

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: mainstream.fsapplications2013@education.gsi.gov.uk.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Please state how you would describe your group: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other
6.	If Other, please provide more details: The West London Free School Academy Trust
7.	Has your group submitted more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8.	If Yes, please provide more details:
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:
Details of company limited by guarantee	
11.	Company name: West London Free School Academy Trust Ltd
12.	Company address: [REDACTED]
13.	Company registration number: 07493696
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: [REDACTED]
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering</p>	

the company with Companies House. Further members may subsequently be appointed.

16.	Please confirm the total number of company members: 4
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED] ([REDACTED])

2. Name: [REDACTED] ([REDACTED])

3. Name: [REDACTED] ([REDACTED])

4. Name: [REDACTED] ([REDACTED])

5. Name: [REDACTED] ([REDACTED])

6. Name: [REDACTED] ([REDACTED])

7. Name: [REDACTED] ([REDACTED])

8. Name: [REDACTED] ([REDACTED])

9. Name: [REDACTED] ([REDACTED])

10. Name: [REDACTED] ([REDACTED])

11. Name: [REDACTED] ([REDACTED])

12. Name: [REDACTED] ([REDACTED])

13. Name: [REDACTED] ([REDACTED])

19. Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free

- Yes
 No

	School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	136750
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	Range: 11 – 18 On roll: 121 Capacity: 840
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: Not yet inspected	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: None available. School opened in 2011.	

30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:
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**Please tick to confirm that you have included
all the items in the checklist.**



**Declaration to be signed by a company member on behalf of the
company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company

Print name:



Date: 24th February 2012

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

Section B: Outline of the school

1.	Proposed school name:	WEST LONDON FREE SCHOOL PRIMARY
	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	London Borough of Hammersmith and Fulham
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

The West London Free School (WLFS) Primary will be a two-form entry, 4-11 primary in the London Borough of Hammersmith and Fulham (LBHF) that will provide children with a traditional liberal education.

Our aim is not only that every pupil should fulfil his or her potential, but that he/she should acquire a core body of knowledge and develop the necessary skills to thrive in the WLFS. That means pupils who are committed to their education, have a strong foundation in literacy and numeracy, have developed a sense of curiosity and a thirst for knowledge and are ready to embrace the challenges of the academic curriculum when they transfer to our secondary school.

There is a real need for a new school of this type in the area. The average level of attainment in English and Maths in LBHF's state primaries is good, but not great. In 2011, the average number of children reaching Level 4 or above in English was 62.5%, and the average number reaching Level 4 or above in Maths was 59.7%. We aim to achieve 100% in both subjects. That may sound ambitious, but we believe its possible using the same combination of high expectations, strong discipline and academic rigour that characterises the secondary school. There's no question that LBHF needs additional primary school places and, judging from the interest local parents have expressed in the WLFS Primary, a primary school with the same ethos as the secondary will be a popular choice.

The school will be located in an extraordinarily multi-cultural community. Data provided by LBHF taken from the 2011/12 school census shows that 88 different languages are spoken within a one-mile radius of the [REDACTED] site. We believe our core knowledge curriculum is the best way to counter the risks associated with such a diverse community. If children share a common stock of knowledge, they will have a shared set of references from which to assess each other's cultural differences.

The plan is for the primary to serve as the lower school of the WLFS and, as such, it will be non-selective, co-educational and secular. It will be overseen by the same Board of Governors and embody the same vision and ethos. Our aim is to create one of the best primary schools in the country, renowned for academic excellence, and capable of instilling world-beating academic ambition in all its pupils, no matter what their background.

We'll put a strong emphasis on literacy in Reception so our pupils can access the rest of the primary curriculum as they progress up through the school. Systematic Synthetic Phonics will be the basis of the teaching in this respect, accompanied by as much reading as possible, although we shall take account of the fact that children learn in a combination of different ways. As the children move through the school, we shall aim to develop their self-reliance and self-organisation. Increasing demands of them will be made, including an extra-curricular programme from Year 5, and homework will ratchet up year-by-year. The site is already blessed with a

sizable library and we will keep this in place, expecting the children to make full use of it. We aim to make reading, particularly of classic children's literature, a central part of their primary school experience. Parents will be involved in the learning process from the outset and parental engagement in all aspects of the school will be a key feature.

