please insert relevant data for each staff type on a single line. For example, all teachers on similar pay should be included in same line with total number included in column T onwards.
- ▶ Data must be entered for each year.
- ▶ Some sample data has been entered for illustration purposes. You should over-write this data.
- ▶ For an explanation of a column heading, please hover over the relevant heading
- ▶ Please complete required fields and totals will automatically will be transferred to income and expenditure (I&E) summary sheet.
- ▶ You may find it helpful to visit the Schools Benchmarking Website, which provides details of how much maintained schools spend on staffing costs -

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

Non Pay

- ▶ Some items listed on this sheet are for illustration purposes only, you can over-write this data.
- ▶ You can insert rows, if you wish to expand on a particular item but please do not delete any existing row in any circumstances. Any rows inserted by user can be deleted.
- ▶ You may find it helpful to visit the Schools Benchmarking Website, which provides details of the non-staff costs typically incurred by maintained schools -

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

The benchmarking information does not cover the costs of purchasing and providing services that only an Academy or Free School will need.

The following are average costs per Academy for certain services:

- Auditors remuneration - £15k
- Legal and professional fees - £45k
- Bank interest and charges - £3k

These average costs relate mainly to large secondary schools so should be adjusted down for smaller schools.

Start up Grant funding

- ▶ Books, Materials and Equipment Grant: for each applicable phase and year, enter the planned number of additional pupils. Enter 0 for years after the school has recruited to each year group. E.g. a new 1FE primary school would enter 30 for the first seven years and then 0. Nursery pupils are ineligible.
- ▶ Management training and post opening staff recruitment: enter the number of relevant post per year in cells E20/E21 and row 22 respectively
- ▶ Senior staff diseconomies funding: enter the planned capacity of the school when full (excluding nursery) in cell E28 (e.g. in the example above it would be 210). Enter the salaries including on-costs (i.e. employer pension and NI contributions) for any posts for which you hope to claim staff diseconomy funding in cells E33-E37. You may add one additional post in line 38 if you need support

- ▶ Assessed Start Up Funding: We would not normally expect Free Schools to need any additional funding support. However, if you think your school will need exceptional additional funding, please enter the amount per year in line 44, giving a brief explanation of why this funding is necessary in the box at line 46. Any exceptional funding requested should also be explained in your proposal.
- ▶ To estimate how much start-up funding your school might receive, please use the details set out in the start-up guidance, following the link below -

[Start up Guidance](#)

I&E Summary

- ▶ Please enter any anticipated income from sources other than YPLA grant funding in rows 12-19.
- ▶ All expenditure information is automatically translated from the Payroll and Non Pay sheets.
- ▶ You may find it helpful to visit the Schools Benchmarking Website, which provides details of how maintained schools spend their income.

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

Assumptions

- ▶ Please state all the assumptions made for income and expenditure. These could include the following;
 - a) Recruitment assumes full capacity in each year
 - b) Pupil recruitment is assumed to grow at steady rate until steady state is reached.
 - c) 6th form provision assumed to follow 5th year of pupil recruitment in secondary school

Sensitivity Analysis

- ▶ Your application should also include detailed assessment of how you would manage your budget and remain financially viable if only 90% of places were filled, and/or if your Free School Meal pupils were less than planned, as you would only be receiving funding for the pupils recruited. You might find it best to provide this as an amended version of this financial spreadsheet.

► If you are assuming significant income from sources other than DfE grant eg. third party contributions, you should provide a detailed assessment of how you would you would manage your budget and remain financial viable if these contributions were significantly less than expected. You might find it best to provide this as an amended version of this financial spreadsheet.

Printing

Each tab has been set up to print on A4







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