The school will have the following distinctive characteristics:

- Pupils will be divided into Infants (Reception – Y2) and Juniors (Y3 – Y6). Different senior teachers will have responsibility for leading and managing the Infant and Junior Schools.
- The following subjects will form the basis of the school's curriculum: Mathematics, English, Science, History (ancient and modern), Geography, Philosophy/Classics, Modern Languages, Music, Divinity, Art/Design, Games and PE.
- Infants will be taught by form teachers in the main, but with subject specialists teaching Modern Languages, Music and PE/Games.
- As the pupils move up through the school, the percentage of lessons taught by subject specialists will increase, with more than half of all lessons delivered by specialist teachers in Y5 and Y6.
- Instrumental music lessons will be included in the Music curriculum from Y3 onwards. (The WLFS is a specialist music school.)
- Juniors will learn about classical civilisation, starting with Greece in Y3.
- Pupils will be expected to observe a strict code of conduct based on courtesy, common sense and co-operation, together with kindness.
- In addition to being organised horizontally into form groups, pupils will be organised vertically into four houses: Athenians, Corinthians, Olympians and Spartans.

The proposal has the full support of the Local Authority, which has offered to provide the school with a suitable building for a peppercorn rent. The building in question is currently serving as the temporary site of the WLFS, but will be vacant from September 2013 when the secondary school relocates to its permanent home. It was originally built as a one-form entry primary, but could comfortably accommodate a two-form entry primary with some minor refurbishment.

We want the pupils at the school to reflect the social and ethnic diversity of the local area. This will inevitably mean an above-average number of children on free school meals since LBHF is in the most deprived quartile of Local Authorities according to the Department for Communities and Local Government's social deprivation index and the proposed site of the school is in the Hammersmith Broadway ward, one of the more deprived in the borough. We intend to meet the needs of this challenging cohort by putting a full-range of specialist support in place, including teaching assistants that specialise in EAL and a full-time SENCO.

Strong discipline will be a priority. The school will have high standards of behaviour, and these will be rigorously and consistently enforced. The school will develop effective systems for behaviour tracking and management and build close relationships with parents and carers so that the school's values will be reinforced in the home.

As with the secondary, the hope is that a combination of high expectations, strong discipline and academic rigour will enable all the pupils to reach their potential, regardless of background or ability. We want all the children to set themselves the highest possible goals and have the confidence to pursue those goals. Not only do we want 100% of the children to leave the lower school having reached Level 4 or above in English and Maths, we would like pupil attendance to be 95% and expect at least 60% of the pupils to be having individual instrumental music lessons by Y6.

Section D: Education plan – part 1

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

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	120	180	240	300	360	420

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

CURRICULUM OVERVIEW

An emphasis on literacy in Reception and throughout the school will enable our pupils to access other areas of the curriculum as they progress upwards. In order to achieve our aims (see above), the curriculum will be subject-focused, drawing on the work that the think tank Civitas has done in collaboration with the American educationalist E.D. Hirsch. At the time of submitting this proposal, the Review of the National Curriculum has yet to publish its conclusions, but we will take on board any recommendations it makes.

One of the virtues of the core knowledge curriculum is that it compensates for the disadvantages afflicting children with uneducated parents. These children often lack the core knowledge that children with educated parents pick up in the home and if this isn't taught in school the children in the former group often find themselves at a permanent disadvantage. The fundamental principle underpinning the core knowledge curriculum is that all children should leave school equipped with a store of essential knowledge, regardless of background or ability.

There is a growing body of research evidence in America showing how effective Hirsch's Core Knowledge Programme is when it comes to raising attainment. For instance, administrators in Oklahoma City carried out a series of carefully controlled, independent studies into the effects of core knowledge in their district in 2000. Comparing elementary school students who'd studied the core knowledge curriculum with those who hadn't, the study found that the former group outscored the latter in seven of the eight categories in the Iowa Test of Basic Skills. Social scientists at the Center for the Social Organization of Schools at Johns Hopkins University came to a similar conclusion in the late 1990s. In Colorado, where core knowledge is taught more widely than in any other American state, a large percentage of core knowledge schools posted scores that were between 10% - 30% above the state average in the state's CSAP exam in 2002.

CURRICULUM DETAIL

The following subjects will form the backbone of our curriculum:

Mathematics, English, Science, History (ancient and modern), Geography, Philosophy/Classics, Modern Languages, Music, RE, Art/Design, Games and PE.

Mathematics

By the end of Y6 in Mathematics, pupils should have a good grasp of

numbers and calculation, including mental arithmetic and product tables, geometry, patterns and measurement.

English

In English, pupils will have read a wealth of literature from various periods. They will have been taught how to read, as well as how to write neatly and clearly, and should be familiar with the rules of English grammar. Poetry and rhyme will play a part, particularly in the early years when pupils will have many opportunities to listen.

Science

In Science, pupils will have studied the human body, living things and the environment, including the seasons and weather, and geology. They will gain a basic understanding of electricity and magnetism, as well as forces and sound. The concept of matter will be explored, as will the basic elements. We intend dedicating a special room as a Science Laboratory and children from Y4 will have the opportunity to study Science from a practical angle as well as an observational one.

History

By the end of Y6 in History (ancient and modern), children will have been taught the history of the world in chronological order, looking at each of the major historical periods, with a firm grasp of the difference between the pre-modern and modern era and the characteristics of each. Particular attention will be paid to the history of the British Isles, working from H.E. Marshall's *Our Island Story* which every child at the school will be given a copy of.

Geography

In Geography, pupils should graduate with an understanding of the countries of the world and the regions of the British Isles, including spatial, mapping, economic, climate and social aspects. The nature of the chronological approach will enable some cross curricular work to take place – for example, the evolution of the earth leads to geology and a study of the elements.

Philosophy/Classics

In Philosophy/Classics, the children will be introduced to the myths and legends of Ancient Greece and Ancient Rome, learn about some of the key historical figures/thinkers of the Classical world, including Pythagoras, Socrates, Plato, Aristotle, Aristophanes, Sophocles, Alexander the Great, Hannibal, Pompey, Cicero, Caesar and Augustus, and be introduced to some of the great Western philosophers, including Hobbes, Locke, Hume, Kant, Hegel, Marx, Weber and Mill.

Modern Languages

In Modern Languages, children will learn how to use and respond to a foreign language, how to listen carefully, how to pronounce words in the language correctly, how to ask and answer questions, how to use context and clues to interpret meaning, how to make use of their knowledge of their native language in learning a new language, the basic rules of grammar in a foreign language and how to use dictionaries and other reference materials.

Music

In Music, the children will be taught to sing from Reception. As they progress through the school they will study pitch, rhythm and tempo. Practical music making will be encouraged through the use of classroom instruments and from Y3 instrumental tuition will be introduced into the taught curriculum and there will be opportunities for individual instrumental tuition from visiting teachers. The basics of musical notation will be taught as well as the sounds and mechanics of the instruments of the orchestra.

RE

By the end of Y6 in RE, children will have studied the world's great religions, particularly Christianity, and be aware of the way in which religious beliefs inform our values and are reflected in the way we behave. They will have been asked challenging questions about the ultimate meaning of life and what it means to be human, and been taught to respect religious belief systems different from their own. Our aim is to encourage children from a diverse range of backgrounds, with a wide variety of different beliefs, to be tolerant and understanding without abandoning the idea that their particular belief system may, in fact, be true.

Games/PE

Games/PE will play a major part in the school. In the early years, the emphasis will be on balance skills and coordination. From Y4 onwards, specific sports will be introduced including football, netball, hockey, tag rugby, athletics, rounders and cricket. An allocation has been made in the budget to allow for the hire of offsite playing fields for the older children, together with the necessary transport to and from school.

Core knowledge curriculum

Summary of the advantages that our core knowledge curriculum will give to pupils at the WLFS Primary:

1. Enables them to flourish academically regardless of home background.
2. Provides them a shared set of cultural reference points from which to evaluate their particular religious and cultural values and those of their classmates.
3. Emphasis on literacy enables children to access all other aspects of

the curriculum effectively, regardless of whether English is their first language.

4. High aspirations for our Y6 as they move on to secondary school – 100% at KS2 Level 4 or above in Maths and English – will give them the confidence to succeed in later life.
5. The extra-curricular programme, as well as the music and the sport, will enable children to grow in confidence and independence.
6. Curriculum is demanding enough to stretch children mentally and physically.

PEDAGOGY

Lessons will be taught by a combination of form teachers and subject specialists, with the ratio skewed in favour of form teachers in the Infant School (Reception – Y2), but moving to 50:50 in the Junior School (Y3 – Y6). Not only will this enable teachers to share their passion for their subjects, it will mean the children learn about different subjects in more detail, with the emphasis on the transmission of essential knowledge. This is standard practice in preparatory schools and should be available to children of all backgrounds and abilities.

In Y3 and Y4, the form teachers will be with their forms for approximately 70% of the working week. By Y5 and Y6, form teachers will only deliver 50% of their forms' lessons, with an increasing amount of specialist subject teaching. The children in the upper part of the Junior School will get used to having different teachers with different ways of working, thereby preparing them for secondary school. In addition, the Junior School children will become more personally organised and begin to move to different rooms for different lessons. This, too, will prepare them for secondary school. The way this will work is shown in ANNEX D1.

In the Infant school, the form teacher will dominate, with the pupils staying with their form teacher throughout the working week. Specialist teaching will be limited to Modern Languages, Music and PE/Games in Reception and Y1, but will increase to include more subjects in Y2 to prepare the children for the move to the Junior school. This will ensure a strong bond develops between form teachers and their pupils and means the majority of lessons can be delivered in the same classroom.

Subjects which are initially taught together in the Infant school – Modern History and Geography will be combined in Environmental Studies, for instance – will be taught separately in the Junior school. Similarly, the children will receive more specialised Science teaching as they progress upwards through the school.

Some of the English and Maths lessons (i.e. 1hr 20 min per week) will be 'stretch and support' sessions. This approach has made a significant difference to the pupils in Y7 in the secondary school and the intention is to reflect this practice in the primary. Additional teachers and assistants will be available, enabling small groups of pupils to focus on either support work –

typically, those for whom English is an additional language, dyslexic pupils and those struggling with basic arithmetic – while other groups will tackle more advanced reading or problem-solving exercises.

Throughout the school, children will be expected to take an interest in news and current affairs, with copies of First News available in the school library. We'll also expect them to keep scrapbooks, recording their experiences on holidays and school trips. The Friday form lesson will be a rounding off of the week, distributing house points, checking homework diaries, etc. This provides an important consolidation of the week's work and achievement.

The curriculum will be enhanced with a range of lunchtime and after-school activities, including music, sport, chess and reading. In the main, these will be mixed-age activities enabling older pupils to play a mentoring role as well as enabling year group barriers to be removed, thereby enhancing the school's sense of community. In some instances, Y6 pupils may be able to combine with older pupils from the secondary school. The provision of extra-curricular activities benefits the pupils by enabling them to develop confidence and skills outside the classroom.

SCHOOL TIMETABLE AND CALENDAR

The term dates will be identical to the secondary school's dates. These have not yet been published for 2013/14, but the current dates are appended as ANNEX D2. The school day will be broken into teaching units of 40 minutes each with breaks in the mornings and afternoons and at lunchtime. The plan is for the Infants to end lessons at 3.30pm and the Juniors at 4pm, though extended school care will be provided until 5pm every day, Monday - Thursday, to reflect the school day in the secondary school. Older children will be able to do extra-curricular activities during this time, such as Homework Club, Reading Club, Chess Club, etc.

Basic Structure of the School Day

Parameters for the current timetable:

- i) School day for Infants and Juniors begins at 8.30am.
- ii) Registration at 8.40am.
- iii) Daily assemblies – whole-school, house or form.
- iv) Morning break of 20 minutes in length.
- v) Lunch at 12 noon.
- vi) Range of lunchtime activities.
- vii) Afternoon starts with a short period of registration.

- viii) Short afternoon break.
- ix) School day ends at either 3.30pm (Infants) or 4.00pm (Juniors).
- x) That all lessons should, essentially, be of the same length.
- xi) That standard lessons should be 40 minutes.
- xii) Activities clustered at the end of the school day (4.00pm-5.00pm), but other activities will be available before school and at lunchtime.

The 40-minute lesson

8.40am	Registration
8.45am	Assembly
9.00am	Period 1
9.40am	Period 2
10.20am	Break
10.40am	Period 3
11.20am	Period 4
12.00pm	Lunch break
12.55pm	Registration
1.00pm	Period 5
1.40pm	Period 6
2.20pm	Afternoon Break
2.35pm	Period 7
3.15pm	Period 8 (Juniors only)
4.00pm	End of lessons After-school clubs

This model has much to recommend it. It is tight and gives us a working week of 35 (7 x 5) lessons for Infants (1,400 minutes/week) and 40 (8 x 5) for Juniors (1,600 minutes/week). This gives us increased teaching time in more efficient areas of the day.

ORGANISATION OF THE PUPILS

The basic pastoral unit will be the form group of 30 pupils. These will be mixed ability groups. This will also be the basic teaching group – i.e. most lessons will be delivered to forms of 30 pupils. Each year group will comprise 2 classes of 30 and the classrooms will be situated adjacent to each other. This facilitates setting in some subjects – i.e. Maths in Y5 and

Y6 – as well as whole-year group work for ‘off timetable’ days. In addition, a vertical house system will be put in place, mirroring the arrangement at the secondary school, with pupils divided into Athenians, Corinthians, Olympians and Spartans. These four houses will comprise a mix of all ages in the Junior School, offering leadership opportunities for older pupils and helping to bond pupils from different year groups together. The inclusion of adults in the houses – not just teachers, but the cleaning and catering staff as well – will further enhance the family atmosphere at the school and enable pupils to respect the vital work done by all the adults at the school.

The houses will provide a platform for healthy competition, teamwork, mentoring and charitable activities. We want all the children at the school to develop self-reliance, as well as the ability to self-organise and work together in teams. The house staff will provide crucial pastoral support and there will be opportunities for the secondary school pupils to mentor the primary children, helping to ensure a smooth transition at the end of Y6.

STRATEGIES FOR ENSURING THAT THE NEEDS OF PUPILS WITH DIFFERENT ABILITIES ARE MET

We are committed to meeting the needs of all the pupils at the school, including Gifted and Talented children, and those with EAL and SEN.

Our intention is to employ a full-time SENCO at the primary from the second year of operation (budget constraints prevent this from being possible in the first year of operation), but in the meantime we will take advantage of the fact that the secondary will be employing a full-time SENCO from September 2012. One of his/her responsibilities will be to draft a detailed SEN policy for the primary, covering areas such as the day-to-day management of SEN, the school’s SEN register, the tracking of progress of pupils with SEN, liaison with parents and carers, liaison with external agencies, liaison with academic staff and the management of SEN support staff.

All children attending the primary with SEN, whether intellectual (including Gifted and Talented), physical, sensory, emotional or social, will receive appropriate educational provision and additional support to enable them to develop their potential to the full and meet the standards we expect all the children to meet. The SEN of each child will be identified prior to entry where appropriate, recorded on the school’s SEN register and regularly reviewed. Individual targets will be set, progress carefully monitored and, where progress is inadequate, intervention put in place. Effective liaison and good communication between the WLFS and key support agencies such as the Educational Psychology Service, Education Welfare, Social Services and other relevant agencies, will ensure that the most complex needs are fully met and all pupils are able to reach their full potential.

The school will adhere to the statutory SEN obligations to be contained within its Funding Agreement and will comply with all guidance and best practice on SEN as it applies to free schools.

The two form rooms for each year group will be adjacent to each other, enabling us to set in some subjects where appropriate, as well as offering opportunities for team teaching. This will help us to stretch the most able pupils and provide support to those who need it. Each form teacher will be supported by at least one teaching assistant and they will offer additional help if necessary. The most gifted in Year 6 will be given leave to take some classes in the secondary school in those subjects where they're excelling.

Remedial English classes will be available at lunchtime and after school for those with EAL and we aim to put a mentoring programme in place whereby pupils at the secondary school will act as reading mentors. In addition, [REDACTED] School, which overlooks the [REDACTED] site, currently sends Sixth Formers over to help Y7 pupils at the secondary school with remedial reading and we hope it will do likewise with pupils at the primary.

MEASURES OF SUCCESS AND IMPACT ON PUPIL PERFORMANCE

Key targets:

- * Attendance of 95%
- * 100% Y6 pupils at KS2 Level 4 or above in Maths and English
- * At least 75% of pupils working at or above their PIPS target level in attainment
- * At least 90% of pupils graded satisfactory or above in engagement
- * High parental satisfaction
- * At least 60% of pupils having individual instrumental music lessons by Y6
- * Regular success in inter-school competitions, particularly in sport
- * Regular success in gaining recognition through awards, grants, etc
- * Oversubscribed by a factor of at least 4:1

Performance monitoring

Academic monitoring will follow the CEM Centre (University of Durham) Performance Indicators in Primary Schools (PIPS) scheme. This enables the potential of each individual child to be identified and their attainment tracked and matched to potential. This means that from an early stage pupils and teachers will have clearly defined targets based on each pupil's ability in each subject area of the curriculum. Form teachers will use this data to produce individual action plans that will be regularly reviewed in light of pupil performance. Strategies might include 1:1 support with a teaching assistant, SENCO intervention, differentiation within a subject, remedial support at lunchtime and targeted work in the 'stretch and support' sessions. Each child is individual and therefore there can be no recipe for all. A draft Assessment policy is appended as ANNEX D3. In the secondary school this technique has already enabled 80% of pupils to attain or exceed their target grades, with over 90% of pupils engaging in their learning at 'Satisfactory' or better.

A whole-school analysis will be carried out twice a term. This will enable the management and staff to assess whether any individual children are underperforming and produce action plans to address any issues identified. The system will employ the software we've developed at the WLFS (without charge) which provides a powerful tracking tool. This identifies underperforming pupils as well as underperforming groups, enabling the Head Teacher and his/her Senior Leadership Team to assess how well each part of the school is doing. We can also compare group against group – i.e. boys with girls or FSM with non-FSM. The package also enables progress to be tracked from one half-term to the next so that improvement (or lack of it) can be measured and suitable measures put in place. This has proved successful in the secondary school, with swift remedial action being taken where a subject area was found to be underperforming, as well as enabling us to assess how underprivileged groups of children are performing compared with the whole school population.

There will be opportunities for form teachers to give informal advice on pupil progress (and pastoral issues) at the start and end of each school day. Formal progress reports will be provided once a term to parents, with a one-to-one parent/teacher evening each term. The school will contact parents early if there are causes for concern and parents will be expected to come into to school and discuss these concerns when requested. Staff will mark work and provide regular feedback to pupils.

Another measure of individual success will be house points and commendations, with form teachers keeping a record of all awards that their pupils have obtained, including those gained outside school and other certificates such as music grades or cycling proficiency. The Head teacher will monitor these records and arrange to see personally children that are performing at a high level in specific areas, or those who are performing well in a wide range of areas, in order to congratulate them. Success will always be celebrated at the school, but certificates and commendations must be earned, not simply awarded to all.

The school has high aspirations. In particular, we shall be expecting 95% attendance. Any drop below this will prompt an inquiry by the Head Teacher to find out what's behind it – i.e. poor teaching, bullying, unrealistic targets or a welfare issue either at school or at home.

Parental satisfaction is another key measure of success and we shall regularly seek parental feedback through forums and questionnaires as well as an informal 'open door' policy. Parental concerns will always be taken seriously no matter how trivial they might seem on the surface – if it matters to a parent, it will matter to us. We will aim for no more than half-a-dozen complaints in any 12-month period and 85% satisfaction on questionnaire data. The number of parents applying to the school 'by word of mouth' is probably the most robust measure of parental satisfaction and we shall aim to monitor our local popularity carefully.

ADMISSIONS POLICY

The admissions policy will comply with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools. If the school is oversubscribed we will allocate places according to straight-line distance from the site, with priority given to statement children whose statement of SEN names the school, looked after children, previously looked after children, siblings, children of staff and children of armed forces personnel. Children admitted to the primary school will automatically transfer to the secondary without having to re-apply and the sibling policy of each school will apply in both directions, i.e. primary applicants with sibs in the secondary will be given priority, as will secondary applicants with sibs in the primary. (See ANNEX D4 for a draft of the WLFS Primary's admission arrangements for 2013/14.)

If possible, all admissions for 2013/14 will be processed by the LBHF as part of its borough-wide co-ordination scheme and applications will be made on the Common Application Form. However, if timings don't allow this, applicants will be asked to fill in a separate Application Form, available from the WLFS and on the school's website. Where possible, we will ensure our application deadlines, offer dates, etc, coincide with those of the LBHF to minimise any potential disruption to neighbouring primaries. We have experience of managing a parallel admissions process like this since it's how we admitted our current Y7s at the WLFS. It worked perfectly well, with over 500 children applying for our first 120 places and the school opening with a full complement of pupils and a healthy waiting list.

BEHAVIOUR MANAGEMENT AND PUPIL WELLBEING

Pupil care will be at the heart of the school. Each child will have a form teacher assigned to him/her who is responsible for his/her welfare, behaviour and academic performance. The school will operate a strict code of conduct and parents will be expected to sign a home-school agreement, setting out the school's expectations. The high standards expected of pupils will apply to dress and appearance, behaviour in and out of the classroom and manners. Each lesson will begin with a period of silence.

A system of sanctions will be introduced, with early parental involvement, and parents will be expected to come into school whenever requested to discuss any concerns we may have, be they academic or behavioural. As an ultimate sanction, the school may impose fixed-term or permanent exclusions for serious offences or an accumulation of minor offences, particularly where the safety, wellbeing or progress of other pupils is threatened. ANNEX D5 is a draft set of procedures to deal with behavioural issues.

A key aspect of the welfare of our pupils will be the prevention of bullying. Our core values will be reinforced at every opportunity – assemblies, PSHE time and in lessons and activities. Nevertheless, we recognise that even in the best of schools bullying exists and we have draft strategies for dealing

effectively and swiftly with problems as they arise. The anti-bullying measures are appended as ANNEX D6.

Attendance will be closely monitored. This is a good indicator of pupil happiness and engagement with the school. Any unexplained absences will be reported to the relevant authorities' without delay. The school aims to achieve 95% attendance. A draft policy is attached as ANNEX D7.

The school's values with regard to behaviour will be constantly reinforced in assemblies and in form lessons (the school's PSHE time).

COMMUNITY INVOLVEMENT

The plan is for the WLFS Primary to be a community school, serving the residents of Hammersmith & Fulham. The secondary school has already established links with a variety of local schools and institutions, including Godolphin & Latymer School, Burlington Danes Academy, the Lyric Hammersmith, W4 Youth and the Brackenbury Residents' Association, and the primary will share those links.

Given the school's admissions policy, we anticipate that the majority of the pupils eligible for places will live within the Hammersmith Broadway ward, one of the most deprived in the borough, and we recognise that we must work with the local community to ensure the school's intake reflects the social and ethnic diversity of the this area. Like the secondary, the primary wants to become part of the educational landscape of West London and hopes to achieve this through multi-agency collaboration. We have a good track record in this respect at the secondary, where 23.5% of the children are on FSM, over a third are BAME and approximately 50% are EAL.

In order to foster good relations with the local community, the secondary has made its assembly hall available to community groups free of charge on a number of occasions – for instance, to host a public meeting to discuss the temporary closure of the Hammersmith Flyover. The Local Authority has organised a conference about SEN provision within the borough that is taking place at the school on 29th June. Our intention is to continue to make the facilities available to local community groups when the site is occupied by the primary school.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.

- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	60	93		155%	60	59		98%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the ‘How to Apply’ guidance for what should be included in this section.

EVIDENCE OF DEMAND

The WLFS has received 1,072 applications for its next 120 places, making it the most over-subscribed state school in the borough. The evidence we've compiled suggests local parents will be equally enthusiastic about the primary.

Basic Need

There's an acute shortage of primary school places in the area (see ANNEX E1). In its latest forecast, the London Borough of Hammersmith and Fulham (LBHF) estimates there'll be a shortfall of 60 primary school places in September 2012, rising to 120 places in September 2013. That is one of the reasons the Local Authority is so enthusiastic about this proposal and has offered to provide us with a site free of charge. At a Cabinet meeting on 19th December 2011, the WLFS's proposal to open a primary in 2013 was explicitly endorsed by [REDACTED], the [REDACTED].

Establishing Demand

Demand has been established by targeting groups of local parents with children who will be entering Reception in 2013 and 2014. The WLFS has already built up a database of approximately 2,750 parents and carers in the local area and the first thing we did was contact them by email, letting them know about our proposal for a new primary and asking them to notify their friends and neighbours. The fact that the WLFS wants to set up a primary was also featured in several local and national newspapers and posted onto local [REDACTED] and [REDACTED] sites.

Parents and carers were invited to register their interest by filling in a form on our website (see ANNEX E2). Parents were asked to provide their name, postcode, contact details, child's date of birth and confirm that they would choose the WLFS Primary as their first preference when applying for a primary place.

Marketing

In addition, we produced a thousand leaflets in the hope of reaching those with limited or no web access (see ANNEX E3). The leaflet was distributed to nurseries, toddler groups and other community groups within a one-mile radius of the [REDACTED] site and interested recipients were invited to fill in and return a freepost form containing the same information as above.

Data provided by LBHF taken from the 2011/12 school census shows that 88 different languages are spoken within a one-mile radius of the [REDACTED] site. Fifty three percent (2,534 pupils) speak English, with Somali and Arabic being the next most commonly spoken languages at nine per cent (434 pupils) and eight per cent (404 pupils) respectively. Three percent speak French, with all the others being spoken by two percent or less of the population. As a result of this data, the leaflet outlining

the proposal was offered to parents in five different languages, as well as in Braille.

Areas of deprivation were targeted by supplying leaflets to the six Children's Centres based within a one-mile radius of the site. (Cathnor Park, Flora Gardens, Masbro, Melcome, North Barnes and Chiswick.) In addition, leaflets were supplied to parents attending NCT groups, toddler groups, day care nurseries, Montessori nurseries, church groups and doctors' surgeries.

Results

The parents of 158 children have confirmed they would select The West London Free School Primary as their first choice of primary school in 2013 or 2014 (see ANNEX E4).

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

GOVERNANCE

The 13 directors of the WLFS Academy Trust, all of whom also serve as governors of the secondary school, will extend their responsibility to include oversight of the primary. (See ANNEX F1 for biographies of the governors.) The Board of Governors will also create a sub-committee with specific responsibility for the primary and it's likely that the members of the primary Steering Committee will serve on that committee.

STAFFING STRUCTURE

The governors will delegate responsibility for the management and operation of the primary to the Headmaster of the WLFS, who brings significant experience of running a number of successful all-through schools. The WLFS will provide the necessary finance, administrative and premises support for both primary and secondary schools. The primary school will have its own Head Teacher, who will report to the Headmaster. He/she will have a leadership team comprising a Head of the Infant School, a Head of the Junior School and a SENCO who will have overall pastoral responsibility as well (see ANNEX F2.) The school will recruit the necessary personnel on a year-by-year basis as the school grows (see ANNEX F3.)

RECRUITING A HEAD TEACHER

We will place an advertisement in the Times Educational Supplement in October 2012, draw up a short list of candidates and then interview them with a view to appointing someone by the end of the year. We will then expect him/her to make themselves available at various "open days" so prospective parents can take their measure before submitting their primary application forms. We would expect him/her to start working full time in April 2013 and to assume the lion's share of the responsibility for seeing the project through to completion. That will include recruiting the rest of the staff, finalising the curriculum, making sure the school building is ready on time, fine-tuning the budget, drawing up the necessary school policies and forming relationships with key partners, such as the Local Authority. A full recruitment programme for the staff starting in 2013 is appended as ANNEX F4.)

STEERING COMMITTEE

██████████

██████████

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

The financial plans are appended as ANNEX G1 (full capacity) and ANNEX G2 (90% capacity).

The 90% capacity model makes payroll savings wherever possible and the extra curricular provision is cut back slightly. Fixed overheads remain at the 100% capacity levels.

In drawing up both plans, non-payroll costs have been estimated on the costs of running the present site, which is currently used by the WLFS. Energy prices have been indexed up each year to reflect pressure in this area, but all the other costs are on a current cost basis.

Payroll costs have been assessed using the WLFS's salary scales that already exist (see ANNEX G3.)

In both plans, suitable contingencies exist to cope with unexpected financial pressures. These have been allocated to both payroll costs in the form of supply teachers (i.e. sickness or maternity leave) and to premises (i.e. major failure).

The school would expect to make reasonable surpluses once the steady state has been reached and this will be used to further enhance the pupils' experience.

An allowance has been made for the school to actively pursue raising revenue elsewhere. For example, the school might rent out the premises at times when the pupils' education won't be disrupted.

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

The West London Free School Primary will be located at the site currently occupied by the [REDACTED] ([REDACTED]). The freehold is owned by [REDACTED].

The site is in reasonably good order, following some works carried out by Apollo (at the behest of Partnerships for Schools) in 2011 to make it ready for use as the WLFS's temporary site. It was originally built as a one-form entry primary and was being used as a special school before the WLFS moved in. We estimate that some modest refurbishment will be needed to make the site suitable as the new school's permanent home and three additional teaching spaces will have to be built.

We have discussed the site with Partnerships for Schools and its view is that, with the additional teaching spaces, it will be suitable for use as a two-form entry primary. We estimate that the total capital cost will be [REDACTED]. A provisional estimate of the cost of the works has been provided by Apollo (see ANNEX H1), but the works will be put out to tender and procured in the appropriate manner. Floor plans of the site are provided in ANNEXES H2, H3 and H4.

The Local Authority has offered to let us have the site for free, i.e. it will grant the WLFS Academy Trust a 125-year lease for peppercorn rent, if this proposal is approved. However, the Local Authority has made it clear that it expects the capital costs associated with refitting the site to be borne by the DfE.

Refurbishing and extending this site is by far the most cost-effective option. We know this because Partnerships for Schools conducted an exhaustive search in 2010/11 on behalf of the WLFS to find a temporary site in the area capable of housing our first two years groups (240 pupils) while our permanent site was being made ready. Judging from that search, the only viable alternative to the [REDACTED] site would be to purchase a site owned by a commercial property company and refurbish that. That would be considerably more expensive.

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

D1	CURRICULUM PLAN	EXCEL SPREADSHEET
D2	TERM DATES	WORD DOCUMENT
D3	DRAFT ASSESSMENT POLICY	WORD DOCUMENT
D4	DRAFT ADMISSIONS POLICY	WORD DOCUMENT
D5	DRAFT CODE OF CONDCUT	WORD DOCUMENT
D6	DRAFT ANTY-BULLYING POLICY	WORD DOCUMENT
D7	DRAFT ATTENDANCE POLICY	WORD DOCUMENT
E1	BASIC NEED	WORD DOCUMENT
E2	EPRESSION OF INTEREST FORM	PDF
E3	WLFS PRIMARY PAMPHLET	PDF
E4	EVIDENCE OF DEMAND	EXCEL SPEADSHEET
F1	BIOGRAPHIES OF GOVERNORS	PDF
F2	MANAGEMENT STRUCTURE	WORD DOCUMENT
F3	STAFFING STRUCTURE	EXCEL SPREADSHEET
F4	STAFF RECRUITMENT	WORD DOCUMENT
G1	FINANCIAL PLAN 100% CAPACITY	EXCEL SPREADSHEET
G2	FINANCIAL PLAN 90% CAPACITY	EXCEL SPREADSHEET
G3	WLFS SALARY SCALES	WORD DOCUMENT
H1	APOLLO'S COST ESTIMATE	PDF
H2	FLOOR PLAN OF SITE	PDF
H3	FLOOR PLAN OF SITE	PDF
H4	FLOOR PLAN OF SITE	PDF

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